



Government of Andhra Pradesh

Recommendations of the Committee
on the Suggestions of
The State Level Seminar on Education
held in March, 1974.

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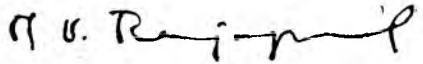
INTRODUCTION

The Minister for Education was pleased to convene a Seminar of all sections of the people including legislators, educational administrators, educationists and teachers to take a comprehensive view of the various problems facing the educational system in the State and make recommendations to the Government. The highlight of this Seminar was that it not only included in its scope all levels of education from the Pre-Primary to the University but also all aspects of education like curriculum, textbooks, evaluation, finances, Planning, general objectives and also a perpetually interesting theme like education and social change. In all, thirteen groups were formed, each with a specific area of education to go into. Considering the representative nature of these groups, their discussions reflected not merely a high degree of experience and expertise, but also insights arising out of their involvement in the educational process. The Government felt that these recommendations were very valuable and that in order to translate them into action of a permanent nature, it was necessary that suitable legislative or executive sanctions must be provided, without which the Seminar might end up like any other Seminar. The Government, therefore, decided to set up a Committee *vide* their *G. O. Ms. No. 272 Edn. dated 20-3-1974 with the Vice-Chancellors of the Universities in the State, M.L.As., M. L.Cs., M. Ps., Student representatives from all the Universities in the State, Educational Administrators and distinguished educationists. The terms of reference given to the Committee were as follows :

1. Recasting the draft of the Comprehensive Education Bill so as to incorporate the major recommendations of the Seminar on the Bill and also to make it as comprehensive as possible, keeping in view the dynamics of educational change both inside the State and the country but also, to the extent relevant, the major trends in the world at large.
2. The recommendations of the Seminar in regard to pre-primary and primary education, {secondary education, intermediate and collegiate education and other areas covered by the Seminar in its various groups.
3. To suggest such amendments as are necessary and urgent to the existing University Acts and the Board of Intermediate Education Act in the State.

* Pl. see Appendix I

The responsibility of critically examining the suggestions of the Seminar groups, therefore, fell on the Committee. The Committee accordingly discussed in detail the suggestions of the various groups of the Seminar at their meeting on 29-5-1974 and 30-5-1974 and finalised their recommendations to the Government on the suggestions of the Seminar. The Committee has confined its specific recommendations only to those suggestions of the Seminar on which it had its own different point of view. In all other cases, the Committee has implicitly accepted the suggestions of the Seminar. The Committee, wherever it thought that legislative action was necessary on any of the recommendations of the Committee, decided to incorporate them suitably either in the basic document of aims and objectives, the draft comprehensive education bill, the Amendments to the three Universities Acts, or the Board of Intermediate Education Act. In regard to such recommendations where executive action was more appropriate, the Committee thought it should submit its recommendations to the Government. In the pages that follow the suggestions of the Seminar as well as the Committee's recommendations thereon have been given. The Committee sincerely hopes that the Government will be able to pursue expeditious action on the thinking of the Seminar and the Committee.



Secretary to Government (P. R.)

and

Chairman, Andhra Pradesh

Comprehensive Education Bill Committee.

Hyderabad,

Dated 10-7-1974.

STATE LEVEL SEMINAR ON EDUCATION

From the 15th to the 17th of March, 1974.

GROUP I

PRE-PRIMARY AND PRIMARY EDUCATION

Pre-Primary Education :

The group discussed the salient features of the paper on Pre-Primary Education presented by Dr. (Miss) Parin Vakharia, Director, Nizamia Women's Educational Centre, Hyderabad. It was agreed that the Nine objectives defined in the paper be adopted as objectives of Pre-Primary Education. These are :

1. To promote good health habits, including personal hygiene, diet habits and nutrition.
2. To help develop a good physique with muscular co-ordination and motor skills.
3. To cultivate interest in learning through new experiences.
4. To stimulate intellectual curiosity in and awareness of his/her immediate environment and understanding of the world around him.
5. To encourage aesthetic appreciation and creative expression.
6. To help develop emotional maturity and control in expression of feelings.
7. To imbibe in the child positive social attitudes and values through experiences of play and relationship with other children and adults in the child's life.
8. To cultivate a sense of self-discipline and self-reliance.
9. To encourage expression of thought and feeling in clear language.

The group discussed the status of Pre-Primary Education and unanimously agreed that it is the most neglected part of the entire education system and recommended that more attention be paid to Pre-Primary Education—its structure, curriculum, content, training of teachers, rules of admission etc. The group also expressed that the facilities for Pre-Primary Education need be provided in urban as well as rural areas, wherever facilities are made available by the community or local organisations in terms of accommodation, trained teachers and equipment. The group also strongly expressed that Pre-Primary Education should be made an integral part of the overall Education

system. The provision made for Pre-Primary Education is felt to be meagre and therefore more and more Voluntary agencies, Panchayat institutions and other civic organisations should be encouraged to undertake this work. Such of the agencies which are competent to undertake pre-school activity may be rendered financial assistance. It was considered vital that Pre-Primary Education be based on cultural norms and values of this country and particularly the environment in, which the school is located.

In order to promote Pre-school Education systematically the group recommended that an Expert Committee be constituted for the following purpose :

1. to evolve a common syllabus for the Pre-Primary Education taking the good points in the various systems such as the Montessori, Kindergarten, Pre-basic etc.,
2. to suggest a common name for the Pre-primary system of education replacing the present different names such as Pre-basic, Montessori, Kindergarten etc.,
3. to prescribe suitable norms for according recognition to Pre-Primary schools.
4. to suggest measures to regulate fee collections, pay scales of teachers, minimum academic and professional qualifications of teachers and machinery necessary to supervise and inspect the Pre-Primary schools.
5. to prepare a comprehensive syllabus for training pre-Primary teachers keeping in view the content of the Training Courses for Pre-basic school teachers, Montessori Teachers' Training Course etc.
6. to suggest a special inservice training course for experienced school teachers.

The group is of the view that the minimum education qualification for admission to Pre-Primary teachers training should be Intermediate, P.U.C. or equivalent. The group recommended that the department of Education should undertake a survey to ascertain the facilities available for Pre-Primary Education in the State (including qualifications of the teachers, equipment, enrolment, accommodation and other particulars).

It is considered essential that there should be supervisory staff specially trained in this field to ensure proper functioning of the Pre-Primary schools. The ratio of the supervisory staff is suggested as one for every 30 schools. Until such time a separate machinery for the supervision of Pre-school Education is created, individuals who are professionally competent in the field of Pre-Primary Education may be associated in an advisory capacity for supervising the Pre-Primary schools. It is recommended that pupil teacher ratio in Pre-Primary Schools should not exceed 20.

To begin with at least one Pre-Primary school should be started in each block.

Primary Education

The group considered the background paper presented by Sri J. Nanipantulu and discussed the various problems confronted in the field of Primary Education. The group noted that the enrolment in classes I to V is estimated to be 43 lakhs at the end of the Fourth Five Year Plan (25.83 lakhs of boys and 17.17 lakhs of girls) accounting for 75% of the population of the corresponding age group 6-11. The enrolment in classes VI and VII is estimated to be 6.70 lakhs (4.65 lakhs of boys and 2.05 lakhs of girls) accounting for 31% of the corresponding age group 11 to 13. The group also noted that the Government is spending annually over Rs. 70 crores on General Education out of which an amount of Rs. 33 crores is being spent on Primary Education. In spite of such huge amounts being spent on Primary Education, large numbers of children are not getting the benefit of Primary Education. It is also noted that an amount of Rs. 57.67 crores is earmarked for General Education in the Fifth Plan, and out of this amount, an amount of Rs. 43.92 crores is earmarked for Elementary Education.

The working group having discussed the various problems confronted in the field of Elementary Education resolved as follows :—

- (1) A High Power Committee with Chief Minister as Chairman may be constituted at the State level to look into the matters relating to enrolment drives and school improvement programmes.

At the District level a Committee with the District Collector as Chairman and Chairman, Zilla Parishad, District Educational Officer, Representatives of Teachers Associations as members may be constituted to formulate and review the programmes in this direction. At the Block level a similar Committee may be appointed with the President, Panchayat Samithi as Chairman and representatives of the teachers Associations, E.O. Education and Deputy Inspectors of Schools, as members.

- (2) E.O. (Education) should be relieved of non-educational functions and should be made responsible for the school improvement and promotional activities.
- (3) The schools should be made attractive by providing them with proper accommodation and equipment and keeping the premises neat and clean. The teaching and learning process should be made interesting.
- (4) In order to facilitate such children to attend the schools as are required to work to supplement their parent's income, timings of the schools should be made flexible (including Night Schools).

- (5) Health and nutrition of the children should form part of the school programmes. Programmes such as immunisation and medical inspection of children should be undertaken and the programmes of the Health and Education Departments should be co-ordinated towards this end.
- (6) School uniforms, textbooks and writing material should be given liberally, specially to girls and children coming from economically backward sections of society. Measures should be evolved to ensure that timely and proper supply of these items is made to the pupils.
- (7) The group observed that the policy of non-detention has resulted in indiscipline, indifference and lack of interest on the part of the pupils and resolved that the attainment of the pupils should be evaluated at the end of class V and pupils who have not attained the minimum standards should be detained.
- (8) To ensure the quality of education, it is recommended that :
- (a) the Department of Education in the S.C.E.R.T. may be assigned the work relating to Pre-Primary and Primary Education only and it may be designated as the Department of Pre-Primary and Primary Education.
 - (b) School Improvement Committees and Parent-Teacher Associations should be activated.
 - (c) In-service Training Courses for teachers should be organised regularly.
 - (d) Conversion of single teacher schools into two teacher schools should get priority. Single Teacher Schools having an average attendance of 30 and above should be made two teacher schools immediately.
 - (e) Work experience should form an integral part of Primary education and that an expert committee should be constituted to revise the syllabus and prepare detailed guidelines in this regard.
 - (f) The number of school complexes should be increased, so as to ensure that every Primary School is covered by a nucleus High School complex within a radius of 5 miles and that the nucleus schools should be well equipped.
 - (g) Libraries are necessary for Primary schools as well. It is recommended that books suited to the Primary School children should be listed out and the managements asked to develop libraries in the Primary schools.

