

GOVERNMENT OF ANDHRA PRADESH
EDUCATION DEPARTMENT



ALL INDIA CONFERENCE
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SECRETARIES TO GOVERNMENT
AND DIRECTORS
ON
NATIONAL POLICY ON EDUCATION

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STATUS POSITION ON SCHOOL EDUCATION IN ANDHRA PRADESH

(1) The Department of School Education in Andhra Pradesh which is concerned with providing Educational facilities to children in the age group of 6-14 years has been discharging its functions through a net work of Educational Institutions in the State.

(2) By the end of 1990 the estimated population of age groups 6-11 and 11-13 is 89.38 lakhs and 31.59 lakhs respectively. By the end of VI plan, *i.e.*, 1984-85, the enrolment of children in the age group of 6-11 is 64.88 lakhs and 11-13 is 12.68 lakhs. It was targetted to enrol 25.00 lakhs children in the age group 6-11 and 13.30 lakhs in the age group 11-13 additionally by 1990, which amounts for 100% achievement in the age group 6-11 and 82.24% in the age group 11-13.

(3) However, there is heavy drop-out rate in the Elementary School stage due to various socio-economic reasons. In order to achieve cent per cent enrolment, dropout children are also being covered under N.F.E. programme as an alternative to formal system.

The following are the targets and achievements made during the first and second years of the VII Plan:

(Fig. in lakhs)

<i>Age group</i>	<i>Population</i>	<i>1985-86 Targets</i>		<i>Achievements</i>	<i>Percentage</i>	<i>Population</i>	<i>1986-87 Target</i>		<i>Achievement (31-3-87)</i>
6-11									
Boys	41.65	40.58	(3.00)	39.74	95.4	42.52	42.74	(3.00)	42.23
Girls	40.60	29.20	(2.00)	28.65	70.6	41.86	30.65	(2.00)	30.77
Total	82.25	69.78	(5.00)	68.39	83.1	83.98	73.39	(5.00)	73.00
11-13									
Boys	14.72	9.16	(1.77)	8.97	60.9	15.03	10.74	(1.77)	10.01
Girls	14.35	5.58	(0.89)	5.18	36.1	14.65	6.06	(0.89)	5.96
Total	29.07	15.34	(2.66)	14.15	48.7	29.68	16.80	(2.66)	15.97

Government have taken several steps for increasing the enrolment and to reduce dropouts in the age groups of 6-11 and 11-13 (I-VII classes). A total amount of Rs. 1,452.98 lakhs was spent under various schemes during 1985-86 and Rs. 2,446.78 lakhs during 1986-87 under Plan for Elementary Education. Some of the schemes on opening of new Primary Schools in School-less habitations. Strengthening of the existing Single teacher schools by providing second teacher upgrading the Primary Schools to that of Upper Primary Schools.

Opening of Schools in School-less habitations:

During the years 1985-86, 1986-87, 5,433 new schools were opened in School-less habitation. While opening schools in School-less habitations special care has been taken to open schools in S. C. area in I. T. D. A. Districts. 357 Schools were opened in S. C. area and 1060 were in Tribal areas under Special Component Plan and Tribal Sub-plan respectively. During this year 1,090 posts are provided for opening of Schools in S. T. areas.

Conversion of Single teacher Schools into Plural teachers:

During the year 1985-86, 1986-87 & 1987-88, 6,518 SGBT posts were created for conversion of Single teacher Schools into Plural teacher of which 368 S. G. B. T. teachers in S. T. area and 150 in S.C. area.

Upgrading Primary Schools into U. P. Schools :

During the year 1985-86, 1986-87, 315 Primary Schools were upgraded into U.P. Schools by opening classes VI and VII, 225 under local bodies and 90 in S.T. area.

Construction of School buildings :

2,999 School buildings have been taken up for construction during 1985-86, 1986-87 under VII

Finance: Commission grants, U.K. Assistance and Plan allocation from state funds. 1052 class rooms are proposed for construction and an amount of Rs. 420.00 lakhs is provided under VIII Finance Commission grants.

Incentives :

(a) *Dress & Text-Books* : Text-books and 2 pairs of uniforms were supplied free of cost to the children studying in class I and II belonging to the Green Card holders. The number of beneficiaries were 18.00 lakhs during 1986-87. During this year, the scheme is extended to Class III and an amount of Rs. 8.00 crores is provided in the budget. The number of beneficiaries would be about 30.00 lakhs.

(b) *C.A.R.E./Midday Meal* : Upma is supplied with the free gift food from CARE to the children studying in Classes I to V. This scheme is operated in Visakhapatnam, Mahabubnagar, Nizamabad, Karimnagar and Adilabad Districts. About 3.6 lakhs children are benefited under this scheme. An amount of Rs. 60.00 lakhs is incurred by the state for implementing the scheme.

(c) *Audio-Visual Education* : Audio-Visual Education was introduced in 600 Schools during the year 1986-87. It will be extended to another 400 during the current year. An estimated 75,000 children will be covered. A total amount of Rs. 800.00 lakhs has been earmarked for this scheme for software development, equipment support infrastructure, in-service training etc.

Physical Education :

For imparting Physical Education in U. P. Schools, Special allowance at the rate of Rs. 50/- per month to 4,000 in-service teachers and games equipment at the rate of Rs. 600/- per school for 4,246 U. P. Schools was sanctioned.

OPERATION BLACK BOARD

The purpose of implementing Operation Black Board is to ensure the provision of minimum material facilities and learning equipment in Primary Schools. Operation Black Board will ensure the availability of important items needed for the effective functioning of the Primary Schools.

They are :

1. Two reasonably large rooms that could be used and be useful in all weather conditions, with separate toilet facilities for Boys and Girls.
2. Provision of essential learning and teaching material.
3. Provision of at least two teachers. As far as possible one of them a Woman in every Primary School.

Government of India has proposed to implement this programme in a phased manner covering 20% of the area during 1987-88, 30% in 1988-89 and 50% in 1989-90.

Accordingly, Survey was conducted in 20% of Mandals. In view of the Government of India's instructions making a pre-condition to provide 2 roomed accommodation for sanctioning assistance under Operation Black Board, the State Government is submitting a Project Report covering 10.96% of the Mandals during the 1st phase. This covers 121 mandals out of 1140 mandals in the State covering 3826 Primary Schools.

(a) Class Rooms :

During phase I there is need for constructing 1910 Single rooms and 1238 two class rooms in the above

121 Mandals. These rooms are proposed to be constructed with funds available under VIII Finance Commission, NREP etc. During the year 1987-88 under VIII Finance Commission Rs. 4.20 crores have been released for 1052 class rooms. Similarly, there is a backlog of 1000 class rooms against 2500 sanctioned previously. Surplus funds under NREP are also being diverted for constructing the balance 1096 class rooms. The schools will also be provided with toilets as a part of the total construction. In schools having the rooms but not the toilets, required funds are being made available under 'Vimukthi' a programme of the State Government for rural sanitation.

(b) Teachers :

As per the departmental survey conducted during 1981-82 there were 22,487 single teacher schools in the State. The State Government has been taking considerable measures to convert them into plural teacher schools. In the instant case out of 3826 schools of 121 Mandals, 1303 schools happen to be single teacher schools which are to be converted into plural teacher schools by appointing 1303 Women teachers.

(c) Teaching Aids :

Under the scheme, Government of India proposes to supply teaching aids and equipment for an outlay of Rs. 7,000 per school. It is proposed to organise workshops to manufacture some of the equipment and aids proposed to be supplied at the school level. For establishing such workshops, craft teachers have been identified. This programme is prepared to be linked up with the Socially useful productive work.

Requirements for teaching aids as mentioned in the Operation Black Board scheme and estimated financial commitment comes to Rs. 3, 12, 67, 207 (Annexure-I)

It has been stated that funds for appointment of the second teacher in single teacher schools and for purchase of instructional/learning materials will be provided by Central Govt. on 100% basis upto the end of VII Plan. The liability thereafter will get transferred to the State Government.

As desired by the Government of India the State Government has also constituted the Empowered Committee headed by the Secretary (Education).

Issues:

As per the scheme guidelines communicated to us, the assistance given by Government of India is inadequate. For a single teacher post and teaching aids consisting of Rs. 20,000 per annum, the State Government is being compelled to immediately spend Rs. 75,000 per school for construction of class rooms. Besides, during the VIII Plan, the entire commitment of teachers on salary as well as maintenance and replacement of teaching aids @ Rs. 5,000/- per annum per school has to be borne by the State Government. It is, therefore, suggested that Government of India may:—

- (a) Continue to pay the salary of the teachers sanctioned during the VIII Plan also.
- (b) Provide atleast 50% grant towards construction of class rooms.
- (c) Provide funds for inservice training.
- (d) Provide 50% subsidy of total amount proposed for contingencies to every school.

NUMBER OF TEACHERS - TYPEWISE

Trained

<i>Sl.No.</i>	<i>Type</i>	<i>Trained</i>	<i>Un-trained</i>	<i>Total</i>
(1)	(2)	(3)	(4)	(5)
1.	<i>Pre-Primary Schools</i>			
	(a) Men	8	—	8
	(b) Women	53	3	56
	Total :	61	3	64
2.	<i>Primary Schools</i>			
	(a) Men	66617	3122	79739
	(b) Women	25441	851	26292
	Total :	92058	69739	96031
3.	<i>Upper Primary Schools</i>			
	(a) Men	28423	929	28752
	(b) Women	12897	584	13481
	Total :	41320	1513	42833
4.	<i>High Schools</i>			
	(a) Men	42952	328	47280
	(b) Women	18823	315	19138
	Total :	65775	643	66418
5.	<i>High Schools attached to Junior Colleges</i>			
	(a) Men	4888	16	4904
	(b) Women	1282	2	1284
	Total :	6170	18	6188
6.	<i>Kendriya Vidyalayas and Public Schools etc.</i>			
	(a) Men	582	102	684
	(b) Women	1221	215	1436
	Total :	1803	317	2120

ANNEXURE

Operation Black Board Survey - State wise Requirements

<i>Sl. No.</i>	<i>Item</i>	<i>Requirement Total Require- ment (No.)</i>	<i>Availa- bility position (No.)</i>	<i>Balance to be provided (No)</i>	<i>Unit cost of the item (to be provided) (in Rs.)</i>	<i>Total Amount Required for balance list of items to be provided as indicated in Col. 5. (in Rs.)</i>	<i>Remarks</i>
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
I.	<i>Single Teacher:</i>				1220/- P.M.		
	No. of Single Teacher Schools				3 months i.e.,		
	No. of teachers @ 2 per School.	2606	1303	1303	Dec.'87 to Feb. 88	47,68,980	47,68,980
II.	<i>Teaching, learning material: Teachers' Equipment</i>						
	(i) SYLLABUS	3826	2170	1656	5/-	8,280	1,11,850
	(ii) TEXT BOOKS (ONE PRIMARY SET)	3826	1263	2563	25/-	64,075	
	(iii) TEACHER'S GUIDES (ONE PRIMARY SET)	3826	1193	2633	15/-	39,495	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
III.	<i>Class Room Teaching:</i>						
	MAPS: (a) District	} (one each)	3826	654	3172	175/-	5,55,100
	(b) State						
	(c) Country						
	(d) World						
	Plastic Globe @ 1 per School	3826	994	2832	100/-	2,83,200	} 8,38,300
	Educational Charts @ 1 set per School.	3826	4178		90/-		
IV.	<i>Play Materials and Toys:</i>						
	1. Wisdom Blocks @ 3 per school	11,478	486	10,992	140/-	4,39,680	} 18,17,040
	2. Bird & Animal Puzzle (Jigsaw Puzzle) @ 3 sets per school	11,478		11,478	20/-	2,29,560	
	3. Toys (Dolls, Human Figures, Animals, Science Toys) @2 sets per school	7,652		7,652	150/-	11,47,800	
	4. Large Box @ 2 per school				700/-		

1	2	3	4	5	6	7	8
V.	Games Equipment :						
1.	Foot Ball @ 2 for each school	7,652	27	7,625	(Rs. 35/- for the two balls)	2,66,875	
2.	Volley Ball @ 2 for each school	7,652	38	7,614		2,66,490	
3.	Rubber Balls @ 10 per school	38,260	98	38,162	5/-	1,90,810	14,00,47
4.	Skipping Rope @ 10 per school	38,260	943	37,317	6/-	2,23,902	
5.	Rings @ 5 per school	19,130	308	18,822	10/-	1,88,220	
6.	Swing Rope with Tyre @ one per school	3,826	86	3,740	35/-	1,30,900	
7.	Air pump @ 1 per school	3,826	18	3,808	35/-	1,33,280	
VI.	Primary Science Kit	3826	158	3,668	400/-	14,67,200	
VII.	Mini-tool Kit @ one for school	3826	12	3,814	300/-	11,44,200	
VIII.	Mathematics Kit @ one for school	3826	—	3,826	300/-	11,47,800	
IX.	Books for Library Reference Books						
1.	Dictionaries: 2 per school for Schools	7652	123	7,529	50/-	3,76,450	7,56,050
2.	Encyclopaedia one per School for..... schools	3826	30	3,796	100/-	3,79,600	
	Childrens' Books :	3826	868	2,959	1600/-	47,32,800	
	Magazines, Journals, News papers:	3826	103	3,723	450/-	16,75,350	64,08,150
X.	School Bell: @1 per school:	3826	2674	1,152	50/-	57,600	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XI.	<i>Musical instruments:</i>						
1.	Dholak/Tabala @ 1 per school	3826	1	3,826	100/-	3,82,500	} 24,85,125
2.	Harmonium @ 1 per school	3826	3	3,823	500/-	19,11,500	
3.	Manjercā @ 1 per school	7652	7	7,645	25/-	1,91,125	
XII.	<i>Furniture :</i>						
	Chairs for 10,003 Teachers @ one per teacher.	10,003	6,340	3,663	350/-	12,82,050	} 45,84,750
	Tables for 10,003 Teachers @ one per teacher.	10,003	4,666	5,337	350/-	18,67,950	
	Desks for 3826 Schools one per Child	3,826	—	3,826	375/-	14,34,750	
	Large boxes for 3826 schools @ 2 Per School	7,652	—	7,652	150/- (per one box)	11,47,800	
XIII.	<i>Black Board</i> For 17,597 Sections @ one per Section. Pin-up boards for 17597	17,597	7,665	9932	200/-	19,86,400	
XIV.	<i>Chalk and Dusters</i> for 17,597 Sections.....@ one per Section	17,597	—	17,597	25/-	4,39,925	} 3,36,690
		17,597	6,374	11,223	30/-		
XV.	<i>Water Facility</i>	3,826	2,016	1,810	100/-	1,81,000	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XVI.	<i>Trashcan</i> for 3826 Schools @ 10 per school.	3,826	686	37,574	5/-	1,87,870	
	<i>Accommodation</i> Total No. of Schools	No. required 1 addl.	No. required 2 rooms	Total rooms required to be con- structed	Unit cost		Total estimated outlay.
	2529	1910	619	3148	66,000/-		20,77,68,000
							23,90,35,200
	Total outlay for Operation Black Board in 121 Mandals						23,90,35,200

Educational Statistics

Number of Schools - Managementwise during (1986-87) (Provisional)

As on 30-9-1986

Sl. No.	Type of Schools	Central Govt.	State Govt.	Panchayati Samithi Zilla Parishad.	Municipal	Private Aided	Private unaided	Total
1.	Primary-Schools	23	1139	39256	1271	1986	624	44299
2.	Upper Primary Schools	2	308	4254	211	447	450	5672
3.	High Schools (independent)	16	373	3461	174	624	261	4909
4.	High Schools (attached to Junior colleges)	—	253	—	—	29	—	282
TOTAL		41	2073	46971	1656	3086	1335	55162

Typewise Enrolment in Andhra Pradesh During 1986-87

Sl. No.	Type	All Enrolment			Scheduled Castes			Scheduled Tribes		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Pre-Primary	1305	1139	2444	188	149	337	91	72	163
2.	Primary	3081225	2262550	5343775	639739	484631	1124370	204827	124385	329212
3.	Upper Primary	1136539	752848	1889387	211302	125927	337229	28464	28666	81130
4.	High Schools	1365479	812570	2178049	208845	113882	322727	42651	17234	59885
5.	High Schools attached to Junior Colleges	163784	62325	226109	27111	10293	37404	6584	1414	7998
6.	Kendriya Vidyalayas and Public Schools.	35013	21627	56640	1636	975	2611	506	213	719
Grand Total		5783345	3913059	9696404	1088821	735857	1824678	317123	171984	489107

STATUS REPORT ON NON-FORMAL EDUCATION IN ANDHRA PRADESH

Non-Formal Education Programme has been introduced in Andhra Pradesh from 1979-80 to bring the unenrolled and drop-out children of age group 9-14 into the fold of Primary Education.

Details of centres opened, number of Instructors and Supervisors appointed, number of blocks covered and the number of children enrolled are as shown below :

PHASE I — PRIMARY LEVEL

S. No.	Year	No. of blocks covered	No. of Supervisors appointed	No. of centres opened	No. of Instructors appointed	Enrolment
1	2	3	4	5	6	7
1.	1979-80	44	44	2640	2640	660000
2.	1980-81	23	23	1380	1380	345000
3.	1981-82	—	—	—	—	—
4.	1982-83	46	46	2760	2760	690000
5.	1983-84	—	—	—	—	—
6.	1984-85	161	161	9660 1012 (exclusively for girls)	9660 1012	2415000 253000
7.	1985-86	—	—	—	—	—
8.	1986-87	72	72	4320	4320	11080000
9.	Status during 1987-88	346	346	21772	21772	5443000

There are still 21 Blocks yet to be covered with N. E. P. centre.

Of the 346 blocks 290 are in rural areas, 32 in Tribal areas and 24 in Urban slums. Similarly out of 5.4 lakhs children enrolled 1.97 constituting 37% are

V-12x

girls. Again, 16,741 are Scheduled Tribes constituting 9.2% and 1.18 lakhs are Scheduled Caste constituting 21%.

A survey of drop-outs reveals that there are 12.00 lakhs drop-outs in the age group of 6-11 and 3 lakhs drop-outs in the age group of 11-14. Survey also indicates that the drop out rate is more among girls, Scheduled Castes and Scheduled Tribes.

Administrative set up :

60 centres are opened in each Block with 25 children in each centre and one instructor is appointed in each centre at Rs.105/- per month. Every 60 centres are again under one Supervisor, appointed in the time scale of Rs. 1380-2750. At the District level, the District Educational Officer is in overall charge of the scheme. There are also at each District Level one Co-ordinator who is a senior lecturer in the T.T.I. to assist the District Educational Officer on the academic aspects of the programme.

