

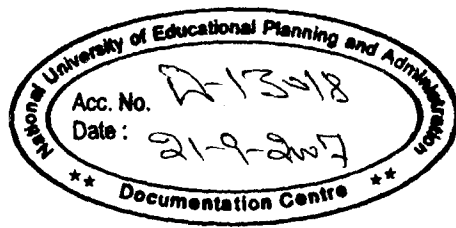
REFORMING SCHOOL EDUCATION

**REPORT OF
THE RAMAKRISHNA RAO COMMITTEE**

GOVERNMENT OF ANDHRA PRADESH

HYDERABAD

UGADI, 1995



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FOREWORD

A nation's progress and prosperity are often measured in terms of gross domestic product, per capita income, units of electricity consumed and so on. These are indeed valid criteria for measuring the economic conditions prevailing in a state. More basic than these, however, are the measures that describe the human resource utilisation, the educational and technical skills and expertise and their quality. This is so because, in the final analysis, we find that all these criteria indicative of a nation's prosperity and wellness correlate highly with the extent and quality of education of the people in that country. Education is fundamental to all development. It is essential not only for the economic growth of a country and the prosperity of its people, but also for their happiness and well-being. Education gives us knowledge, skills and values that contribute to personal growth on the one hand and societal development on the other.

2. Education is thus a socially profitable investment. It has been shown that education and training of agricultural workers significantly increases the returns on the agricultural investment. Studies have also revealed that children of educated mothers are healthier and have a higher life expectancy than the children of illiterate mothers. It is obvious, therefore, the benefits accruing from the higher lifetime investment on education fully justify the social costs. It is important to emphasise that education is not only helpful to the one receiving it, but also serves as a very useful and profitable social instrument for promoting economic development, social change, and cultural advancement of a society.

3. The educational edifice of a nation or an individual is built on the foundation of school education. School education provides the basic building blocks with which our character, values and the instrumentalities necessary to set the process of learning in motion are moulded. It is the impetus received and the images that are indelibly imprinted during the formative period in children's cognitive and emotional development that have a lasting influence on their achievement motivation and later maturity as well as their successful participation in the social process. Many of us recall with certain vividness our experiences and interactions with our teachers in schools rather than the more recent encounters with our erudite college professors. It is for this reason Gandhiji called this level of education basic education. Gandhiji wrote extensively on the new system of education he proposed and tried to implement on a limited scale.

4. Like Gandhiji, Tagore experimented in the field of rural education. He knew that the soul of India was manifest in its villages and the rich diversity of its ways of life and living.

5. The western system of education as it is practised in our system now is somewhat irrelevant and highly expensive. In addition, it has brought about a fatal

divorce between the realities of life and the institutionalised values of the school. Hence the Basic scheme of Gandhi and Sriniketan and Siksha Satra of Tagore are true experiments tried in supplying the missing link in modern education – a national system of education, essentially based on the organic unity of india's mind, life and culture. With a live sense of the 'usable' past, and more relevantly, with an informed awareness of the present, both Gandhi and Tagore managed to assimilate the best that the West could offer in order to enrich the essential East. They both believed that education is both an expression of life and a preparation for it. Gandhi's preference for basic education with its emphasis on crafts clearly reflects his utilitarian and pragmatic approach. Tagore laid emphasis on music, poetry and fine arts as the highest means of national self-expression.

6. Gandhi wanted the whole of education to be activity- centered, based on a craft suitable to the genius of the people of the locality and at the same time wanted it to be self- supporting. But in Tagore's conception, utility yields place to aesthetic pleasure as the criterion of value. Together, their views constitute a rich legacy urging us to envisage a system which would combine the virtues of craft in nature's workshop and the art of self-fulfilment and self-actualization. It is unfortunate that such promising models enunciated by Gandhi and Tagore remain largely ignored in our country.

7. From the perspective of the state, school education is of far more significance than higher education. Available evidence suggests that the rate of returns of educational investment is much higher in school education than on higher education. It is well established that the benefits of school education are relatively more significant to the society than to the individual persons, whereas higher education has greater individual rather than societal benefits. Thus, the state has a greater stake in promoting school education than higher education. Unfortunately, however, the developing countries are generally carried away by the glitter and glamour of higher education to the detriment of the less spectacular sector of school education.

8. India is clearly no exception. We may take pride in the tremendous achievements in science and technology, including space and atomic fields. We can also boast of supplying scientists, engineers, physicians and lately computer software to advanced nations in significant quantity. At the same time, and after nearly one half a century since Independence, we are haunted by the prospect of having nearly 50% of all the illiterate people in the world. This is so despite the constitutional obligation of providing free and compulsory education to all our children. We failed; and failed badly in attending to the most fundamental of our nation's responsibilities.

9. Regrettably, the situation in our own state is even worse. Andhra Pradesh is educationally the most backward among the states in South India. We lag behind in literacy rate which is clearly under the national average. Universal access to

elementary education continues to elude us. The retention rate is alarmingly low. The dropout rate by the time the child completes Class V is about 56%.

10. Thus, not only have we failed to enroll all our children in schools, but more significantly we have also failed to keep in schools those who are enrolled. Our elementary schools are understaffed and ill-equipped. There are schools without teachers. Many primary schools have only one teacher. Inadequate infrastructure, lack of necessary classrooms and basic necessities make a mockery of our school system which does not seem to have a clearly articulated primary education policy. If we had one, it was never implemented with any sense of sincerity.

11. In the developing world not only are the resources for education scarce, but the available resources are also not optimally utilised. Most of the budget for education is expended on teacher salaries leaving little for providing instructional materials and other infrastructural facilities. For example, the per student expenditure on instructional materials in the developing countries, according to a world Bank report, is less than 5% of such expenditure in the U.S. In order to achieve optimal returns on our educational investment, we need to have a proper mix of expenditure on teachers, instructional materials and other infrastructural facilities. Clearly the pattern of expenditure suggests an inefficient input mix and poor management of resources leading to lower returns and wastage in our educational system.

12. In Andhra Pradesh, one major reason for the poor quality of education in general and primary education in particular is the fact that almost all the available funds are expended on teachers' salaries, leaving very little for other necessities of school instruction. Our resources are too inadequate and the available resources are spread too thin that we are left with a large section of people unable to read and write. In recent years, there is, however, an increasing realization that we cannot simply carry the heavy load of illiterate masses in our journey toward economic progress and prosperity. We need to build human support systems. Health and education are preconditions for all social development. This awareness is, however, numbed by the sheer magnitude of the problem which on the surface appears to be just about impossible to resolve. I believe, however, that despair and dejection will only make the situation worse. We need the will to believe that no hurdle is too difficult to cross and that no problem is beyond solution. We must provide education for all, even if it means that we should initiate the necessary steps on a war footing.

13. The Government of Andhra Pradesh under the leadership of its Chief Minister Sri N.T.Rama Rao, committed as it does to improving the human condition, declared war on many fronts with the objective of banishing hunger, illiteracy and disease. Hunger continues to be endemic among many sections of our population. The war against hunger is being fought with the 2 rupee a kg rice scheme. The second front is the war on illiteracy. The government is determined to realize the goal of

universal literacy before the year 2000 AD. The determination of the government in this regard can be seen in the fact that the plan outlay for education, especially school education, for 1995-96 is more than double that of 1994-95 level.

14. Soon after assuming office, the Chief Minister announced that education is a high priority item on his agenda. He asked me to prepare a blue print for reorganizing school education with the objective of realizing three goals – (1) universalization of primary education, (2) vocationalization of secondary education, and (3) decentralization of school management and administration to provide for active and statutory participation of the local community, especially the parents of children attending the school.

15. The Chief Minister is very clear in his mind what exactly is wrong with the present system. His ideas for repairing it are quite distinct. During the course of many discussions with him, I was able to understand his concerns, his hopes and expectations. Happily, I happen to share similar concerns. We seem to think alike on many of the important issues relating to education. This made my task relatively easy, but at the same time I felt it necessary that we have the benefit of the reactions and counsel of experts and scholars in school education who also have field exposure.

16. Consequently the state government constituted a Committee with academicians as well as administrators to develop a policy and recommend strategies to reorganise school education. Myself acting as a moderator, the Committee met on several days and held extensive discussions, sometimes quite intense. I found the discussions most stimulating. The report clearly is a combined effort. In addition to the members of the committee, we had access to several others, including teachers and administrators. Their input has been very useful.

17. We recognise that in the education sector, the priority of the government is school education. The state has the responsibility to provide free school education to all children.

18. If we admit all our children and keep them in school, it would mean an addition of nearly 40 lakh pupils to our primary school within the next five years. The sheer magnitude of the problem and the enormous expenditure involved in the expansion process call for creative and cost effective strategies in the construction of classrooms as well as in the organisation of the school system. The only pragmatic way this could be accomplished is by intimately involving the local community in the whole process of school education.

19. In order to achieve community involvement and participation in the schooling of our children, decentralisation becomes essential. Recognizing this, the 73rd amendment to the Indian Constitution makes it mandatory to establish village or

panchayat education committees. We must indeed build the organisation of school education on the foundation of school level citizens committees.

20. All children are not alike. Individual differences and identities should be respected. Consequently, we need to emphasize learner-centered education. True learning is possible only through dynamic interaction between teacher and children as well as by the interaction between children themselves. The curriculum, therefore, should focus more on the process of learning rather than on information alone.

21. It is felt that there is need for extensive curricular reforms in school education. In addition to providing for flexibility and teacher initiative, there is need for healthy integration of traditional teaching strategies and the texts on the one hand and the more recent and innovative advances in instructional methods on the other. In building the curriculum and in the preparation of teaching materials we must not ignore the fact that learning is most effective when the relevance of what goes on in the classroom to the existential conditions at home and in the community is felt and experienced by the learner.

22. It is not sufficient that the curriculum and the instructional materials are appropriately revised. This would have little value unless the teachers are suitably trained and intimately involved. There is, therefore, an urgent need to develop teacher training capsules and crash programmes and to continuously motivate and train our teachers through workshops and periodic review sessions.

23. For many, secondary education is the terminal point in their formal education. Therefore, secondary education should also give them such skills that enable them to be employed, or better even, to set up their own trade or work place and become self-employed. Therefore, vocationalisation should be an essential segment of secondary education.

24. The reform process should begin at the bottom. With the "ground-up" approach starting with class one, we should cover the first five years of schooling by the year 2000 A.D. This is no small task. We need to provide for an addition of nearly 40 lakh students. Considering the inadequacy of the existing schools and the need for expansion it would seem that a four fold increase of the funds is necessary for primary education. This is clearly impossible in the immediate future. Therefore, there is need for creative and context relevant solutions to considerably reduce the unit cost.

25. Nothing is more important in improving our school education than the whole hearted involvement of the teachers. Therefore, all education committees from the village to the state levels should include teachers. Teachers themselves should not regard their role as just a job, a vocation to make a livelihood, but recognize that

they are very special persons in whose hands the sacred task of moulding a whole new generation is placed. Befitting the motto guru devo bhava, our teachers should take their roles seriously and help make our schools truly temples of learning.

26. This report is just a beginning in the long journey to reform school education in the state. I record my appreciation to all the members of the committee for their valuable contributions and my gratitude to the Chief Minister for his confidence in entrusting this important responsibility to me. I hope and trust that the sincere wish of the Chief Minister to give all our children the best possible education would materialize soon; and the report is a small contribution towards that end.

K.RAMAKRISHNA RAO

I

INTRODUCTION

1.1. The Government of Andhra Pradesh have clearly enunciated their endeavour to create a just, equitable, and humane society, as is reflected in the Governor's address to the Legislative Assembly on 12th January, 1995. It has also been stated that the Government will pay utmost attention to the vital task of primary education, health care and welfare of the poor with the objective of releasing the productive potential of the whole population. The reforms are meant to serve as instruments for freeing people from the shackles of poverty, disease and deprivation. Likewise, the welfare programmes are proposed to be aimed at promoting human dignity and providing the basic necessities of life. Government recognises that the education and health are necessary preconditions for development and, therefore, places a major emphasis on strengthening and spreading education and promoting health care at all levels with a special focus on the deprived sections of the society.

1.2. Yet another significant policy statement made by the Government is that local community is to be trusted and organised to run their institutions on a day to day basis. The Government announced their intention to redesign state institutions and delivery of services to make them open, accountable and self-correcting. The Government believes that democracy will be real and full only when people participate in their governance at the grassroots level. For this reason, the Government is unequivocally committed to local self-governance and empowerment of people.

1.3. In the field of education, it is stated that the Government's thrust will be on school education with the objective of achieving universalisation of primary education to all those between ages 6 to 14 years. The dropout rate is proposed to be reduced. Government also attaches importance to Audio-visual education as well as teacher training. Non-formal education and Open School Education are proposed to be strengthened and extended. These indeed are welcome measures and, when realised fully, will go a long way in ensuring equitable, allround and sustainable development of the State.

1.4. In keeping with the above policy concerns, the Government constituted(vide G.O.Rt.No.335, dt.16.3.95) a Committee with the following members.

- | | | |
|----------------------------|-----|----------|
| 1. Prof K.Ramakrishna Rao | ... | Chairman |
| Vice-Chairman, | | |
| State Planning Board, | | |
| Andhra Pradesh | | |
| 2. Secretary to Government | ... | Member |
| Education Department. | | |

3. Prof. Eswara Reddy Dean Faculty of Education Osmania University.	...	Member
4. Prof.K.S.Chalam Director, Academic Staff College, Andhra University.	...	Member
5. Prof.Ch.Umamohan Chairman, Board of studies, Department of Sociology, S.K.D.University, Anantapur.	...	Member
6. Prof.P.Sandeep Director, Centre for Adult Continuing Education & extentsion, Osmania University.	...	Member
7. Prof.Vijay Kumar Director, Academic and Planning. J.N.T.U.	...	Member
8. Director, Tribal Welfare.	...	Member
9. Director of School Education	...	Member-Secretary

1.5. The Committee held continuous sittings from 3rd to 9th March, 1995; from 20th to 23rd March, 1995; and 26th to 30th March, 1995. Apart from holding extensive discussions among the Members, the Committee also held discussions with officials, representatives of international organisations and teachers.