- (9) A School Building Corporation may be constituted for taking up the construction of school buildings on hire purchase basis.
- (10) The existing ten year school course consisting of seven year Primary course followed by the three year High School course should be replaced by a five year Primary School course followed by a five year High School Course.
- (11) District School Boards should be constituted and the administration of Primary and High Schools should be entrusted to them by taking them away from the administrative control of Panchayat, Samithis and Zilla Parishads.
- (12) The present Primary School Curriculum which was introduced about 15 years ago needs immediate revision in view of the latest developments. The group felt that this work should be taken up immediately by appointing an expert committee for the purpose.
- (13) The group noted that the Government have appointed an Expert Committee to revise the Syllabus of the Teachers Training for Primary Schools and request the Government to ensure that this work is finalised early and the training schools are revived from the next academic year.
- (14) The group requests the Government to examine the recommendations made by the Kothari Commission regarding teachers' status and implement them.

GROUP II

SECONDARY EDUCATION

Working Paper on "Secondary Education" was presented by Sri T. R. Deenadayal, Joint Director of Public Instruction-II, Andhra Pradesh, Hyderabad and he led the discussion.

I. Co-curricular Activities :

It was felt that every pupil should take up one or two activities of his own choice in the two periods exclusively to be set apart for these activities on Saturdays. It was further felt that a scheme of rating should be devised to measure the extent of participation of the pupils in these activities. The group also felt that there should be competitions between schools in respect of co-curricular activities, to encourage the pupils to evince interest in co-curricular activities. It was also suggested that where co-curricular activities were not conducted, stringent methods, such as cancellation of recognition, should be adopted as correctives. The group also suggested that preference should be given for admission to higher courses of study and employment, to these who have distinguished themselves in co-curricular activities. It was further felt that every pupil should take up atleast one or two activities compulsorily and attendance should be marked for these periods.

II. Physical Education :

Certain weightage should be given for proficiency in sports and games in respect of measuring all achievement at school. It was also suggested that attendance in Physical Education should be made compulsory to the extent of 75%.

III. Abolition of Detention and New Evaluation Policy :

In view of the experience gained by the Headmasters, Teachers, Pupils as well as Parents, for the past three years since the introduction of the non-detention policy of the Government, the Group felt that a stage had come that it was necessary to have a rethinking of the entire issue in the light of the free and frank opinions expressed by the participants and recommended that the Government should give up the policy of non-detention and restore the *status quo ante* from the year

1974-75. The group also recommended to hold supplementary examinations for those pupils who fail in the annual examinations, to consider their promotion at the beginning of the next year.

- (i) But it was finally resolved in the plenary session that non-detention policy should be continued and remedial teaching to be taken up in Summer for backward pupils.
- (ii) There should be ranking of pupils in academic aspects in every class.

IV. Tagging of V Class to Upper Primary Schools :

It was pointed out that the tagging of V Class to Upper Primary and Secondary schools was to attain the minimum standards of class V at the end of class IV. In a shorter span, the primary school pupil was expected to achieve the standard of the existing V Class. It was also felt that it is desirable that a Secondary grade teacher handles effectively all the lower primary classes to realise the aim of restructuring the primary stage of education. Finally, it was suggested unanimously that the class V may be attached to all the Upper Primary Schools or Secondary Schools in the same locality to ensure that no pupil dropped out at the stage of class IV. It was also felt that Hindi and English could be taught well if class V is tagged to Upper Primary and Secondary Schools.

V. Vocationalisation of Secondary Education and Introduction of Work-Experience :

It was suggested that Special fees collected for hobbies and crafts may be utilised for the introduction of certain aspects of work-experience. The members felt that the recommendations of Kothari Commission in respect of work experience may be given a fair trial. It was felt that work experience based on actual facilities available in the locality may be provided and that wherever facilities are available, vocational slant may be given to Secondary Education to inculcate the dignity of labour.

VI. Students' Associations :

The group strongly felt that the activities of the Students' Associations should be limited to literary, academic and cultural areas. It was also felt that the Students' Associations should not interfere in administrative matters and that the practice of nomination of office-bearers for the formation of Students' Associations may be checked.

VII. Special Fee Fund :

It was felt that maintenance of special fee funds under separate heads has become too cumbersome and time-consuming. It was

unanimously recommended by the group that the special fee funds should be collected under the following heads :

1. Library and Literary fee fund.
2. Activities fee fund. (Curricular and Co-curricular.)
3. Audio-visual fee fund.
4. Science fee fund.
5. Examinations and hobbies fee fund.

It was further recommended that the total amount to be collected under special fee fund may not be changed but a reasonable re-allocation of fees for the various items may be taken up keeping in view the existing needs of the school. It was also recommended that the Headmasters should be given full powers for the permanent diversion of special fee funds and their recouping of the advances in the subsequent years need not be insisted upon.

VIII. Misconduct in Examination :

Members discussed at length the various aspects of misconduct in the examinations and suggested the following :

1. The manuscript copy of the question paper should be destroyed in electric-incinerators.
2. That oral examinations may be conducted in addition to written examinations for lower and higher classes.

IX. Education Bill :

1. The group felt that clarification may be given as to the difference between Academic year and School year.

2. The Deputy Collector being almost equal in rank to that of a Gazetted Headmaster, may not interfere in the administration of the school *suo motu* but he may be permitted to act under instructions from the competent authority *i.e.* District Collector.

3. It was felt that the definition of 'Tutorial Institute' was not comprehensive. It should be a full time coaching Institute.

4. The word describing the District Educational Officer, as the Chief Academic Officer may be deleted. The District Educational Officer can be an Administrative Officer, not the Chief Academic Officer.

5. The Gazetted Inspectors shall suggest the names of the outstanding teachers for inclusion in the panels from which names may be suggested for participation in advisory bodies, consultative committees seminars and conferences.

Other Resolutions

X. The group was of the firm opinion that whenever changes are contemplated in curricular and other academic matters, the opinions of the representatives of the teachers associations, teachers and headmasters associations and other field functionaries should be taken into consideration.

XI. The group strongly recommended that the teacher-pupil ratio should not exceed 1 : 40.

XII. The group recommended that the High School Sections should be withdrawn from Junior Colleges.

XIII. The group also recommended that there should be a minimum attendance of 75% instead of 90% to be put in by pupils of classes VI to X. However, there may be provision for condoning deficiency in attendance upto 15%, for bonafide reasons like illness.

GROUP III

INTERMEDIATE EDUCATION

During the first session of the group discussions, all the participants of the group high-lighted some of the problems facing Intermediate Education. Members pointed out many inadequacies of the Junior Colleges in the State including those concerning laboratories, equipment and libraries. They also felt the need to improve the textbooks and also to organise refresher courses for the teachers. More than that, they stressed the need to promote co-curricular activities and provide counselling services to the students. The association of Social agencies in the successful implementation of the objectives of Junior Colleges was considered essential. Certain administrative problems like the combination of Junior College with a Degree College or High school, introduction of shift system, the need for a separate wing to look after Intermediate Education in the Directorate etc., were discussed. The financial implications of many desirable changes to be effected in Junior Colleges were taken into account.

During the other sessions the following main and specific objectives were drafted for the Intermediate Education/Junior Colleges.

Junior Colleges : Main Objectives

A. To provide successful students from High Schools transfer to University Courses of study through a scheme of Instruction and examination satisfying the minimum standards prescribed for the University Courses.

Specific Objectives

1. To prescribe and promote in each faculty area the requisite academic standards.
2. To improve the physical plant of Junior Colleges in quality and quantity in respect of physical facilities such as buildings, laboratories and libraries, equipment and furniture for teaching and non-teaching purposes.
3. To provide adequately qualified staff in required numbers, according to an admitted teacher-pupil ratio.
4. To provide periodical in-service refresher courses aimed at improvement both in content and method for lecturers.

5. To improve continuously the quality of textbooks in regard to adequacy of coverage of the prescribed syllabus, conceptual correctness, particularly in areas like the Physical and Natural Sciences and suitability of the translation.

6. To provide counselling services to students to help them choose courses which are individually suitable and socially meaningful.

Main Objective

B. To provide diversification of courses so as to enable students to pursue occupation-oriented terminal courses.

Specific Objectives

1. To provide occupation-oriented courses in the Junior Colleges, keeping in view the availability of the necessary economic and industrial infrastructures in the concerned areas.

2. To assess the employment potential in the area concerned through a well-conceived man-power survey.

3. To provide workshops with necessary equipment.

4. To provide technically and professionally qualified staff for the courses.

5. To provide in the diversified curriculum, the minimum quantum of general education necessary for middle level management.

6. To establish suitable linkages between the colleges and the appropriate industries or professions in all areas, including curriculum-building, shop-floor practice, instructional methods and scheme of examination.

7. To provide counselling services to students to help them choose courses which are individually and socially meaningful.