At the Directorate level a Senior Joint Director monitor the programme implementation. He is assisted by an Assistant Director and 2 sections of Ministerial staff and works under the overall guidance of the Additional Director of School Education, who is incharge of Elementary Education.

State level Resource Centre for Non - Formal Education :

At the State level there is one NFE resource centre located in the State Council of Educational Research and Training with one professor and 4 lecturers and one section of all ministerial staff. The resource centre is incharge of all academic matters such as preparing the syllabus, preparation of instructional material and re-orientation courses for instructors and evaluation of NFE centres etc.

Curriculum and Duration :

Non-Formal Education for the age group 9-14 is implemented in 2 phases. The duration of the first phase is of 2 years. The 2 years period is divided into 4 stages of 6 months each. The second phase will be of two years duration covering two stages of one year each. The first phase corresponds to the Primary level and phase 2 corresponds to the Upper Primary level of formal education.

During the duration the first stage of first phase, children of these centres acquire language and numeracy skills. Along with these they acquire knowledge of their physical and social environment during the next 3 stages. Knowledge of the environment is woven round 16 problem areas of personal and social life. Teaching Science and Social Studies as problem areas is the innovative part of NFE curriculum.

During the second phase (Upper Primary) of Non-formal Education English will also be taught in addition to other subjects taught in phase-I.

Equivalence and Issue of Certificate:

At the end of instruction in phase-I a common examination will be conducted and those who pass it will be issued a certificate so that they can straight away join 6th Class of formal education or first stage of phase-II of Non-formal Education.

Academic inputs

For the stage-I two types of readers are prepared to enable children learn the fundamentals of the language. The difficulty in finding the meaning of words and sentences are avoided, as the readers contain situations familiar to the students. The readers at the first stage are prepared separately for :

1. The Tribal children
2. The Rural and Urban children

A work book is prepared for Mathematics for the first stage. Instructional material is prepared for the students the teachers for all other three stages. In addition, to give direction to the academic activity at all levels "Terminal competencies" have been prepared for all the areas of curriculum and for all stages. Test item books are also developed for formative and summative evaluation purpose.

The functionaries of the field, viz., the coordinators, supervisors of NFE and instructors of Non-formal Education centres were given orientation and re-orientation training. To help them a "Training Manual" is also prepared which can be consulted by all the field functionaries. All the materials so far prepared have been printed.

Voluntary Organisation :

The scheme of Non-Formal Education is by and large implemented by the department. Involvement of voluntary organisations or community participation has been quite low. A total of 583 centres only are run by voluntary organisations covering 14575 children as indicated below :

(Statement

<i>Sl.No.</i>	<i>Name of the voluntary organisation</i>	<i>No. of centres</i>	<i>Enrolment</i>	<i>Area of operation</i>
(1)	(2)	(3)	(4)	(5)
1.	Rayalaseema Seva Samithi, Tirupati, Chittoor Dist.	300	7500	Punganoor, Pulicharla, Palamaneer, Tottambedu and Tirupathi urban block in Chittoor District.
2.	Andhira Mahila Sabha, Hyderabad	100	2500	Metpally & Vemulawada blocks in Karimnagar District (exclusively for girls).
		100	2500	Sircella block Karimnagar District (exclusively for girls).
3.	Prachya Pasha Vidya Peeth, Gudivada, Krishna	28	700	Gudivada P.S. in Krishna District.
4.	Good Samaritan Evangelical social welfare association, Satyavedu, Chittoor District	40	1000	
5.	Mahila Vidyapeeth, New Nallakunta, Hyderabad.	15	375	

Proposals from the following voluntary organisations have been received :

1. Village Re-construction organisation, Pedakakani, Guntur Dist. 30 centres in Guntur Dist. (Prathipadu, Chikaluripeta and Bapatla area)
2. Adarsha Seva Sangham, Tadagonda, Vemulawada Tq., Karimnagar Dist. 30 NFE centres exclusively for girls at Ganga-dhara block in Karimnagar Dist.
3. Social service Society for poor people, Peddaguvvapalli (village) Rodda Mandal, Anantapur Dist. 10 NFE centres in Anantapur Dist.
4. The Bhagvatula Charitable Trust, Yellamanchilli, Visakhapatnam Dist.

Necessary steps are being taken to motivate more and more voluntary organisations to take up Non-formal Education in the State in a massive way with a view to increase the coverage of children and also involve community participation. The Universities have also been addressed to extend their support by involving their department and students. Modalities are being worked out.

Phase II-Upper Primary Level :

During 1986-87, as a first step in the starting phase-II of NFE, the syllabus was developed in English, Telugu, Mathematics and problem Areas got printed and placed in the hands of the instructors of 2800 centres started for the first time in the State. Text Books for the Students and hand books for instructors in these subjects were got written in the workshops and given for printing. It is proposed to open 800 centres during 1987-88 to cover in additional enrolment of 20,000 children at this level.

A detailed survey of NFE CENTRES have been taken up in the State with the help of Mandal Educational Officers and Non-formal Education Supervisors and Co-ordinators. The survey proforma is developed to get the Comprehensive data of NFE centres and functioning of the NFE in the District. Copy of the

proforma is enclosed. The entire survey will be completed by 15-10-87 and their outcomes will be analysed by the end of October 87.

Issue and Problems :

(1) Retention of Children :

Retention of children admitted in the NFE centres till they complete a phase or stage has become a serious problem. The NFE scheme itself is expected to be an incentive to the children who cannot afford to spare their time to go to day schools but children admitted to the NFE centres and their parents are not considering it as such. So much so there is always outgoing and incoming children in these centres. Children are not attending the centres regularly. Due to this, some times, a child studies the same class for even upto two years. Free supply of books and teaching material is not considered by them as sufficient incentives. Thus absenteeism or drop out rate is more in the case of girls. During the year 1986-87, about 1,19,202 children dropped out from NFE centres and only 24,775 successfully completed the IV stage of NFE, out of a total of 544300 of enrolled children. 80 incentives such as providing night meals, vocational courses, uniforms or attendance grant to the children may help motivate the children to attend regularly and check drop - out. Erstwhile you learn scheme may also enhance the enrolment and retention rate. All this requires heavy investments. Government of India is requested to provide some financial assistance for incentives or making the study environment more attractive.

Getting Properly Qualified Instructors :

It has been found difficult to get qualified instructors especially in Tribal areas. Even if there are one or two qualified persons in a village they are not attracted by the meagre remuneration paid to on NFE instructor. During 1986-87, 2857 instructors left the job. If their turn over has to be checked, the salary

remuneration has either to be improved or by Sanctioning loans for establishing some vocation in the village itself for providing him/her source of income.

Orientation & Re-Orientation to the Instructors and Supervisors :

Orienting the instructors for 30 days, in one or two spells in the year of appointment and for 20 days in the subsequent years involve heavy expenditure, for which State Government share was not earmarked, especially for re-orientation, during the previous years. Further, most of the instructors trained in NFE, are leaving the job whenever they got better opportunities. During 1986-87, 2857 instructors trained in NFER left the job. So new instructors were appointed. Arranging orientation courses to such of those appointed in the vacancies has become a perennial problem.

Absence of Co-operation of the Villages :

An important reason for the not very satisfactory headway being made in NFE is the lack of motivation among the parents to send their children. It is therefore important that campaigns by audio-visual and other media are to be conducted. As such an integration between NFE and adult literacy would be most ideal, particularly for girls.

Late Payment of Remuneration to the Instructors :

Due to late sanctioning of budget, instructors are not paid regularly every month. This action as a descendent among the instructors for not running the centres regularly. So both State and Central Governments should see that funds are released in time and payment is made regularly every month.

Project Approach :

The policy guidelines of Non-Formal Education envisages a project approach to facilitate better supervision of Non-Formal Education centres scattered over wide geographical areas. It is proposed to convert 7,336 centres into 100 projects at the rate of 10 projects for each District in 10 Districts. The project cost

for the first 4 months *i.e.*, from 1-11-87 to 29-2-88 is Rs. 134.16 lakhs. The State Government's share is Rs. 59.47 lakhs and Central share is 74.69 lakhs. The budget provision for the year is Rs. 682.318 lakhs and the Government of India's share is 269.658 lakhs and State Government's share is 412.66 lakhs. As per the financial implications worked out the State Government has to provide the additional cost of Rs. 10.57 lakhs and the Central Government has to provide 46.472 lakhs. Even this additional cost on the State Government is only a national increase as all the cost will be adjusted out of the funds available, with the Department. Thus in brief the project report envisages:

- (a) Conversion of existing centres in 10 Districts with 100 projects at the rate of 10 projects in each District.
- (b) Strengthening of District level administration by providing one Assistant Director with supporting staff, one Project Officer and one part time Supervisor at the rate of 8-12 centres.
- (c) Conversion of 25% Co-educational centres into girls centres.
- (d) Providing re-orientation of 20 days to the instructors.

The proposal is awaiting sanction by Government of India for taking-up implementation.

SOME IMPORTANT SCHEMES UNDER IMPLEMENTATION IN THE STATE

(a) Free distribution of Uniforms and Text Books to the Children of Green Card Holders of Classes I, II and III during 1987-88 :

The Scheme of free supply of Uniforms and Text Books to the children of green card holders studied in Classes I and II was implemented from the year 1985-86.

During the year 1985-86 necessary funds were released to the District Collectors towards the implementation of the scheme an amount of Rs. 600.00 lakhs was provided in the Budget Estimates 1985-86 of which the expenditure incurred was Rs. 595.00 lakhs. About 18 lakh children were covered.

The scheme was continued during 1986-87 and an amount of Rs. 590.00 lakhs was paid to A.P. State Textile Development Corporation Limited, Hyderabad towards the free supply of Uniforms to the eligible children in the State. In addition to this, an amount of Rs. 5.75 lakhs was released to all the District Educational Officers in the State @ Rs. 25,000/- to each District Educational Officer towards the transportation charges of dresses to schools from the District headquarters.

The Text Books for the children of green card holders studying in Classes I and II were supplied free of cost through FEDCON.

The Scheme of free supply of Uniforms and Text Books is extended to the children of green card holders studying in Class III during 1987-88 while continuing the supply as usual to Classes I and II. An amount of

Rs. 800.00 lakhs is provided for the purpose during the year 1987-88. The total number of beneficiaries is about 30.57 lakhs during 1987-88.

(b) School Buildings Programmes:

The construction of School Buildings for Primary and Upper Primary Schools is taken up in a big way by the State Government. During 1983-84, under the scheme of U.E.E. Rs. 59.60 crores was released for the construction of 3,560 class rooms in 330 Panchayat Samithies. Under R. L. E. G. P. an amount of Rs. 3,206.00 lakhs was sanctioned for the construction of 7,748 class rooms under the control of Zilla Parishad by 1990 of which 5,755 buildings were constructed upto June, 1986 and an amount of Rs. 25.69 lakhs was released during 1986-1987. Under NREP it is proposed to construct 5,538 buildings by 1990 of which 3,636 buildings were constructed upto the end of June, 1986, and an amount of Rs. 1,854.4845 lakhs was released during 1986-1987.

By the end of VI plan there are 18.555 schools without buildings. In the VII plan, under the Assistance of VIII Finance Commission it is proposed to construct 2,882 buildings by 1990, of which in the 1st year *i.e.* 1985-86, 900 school buildings (700 in plain 200 in S.T. area) were sanctioned at the rate of Rs. 40,000/- per building. Government in their G.O.Ms. No. 391 Education (SS) Department, dated: 21-8-1986 have sanctioned an amount of Rs. 240.00 lakhs during 1986-1987. For opening of New Schools in S.C. area 854 new school buildings have been sanctioned under special component plan in G.O. Rt.No.1310, Education, dt. 14-8-86 and G. O. Rt. No. 1812, Education, dt. 21-12-86 during 1986-87. Proposals are submitted to Government, for construction of 300 school buildings in S. T. area during 1986-87.

Teacher Education :

The National Policy on Education, 1986 envisaged establishment of District Institutes of Education and Training with the main objective of giving both pre-service and in-service teachers training to Primary School Teachers.

It is suggested in the "PROGRAMME OF ACTION" document that the existing Teacher Training Institutes for Primary School Teachers may be developed into D.I.E.Ts, of Teacher Training in Andhra Pradesh.

In Andhra Pradesh the Teacher Training Institutes, the Colleges of Education, the College of Physical Education and the Pandits Training Institutions have facilities for providing Training to teachers for Primary, Upper Primary and Secondary Schools. There are 25 Teacher Training Institutes to train Teachers for Primary Schools. These are situated in all twenty three districts of Andhra Pradesh. In all these 25 Teacher Training Institutes put together about 4,000 candidates have been trained every year. Candidates are selected on the basis of "ENTRANCE TEST" conducted. The minimum General Educational Qualification prescribed is a pass in the Intermediate Examination.

(a) Management :

These 25 Teacher Training Institutes are under the Management of the Government of Andhra Pradesh. The Teacher Training Institutes at ARAKU in Visakhapatnam District and UTNOOR in Adilabad District are meant to train the teachers of the Tribal Schools located in the 8 Intergrated Tribal Districts of the State.

(b) Physical Facilities:

Out of these 25 institutes 17 are situated in Government buildings and the remaining are being run in rented buildings. The infrastructure is extremely poor and investments need to be made providing buildings, laboratories, library and hostel facilities.

Need for Upgradation of T.T.Is into D.I.E.Ts :

As a result of the new Policy of non-detention in all classes except in Classes VII and X, there is a shift of emphasis from examination-oriented instruction to the effective class room instruction. The teacher, hitherto more obsessed with the problem of coaching his pupils for an examination, making them study the content areas, sometimes on a selective basis is now free to plan and utilise his time in the class room for the realisation of the objectives set before him. Thus the teacher needs training in corrective and preventive diagnosis followed up by the remedial teaching.

Under Human Resource Development, the present day teacher is expected to be aware of the major principles enumerated earlier. This task can be accomplished by giving planned and continuous and systematic training at the DIET level.

In view of the launching of the audio-visual techniques of teaching by way of video lessons the teachers have got to be given special training. This also can be accomplished by establishing DIETs.

The quality of pre-service Education acquired by the teachers has proved to be insufficient to meet the challenges of Education. The recent developments in pedagogical Science have shown signs of deterioration. The teachers working at present, in schools have long forgotten the content, as well as, the methods to teach the content, which they had acquired few years back. It has been felt that there has been an increase in teachers who possess sub-standard knowledge. The in-service training courses provided for the teachers by SCERT, University Departments, and other

organisations are insufficient. Very few teachers each year are covered in these in-service training courses.

To meet the challenges faced by the teachers in the modern world to become a good teacher, equipped well with professional competencies it is imperative in these conditions and the conditions mentioned earlier of new evaluation policy, the Human Resources Development School Project, introduction of video lessons, to equip our teachers with the knowledge of action researches, it becomes inevitable to have a regular institute to give in-service training to all levels of teachers, field functionaries, non-formal education instructors and adult education instructors. It will be a unique experience to get the first hand training and experience to the teachers in a well equipped institution with all modern facilities like D.I.E.Ts.

The financial implications involved in the DIETs will have to be worked out after the formation of Task Force.

As per Government of India's D.O.Lr. No. F7-7/87, SCM.II, dated 24-6-1987 the Joint Secretary, Ministry of Education, Government of India has suggested to formulate Task Force for DIETs and Colleges of Teacher Education and also empowered Committee. Proposals have been submitted to Government for constituting committees. On receipt of the formation and guidelines from Government of India work will be taken up to prepare the Project Programme for submission to Government of India.

Issues :

The Government of India is requested to provide grants for construction of buildings in advance so that at the time of recruiting staff, the physical infrastructure is already available. Secondly, it is also suggested that the funds for construction of buildings may not be the same for all T.T.Is, but be provided to each as per a minimum prescribed norm.

UNIVERSALISATION OF PRIMARY EDUCATION OPERATION BLACK BOARD

As per the guidelines of India, 20%—25% survey work of Mandals was done, during the current year before the end of August 1987. The remaining survey of 75% — 80% is now under process in the State. Analysis of Survey covers in the 1st phase 121 Mandals *i.e.*, 11% are now being proposed to be covered. In these 121 Mandals, there are 3,826 schools. It is proposed that the remaining 9% Mandals will be taken up during Phase II. Thus the coverage of the second year would be about 30%, while during 1989-90, the remaining 50% Mandals will be covered. This survey envisages that 44% Mandals are in Telangana Districts, 40% Mandals in Andhra and 16% in Rayalaseema. Again further analysis reveals that out of 121 Mandals proposed, 50% are having over 20% S.C. population, 20% in S.T. areas and 19% in areas of high percentage of Backward caste, 4 Mandals are in Hyderabad city.

Out of 3,826 Primary Schools proposed to be covered under Operation Black Board, 1,303 are single teacher schools. The number of Mandals and schools being proposed for coverage is shown below:

Area	No. of Mandals in O.B.	Percen- tage	Total No. of Schools	Percen- tage	No. of rooms to be cons- tructed	Percen- tage	No. of single teachers	Percen- tage
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	121	100	3826	100.00	3148	100.00	1303	100.00

As per the survey indication in the schools, proposed for coverage under Operation Black Board it is observed that out of total 3,826 Primary Schools, nearly 1,303 constituting 30% of the total schools are single teacher schools. These 1,303 schools have to be provided with an additional teacher in each School in order to convert them into Plural teacher schools and new teachers appointed will be women, in order to see that at least one women teacher is posted in every school.

The estimated expenditure during the current financial year *i.e.*, 3 months (Dec. 1986, Jan. and Feb. 1987) would be Rs. 47,68,980/- for these additional posts.

Construction of Class rooms:

The third objective to be fulfilled under O.B., is providing a minimum requirement of two class rooms for each Primary School, with a verandah and toilet facilities for girls and boys. Out of 3,826 schools, 1,910 schools require single rooms and 619 schools require two rooms. The survey data reveals that providing accommodation is a problem and it is uniformly bad in all the areas of the state. The total financial commitment for construction the 3,148 class rooms come to Rs. 1,888.80 lakhs at the rate of Rs. 60,000 per unit.

The funds are proposed to be mobilised from the following sources:-

- (a) VIII Finance Commission.
- (b) Surplus fund / Unspent funds under NREP/ RLEGP
- (c) Grameena Kranthi Pathakam funds of Planning department.
- (d) Vimukthi programme for Rural sanitation.

Under VIII Finance Commission, during 1987-88 an amount of Rs. 420.00 lakhs has been provided for the construction of 1,052 class rooms and this is allocated in the villages identified under Operation Black Board. During the VII Plan, schemes under N.R.E.P. as well as R.I.E.G.P. are undertaken in the state. The funds under these schemes are kept with District Collectors, and P.R. Engineering Department executes the work. The unspent balance of VIII Finance Commission funds, balances of N.R.E.P., R.I.E.G.P. for the years 1985-86 & 1986-87 are proposed to be spent for the construction of the remaining 2,096 class rooms.