II

PROFILE OF SCHOOL EDUCATION IN ANDHRA PRADESH

EDUCATION FOR ALL has essentially two components-- adult education and the education of the child. In so far as adult education is concerned, this is sought to be achieved through the Total Literacy Campaign including the Post Literacy Campaign for persons in the age group of 15-35 years. As far as children are concerned, this covers all children from 5 to 14 years of age and essentially it involves their universal participation till they complete primary education either through formal or non-formal education programmes. This being the content of Education For All, the Committee feels it necessary to take stock of the existing situation of education and identify the issues to be resolved before proceeding to devising means of achieving the task of EDUCATION FOR ALL.

2.2. After nearly forty years of its formation, Andhra Pradesh continues to be an educationally backward state; This can be seen from Table-1.

TABLE-1
LITERACY RATES OF STATES IN INDIA

Sl. No.	Name of the State	Literacy Rate
1.	Kerala	90.59
2.	Mizoram	81.23
3.	Tamil Nadu	63.72
4.	Himachal Pradesh	63.54
5.	Nagaland	61.30
6.	Manipur	60.96
7.	Gujarat	60.91
8.	Tripura	60.39
9.	West Bengal	57.72
10.	Punjab	57.14
11.	Sikkim	56.53
12.	Karnataka	55.98
13.	Haryana	55.33
14.	Assam	53.42
15.	Orissa	48.55
16.	Meghalaya	48.26
17.	Andhra Pradesh	45.11
18.	Madhya Pradesh	43.45
19.	Uttar Pradesh	41.71
20.	Rajasthan	38.81
21.	Bihar	38.54
	INDIA	52.11

2.3. This is partly attributable to the fact that the State started from a very weak basis. The number of primary schools in Telangana area was comparatively small, where there was also an acute shortage of teachers knowing Telugu language. This resulted in a slow expansion of primary education in Telangana. Even in terms of literacy, only 13% of people in Andhra Pradesh were literate in the year 1951 and the female literacy rate was a mere 7.2%. The number of primary schools was 29,076 Upper Primary schools and High Schools were only 329 and 733 respectively. Since then, however, the State made considerable progress, as can be seen from Table-2.

TABLE - 2
PROGRESS OF EDUCATION IN A.P.

Sl. No.	Year	Schools			Teachers			Enrolment		
		Primary	U.P.	H.S.	Primary	U.P.	H.S.	Primary	U.P.	H.S.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1.	1956-57	29076	329	733	77065	4421	16166	24,45,093	2,33,286	2,09,958
2.	1960-61	34523	983	1224	73886	13352	24937	29,76,055	3,00,917	2,43,528
3.	1970-71	36879	2915	2929	77738	22572	54231	39,34,690	5,22,184	4,41,893
4.	1980-81	40611	4621	4106	84370	32849	66716	54,17,340	9,14,784	8,28,069
5.	1990-91	48731	6118	6116	110857	41837	80464	70,36,578	15,28,748	14,69,920
6.	1993-94	49247	6341	7145	106114	38902	96518	71,41,462	15,22,081	14,89,320

2.4. Table-2 reveals by the year 1993-94 the number of primary schools has doubled; upper primary schools have gone up by twenty times and high schools by ten times. Similarly, the number of teachers at primary level has gone up by one and half time, at upper primary level by nine times, and at high school level by six times. Likewise, the enrolment of students has increased by three times at primary level, seven times at upper primary level, and seven times at high school level. All these indicates that the expansion at upper primary and High school level is higher whereas at primary level it is only minimal.

2.5. Education for all involves universalisation of primary education. This in turn has three aspects, viz., universal access, universal enrolment and retention, and universal achievement of minimum levels of learning. The question of access has largely been tackled by increasing the number of schools. It is true that there are a few more habitations to be served. But these are few in the first place. And mostly their population is low. There are also recent innovations in terms of coverage of such habitations such as Non-formal Education, Open Schools etc. Unserved habitations can be covered through such methods wherever the population is uneconomical for a school.

2.6. But what continues to be a problem area is that of universal enrolment and retention. The figures in Table-2 reveal that while the enrolment in primary classes went

up by 192% between the years 1956-57 and 1993-94, the corresponding figures for number of schools and teachers was 69% and 38% respectively. This clearly reveals that as the enrolments are increasing the teacher-pupil ratio is affected adversely. Now the teacher-pupil ratio is 1:67. The position is, however, more comfortable in respect of upper primary and high schools.

2.7. It is expected that every child who enters class-I goes through class VII without discontinuing the school in between. But what really happens is that the drop out rate is very high, as can be seen from Table-3 below. The drop-out rate is particularly higher in the case of girls and the children of the Scheduled castes and Scheduled Tribes.

TABLE - 3
DROPOUT RATES AMONG DIFFERENT CATEGORIES

	Classes I - V	Classes I - VII
All Categories		
Boys	55.50	65.98
Girls	55.91	70.28
All	55.68	67.81
S.C.		
Boys	59.27	73.00
Girls	63.91	78.83
All	61.32	75.97
S.T.		
Boys	72.48	82.06
Girls	78.08	89.20
All	74.63	84.72

2.8. The problem of drop out rate requires systematic and micro- level attention. It is doubtful whether departmental machinery alone can tackle this problem without sufficient involvement and support from the local community as well as teachers. It is noticed that there has been no systematic effort in monitoring enrolment and retention. In the last two years, some effort is being made through the 'Nenu Badiki Potha' programme and also by way of local initiative in some districts such as Mahabubnagar.

2.9. The National Policy on Education (1986) emphasises the need for laying down Minimum Levels of Learning (MLL) to serve the dual purpose of giving effective guidance for organising teacher learning experience and continuous comprehensive

evaluation. At present there is no systematic evaluation of achievement in Andhra Pradesh. Non-detention has been practised since 1971 till Class-VII. Even in class-VII, the traditional concept of pass marks being 35% is adopted as is the case at class-X level. It is indeed curious that while most children pass class-VII less than 50% of the children pass class-X public examination. Apparently, the evaluation at the VII standard level calls for a thorough review. But what should be of concern is that the high and consistent drop-out rate every year till the class-X and the poor success rate at class-X public examination together mean that the system is functioning in a very inefficient manner.

2.10. A pilot study conducted to assess the percentage of students who have attained minimum levels reveals that less than 50% achieved the minimum levels of learning as can be seen from the table-4 below.

TABLE - 4
LEVELS OF ACHIEVEMENT

Sl. No.	Class	Subject		
		Telugu IT	Mathematics IT	Environmental Education.
1.	I	55	44	50
2.	II	48	45	55
3.	III	40	53	47
4.	IV	39	40	46

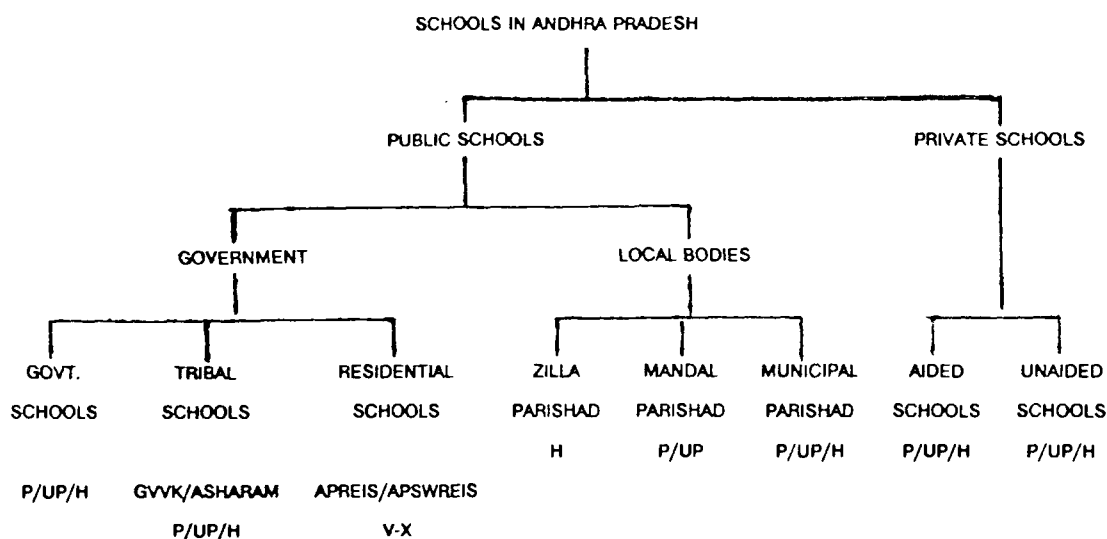
2.11. It is not difficult to imagine that levels of learning in the higher classes would even be worse. This is shown to be the case particularly in the schools managed by the Government and Local bodies as may be seen from table-5.

TABLE - 5
MANAGEMENT-WISE PASS PERCENTAGE IN SSC EXAMINATION, MARCH 1994

Sl. No.	Management		Percentage of passes
1.	Government	Boys	35.69
		Girls	31.99
			34.41
2.	Zilla Parishads	Boys	42.99
		Girls	44.32
			43.45

Sl. No.	Management		Percentage of passes
3.	Municipal	Boys	40.82
		Girls	36.68
			39.04
4.	Private	Boys	62.76
		Girls	64.07
			62.32

2.12. One distinctive feature of A.P. is the presence of a variety of managements involved such as Central Government, State Government, Local Bodies (Municipalities, Zilla Parishads and Mandal Parishads) private aided and private unaided.



Note:- P = Primary

UP = Upper Primary

H = High School

2.13. In the year 1972, Government started the A.P. Residential Educational Institutions Society (APREIS). These residential schools cater to rural children whose parental income is low. Over the years these institutions have grown in number as well as in stature. They are recognised as islands of excellence. They cater not only to the general population but there are 36 schools essentially to cater for tribal children in agency areas and 7 schools to cater for children of backward classes. Following the pattern of APREIS, the Social Welfare Department also started

the A.P.Social Welfare Residential Educational Institutions Society (APSWREIS). This institution currently runs 114 schools and has been striving to impart good education.

2.14. Even though majority of schools are managed by local bodies it is evident that there is no involvement of local people in the management of schools. Local bodies could not mobilise people's support substantially in providing infrastructural and other facilities. They are completely dependent on Government for establishment of schools, payment of salaries and maintenance.

2.15. Yet another noticeable feature is the multiplicity of departments involved in education. The Departments of Tribal Welfare, Social welfare, and Backward classes welfare are engaged in the management of schools and/or hostels for school children. Presently the Tribal Welfare Department is managing 3367 single primary schools (Girijan Vidya Vikasa Kendras) with classes I & II, and 448 Ashram schools. Besides, the department runs 504 hostels catering to primary, upper primary and high school tribal children. Likewise, Social Welfare Department runs 50 orphanages, 150 residential schools for SCs, 14 children homes, 75 Vimukthi hostels and 2210 government hostels for SCs with an admitted strength of 2.20 lakhs inmates all over the state. This department also sanctions pre-matric, and post-matric scholarships and scholarships for SC students studying in class I & II. The Backward Classes Welfare Department runs 63 Ashram schools and 267 hostels.

Financing of School Education:

2.16. Andhra Pradesh is identified as one of the educationally backward states in India. This is partly because of low investment in elementary education in erstwhile princely state of Hyderabad that forms today the major educationally underdeveloped region. The State had also problems in allocating substantial amount for the development of primary education in the 1960s and 1970s. It is only after 1980s that the Government started allocating more funds for elementary education. Out of the total expenditure on education around 95 percent is for non-plan and only 5 percent for plan. Though more than 60 percent of the plan allocations of education are devoted to elementary education in 1993-94 budget, it is not sufficient as the absolute amount itself was very low.

2.17. An analysis of budget allocation to different items under non-plan reveals that 90.14 percent was spent on salaries alone while the amounts spent on items such as maintenance, text books, were 1.29 percent and 1.16 percent respectively. The budget sanctioned reveals that most of the non-plan budget is going towards salary component.

III

DECENTRALISED MANAGEMENT OF EDUCATION

3.1. In this country policy and planning are essentially the functions of the government. Though it has its own merits what has been happening was that the policies and plans were excessively governed by macro perceptions and approaches, resulting in the submersion or insensitivity to the grassroots/micro level existential conditions and situations. With the result, the plans and programmes were never absorbed in the local community situation. Macro planning for school education has obviously not succeeded beyond making infrastructure available. Planning so far tended to concentrate on the provision of extra schools, extra buildings, extra teachers, extra blackboards etc. Apart from the consideration of cost, quality and relevance of the inputs to be provided to the schools, what is not adequately realised is the need to bring in interactive relationship, between the school, the home, and the community, appropriate to sustain the school and the child in the school. As of now, the school in a village is in isolation and alienated from the community and the families of the children. It is obvious that for effective utilisation of such infrastructure and to reach vital goals, people's participation is essential.

3.2. The balance between the demands of the school in terms of its calendar, timings, curriculum, pedagogy and the demands of the people governed by their own existential situation has been always not in favour of the people. School has been demanding the people to adjust themselves to its demands rather than adjusting itself to the demands of the people. This equation does not help either the schools or the people for whom the school is meant. It is an undemocratic authoritarian equation where people have little and only indirect voice in the matter.

3.3. Costing and financing of primary education is one of the problem areas which requires more realistic and imaginative approach. What is not realised is that we cannot succeed in mass programmes like universalization of primary education by adopting the strategies appropriate to the selective and limited coverage particularly in the context of limited Plan resources. Mass programmes can be sustained only when we go in for the critical option of those delivery models and inputs which are need-based, low-cost, indigenous, self-reliant and sustainable in nature. As of now, the delivery system we are operating does not appear to meet these requirements.

3.4. The major input of our primary schools having the first charge on the budget is the teacher cost. Over 95% of the annual budget is spent on teacher salary with the result very little resource is left for development and innovative programmes. In fact, the teacher cost is so much that the gap between the required number of teachers and the actual number of teachers appointed is yawning, affecting the efficiency of the schools. It is important to realise that the shortage of teachers is artificially created. The problem is with our concept of a teacher. There is shortage because

our concept of a primary school teacher is that he should have completed atleast 12 years of education(+2 level of education), duly trained and must be paid a monthly salary ranging between Rs.2000 - 3000. It is impossible to provide adequate number of teachers if this criterion is followed. This criterion is valid only in the context of selective coverage and more importantly when the economy can afford.

3.5. The experience of the countries of comparable levels of economic development indicate that we can succeed in the programme of universalization of primary education only when we opt for different criteria of a teacher. Large scale deployment of para teachers(Teacher associates) was found to be a successful strategy to meet the teacher shortages. Apart from the considerations of cost effectiveness it had other advantages, namely , that the community could be reasonably sure that the teachers will be staying in the same village and hence more regular and committed to the school . This system also helps to create rural employment and human resource development helpful to the community development in many ways. Besides international experience, in our own state such a strategy has been successfully tried in different districts, including in some Tribal areas.