8. To provide bridges for the migration or mobility of occupationally trained personnel so as to come back, if they so choose, to the academic main-stream.

Main Objective

C. To provide such additional courses as are likely to satisfy the needs of the youth and adult members of the community and, at the same time, to develop a greater understanding and involvement in the social, economic and cultural programmes of the community.

Specific Objectives

1. To identify those courses which satisfy the socio-economic and cultural needs of the community such as short courses to improve knowledge and skills in areas of individual specialisation and provide for them.
2. To emphasise the practical involvement of the students in socio-economic-cultural projects and to regulate the theoretical pattern of the course accordingly.
3. To promote a full and free exchange of resources between the Colleges and the Community.

IV. Recommendations :

A. ACADEMIC :

1. Present allocation of funds for laboratories and libraries is pitifully inadequate with the result the minimum required standards cannot be achieved. Adequate funds have to be made available so as to bring them up to the prescribed standards. At least by the end of the fifth five year plan, the existing Junior Colleges must be fully equipped. Further expansion of Junior Colleges should be considered subject to the fulfilment of minimum requisites prescribed.
2. The committee feels that, whenever supply of equipment is undertaken by the department, it should take into account special needs of each institution and give due consideration to the quality of the products. Further it may be examined whether a public corporation can be established for the promotion and supply of the equipment of the needs of the Junior Colleges. The corporation could also serve the needs of other educational sectors like secondary and collegiate.
3. The work-load of a teacher in a Junior College shall not exceed 18 hours per week, including correction and practical work. A second lecturer in the subject be invariably provided when it exceeds 20 hours. The group is convinced that the ideal strength of a section is sixty.
4. The group is of the view that some kind of training in methodology, appropriate to the level and pattern of instruction in Junior Colleges, shall be insisted upon in respect of teachers of Junior Colleges. The group is also of the view that this initial training should be completed preferably within the first year of recruitment of the teacher. At periodical intervals, re-orientation courses should also be conducted for the teachers by an appropriate agency and this training is not synonymous with the B.Ed. course.
5. The group endorses the view that academic supervision of Junior Colleges is essential. For this purpose, the Board of Intermediate Education should be requested to draft a scheme for implementation of

this recommendation. The group feels that initially they will have to set up a cell at the level of the Board, manned by academic experts, and a detailed plan drawn up involving teacher experts in Junior Colleges, Degree Colleges and University Departments through the constitution of panels.

6. Regarding the periodicity of supervision, the group while considering that it depends on administrative and financial resources, recommends that it should be at least biennial. A suitable machinery for the follow-up of the recommendations of these panels should also be set up as the group regards follow-up work as crucial as supervision itself.

7. The group feels that there is considerable scope for improvement of existing textbooks. The group recommends the following procedure for the preparation of textbooks. After the syllabus in each subject is finalised, authors are invited by open advertisement to submit manuscripts which shall be scrutinised by an expert committee and the most suitable manuscript is chosen for being prescribed as the textbook. The group further recommends that, after the selection of manuscript, its contents shall be discussed by a group of subject teachers and experts with the author so as to make the textbook upto-date in its contents, relevant to the syllabus and free from conceptual errors. At suitable intervals, the textbooks should be reviewed and revised.

8. This group recommends that the existing practice of writing monographs by Telugu Akademi on special aspects for subjects may be enlarged so as to meet the requirements of the students at different levels.

9. The group feels that for both categories *viz.*, Transfer and Diversified courses, a system of expert counselling by trained guidance personnel should be forthcoming, and in-service courses of training should be provided in S.C.E.R.T., Hyderabad. Each College shall identify one member of the staff for the purpose and he should be given a brief training at the S.C.E.R.T. which may also function as a clearing house of information for all colleges.

The group also feels that the Universities in the State may be requested to open courses in student Welfare and counselling, so that such trained personnel may also be employed in Junior Colleges as and when they come out.

10. The group recommends that the existing practice of economic strength for each combination may be replaced by a prescribed economic strength for each subject.

B. ADMINISTRATIVE

1. In regard to location of Junior Colleges, the group after prolonged discussion reached the conclusion that it would be by far the best arrangement to develop Junior colleges as independent institutions. In view of the obvious financial and other constraints implied by this change, action on this policy has to be suitably phased out. The group

feels that it would be ideal if this could be achieved by the end of the V Five Year Plan. In the meanwhile, the group is of the view that the existing arrangements may continue subject to the proviso that in respect of Junior Colleges attached to High Schools, a Headmaster in an appropriate scale of pay is to be appointed to look after the management of the High School. In regard to Degree Colleges to which Intermediate Classes are now attached, the group endorses a similar principle, namely, that the Intermediate Classes should be identified as a sub-unit and a Vice-Principal in the Cadre of a Lecturer for Intermediate Section should be provided.

2. The Board of Intermediate Education shall be the authority to deal with all academic matters and wherever necessary the Board should issue orders in consultation with the Director of Public Instruction instead of following the present practice of obliging the managements to apply to both the Board and the Director of Public Instruction.

3. The group has accepted in principle that shift system is not conducive to the efficiency of colleges since it cannot meet necessary academic requirements.

4. The group also feels that a separate wing be created in the Office of the Director of Public Instruction to look after Intermediate Education with a Senior Officer as its head.

5. In view of the delay in the finalisation of Adhoc Rules for Junior College Principals and in view of the frustration that the members of the cadre are experiencing and its consequent impact upon the quality of instruction and administration of the College, the group recommends for the consideration of the Government that until—Adhoc rules are finalised, promotions on the basis of seniority may be considered.

C. FINANCIAL

1. The group considers that the present scale of Junior Lecturers (Rs. 200-500) be equated with the scale of pay of Assistant Lecturers (Rs. 300-600) and they also be designated as Assistant Lecturers. Further, scale of principals of Junior Colleges be suitably revised.

2. The group recommends that a careful survey of the existing Junior Colleges be made and orders for closure of un-economic Colleges be issued wherever necessary except, of course, in specially backward areas.

3. The group recommends that in regard to the allocation of resources to the intermediate sector which has not been receiving a reasonable share so far, Government may consider the question of earmarking a certain reasonable percentage of funds allocated to Higher Education or some other sector.

4. In view of the fact that the diversification of courses is to be a major objective of Junior Colleges and in view of the Board deciding to start such courses in a few selected Colleges during the next academic year, the Government is requested to allocate the minimum financial resources necessary to start such courses with the requisite staff, equipment etc.

GROUP IV

HIGHER EDUCATION

In view of the comment made by the Radhakrishnan Commission and the Kothari Commission that Secondary Education is the weakest link in the Indian Educational system, and the fact that it is the base of Higher Education, this group expresses its considered opinion that it should be strengthened to the level of Matriculation of U.K. and Europe, by adopting the following measures :—

- (a) The structure, equipment, language teaching and the quality of teachers should be improved ;
- (b) Teacher-training at school level should be arranged on the basis of diversified courses at Intermediate level.

2. (A) This group is of the view that Intermediate courses should be of two types (a) A job-orientated terminal course of 3 years' duration which will enable the students on completion of studies to seek certain jobs for which the degree is now prescribed as minimum qualification and (b) a two-year academic course which will serve as a base or bridge for the three Year Degree Course.

(B) The group also recommends that Junior Colleges must have an independent status and a separate campus without being attached to a Degree College or High School.

3. This group is of the opinion that the degree course should consist of two streams :—

- (a) The academic course catering to the needs of the students who wish to pursue higher academic course and research ;
- (b) The occupational or vocational course preparing students for certain jobs other than those connected with Engineering and Mechanical Courses. The group feels that at least two colleges in each District should have Secretarial and other Vocationally-oriented courses.

A view has been expressed that there should be a wide choice of subjects for those who wish to expose themselves to University Education for citizenship to enable them to take a liberal arts degree and to help those who take law or some other professional course on a par with other professional courses like Medicine, Engineering etc.

4. Having examined the overall position concerning over-crowding and inadequate facilities in Colleges and the present socio-economic situation, and the need to strengthen the existing colleges, this group strongly recommends creation of extensive facilities for non-formal education including correspondence courses in Universities and the

establishment of an Open University ; and suggests that a Degree obtained through this system should not be inferior in standards to a regular university degree conferred upon those who put in attendance at regular colleges.

5. The group also recommends that Universities which run correspondence courses should avoid duplication of courses and follow the principle of extra-territorial jurisdiction.

6. Keeping in view the need to maintain standards, this group recommends that the optimum strength of a college should be 1,000 and that of a class 60.

7. The group is of opinion that one of the principal causes of the debasement of standards in higher education is "Shift System" and that necessary steps should be taken for its discontinuance in colleges. However, a view has been expressed that "shift" may be necessary in view of paucity of resources for some time to come and in such cases there should be a separate Principal, staff and establishment, functioning independently.

8. In view of the fact that the most obvious source of tensions in higher education is the conflict between quality and quantity, this group is of the firm opinion that the time for expansion is over and the time for consolidation has come and that Government should make a cautious approach in permitting new colleges to spring up.

9. The group recommends upgrading of the three postgraduate centres at Warangal, Anantapur and Guntur to the status of affiliating Universities keeping in view the regional needs, the U.G.C.'s stipulation concerning the maximum number of 30 colleges for affiliation and the limit of 30,000 students for enrolment. Whenever P. G. courses are started, they should be inter-disciplinary and industrially-oriented in relation to the available natural resources of the region.

10. In the interests of academic standards, this group recommends that Oriental Colleges should be attached to the sanskrit University which is proposed to be started and a special committee may be appointed to go into the problems of Oriental Colleges.