Under the 'Vimukthi' programme Rs. 100.00 lakhs are proposed to be earmarked for providing toilets to all schools proposed under phase I. The unit cost of 4 seaters pour flush latrines costs Rs. 8,000/-.

It is estimated that an amount of Rs. 2,392.87 lakhs will be the total cost of investment for 3,826 schools covered under Operation Black Board in the Phase-I. The total number of beneficiaries are 4,25,925 students.

The casting of Operation Black Board under Phase-I is as follows:

(a) Teachers cost	47,68,980
(b) Contingent fund at Rs. 5,000 per annum for 3,826 Schools	1,91,30,000
(c) Teaching learning material	2,65,08,000
(d) Building cost at Rs. 60,000 per unit including toilets	18,88,80,000
	<u>23,92,86,980</u>

The per capita investment is Rs. 561.80

The following responsibilities are cast on the State Government.

1. Contingencies and maintenance of buildings.
2. Provision of land and fencing, sanitary facilities, drinking water facilities.
3. Supply of Raw material of Rs. 500/ - for VII Plan period.

Construction of School Buildings :

Providing at least 2 rooms for a school is a precondition laid down by G.O. to enable the State Government to get assistance for the other two components under Operation Black Board viz., conversion of every single teacher school to that of a plural teacher school by appointing an S.G.B.T. and supply of Teaching learning material. The unit cost per class room is estimated at Rs. 6,000/- (*i.e.*, for one primary school). It is difficult for the State Government, to take up Construction of school buildings for all the primary schools. The resources under VIII Finance Commission, R.L.E.G.P. / N.R.E.P. are not sufficient to meet the demands. It is therefore say that Government of India has to consider for providing funds for construction of School buildings also.

Manufacture & Supply of Teaching learning material:

As per the guidelines given under Operation Black Board, as many items as possible under Teaching learning Material are to be got manufactured in schools through work experience and Government organisations so as to supply them to the primary schools. The number of craft teachers available is quite meagre. To produce quality items, they require skilled helpers (who are not available in the schools). This would need additional staff for manufacture, supervision and for implementation of the scheme.

NON-FORMAL EDUCATION

Under this Scheme 24,572 Non-Formal Education centres (20,760 Primary Education Centres, 1012 Primary girls centres and 2800 Upper Primary Centres) are functioning in Andhra Pradesh with an enrolment of 6.143 lakhs of children.

In keeping with the guidelines under Non-Formal Education it is proposed to adopt the project approach in Andhra Pradesh in two phases. Under Phase-I 100 Non-Formal Education centres are proposed to be taken up in a compact and contiguous area, conterminous, as far as possible, with the erstwhile Panchayat Block. The project approach entails having one Project Officer with supporting office staff for every 100 centres. In addition to this there will be one Assistant Director with supporting staff at the District level for monitoring the programme. It is also being proposed to convert 25% of the Co-education centres into girls centres so as to give a greater thrust to girls education where it continues to be very low in the State. It is being programmed to provide a re-orientation for 20 days to the instructors. In this administrative restructuring the most important person is the supervisor on instruction that the quality of the programme depends. It is therefore, being proposed to identify a locally available nominated individual as Supervisor for every 6 to 10 centres on a consolidated pay of Rs. 250/- per month. It is felt that this will help strengthen the field level Supervision on the one hand and on the other also help to achieve a higher level of response, and involvement from the community. This input is one of the most significant in the project approach.

In continuation of the discussions held with the officials of the Government of India at Hyderabad on 16th and 17th September, 1987, Non-Formal

Education centres in 10 districts are now being proposed to be converted into 100 projects, at the rate of 10 projects in a district during the current year 1987-88. As such, at present each project will have centres ranging from 60 to 80 constituting 7336 centres. 4500 Primary Co-education centres, 1940 Primary Centres for girls and 896 Upper Primary Centres. Thus out of 24572, 7336 centres (29.8%) would be covered under the project approach during the current year.

The shortfall of the centres in the proposed projects will be covered as per the following guidelines.

- (a) Non-Formal Education centres running Outside the project area will be shifted to the defined project area in a phased manner.
- (b) The centres which have completed their Course will be shifted to the project area.
- (c) The centres which are not running efficiently are proposed to be closed and shifted to the project area.

It is also proposed to reorganise the remaining centres into projects during the next financial year *i.e.*, 1988-89.

As there is an unspent balance of Rs. 27 lakhs of the Government of India for the year 1986-87, which is proposed to be utilised during the current year *i.e.*, 1987-88, Government of India will have to provide an additional budget of Rs. 19.472 lakhs.

Trainings :- The existing supervisors were trained during 1986-87 at the S.L.R.C. (SCERT) for 5 days and the instructors were trained for 15 days at the block level. This training had been found to be inadequate, besides no re-orientation training has been

given to instructors and instructors who have joined in the middle of the course. Under the project approach training of personnel is being given great emphasis and it is proposed to provide 30 days training in the first year and 20 days training in the subsequent years. All the instructors are proposed to be provided with a re-orientation course for 20 days as envisaged in the National Policy on Education. The training will be given by the S.C.E.R.T. in colleges of Education, Teacher Training Institutes etc., at the district level. The SCERT will prepare the module, identify the resource persons and prepare the training material. It is proposed to include and take the assistance of persons and voluntary organisations who may have distinguished themselves or have a commitment to Non-Formal Education. For all this an amount of Rs. 29.34 lakhs has been provided for.

The National Policy on Education has also laid emphasis to involve the voluntary agencies in this task of Educating the drop-outs. As such we have identified 134 voluntary agencies in various districts. It is proposed to discuss the programme with them and motivate them to take up Non-Formal Education Programme especially for girls. The State Government has in the mean time taken up a detailed survey of all the Non-Formal Education Centres in the State. Based on the analysis of the survey, it is proposed to identify areas for voluntary organisations to work in and complete the projectisation of the left over centres for actual implementation in 1988--89.

MASSIVE TEACHER ORIENTATION PROGRAMME 1987

At the State level S.C.E.R.T. acted as the Nodal Agency to conduct the programme.

The entire training programme was organised at three levels. At the first level 23 Key Resource Persons from S.C.E.R.T. were oriented at R.C.E.,

Mysore from April, 9th to 14th, 1987. In turn, at the second level these Key Resource Persons oriented 511 Resource Persons (out of estimated 620) comprising of Dy. Educational Officers, Mandal Educational Officers, Principals of G.T.T.Is., Lecturers of G.T.T.Is. and Colleges of Education and Senior Headmasters at 12 Resource Centres in the State during 1st week of June, 1987. These Resource Persons oriented Primary and Secondary School Teachers throughout the State at 148 Centres in four spells of 10 days duration each from June 16th to 30th July 1987. Out of estimated 29,600 teachers 23,464 teachers were oriented (11,073 Primary 12,391 Secondary teachers) during 1987. The percentage of coverage is 90 during 1986 and 80 during 1987.

Literature in the form of Modules was supplied in English by N.C.E.R.T., New Delhi and the same were translated into Telugu and Urdu at S.C.E.R.T., Hyderabad for the use of Teachers of Andhra Pradesh.

23 Observers were deputed from S.C.E.R.T., to all the Districts of A.P. to monitor and evaluate the programme. Translated modules were supplied to all the participants during the programme.

The travelling expenses of teachers Rs. 15 lakhs was borne by the State Government and the rest of the other expenditure for three levels was met by the Government of India to a tune of Rs. 60 lakhs.

The Feed back on the impact of the programme on the Class-room practices is being ascertained through a questionnaire.

DISTRICT INSTITUTES OF EDUCATION AND TRAINING

The National Policy of Education 1986 envisages starting of District Institute of Education and Training which will look after the pre-service and in-service Training Programme of Primary School

Teachers. There are at present 25 Government Teacher Training Institutes in the State. One Teacher Training Institute in each District and two Teacher Training Institutes exclusively for Tribals at Araku and Utnoor. Initially the following 9 Teacher Training Institutes are identified for upgrading them into District Institute of Education and Training.

1. Government T.T.I., Bheemunipatnam
(Visakhapatnam)
2. Government T.T.I., Angaluru
(Krishna District)
3. Government T.T.I., Pallepadu
(Nellore District)
4. Government T.T.I., Rayachoti
(Cuddapah District)
5. Government T.T.I., Karvetinagar
(Chittoor District)
6. Government T.T.I., Mahaboobnagar.
7. Government T.T.I., Vikarabad
(R.R. District)
8. Government T.T.I., Neredumet, Hyderabad.
9. Government T.T.I., Nalgonda.

Government Orders were issued in G. O. Ms. No. 306 Edn. dated 10-12-1987 setting up of "Task Force."

NAVODAYA VIDYALAYAS IN THE STATE

An autonomous Organisation has been set up as a Society under the Societies Registration Act in the Ministry of Human Resources Development (Dept. of Education), Government of India to establish and run Navodaya Vidyalayas. The Society will also construct school buildings, furniture, and other equipment what all required to run these institutions by its own funds. However, the Navodaya Vidyalaya Samithi has requested to provide a vacant Government land to an extent of Ac. 20.00 by the State Government, and hence there is no financial burden to State Government under this scheme.

Admission to Navodaya Vidyalayas will be at the level of Class VI and subsequent higher classes would be opened year after year upto Class X. Education in Navodaya Vidyalayas, including boarding and lodging, as well as the expenses on uniform, text-books, stationery, rail/bus fare from and to the homes, etc., would be free for all students.

The Samithi has also decided to set up 6 regional offices throughout the country out of which Hyderabad is one, to administer these Vidyalayas in true spirit for implementing the aims and objectives of the schemes.

The scheme has been put on ground during the year 1986-87.

**Navodaya Vidyalayas Established During 1986-87
In Andhra Pradesh :**

- | | |
|------------------|---------------------|
| 1. Chalkurthy | Nalgonda District |
| 2. Horsely Hills | Chittoor District |
| 3. Nizamsagar | Nizamabad District |
| 4. Choppadandi | Karimnagar District |

Navodaya Vidyalayas Established During 1987-88 :

- | | |
|------------------------------|------------------------|
| 1. Peddapuram | East Godavari District |
| 2. Kagaznagar | Adilabad District |
| 3. Lepakshi | Ananthapur District |
| 4. Vargal | Medak District |
| 5. Pellur | Prakasam District |
| 6. Kommadi | Visakhapatnam Dist. |
| 7. Gajuladinne Project area | Kurnool District |
| 8. Madirala | Guntur District |
| 9. Paleru-Kusumanchi | |
| | Khammam District |
| 10. Gachhibowli | R.R. District |
| 11. Cheryyort (Project area) | Cuddapah District |
| 12. Krishnapuram | Nellore District |

Navodaya Vidyalayas Proposed during 1988-89 :

- | | |
|--------------------|------------------------|
| 1. Pedavegi | West Godavari District |
| 2. Venugopalapuram | Vizianagaram District |
| 3. Vennelavalasa | Srikakulam District |

CLASS PROJECT

Under the Class Project, Government of India proposed initially computers in order to introduce Computer Aided Instruction in High Schools. Accordingly, the Government of India through the Regional Engineering Colleges supplied 36 High Schools with Personal Computers.

Presuming a high priority being given to this programme by the Government of India, the State Government initiated action to provide the necessary back up infrastructure required for a massive programme of introducing Computer Aided Instruction at the school level. With a sum of Rs. 22.00 lakhs a Computer room with 10 terminals has been established at the SCERT and 20 Personal Computers purchased for installation in 10 High Schools in the twin cities. 10 Teachers representing these schools have also been given two to three weeks training at the SCERT. The installation at School level has however, not been implemented in view of the non-availability of the required software. As such, the computer would be lying idle since none of the schools have computer trained teachers. The training imparted by the Institute of Public Enterprises was found to be too brief to enable the teachers to handle a Computer by themselves.

Therefore, it is necessary to urgently :

- (a) To provide adequate funds for developing software by involving several agencies available in Hyderabad who have the necessary expertise, and

- (b) To introduce and instal hardware in places where the schools are coming forward to appoint a part-time programmer for teaching children and also training the teachers in Basic, so that they can learn to develop small programmes required for their educational needs.

The wider implementation of this programme requires huge amount of funds and the Government of India may be urged to provide funds liberally on a grant basis, as it is not possible for the State Government to sustain this high cost programme in view of the several other priorities and severe resource constraint.

HIGHER EDUCATION

1. Consolidation and expansion of Institutions

During 1987-88 permission was accorded to start 4 Degree Colleges, 7 under Education (Govt.) Sector and one under Private sector.

2. Development of autonomous Colleges and Department :

U.G.C. have declared 25 Degree Colleges under various Universities fit for autonomy :

1. Andhra University	7 Colleges
2. Osmania University	5 „
3. Kakatiya University	4 „
4. S.V. University	4 „
5. Nagarjuna University	5 „
	<hr/> 25

3. Training of Teachers :

Two staff training colleges have been started one at Andhra University, Waltair and two other at Osmania University, Hyderabad.

4. Improvement in efficiency :

To introduce computer education in the Government Colleges in the State, the following 20 institutions from the different districts of A.P. have been selected and (120) lecturers are to be trained for computer education at the University centres. The expenditure involved for the Training programme which includes payment of remuneration to the resource persons is estimated to cost Rs. 100 lakhs. A provision for Rs. 100 lakhs has been made under the plan schemes for 1988-89.

- | | | |
|-----|-------------------------------|-----------------|
| 1. | Government College, | Srikakulam. |
| 2. | -do- | Visakhapatnam. |
| 3. | -do- | Rajahmundry. |
| 4. | -do- | Vijayawada. |
| 5. | -do- | Chittoor. |
| 6. | Govt. College for Women, | Guntur. |
| 7. | P.R. Govt. College, | Kakinada. |
| 8. | Govt. College, | Tadepallegudem. |
| 9. | Govt. College, | Anantapur. |
| 10. | Govt. College, | Cuddapah. |
| 11. | Govt. City College, | Hyderabad. |
| 12. | Govt. College, | Siddipet. |
| 13. | Govt. College, | Khammam. |
| 14. | -do- | Hanumakonda. |
| 15. | -do- | Gudur |
| 16. | Govt. College for Women, | Nellore. |
| 17. | Govt. College, | Nalgonda |
| 18. | Govt. College, | Adilabad. |
| 19. | Govt. College, | Karimnagar. |
| 20. | Silver Jubilee Govt. College, | Kurnool. |

5. Creation of structures for coordination at the State and National Level :

State Council of Higher Education:- Keeping in view the aims and objectives of the National Policy on Higher Education, the A.P. Government constituted a committee vide G.O.Ms. No. 218 Edn. dated

10-9-87, to finalise the terms and functions of the proposed State Council for Higher Education. The Committee has since submitted its report and it is under consideration of the State Government.

6. Mobility :

For the first year students common core syllabus has been introduced.

7. Restructuring of Courses :

Restructured Courses were introduced in several colleges. Some of the restructured courses are :

- Electronics
- Fisheries
- Forestry
- Dairy
- Nutrition
- Laboratory Technology
- Rural Development
- Rural Marketing
- Rural Banking
- Rural Farming
- Rural Industries
- Office Management.

8. Academic Recognition for participation in creative activities

As envisaged in the New Education Policy—Programme of Action—6% of the seats are reserved for meritorious students in Games, N.C.C. to recognise participation in creative activities.

VOCATIONAL EDUCATION (+2 STAGE)

In the conference of Education Ministers, Secretaries and Directors held at New Delhi on 25-4-1987, the Hon'ble Minister for Human Resources Development, Government of India, stated that Central Government will make liberal allocation of funds to

the State Governments for implementation of Vocational Education at +2 stage during 7th plan period.

A target of 20,000 students enrolment in vocational courses in the State should be achieved by 1990 as the National Policy on Education envisages achievement of 10% of national target *i.e.* 2 lakhs.

Yearwise targets for increasing the intake into Vocational courses planned as follows :—

1987-88	..	313 Sections
1988-89	..	300 Sections
1989-90	..	187 Sections

Each section will have a strength of 20 students.

District Surveys have been conducted and thrust areas identified for starting Vocational Courses.

The following new Vocational Courses have been started during the year 1987-88.

- (i) Computer Science.
- (ii) Photography.
- (iii) Confectionery and Bakery.
- (iv) Interior Decoration.
- (v) Watch & Clock Repairing Technician.

The following courses are proposed to be started during the year 1988-89.

- (i) Fisheries.
- (ii) Nursing.

Action is being taken to start some more courses in 1988-89.

About 70% of the Principals of Junior Colleges with Vocational Courses have been given orientation on vocationalisation in programmes conducted by N.C.E.R.T., New Delhi and T.T.T.I., Madras.

To popularise the Vocational Education, Government of Andhra Pradesh issued orders that new

Junior Colleges with general education have to compulsorily start two Vocational Courses also.

The following proposals have been submitted to Government of India for approval :—

- (i) Strengthening of Vocational Wing in the Board of Intermediate Education and for sanction of a sum of Rs. 6.30 lakhs per annum.
- (ii) To set up Vocational Wing in the Directorate of Higher Education and to provide Rs. 6.47 lakhs.
- (iii) To set up a Regional Board of Apprenticeship for Vocational pass outs.

A Teacher Training Institute for Vocational Teachers of Andhra Pradesh is proposed with complete Central Assistance on the lines similar to that of Technical Teachers Training Institute, Madras. This institute can also cater to the needs of the neighbouring States.

ADULT EDUCATION

About 110 lakhs illiterate adults in the age group of 15-35 to be covered in the State by 1990. So far, 24.20 lakh illiterates were made literates. The balance will be 85.80 lakhs by the end of 1987-88. It is estimated that there will be 95.96 lakhs illiterate by the end of 1994-95 (estimated taking into account the growth rate at 2%). In order to cover 95.96 illiterates by the end of 1994-95 there is need to start 112 projects in each under Central and States.

The practice of taking back the teaching learning material from the Adult Education Centres after finishing the 12 months course is stopped and the entire teaching learning material required for the Adult Education is being purchased and supplied to the Adult Education Centres. The Janavachakams are also being printed. All the posts are being filled up.

Planning Commission has set a target of 5 lakh Adults to be enrolled in each of the remaining two years of VII Plan period. The target during 1988-89 is proposed as 4.68 lakhs.

From time to time instructions are being issued to the project officers to establish 50%, 30% and 10% Adult Education Centres for Women, SCs, STs respectively in order to give priority to weaker sections.

- (i) Proposals for reconstitution of the State Board of Adult Education to strengthen the management structure under examination.
- (ii) Steps are being taken to improve environment of Adult Education Centres and to establish linkages with other development Departments.
- (iii) In accordance with the suggestions of Government of India the following districts have been identified as endowed and under endowed districts.