3.6. Similarly, the low cost approach has to be followed in providing classrooms to the schools. Today, the cost of class room is Rs.1.1 lakh, reportedly the costliest in the country. Even at the present level and assuming just one class room per class we need more than one hundred thousand class rooms. It is therefore obvious that provision of class rooms at the existing unit cost would virtually be an impossible task. We have to search for alternatives.

3.7. The Committee notes that a beginning has already been made in this direction under A.P.Primary Education Project during the year 1994-95 and that a consultant has been engaged for this purpose. It appears that the consultant has already given 14 alternative designs. The Committee recommends that Government examine the report of the consultant immediately and take a decision since it is likely to involve substantial savings to the public exchequer. The Committee also recommends that it is not essential that Government should finalise only one design. In fact, it would be ideal if the various options available are brought out in a book form so that the local community can choose from the options available, depending upon their own funds available as well as the suitability to the local area.

3.8. In respect of High Schools however, the low cost approach either in terms of teachers or in terms of school building may not be feasible. The Committee recognises that here the existing system may have to be continued.

3.9. All these issues require serious and immediate attention. The Committee firmly believes that these are not issues requiring just additional resources- money, time or human resources- but is more a philosophy of addressing ourselves to the

task. The task of universalisation of primary education is best achieved by the local community. What is required is to give them a framework within which they can manage their own institutions taking their own decisions. The Committee therefore, recommends that there should be broadly two categories of schools - publicly funded schools and the other private schools.

PANCHAYAT EDUCATION COMMITTEES

3.10. The Committee strongly recommends the formation of PANCHAYAT EDUCATION COMMITTEES (PEC) at the Gram panchayat level and SCHOOL COMMITTEES at the school level. The Committee recommends that the School Committee may essentially have a facilitating and monitoring role while the role of P.E.C. is more enlarged. The PEC would look after the entire gamut of activities required to achieve Education For All namely universalisation of primary education (including Non-formal education), Adult Education and village libraries. The school Committee would address itself specifically to the School. Where, in a Gram Panchayat, there is only one school, or two schools but in the same habitation, the PEC will itself perform the functions of a School Committee. Where two schools are in different habitations or where the Panchayat has more than two schools, each school will have a School Committee.

3.11. The School Committee would consist of 3 representatives from among the parents of the school. Of these, atleast, one will be the mother of that school's child. The Head-teacher (seniormost of the teachers) would function as the Convenor of the School Committee. The School Committee meets as often as is necessary but at least, once a month.

3.12. The functions of School Committee would be;

- to monitor the attendance of the children as well as the teachers;
- to promote universal enrolment and arrest dropout;
- to hold meetings of parents to sensitise them about the need to achieve universalisation of primary education;
- to periodically review the performance of children;
- to monitor the School Health programme;
- to provide infrastructure facilities to the school; and
- to bring to the notice of the Panchayat Education Committee any shortcomings or the needs of the school that cannot be met by the School Committee.

3.13. As indicated above, the PEC will be constituted at the level of each Gram Panchayat, and it will have the following composition:

- 1) Sarpanch of the Gram Panchayat

- 2) Seniormost teacher in the Gram Panchayat – Member-Convenor
- 3) 2 Parents from the school, (if there are more than 2 schools, as many parents as schools in the Gram Panchayat)
- 4) 1 parent from among the parents of children pursuing Non-formal Education

Of the parents in (3) and (4) together, one will be a woman.

3.14. The functions of the PEC would be to plan effectively and to implement the programmes of Education For All in the Gram Panchayat area. In performing the functions listed above, the PEC may have the following powers.

- A. The PEC may have the powers to levy an EDUCATION CESS. The cess so levied shall be collected by the Gram Panchayat and remitted to the PANCHAYAT EDUCATION FUND (PEF). The PEF shall also consist of grant-in-aid, from Government, or donations from the public.
- B. To apply the PEF in furtherance of the cause of Education for All.
- C. To recruit and appoint LOCAL TEACHERS, to determine their service conditions including emoluments; and to have full disciplinary control on them.
- D. To institute and/or manage a mid-day meal or School Nutrition Programme in the Panchayat area.
- E. To recommend the suspension of ration cards of parents who do not send their children to school or who engage their or others' children in child labour.
- F. To report to the Mandal Education Committee against any State Teacher, who is found not attending to and/or not performing his/her duties.
- G. To determine the school calendar and school timings, subject to guidelines of the Education Department.
- H. To undertake, if entrusted, and to oversee the construction of school buildings.
 - I. To open and supervise Non-formal education centres and Open School centres, including centres already functioning.
- J. To coordinate the EFA programmes with the community, related departments as well as NGOs.
- K. To conduct and to oversee Total Literacy Programme for adults.
- L. To oversee the Health care, and nutrition including mid day meal, as also immunisation activities.
- M. To conduct Parent-Teacher meets and other promotional activities.
- N. To conduct local Science exhibitions and sports and cultural meets.
- O. To set up and maintain village libraries as an integral part of the EFA effort.
- P. To prepare the annual report on Education For All including statement of accounts for the monies received and spent and to submit the same to the MEG.

MANDAL EDUCATION COMMITTEE:

3.15. The Committee believes that the Village Community must be closely linked with all primary schools. Nevertheless, keeping in view ground realities, the Committee feels that it would be useful to have a Mandal Education Committee. This is because, at times, the Gram Panchayat may be too small a unit for a PEC to effectively discharge all its functions. The MEC would also serve as a useful forum for exchange of experiences between the PECs so as to build up the necessary synergy. It would also facilitate coordination with the related departments at the Mandal level. Finally, it would act as an authority to take disciplinary action against the State teachers.

3.16. The M.E.C. would consist of 9 Members. The Mandal President would be the Chairman. Two members from among the PEC members would be nominated. Likewise three parents and two teachers from among the teachers of the Mandal would be nominated. Out of these seven members, atleast one shall be a woman. The M.E.O. will be the member-convenor.

3.17. The functions of the M.E.C. would be to monitor the planning and implementation of EFA programmes in all the Panchayats in its area of operation. Within the overall framework, the following will be the functions as well as powers of the Mandal Education Committee.

- A. to undertake the responsibility of training PEC members, local teachers, volunteers etc.
- B. to coordinate with the related departments at the mandal level.
- C. to conduct academic supervision and periodic inspection of Schools.
- D. to appoint a committee to evaluate annually the performance of schools.
- E. to transfer State teachers within the Mandal according to the guidelines laid down by the Education Department.
- F. to accord permission to start new schools in the Mandal.
- G. to prepare the budget for the Mandal education committee and maintain proper accounts.
- H. to sanction leave of State teachers(other than casual leave).
- I. to buildup proper environment for enrolment drives within the Mandal.
- J. to organise sports, cultural and other related activities.

3.18. To perform the above functions, the MEC will draw funds from the MANDAL EDUCATION FUND, which shall consist of grants-in-aid from the State Government or the Zilla Parishad.

3.19. The Committee recommends that the State teachers for Primary (including upper primary) Education be allotted by the DEO to each mandal instead of to the

Zilla Parishad. The MEC would have the powers to transfer the State teachers within the mandal, subject to the guidelines to be given by the Education Department. The transfer from one mandal to the other would be the responsibility of the DEO as allocating authority. In other words, the Zilla Parishad will no longer be responsible for administration of the State teachers pertaining to primary schools and upper primary schools.

ZILLA EDUCATION COMMITTEE:(ZEC)

3.20. At the district level, there would be a Zilla Education Committee which would essentially be charged with the responsibility of administering the high schools in the district. The Committee recognises that, at present, the High Schools have from Classes VI to X. It is the Committee's opinion that it would be better if the High Schools concentrate only on Classes VIII to X rather than combining primary and secondary education. While it may not be feasible to do so immediately, the Committee recommends that the Classes VI and VII be progressively deleted from the High Schools and added to the primary schools. Since in any case, all the primary schools will progressively, as and when need arises, be upgraded to include up to Class VII, there should be no difficulty in deleting Classes VI and VII from the High schools. Such a move would ensure that High Schools concentrate on secondary education and also enable the introduction of vocational education which is essential. The space released by way of deleting Classes VI and VII could effectively be utilised for commencing vocational education.

3.21. The composition of the Zilla Education Committee will be as follows:

- Chairman, Zilla Parishad – Chairman
- District Collector - Vice Chairman
- Two Members of Legislature – Members
- Two Members of Zilla Parishad – Members
- Three parents to be nominated from among members of the Panchayat Education Committee (at least two of them will be from parents of that school children and one at least from Non-formal education children) one of the parents should be a woman.
- Three teachers to be nominated
- One student – the student who secured first rank in the District in Class IX examination.

3.22. The functions of the ZEC would be as follows:

- A. to monitor the overall planning for EFA in the district
- B. to coordinate with the related departments to ensure effective programme of EFA

- C. to accord permission to start new secondary schools in the district with the permission of the Government.
- D. to administer the high schools and evaluate their performance
- E. to organise district-level sports and cultural activities for school children - both primary and secondary.
- F. to arrange to distribute textbooks in the district.

3.23. In order to discharge these functions, the ZEC will be empowered

- A. to raise local resources through donations, as well as to levy and collect taxes for secondary education in addition to the funds received from the Government. All these would constitute the Zilla Education Fund.
- B. to administer the High Schools including transfer of State Teachers.

DISTRICT EDUCATION PLANNING BOARD:(DEPB)

3.24. The Committee recognises that at the district level, it is not possible to combine the administrative and technical functions in respect of education. It is with this in view that the Committee recommends formation of District Education Planning Board whose composition would be as follows:

- 1) District Collector – Chairman
- 2) One nominee of the District Planning Committee.
- 3) Three educational experts. Of whom one expert representing Vocational Education.
- 4) Principal of DIET.
- 5) Two teachers.
- 6) DEO - Member - Convenor

3.25. The DEPB is essentially a planning and technical body to look after the needs of Primary and Secondary Education as well as Adult Education. The functions of the DEPB will include training of teachers both local teachers and State teachers. They would also be reviewing the school calendar. In particular, they would review the performance of various schools both primary and secondary including the methods of evaluation. They would also be charged with the responsibility of overseeing the functioning of the Teachers' Centres. The DEPB would oversee the implementation of AV Education and Vocational Education and take such steps as are necessary for its effective implementation. The State Govt. may issue necessary orders entrusting them with the responsibilities and allocating certain funds if necessary. The DEPB would be issuing, from time to time, necessary suggestions to the ZEC and MEC.

Municipal Education Committee

3.26. The Committee recognises that the structure in the municipalities cannot be same as in the Panchayat Raj institutions. The major difference is that while the district is divided into three distinctive tiers, a Municipality is a single entity. Therefore, the Committee recognises that it is not necessary to have district committees in a Municipality for primary and secondary education. The Committee therefore recommends that there be a school committee for each school and a Municipal Education Committee for the Municipality as a whole. The School Committee performs the same role as that of a School Committee at the village level and its composition would also be identical. On the other hand the Municipal Education Committee combines in itself the role of PEC, Mandal Education Committee and Zilla Education Committee. In other words, the Municipal Education Committee will be the authority to plan and implement the Education For All programme. This committee would be responsible for administering the schools as well as the teachers. The Committee would be the authority to appoint local teachers for primary education as well as to exercise general superintendence over the State teachers. To discharge its functions, the MEC would draw from the Municipal Education Fund which consists of education cess, levied and collected by the municipality, grants-in-aid if any and donations.

3.27. Since the tribal group has the lowest literacy among social groups, special focus needs to be given for securing universalisation of primary education and 'Education For All'. The strategy to be adopted to realise this objective would be different in the TSP (Tribal Sub Plan) areas and in non-TSP areas. Therefore, it is necessary to evolve a system where the tribal education will be a part of the general education programme as a "Sub-system" to provide for a specialised strategy in consonance with the social, economic and cultural ethos of the tribal community.

Structure in Tribal Agency Areas:

3.28. In the Tribal areas, the ITDA functions as a single line agency. There is also a separate DEO for the agency areas. The Committee recommends that there be a separate Agency Education Committee (AEC). Its composition would be as follows:

1. District Collector – Chairman
2. Project Officer, I.T.D.A. - Vice-Chairman
3. District Educational Officer of the Agency - Member - Convenor
4. Two Teachers, nominated.
5. Two Parents (one teacher from primary education and another from secondary education.) Both of them must be tribals

The functions of the AEC will be similar to the Municipal Education Committee. It would be treated as separate grant-in-aid body and will receive funds from

Government. They will also be allowed to raise funds locally as has been done in the case of MA BADI Programme. In so far as primary schools are concerned, selection will be made locally and in so far as secondary education is concerned, they will be recruited through normal process and will be allotted by the DEO and the transfer of teachers belonging to the agency area to plain areas with the concurrence of the P.O., I.T.D.A.

3.29. The AEC will be empowered to constitute Panchayat Education Committees as it deems fit.

3.30. The Project Officer, ITDA would also be a member of the District Education Board in ITDA districts and in non-ITDA districts, the District Tribal Welfare Officer may be a permanent invitee of the board. In ITDA areas, the District Education Board would evolve a comprehensive strategy to achieve ' Education For All' in the TSP area.

3.31. There will be only two categories of schools namely PUBLIC SCHOOLS and PRIVATE SCHOOLS. Public Schools will be those which are funded by the Government, either in full or in part. These will include the Local body schools as well as private aided schools. The MEC., the Z.E.C., and the A.E.C., will be responsible for supervising these schools along with the Local body/Tribal area schools. School Committees will be constituted for the private aided schools as in the case of Local body schools.

IV

MAKING PRIMARY EDUCATION EFFECTIVE

4.1 The objective of primary education should be not only to make a child acquire the 3 R's- Reading, Writing and Arithmetic but also to make the child acquire the basic values and build his/her confidence so as to enable the child to grow into a confident and a humane person. At the secondary level, the learning process is intensified and the objective is to make the child acquire information as well as the skills required to acquire higher learning. The character building process is continued, so that at the end of the childhood at the age of 14 years, the child enters adolescence with sufficient knowledge of the world as well as the basic ability to acquire further learning. As brought out in the second chapter, the education system in Andhra Pradesh does not appear to completely cater to these tasks. The very fact that children are not spending their years in schools and that they have a low level and even those who a large percentage of those who spend their time in school do not have a high level of achievement clearly reveals that the objectives of school education are not being met. It is therefore, necessary for the State to have a close look at the quality of the school education to improve the same. The beginning must necessarily be made with primary education.