11. This group strongly recommends the establishment of Autonomous Colleges to serve as pace-setting institutions and that the concerned University should indentify good colleges in the State to encourage them to acquire autonomous status.

12. The group recommends that the University should run short-term diploma courses.

13. This group recommends that a State University Grants Committee should be formed as an autonomous body to give relief to the Government which has now been shouldering the entire responsibility for Elementary and Secondary Education and to help in maintaining

standards and expeditiously allotting funds to affiliated colleges managed by Government and private committees. There is a growing need for a substantial fund to be made available to affiliated colleges, Government and Private, for maintenance, development and equipment and that the allotment may be made by the committee consisting of representatives of University and Government. It is recommended that this committee may be entrusted with periodical revision of grants. This group notes with satisfaction the Prime Minister's announcement to set up a State Grants Committee in U.P.

14. This group discussed the need to provide facilities for post-graduate studies outside the Universities and recommends a cautious approach in consultation with the U.G.C.

15. Having taken stock of the difficulties expressed by the students with regard to Telugu medium and their prosecution of higher studies at Post Graduate level and pursuit of research, employment prospects and the recruitment tests of the Union Public Service Commission, the group, while appreciating the need for Telugu medium in pursuance of the national policy, feels that these genuine difficulties experienced by students should be sympathetically considered and removed or they be given a choice in the matter of medium of instruction.

16. This group recommends that an enrichment course for a period ranging from 3 to 6 months may be conducted in Universities for the benefit of students who studied the Degree Courses in the regional medium.

17. (a) Having considered the Indian situation, this group is of opinion that the lecture method in its strengthened and refined form should continue to be the main vehicle for imparting instruction supplemented by Tutorials, seminars and other small-group techniques.

(b) In order to strengthen the lecture method and remove some of its cruder drawbacks, this group recommends that 10 to 15 minutes of each lecture hour should be allotted for discussion and questioning and that there should be a greater use of multimedia communication methods to secure student involvement.

18. This group strongly condemns private tuitions and recommends that the concerned teachers should be punished.

19. This group recommends that the present teacher pupil ratio of 1:20 should be reduced.

20. This group recommends student-evaluation of teachers as an experimental measure in Universities and affiliated colleges.

21. This group recognises the need for periodically organising teaching programmes for new Lecturers and also senior Lecturers and therefore recommends Induction Courses for absolute beginners and younger Lecturers and refresher courses for senior Lecturers in the areas of methodology, psychology, class-room management and student welfare.

In this context, this group further recommends that the Collegiate Cell of the S.C.E.R.T. should be strengthened for this purpose and expanded and equipped with men and material and constituted into a Teachers' Institute and a Centre for all educational development at College-level.

22. This group recognises that there should be uniformity in pay scales, allowances, service conditions and conduct rules for College teachers of all categories.

23. This group recognises the need for examination reform; it, however, recommends that proper safeguards should be provided against possible abuse of internal assessment.* It is, therefore, suggested that the examination should be an open system, the answer book should be treated as an open document and there should be a Review Board to scrutinise and decide specific complaints.

That the criteria followed with regard to internal assessment should be communicated by the University to the Colleges and the cumulative record should be maintained and made available to the students.

That there should be continuous assessment including practicals and oral tests by more than one examiner.

That the question paper should cover the entire syllabus and consist of the essay-type questions carrying 50% of marks, short-answer questions carrying 25% marks and objective-type questions carrying 25% marks.

That the erring examiners should be dealt with in an appropriate manner.

That this may be introduced as an experimental measure.

24. To ensure continuous progress in students this group recommends that annual examinations should be conducted for 3 year degree course students in all Colleges.

25. This group recommends that the Universities should consult the Government whenever they make major changes in syllabus involving appointment of additional staff or retrenchment of the existing staff.

26. The group recommends that 14 clock hours of lecturing and 4 hours of tutorials should be the maximum work-load of a lecturer and that the work-load should be 16 hours of lecturing where Tutorials are not feasible.

27. This group recommends that student welfare should receive top-priority in all the colleges and special attention should be paid to :

- (1) hostels
- (2) health care
- (3) guidance and Employment-counselling.

That the services of a psychologist or Counsellor may be made available to students.

* Some members of the Committee including the Vice-Chancellors of the Universities did not agree to this suggestion.

That there should be a Dean of Student Affairs in a University and a Student Welfare Officer in a college exclusively to look after the welfare of the students.

28. Having taken note of the difference in tuition fees charged in Government Colleges and Private Colleges, this group suggests that Government may consider the desirability of paying compensation to private Colleges to enable them to overcome their difficulties.

29. This group suggests that tuition fee concession should be extended to the students of Evening Colleges also.

30. The group feels that the Social Welfare scholarship amounts, now offered to the students, are found to be inadequate on account of the rise in prices and, therefore, there should be a periodical review to increase the amounts to the extent necessary.

31. This group is of the view that collection of donations from students by private colleges should be discouraged and that the erring colleges should be dealt with severely.

32. This group is of the view that in the case of aided colleges, where permission was given by Government to start new subjects, courses or classes without aid, they may be admitted to grant-in-aid after a period of 3 years.

That there should be adequate non-teaching staff in private colleges.

That the admissions to the colleges should be strictly on the basis of merit.

33. *This group recommends that a special committee be appointed to work out a code of conduct for teachers.

34. This group is of the view that, wherever possible, a University should serve a social purpose by involving the staff and students in the activities of its neighbourhood.

35. This group recommends that an education cess at the rate of 1 paise per rupee on all commodities may be levied by Government and the amount thus collected should be utilised for the development of education at all levels.

36. **In view of the insufficient time, the group is of the view that the education bill should be referred to the Universities and other agencies for their considered views to be communicated within 3 months.

* This is for teachers themselves to do if it is to be effective. (Chairman)

** The Joint Select Committee of Legislature will elicit public opinion. The Education Bill Committee has the Vice-Chancellors of all the Universities and also student representatives on it. Moreover the time given to the Committee does not make this possible. (Chairman)

GROUP V

EDUCATION AND SOCIAL CHANGE

1. The objective of social change is to provide equality of opportunity and ensure economic and social justice to all the citizens of India.

2. Since education moulds children and youth to become citizens of tomorrow, attitude of teachers, syllabi and curricula of education and forms of schools and their managements should be oriented and coordinated at all levels in the realisation of the objective of changing capitalist and communal systems in vogue into the democratic, secular and socialist system.

3. Schools cannot function in isolation. They are influenced by the political, social and economic climate of the country in general. Therefore a wing of *Adult Education* should be developed to the educational system in order to train adults also in social and economic changes in consonance with school education. Along with literacy, informal education for adults in civic consciousness and scientific outlook also, should be imparted through a variety of mass media.

4. Looking at schools as they are, the first reform necessary for social change should be in content of lessons, taught to pupils. The textbooks especially of the Primary and Secondary Schools, should be screened to see that no mention of caste and communal differences is made anywhere in the lessons. Sums in Arithmetic should take examples from crop production and the like in calculations but not from adulteration by merchants and deceptions in trade. Lessons in social studies should emphasise the progress of social changes. Lessons in Science should give due prominence to the study of evolution. Stories of achievements of common people should supplement tales of angels, giants and princes. Syllabus at the graduation level also should be given an orientation in conformity with the objectives of socialism, secularism and democracy. The materialistic content of Indian Philosophy and culture should also be given due importance. Lessons should present the bright side of life and raise hope in tender minds. The dark side of history and evils of human nature should be left for comparative study by grown-up students of Higher Education.

5. Verses of ethical value should be learnt by rote at Elementary Schools. For eg., Bhartrihari Subhashitam and Vemana and Sumathi Satakas. Ethical principles of secular value and fundamentals of all religions should be taught.

6. Columns, if any, relating to religion and caste should be deleted from all application forms. The criteria for grant of scholarships should be merit and economic backwardness. The sooner reservations are given up the better for the promotion of democratic equality.

7. The adoption of caste and communal names for educational institutions and hostels is not conducive for harmonious social relationship.

8. The media of instruction should be in the mother-tongue with Hindi, English and other languages introduced at a later stage. Speaking respectable and chaste language should be scrupulously enforced, since language reflects culture.

9. Midday Meals should be made available for the whole school. All students and teachers must compulsorily sit together and dine.

10. Physical Drill and Uniform dress help discipline and social conduct. Participation in scouting, guiding, Cadet Corps, and National Discipline scheme should be made compulsory. Necessary financial assistance should be given to such students as cannot equip themselves with the material for participation.

11. Hygienic sense is encouraged if students are entrusted with the care of cleanliness of school campus and its environs. Pollution of the campus of the schools by outsiders should be prohibited.

12. Liquor shops, gambling dens and obscene cinema posters should not be allowed to be exhibited near school premises.

13. If the system of education is simply academic, it gives training only for clerical jobs. Therefore, school education should combine manual work with vocational training also from early stages, to qualify students for other occupations as well. Sri C. Rajagopalachari's formula of half-a-day study at school and half-a-day work experience outside the school in the field in which the pupil is interested and has got facility should be given a fair trial. Basic education of Mahatma Gandhi is another plan 'to earn as one learns.' Working hours of school should be adapted to the climatic conditions of the place. In a tropical climate like ours, the school hours in the morning seem congenial. Also work in villages and submission of a paper on the work can be made a part of the examination for Higher Education, Living contact of students with day-to-day life is necessary to make education more realistic.