(1) Hyderabad	}	Endowed Districts.
(2) Visakhapatnam		
(3) Guntur		
(4) Chittoor		
(1) Anantapur	}	Under endowed Districts.
(2) Srikakulam		
(3) Adilabad.		
(4) Karimnagar.		

- (iv) Steps are being taken to increase the number of women instructors in the Adult Education Centres.

EXAMINATION REFORMS

1. Existing system in A. P. State :

SSC (X Class) Examination conducted at Secondary Level of Education is the major Examination

conducted throughout the State under this SSC Examination scheme there are six subjects in all, compulsory for study, *viz.*, three language subjects and three non-language subjects. Under Languages, First and Second Languages are either mother tongue or Regional Languages as per the choice of the students and the Third Language is English which is compulsory for study. The remaining three subjects are non-languages *viz.*, Mathematics, General Science and Social Studies. These six subjects consist of 11 papers *i.e.*, two papers each having 50 marks in 1st, 3rd Languages and three Non-languages. Second Language with one paper of 100 marks. In A. P. State no weightage is given to non-scholastic subjects like socially useful productive work and other co-curricular activities. There is no "Internal Assessment" system in A.P. State. But the Government have contemplated to introduce cumulative record with internal assessment from classes VIII to X. Owing to some administrative reasons this internal assessment system was not introduced in A.P. State. The State Board of Secondary Education is conducting S.S.C. Public Examinations and issuing certificates.

2. Reforms Suggested under "National Policy of Education 1986" :

Broadly, the following are the reforms suggested under "National Policy of Education 1986" in so far as Evaluation and Examination Reforms are concerned.

A. At the School Level:- 1. Public Examination will continue to be held only at the levels of Classes X and XII ; (Item (i) under (a) of programme of Action)

Position in A.P. State :- In A. P. State Public Examination is conducted at Secondary level and at the end of Class X. There is also common examination at the end of Class VII preceding X Class Examination.

The other examinations like VI, VIII and IX are conducted by District Common Examination Board under the chairmanship of the District Educational Officer.

B. Pass percentage of Marks :- Candidates securing 35% of marks in first, third and three non-language subjects and 20% of marks in second language are declared to have passed the examination.

(ii) Decentralisation of the operation involved in the conduct of Examinations to make the system work more effective (Item No: ii)

Position in A. P. State :- All operations connected with the conduct of examinations and powers thereto are vested with the State Board of Secondary Education.

(iii) School Boards in certain States have set up a number of sub-centres to decentralise the conduct of Examinations.

(Item No: iii as above)

Position in A.P. State:- There are no Regional Boards and decentralisation of work so far as the Examination processes are concerned. Various committees/Commissions constituted by the Government such as Ramachandran Committee, Justice Gangadhar Rao Committee and M.V. Venkata Reddy Committee on Examination Reforms have all recommended for the decentralisation and constitutional Regional Boards of Secondary Education. The subject is under active consideration of the Government of Andhra Pradesh.

(v) Spot valuation of answer scripts.

(Item v as above)

Position in A.P. State :- Valuation of answer scripts is done through the system of "Spot Valuation". The system of spot valuation is in vogue right from the inception of SSC Scheme i.e., from the year 1969 and onwards.

V., I 4x, ,

C. *Conduct of Examinations :*

- (i) The possibility of introducing legislation to define various malpractices connected with the examinations and to treat them as cognizable and unbailable offences.

(Item No: 1 (c))

Position in A. P. State :- Various acts of malpractices resorted to by candidates at Public Examinations are screened through a committee called "Malpractice Scrutiny Committee". There is a prescribed scale of punishment approved by the Government and punishments such as cancellation of performance, debarment and so on are awarded as per the prescribed scale only. With regard to enactment of legislation to make malpractices a cognizable offence, a proposal was already submitted to the Government to take up this measure.

3. (a) *At the school level.* (Items 1 and 2)

The Boards of Education will lay down the levels of attainments expected at Classes V, VIII, X and XII in terms of learning objectives envisaged in the said report.

(Items i & ii of 3 (a))

Position in A.P. State :- The learning objectives have been identified subjectwise and classwise in A.P. State and levels of attainment are recorded in terms of scholastic achievements of students, gauged through marks.

- (iii) Abilities which cannot be measured through Examination shall be assessed through institutional evaluation following scientific procedures.

(Item No: iii as above)

Position in A. P. State :- There is Institutional evaluation and recording of non-scholastic abilities of students through grading system. This is being recorded in the cumulative record maintained from classes VIII to X.

(3) (iv-v) The Board of Education will set up a consortium for initiating research and development in evaluation procedures and to adopt selective schools to try out their innovations.

(Items iv & v as above)

Position in A. P. State :- In the State of Andhra Pradesh, the S.C.E.R.T. is looking after this work initially. There is State Board of Secondary Education consisting of officials and academicians drawn from different fields to advise the Government in all matters such as syllabus, curriculum, evaluation procedures and so on.

(vi) Before question papers are set, a detailed design will be evolved indicating the weightage to be given to various areas of content, types of questions and the objectives of teaching/learning.

(Item vi as above)

Position in A. P. State :- Question papers are set strictly as per the Blue Print and Model of the question papers prepared by the subject experts. The connected Blue Prints and model question papers are communicated to all High Schools well in advance to train up the students and to prepare them for the public examination.

(vii) Along with external examinations, continuous institutional evaluation of scholastic and non-scholastic aspects of education will be introduced.

(Item No. vii as above)

Position in A.P. State :- In A. P. State there is the system of continuous evaluation right from Classes I to IX, barring Class X. The results of such institutional evaluation is properly recorded and also progress

cards issued to students. Such evaluation material is also entered in a cumulative record maintained at school level from Classes VIII to X. A copy of the cumulative record maintained at the school level is enclosed for kind perusal. This cumulative record which gives a pen picture of the student's performance in Classes VIII to X in various scholastic and non-scholastic areas and will be issued to students at the end of Class X. With the abolition of internal assessment by Government, the system of issue of cumulative record to students has not gained momentum.

- (viii) Evaluation of students' performance will move towards cumulative grading system.
(Item No. viii as above)

Position in A.P. State :- There is no system of grading in A.P. State. Public Examination is based on "External Examination" only, following marking scheme.

- (x) Appointment of Chairmen/Secretaries of Boards of Education and Controller of Examinations to inspire confidence among public.
(Item No. x as above)

Position in A.P. State:- In A.P. State the Director of School Education is the Ex-Officio Commissioner for Government Examinations and there is Secretary, Board of Secondary Education also.

In the said report under the caption "General" the other important aspects as discussed are :-

- (1) Declaring the results of the candidate in terms of marks or grades in each subject, separately [Para (c) item (i)].
- (2) Provision to the candidates to improve their grades through subsequent attempts and compartmental pass [Para-c items 2 & 3]

- (3) Intensive training programme for Paper Setters, Marking schemes, for maintenance of question banks, Open book examination, diagnostic evaluation, Integration of evaluation with teaching and learning and in-service training programme are discussed in para-c items (vi), (vii), (viii), (ix) and (xii) of the report.

A major innovative idea discussed at para (D) is the National Testing Service in which it was felt out that N.T.S. will be established and developed as a quality controlled mechanism on a voluntary basis, so that norms can be evolved for comparability of performance and also for conducting independent tests. This is a novel idea.

Suggestions :—

In the programme of action, the Government of India have not spelt out broadly the following :-

- (1) Continuous and comprehensive evaluation of scholastic and Non-scholastic aspects of education, spread over a total span of instructional time.
- (2) Effective use of evaluation processes by teachers, students and parents.

Intermediate Education :

I. Policy Guidelines :

The National Policy on Education envisages achievement of 10% of national target of students' enrolment at 10+2 stage under Vocational pattern by the year 1990 as follows :

1. Opening of additional sections in the existing colleges offering Vocational Courses where there is a felt demand or need.

2. Introducing Vocational Courses in the Colleges which have not been so far offering Vocational Courses.
3. Introducing more new Vocational Courses in the emerging vocations.

II. Action Planned :

1. With nearly 2 lakhs enrolment in general stream, a target of 20,000 student enrolment in Vocational Courses in the state should be achieved by 1990.
2. Thrust areas to be identified for offering Vocational Courses depending upon district surveys.
3. Curricula to be evolved for the Vocational Courses in different areas and places of suitable locations identified.
4. Strengthening of Administrative set up to effectively monitor the policies and implementation of the policy.
5. Conduct of orientation programmes to the Vocational teachers and Principals of institutions of Vocational Courses.
6. Creation of Apprenticeship facilities for the Vocational courses passouts.
7. Mobilisation of resources and funding for the expansion programmes.

III. Implementation of the Policy :

1. Yearwise targets for increasing the intake into Vocational courses planned as follows :

1987-88	..	313 Sections
1988-89	..	300 sections
1989-90	..	187 Sections

Each section will have a strength of 20 students.

2. District Surveys have been conducted and thrust areas identified for starting Vocational Courses.

3. The following new Vocational Courses have been started during the year 1987-88.

- (i) Computer Science
- (ii) Photography
- (iii) Confectionery and Bakery
- (iv) Interior Decoration
- (v) Watch and Clock Repairing Technician

The following courses are proposed to be started during the year 1988-89.

- (i) Fisheries
- (ii) Nursing.

Action is being taken to start some more courses in 1988-89.

4. About 70% of the Principals of Junior Colleges with Vocational Courses have been given orientation on Vocationalisation in Programmes conducted by N.C.E.R.T., New Delhi and T.T.T.I., Madras.

5. To popularise the Vocational Education, Government of Andhra Pradesh issued orders that new Junior Colleges with general education have to compulsorily start two Vocational courses also.

6. Strengthening of Vocational wing in the Board of Intermediate Education is contemplated and proposal for a sum of Rs. 6.30 lakhs per annum is submitted to the Government for approval.

7. Proposal to set up Vocational wing in the Directorate of Higher Education and to provide Rs. 6.47 lakhs is submitted to the Government for approval.

8. Proposal to set up a Regional Board of Apprenticeship for Vocational passouts of Andhra Pradesh is submitted to the Government.

9. A Teacher Training Institute for Vocational Teachers of Andhra Pradesh is proposed with complete Central assistance on the lines similar to that of Technical Teachers Training Institute, Madras. This institute can also cater to the needs of the neighbouring States.

IV. Action to be Pursued :

At the meeting of Secretary Education, Government of India on 16th September, 1987 it was informed by Sri Chaturvedi, Joint Secretary that norms for sanction of grants will be finalised by the end of October, 1987. This matter has to be pursued by the Government with the centre as proposals for nearly Rs. 42 Crores are pending.

General Stream :

1. *Curriculum* :- In the present curriculum, grouping of electives may be continued for some more time. The study of two languages (English, Second Language) is being followed which is working well for the present. Introduction of general studies as a compulsory subject at plus two stage may be considered on the lines of National Policy.

2. *Starting of Colleges* :- The National Policy on Education indicates the ratio of 1:3 among Higher Secondary and Secondary School. In Andhra Pradesh, there are about 4,000 High Schools and 766 Junior Colleges. The Government of Andhra Pradesh is contemplating to start one Junior college at each Mandal Head Quarters. The concept of "Open Admission Colleges" is under consideration providing Audio, Video lessons. To start with, Arts Subjects

are being taken up by the Board of Intermediate Education for preparing lessons. At present 60% of the passouts are getting admissions into the Junior Colleges.

3. *Semesterisation* :- Towards the goals of semesterisation Government of Andhra Pradesh have taken steps as early as 1978 in introducing the year-wise examinations at the plus two stage. The burden on the student has been lessened consequent on the conduct of public examinations at the end of the academic year. More than four lakh students appear for Intermediate Public Examinations every year and it may not be immediately possible to switch over to semester system at + 2 level.

4. *In-service Training Programmes* :- The Collegiate cell, Directorate of Higher Education may plan several orientation programmes to train the college Teachers at plus two stage in a phased manner so that every Teacher is trained once in five years as enunciated in New Education Policy.

HIGHER EDUCATION

Autonomous Colleges :

One of the recommendations made in the National policy on Education is to develop affiliated colleges nearly 500 colleges as Autonomous colleges during the 7 Plan period. The Government of Andhra Pradesh have granted autonomous status to the following colleges :-

Andhra University Area :-

1. D.N.R. College, Bhimavaram
2. Sri C.R.R. College, Eluru
3. Ch S.D.St. for Women, Eluru.
4. S.R.V.B.S.J. Maharani College, Peddapuram.
5. S.D.S. College of Arts and Applied Science, Sriramnagar.

6. M.R. College for Men, Vizianagaram.
7. St. Joseph College for Women, Waltair.

Sri Venkateswara University Area

1. S.P.M. College, Tirupathi.
2. S.V. Arts College, Tirupathi.
3. B.T. College, Madanapalli.
4. Jawahar Bharathi, Kavali.

Osmania University Area :

1. University College for Women, Koti,
Hyderabad.
2. Nizam College, Basheerbagh, Hyderabad.
3. R.B.V.R.R. Womens College, Kachiguda,
Hyderabad.
4. St. Francis Arts and Science College,
Secunderabad.
5. Anwar-ul-Uloom College, Mallepally,
Hyderabad.
6. S.R.R. & Jyothi Arts & Science College,
Khammam.

Kakatiya University Area :

The Kakatiya University sent proposals for U.G.C. for grant of autonomous status to C.K.M. Arts & Science College, Warangal. The U.G.C. requested the consent of the State Government on the proposal of the University. The Registrar, Kakatiya University was requested by State Government to communicate the decision taken by the Standing Committee and the Syndicate of the University recommending the college for grant of autonomous status. This is awaited.

Implementation of U.G.C. scales to the College and University Teachers :

The Government of India in their letter dated 17-6-1987 have communicated the revised scales of pay for consideration and implementation by the State Government with effect from 1-1-1986. The Government of India will bear the expenditure to the extent of 80%

and the remaining 20% will have to be given by the State Government. The following are the financial implications involved on the implementation of U.G.C. scales of pay.

The following are the financial implications :

<i>Period</i>	<i>Total expenditure</i>	<i>U.G.C. Share</i>	<i>State Share</i>
			<i>(Rs. in crores)</i>
1-1-1986 to 28-2-1986.	2.31	1.85	0.46
1-3-1986 to 28-2-1987	14.00	11.02	2.80
1-3-1987 to 29-2-1987	14.00	11.02	2.80
From 1-1-86 to 29-2-88	30.31	24.25	6.06

The Secretary, Education, Government of Andhra Pradesh requested the Secretary, Government of India (Sri Anil Bordics) Minister of Human Resources Development, Government of India, New Delhi to meet the entire expenditure of Additional Commitment on the implication of the U.G.C. Scales to the College and University Teachers by the Government of India. The report from them is still awaited.

Implementation of the Revised Scales of Pay to the Non-Teaching staff of the Universities on par with the State Government Employees. [P.R.C]

The State Government have revised scales of pay of their staff with effect from 1-7-1986. It is the usual practice that whenever the scales of pay are revised to the State Government employees the same are being extended to the Non-teaching staff of the Universities.

2. The Government of India/University Grants Commission are meeting the expenditure on the

revision of the scales of pay to the teaching staff in the Universities. It is appropriate that the Government of India should meet the expenditure on the revision of scales of pay of the Non-teaching staff also. The financial implications will be Rs. 6.00 crores up to 31-3-1987. The recurring expenditure will however be Rs. 3.10 crores per annum from 1-4-1988.

3. The Government of India may kindly consider to extend financial assistance for the above purpose.

Revision of block grants to Universities :

The Block grants of the Universities are revised once in five years. The last revision was done for the period up to 1983-84. The revision of Block grants of the Universities was due from 1-4-1984. For this purpose, a Committee with the Secretaries of Education and Finance was appointed to go into the financial position of the Universities and make recommendations to Government for revision of Block grants. The Universities have furnished their requirements to the Committee and they have been processed by Education Department and sent to Fin. Dept. In the meanwhile, A. P. Commissionerate of Higher Education was formed and as the determination of Block Grants were under their purview, the above proposals of the Universities for revision of Block grants were sent to the A. P. C. H. E. for further action. Consequent on the striking down of the A.P.C.H.E. Act by Supreme Court, the A.P.C.H.E. stands abolished.

2. In view of the above position, the State Government are considering to constitute committee under the the Chairmanship of Vice-Chancellors of the Universities to assess their additional requirement.

3. The Government of India are requested to make available the financial assistance for the purpose. Approximately an amount of Rs. 3.00 crores has been included in the Non-Plan of the Budget Estimates.

Open Admission Colleges :

In view of ever increasing enrolment at plus 2 stage and financial constraint to open new junior colleges, it is proposed to start more cost effective Open Admission Colleges using the modern technology of instruction through video and audio media as an innovative measure in the field of higher education.

2. The Open Admission Colleges will be started at the Mandal headquarters where there are no junior colleges and also in the existing junior college where there is heavy rush for admissions. The classes for these students will be conducted either in the morning or in the evening regularly according to the availability of accommodation and also taking full consideration of the convenience of the students.

3. It is proposed to have a Principal, two Lecturers and required non-teaching staff in the Open Admission Colleges. The approximate expenditure recurring is about Rs. 1.5 lakhs and non-recurring is Rs. 2.6 lakhs.

4. The minimum accommodation required in Open Admission Colleges is one library, two lecture-halls, one room for staff members and one for office.

5. Besides the instruction provided through audio-visual lessons, contact programmes will be organised taking the assistance of the Lecturers serving in the same college or from neighbouring colleges.

6. The number of students in each course in the Open Admission Colleges is fixed according to the facilities available in the college. The services of SIET & CIEFL are being utilised to make the audio and video lessons for the Open Admission Colleges.

**Statement Showing the Commitments of Government on Universities
On VII Plan U.G.C. Schemes**

<i>Name of the University</i>	<i>VII Plan Schemes Commitments approved by U.G.C.</i>			<i>Amount Provided in Revised Estimates for 1987-88 towards matching share of Govt.</i>	<i>Amount still required during 1988-89</i>	<i>Commitments on teaching posts to be taken over by Govt. after cessation of UGC assistance</i>
	<i>Estimated cost</i>	<i>U.G.C. share</i>	<i>State Govt. share</i>			
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Osmania University	1,09,79,660	54,89,830	54,89,830	37,24,000	17,65,830	
Andhra University	2,38,95,000	168,95,000	85,00,000	36,09,000	48,91,000	
Sri Venkateswara University	55,50,000	27,75,000	27,75,000	25,17,000	2,58,000	
Kakatiya University	—	—	—	—	—	
Nagarjuna University	1,35,80,000	67,90,000	67,90,000	22,20,000	45,70,000	

(1)	(2)	(3)	(4)	(5)	(6)	(7)
Sri Krishnadevaraya University	28,80,000	14,40,000	14,40,000	27,46,000	13,06,000	
A.P. Open University	56,00,000	28,00,000	28,00,000	20,00,000	8,00,000	
Sri Padmavati Mahila Visvavidyalayam	38,00,000	19,00,000	19,00,000	62,00,000	19,00,000	
Telugu University	Not recorded		3,00,00,000	300,00,000	
			Total	5,50,00,000		

Note: (*) As against the provisions of Rs. 550.00 lakhs provided in the Plan Budget Estimates for 1987-88. But the PPAC approved the expenditure to sanction Rs. 400.00 lakhs only. Proposals have been sent to the Finance & Planning Department for sanction of matching share of the Government. These files have been received back from Finance Department for further information. The Universities have been requested to furnish the information.