4.2 Currently, school education in Andhra Pradesh is of ten years' duration. This is divided into three stages viz., primary (Classes I to V; upper primary -Classes VI and VII and Secondary- Classes VIII to X). It is interesting to note that legally speaking primary education extends from Classes I to VII. The A.P.Education Act, 1982 defines the primary education as such. But, apparently for administrative reasons, primary education is divided into two sub-stages. This appears to be true not only of Andhra Pradesh but of the entire country except that in a large part of the country, the upper primary is from Classes VI to VIII instead of Classes VI and VII. Since the objective of primary education is avowedly the inculcation of 3 R's as well as basic values, it is doubtful if the primary stage can be restricted to a mere 5 years. It must be noted that this system of five years of primary education was designed quite a few years ago when access to education was essentially restricted to children who came from families with educational background. In the context of EDUCATION FOR ALL, it is clear that, atleast for a number of years to come, a large number of children who have access to schools, at least Government schools will be first generation learners. For such children, the very formation of a habit to attend school and also to be able to imbibe what is taught takes time. That this is so is also revealed by the current low levels of achievement in the primary stage. It is quite apparent that a child who passes on to higher classes with such low levels of achievement will only find the education process increasingly less and less interesting and attractive and will naturally tend to drop out of school. It is therefore necessary, that the primary stage should be of a longer duration and should help the child acquire the basic skills and values expected of primary education.

4.3 Since the upper primary schools are, by definition, fewer than primary schools and therefore at a distance from the village in which the child resides, the propensity for the child not to prosecute upper primary stage is greater. If, on the other hand, the upper primary stage is treated as part of the primary school and is available readily to the child, the child will go through the primary stage and acquire the levels expected of him/her. The Committee therefore strongly recommends that, as envisaged in the A.P. Education Act., 1982, the school education be divided into only two stages viz., primary and secondary; primary stage covering classes I to VII and secondary stage from Classes VIII to X. The Committee recommends that progressively all the primary schools be allowed to take up right upto Class VII without the need for any further sanctions from the Education Department. It is for the school to find the necessary resources through the Panchayat Education Committee as brought out in the preceding chapter. Since there would not be any additional burden to the State exchequer, the Committee sees no difficulty for this to be implemented, although it recognises that this can only take place over next few years. The Committee also feels that this would only be a natural process, since with expected universal retention, all children would wish to pursue Classes VI and VII.

4.4 The Committee recommends that the primary stage i.e. classes I to VII be considered as basic education and be made compulsory for all children. Once the child has completed his basic education, it is for him to decide whether he would like to pursue secondary education or not, although the effort of the State here again to make every child or atleast most children participate upto the end of secondary stage. While the latter i.e., completion of secondary stage is desirable, it is necessary that the society and therefore the State treat atleast basic education as essential and non-negotiable.

4.5 The Committee has been informed that in certain primary schools in the State, Education is not offered for all five classes but for only some classes such as classes I to II or III. The Committee recommends that beginning the year 1995-96, Government should make it compulsory for all primary schools in the State to teach classes I to V. Since it is not possible to raise this upto Class VII immediately, the effort should be to see that each Panchayat of average size i.e., population of 3000- 3500 should have two primary schools- one offering upto Class VII and the other upto Class V. In respect of smaller panchayats, there could be only one school while in respect of large panchayats, there would be more schools. In the latter case, there must be atleast one upper primary school in each Panchayat. The Committee recommends that a programme of action be drawn up for each Panchayat accordingly with a definite timeframe by which all Panchayats will have all schools upto Class VII.

4.6 As indicated above, basic education should be made compulsory for all children. However, the Committee recognises that this is not exclusively a matter of legislation and that a number of measures have to be taken to realise this measure.

The Committee strongly recommends that this be made, along with the Total Literacy Campaign for adults, the central aspect of planning for EDUCATION FOR ALL at the District, Mandal and Village level. The plans must be drawn up during the course of year 1995-96 and must aim to achieve universal primary education by the year 2000 A.D.

4.7 Planning is again only the first step. It must be backed up by a strong effort at forming and mobilising public opinion in favour of education. All measures at the disposal of the State and society must be used and used effectively to gather public opinion in favour of basic education. The Committee notes with interest that there are certain proposals to link the Rs.2 a Kg Rice scheme with attendance in schools. The Committee strongly endorses such linkages since the objective of subsidised rice scheme is to ensure human resource development. In order that this linkage be effective, the Committee recommends that the Panchayat Education Committee be empowered to suspend the ration card of any family whose children do not attend school or where the family engages its own child or others' children in child labour. Government will have to work out the detailed modalities in this regard. The Committee favours that this be done in three stages, the first stage being one of forming public opinion, the second where sufficient opportunity is given for all parents and third where the ration cards are suspended only after due efforts are made. In this connection, the Committee notes that an effort has been made to define dropouts and to monitor the dropout children in the programme NENU BADIKI POTHU. The Committee recommends that the monitoring schedule of the above programme be adopted for the purpose of ensuring basic education. The PEC should be empowered to suspend the ration card till such time as the child starts attending schools regularly. The Committee also recommends that the PEC be empowered to levy fines on families engaging child labour and these fines could go to the Panchayat Education Fund.

4.8 There remains however the more challenging task of making the school attractive and primary education effective. For, without these, there is no purpose served in either mobilising public opinion or insisting that the child stay at school. For this, the first prerequisite is that the working days and the timings of the school should be in harmony with the rhythm of the area. It is noticed that the schools tend to observe uniform working hours laid down by the Director of School Education. The Committee feels that it should be open to the Panchayat Education Committee to prescribe the School Calendar as well as school hours taking into consideration the guidelines on minimum working days and working time prescribed by the Education Department. The PEC should be allowed to have flexibility in consultation with their teachers and parents.

4.9 The Committee strongly feels that the early years of schooling should be interesting. The Committee notes that the AP Primary Education Project has made

a good beginning in this direction and has introduced the concept of group activity interactive learning etc. While the Committee notes that the programme has not made deep impression on the primary education system in Andhra Pradesh, it realises that there is a potential in this approach and that this must be consolidated and further improved upon. The Committee recommends that efforts should be made to make the Teachers' Centres more useful by way of provision of infrastructure.

4.10 The Committee notes that according to the existing curriculum, the instructional time is allotted as follows:

Sl. No.	Subject	Classes	
		I to IV	V
1.	Language Mother tongue	25%	15%
2.	English	-	11%
3.	Mathematics	20%	25%
4.	Environmental studies I & II	25%	25%
5.	Work Experience	11.5%	10%
6.	Health & Physical Education	12.5%	12.5%
7.	Art Education	7.5%	7.5%
8.	Moral Education	5%	5%

The Committee recommends that this be considerably changed with more school time being used for activity based learning and play-way methods. The Committee recommends as a general norm for the early years the following pattern.

Text book transaction	- 10%
Activity	- 30%
Play-way	- 20%
Work book	- 25%
A.V.Education	- 15%

As the child progresses into higher classes, the text book transaction can be slowly increased and the time allocated for activity and play-way methods be reduced.

4.11 The Committee notes that there is renewed interest in the school nutrition programme or mid day meal scheme. The Committee recommends that this should be treated as an integral part of the effort towards universalisation of primary education. The Committee recommends that a suitable scheme/schemes be designed for suitable adaptation by the Panchayat Education Committee. The Committee recommends that the mid day meal or school nutrition programme be implemented only by the PEC and not implemented as a centralised and departmentally run programme. The Committee feels that this would ensure that the resources are fully spent within the

Panchayat and with a greater degree of accountability to the local community. The Committee also feels that a locally implemented programme has greater chances of mobilising local help and support for this programme either in kind or labour. The Committee recommends that the PECs should be evaluated on the basis of the range of activities and the effectiveness of implementation as reflected in enrolment and attendance at school as well as achievement levels.

4.12 Yoga can be introduced in Class VI. In Classes VI and VII, there will only be basic and simple exercises. Yoga will be developed further in all the High schools.

4.13 Curriculum reform is an area which requires immediate attention particularly at the primary school level. At present the curriculum is highly formal and prescriptive and rigidly scheduled in the pigeon holes of the time table. It is not realised that assumptions underlying this system of curriculum are largely absent and hence the situation is chaotic and disorganized. The first assumption is that the children who enter into the primary schools have already acquired entry behaviour. This is not true in the case of children with rural and disadvantaged background. They are not exposed to the pre-school training. The second assumption is that the children of the primary schools will automatically progress into the successive stages of education. This is also not true because the majority of children drop out before completing seven years of schooling. This fact should guide the prioritization of the subjects to be taught and their weightages. The Third assumption is that the children are homogenous in their age and socio-cultural background which has a bearing on teaching and learning process. This assumption is also not valid because the children in our society particularly in the rural areas come with socio-cultural differences. The present curriculum transaction does not allow the scope for homogenization of children for learning transaction. Curriculum at this stage and for this purpose has to be more non-formal with freedom allowed to the children to learn through activity and play. In view of the above considerations, the emphasis in the curriculum transaction should be teaching language and numeracy along with some awareness about their immediate environment so that even if they discontinue after primary school they would have acquired literacy skills of usable standard. To motivate and hold the children in the school until they complete atleast 5 to 7 years of schooling the play way/ activity methods are to be used. And what is more important is that the children should be engaged in singing , dancing , story telling, role-play etc. The curriculum objectives should also include the development of physical health, clean habit, self-confidence, self-reliance, spirit of service, dignity of labour, tolerance, cooperation etc. besides teaching the content subjects. Community learning resources such as taking the children to a goldsmith shop, weaving establishments, to potter, have to be mobilised and used in the schools. Some times the artisans and old people in the village who have a reputation as good narrators can be invited to interact with the children. Health and nutrition services should also be integrated with the curriculum.

4.14 The Committee also recommends that the recommendations of the NCERT report on curriculum load at the school level 1985 as well as the recommendations

of the Yashpal Committee as finalised by the Chaturvedi Committee be taken into consideration, while finalising the curriculum. The Committee strongly recommends teachings of formal skills of reading and writing should not be attempted before the age of five. The Committee notes with concern that increasingly the private schools catering to the pre-primary education indulge in formal learning processes involving reading and writing. The Committee recommends that the Government may bring in legislative measures to prohibit such activity. The Committee also recommends that the phenomenon of heavy school bag be prohibited. It notes with concern that while in the Govt. schools (including local body schools), the load is minimal, it is the private schools and more particularly in urban areas which put tremendous pressure on the young children. The Committee also recommends that the system of formal home work should not be allowed except in a limited way, whether it be in the private or in Government schools.

4.15 The Committee recommends that basically school education should emphasise learning to learn. The objective of primary education should be to help physical, moral and psychological development of the child. Physical aspects would involve cleanliness, hygiene, physical training etc. Moral education would involve values of compassion, tolerance, cooperation, self-reliance etc. Psychological development would aim at self-confidence, and leadership qualities.

4.16 The Committee recommends that locally available and time tested learning resource material can be used effectively. The oral tradition, that is characteristic of Indian society should be reinforced. Material can usefully be drawn from texts such as Sumathi Sathakam, Bhaskara Sathakam, Muddu Balasiksha, Pedda Balasiksha, Andhra Nama Sangraham etc. There is a strong case for the students in the early stages to memorise. This not only increases their retentivity but also improves their pronunciation.

4.17 To make the classroom attractive, the entire classroom can be used as a black board by painting the walls upto a height in black. This has been usefully tried in certain States and, in our own State, in certain districts.

4.18 The Committee recommends that recourse may be usefully had to cross-age peer tutoring, where older students help teach the younger students. This incidentally will address itself to the plan for multigrade instruction as also help in improving the self-confidence of the older children. The Committee feels that this would be particularly feasible where the primary schools include Classes I to VII.

4.19 The Committee reviewed some of the text books that are currently used in school education and feels that there is immense scope for improvement in this regard. The Committee noted with interest the experiment carried out by the Teachers of Andhra Pradesh in designing text books for Class I as part of the A.P. Primary

Education Project (APPEP). The Committee feels that this is the right approach and that the teachers who are constantly interacting with the children are best positioned to design the text books. The Committee however feels that this should be done under local expertise of which there is no dearth. It is however necessary that the text books should not be designed in isolation but should be part of well planned curriculum transaction.

4.20 The Committee was informed that the existing text books have not been evaluated to see whether they conform to the minimum levels of learning finalised upto Class V. The Committee feels that this should be done and the shortcoming noted for rectification in the future text books. The MLLs upto Class V should be finalised and an immediate exercise to draw up for Classes VI and VII. It is understood that a national level committee is already examining the question of MLLs upto Class VII. Andhra Pradesh could take a lead in this regard and show the way rather than following the norms set up by others.

4.21 The text books to be drawn up as per the minimum levels of learning, should be a learning tool not in a isolation but in conjunction with the work books, A.V.media as well as the activities which are to be listed in the guide book for teachers. This would enable transaction of the curriculum in an integrated manner. The Committee strongly feels that the Audio as well as visual media should be understood clearly and utilised effectively to complement not only each other but also text books and other methods. In other words, the curriculum transaction is to be viewed as a multi disciplined approach or as a multi media package.

4.22 For this purpose, the Committee recommends that a CURRICULUM AND TEXT BOOK COMMITTEE should be constituted. This should be an integrated Committee, and should include experts from all fields. Once the MLLs are finalised, the Curriculum design must be revised accordingly. The curriculum design must revive the fields that are going to be covered, such as language, Mathematics, Environmental studies, values, culture, health and hygiene etc. The Committee notes that there is a demand for inclusion in school Curriculum, of many subjects from many quarters. The Committee recommends that the Curriculum and Text Book Committee (CTBC) should decide this issue and also decide the weightage, for each field. Thereupon, the job of providing the material should be left to experts from the concerned fields. Once this is done, the task of converting them into lessons must be done by the teacher. The Committee notes that last year, a good beginning has been made in APPEP by involving the teachers to write the textbooks. The Committee endorses this idea strongly. While developing the lessons, the Audio and the Video Components must also be developed simultaneously. For all this to be done, the CTBC must be an integrated Committee consisting of experts in all the fields. This Committee recommends that the entire process of redesigning the Curriculum, and developing text books as well as A.V material be completed in the next two years.