14. In view of the delicate responsibility of the teacher to mould the mind of the youth and to do justice for social change, the teacher should be adequately qualified, trained and be given sufficient facilities for the task. A University Degree seems to be the minimum qualification for a teacher at the Primary level also.

15. Teaching is not merely a profession. It bears the responsibility of training and moulding youth for citizenship. Therefore, teaching should be done with missionary zeal and only those should be selected as teachers who commit themselves to social change. For good rapport with students, tutorial system and residence of teachers in Hostel premises are necessary. Residential type of institutions will go a long way to establish the desired social change.

16. Management of schools by autonomous teachers co-operatives can be tried on an experimental basis. A Teachers' co-operative takes in representatives of present students and parents also on the management. Teachers share remuneration equally out of the income drawn mainly from school fees and local donations. Grant from the Government is by way of aid rather than for maintenance. Local donations cultivate the feeling that the school belongs to the people. Teachers co-operative gives freedom to the teachers to work with initiative for social change with a sense of equality and with no feelings of subordination. In recommending such a school or college, the rule relating to cash security normally demanded from private managements should be waived. The management should have freedom to function autonomously according to its own system of values.

17. Freedom of the teacher is essential for his noble task of building up of human material. Brains, not bricks, are important in education for social change. Emphasis should be shifted in the system of education from buildings and benches to the dedication of the teachers and the interest of the students.

GROUP VI
DRAFT ANDHRA PRADESH EDUCATION BILL 1969

The group consisting of 33 participants representing different strata of society including teachers and students, and different political parties, discussed at length the various aspects of the draft Bill under the Chairmanship of Sri J. Veeraswamy, Member, A.P.P.S.C., Hyderabad.

I. It was felt unanimously that the Draft Education Bill is not at all comprehensive and is inadequate.

1. The objectives should be clearly mentioned in the preamble of the Bill and the Bill should cover all aspects of Education from the Pre-primary level, including the general organisation of structure of the Department at the top level, and the proper working of the Educational Institutions, both Aided and Government.

2. The standards laid down for private educational institutions should not be more rigid than those satisfied by the existing State Institutions in general.

3. It is necessary to continue the provisions made in the existing draft Bill regarding the conditions of service etc., of staff in private educational institutions, the requisition and acquisition of Educational Institutions etc. There should be transitory provision providing for remedies under the new legislation in respect of pending matters.

4. It is also necessary to provide in the Bill adequate incentives for private institutions to work on sound lines and the private institutions should have adequate power to deal with inefficient and recalcitrant teachers.

5. Provision should be made in the Bill for school Health Service and School Midday Meal Service to ensure effective universal free compulsory primary education and avoid the tremendous wastage and stagnation rampant to-day.

6. It is necessary to provide for Educational Planning from below and require the Panchayat Samithies, Zilla Parishads and Municipalities and other agencies to formulate developmental plans in respect of primary education, secondary education etc., at the Samithi level. Parishad level, Municipality level etc., as the case may be, finalise them by identifying sources for additional funds needed and forward to the Department of Education for approval.

7. Provision should be made for the issue of mandates, where necessary, by the Department of Education to the Samithi, or the Parishad or the Municipality, as the case may be, for provision of Educational facilities at a place or for a particular locality. Also provision should be made for education of out-of-school youth including non-school-going children.

8. The Bill should aim at providing "Education for Life" for all the people in the State and should mention clearly the obligations of the Government in respect of Education.

9. Provision should be made for imparting necessarily Physical Education, Moral Education, Health and Population Education, N.C.C. Training, Yoga Practices, Scouting and other co-curricular and extra-curricular activities.

10. Also provision should be made for instituting professional, technical and occupation-oriented courses after the secondary level.

11. Entry into Arts and Science Colleges should be restricted and selective.

12. Provision should be made for the recognition of the Management's Associations, Teacher's Associations and for teachers' and students' welfare schemes.

13. The Bill should cover also Legal and Medical Education, although they were excluded from the purview of the Kothari Commission.

14. Even Secondary Education should provide for diversified courses of vocational importance.

15. There should be an "Apex Body" to co-ordinate the efforts at the State level.

16. *Provision should be made for the constitution of separate Boards for —

- (i) Pre-Primary and Primary Education ;
- (ii) Secondary Education (including Intermediate Education, Residential Schools and Government Examinations ;
- (iii) Higher Education (including Libraries and Telugu Akademy)
- (iv) Professional and Technical Education ;
- (v) Out-of-School Education ;
- (vi) Physical Education.

*An integrated Board of School Education has been provided for in the Draft Comprehensive Education Bill.

17. The Chairmen of the six Boards should be Ex-officio Members of the apex body which should include Vice-Chancellors of all the Universities in the State, non-official experts nominated as Members and, representatives of Parliament, State Legislature, Teachers, Students and Managements.

18. *Provision should be made for separate Directors for pre-primary and primary Education, Secondary Education (including Intermediate Education and Government Examinations) and Higher Education (including Libraries and Telugu Akademy) and Technical Education (including professional education.).*

19 *The Bill should provide for the constitution of one Department of Education, including the present Department of Public Instruction, Department of Technical Education, Department of Libraries, Text Book Press, Board of Intermediate Education, Telugu Akademy and Residential Schools.*

20. Provision should be made for the appointment of a professional, career educationist of the State Department of Education (and not a general administrator) with proficiency in Telugu as Director-General for Education, concurrently designated as Education Secretary to Government in over all charge of all areas of Education.

21. The Minister for Education should be the Chairman of the apex body and the Director-General of Education should be its Member-Secretary.

22. Appropriate provision should be made in the Bill for disciplinary measures applicable to students as well.

23. The managing Committee or Governing Body of a private educational institution should, among others, include the principal of the Institution, one staff representative, one student representative, one University representative and one Departmental representative as Members.

24. The existing orders of the Government in respect of protection of staff of private colleges may be taken into account and appropriate provision made in the bill.

25. Educational institutions established under clause 1 of Article 30 of the constitution of India should not be deleted from the purview of the Bill. While such educational agencies may have freedom to run their own institutions, such running should be in accordance with the principles and educational forms laid down in the Bill for Educational Institutions.

II. The Group felt that changes may be made in the existing Draft Bill of 1969 as follows—

(i) Clause 4; Sub—Clause (iii)

In making appointments of Inspectors, Deputy Inspectors, Extension Officers (Education) and Deputy Secretaries (Education), the experience of teachers under several managements should also be taken into account.

(ii) Clause 25 ; Sub-Clause (6)

The words “ person who imparts instruction ” may be substituted by the words “ person who manages or imparts ”

(iii) Clause 27 of the Bill

It should be made obligatory on the part of the Government to make uniform rules applicable for the teaching staff and other employees of all Educational Institutions whether private or local body or Government.

(iv) Clause 37 ; Sub-Clause (i) and (ii)

* The expression “ Twenty five per centum ” may be changed as “ Fifty per centum ”.

(v) Clause 40 :

The words “ within the limits of its economic capacity ” occurring in this clause may be deleted.

(vi) Clause 43 ; Sub-Clause (i)

The words “ the funds at the disposal of the Government ” occurring in the sub-clause may be deleted.

(vii) Clause 44 :

A separate fund in the name of “ Salary Fund ” to the extent of three months’ salary of the entire staff out of the surplus fund, as mentioned in sub-clause (3) of clause 44, must be created.

(viii) Clause 45 :

An audit manual may be prepared by the Government for the guidance of all the managements and appropriate provision should be made in the Bill in this regard.

(ix) Clause 54 :

Provision should be made for rules specifying clearly the circumstances under which recognition granted to educational institutions can be withdrawn and management taken over.

* The Committee has, however, retained the original percentage of 25 in the proposed A. P. Comprehensive Education Bill. The suggestion with regard to 50 per cent may be referred to the Finance Department for their views.

(x) Clause 55 :

No compensation should be paid in respect of properties belonging to the institutions whether purchased with public funds or with private funds endowed to the institution, and also in cases where institutions are run in rented buildings or buildings used with license, since in those two events, the buildings are not taken over.

(xi) Sub-Clause (1) of Clause 65 :

The power of termination of services after 3 calendar months' notice in writing or paying three months' pay in lieu of such notice, should be exercised only in case of unqualified teachers who have put in less than three years service.

(xii) Clause 65 :

In respect of staff of educational institutions taken over by Government, rules should be made to take into account interests of the existing Government employees and must have due regard to such interests.

III. Also the group felt that the following recommendations may be examined and appropriate provision may be made in the Bill :—

- (i) The relationship between the Managements and the staff should not be that of Master and servant but shall be governed by this act and rules framed thereunder.
- (ii) The Managements do not want the prior approval of the "Competent authority" for the appointment of the Manager in private institutions while teachers and some others want that provision to be retained. Also, it has been suggested that the expression "Manager" may be changed as "Correspondent".
- (iii) Strong views were expressed that all educational institutions must be taken over by the Government from the purview of Panchayat Samithis, Zilla Parishads and Municipalities and be managed by the Government themselves.
- (iv) A judicial Tribunal may be created to settle the disputes finally between the teachers and managements, between the Government and the teachers, and between the Government and the managements.
- (v) Fees payable by students should be uniform throughout the State in all educational institutions of a particular category.
- (vi) Grants Commissions may be established charged with the responsibility of payment of grants to elementary schools, secondary schools and colleges.

IV. In final, the group feels that:—

(1) The existing draft prepared in 1969 is not at all comprehensive, is inadequate and should be redrafted to make it comprehensive and adequate.

(2) Appropriate provisions should be made in the Bill to cover the conclusions listed out above under item I.