DISTANCE EDUCATION

Distance Education is assuming increasing importance in India. While the concept in practice existed in one form or the other for a long time it is acquiring a new role and place in the educational philosophy in the recent past. In developing countries like India, with its huge population and limited resources, making education accessible to all the citizens has become difficult. The conventional education has become costly and time consuming. It is also elitist in nature, in a sense it is accessible only to the upper and middle classes in the society. It is in this context the Distance Education becomes important and relevant. This has become possible mainly due to the major breakthroughs in communication technology. The new education policy recognising the importance of Distance Education correctly emphasised that it provides an alternative form of education to meet the challenges in higher education.

The establishment of Andhra Pradesh Open University in 1982 is an important landmark in the evolution of Distance Education in India. The University which initiated its academic activities in the year 1983-84 with around 6,000 students, entered the fifth year of its working with a total enrolment of around 50,000 students. Andhra Pradesh Open University made some innovations in the areas of course structure, learning techniques and selection of students.

Courses of Study : Keeping in view its philosophy of Openness Ideas and its readiness to innovate and experiment, the University designed Undergraduate courses in Arts, Science, and Commerce. The distinguished features of these Undergraduate Courses are (a) General Foundation Courses common and compulsory to all students (b) Flexibility in the choice of courses (c) Vocationalisation of Courses and (d) Social Orientation of Curricula.

In pursuance of its policy to offer need based courses, the University is offering professional courses like Postgraduate Diploma Course in Public Accounting, Postgraduate Diploma Course in Public Relations, Bachelor Degree Course in Library and Information Science. The University is also encouraging interdisciplinary research programmes. More particularly do provide research opportunities to the College teachers, the University is offering an M. Phil. Programme in Development Studies in collaboration with Centre for Economic and Social Studies.

The University is making preparations to start Postgraduate Programmes in English Literature and Language; Political Science; Public Administration; Mathematics; Commerce; etc. The University is also taking steps to start Postgraduate Diploma Programmes in Language Journalism (Telugu) and Marketing Management.

The University has proposals to start academic programmes in the areas of Law, Education, Environmental studies etc.

Perspectives :

The University proposes to diversify courses into areas of continuing education.

The University is actively considering proposals for the collaborative programmes with other Distance Education institutions in the country more particularly with Indira Gandhi National Open University. The University believes that net working of Distance Education programmes in the country will avoid duplication and facilitate better utilisation of nations resources.

The effectiveness of Distance Education institutions in our country depends upon the spread of communication technology in the society and its

availability for educational purposes. In this regard Government of India can play important role through its policies in communications. The demand for the creation of separate channel for educational purposes deserves positive consideration.

COLLEGIATE CELL

In the year 1973, the Collegiate Cell was established as a Department of the State Council of Educational Research and Training (S.C.E.R.T). Since 1985, it is functioning as an academic wing of the Directorate of Higher Education.

The Collegiate Cell was established to conduct Orientation/Refresher training programmes for College teachers. Improvement of the professional competence of College teachers is the main objective of the training programmes of the Collegiate Cell. Andhra Pradesh was the first State to establish such an institution for training college teachers.

Since its inception, the Collegiate Cell has trained about 5,000 College Teachers. The Cell has also published some useful monographs. The following are some of the monographs / Hand-books published by the Collegiate Cell.

- (1) Lecture method in Higher Education and Auxiliary methods of instruction.
- (2) Use of library as enrichment of teaching.
- (3) Examination reforms.
- (4) Autonomous Colleges.
- (5) College Administrators' Hand-Book.

The new Education Policy lays emphasis on Teachers' training at the College level also (para 5.31 of Programme of Action — p.42).

The new entrants to the profession as well as those who are already in profession require training to

improve the standard of teaching in Colleges. While those who are recruited as Lecturers may be given training for a period of three months, on teaching methodology, educational psychology etc. Those who are already in the profession may be exposed to refresher courses periodically once in 5 years.

For conducting such training programmes the Collegiate Cell which already has 14 years of experience and expertise in the field, may be strengthened, instead of providing funds to different Universities in the State for the purpose.

The Collegiate Cell is already equipped with a Good Library, with the audio-visual equipment and qualified staff (those Officers of the rank of a Degree College Principal and nine lecturers).

A centralised staff college for the entire State, for training the College Teachers on the lines of the Administrative Staff College of India or the Institute of Training I.A.S. Officers at Mussorie, will be better suited for the purpose than regional Training Centres in the State, in certain Universities.

The Collegiate Cell may also have an attached College, to implement its programmes successfully and to provide practical orientation to the training programmes.

IMPLEMENTATION OF NEW EDUCATION POLICY PERTAINING TO HIGHER EDUCATION IN ANDHRA PRADESH

I. Consolidation and Expansion :

A.P. has 10 general Universities and 2 deemed Universities (C. I. E. F. I. Hyderabad and Satya Sai Institution of Higher learning, Puttaparthi, Anantapur District). There are about 1000 colleges in the State,

including 643 Junior Colleges where the + two stage of education is imparted. In Andhra Pradesh + two stage of education is part of Higher Education. The number of Degree Colleges in the State is 361 (159 Government Colleges and 202 Private).

To provide the minimum infrastructure facilities to the colleges in the State, a provision of Rs. 1500 lakhs is made in the outlay of the VII Five year plan as matching assistance for Government Degree Colleges to enable them to get U. G. C. assistance for purchase of lab. equipment, Library books and for construction of buildings. But so far the anticipated expenditure on this item for 1987-88 is only Rs. 7.47 lakhs. In the proposals for the annual plan of 1988-89, a provision of Rs. 94.55 lakhs is made to provide matching assistance to Government Colleges for the utilisation of U.G.C. grants. In A.P. no new colleges were started between 1986 and 1987, in an effort to consolidate and improve the conditions in the already existing colleges. Only in the current academic year (1987-88) 7 Degree Colleges have been permitted to be started.

While permitting the starting of new colleges, Government of A. P. takes care to see that the minimum required facilities like class-room and lab. accommodation, furniture, lab. equipment, library and play fields are provided. For this purpose, Government insists that a College should have 20 Acres of land, minimum 8000 sq. ft. plinth area of building and Rs. 5 lakhs Corpus fund.

The colleges in the State are advised to utilise the U.G. C. grants for providing the institutions with the new teaching aids like the audio-visual system, V.C.Rs. Computers etc.

Regarding regulation of admission, Osmania University in the State makes admissions to P. G. Courses on the basis of entrance test. For under-

graduate courses in colleges, normally admissions are made keeping in view the physical facilities available in the colleges.

II. Development of Autonomous Colleges:

It is proposed to develop 25 Colleges in the State, during 1987-88, as Autonomous Colleges.

III. Redesigning of courses:

In accordance with the guidelines given in the *Programme of Action (P-41)* common core subject of *Indian Heritage and culture* has been introduced in all colleges in the State from the academic year 1987-88. This new subject has been introduced, to foster among the youth, the feeling of national unity.

IV. Teachers' Training :

In A. P. since 1973, the Collegiate Cell is existing for the purpose of conducting training programmes for college teachers. Improvement of the professional competence of the college teachers is the main objective of these training programmes. So far the collegiate cell has trained about 5000 college teachers. This year U. G. C. has provided funds to the Andhra University for organising training programmes for college teachers.

V. State Council of Higher Education :

A committee was constituted by the State Government to suggest modalities, for the establishment of the State Council of Higher Education. The Committee has submitted its report, which has been sent by the State Government to the U.G.C. for its remarks. Further action for the establishment of the State Council of Higher Education will be taken after receiving the opinion of the U.G.C. on the report of the State Committee.

VI. Open University and Distance Education :

A.P. is the first state to start an Open University in India. In 1983, the A. P. Open University was started. It has 57 study centres. The University has plans to expand its activities. Some Universities in the State, like Osmania, Andhra and Sri Venkateshwara have Correspondence courses also.

VII. Rural University :

A Committee has been set up by the State Government to suggest the facilities available in the state for starting a Rural University and the lines on which the Rural University is to be established. The Government of India will be approached for funds for the establishment of the Rural University, soon after the report on starting the Rural University is received.

VIII. Accountability of Teachers :

The U.G.C. has suggested self-evaluation, peer evaluation and student evaluation of teachers. Annual evaluation of Teachers is essential to enable the Teachers to improve their performance. Standard proforma may be evolved by the U.G.C. for self evaluation of teachers and for their evaluation by the peers and students. For teacher accountability, General uniform norms may be prepared, fixing the minimum number of Teaching hours number of hours for student counselling for extra-curricular activities, for self- development and for participation in extension (social development) programmes.

IX. Making Education Socially relevant and Beneficial :

To make education socially relevant, only courses which are job-oriented or which enable the students to have self-employment, may be offered in colleges. The world of knowledge should be linked with the world of work. Every course should have practical orientation, so that the education imparted does not

remain theoretical or merely book-based. Involvement of the students and staff in community programme like running adult education centres, participation in rural development programmes, and taking the knowledge of science, public health and hygiene to the rural people, through college students will make our higher education more socially relevant and beneficial.

X. Modernising Higher Education :

To modernise university education in A. P., Computer courses are proposed to be started in Universities and Colleges. Rs. 100 lakhs is provided in this year's (1987-88) plan budget for training college teachers in computer education and for starting computer courses, in select degree colleges. Efforts are also being made to equip all the colleges with the audio-visual equipment like T.V., V.C.R., V.C.P. projector, and computer. For this purpose U.G.C. financial assistance will be utilised.

TECHNICAL EDUCATION

Comments on Various Issues Covered in Part VI Technical and Management Education in the Document of National Policy on Education, 1986:

The man-power requirements as well as changes in curriculum required and also the new and diversified fields of Engineering, Science and Technology that may be required to be introduced in Polytechnics will have to be examined by competent experts/bodies. In this connection, it is stated that studies have been conducted and the projections of Technical man-power requirements for the coming years have been indicated in respect of States of Haryana, Jammu and Kashmir, Uttar Pradesh and Rajasthan by the T. T. T. I's. The Principal, T. T. T. I. Madras has been addressed to conduct a similar survey/study in respect of the State of Andhra Pradesh in so far as Polytechnic Education

is concerned. The unemployment among the Diploma Holders in various disciplines will also be kept in view while formulating the future programme / schemes of the Department.

In order to bring out the information on the improvement in the Technology for helping the rural areas, it is proposed to organise Science and Technology exhibition by collecting models of various New Objects developed in this regard. The Department has also addressed the Council for Advancement of Rural Technology, New Delhi to furnish their publications to the Directorate so that models which are relevant to the needs of the community can be identified and are acquired to exhibit and demonstrate in the Science and Technology Fairs to be organised by the Department.

Keeping in view the growing importance for the use of Computers and for improvement of Technical knowledge on computer Mechanics and Engineering, the Department has introduced a 3-year Diploma Course in Computer Engineering and a 1½ year Post Diploma Course in Computer Application in Selected Polytechnics. In the Polytechnics, chapters relating to computer Technology are included in the syllabus of Diploma Course in Electronics and Communication Engineering Diploma in Commercial & Computer Practices, in certain other courses where knowledge on Computer Programming analysis etc., will be useful like Diploma in Architectural Assistantship etc., the inclusion of computer Training is being envisaged.

A beginning has already been made at degree level for providing facilities for distance-learning by introduction of Correspondence-cum-contact course in the conventional disciplines of Civil, Electrical, Mechanical and Electronics and Communication Engineering by the Jawaharlal Nehru Technological University. State Board of Technical Education and

Training, Andhra Pradesh is also contemplating introduction of correspondence-cum-contact course for the benefit of those who wish to acquire diploma in Engineering subjects without formal entry into Polytechnics. Further, it is also proposed to organise career guidance and counselling programmes in all polytechnics during 1987-88 and onwards for the Final Year students of the various Diploma Courses to enable them to choose careers suited to them including self-employment. A scheme has been formulated and it has been approved by the Project & Programme Approval Committee constituted by the State Government and final orders of Government are awaited.

Fifteen separate Polytechnics for women have been set up in the state and introduction of formal and non-formal programmes of Technical Education in these Polytechnics for the exclusive benefits of women will be considered. Reservations of seats already exist in the Polytechnics for Socially Backward Classes and Physically handicapped candidates at 15% for SCs, 6% for STs, 25% for BCs, 1% for P.H. etc.

Further three Model Residential Polytechnics for STs, have been started at Paderu, Bhadrachalam and Srisailam with reservation of seats as follows.

S.Ts	...	50%
S.C.s	...	25%
B.C.s	..	15%
O.C.	...	10%

Two Model Residential Polytechnics for S.Cs have been established at Rajahmundry and Madnapalle with reservation of seats as mentioned below :

S.Cs	..	75%
S.Ts	..	5%
B.Cs	..	10%
O.C.	..	10%

Vocational Education at +2 level has been introduced in several Junior Colleges in the state by Department of Higher Education in different subjects and the Department of Technical Education is associating with the Department of Higher Education by deputing qualified teachers to teach the special subjects.

Training in entrepreneurship is also included as one of the topics under the career guidance and counselling programme envisaged by the Department.

Periodical Review and Reorientation of syllabus and curriculum is undertaken by the State Board of Technical Education and Training in collaboration with the T.T.T.I in respect of various Diploma courses to make those courses abreast with the changing needs of industry and the Science and Technology.

The following 6 polytechnics in the state have been identified by Government of India for being developed into community polytechnics by providing 100% financial assistance.

1. S. V. Government Polytechnic .. Tirupathi
2. Government Polytechnic Warangal.
3. S. M. V. M. Polytechnic Tanuku.
4. Government Polytechnic Vijayawada.
5. Government Polytechnic Srisailam.
6. E.S.C. Government Polytechnic .. Nandyala.

Functioning of these Community Polytechnics is reviewed periodically by the Southern Regional office of Human Resource Development, Government of India and the T. T. T. I. Madras.

(i) Modernisation and removal of obsolescence in workshops and laboratories of institutions is given due attention to improve their functional efficiency.

(ii) Libraries are strengthened and internal facilities are being improved in polytechnics within the budget allocation of the Department.

(iii) Permanent hostels are generally available in all older Polytechnics. Where no permanent hostels

are available, Private buildings are taken on rent to provide hostel accommodation for the students. Every Polytechnic is provided with a Physical Director and required Games equipment for development of Sports. Schemes are being evolved for promoting extra-curricular and cultural activities. Annual Games Meet for polytechnics are being conducted separately for men and women.

(iv) Requirement of staff is made strictly in accordance with the service rules and qualifications prescribed for the post to maintain the quality and standards of instruction in polytechnics.

(v) The T. T. T. I. Madras and its Extension Centre at Hyderabad are co-ordinating with the Department for conducting refresher and reorientation Training Programmes to the teachers in service to update their knowledge and skills. A scheme has been evolved to create training-cum-leave reserve in polytechnics by way of appointment of stipendiary teaching assistants.

(vi) Government have constituted an Industry Liason Board with representatives of industry to advise and interact between the department and industrial sectors regarding the production of Technical manpower, exchange of staff, arrangement for research and consultancy and other matters of mutual interest.

(vii) The department is contemplating the institution of awards for Best Institution, Best Teacher etc., to promote a spirit of healthy competition, to recognise and reward excellence in performance. A scheme is formulated for the purpose, necessary proposals will be submitted to Government, shortly.

The norms prescribed by Government of India/ the State Government with regard to Private Educational Institutions are being strictly observed and a policy decision is taken by Government from time to time to set up of private institutions at degree and

diploma level in Technical Education. The Department or the affiliating Universities are conducting periodical inspections of the private institution to ensure maintenance of proper standards of quality of instruction in those institutions.

MEASURES TAKEN FOR DEVELOPMENT OF URDU FOR MUSLIM MINORITIES

With a view to encouraging and develop education of minorities the Chief Minister, Andhra Pradesh has announced certain measures in Press Note.

As regards measures to be taken by the Education Department, the following steps have already been taken in respect of School Education:

- (1) Orders were issued in G. O. Ms. No. 416, SSE dt. 19-9-86 for opening of a Residential School (Urdu) for boys in the outskirts of Hyderabad. Financial implication involved is Rs. 24.70 lakhs.
- (2) Orders issued in G. O. Rt. No. 653, Education dt. 22-5-87 for upgradation of P.S.U.P. School Kosgi, Mahaboobnagar District into High School by opening Class VIII (Urdu Medium) during 1986-87.
- (3) Orders issued in G. O. Ms. No. 295, Edn., dt. 30-11-1987 for opening of new Urdu Medium High School at Devarakonda.
- (4) Instructions were issued for filling up the posts of Urdu munshis as well as posts of teachers in the subjects to be taught in Urdu reserved to be filled by SC/ST and BC as per communal rotation by Open Competition subject to the condition that equal number of posts in other subjects in which qualified SC/ST/BC candidates are available should be given to the said categories. G.O.Rt. No. 2138 Education, dt. 19-11-82.

- (5) Government have also issued orders in G. O. Ms. No. 275 Education, dt. 12-11-87 granting permission to Al Madina College of Education, Mahaboobnagar and to allot 100 seats during the year 1987-88 subject to qualified staff being appointed and being in position from the commencement of the year. Allotment of another 100 seats for Urdu Medium is under consideration of the State Government.