This work must be guided by persons who are sensitive to children's needs and activities.

4.23 Teacher Education is a critical area. The Committee recognises that in so far as preservice training is concerned, the current requirement is training of one year duration for primary school teachers. The Committee feels that once Local teachers are selected and appointed by the PECs, they should be put through a short training programme. This need not be elaborate and theoretical but design to impart the methods of teaching and problems encountered in learning process of the child. The Committee recommends that SCERT should immediately draw up, in consultation with experts, a training schedule in this regard.

4.24 The Committee also feels that continuing education of teachers is highly essential and is in fact one of the untouched areas. A large number of teachers do not receive any training for more than a decade or in fact two with the result that they are hopelessly out of date with current practices. The Committee recognises that while inter personal training is effective, it is a costly process involving huge payments as T.A./D.A. The Committee feels that training can be usefully through A.V. media. Andhra Pradesh has good infrastructure in the large number of Teachers' centres and therefore should take advantage of these centres for training teachers through A.V. media. The Committee recommends that the available TVs and VCPs be redistributed in such a way that every teacher centre is equipped a T.V. and a V.C.P. The SIET should, in consultation with SCERT and other experts produce films for teacher education. The Committee recommends that this should be an ongoing process and it would be useful if a monthly video bulletin is brought out giving the teachers new insights into teaching primary children. Apart from methodology of teaching, the Video magazines would usefully focus on the effective transaction of language, Arithmetic as well as the environmental studies.

4.25 The Committee recommends that the AV Cell in SCERT should be a nodal agency for this purpose and, if need be, staffed by the right kind of persons with right expertise and aptitude.

4.26 AUDIO VISUAL EDUCATION was started in the year 1984-85. To start with CTVs were provided to Schools, totally from state funding. Later, Government of India picked up the scheme and today Government of India bear 75% of the cost of CTVs. Government of Andhra Pradesh introduced the system of VCPs too although this scheme was not continued from the year 1990-91 onwards. On the Audio side Schools are supplied with RCCPs, the entire cost of which is borne by Government of India.

4.27 The Audio Visual Education as it exists in Andhra Pradesh today is marked by the following:

- A. While Hardware has been supplied, its supply has not followed any specific pattern, particularly, within the district.
- B. No clear cut guidelines or procedures have been laid down for the maintenance of these equipment.
- C. After the initial production of Video Cassettes, no provision has been made for regular production and supply of software in the form of Audio and Video cassettes.
- D. There is no organic relationship between the curriculum and Text-books on the one hand and the Audio Video material on the other.
- E. Teachers are not properly trained on using Audio Visual Education.

Thus, the Audio Visual Education in Andhra Pradesh requires to be revamped on all the above counts. It is necessary to underline that items at 4 and 5 above are crucial and require to be addressed first.

4.28 The Committee feels that Audio Visual Education should be introduced in all the primary schools, so that children, particularly in the rural areas and those belonging to the weaker sections, can be exposed to the outside world and also learn faster. Thus, Audio Visual Education is geared to meet one of the main challenges of Primary Education i.e., achievement of MLL. It must be stated here that there are reservations in certain quarters about the ability of 5-10 year olds understanding the Audio Visual Education. But there are equally others who feel that it is the exposure to Audio Visual Education (through TVs etc.) that put the urban children (and particularly those belonging to the more affluent sections) at a relative advantage. The Committee is of the opinion that Audio Visual Education will be a useful tool in Primary Education. As far as Government investment is concerned, it may be restricted to Government Schools, and schools under local bodies – MPPS/ZPPS as well as aided schools.

4.29 The Committee recommends that in strengthening of Audio- Visual Education, the principle to be followed is to supply the hardware to each school and the software to the teachers' centres for circulation, among the schools. Hardware are the TV, the VCP and audio record-cum-cassette player, while the Audio Cassettes and Video Cassettes constitute the Software.

4.30 The Committee recommends the use of V.C.Ps. In the foreseeable future the possibility a dedicated education channel in Telugu for the entire duration of the day, is remote. Even if there is one, TV transmission does not allow the student or teacher to interact. It is a one-way process, whereas what is required is an interactive tool. The Committee therefore recommends that every school must be equipped with a VCP and a CTV beside the RCCP.

4.31 The Committee recommends that software need not be supplied to all schools as it would be expensive proposition. More than 5,500 Teachers' Centres(T.C.) have

been set up under the Andhra Pradesh Primary Education Project and these centres are designed to be the hub of Primary Education. Each centre caters to about 9 schools. The Committee recommends that each T.C. be supplied with 3 sets of audio cassettes and video cassettes so that these could be distributed among the schools. Apart from the advantages of cost, this system would encourage teachers to come to the T.C. and, in the process, share their experiences and learn from each other.

4.32 The Committee notes that a few years ago, video cassettes were prepared for classes I and II. Subsequently, some more work was done. But there has been no systematic follow-up to produce video cassettes to complement the textbook teaching. The Committee would like the SIET (State Institute of Education Technology) to be closely involved and actively work towards production video cassettes to complement the textbook and to serve as a useful classroom teaching and educating tool. The Committee is aware that SIET has a high potential, having received awards in the last two years. The Committee would however recommend the production of video cassettes must be carefully planned and the concept developed alongside the development of the textbooks. It should not be an exercise in isolation.

4.33 The Committee also recommends production of audio cassettes. While, like the video cassettes, these require to be an organic part of the curriculum transaction process, the audio cassettes should not duplicate what is brought out in the video cassettes and vice versa. Instead, audio and video education should both be complementary to each other and the textbook.

4.34 The Committee recommends that Government should take immediate steps to make all the audio and video equipment fully functional. To start with, about 500 to 600 Teacher Centres can be taken up to implement the programme, others being taken up in a phased manner, all schools being fully covered in about 3-4 years. The C.T.Vs and V.C.Ps may be redistributed in such a way that all the schools in the area of operation of these 500 to 600 centres have the equipment. The year 1995-96 may be used as an year of consolidation of the administrative set up as well as training of teachers. During the year 1995-96, the curriculum and textbooks may be redesigned, as indicated earlier. The year 1996-97 may be used to produce both audio and video cassettes besides expanding the coverage with the existing system. The year 1997-98 could be the year of launch of the fully integrated system. The Committee recommends that detailed guidebooks must be brought out and distributed to each teacher, explaining how the audio and video cassettes can be used effectively in the teaching process.

4.35 The Committee recommends that training of teachers is essential for the success of audio visual education. The Department of Education must plan this out carefully.

4.36 The Committee has made a rough estimate and finds that the total cost to the State Government will approximately be Rs.150 crores for 5 years. The Committee recognises that this is a considerable investment. But, when disaggregated, it comes to only Rs.15,000 per Panchayat per year, on an average. The Committee feels that a system of cost-sharing between Panchayats and the State Government can be worked out. The Committee also feels that the Government of India should be shown the entire project and further funding explored.

REFORMS IN SECONDARY EDUCATION

5.1. Secondary Education (Classes VIII to X) is largely neglected in A.P. though it is very important for manpower development. In the post independence period, the focus of attention has been on primary education and higher education. Primary education was given some importance because of the constitutional promise and the international attention. The focus on higher education was because of the interest of the elite in higher technical and professional courses besides the social prestige attached to higher education in the society. In secondary education what all has been happening was only continuous upgradation of the content of the syllabus to cope with the demands of the syllabus at the subsequent higher levels of education, though the fact is that only an insignificant number of students enter into higher education.

5.2. Secondary education is presenting two specific problems, namely, mass failures at the 10th class (about 60%) which indicates the inefficiency of the schools, particularly those managed by the government and the local bodies, the second problem is lack of productive and marketable skills on the part of those who pass through the secondary schools.

5.3. In the current context of EDUCATION FOR ALL BY 2000 A.D., the emphasis is quite rightly on Primary Education alongwith Adult Education. In the past, and particularly in the early years after Independence, Higher Education received considerable priority since the country had to march rapidly on Science and Technology. There was also considerable expansion of Secondary Education. But, notwithstanding the quantitative coverage of Secondary Education, there is considerable scope for improvement particularly in the Government schools.

5.4. The fact that less than 50% of the children are passing out of Class X examination reveals the inadequacy of secondary education. It reflects not only inability of the system to educate but it is also a reflection of the mismatch between the need and the reality in this stage of school education. The Committee believes that basic education (primary education) is what a human being needs as an essential component of his growth. Secondary education on the other hand would help a child in understanding the world better and equip himself/herself stronger in adult life. It can still be said to be not obligatory but optional stage of education. Secondary education must have a purpose beyond merely going through the motions of three years of education. In this Committee's opinion, secondary education should either serve as a stepping stone for higher education or alternatively serve to equip the child for leading a better life. Today, failure in Class X examination is considered as that the future of the child is bleak. The Committee strongly believes that this attitude is wrong. While on the one hand, the effort should be to see that there is

100% success in secondary education, education at this stage should also be so designed that even a person who is not successful can still acquire certain skills to be employed gainfully. We cannot afford to have three years of a child's life wasted in an irrelevant pursuit. Thus, secondary education must have its own specificity, as distinct from primary education on one hand and higher education on the other.

5.5. A three-fold action may be pursued in respect of secondary Education. The first is Vocationalisation of School Education. (The Committee recommends that the existing vocational education must be streamlined and strengthened.) The second is the establishment of Pace setting institutions. There are a large number of rural children who are talented but poor and it is necessary that adequate care is taken about the education of these children through the Pace setting institutions. Simultaneously the third aspect is to concentrate on ensuring that all the secondary schools impart good quality education, so that the percentage of passes is 100% or atleast near 100%.

VOCATIONALISATION OF SCHOOL EDUCATION

5.6. Andhra Pradesh has been a pioneering state in so far as vocationalisation of secondary education is concerned. The efforts in the country as a whole have been to introduce vocationalisation at the senior secondary stage or what is called + 2 stage. During the year 1983-84 vocationalisation was introduced in 345 schools at the rate of 15 schools in each district. Subsequently, 48 Mandal Vocational Education centres (MVEC) were set up, catering to 245 schools. Thus, in all, 590 schools in Andhra Pradesh have vocational education at the secondary stage. The performance of the system has generally been satisfactory although a few measures can be taken to strengthen the same. The experience and the feed back is encouraging enough to warrant an upscaling of the pilot project.

5.7. The Committee is of the opinion that one of the reasons for a large number of children failing in Class X examination is purely academic in nature. Further, not all children who go through Class X may really be desirous of pursuing higher education. As already brought out above, secondary education must have a specific purpose and the current scheme of things does not appear to cater to such of those children who would like to make Class X the terminal class. While the current curriculum of secondary education may be suitable for taking children to Intermediate education, it does not have much of interest for those who terminate at Class-X. Besides, the current system does not provide a satisfactory answer to those children who do not pass Class X. The Committee therefore recommends, that there should be a streaming of children in secondary education, providing vocational education for such of the children who would like to pursue a vocational stream. However, this is not by any means to indicate that vocational education is not necessary for all children. A basic ability to work with one's hands is absolutely essential. Our society and our education system do not appear to lay adequate stress on this. With the result, we have to depend on others to perform even routine repairs or installations. A large

majority of us do not have either the skills or the inclination to use basic tools. This is mostly because the skill as well as the manual labour have not been sufficiently inculcated in the early stages of education. The Committee therefore recommends, that vocational education should be an integral part of secondary education through all the three years for all the children. This could be part of or in place of S.U.P.W. (Socially Useful Productive Work).

5.8. This vocational education could be called as the Basic Vocational Education and should aim at giving basic skills to all children, both boys and girls. The skills imparted should be such that they are universal and not location specific. They should be of use to children who pursue higher education just as much as for those who do not.

5.9. The major thrust however should come in respect of vocational education by choice in Classes IX and X. The Committee feels that there would be a large number of children who could gain by vocational education by being self employed after Class X or who could utilise such education for improving their skills. At the end of Class VIII, the children may be asked to choose whether they would like to pursue the Academic stream or the Vocational stream. Children pursuing Academic stream would continue with the regular curriculum, with general vocational education being continued to be imparted, as indicated above. Those who opt for vocational stream would be allowed to choose a vocational skill in lieu of any one of the subjects in the regular curriculum. Thus we might have a child choosing carpentry or plumbing instead of Physical Sciences; or fishing in lieu of Biological Sciences. Such candidates would be awarded X Class (Vocational) Certificate. It is also open to such children to obtain regular X Class Certificate simultaneously by appearing for the concerned subject alongwith other papers or subsequently by appearing for the examination in the concerned subject alone. Once he has the regular certificate, he/she would be entitled to pursue higher general education. The Committee would like to underline that children pursuing vocational stream should, under no circumstances suffer any disability vis-a-vis the children following the academic stream, in respect of their being able to pursue the higher education. The design of vocational education should be such that it only offers additional advantages and opportunities to the children pursuing vocational stream. The Committee recommends that those passing vocational stream should be given preference in admission to I.T.Is., and Polytechnics. A few years down the line this should in fact be made mandatory qualification or such courses.

5.10. The Committee is of the opinion that if the vocational education is so designed that it will be of use only for children who successfully qualify the X Class (Vocational) education, it may not interest many children nor does it serve the social purpose fully. The Committee therefore, recommends that the course design should be made such that even if a child does not succeed in the X Class examination, the knowledge gained should enable one to eke out one's livelihood. For this purpose, the course

content should be locally relevant. The Committee feels that the vocational education at the secondary stage should be different from the vocational education at the senior secondary stage. Each school may offer two vocational courses; these being relevant to the local area and essentially designed to enable children to be self-employed. The Committee recommends that emphasis must be placed on traditional crafts and skills which are both easy to pick up as well as useful subsequently. The Committee would like to caution against imparting vocational education which is useful only in urban areas such as Computers etc.

5.11. Students who pass or fail the X class vocational examination, can be trained further if they so desire. For this purpose, the Committee recommends setting up of MANDAL TECHNICAL INSTITUTES, one in each Mandal. The person heading the M.T.I. could also be supervise the imparting of vocational education in schools in the Mandal.

5.12. The Committee strongly recommends the creation of a post of Director of Vocational Education, exclusively to look after vocational education at the secondary stage. If need be, he could also look after vocational education at the senior secondary stage, although the Committee feels that, atleast in the initial stages, this person should look after only Classes VIII to X as well as the Mandal Technical Institutes. The Committee also recommends setting up of a Vocational Education Committee to determine the structure as well as to monitor the implementation of the vocational education in the State. The Director of Vocational Education would report to the Director General/Commissioner of School Education.