(3) Changes should be made to the existing draft as indicated above under item II.

(4) The Bill should be redrafted constituting one Department of Education including the present Department of Public Instruction, Department of Technical Education, Department of Libraries, Government Textbook Press, Board of Intermediate Education, Commissioner for Government Examinations, Telugu Akademi and Residential Schools as pointed out above, with appropriate reorganisation of the structure of the department at the top level as already indicated in 15, 16, 17, 18, 20 and 21 of item I above.

J. VEERASWAMY,
Chairman.

Also certain members of the group have apprehended that it may not be possible for the Government to enact a comprehensive Education Bill in the ensuing brief budget session, and as it is reported that there are instances where the services of the employees have been terminated arbitrarily and that such instances may recur in the immediate future, and that they will not be able to seek appropriate immediate remedies against such arbitrary actions, the desirability of promulgating an ordinance after the session is over, to protect the legitimate interests of the employees affected or likely to be affected by such arbitrary actions, is suggested to Government.

J. VEERASWAMY,
Chairman.

GROUP VII
SPECIAL EDUCATION

I. Four Aspects have been taken up under [Special] Education such as :

**(1) Social Education (C) Physically Handicapped Children—
Education of the Blind**

—By Sri K. Ramarao

(2) Modern Educational Treatment of Deafness

*—By Sri M. C. Srivatsva,
Principal,
School for Partially Deaf,
Hyderabad.*

(3) Education of the Physically Handicapped

*—By Sri L. C. Trikha,
Director, Training Centre,
for the Adult Deaf
Malakpet, Hyderabad.*

The suggestions of the group on the 3 papers are recorded below :

1. The group suggested that an Advisory Committee be constituted to look into Special Education relating to the physically handicapped, both blind and deaf. The committee shall meet once in every three months to review the work.
2. A training institute for teachers working in physically handicapped schools may be started in the State.
3. A Committee may be appointed to go into the contents of the syllabus of the physically handicapped schools and they should prepare a new syllabus taking into consideration the syllabi of education for the handicapped in various states in India.
4. A study of the various crafts taught in similar institutions in other states may be made and suitable crafts may be introduced.
5. The syllabus for physically handicapped schools may be general upto VII Class and vocationalised beyond the VII Class stage.

6. A workshop may be attached to the physically handicapped schools as a joint venture of Education and Industries Departments.
7. There should be one school for the physically handicapped (blind and deaf) for each District in the State.
8. Special teaching aids like Boards, should be prepared by the Government in the workshop.
9. A Braille Press shall be established in the State by the Government.
10. Increase in the rate of grant of stipend per pupil shall be on par with the pupils of Harijan hostels. Allowances given to the pupils may also be increased as on par with the students of Harijan hostels.
11. A Doctor may be appointed for the Blind School and finances may be provided for the purchase of medicines.
12. One Special Officer may be posted in the Education Directorate to be in charge of Special Education for the Blind and the Deaf.
13. A Research Cell for the physically handicapped may be started in S.C.E.R.T. which will be in charge of Survey, Research and preparation of materials, pertaining to the physically handicapped as suggested by Kothari Commission.
14. An Eye Specialist from the Government Eye Hospital may visit the school in the beginning of the academic year to examine the pupils to see whether grafting of eyes could be done for any of them.
15. The Physically Handicapped (Deaf) children should be provided with proper accommodation and hearing aids like Loop system aids, Individual aids, Wired loop hearing aids, Speech training aids and Audio meters.
16. Production workshops or Sheltered workshops may be attached to the schools and Deaf children may be trained in the production workshops centres, prior to their securing work elsewhere.
17. Reservation may be made for the deaf who finish their schooling in industrial concerns in regard to some trades.
18. Headmasters of Blind and Deaf Schools (Physically handicapped) may be deputed to foreign countries for getting intensive training and they may be given opportunity also to visit important places where such institutions are located in India.

19. Special Allowance of Rs. 15/- now given to the teachers working in schools for handicapped children may be enhanced to Rs. 50/-, Rs. 30/- and Rs. 20/- respectively as per the categories of teachers. The existing G. O. to provide employment to 3% of the handicapped may be strictly enforced.
20. It was felt by the group that some of the suggestions mentioned above could be implemented by the Social Welfare Department.
21. It is recommended that the salaries of all teachers and non-teachers in all Schools of the Special Education shall be paid monthly instead of yearly. For sanctioning the payment is delayed. For instance the 1972-73 salaries have not yet been paid. One need hardly mention to what difficulties the teachers are subjected to. So regular monthly payment may be made like all the other schools in the State.

II. Special Education (B) Girls and Women's Education :

—By Smt. V. Sharada H. Rao, M.A., M.Ed.,
Member Secretary, State Council for Women's
and Girls' Education, Hyderabad-500004.

1. If drop-outs are to be discouraged at Primary level, uniforms, textbooks and midday meals may be supplied to girls.
2. Free education may be extended to girls at Junior College level.
3. Hostels for girls may be constructed at District level for High School and College Students.
4. Free transport may be provided for Girls in rural areas to go to High Schools and back to their houses.
5. The facility of Residential Schools may be provided for girls also.
6. Separate budget may be provided for girls education to create certain incentives.
7. A higher percentage of seats may be reserved for girls in all educational Institutions, including professional colleges.
8. There should be atleast one Girls High School in each of the Taluk headquarters.

III. Special Education (D) Informal Education :

—By Sri J. Nanipanthulu,
Lecturer, S.C.E.R.T.,
Hyderabad.

The group discussed the various aspects of Informal Education and suggested the following :

1. To start with, at each district, one centre may be started to plan courses for Informal Education with adequate staff of experts in Education, Agriculture, Industries, Health etc. This centre may be provided with a mobile van to go round the villages and plan the work on the basis of their requirements. This centre should be assisted by the Staff attached to the Block Development Officer and the District Officer in Education, Agriculture, Industries, Veterinary and Women's Welfare.
2. The existing Primary and Secondary Schools may conduct separate section where Informal Education could be imparted keeping in view the large percentage of drop-outs.
3. On an experimental basis the work of imparting Informal Education may be started in the three Regions of Andhra, Telangana and Rayalaseema. A small Sub-committee may be appointed regionwise to work out details for the establishment of the centres.
4. Adequate financial provision may be made in the budget to introduce Informal Education on the basis suggested above.

IV. Education of the Children of Weaker Sections :

—By Sri C. Ramulu, M.A., M.D., P.A.,
Evaluation Officer, Directorate of
Social Welfare, Government of
Andhra Pradesh, Hyderabad.

The following were suggested by the Group :

1. More Hostels are needed for the large number of students who are seeking accommodation. More scholarships also may be provided.
2. There should be greater co-ordination between Education Department, Social Welfare Department, Tribal Welfare Department and Women's Welfare Department to provide Education for children of the weaker sections.
3. More Scholarships may be provided to economically backward students. The present ceiling of Rs. 1,500/- may be increased to atleast Rs. 3,000/- in view of the present rise in prices.
4. In the agency area of the coastal districts, some scholars are given under Midday Meal Scheme 25 ps. per child which is not adequate. The amount, therefore may be enhanced.

V. Oriental Education :

—*Sri M. S. K. Krishna Sarma, B.A., B.Sc., M.Ed.*
Headmaster, S. M. S. Sanskrit High School,
Kovvur, W. Godavari Dist.

He read a paper on Oriental Schools and the group after discussion suggested the following :

1. The pupils studying in Oriental Schools may be granted Scholarships and given textbooks.
2. Inter-migration of pupils between general and Oriental Schools may be permitted at all levels.
3. Inspector of Oriental Schools who looks after the administrative and academic aspects may be given powers to sanction and release teaching grants.
4. Pass in the Second non-language subject must be made compulsory at the O. S. S. C. Examination.

GROUP VIII
ADMINISTRATION OF EDUCATION DEPARTMENT

This group discussed the various aspects of Administration of Education in the State. Its major concerns were the effective utilisation of the resources and the quality of education. After about 10 hours discussion on various aspects, the group arrived at the following specific conclusions and recommendations regarding the structures, the procedures and the practices in the Education system in Andhra Pradesh.

(1) The group felt that the quality of educational administration will improve if the existing single Directorate for general education is replaced by Three Directorates for (i) Primary Education, (ii) Secondary Education and (iii) Higher Education. Each Directorate should be headed by a Director who will be assisted by a number of officers of other ranks. The group also noted the need for close co-ordination among these Directorates.

(2) The group recommends that the Secretary to Government for Education should be a distinguished Educationist, and an Officer from the Education Department should be appointed as Joint Secretary to the Government.

(3) The group strongly feels that the prevalent discontent among the teachers is primarily due to administrative delays which are caused by the following three factors :—

- (i) Insufficient staff ;
- (ii) Out-moded procedures and
- (iii) Lower efficiency of the staff.

The group therefore recommends that additional staff should be provided at all levels, the existing procedures modified and the staff should be trained for improved performance. Naturally, implementation of these changes should be preceded by a thorough analysis of the present experience.

(4) The group also discussed various aspects of the relationship between the Panchayat Raj Institutions and the State and District level administration in the sphere of education. The group emphasises the need for improving co-ordination and co-operation between the two for ensuring the quality of education. The government should, therefore, initiate a detailed objective study of this aspect and develop specific plan of action.

(5) The group stresses the need for greater delegation of authority at various levels in the Education system. In the 1965 Administrative Reorganisation, substantial delegation of powers was introduced. It is important that a study of the working of this is carried out for formulating

further delegation. However, the group specifically recommends that the powers of the Directors of Education in respect of financial expenditure should be revised upwards. Similarly the College Principals and the District Educational Officers should be granted increased authority in respect of administrative sanctions for budgeted expenditure and temporary appointments of teachers and lecturers.