During 1986-87 and 1987-88 no sanction has been accorded for opening of Primary and Upper Primary Schools, exclusively, for Urdu Medium. But, for the last 3 years 5 Schools (Urdu Medium) were upgraded to High Schools as shown below :

- | | | | |
|-----|---------------|--|-------------------------------------|
| (1) | Chittoor | 2 Schools | Under Zilla During
Praza 1985-86 |
| (2) | Mahaboobnagar | 2 Schools
(1 each during 1985-86 and 1986-87) | Parishad |
| (3) | Warangal | 1 School | Government 1987-88 |

Further, the following posts were sanctioned for the Urdu Medium Schools :

Sl. No.	No. of posts	Name of the School	Year
1.	4 posts	T.P. Grade I	1
		H.P. Grade II	1
		Hr.Gr. Teacher	1
		Craft Teacher	1
2.	7 posts	Head Master	1
		B.Ed	2
		P.E.T.	1
		Jr. Assts.	1
		Record Assts.	1
3.	4 posts	U.P. Grade I	2
		U.P. Grade II	2

- (6) The Department is also examining the proposal in consultation with P. R. & R. D. Dept. to remove the Urdu Medium teachers posts from the purview of the D.S.C. and to delegate to D.E.O. of the Districts who will make appointments based on the marks secured meritwise for the current year. At present there are 339 vacant posts of Urdu Medium teachers.
- (7) The Proposal for permitting the management of Sultan Uloom to run the B. Ed College is under consideration.
- (8) The proposal for starting of parallel sections in Urdu Medium depending upon the need for the same is also being examined in consultation with D.S.E.
- (9) Proposals for conversion of the existing R. K. Puram Residential School as Urdu Medium School for Girls from academic year 1988-89 are under active consideration. Proposals have also been received from Secretary, A.P.R.E.I.S and are under consideration for opening of parallel Urdu Medium sections in the existing Residential School at the rate of one for each region at Mukkavaripalli in Cuddapah District, Gandipalem in Nellore District and Pochampadu in Nizamabad District. The approximate financial involvement works out to Rs.45.75 lakhs which is inclusive of capital expenditure.
10. A proposal for reducing the minimum marks for the minorities in the entrance test from 45 to 40 on par with SC/STs is also under active consideration of Government.

In the Field of Higher Education :

1. Orders were issued in G.O. Rt. No. 1161, Education, dt. 20-8-87 for opening additional Urdu Medium Sections in Govt. Degree Colleges, Nizamabad and Karimnagar.

2. In G.O.Ms. No. 293, Edn., dt. 30-11-1987 sanction was accorded for starting of private Junior College at Asifnagar under management of Shadan Educational Society during 1988-89.

At present the following institutions are functioning for catering to the Higher Educational needs of Muslim minority community :-

- | | |
|--|----|
| 1. Govt. Junior Colleges
with Urdu Medium Sections. . . | 38 |
| 2. Private Junior Colleges
with Urdu Medium Sections. . . | 4 |
| 3. Govt. Degree Colleges
with Urdu Medium Sections. . . | 8 |
| 4. Private Degree Colleges
with Urdu Medium Sections. . . | 6 |

About 250 lecturers are working in the above Colleges to teach the subjects in Urdu Medium.

There are 7 posts of Lecturers and 73 posts of Junior Lecturers, vacant in Government Degree/Junior Colleges. The expenditure in filling 'up' vacant posts of Junior Lecturers come to Rs. 26.28 lakhs per annum at the rate of Rs. 3,000/- per Junior Lecturer and Rs. 2,70,000/- per annum for Lecturers.

The Principals of the Colleges are permitted in Govt. Memo. NO. 4022 / IE/ 86-7 Education, dated 3-9-1987 for the appointments of the Teachers on part-time remuneration basis to teach Urdu Medium Sections and the same was communicated by Director of Higher Education to all Colleges.

It is also proposed to start Urdu Medium Junior College of Residential type for girls in phased manner with an approximate cost of Rs. 67.40 lakhs per year, per one Residential Junior College.

Proposals for sanction of Lecturers posts for starting the Urdu Medium Classes in Govt. College

Nizamabad are under active consideration. Token provision of Rs. 1 lakh has been made in the Plan Budget 1987-88 for this purpose.

In order to monitor the progress of educational welfare measures for minorities as per Prime Minister's 15 Point Programme, a Minority Cell is proposed to be created by the State Government in the Office of the Directorate of Higher Education, A.P., Hyderabad consisting of the following staff :-

Superintendent	..	1
Senior Assistants	..	2
Junior Assistants	..	1
Typists	..	1
Attender	..	1

For this an amount of Rs. 22,000/- is required for 3 months during 1987-88 and Rs. 88,000/- is required during 1988-89.

5 Government Junior Colleges at Chinnoor Nalgonda (for Girls) Narasampet, Adoni, Tadpatri having Urdu Medium sections, require 6 posts for teaching at +2 stage through Urdu Medium. For 6 posts in each College, at the rate of Rs. 3,000/- per Lecturer per month, the amount involved is Rs. 2,61,000/- per College. For 5 Colleges it works out Rs. 10,80,000/-. A.P. Government propose to open Urdu Medium sections in Govt. Junior Colleges, Mahaboobnagar, Nalgonda, Warangal, Cuddapah, Hyderabad and Secunderabad. Each College requires 10 posts for Urdu Medium to teach Maths, Physics, Chemistry, Botany, Zoology, Economics, Civics, Commerce and Urdu. At the rate of Rs. 3,000/- per month per Lecturer the expenditure per College for 10 posts will be $6 \times 10 \times 12 \times 3000 = \text{Rs. } 21,60,000$ lakhs per year.

In the Government Degree Colleges in the State, 39 posts of Lecturers for Urdu Medium sections are

to be created during the year 1988-89. The expenditure involved Rs. $3100 \times 12 \times 39$ amounting to Rs. 14.508 lakhs per annum.

A proposal for sanction of one post of Additional Director or Joint Director to deal with exclusively Urdu minorities problems in the Directorate of School Education is also under consideration of Government.

In respect of the request of minority communities to relax/amend the provisions of A.P. Education Act and rules made there under are under consideration.

Statutory Backing for National Policy

The National Policy of Education requires statutory backing as a whole particularly in respect of the following issues in order to effectively implement the same :—

1. Universalisation of Primary Education :

The National Policy emphasizes in the development of the young child particularly children from sections of the population in which first generation learners predominate. It is desirable to make primary education a compulsory scheme by providing various incentives in order to increase literacy. Therefore every care has to be taken to see how best the policy can be adopted and the measures required to be taken for fulfilling the ambition.

Under Chapter IV of A.P. Education Act, 1982, provisions have been made for making primary education a compulsory one prescribing implementation policy and making the guardian responsible for sending the child to attend the School.

2. Effective implementation of National Policy of Education by private managements :

The private managements must be effectively involved in the implementation of the National Policy

of Education. In order to achieve the goal it is desirable to give facilities as incentive which are within the scope and obligation of the Government, to the managements of private educational institutions, without compromising with the interest of the public. Grant-in-aid can also be taken as a measure of control in respect of private institutions not implementing the National Policy.

3. Regulation of Fee-structure:

The fee to be collected from the students shall be so structured that the drop outs on this issue are minimal. The managements are able to manage with the fees collected from students without seeking grants from the Government. There is provision to prescribe fees to be collected under A.P.E. Institutions (RA & PCF) Act, 1983.

4. Implementation of Rule of Reservation :

As provided in the Constitution the rule of reservation for admission of students and appointment of staff in respect of SC, ST and BC etc. shall be implemented in both Government and private educational institutions. In A.P. Educational institutions (R.A. & P.C.F.) Act, 1983 provisions have been made for providing rule of reservation for admission of students.

5. Safeguards for the Interest of Teachers :

The teaching community which is the back bone for improving the literacy shall have statutory safeguards for their interest, particularly in the private institutions. In the A.P. Education (Amendment) Act, 1987 under section 79 safeguards have been provided for the teaching community working in private institutions.

6. Minority Educational Institutions :

There is no statutory authority to decide which of the private educational institutions can be treated

as minority institution and the guidelines for determining the status. In Andhra Pradesh there is an authority viz. A.P. Minorities Commission, but has not been given statutory powers with the result the certificates issued by the authority declaring certain private institutions as minority institutions have been rejected by the courts. Of late the Division Bench consisting of Justice Jeevan Reddy and Justice Upendralal Waghray in their Judgement on W. P. Nos. 552 & 553 of 1986 dated 8.10.87 have also expressed the above view.

HIGHER EDUCATION

1. Establishment of State Council of Higher Education :

In the National policy on Education, 1986, under programme of action, it was observed that there is at present no effective machinery for planning and coordination of Higher Education at the State level and Coordination of State level programmes with those of the U.G.C. In order to fill this gap, it was proposed to set up State Councils of Higher Education as statutory body and to have for the guidance of State Government, model provisions framed by the U.G.C. setting out guidelines for the composition and powers of the State Council. The committee appointed by the U.G.C. have also suggested guidelines for the establishment of State Council of Higher Education, which have been taken into account by the State Government.

The State Government has appointed a committee of education experts with the following to examine and advise the Government on the formation of Andhra Pradesh State Council of Higher Education.

- (1) Prof. M. Able, Vice-Chancellor, S. K. D University - *Chairman*

- (2) Prof. T. Navaneetha Rao, Vice-Chancellor, Osmania University - *Member*.
- (3) Prof. G. J. V. J. Raju, Vice-Chancellor, Nagarjuna University - *Member*.
- (4) Sri I. V. Chalapati Rao, Rtd. Dy. D.P.I. - *Member Secretary*.

The above committee has met on 3rd, 4th and 5th November, 1987 to examine the above matter and submitted its recommendations to the state government.

The recommendations of the Committee and a Draft Legislation based thereon, are under consideration of the State Government.

The Government of India may kindly convey their approval for the State enactment.

A copy is also being circulated to the U.G.C.

2. Expansion Programme of Vocational Education at +2 Stage in Andhra Pradesh:

The Central Government in the Conference of Education Ministers, Secretaries, and Directors of Education held in February, 1987 agreed to provide funds for the introduction and expansion of Vocational Education during the Seventh Five Year Plan.

This has not yet been fulfilled.

Andhra Pradesh introduced Intermediate Vocational Courses in the year 1979-80. Presently there are 174 Government Degree/Junior and Private Colleges in the State, offering one or the other, of 26 Vocational Courses. The existing intake capacity in Vocational Courses Colleges in the State is 6000 students as against 2 lakhs students joining the Intermediate in the General Stream.

In accordance with the guidelines of the State Education Ministers' Conference held on 13th and 14th February, 1987 at New Delhi, the Board of Intermediate Education has submitted the following proposals for the expansion of vocational courses at +2 stage in the state, which was forwarded to Government of India on 8-7-1987.

(i) *Expansion programme for coverage of 10% of students :*

It is proposed to increase the number of sections from 212 to 1000 within a span of 3 years, by opening 313 sections in the first year *i.e.*, 1987-88 and 300 more sections in the second year *i.e.*, 1988-89 and remaining 187 sections during 1989-90. This would enable us to bring about 20,000 students into the vocational stream, as against the enrolment of 2 lakhs students in the General Stream to cover 10% of students by 1990 as envisaged in the New education policy. Proposals backed by a Project Report, for a grant of about Rs. 40 crores was already submitted to Government of India.

Rs. 12.95 crores in the 1st Year (313 Sections)	1987-88
Rs. 13.00 crores in the 2nd Year (300 Sections)	1988-89
Rs. 16.00 crores in the 3rd Year (187 Sections)	1989-90
Rs. 41.95 crores	(800 Sections)

(ii) *Strengthening of Vocational Wing in the Board of Intermediate Education:*

The proposal is for a sum of Rs. 6.30 lakhs per annum to strengthen the Vocational Administrative set up in the Board of Intermediate Education, as shown in the Statement I.

(iii) *Setting up of Vocational Wing in the Directorate of Higher Education :*

A sum of Rs. 6.47 lakhs is required for creating an administrative set up in the Directorate of Higher Education as shown in the Statement II.

(iv) *Regional Board of Apprenticeship:*

A Regional Board of Apprenticeship for all Southern States is suggested. In view of the huge expanded requirements, a single Regional Board would be wholly inadequate to cover the needs of Southern States. As such it was proposed that a Regional Board of Apprenticeship be set up in Andhra Pradesh.

(v) *Teacher Training Institute for the Vocational Courses:*

The Teacher-taught ratio for the Vocational Courses, being high, the present Technical Teachers Training Institute and the Regional Colleges of Education will not be able to effectively cover to the Vocational Teacher Training requirements. The number of Vocational Teachers for coverage of even 10% of students in A. P. alone would be in the order of 3,000 and to cover the envisaged national target of 25% by 1995, the number of Vocational Teachers required would be 7,500. Hence it was proposed for the establishment of Teacher Training Institute for Vocational Courses at Hyderabad with complete central assistance. This institution also can train the teachers from neighbouring states.

STATEMENT I
BOARD OF INTERMEDIATE EDUCATION
ANDHRA PRADESH, HYDERABAD.

Strengthening of Vocational wing in the Board of Intermediate Education, A. P., Hyderabad

Sl. No.	Name of the Post	No. of Posts	Scale of Pay	Recurring Expenditure per annum
1.	Joint Director/ Joint Secretary	1	2690-4440	$3500 \times 1 \times 12 = 42,000$
2.	Deputy Director/ Deputy Secretary	3	2410-4050	$3300 \times 3 \times 12 = 1,18,800$
3.	Superintendents	3	1330-2630	$1800 \times 3 \times 12 = 64,800$
4.	Senior Assistants	6	1100-2050	$1600 \times 6 \times 12 = 1,15,200$
5.	Junior Assistants	9	910-1625	$1400 \times 9 \times 12 = 1,51,200$
6.	Typists	3	910-1625	$1400 \times 3 \times 12 = 50,400$
7.	U.D. Stenographers	2	1100-2050	$1600 \times 2 \times 12 = 38,400$
8.	Attenders	6	740-1100	$1200 \times 6 \times 12 = 86,400$
Total ;				Rs. 6,67,200

Total Expenditure = Rs. 6.672 lakhs per annum.

STATEMENT -II
BOARD OF INTERMEDIATE EDUCATION
ANDHRA PRADESH, HYDERABAD.

Vocational Administrative set-up in the Directorate of Higher Education

<i>Sl. No.</i>	<i>Name of the Post</i>	<i>No. of Posts</i>	<i>Scale of Pay</i>	<i>Recurring Expenditure per annum</i>
1.	Additional Director (Vocationalization)	1	3580-5380	$4500 \times 1 \times 12 = 54,000$
2.	Joint Director	1	2690-4440	$3500 \times 1 \times 12 = 42,000$
3.	Deputy Directors	3	2410-4050	$3300 \times 3 \times 12 = 1,18,800$
4.	Superintendents	2	1330-2630	$1800 \times 2 \times 12 = 43,200$
5.	Senior Assistants	6	1100-2050	$1600 \times 6 \times 12 = 1,15,200$
6.	Junior Assistants	3	910-1625	$1400 \times 3 \times 12 = 50,400$
7.	U. D. Stenographers	2	1100-2050	$1600 \times 2 \times 12 = 38,400$
8.	Typists	5	910-1625	$1400 \times 5 \times 12 = 84,000$
9.	Attenders	7	740-1100	$1200 \times 7 \times 12 = 1,00,800$
<i>Total : Rs.</i>				<u>6,46,800</u>

Total Expenditure = Rs. 6.468 lakhs per annum.

The implementation of Vocational Courses was discussed at the meeting of Education Secretary, Government of India held in the Secretariat, A.P. on 16th September, 1987 in connection with a review on the progress of Central Assisted Plan Scheme. At the meeting J. S. (Sch), Sri Chaturvedi spelt out that the norms for sanction of grants would be finalised by the end of October, 1987 and assured that the proposals of Government of Andhra Pradesh would be approved. This needs to be approved early.

3. Central Assistance for Construction of Government Colleges Buildings:

Out of 151 Government Degree Colleges, and 393 Government Junior Colleges, only 63 Government Colleges and 33 Government Junior Colleges have their own buildings. The remaining will have to be provided with buildings. Unit cost Government for Degree Colleges comes to Rs. 40 lakhs; and for Government Junior Colleges Rs. 35 lakhs.

Similarly, construction of hostels for women is the urgent need of the day. The amount required for one year :-

	<i>Rupees</i>
(a) Construction of 5 Degree Colleges & 10 Government Junior Colleges:	550 lakhs
(b) 5 Women hostels Rs. 10 lakhs each:	50 lakhs
<i>Total:</i>	600 lakhs

Continuation of the programme in the same pattern for another 5 or 6 years will have to be considered to fulfil the complete need. A list of Government Degree and Junior Colleges and women's hostel buildings proposed to be taken up in a phased manner is appended at Annexure.

ANNEXURE

The list of Government Degree and Junior Colleges selected for construction of buildings with Central Assistance and also 20 Women's Colleges for which Hostel buildings are required.

Construction of New College Buildings

<i>Andhra</i>	<i>Rayalaseema</i>	<i>Telangana</i>
1. G.C. Ichapuram	1. G.C. Rajampet	1. G.C. Manthani
2. G.C. Chodavaram	2. G.C. Jammalamadugu	2. G.C. (M) Mahabubnagar
3. G.C. (W) Palacole	3. G.C. (W) Cuddapah	3. G.C. Madhira
4. G.C. (M) Palacole	4. G.C. Porumamilla	4. G.C. Bhadrachalam
5. G.C. Salur	5. G.C. Koduru	5. G.C. Korutla
6. G.C. Srungavarapukota	6. G.C. Rayadurg	6. G.C. Devarakonda
7. G.C. Ravulapalem	7. G.C. Nandikotkur	7. G.C. Kodad
8. G.C. Sitanagaram	8. G.C. Penukonda	8. G.C. (W) Mahabubnagar
		9. G.C. Chinnoor

Government Junior Colleges

<i>Andhra</i>	<i>Rayalaseema</i>	<i>Telangana</i>
1. G.J.C. Ichapuram	1. G.J.C. Chittoor	1. G.J.C. Govindaraopet, (Warangal Dist.)
2. G.J.C. Bheemunipatnam	2. G.J.C. Piler	2. G.J.C. Zaheerabad (Medak Dist.)
3. G.J.C. Balijapeta	3. G.J.C. Chandragiri	3. G.J.C. Luxettipet (Adilabad Dist.)
4. G.J.C. Rampachoda- varam	4. G.J.C. Jammalamadugu	4. G.J.C. (G) Godavarikhani (Karimnagar Dist.)
5. G.J.C. Rudrapaka	5. G.J.C. Penugonda	5. G.J.C. Nizamabad
6. G.J.C. Mummidivaram	6. G.J.C. (G) Hindupur	6. G.J.C. Hussainialam
7. G.J.C. (G) Kovvur (West Godavari Dist.)	7. G.J.C. Pandyam	7. G.J.C. Asifabad (Adilabad Dist.)
8. G.J.C. Kaikalur	8. G.J.C. Rayachoty	8. G.J.C. Chevella (R. R. Dist.)
9. G.J.C. (G) Bapatla	9. G.J.C. (G) Adoni	9. G.J.C. Narayanapet
10. G.J.C. Tripurantakam (Prakasam Dist.)	10. G.J.C. Kodumuru (Kurnool Dist.)	10. G.J.C. Aliya
11. G.J.C. Narrawada	11. G.J.C. Satyaveedu	11. G.J.C. (G) Mahabubabad

Government Junior Colleges (contd.)