5.13. The Committee studied the performance of vocational education in individual schools as well as in Mandal Vocational Educational Centres. It noted that the general feed back about the M.V.E.Cs. is that their effectiveness has been lower as compared to that of schools since they had to cater to schools at a distance of 3-5 Kms, from the centre. At the same time, the Committee observed that the cost per school in setting up of an M.V.E.C. is cheaper than setting up vocational education facility in every school. The Committee therefore feels that there is scope and need to adopt a dual approach, setting up of vocational education centres in urban/semi-urban areas where there are a group of high schools located close to each other; and individual vocational education units in the rest of the schools. But for the fact that a V.E.C.(Vocational Education Centre) subserves a group of schools, there would be no difference in design other than the number of courses. While each school would offer only two courses, the V.E.C. would offer more. In either case, the courses should be locally relevant. The infrastructure created should be such that the schools can switch over to other vocations at the end of two years or so when there might be a saturation of the skills required.

5.14. The Committee also recommends that the persons imparting vocational education should themselves be self-employed instead of treating this as a full-time

profession. The Committee believes that otherwise it is difficult to inculcate in the students the necessary confidence that they can utilise these skills to be gainfully self-employed. This should be the position both in schools as well as in V.E.Cs. This should also be largely the position in M.T.Is although there might be a need for employing very few persons. Both in schools and V.E.Cs., the students of class X (Vocational stream) should be in a position to teach the Class VIII students. This would give them the necessary confidence as well as improve their own knowledge and skills. A selected number of candidates may be given training for about 12 months with a stipend to make the vocational education effective and useful.

5.15. A beginning should be made immediately by strengthening the vocational education in the existing schools on the above lines and setting up a few M.T.Is. Simultaneously, a comprehensive project report may be prepared and possibilities of finances be explored. In this connection, the possibility of funding by International organisations or donor countries should be explored. In addition, there is scope for raising internal resources by way of charging a small fee. If the vocational education can be shown to be useful, a large number of students may not have any objection to pay for the education imparted.

PACE SETTING INSTITUTIONS

5.16. At present there are 4,038 Hostels for Scheduled Castes (S.Cs.), Scheduled Tribes (S.Ts) and Backward Classes (B.Cs) together and the total investment per annum on all these Institutions is Rs.14456.92 lakhs. The entry point to S.C.Hostel is Class-III, to B.C. Hostel is class-V and that of S.T.Hostel is Class-I.

5.17. The hostels are scattered all over the State and at several places, particularly at Mandal Headquarters, there are separate hostels for S.Cs., S.Ts. and B.Cs. The boarders of these institutions usually study in the Zilla Parishad High School located in the same village. The hostel is managed by a Warden whose basic qualification is that of a 'teacher'. Supervision of the hostels for different social groups is done by the concerned department and due to scattered geographical distribution, intensive supervision of these institutions is not a feasible proposition. Further, there is little interaction between the school and the hostel and as a result, the hostels have nearly become 'feeding centres' with little 'premium on attainment of minimum levels of education'. The teachers take little or no interest in the educational achievements of the hostel boarders and hostel does not provide the environment conducive for academic attainment. Though these institutions have, historically, played an important role in the development of education of socially disadvantaged groups, the Committee believes that a time has come for rational and dispassionate appraisal of the functioning of these institutions.

5.18. The Committee strongly feels that there is a scope for restructuring of these institutions in order to realise the objectives for which these institutions were

established i.e., to promote quality education among the socially disadvantaged sections of the society so as to bring about social integration and economic development. Therefore, the Committee recommends that upto 1/3rd of the existing institutions be converted as "Pace Setting Institutions" along the following lines:

- These institutions be located in the growth centres like Mandal Headquarters so that there would be atleast one Pace Setting Institution for Every Mandal.
- The existing hostel(s) along with the available infrastructure would be integrated with the high school so as to establish a mini-residential school.
- The critical gaps if any (which would be marginal and would not impose substantial financial burden on the Government) would be provided to make these institutions fully integrated functional residential institutions.
- These institutions would essentially cater to the needs of first generation learners, who have acquainted themselves creditably upto class V.
- 75% of the seats would be for children belonging to weaker sections(SC/ST/BC); 15% for Economically backward children and 10% for the local candidates.
- These institutions would have only Classes VI to X, with the possible addition of Intermediate course at a later stage.
- The Head Master of the school would be the Chief Warden of the institution and he would be chosen carefully and he will be responsible for the school and the hostel in the Pace setting institution.
- The Warden of the existing hostel may be converted as a Teacher (as his basic qualification is that of a teacher), and would be allotted to a Mandal Parishad/Zilla Parishad.
- All the teaching staff would be required to reside in the same place where the Pace Setting Institution is located. Over a period of time, quarters would progressively be constructed to provide residential accommodation to the staff.
- All these Pace setting institutions would be under the umbrella of the A.P.Residential Educational Institutions Society. Since the number of residential institutions in the State would be more than 1000, all the institutions in a district be managed and monitored by a district level society under the Chairmanship of the Collector and a full- time Chief Executive to look after the day to day functions of these institutions.

IMPROVING QUALITY OF EDUCATION IN HIGH SCHOOLS

5.19. The Committee recommends that the District Education Board should monitor closely the performance of the publicly funded high schools namely those of Zilla Parishads, Municipalities and aided schools. The performance should be vastly improved in the course of next 2-3 years. The SCERT should immediately draw up,

in consultation with the Directorate of School Education, a schedule of inspections and academic supervision in order to bring about an improvement in the system.

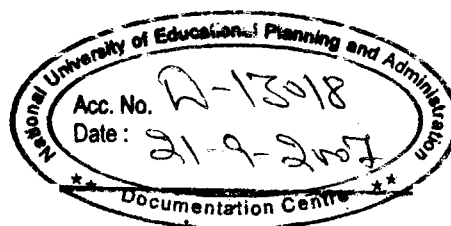
5.20. Teacher Education plays an equally important role. There is need to train the secondary education teachers particularly in areas such as Mathematics and Science, as well as languages. Language laboratories may be set up in each district to train the teachers in languages. A separate project may have to be prepared for this purpose and funding from Govt. of India explored.

5.21. School Libraries must be strengthened. The Committee understands that the Govt. of India have a scheme under which Libraries can be strengthened. This may be taken full advantage of. More importantly, students must be encouraged to utilise the library and derive the best advantage. This requires an innovative approach to motivate the students as well as teachers, so that the former are not dependent entirely on text books for knowledge and the latter do not restrict themselves to a mere rendition of the text books. A separate library hour must be provided in the time-table.

5.22. Similarly, the laboratory facilities are also required to be upgraded, again taking advantage of schemes of Govt. of India. If necessary, funds must be provided for this purpose by the State Government as well as Zilla Parishads from their general funds. The department must take active steps to set up Science Clubs in all the High Schools and students are encouraged to actively participate and experiment freely. Development of a scientific temper has been emphasised often but with little follow up action. The Committee would once again strongly recommend the need for an urgent and concerted action in this regard.

5.23. The use of computers in education has been universally recognised to improve quality and efficacy of education. As our society is aspiring to enter into technological era and compete with international market, it is simply not possible to achieve it without the use of computers. Therefore, the Committee recommends that computers should be used in all secondary schools both a learning tool as well as an object of instruction.

5.24. Lack of sufficient, and at times any furniture is a feature of Govt./Local body high schools. While furniture by itself may not add to academic excellence, there is no doubt that lack of it gives the students as well as the staff a feeling of inferiority and can be a demoralising factor. Besides, this is essential in case of girls. The Committee strongly recommends that the Govt. may draw up immediately a plan for provision of furniture in the course of next three years. The furniture should be durable as the investment would be heavy. The School Committees could be activated and made responsible for providing such infrastructure. Likewise, it is also essential to provide all high schools with drinking water and sanitation facilities.



5.25. Yoga will be compulsory for all children in the secondary stage. For this, some of the existing teachers will be trained. The older children will also be teaching the younger children, so that it improves their own self-confidence.

VI

STATE LEVEL INTERVENTIONS

6.1. The Committee observes that Education is being handled by different departments in the Government. For instance, the Department of Social Welfare, the Department of Tribal Welfare as well as the Department of Backward Classes Welfare all deal with education, with separate budgets. Similarly, till recently the issues related to teachers in the Panchayati Raj institutions were being dealt with by Panchayati Raj and Rural Development Department. This has since been transferred to the Education Department. But, the Municipal Administration Departments continues to deal with Education in Municipal areas, although the Budget for both Panchayati Raj Schools as well as Municipal schools is released by the Education Department. Thus, Education is dealt with by different departments either with separate budgetary provisions or otherwise. The Committee is of the opinion that Education is a complex subject and requires to be dealt with in an integral fashion. Government is one even if it is managed by different departments. There is no reason why the same subject should be dealt within the Government by different departments. If sustained and sharp focus is required, as is definitely the case, on different sections of the society, the answer is to evolve suitable mechanisms for close interaction rather than the subject itself being dealt with by too many people. The Committee recommends that the subject of Education should be dealt with only by the Education Department. This will enable the Department to formulate integrated policies, with each measure designed to support the other and also the overall objective of EDUCATION FOR ALL rather than schemes being viewed in isolation.

6.2. The Committee recognises that the structure of the Government does not allow a sufficient scope for experts to advise the Government. The Committee feels that it would in the interest of school education if opportunity is provided for interaction among various departments as well as advise by experts.

6.3. Keeping in view the factors in paras 6.1. and 6.2. above, i.e. the need for interaction among different departments as well as with experts, the Committee recommends the establishment of a State Council of School Education with the Education Minister as Chairman, Secretary Education as Member-Convenor and with Secretaries to Government in charge of Planning, Social Welfare, Tribal Welfare as members. The other members may be Chairman, State Council of Higher Education, two educational experts, two teachers, one Non-Governmental Organisation, two representatives of private schools and one Vice-Chancellor of University. The Director of School Education, the Director of Primary Education, Director of Vocational Education and the Director, S.C.E.R.T. may be made permanent invitees.

6.4. The Committee observes that the entire gamut of activities of school education is currently looked after by the Director of School Education. In the context of

EDUCATION FOR ALL BY 2000 A.D., Education will naturally receive, as it should, increased attention. Already, the District Primary Education Programme is being launched. State Government have proposed a 100% increase of the Plan allocation. As already brought out by the Committee, there are a number of issues yet to be attended to, both in primary as well as secondary education. The Committee feels that it would not be possible for a single Director of School Education to look after all the issues. Besides, the Director of School Education is also the Commissioner for Govt.Examinations and as such is responsible for the conduct of four major examinations and as many as 19 minor examinations. It is therefore quite obvious that a lot of his time and attention is taken up by routine activities which by themselves are important. The time available for him to look after the development of Education is therefore limited. Apart from this, the Director of School Education and Director of Adult Education are two different Heads of Departments with two different Directorates. The Director of Public Libraries is also an independent Director. It is also noticed that the Director of Text Books is also independent although the text book press is completely subserving the cause of school education. Thus important linkages, which are vital for developing and implementing an integrated policy are missing in the current context. The Committee therefore strongly recommends that different Directors should look after different segments of school education but under the umbrella of a Commissioner of Education Development. Primary Education should be looked after by a separate Director who will be incharge of Classes I to VII. There should be a separate Director for Secondary Education who will be responsible for classes VIII to X. He may also be the Commissioner for Govt.Examinations. There should also be a separate Director for Vocational Education, since this is a specialised function. All these three Directors will be coordinated by a Commissioner of Education Development. However, notwithstanding separate Directors for functional areas, the Directorate of School Education must continue to be an integral body under the command of the Commissioner of Education Development. The Commissioner of Education Development will also coordinate the activities of Directorate of Adult Education as well as the Directorate of Public Libraries.

6.5. Similarly, at the district level too, important linkages are missing, for instance the D.I.E.T. Principal functions independently of the D.E.O. There should be an officer, in the rank of a Joint-Director of School Education who may be called Chief Educational Officer. He will be responsible for all the activities to promote EDUCATION FOR ALL as well as to establish linkages between Total Literacy Campaigns and Primary Education on one hand and the Village Library movement and Literacy movement on the other. The Committee notes that in respect of a number of development departments, the district head of the department has been the given the status of P.A. to Collector. The Committee recommends that the Chief Educational Officer be given a similar status. He shall be responsible for developing education activities in the district. The Committee recommends that wherever, in this report, the D.E.O. has been suggested as Convenor etc., this function may be allotted to the Chief

Educational Officer. The Committee recommends that the D.E.O., should concentrate on Secondary Education, leaving the Chief Educational Officer to concentrate on primary education, besides overall control and coordination in the District.

6.6. The S.C.E.R.T. will have to play a very important role in the academic support as well as Teacher Training. For effective functioning, it should be an autonomous institution, and staffed by persons who have aptitude for research and training and who will be brought on deputation for a fixed tenure. In order to develop synergy in the SCERT, the composition of the academic staff should be 1/4th from the education department, 1/4th from the Colleges of Education, 1/4th from the DIETs and 1/4th from outside agencies including non-education agencies. The SCERT should be headed by a person who has a proven track record in academic research, training and planning.

6.7. It is observed and noticed with appreciation that some departments of education and other social science and science departments in the universities in A.P. are showing keen interest in the system of education at various levels viz, Primary, Secondary, Adult and Non-formal education by undertaking studies and invoking in the preparation of teachers etc. Keeping this in view, the committee recommends that such of the departments and institutes be identified and supported to function as centre for studies in education and training.

6.8. It is essential to have an autonomous organisation for publication of text books, so that this organisation can have publication rights. This organisation can also be entrusted with the responsibility of publishing and printing the books required for formal and Non-formal education including Open Schools as well as Total Literacy Campaigns including Post literacy campagins. The organisation could usefully publish books for public libraries, so that good and valuable education material can be made available to the students and public at reasonable prices.

6.9. The Committee recognises that substantial funds are required for implementing all the recommendations in this report. The Committee recommends that the existing education budget of the Education Department as well as other departments such as Tribal Welfare, Social Welfare and Backward Classes Welfare departments should be closely reviewed to identify the possible areas of savings, so that these could be channelled into the proposed new schemes such as Vocationalisation etc. The Committee feels that within the State Budget, there is considerable scope for reorganising the expenditure. The Committee also recommends that the funding from International Agencies as well as the Govt.of India should be explored immediately for implementating the above recommendations.