(6) The group recommends that each Directorate should have a cell on Planning, Research and Evaluation. This cell should be responsible for developing Educational Plans, identifying problems for further research and evaluation of various programmes. The work of these cells will be useful in the process of planning at the State Level.

(7) The group also recommends reorganisation and strengthening of the personnel management function at the Directorate. There should be more emphasis on developing suitable systems and procedures for training and development of teachers and administrators.

(8) The group also noted the need for establishment of an inspection and monitoring cell headed by an officer of the Joint Director's rank in each of the Directorates. These cells should be provided with adequate funds and staff so that they can conduct surprise checks, monitor administrative practices and take appropriate action in cases of malpractices also.

(9) It is important to improve human relations between superiors and subordinates in the Education Department. The group recommend that the senior administrators, in particular, should be trained in human relations.

(10) The group also recommends that the Teachers in Schools and Colleges should be encouraged to improve their qualifications by liberalisation of leave rules and provision of other facilities such as Refresher Courses.

(11) The group is of the view that even when Primary and Secondary Education are constituted into separate Directorates as recommended by the group above, the District Educational Officer should continue to be responsible for both Secondary and Primary Education at the District level.

(12) There is need for strengthening the administrative set-up at School and College levels, particularly for strengthening the administration for improving student services.

(13) The group recommends that the revised job-chart for the Extension Officer (Education) at the Samithi level should be implemented without further delay.

(14) The group also recommends that the Secondary Schools in the Municipal areas should be taken over by the government.

(15) The group discussed the current policy of the government on recruitment and recommends that the ban on filling up of vacancies in the teaching jobs should be removed. Under-staffed Schools and Colleges are not in a position to maintain the standard of education.

(16) The group discussed the importance of Physical Education and recommends that the post of Deputy Director-(Physical Education) should be revived at the State Level and an Inspector for Physical Education should be appointed for each District.

(17) The group had also an opportunity to discuss the appropriate sections of the Draft Education Bill. It recommends that in Chapter II, Clause 3 (1) the number and designations of Directors should not be specified so that for necessary reorganisation in future, legislative sanction is not necessary. Similarly in appropriate places the expression, "Directors concerned" may be used instead of specific designations. Moreover, the act should contain a statement on policy and objectives.

Finally the group is of the view that, it is important to take early decisions on these as well as other recommendations and to take action for implementation because existence of good recommendations without suitable action does not help in improving the situation.

GROUP IX

TEACHER WELFARE

The following recommendations have been made :—

(1) The group considers that the question of improvement of education should be considered along with the question of Welfare of Teachers.

(2) Teachers of the same category under different managements should have same scales of pay and allowances.

(3) The pay scales and allowances of teachers of all categories should correspond with the pay scales and allowances of the corresponding category under Central Government.

(4) Recommended that the government should evolve a national wages policy at the earliest opportunity and give a proper place in it to the teachers, taking their responsibilities and academic and professional standards into consideration and treating it as a technical profession. Pending evolution of a national wage policy, the pay scales of teachers should be revised immediately.

(5) Recommended that when an institution under one management is taken over by government or transferred to another management or whenever teachers are transferred from different managements to another management, the teachers belonging to the institution or body taken over or transferred as the case may be should be treated as a separate unit under the new management for purpose of seniority and promotion but be governed by the Service conditions obtaining in the new management.

(6) The services of teachers under Government and Non-Government managements who are adversely affected by any academic reforms or Administrative changes made by the Government or University should be protected.

(7) Recommended that the services of Teachers under all managements (Government and Non-Government) should be regularised after one year's of service, with effect from the date of appointment.

Note : In Government service, Teachers appointed under 10 (a) (i) (1) in A. P. E. S. S. are kept in service on temporary basis for a number of years. In private services also, teachers are working for more than 2 years without regularisation. If the services are not regularised by the management it should be deemed that the services are automatically regularised after two years.

(8) Recommended to the Government to constitute a Tribunal exclusively for Teachers to go into petitions relating to their service

problems and disputes between teachers and managements. Its decisions shall be final.

(9) Recommended that Joint Councils exclusively for Teachers should be constituted at all the different levels, State, District (which include Zilla Parishad, Municipalities and Private Managements) and Samithi. Their decisions shall be mandatory. Representatives of Teachers' organisations should be members of the Councils.

There shall be no undue delay in disposal of matters referred to the Department or Government.

(10) Pay scales and rectification of anomalies :—

Recommended to the Government that the anomalies in the Pay Revision of 1969 and earlier years be rectified immediately and monetary benefit be given with retrospective effect from the date of Pay revision.

(11) Recommended that the scales of Pay of Teachers working in Telangana scales which have not been revised in the earlier Revision and in 1969 and of teachers of Andhra region which have not been revised in the latest or earlier revisions should be given the benefit of every successive revision immediately and monetary benefit be given with retrospective effect. In the case of Teachers on Telangana scales of pay, the revisions should be effected on the basis of the qualifications prescribed at the time of their appointment.

(12) Recommended that the decisions of the H. P. C. headed by Sri Nusrullah Baig be implemented immediately and monetary benefits be given with retrospective effect.

(13) Recommended that the supernumerary posts created in the Andhra region for transferring of Andhra Teachers be kept as additional posts as long as they continue in these posts, and promotions to higher cadre be made according to the ratio of number of posts existing in the cadre at the time of the transfer under the management in 1969 and the number of persons transferred from Telangana belong to the cadre. This should be done with retrospective effect and teachers who should have got promotion to the higher cadre in the normal courses should be given such promotion.

The length of service of the teachers transferred from Telangana to Andhra regions should be counted for purposes of pension, increment and weightages etc.

(14) Recommended that in respect of areas where the teachers in Government service are being given H. R. A., the Teachers in Non-Government Institutions also be given H. R. A. at the same time as the Government Servants are given.

(15) Recommended that Oriental Colleges be treated on par with aided affiliated colleges for purpose of payment of D. A. and H. R. A. and other allowances.

(16) Recommended that teachers working in rural areas be granted rural allowances as a percentage of their pay.

(17) Recommended that the question of Headmaster's Duty Allowance which was promised to be considered for revision in G. Os. 910, 911, 912 and 913 of 1970 be immediately considered and allowances suitably raised in respect of High Schools, Upper Primary Schools, and Primary Schools.

(18) Recommended that the Teachers of Single Teacher Schools be given special allowance.

(19) Recommended that C. A. to the Teachers working in the Twin Cities and other places be granted on par with the Central Government employees.

(20) Recommended that Agency Allowance (Tribal Allowances) be given to Non-Government Teachers on par with Government employees and the expenditure be borne by the Government.

(21) Recommended that Post graduate Diploma Holders in Physical Science who were taken into Junior Colleges as Lecturers should be treated on par with Post graduate Junior Lecturer in respect of their scale of pay.

- NOTE :
1. The Diploma holders had the same pay scale as post graduates in Higher Secondary and Multipurpose scheme before the Junior Colleges were introduced.
 2. The scale now given to the Diploma holders (Rs. 200-400) in Junior Colleges is the same as that given to the Diploma holders who have not been selected for Junior Colleges and are now working in High Schools. This is not fair.
 3. Had the Diploma holders not been taken into Junior Colleges they would have been appointed as Headmasters of High Schools on the scale of 230-480 with Headmaster's allowances etc.

(22) Recommended that immediate steps be taken for paying the accumulated areas to teachers working in Municipalities, and that the responsibility of paying their salaries be hereafter undertaken by the Government as it is undertaken in the case of Zilla Parishads and Samithis.

(23) Recommended that necessary steps be taken for paying the salaries of teachers working in Non-Government institutions on the 1st of every month and for sanctioning the annual increments without

delay, for prompt action being taken for sanctioning leave and for paying leave and other allowances promptly. The concerned Welfare Officer be empowered to pass orders on the spot for remedial action, which are to be complied with by the concerned authorities.

(24) Frequent transfers from one school to another should not be effected. Transfer should be made only in the beginning of the academic year. Transfer in the middle of the year should be done in only extraordinary circumstances. A teacher transferred should not be again transferred within three years. As far as possible, the transfers should be effected nearer to their native places without detriment to the interest of Education, according to the recommendation made by the Kothari Commission. (Sri G. Narsimha Reddy, Chariman, Zilla Parishad Adilabad has expressed the dissenting opinion that the Elementary Schools teacher should not be allowed to work in his home Block).

(25) That recruitment of lady teachers at the primary level be given greater importance, that necessary conditions conducive to women working especially in rural areas be created and their service conditions suitably liberalised.

(26) The following fringe benefits are recommended.

- (1) Residential quarters should be provided to the teachers in towns and rural areas at reasonable rent.
- (2) Grant of financial assistance to teachers for construction of houses on co-operative basis or otherwise.

(27) Teachers working in Non-Government managements should be given free medical aid, as it is given to the Government employees. The functioning of the N. G. O. clinics needs improvement.

(28) Free education to be given upto University level to the children of teachers. In view of the changed economic conditions of the people, the income limit for fee concession and Scholarships should be raised from Rs. 3,000 to Rs. 6,000. per annum.

(29) The children of Teachers should be preferred for appointment in Education Department, other requirements being equal.

(30) The present period of 6 months of sick leave on half pay to which the teacher is eligible according to the present rules should be brought to 6 months sick leave on full pay. In cases of prolonged illness, special consideration should be shown.