- | | | |
|---------------------------------|-----------------------------------|--|
| 12. G. J. C. Baruva | 12. G. J. C. Vayalpadu | 12. G. J. C. Sangam |
| 13. G. J. C. Naupada | 13. G. J. C. Palamaner | 13. G. J. C. Rangasaipet |
| 14. G. J. C. Priya
Agraharam | 14. G. J. C. Kuppam | 14. G. J. C. Manuguru |
| 15. G. J. C. Rajam | 15. G. J. C. (G) Madana-
palle | 15. G. J. C. Bayyaram
(Khammam Dist.) |
| 16. G. J. C. Kalinga-
patnam | 16. G. J. C. Nagulapuram | 16. G. J. C. Yeknur
(Khammam Dist.) |
| | 17. G. J. C. Vadamalapeta | |
| | 18. G. J. C. (G) Puttur | |

Women's Hostels

- | | |
|---------------------------------|--------------------------------|
| 1. Govt. College Cuddapah | 11. Govt. College Khammam |
| 2. A. S. Govt. College Kakinada | 12. Govt. College Karimnagar |
| 3. Govt. College Palacole | 13. Govt. College Adilabad |
| 4. Govt. College Nidadavole | 14. Govt. College Sangareddy |
| 5. Govt. College Ongole | 15. Govt. College Mahabubnagar |
| 6. Y.A.G.C. Chirala | 16. Govt. College Nalgonda |
| 7. Govt. College Chittoor | 17. Govt. College Nampally |
| 8. Govt. College Madanapalle | 18. Govt. College Hussainialam |
| 9. Govt. College Anantapur | 19. Govt. College Begumpet |
| 10. Govt. College Warangal | 20. Govt. College Srikakulam |

Financial Commitment

1. 25 Govt. Degree Colleges	$25 \times 40.00 = 1000.00$ Lakhs
2. 20 Govt. Women's College Hostels	$20 \times 10.00 = 200.00$ Lakhs
3. 50 Govt. Jr. Colleges	$50 \times 35.00 = 1750.00$ Lakhs
	Total : <u>2950.00</u> Lakhs

4. Implementation of U. G. C. Pay Scales in the Universities :

According to the conditions, laid down, the Government of India will bear the expenditure on implementation of the Pay Scales to the extent of 80% from 1-1-1986 to 31-3-1990 and the State Government will have to meet the balance 20% expenditure for the above period and complete expenditure from 1-4-1990.

The State Government has decided to implement the Revised Pay Scales to the University and College Teachers, and would appreciate if the additional expenditure is met by the Government of India itself. The matter was discussed with the Secretary, Ministry of Human Resource Development, Department of Education, Government of India, New Delhi and also requested him through D. O. Letter on 19-9-1987 to communicate its concurrence to bear the entire expenditure. The reply from the Government of India is awaited.

5. Non-Formal Education - Non-Formal Education Programme - Revised centrally assisted scheme of Non-Formal Education - Regarding :

Revised Action Plan :

The Revised Action Plan for Non-Formal Education, envisaging additional central financial assistance of Rs. 46.47 lakhs for 1987-88, may be cleared early.

At present there are 24,572 Non-Formal Education Centres functioning in all over the State. 60 centres fall under the administrative control of one Supervisor, who is assisted by a clerk and an attender. The work of the Supervisors are, in turn, at the district level, reviewed by one Coordinator who is in the rank of Lecturer posted at the Teacher Training Institute. At the State level, there is a skeleton staff, headed by one Joint Director at the Directorate and a Professor in the SCERT.

With reference to the letter of Government of India (vide No. F. 1-22/87-NFE, dt. 15-5-1987) and in pursuance of the discussions held with the officers of Government of India on 16th and 17th October, 1987, the Director of School Education has submitted the Project Report, which was forwarded to the Government of India, in this Government Lr. No. 1558/ES-2/87-5 Edn. dt. 12-10-1987.

The Project Report entails reorganisation of the existing centres into projects. It is proposed to projectise 7,336 centres, out of the 24,572 centres. 7,336 centres will consist of 4,500 Co-education centres, 1940 girls centres, and rest of the under Phase-II(Upper Primary Centres) during the current year 1987-88. The project approach implies one Project Officer under whom 100 centres will be located. The District Educational Officers' office is also proposed to be strengthened. By adopting a Project approach, we need to appoint additional staff in the District Educational Officers' office which is proposed to be done by shifting the Coordinators post on which is in the same cadre as Assistant Director from Teacher Training Institute to the District Educational Officers' office. Similarly all posts, as suggested by Government of India, are proposed to be adjusted out of existing staff. We have also proposed to convert 25% of our Co-educational centres into girls' centres. This was not only to increase girls education which is very low but also avail of 90% of grant assistance from Government of India, against 50% as on today.

The present budget provision for NFE is Rs. 682.13 lakhs out of which the State's share is Rs. 412.66 lakhs and Central share is Rs. 269.65 lakhs.

The additional cost during this year for the State share is Rs. 10.57 lakhs and Central share is Rs. 46.472 lakhs. Even then Rs. 10.57 lakhs is only notional increase, as all the costs will be adjusted out of the funds available with the department.

Thus in brief, the Project Report envisages :-

- (a) Conversion of existing centres in 10 districts with 100 projects, at the rate of 10 projects in each district.
- (b) Strengthening of district level administration by providing one Assistant Director with supporting staff, one Project Officer and one part-time Supervisor at the rate of one for every 6-10 centres.
- (c) Conversion of 25% Co-educational centres into girls centres.
- (d) Providing reorientation extending to 20 days to the instructors.

Voluntary Organisations are also to be associated with this programme. At present there are two voluntary organisations working in this field. The Government of India has proposed to give 100% assistance for expanding the participation of Voluntary Organisations in this programme. The State Government has identified 134 Voluntary Organisations in various districts. The modalities are yet to be formulated to take up the programmes by Voluntary Organisations, laying stressed on girls' enrolment.

6. Opening of schools in Tribal and extremist areas-Matching assistance from the Government of India.

With a view to bridging the gap between the levels of development of the Tribals and non-Tribals, especially in the field of education, and with a view to raising considerably the literacy percentage of the Scheduled Tribes, Government have taken various measures—among them opening of schools in Tribal areas is one important aspect : Accordingly, during 1986, Government have directed the opening of 1000 new schools in school-less Tribal villages and

habitations of 8 I.T.D.A. Districts, with an outlay of Rs. 145.00 lakhs (*vide* G.O. 302, dated 10-7-86.)

Government have also sanctioned 1000 SGBT posts for development of Adilabad District during 1987-88, out of which 338 for conversion of single teacher schools into double teacher schools and 632 for opening of new schools with an expenditure of Rs. 80.00 lakhs.

Besides the above, it is also proposed to sanction 971 SGBT posts for opening of equal number of new schools in 7 ITDA districts during the current year with an expenditure of Rs. 46.61 lakhs.

If 971 schools are opened, there will be no Tribal habitations without a school. This will cost Rs. 1½ crores for a full academic year. The State Government requests this grant of assistance from the centre, also as counter propaganda measures in extremist areas of Nizamabad, Warangal, Karimnagar Districts etc.

7. Operation Black Board:

Sri Anil Bordia, Secretary to Government of India, Education, while reviewing the progress of the centrally assisted schemes at Hyderabad on 16th and 17th September, 1987, acknowledged that an amount of Rs. 74 crores would be required for the construction of 8864 primary school buildings, which include 3048 schools without buildings and 3096 schools, which had only one room. The entire programme is to be completed by 1989-90, covering 20% of the schools during 1987-88, 30% in 1988-89, and the remaining 50% in 1989-90.

Survey was conducted in 20% of mandals in the State to identify the schools needing one additional room and those that had no buildings of their own. The state government is separately submitting a project report for 3826 schools in 121 out of 1104 mandals, in the State during the 1st phase.

During phase I it is proposed to construct 1910 single rooms and 1,238 two-class room schools in the above mentioned 121 mandals. During the year 1987-88, a sum of Rs. 4.20 crores has been released for construction of 1052 class rooms. Surplus funds under NREP are being diverted for completion of back log of 1000 class rooms but for the remaining 1096 class rooms, cannot be constructed with available state funds. For school buildings under RLEGP, proposals for additional funds are being prepared to be sent to the Ministry of Rural Development, Government of India, as suggested by the Secretary to Government of India.

Under Operation Black Board, the Government of India would sanction assistance for creating one additional post in all single teacher schools and to purchase equipment such as maps, charts, teaching and learning material including black board and a small library etc. at a cost of Rs. 7,000/- on the following conditions.

- (a) that the State Government provide accommodation consisting of two rooms with a verandah and toilets in every primary school in the mandal selected.
- (b) that the State Government agree to pay the salaries to the teacher, as well as to provide for in the state plan budget a sum of Rs. 5000/- per school towards recurring cost and maintenance.

Thus, for the one time assistance of Rs. 20,000/- per school, the State Government has to spend and incur Rs. 75,000/- for the school buildings immediately and thereafter from the VIII Plan onwards, Rs. 18,000/- every year towards recurring cost. This would definitely be a strain on the state's resources. It is requested that the Government of India,

particularly for educationally backward states like Andhra Pradesh provide some assistance towards construction of school buildings and also meet a part of the cost of salaries of the teachers during the eighth plan period also, and provide for 50% of the amount, proposed to be spent towards the recurring cost for every school.

8. U.G.C. Grants:

The U.G.C. assistance to be routed through Director of Higher Education in respect of private colleges. At present regular grants as well as developmental grants sanctioned by the U.G.C. are released directly to the Degree Colleges, both Government and Private. While there is a watch exercised on the utilisation of the U.G.C. grants in respect of Government Degree Colleges, there is no such watch in respect of Private Degree Colleges. For proper utilisation, and keeping a watch the U.G.C. may release the grants to Private Degree Colleges through State Government.

It is observed that most of the colleges in A. P. State are not fully utilising U.G.C. assistance for want of suitable liaison with the U.G.C. office in New Delhi. The Government of India may consider the setting up of zonal branch of the U.G.C. at Hyderabad for southern states; Andhra Pradesh, Karnataka, Tamil Nadu and Kerala.

9. Expansion Programme of Vocational Education at + 2 Stage:

Keeping in mind the target to be achieved under the National policy of education, 10% enrolled children in Secondary Schools being put through the State would have to enrol 20,000 students additionally and 750 sections in Secondary School classes to cater to their needs. Under this Vocationalisation, at +2 stage,

the following assistance is required for three years to come :—

I Year (1987-88)	:	Rs. 1295 lakhs
II Year (1988-89)	:	Rs. 1300 lakhs
III Year (1989-90)	:	Rs. 1600 lakhs
<i>Total requirements</i>	:	<u>Rs. 4195 lakhs</u> or 42.0 Crores

Timely releases may be ensured. An Institute may be established at Hyderabad in the name of National Institute for Vocational Training to Teachers (including lecturers) to cater to the needs of the states in Southern region. As the programme has been started in this State in a big way, the proposal is justified.

10. A Revised action Plan for Non-Formal Education envisaging additional central financial assistance of Rs. 46.47 lakhs for 1987-88 may be cleared early.

11. Under the Scheme of assistance to the promotion of Hindi and Sanskrit to various institutions it is considered desirable that the Centre consults the State Government instead of releasing grants direct for the following two reasons:-

- (i) Wide publicity is to be given and more number of Institutions could be got involved in the scheme; and
- (ii) Close watch could be ensured at the State level from the initial stage of starting of the Institution, its functioning, accounts etc.

12. Telugu University:

The proposals for sanction of U.G.C's. scales of pay are in the process. The University has Rs. 3.5 crores worth assets. The minimum requirement is Rs. 2.0 crores.

13. Director of Adult Education:

Scheme for strengthening of administrative structure under Adult Education Programme may be cleared and cent per cent assistance provided, vide this Government letter No. 979/A&M. 2/87-5, Education, dated 3-5-87. An amount of Rs. 47,12,000 is required.

14. Director of School Education :*Primary Education :*

Under the Operation Black Board project, proposals were prepared for Primary Schools in 20% of the Mandals.

Some assistance is needed towards construction of school buildings and also to meet the cost of salaries of the teachers during the VIII Plan, 50% of the amount may be proposed as Central Assistance.

Audio-Visual Education :

The per school investment comes to approximately Rs. 20,000. To cover all the 40,000 schools it will come to Rs. 80.00 crores. The Government of India may be requested to give special consideration and provide some assistance so that the programme can be implemented in all the schools in a phased manner.

Class Project :

Funds were spent on purchase of Computers and establishment of Computer facilities. Development of Soft Ware has become a 'bottle neck,' as it is highly expensive. Government of India may be requested to sanction some funds to enable State Government to develop the required Soft Ware.

15. Preservation of Records of National or Public Importance :

The Government of Andhra Pradesh has proposed to enact a Legislation governing the preservation of records of Historical, Cultural and Administrative value whether in private or public. The Government of India have informed that enactment of laws in respect of public records etc., is under consideration by the National Archival of India.

It is to be ascertained whether the Government of India have passed the proposed Central Legislation, so as to examine whether legislation may serve as a common Legislation to States.

16. Rice Subsidy for Girls Literacy :

Government of India may sanction rice for distribution at Re. 1/- per Kg. to all Girls attending the Formal and Non-Formal Education Schools at the rate of 5 Kgs., per month as an incentive for regular attendance.

17. Other Matters :*Supply of Science Equipment :*

There are about 5000 High Schools in Andhra Pradesh. At present 75% of the High Schools are not having laboratory facilities at all. In order to develop scientific temper, thinking and aptitude in children, Science Education has to be strengthened by providing Laboratory facilities and equipment at High School stage. This involves huge financial expenditure for which Central Assistance is required.

Financial Implications :

1. For the construction of one room of 40×20' size for General Science Laboratory	}	1,00,000
2. Furniture (Laboratory wave benches, racks, stools etc).		25,000
3. Science Equipment & Chemicals.		<u>20,000</u>
Total expenditure for one school :		<u>1,45,000</u>
4. Total expenditure estimated for including mobile libraries and equipment to 75% of schools i.e. 3750 High Schools.	}	
		3750 × 1,45,000 = Rs. 54,37,50,000

18. Promotion of Hindi & Sanskrit :

Under the Scheme of assistance to the promotion of Hindi and Sanskrit to various institutions, it is considered desirable that the Centre consults the State Government instead of releasing grants directly for the following two reasons:-

- (i) Wide publicity will be given and more number of institutions could be involved in the scheme; and
- (ii) Close watch could be ensured at State Level from the initial stage of starting of the Institution through its functioning, accounts etc.

19. Setting up of the U. G. C. Branch at Hyderabad :

The U.G.C. has been functioning from New Delhi since its inception. Most of the Universities

and colleges in South India have not been able to receive adequate grants from the U.G.C. because the office of the U.G.C. is far away. Very often the guidelines and the various schemes announced by the U. G. C., time and again, are not reaching the Colleges and the Universities of South India, owing to long distance and paucity of time.

All supplementary grants and additional funds on various schemes sponsored by the U.G.C. are mostly received by Universities and Colleges situated in North India because of their close proximity to Delhi.

In order to ensure an equitable distribution of funds, provided by the U. G. C., a branch of the U.G.C. must be set up at Hyderabad. As every one is aware Hyderabad is a most accessible place for all the southern states of India. The funds of the U.G.C. should be allotted on the basis of student enrolment in various educational institutions of higher learning.

20. Promotion of Tutors :

Promotion of Tutors, Demonstrators and Assistant Lecturers to the posts of Lecturers on completion of service of 3/5 years is pending.

In Govt. Letter No. 957/CD2/87-1, Education, dated 3-6-87 this matter was referred to U.G.C. with a request to indicate the views of U.G.C. and also to state whether the concurrence of U.G.C. is required, for removing the anomalies and the above said service conditions. The reply from the U. G. C. is awaited.

V. I 8 (B&B)

21. Strengthening of Administrative Structure of Adult Education Department :

Government of India, in their Letter No. F. 14-1/85-AE. 1, dated 12-6-1985, have called for proposal for strengthening the Administrative Structure of the Adult Education Department. Proposals were submitted to Government of India, through this State Government's letter No. 979/A & M.2/87-3, Education Department, dated 7-5-1987. The reply from the Government of India is awaited.

22. Schemes of Incentives for Women & Men Learners Under Adult Education Scheme :

The following incentives are proposed in the Adult Education Centres to enthuse the learners :—

- (1) Women learners who are green card holders and who have attended 100% to 90% of the classes may be given incentive remission of Re. 1/- per Kg. of rice up to 5 Kgs. The total beneficiaries works out to 41,694 at the rate of Rs. 5/- per head, the total amount required per annum works out to Rs. 25,01,640.
- (2) Incentives for each professional category among the men learners who are green card holders, who have attended 100% of the Adult Education Classes:—
 - (i) Farmer – A plough costing about Rs. 500/-
 - (ii) Agricultural Labourer – Implements costing about Rs. 500/-
 - (iii) Industrial worker – Implements costing about Rs. 500/-

- (iv) Washerman – Iron (Charcoal type) costing about Rs. 500/-

The Ministry of Human Resources Development, Department of Education, New Delhi are requested to provide Central assistance.

23. Mass Involvement of NSS Students :

23.1 In Andhra Pradesh State, the programme was formally launched on 1-6-1986. Under this scheme, each volunteer is expected to take 1 to 5 students for imparting literacy to the adults within a period of 4 months, consisting of 150 instructional hours.

It is complained by the Ministry of Human Resources Development, Department of Education that the S.R.C., Osmania University, Hyderabad is not providing any Technical support to the Adult Education Programme in Andhra Pradesh, and as such, it has been proposed to the U.G.C., to have S.R.C. (State Resources Centre) derecognised and to entrust it to some other Voluntary Agency working in the field of Adult Education.

The following incentives are suggested to encourage the students to implement the scheme successfully:

- (a) Preference should be given to the students who take up the Mass Programme for Functional Literacy, in getting admissions to Post Graduate Colleges, Law Colleges, Professional courses etc., and also in getting employment to enthuse the students to evince more interest in the programme by consulting the Universities.

- (b) Incentives also be given to the adult learners through Rural Development Department. The Rural Development Department may extend their beneficiary programmes to the Adult Learners, by way of giving Rickshaw to the Rickshaw pullers, Agricultural Implements to the Small farmers, poultry units etc.
- (c) All the Development Departments, such as Agriculture, Animal Husbandry, Forest etc., may extend their on going beneficiary programmes to the Adult Learners.

Central concurrence and Assistance from the Government of India are sought for, in the matter.

24. Assistance for Schools for Physically Handicapped:

There are 30 schools for Physically Handicapped *i. e.* deaf and dumb and visually handicapped which are proposed to be run on residential basis giving the handicapped a chance to study with normal students in consonance with the policy of Government of India.