6.10. The Committee recommends that in so far as primary education is concerned, all the above recommendations be immediately examined for adaptation in the

DISTRICT PRIMARY EDUCATION PROGRAMME to be implemented shortly in select districts in Andhra Pradesh.

6.11. The Committee recommends that a legislation on the above lines be brought in to give concrete and statutory shape to these recommendations. A special cell may be created to take up this work on a time-bound basis.

SUMMARY AND RECOMMENDATIONS

Government in Education Department constituted a Committee under the Chairmanship of Prof.K.Ramakrishna Rao.

Andhra Pradesh is an educationally backward State with a literacy rate of 45.11% as against national average of 52.11%. This is partly attributable to the weak start the state had in the year 1956-57. There has been however, an impressive growth in schools, in all stages primary, upper primary and secondary. Universalisation of primary education has three aspects- universal access, universal enrolment and retention, and universal achievement of minimum levels of learning. In so far as access is concerned, the State is in a fairly comfortable position with the quasi totality of habitations covered by schools. The main problem is however of enrolment and retention. The dropout rates continue to be high. The segment of children not enrolled/dropped out is approximately 40% in the overall primary school system. Most of the schools, particularly in the rural areas are completely public funded. Notwithstanding the fact that they are managed by Panchayat Raj bodies, the involvement of local community is virtually nil. The financing of school education is largely by the State, barring private unaided institutions whose percentage is low. While the State spends nearly Rs.1300 crores on school education, virtually the entire budget is spent on Teachers' salaries. Education system is also marked by inadequate infrastructure - both physical and human, with the result that the primary education is mostly provided through multigrade teaching with the absence of classroom space and teachers. Added to this, is the high unit cost of construction of classrooms. The result of the high unit cost of primary education is that it the cause of universalisation of primary education. The growth of allocations in State plan has been slow except for the year 1995-96 where the plan allocation is proposed to be increased by 100%. Apart from multiplicity of management of schools is the fact that education itself is catered to by different departments of Government. All these structural deficiencies have to be addressed to if the State has to march ahead speedily towards the goal of EDUCATION FOR ALL BY 2000 A.D.

Keeping in view the above factors, the Committee makes the following recommendations for school reforms. Four key aspects govern these recommendations. These are (1) universalisation of primary education; (2) decentralisation of management of education; (3) effective primary education through integrated curriculum and Audio visual education and (4) vocationalisation of secondary education.

The Committee recommends as follows:

- 1) It is necessary to ensure local community participation to achieve the task of universal enrolment and retention.

- 2) In order to achieve universal enrolment and retention, reduction of unit cost of primary education is a prerequisite.
- 3) Each Panchayat with an average population of 3500 should have a primary school and an upper primary school; the former being ultimately upgraded to include upto class-VII.
- 4) Each school should have a SCHOOL COMMITTEE with three parents, the Head teacher of the school acting as Convenor. The School Committee may essentially play a facilitating and a monitoring role.
- 5) Each Gram Panchayat should have a PANCHAYAT EDUCATION COMMITTEE, with the Sarpanch, three parents (of whom one should be a woman) and the senior most teacher of the village as Convenor. Apart from planning and implementing the EFA programme, the PEC will be empowered to appoint LOCAL TEACHERS and determine their emoluments and service conditions.
- 6) The PEC would be entitled to levy an EDUCATION CESS as it deems necessary which will be collected by the Gram Panchayat and remitted to the PANCHAYAT EDUCATION FUND. The Education Cess along with the Grant-in-aid and donations etc., will constitute the PANCHAYAT EDUCATION FUND.
- 7) Every Mandal should have a Mandal Education Committee. This Committee will perform a monitoring role apart from being the authority to take disciplinary action against State teachers.
- 8) The MEC would consist of Mandal President as Chairman, two Sarpanches, three parents (of whom one woman) and two Teachers. The MEO will be the Member-Convenor.
- 9) Primary Education will be within the exclusive purview of the Village and Mandal level. Zilla Parishad will be concerned with Secondary Education only.
- 10) At the district level, a ZILLA EDUCATION COMMITTEE should be constituted. It will consist of the Z.P Chairman as Chairman, District Collector as Vice-Chairman, two M.L.A.s, two members of the Z.P., three parents (of whom one woman), three teachers and one student. The DEO will be the Member-Convenor. The ZEC will be responsible for monitoring the overall planning for EFA in the district as well as to administer all the High Schools.
- 11) There shall be a ZILLA EDUCATION FUND, administered by the ZEC, and consisting of grants-in-aid, donations etc. and taxes levied by the ZEC and collected by the Zilla Parishad.

12) There should be at the district level another body called the DISTRICT EDUCATION PLANNING BOARD. It would be charged with the technical and academic assistance for over all development of district planning for education. It will consist of the District Collector as Chairman, a nominee of the District Planning Committee, three educational experts including one representing Vocational Education, DIET Principal, two teachers and the DEO as the Member-Convenor.

13) The Municipalities, being smaller and homogenous bodies, will be responsible for primary as well as secondary education. They will have only two committess viz., the SCHOOL COMMITTEE and the MUNICIPAL EDUCATION COMMITTEE. The Ml.E.C. would combine in itself the role of P.E.C., M.E.C., and the Z.E.C., in the Panchayat Raj set up. The functions of the School Committee will be similar to that of the School Committees in the Panchayats and Z.P.

14) In the Tribal areas, there should be an AGENCY EDUCATION COMMITTEE, which will, like the Municipal Education Committee, combine the functions of the P.E.C., M.E.C., and the Z.E.C.

15) All the Govt.schools should be handed over to the local bodies. There will not be in future any schools directly administered by Government.

16) There will be only two categories of schools namely PUBLIC SCHOOLS and PRIVATE SCHOOLS. Public Schools will be those which are funded by the Government, either in full or in part. These will include the Local body schools as well as private aided schools. The MEC., the Z.E.C., and the A.E.C., will be responsible for supervising these schools along with the Local body/Tribal area schools. School Committees will be constituted for the private aided schools as in the case of Local body schools.

17) Primary Education will include from Classes I to VII. Progressively all primary schools will be encouraged to expand upto Class VII without having to seek any further permissions.

18) Primary Education will be treated as BASIC EDUCATION and shall be compulsory. It shall be, alongwith Total Literacy Campaign, an integral part of EDUCATION FOR ALL.

19) Every district, mandal, panchayat as well as municipality shall plan immediately to achive UNIVERSAL PRIMARY EDUCATION by 2000 A.D. For this purpose, all measures both statutory as well as extension methods will be adopted.

20) Government shall strive to link the subsidised Rice Scheme with the Attendance in primary schools. Enrolment and Attendance will be closely monitored. The P E.C.

will be empowered to suspend the ration card of such families from where the children do not attend school and / or where child labour is engaged, be it the labour of one's own children or that of others. The PEC will also be empowered to levy fines on families engaging child labour; such fines will be remitted to the Village Education Fund.

21) The effort will be to make the school attractive and primary education effective. The PEC will be allowed to fix the working days and the hours, subject to basic guidelines of the Education Department.

22) Mid-day meal or School nutrition programme can be an effective instrument in universalisation of primary education. It should be organised and administered by the PEC rather than implemented as a centralised and departmentally run programme.

23) Activity based learning and play-way methods will be predominant in the early years of primary education. The transaction of curriculum through text books will be less and it will be more through activity and play-way methods. The text book transaction will be slowly increased with passing years.

24) The objective of primary education should be to develop basic 3 R's as well as to inculcate the right values and character building in the child.

25) Learning process should be such that the child enjoys the school years while at the same time achieving the MLLs.

26) Locally available and time tested learning resource material should be used. Material can be drawn from texts such as Andhra Nama Sangraham, Sumathi Sathakam, Vemana Sathakam, Muddu Balasiksha etc.

27) There is a strong case for reinforcing the oral tradition that is characteristic of Indian society.

28) MLLs should be drawn up upto Class VII and the curriculum designed to meet the needs of these MLLs. The curriculum transaction should be a multi media approach instead of being restricted to text books. With the text book as the central item, audio and visual aids must be developed as also work books. Teachers must have guide books which should contain the variety of activity based methods that they could utilise for transacting the curriculum.

29) Audio-visual education must form an integral and essential part of primary education. For this purpose, all the primary schools in the State should be equipped within the next five years with Radio-cum-cassettee players, Colour T.Vs and V.C.Ps. As regards Audio and video cassettes, these will be supplied to the Teachers' Centres from where they would be distributed among the schools.

- 30) The SIET will be responsible for the production of Audio and video cassettes in consultation with an expert committee, the S.C.E.R.T. playing a nodal role.
- 31) The design of curriculum and text books will be such that the text book and the A.V. methods as well as play-way methods will be mutually complimentary. For this purpose, the Committee recommends the constitution of an integrated Curriculum and Text Book Development Committee, with sub-committees for each segment of the curriculum transaction.
- 32) Yoga can be introduced in Class VI. In Classes VI and VII, there will only be basic and simple exercises. Yoga will be developed further in all the High schools.
- 33) The emphasis in Secondary Education will be to strengthen the learning skills on the one hand and to develop the vocational skills on the other.
- 34) Yoga will be compulsory for all children in the secondary stage. For this, some of the existing teachers will be trained. The older children will also be teaching the younger children, so that it improves their own self-confidence.
- 35) Upto 1/3rd of the Social Welfare hostels will be converted as PACE SETTING INSTITUTIONS, at the rate of at least one for every mandal. The existing hostels will be integrated with the local High School to form the Pace Setting Institution.
- 36) Vocationalisation of secondary education shall be actively pursued. Vocational Education shall be compulsory for all the children in Class VIII to X where it will be taught in place of the present S.U.P.W. (Socially Useful Productive Work). In Classes IX and X children will be allowed the option of choosing the vocational stream where they can pursue vocational education in place of any one subject of their choice. It is proposed to progressively give preference to the Xth Vocational stream children in I.T.Is as well as Polytechnics. It is also proposed to train such children in various self-employment schemes so that they can take up self-employment.
- 37) MANDAL TECHNICAL INSTITUTES should be set up to oversee the implementation of the vocational education in schools as also to impart training in crafts to the vocational stream children after they complete Xth Class education.
- 38) There shall be a State Council of School Education with Education Minister as Chairman, Secretary Education as Member- Convenor and with Secretaries to Government in charge of Planning, Social Welfare, Tribal Welfare as Members. The other Members will be Chairman, State Council of Higher Education, two educational experts, two teachers, one Non-Governmental Organisation, two representatives of private schools and one Vice-Chancellor of University. The Director of School Education, the Director of primary education, Director Vocational Education and the Director S.C.E.R.T. will be the permanent invitees.

39) Primary Education, Secondary education, and Vocational education will be looked after by separate Directors. All these three Directors will be coordinated by a Commissioner for Education Development.

40) The S.C.E.R.T. should be an autonomous institution, and staffed by persons who have aptitude for research and training.

41) There should be an autonomous organisation for publication of text books, so that this organisation can have publication rights.

42) The Committee recognises that substantial funds are required for implementing the above recommendations. The Committee recommends that the existing budget of the Education Department as well as other departments should be closely reviewed to identify the possible areas of savings.

43) The Committee recommends that all the above recommendations be immediately examined for adaptation in the DISTRICT PRIMARY EDUCATION PROGRAMME.

44) The Committee recommends that a legislation on the above lines be brought in immediately to give concrete and statutory shape to these recommendations.

1. Prof.K.Ramakrishna Rao,
2. Secretary to Government,
Education Department,
3. Prof. Eswara Reddy
4. Prof. K.S.Chalam
5. Prof.Umamohan
6. Prof. Sandeep
7. Prof.Vijay Kumar
8. Director,
Tribal Welfare
9. Director of School Education

APPENDIX-I

GOVERNMENT OF ANDHRA PRADESH

ABSTRACT

Committee - Constitution of a Committee to prepare a Broad new structure for School Education - Constitution - Orders - Issued.

EDUCATION(PROG.I-3) DEPARTMENT

G.O.Rt.No.335

Dated 16.3.1995

From the Vice-Chairman, State Planning Board Lr No. Nil
dt.20.2.95

ORDER:

Based on the minutes of the meetings held on 25.1.1995 in the Chambers of the Hon'ble Chief Minister on the Primary Education Policy and based on the proposals received from the Vice-Chairman, State Planning Board, Government hereby constitute a Committee to prepare a broad new structure for School Education. The status of the Committee will be first class Committee.

2. The Committee consists of the following person:-

- | | | |
|--|-----|----------|
| 1. Prof K.Ramakrishna Rao
Vice-Chairman,
State Planning Board,
Andhra Pradesh | ... | Chairman |
| 2. Secretary to Government
Education Department. | ... | Member |
| 3. Prof. Eswara Reddy
Dean
Faculty of Education
Osmania University. | ... | Member |
| 4. Prof.K.S.Chalam
Andhra University. | ... | Member |

5. Prof. Umamohan S.K.D.University, Anantapur.	...	Member
6. Prof. Sandeep Osmania University.	...	Member
7. Prof.Vijay Kumar Director, Academic and Planning. J.N.T.U.	...	Member
8. Director, Tribal Welfare.	...	Member
9. Director of School Education	...	Member-Secretary

3. The following will be the terms of reference of Committee:

- i) To study the existing structure of school education and to suggest measures to strengthen the same particularly in the context in the context of the objective of Education for All by 2000 A.D. with particular focus on improving the quality of education;
- ii) to suggest for strengthening the Audio-visual methods in school education;
- iii) to suggest measures for strengthening and extending the vocationalisation of Education at school level;
- iv) explore linkage between total Literacy programme and Libraries at the village level and school education so as to effectively integrate these activities;
- v) to suggest measures to ensure effective community participation in school education keeping in view the statutory provisions as well as recommendations of the various committees.

4. The Committee will have to give its report in two months time.

5. The Committee deemed to have come into force with effect from 1.3.95.

6. . This orders issues with the concurrence of Finance & Planning (Fin.Wing) Department vide their U.O.No.1607/FSP/95, dated.15.3.1995.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

**J.S.SARMA,
SECRETARY TO GOVERNMENT.**

To

All members.

The Director of School Education, Hyderabad.

Copy to Finance & Planning (Fin.wing) Dept.

Copy to PS to M(PE&SE)

Copy to PS to Secretary, Education.

//Forwarded::By Order//

SECTION OFFICER

DROPOUT TREND BASED ON 1984-85 ENROLMENT

YEAR CLASS	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1993-94	AVERAGE (1985-86 TO 1992-93)	
	1	-	-	-	-	-	-	-	-	-	-
2	-	31.28	39.04	25.18	27.19	24.76	26.40	23.68	24.27	36.82	27.72
3	-	15.98	17.45	5.53	13.78	17.50	13.86	10.77	12.15	20.26	13.37
4	-	11.25	19.12	1.61	7.31	10.17	5.18	7.66	9.86	15.78	9.02
5	-	7.09	16.24	- 2.86	3.75	5.26	3.25	4.41	5.72	9.56	5.36
6	-	17.56	26.30	5.50	11.36	9.44	6.52	6.58	8.84	13.75	11.51
7	-	-1.38	12.39	- 5.22	3.51	5.04	1.57	0.96	4.17	5.87	2.67
8	-	18.01	35.92	6.50	14.92	14.06	8.58	3.74	5.75	10.73	13.43
9	-	4.73	20.42	- 5.55	5.17	7.01	2.87	2.64	4.81	7.59	5.26
10	-	2.76	19.70	- 5.96	8.65	8.53	2.16	2.51	6.23	5.66	5.57

APPENDIX-II

CLASS-WISE ENROLMENT IN ANDHRA PRADESH FOR 1984-85 TO 1993-94

CLASS	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
I	20,95,606	21,95,830	21,14,226	23,04,780	22,51,570	23,26,463	22,79,833	22,89,893	23,37,083	21,84,744
II	14,02,543	14,40,198	13,38,519	15,81,947	15,78,214	16,94,098	17,12,391	17,39,875	17,34,074	14,76,459
III	11,27,529	11,78,756	10,74,552	12,16,906	12,90,579	12,74,797	13,82,070	14,61,867	14,62,956	12,69,990
IV	9,50,983	10,00,641	9,10,567	10,40,797	10,56,301	10,75,528	11,55,403	12,09,539	12,32,479	11,03,281
V	8,34,947	8,83,558	8,12,997	9,50,769	9,62,200	9,40,702	10,06,881	10,53,661	10,80,587	10,09,972
VI	6,30,217	6,88,325	6,33,459	7,51,018	7,91,383	7,64,271	7,97,496	8,67,735	8,85,211	7,71,056
VII	5,75,711	6,38,928	5,84,881	6,83,063	7,11,489	7,15,690	7,31,252	7,76,256	7,79,494	7,22,812
VIII	4,49,486	4,72,001	4,12,555	5,30,572	5,41,200	5,52,989	5,95,345	6,52,979	6,49,989	5,52,513
IX	3,90,196	4,28,242	3,54,427	4,47,534	4,87,436	4,74,503	5,20,658	5,58,285	5,52,259	4,83,373
X	3,62,618	3,79,412	3,39,673	3,88,724	3,93,042	4,16,230	4,53,917	4,92,332	4,70,847	4,33,604
TOTAL:	88,19,836	93,05,891	85,75,856	98,96,110	1,01,63,414	1,02,44,271	1,06,35,246	1,11,02,422	1,11,57,979	1,00,07,804

APPENDIX-III

Budget details of school education for 1994-95 and 1995-96 (Non-Plan) are presented below :

	Rs.in lakhs	
A. Director of School Education	1994-95 RE	1995-96 BE
I. Teachers' Salaries		
a. Government	7561.79	8307.25
b. Local Bodies		
i. MPP schools	41998.92	45072.91
ii. ZPP schools	23958.51	28125.83
iii. Municipalities	4853.28	5478.19
c. Private(Aided)	11563.50	13270.44
Total	89936.00	100254.62
II. Maintenance Grant		
i. Local Bodies	960.26	960.26
ii. Private(Aided)	192.05	192.05
Total	1152.31	1152.31
III. Administration		
i. State level	215.42	231.43
ii. District level	922.90	1010.87
Total	1138.32	1242.30
IV. Training (Salaries)	577.97	268.05
Total	577.97	268.05
	1994-95	1995-96
V. Contingencies :		
Maintenance of School Buildings	2.30	2.30
Total (V)	2.30	2.30

VI. Other Items

i) Scholarships	92.00	92.00
ii) Material & Supplies (Free supply of text books etc)	1,77.50	1,77.50
iii) Rents, Rates & Taxes	92.89	94.3
iv) Office expenses	84.14	68.71
v) Miscellaneous	47,64.56	54,06.18
vi) Pensions & Other retirement benefits	24,80.92	30,82.67
Total (VI)	76,92.01	89,21.45
Total A(D.S.E)	1004,98.89	1118,41.01

B. COMMISSIONERATE OF GOVT. EXAMINATIONS.

i) Salaries	1,42.01	1,55.75
ii) Exams. & Other items	7,62.34	7,79.63
iii) Total (B)	9,04.35	9,35.38

C. TEXT-BOOK PRESS :

i) Salaries	5,89.42	5,70.89
ii) Text-books & other items	12,39.12	25,85.35
Total (C)	18,28.54	25,85.35
Grand Total (School Edn) (A + B + C)	1032,31.78	1153,61.74

APPENDIX-IV

PROGRAMMES OF SCHOOL EDUCATION

1. OPERATION BLACK BOARD:

In pursuance of National Policy of Education, 1986, the scheme of Operation Black Board is under implementation in the State. Under this scheme so far 24,496 class rooms have been sanctioned. Teaching Learning Material worth Rs.31.60 lakhs has been sanctioned for the purpose of converting single teacher schools into two teacher schools. Infrastructural facilities such as

- (i) construction of two large rooms, separate toilets for boys and girls
- (ii) provision of atleast two teachers for every primary school as far as possible and one of them to be a woman teacher and
- (iii) provision of essential Teacher Learning Material have been taken up.

2. ANDHRA PRADESH PRIMARY EDUCATION PROJECT:

Under A.P.Primary Education Project almost all the teachers working in primary schools were given in-service training in the activity based methodology of teaching. 3,393 classrooms have been sanctioned. Add-on facilities to 1,104 Teachers Centres have been provided.

3. NON-FORMAL EDUCATION:

Non-formal Education Centres were opened as a viable alternative to achieve 100 percent enrolment and to bring the drop-outs into the fold of education. The total number of Non- formal Education Centres functioning in the state as on today is 25,400. The main objectives of these centres are as follows:

- (i) to enable the out of school children in the age group of 9- 11 years and dropouts of school system to have education facility according to their convenience.
- (ii) to give literacy and numeracy skills and awareness of environment.
- (iii) to enable them to join the main stream of education if they desire.

4. OPEN SCHOOLS:

It is a pilot scheme started on experimental basis in 5 districts viz., Nellore, Chittoor, Vizag, Medak and Nizamabad. The Open School systems is a variant of

Non-Formal Education system. The unique feature of the system is that the out of school boys and girls can acquire education by self learning process with the help of a counsellor. So far 326 villages in 60 mandals of above 5 districts were covered. 7,601 learners have been enrolled of whom 35 percent have completed the course upto 7th Class. Besides this, the Andhra Pradesh Open School Society has also extended its schools to the prisoners in various Central Jails. The Government have extended this scheme with Government of India financial assistance to 9 more districts with an enrolment of 50,000 students during the year 1994-95.

5. AUDIO VISUAL EDUCATION:

The scheme of Audio Visual Techniques in primary schools was introduced by the Government of Andhra Pradesh during the year 1986-87 with the following objectives:

- i) to increase enrolment in primary schools.
- ii) to make instruction as attractive as possible and thus reduce drop-out rate.
- iii) to provide support to Non-Formal and Adult Education.

12,850 Colour T.Vs and 7,000 V.C.Ps, 17,342 Record-cum- Cassette Players have been supplied to Primary Schools in the State. The material produced by S.I.E.T. is being Telecast daily from 10.30 AM to 11.15 AM. Video cassetted produced by the Department of Education for Classes I to III have been supplied to schols where VCPs are available.

6. FREE SUPPLY OF TEXT BOOKS:

In the context of U.E.E. in order to improve the enrolment and to reduce drop-out, all the students studying from Class I to V in Government and Local Bodies Schools have been supplied Text Books free of cost during 1994-95. This policy will be continued in future also.

7. CLASS PROJECT :

On the recommendation of the Ministry of Education and Culture, Government of India a pilot project to introduce computer literacy in schools (142 Schools) was taken by Government of Andhra Pradesh during 1984-85

Objectives :

- 1 To provide students with broad understanding of computers and their use
- 2 To familiarise students with the range of computer application in all walks of human activity and computer potential as controlling and Information processing tools.

3 To demystify computers and to develop familiarity and ease in using them.

An amount of Rs.1.00 lakh has been provided in the state plan towards CLASS project during 1994-95 for training of teachers at three resource centres for removing backlog of untrained teachers in CLASS project.

The MHRD ,Govt.of India has revised norms of CLASS project since 1993-94. of the revised scheme are as follows :

1 The existing schools will utilise BBC Micros for imparting relevant instruction for the present and hardware configuration will continue with agencies selected by the State Government providing the following services.

Provision of full-time instructor (an employee of the selected agency) for imparting instruction.

MAINTENANCE OF HARDWARE

Provision of selected software, consumables, stationery and text- books to the students.

Imparting training to teachers in the schools.

Cost ceiling : Recurring cost for implementing the project in schools already covered is Rs.80,000/- p.a. per school.

Budget : Govt.of India have sanctioned Rs 113.60 lakhs at the rate of Rs.80,000 per school for 142 schools for the year 1994-95.

APPENDIX-V

COSTS OF AUDIO VISUAL EDUCATION

I Unit costs

A. Supply of Hardware

	TV	VCP	RCCP	
No of Scholars	50697	-	-	
No to be supplied	50697	50697	50697	
No.supplied	12672	7000	17316	
Balance	37935	43697	33381	
Cost unit rate	15000	10000	1500	
Total cost				
(Rs.in lakhs)	5690.25	4369.70	500.72	
Govt.of A.P.Share	1422.56	4369.70	-	5792.26
Govt.of India	4267.69	-	500.72	4768.41
				<hr/>
				10560.67
				<hr/>

B. Annual Maintenance Cost @ 5% of cost of Expenditure

(26,500) = Rs.1325

for 50697 schools = Rs.671.74 lakhs

C. Supply of video Cassettes: Supply of cassettes to Teachers' Centres from where they will be borrowed by the teachers. There are 5756 TCs in all. So the number of schools covered by each T.C. is on average 8.80 or 9 schools. It is therefore proposed to give 3 sets so that each set can be used by 3 schools. This would therefore involve supply of

250 x 3 x 5756 i.e., 431700 cassettes

Cassettes cost works on = Rs.4317.00

(+) Cost 5756 cabinets @ Rs.3000/- = Rs.172.68;

Total Rs.4489.68

D. Supply of Audio Cassettes

250 cassettes of 1 hour duration @ Rs.40/- per cassette i.e., Rs.10,000/- and Cabinet @ Rs.1000/-

Cassettes	=	Rs.575.60
Cabinets	=	Rs. 57.56
		<hr/>
	=	Rs.633.16
		<hr/>

E. Production costs of Master Cassettes:

Video	: 200 x 45 mts		
	@ Rs.30,000/- per 20 mts	=	135-00 lakhs
Audio	: 250 x 60 mts		
	@ Rs.16,000/- for cassette	=	40-00 lakhs
			<hr/>
			175-00 lakhs
			<hr/>

F. Training of Teachers

2,00,000 teacher including NFE
Instructors
@ 200/- per Teacher = Rs.400.00 lakhs

G. Preparation and Printing of guide books

2,00,000 guide books @ Rs.15/- guide book : Rs.150.00 lakhs
x 5 guide books.

II. Phasing of coverage

	(Rs in lakhs)				
	1995-96	1996-97	1997-98	1998-99	1990-2000
Coverage of T.Cs	600	1500	3000	5000	5756
Coverage of Schools	5400	13500	27000	45000	50679
Addl.T.Vs required	-	738	13500	18000	5697
Addl.VCPs required	2300	8100	13500	18000	5697
Addl.RCCPs required	-	1684	13500	18000	5697

State-level investment required

A. Hardware costs

	1995-96	1996-97	1997-98	1998-99	1990-2000
25% of 15000 TVs	-	506.25	675.00	213.63	-
100% of 10000 VCPs	230.00	810.00	1350.00	1800.00	569.00
Nil RCCP	-	-	-	-	-
	230.00	1316.25	2025.00	2013.63	569.70

B. Maintenance Cost

Rs.1325 X No of schools	71.55	178.88	357.75	596.25	671.74
Hardware cost(I+II)	301.55	1495.13	2382.75	2609.88	1241.44

C. Software

Class Covered	I&II(E)	I&II(E)	I&III(N)	I&IV(N)	I&IV(N)
	E = Existing N = New				
No of TCs (Ref row 2 above)	600	1500	3000	5000	5756
Total No of sets (@3 per TC)	1800	4500	9000	15000	17268
No of Video cassettes	60	68	150	200	250
	(old 48+ New 12)	(old 48+ New 20)			
No of Audio	10	20	150	200	250

D. Expenditure (New Only)

Video	36.00	54.00	1350.00	1650.00	1317.00
Audio	7.20	28.80	540.00	660.00	526.80
Total	43.20	82.80	1890.00	23.10	1843.80

E. Production of cassettes

Video	8.10	101.25 (150)	33.75	33.75	-
Audio	3.20	-	-	-	-
Total	11.30	125.25	41.75	40.75	-

F. Training of Teachers

Teachers	41.70	62.75	208.50	139.00	52.54
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G. Preparation & Printing of guide books

No of books	2	3(New)	1(New)	1(New)
	for 1500 TCs			
	15.64	90.00	30.00	30.00

H. ABSTRACT

		1995-96	1996-97	1997-98	1998-99	1999-2000
Purchase of Hardware	40.78%	230.00	1316.25	2025.00	2013.63	569.70
						[6154.58]
Maintenance	12.43	71.55	178.88	357.75	596.25	671.74
						[1876.17]
Production of Cassettes	1.46	11.30	125.25	41.75	41.75	(-220.05)
Cassettes	40.89	43.20	82.80	1890.00	2310.00	1843.80
						[6169.80]
Teacher Trg.	3.34	41.70	62.55	208.50	139.00	52.54
						[504.29]
Guide Books	1.10	15.64	90.00	30.00	30.00	(-165.64)
Total		413.39	1855.73	4553.00	5130.63	3137.78

Total = 15090.53