An amount of Rs. 1.00 crore is required towards capital cost for construction of buildings with modern teaching equipment for deaf and dumb and the blind.

There will be recurring expenditure of Rs. 20.00 lakhs per annum to run these as Residential Schools. The Government of India may consider sanction of appropriate assistance.

SUGGESTIONS

Statutory Back-up :

The National Policy on Education should be given a statutory back-up to support many of the provisions and pontification made in the Policy Resolution. For example, such basic issues like Universal Primary Education responsible, private management of education, administration of grant-in-aid schemes, minimisation or removal of sub-standard in quality on education, commercialisation of education, code of conduct on the part of teachers and students examination reforms required proper legal support. Even in matters like extension of the facilities to minorities for educational advancement, there is no proper legal support. In some of the recent judgements of the High Courts, these judicial bodies have come to a conclusion that there is no 'statutory basis' for declaring or determining any institution as a minority one, and have defined and given certain parameters within the framework of which a Statutory Authority will have to declare a particular institution as a minority one. The provisions of the existing education Acts brought out by the Central Government, as well as the State Education Acts, will have to be given a second look to translate the ideals enshrined in the New Educational Policy into practical measures for action.

Multiplicity of Management Agencies :

With regard to multiplicity of agencies administering centres, there should be some uniformity throughout the country. Andhra Pradesh Government has recently set up a high-powered Committee to recommend about unification of the multiplicity of managements. The establishment of Educational Service Commission to unify and streamline recruitments to different cadres in the Education

Department may also be a relevant step to be taken in pursuance of the National Education Policy.

Project Approach :

A multiplicity of programmes and projects like Non-Formal Education, Adult Education, Operation Black-board, Vocational Education, School Computer Audio-visual is being implemented and many centres and many areas have been brought within the purview of these schemes to concentrate meaningfully on all the Projects at one time and to study the impact of various projects on spatial distribution, or beneficiaries or in a concentrated area. It is suggested that the Central Government, in co-ordination with the State Government, select one experimental area and implement all the Projects, exclusively say in a Mandal or a Taluka, to see the overall effect and impact of the schemes in a one localised area. By such pilot project operation, results will be forthcoming for which we will draw lessons experiment to be applied elsewhere. Such a project for the entire 'gamut' of the educational programmes in one particular region, on 'a pilot' basis is to be taken up and all the ingredients of the New Educational Policy may be applied in that area, covering all the educational institutions, schools, hostels, different people like SC's, ST's, BC's, teachers, lecturers appointment and so on so that this area becomes an ideal education setup, to serve as a model to be extended throughout the State or throughout the Country. Karnataka has started a Sanskrit village scheme to make the whole village a Sanskrit oriented Society. The projection of this idea to all the healthy and progressive features of the New Educational Policy funnelling best efforts of all the programmes in an area is well worth a trial. In this ideal Vidya Village, or Vidya Taluk the best of resources—human, material and man-power would be concentrated and results studied. A few Nations wide pilot projects of this type may be taken up immediately.

Community Incentives :

The National Policy on Education outlines meticulously formulated strategies to prevent dropouts by giving incentives. The Government of Andhra Pradesh have already suggested to the Government of India a scheme of community incentive to be given to the best Panchayat, best local Government like Mandal or Municipality or the best Zilla Parishad which register high enrolment, low 'drop-out rates' based on one average attendance in a year. A sum of Rs. 10,000 to a Panchayat, Rs. 20,000/-to a Mandal or a lakh of rupees to Zilla Parishad, which ensure attainment of set goals in education would be a good incentive for participation to send their children to schools and to maintain the attendance. These monies can be utilised for community development of the Village, Mandal or the Zilla Parishad as the case may be. National awards at the rate of one for each State may also be instituted to match the corresponding efforts of State Governments.

Higher Education and University Education :

Illusory ideas of University Autonomy :

University autonomy should be tampered with by responsibility. Several universities give affiliation to institutions and colleges in a rather 'slipshod manner' and the so called temporary affiliations become almost permanent ones, by extending the affiliation to years on, at a stretch. There are instances where colleges are given continued temporary affiliations for 10 years and above. The temporary affiliations should be limited to three or four years period, within which institutions should complete the formalities and come up to the required standard with regard to norms prescribed for affiliation.

Many Universities grant affiliations and present the Government with a 'fait accompli', after appointing

staff, introducing new courses thus putting Government in a very embarrassing position or tight corner by casting on the state grants including the need to share the burden on account of staff, buildings and similar other types of capital expenditure. Similarly self-restraint and code of conduct on the part of the Universities not to out-step their limits in these matters is also to be given as a guideline, under the New Educational Policy, as otherwise chaos and lack of uniformity will rule the roost and the State Governments will be in a completely slippery ground, with regard to application of their scarce resources to higher education field.

Commercialisation and Quality Control of Education:

There is also lot of commercialising and sufferage of quality in education by the Universities allowing correspondence courses catering to a large clientele, with an eye on the income from these courses and without regard to the quality of the education. Correspondence courses in B.Ed., are an instance in point; where all academic experts agree that B.Ed., requires teacher pupil contact on person to person basis and practical class room situations to impart ideal teacher education to the teacher, but oblivious of these basic requirements, Universities go about happily 'mushrooming' the correspondence courses, thus bringing the entire Teachers' education to ridicule and contempt. This kind of commercialisation and watering down the quality in education have been condemned unequivocally in the New educational policy and if we are true to the policy such scheme should be scrapped and banned, with immediate effect by the Central as well as by the State Governments, with all the will and strength at their command. Similarly mushrooming of the tutorial colleges and institutions, particularly in professional education and sophisticated computer fields should be totally eliminated

by bringing about Legislation, if necessary, as the harmful effects of these ill-equipped institutions would be disastrous and would produce 'half-baked engineers' and professional experts, who will have to construct the 'edifice' of development in this country.

Distance Education:

Distance Education has been emphasised in the New Educational Policy, but unfortunately so far the Open Universities are concentrating more often, and gravitating to, basic courses like B.A., B.Com., B.Sc. Facilities for these basic courses are available and are multiplied day by day; villages in remote rural areas look at education from employment point of view - Open Universities should concentrate on professional courses and similar courses-for instance, Labour Laws, Marketing, Taxation Laws are wage-earners and in India people, under the poverty line (particularly in rural areas to whom regular colleges may not be accessible) try to study through the Open University not for the pleasure of education but for earning their livelihood. From this point of view, to give the daily bread to the hundreds and thousands of poor people in our country, the Open University system can be the 'panacea', if only employment-based education is offered and not the education based on acquisition of knowledge - it may not be relevant to a 'hungry stomach'. On Restructuring the courses in the Open Universities is called for.

Institute of Development studies:

The Association of Universities with developmental tasks is a matter stressed as part of the relevant association of Universities and colleges with the developmental process. Sri Krishnadevaraya University in our State has launched an infant institution, called the Institute of Rayalascema Development to research upon and to deliberate on

the planning process relating to this region. This institution, now at its infancy, requires active support from the Centre.

Integrated Health Education :

Integrated health education projects will have to be incorporated as part of the ODA assistance schemes for building in health education with general education in all elementary schools, particularly the schools for the handicapped. We have made a beginning by organising Health Education for children in the schools. It has been suggested to the Minister for ODA from U.K. and other experts associated with the ODA assistance projects with as part of the school development, health education should be imparted and an additional facility of a room should be given in the school campus which could receive instructions by the Doctors and health workers of Government Health Centre who can systematically and continuously examine children and look into preventive and curative works of health care, including preventive health, dental care, physical hygiene and also timely cure for deadly diseases like Tuberculosis, Cancer, Leprosy etc., so that preliminary examining children could be sent to referral hospitals and experts for further examination. This idea received good response from the experts associated with ODA.

Human Resources Development :

Human Resources Development is the 'fulcrum' of the New Educational Policy, as no other input is more important in educational process and development than human input-be it in the form of a teacher and lecturer or a project Administrator. Technical man-power Information systems have been developed at the Centre and at the State level. An Institute of Human Resources Development should be set up, by selecting one of the Universities as the lead Institution

for this purpose. The Sri Venkateswara University, Tirūpathi has already come out with a plan of starting an Institute of Man power Development. Assistance from foreign countries, or foreign based institutions, may also be forthcoming. Similar institutions have been set up and are doing constructive work in countries like Malaysia. The request of Sri Venkateswara University in our State to shoulder such an Institution may be cleared by the U.G.C.

Minorities—Residential Schools :

Andhra Pradesh has started a number of schemes for the benefit of minorities particularly Residential Schools for Urdu medium schools and colleges with added 'accent' on residential schools to girls and hostels attached thereto. A Centrally-sponsored scheme, assisted on a matching basis should be sponsored.

Navodaya Schools :

Andhra Pradesh has also finalised arrangements for starting a Navodaya School in every one of the 23 Districts.

National Integration and Minority Interests :

In the Colleges and Universities located in the border areas where linguistic minorities live, Government of India should encourage and actively support teaching in the particular minority language and also help in setting up Chairs in universities. The Sri Krishnadevaraya University in Andhra Pradesh has recently decided to set up a Kannada Chair in that University for the benefit of Kannada minorities living in the inter-state border area of Chittoor and Anantapur. Similar reciprocal arrangements by States sharing common borders and boundaries would go in the direction of strengthening mutual harmonious relationship 'inter-se' between the States and would

also strengthen the principle and philosophy of National integration which is the main pillar and starting point of the New Educational Policy.

While it is not straightaway suggested that teachers and lecturers need to be depoliticalised, restraint and code of conduct, accountability, and professional ethics are to be formulated and followed by them. The tyranny of three 'P's pay, promotion and perquisites has been the burden of song of the teaching community, so long with a few honourable exceptions with not what they do it and to the society and the students. Public accountability by showing better results, better teaching standards, reduction of 'absenteeism' and a war against other unethical methods like involving teacher in politics should be waged, if necessary by giving a Legislative shape to the code of conduct of teachers, as almost every University is a divided house today, and has framed itself into a world — hidden with and divided on caste, community, religious, regional and other basis—personality conflicts often raise their ugly heads throwing to profession ethos to overboard. There is no point in trying to remedy student indiscipline before setting right Teacher indiscipline.

Libraries :

We have taken impressive steps to awaken the slipping giant, the library movement is.

The Library movement suffers more neglect for want of suitable equipment, well qualified staff, adequate number of books and buildings; as in the case of school buildings a general policy decision may be taken to construct library buildings with NREP and RLEGP funds. Library schemes should also be included under the MNP programmes by the Planning Commission.

Book Banks in Libraries :

One of the reasons for the failures of the library movement at its comparative decay and decadence has been due to enormous hike in the cost of the books in the recent years. The Publishers are under no obligation to keep down the prices within reasonable limits. Proper Legislation to control the prices of books on scientific basis and a National body associating State representatives, to keep the prices of books under check, is necessary. It has become a luxury for libraries, much more so for students, to buy books for reading. Children belonging to middle class families, SC.s, ST.s, and Weaker Sections of the Society have to be given help by arranging Book Banks in Libraries, located near about the University Campuses and colleges so that they can have access to the text books. This is particularly true of Text books needed for professional courses like Medicine and Engineering. The entire scheme of book banks, now administered by Social Welfare Department, should be transferred to and entrusted to the Education Department for better management.

Language books :

The Telugu Academy and the Telugu University have taken up a massive programme of publication of Telugu books. The text books for degree classes in Telugu medium have been practically completed and very many publications have been brought out with the active support of the Telugu Academy. The best books in other languages particularly the books which received awards such as 'Gnanapeeta' award and National Awards like Sahitya Awards.

Reservation for Women :

Andhra Pradesh is the first State in the Country to earmark 30% of the posts in public employment to women. The Education Department has identified the posts suitable for women and is amending the

service rules to give a higher representation to women in various posts which they can handle, just as the plan documents reflect S. C. component, S. T. component, from next year the plan documents of the Centre and State should depict a component plan for women also highlighting what percentage of outlays and expenditure are given for the benefit of women. The Education Department should be a 'pace setter' to other Departments in this regard and Women's education and Women's employment would have received a 'fillip' by making a provision for such critical and systematic examination of plan funds applied to the women sector.

Womens Hostels :

The University Grants Commission should organise a massive programme of helping the construction of women's hostels. They should also give speedy affiliation to the Government Degree Colleges which partly for their own fault, have not got affiliation to the universities with the corresponding denial to them of U.G.C. assistance. These Colleges generally lack infrastructure facilities like buildings, libraries, sports facilities etc.

NCC :

N.C.C. has registered remarkable progress in this State as in many other States. The unit have ambitious programmes for enlargement in numbers and improvement in the quality. The assistance given by the Government of India and the allocation made by the State and Centre by way of budgetary outlays, are not commensurate to the needs of this budding and excellent organisation who has grown into a second line Civil Defence body in this Country. The N.C.C. Cadets have won several laurels in bravery and meritorious work on many an occasion. By a statute N. C. C., should be made compulsory for all the students, particularly for the students in the upper primary and high school levels.

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Involvement in work and training in the N.C.C. or sports necessarily calls for diversion from studies and the number of hours, which a student can devote is naturally reduced by being called upon for such a recourse to trainings or camps as membership in the N.C.C. or sports, would call for diversion from academic instruction, certain number of marks should be added as an additional allowance for such students so that they get incentive to join these programmes. The reservation which students themselves and parents have, in involving themselves in these activities is because of the fact that they will not be able to pay enough attention to studies. Besides addition of marks for a qualifying or for a pass, certain percentage of seats should also be reserved in the professional colleges and higher technological institutions for the Cadets and to those achieving excellence in sports at the National Level, without having to appear for the entrance examination.

Earmarked funds for Sports :

In the sports field, at least 2% of the funds and income of local bodies should be set apart of Rural Sports as we set apart a certain percentage for SCs, STs, etc. Sports and games suffer from financial 'crunch'.

Audio-Visual Education :

With regard to Audio-Visual Education we have made an impressive beginning. It is requested that, that part of the expenditure required for introducing Educational technology such as Audio-visual, non-formal education and Adult Education Centres may also be shared by the State Government and the Central Government, so that a burden on the State Government will not be high.

Teaching of Mathematics and Science :

Mathematics and Science are the achille's heel of our entire education system. If we construct proper

buildings and give the correct environment in the village or town, with all facilities and enough moving area, appoint qualified and trained teachers and teach maths and science properly, the true foundation for the future development of this country, would have been truly laid. In fact all the other schemes could be suspended for some years to come and by concentrating on these three practical measures imaginative work would have been initiated.

Educational Planning:

Education Planning through 'cluster of schools' by nominating one school in a particular area, as the 'focal point' and the lead point for all educational activities, in that area is an excellent approach taken up by National Institute of Educational Planning and Development. The idea should pick up throughout the country and all the common facilities like workshops, laboratories, Audio-Visual, libraries available or arranged in one big college or high school in a particular locality, should be made to serve the requirement of a group of schools around this big institution. Such nucleus projects have been attempted in industries linking one major industries to a group of cluster industries or ancillary industries around it—some such idea should be tried by linking a cluster of small schools to a big school and providing inter-linkages between them—one serving as the supplement and complement of the other. Furniture required for a group of schools can be manufactured in a centralised workshop in which children of all the schools can be trained on machinery for carpentry work. Self-sufficiency and use of locally available materials for cheap production would thus get a thrust in such a cluster approach and distance transport cost would be reduced.

Examination Reforms :

Examination Reforms have been one of the main planks of the New Educational Policy. Computers

of the examination process and even in other matters like tabulation, publication of results, translation of question papers are costly and State Governments can 'ill-afford' to meet the magnitude of expenditure involved. For instance, the Board of Secondary Education (X class) of this State requires a minimum of Rs. 1.00 crore to reorganise the conduct of examination on scientific and satisfactory lines, plugging loopholes. A computer can translate the question paper in three languages and, in a State, like ours, where question papers are given, besides in English, and Telugu, in Urdu, Oriya, Tamil, Kannáda (minority languages) three or four computers are required, the cost of which is rather high. To implement the recommendation of the New Education Policy massive central assistance in the field of examination reform is suggested as a necessary measure.

Too many examinations, and too frequent examinations by too many agencies have been the Bank of the educational system and have acted as parasites, rather than as promoters of education in the name of so called internal assessment. Students in high schools and primary sections are made to go day after day and week after week to go from one examination to another children almost develop revision for studies. The Examinations at other than the terminal points like X class and Intermediate as in the VII class, VIII class, etc. which have little sense, are improperly and inefficiently managed allowing loopholes and leakage of question papers which have lead to sagging image of the State Government and the Education Departments, for example in our State, conduct of the VII class public examination, which is totally uncalled for on a common basis with D.E.Os. incharge of the conduct of examinations lead to leakages every now and then. Such half hearted for and repeated examinations can be scrapped without causing any additional damage to our education system. The conduct of examinations should be at a well defined

point, meaningful and well organised, so that the excellence are really reflective of the standards.

Grievance mechanism :

The Government of Andhra Pradesh is setting up a consultative mechanism under the Chairmanship of Secretary (Edn) and membered by Director of School Education, Director of Higher Education, representative of the Finance Department and representatives of recognised organisations of lecturers of degree colleges, Government Junior colleges and aided institutions, to meet periodically and look into the grievances of the lecturers, particularly their service problems. This is an essential part of the National Policy, which is being implemented with all the seriousness, it deserves.

Schools for the Physically handicapped :

Very recently our Government has decided to bring under the 'aegis' of the Education Department schools particularly residential in character, catering to the mentally and physically handicapped children. Well over 20 schools are now to be integrated with the Education Department providing funds, staff and academic support, including special coaching to be given such as in Braille language to the blind. Government of India should bring these Special Residential Schools meant for the benefit of the handicapped people within the framework of the Operation Black-Board, NREP Schemes and also foreign-aided projects like ODA scheme.

Legislation for Code of Conduct :

A model legislation enshrining code of conduct for teachers and the taught may be circulated by the Central Government, commending it to all the State Governments for uniform adoption.

Institute of Self Financing Professional Studies :

As to start an Institute of Professional Excellence, Andhra Pradesh has drafted a scheme for three pronged education in medicine, engineering and management to be financed by voluntary bodies and to help students learn while they earn. The State Government is contemplating to finance it through voluntary effort and draw men and machinery from experts abroad, including the Harvard school of Business. The project may cost Rs. 200.00 crores in the initial phase. The Government of India may recognise this institution through the U.G.C. and give all the encouragement needed for the proposed premier institution first of its kind in the country.

Parents Committee and popular Participation :

The New policy emphasises the need for popular participation in the educational process and the development of the school campus, by the local community. Andhra Pradesh is the first State to issue of G. O. organising compulsorily parents committee for all the schools without exception.

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