(31) Special concessions given to the children of Government servants who die while in service should be extended to the case of Non-Government teachers also.

(32) Teachers who are invalidated while in service should be shown special consideration and an additional allowance should be given for their subsistence.

(33) Special casual leave not utilised should be credited to the Teacher's earned leave account.

(34) Book allowances may be given to the children of teachers for purchasing books.

(35) Liberalised Pension Rules:—

Recommended that the non-teaching staff of Aided Schools and Colleges be also granted Liberalised Pension as has been sanctioned to their counterparts in the Panchayat Raj and Municipalities.

(36) (a) Retirement benefits of Pension, gratuity etc., operating in the case of Government Teachers be extended to Teachers of Aided Private Colleges also from 19-3-1969.

(b) For Teachers who retired prior to that date a scheme of financial assistance as recommended by the then Director of Public Instruction in consultation with a Committee appointed for the purpose in December, 1970 be sanctioned and that monetary benefit be given from 1-4-1970.

II. The age of retirement of teachers of all categories under all managements shall be fixed at 60 years as per the recommendation of the Kothari Commission.

III. Recommended that rules relating to fixation of pay, increment and retirement benefits of Principals and Lecturers of Junior College drafted from Zilla Parishads and Municipalities be immediately settled, as retired Teachers are put to great hardship, being unable to draw their arrears and pension.

(37) Recommended that teachers with Postgraduate qualification in Secondary Schools be given the scale of Rs. 200-410 as per the agreement of 30-3-1970.

(38) Recommended that Secondary Schools Headmasters under all managements be granted the scale of Rs. 300-25-600. (on par with Assistant Lecturers in Degree Colleges, which was the practice some years back).

(39) Recommended that salaries and other payments like enhancement of D. A. etc., of Teachers in Aided Secondary Schools be ordered to be paid through District Educational Officers regularly as in the case of Teachers in Government Schools. Now the salaries of Teachers are not being paid regularly in some schools on the ground that there is no budget allotment.

(40) Recommended that the scale of pay of Gazetted Inspectors of Schools and Gazetted Headmasters be Rs. 400-800 uniformly for all.

(41) To inculcate the true spirit of integration in different regions of the State of Andhra Pradesh, the integrated common seniority list as published in 1958, as incorporated in 632 G. O. Ms. should form the basis of promotions to the higher cadre. That has been also upheld by the Hon'ble High Court of Andhra Pradesh under W. P. No. 787 of 1969. It has been upheld by H. C. in W. P. No. 832 of 1974.

(42) This Seminar strongly urges upon the Government of Andhra Pradesh to implement all High Court Judgements as in the case of W. P. 4128 of 1973.

(43) This body recommends to the Government of Andhra Pradesh to follow scrupulously the G. O. Ms. 1844 and 106 of 1956, and only one out of 8 promotions to Gazetted cadre be given to the Ministerial Services. Of late, all the promotions are 'Awarded' to personnel belonging to Ministerial Services. The position has to be immediately rectified.

(44) The Account of Provident Fund of teachers at the Local body level will have to be brought in a line with G. P. F. The teachers coming under new liberalised Pension Rules be given G.P.F. as in the case of Government employees and their old Provident Fund Account is to be properly adjusted.

(45) It is recommended that interest on the G. P. F. be enhanced from the present rate of 6%.

(46) The families of those teachers who die while in service be paid extra monetary allowances of at least Rs. 1,000/- beside pension to the wife of the deceased.

(47) The procedure to be so streamlined as to enable teachers to receive gratuity on the day of retirement and regular payment of pension every month thereafter.

(48) Recommended that salary scales of Junior Lecturers (Rs. 200-500) be revised to that of Assistant Lecturer (Rs. 300-600) and cadre of Junior Lecturers be abolished.

(49) The salary scale of Statistical Assistants working in S. C. E. R. T. (two in number created in the then institution of Education which has been Rs. 200-500 since 1966 to be revised to the corresponding Assistant Lecturer scale of Rs. 300-600 (according to revised IV Plan U. G. C.) and they must be re-designated as Assistant Lecturers in Statistics.

(50) Recommended that teachers in Primary Schools and working as Deputy I. O. S. Gazetted I. O. S., E. Os., be made eligible to exercise their franchise in the Teachers constituency.

(51) The participation of Teachers in social, cultural and public life should be allowed in the interest of Teachers' personal development of Education and of society as a whole.

(52) Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for Public Office.

(53) Where the requirements of Public Office are such that the teacher has to relinquish his teaching duties, he should be retained in the profession for seniority and pension purposes and should be able to return to his previous post or to an equivalent post after his term of Public Office has expired.

(54) Recommended that the Teachers be appointed to public bodies like local authorities, Planning bodies, Public Libraries, Social and Cultural and Sports bodies.

(55) Recommended that regular and periodical in-service training be given to teachers to improve their professional competence.

(56) Recommended that teachers should be allowed to enjoy academic freedom without detriment to their normal work.

(57) Recommended that professional standards relating to the Teacher's performance be defined and maintained with the participation of Teachers' organisations.

(58) Study leave on full pay for improvement of academic and professional qualification should be sanctioned, and teachers who go on study leave should be eligible for increments for the period of leave even when on extra-ordinary leave.

(59) Recommended that facilities for Educational tours, Cultural trips and teachers exchange programme be provided for individual teachers in addition to the existing facilities.

(60) Every School Library should be provided with facilities for getting periodicals of educational and cultural importance and financial provision be made for this purpose.

(61) Recommended that teachers are to be consulted in all stages of educational reforms, planning, preparation of curriculum and syllabi and formulation of rules governing the working conditions of teachers etc.

(62) Recommended that teachers are to be encouraged to take up Reserach work and to apply research findings both in the subject of study and teaching methods.

(63) Recommended that S. C. E. R. T. may be made as an independent academic unit.

National and State Awards.

(64) Recommended that there should be atleast one award (either National or State) for each District. (ii) Criteria should be laid

down for giving the award (iii). Applications should be called for from the Primary (including Upper Primary and Secondary Schools Teachers) stating how they satisfy the criteria laid down for the purpose by the District Educational Officer and a committee consisting of the D. E. O., Chairman Zilla Parishad, the Headquarters Municipal Commissioner with District Judge as chairman should be constituted one for Elementary teachers and the other for Secondary Teachers. These names should be sent to the Director of Public Instruction for necessary action to be taken in connection with the National Awards. Such of the selected persons who are not given National Awards should be given State Awards.

Such of the concessions or privileges as are given to the National Awardees should also be given to State Awardees.

Awards (National and State) should also be instituted for college teachers.

(65) Interest free loans should be given to Teachers for purchase of books of academic interest an amount of atleast one lakh being set apart each year for the purpose. The loans are to be recovered in easy instalments from their salaries.

(66) Teachers possessing higher qualifications than those prescribed for the cadre in which they are working, should be given incentives in the form of special pay or additional increments, not to be absorbed in future increments, equal to five increments in the scale of the cadre, (whichever is advantageous to the teacher and to count for pension. The additional increments (not to be absorbed in future increments) given earlier to M.Eds., and Ph.Ds. be restored.

(67) In the interest of efficiency, Saturday may be declared as a non-instructional day and the daily work should not exceed on average five periods a day.

(68) In G. O. Ms. No. 910 to 913 graduates and personnel with higher qualifications appointed as Secondary Grade Teachers are started at Rs. 126/-. The start of Rs. 126/- should not be treated as advance increments to be absorbed in future increments but as minimum for the teachers in the revised scale and revision of pay effected accordingly. The higher start given formerly in the revision of 1961 was not absorbed in future increments and this is also the case in respect of N. G. Os.

(69) Recommended that all single teacher schools should be converted into plural teacher schools.

(70) Recommended that the teacher pupil ratio should not exceed 1 : 20 at the Elementary level and 1 : 40 in Secondary Schools.

(71) It is recommended that the scale of pay Rs. 200-240 be treated as a selection scale and the posts in the scale should be 33 1/3 per cent of the total number of posts of the Secondary Grade Teacher in the scale Rs. 96-200 and that the teachers may be made eligible to be promoted every year to the selection scale in accordance with seniority, without the present restriction of reaching the maximum of Rs. 200.

(72) Recommended that selection scales may be created for all category of teachers including special teachers, language pandits, Arts and Craft instructors, P. E. Ts.

(73) This seminar invites the attention of the Government to the provisions of the international recommendation on the status of Teachers adopted at the Inter-Governmental Conference at Paris in 1966 organised by U.N.E.S.C.O. and I.L.C. requests it to and endeavour to implement the provisions.

(74) Recommended that due to the unprecedented agitation in the Andhra Region during the school year 1972-73, Educational Institutions did not function normally and the work suffered. However, the institutions with the co-operation of teachers working beyond the normal closing time (*i.e.* 24th April) into summer vacations and saved the academic year. Taking these facts into considerations, the absence of teachers during the strike period may be condoned and there should be no victimisation of any teacher on the strike issue. For the period of strike, the institutions may be deemed to have been closed.

(75) Recommended that Government and other managements should take the co-operation of teachers and their organisations, and that teachers and their organisations should co-operate with the Government and other managements in the interest of education of pupils and of society at large.

(76) Recommended that a code of ethics or of conduct should be evolved by Teachers' organisations to make the members of the profession recognise their rights and duties and prepare them to serve the cause of education better. The State Teachers Union, Andhra Pradesh should take necessary action to convene the various teachers' organisations for the purpose.

(77) Recommended that teachers should be given representation on the recruitment agencies, governing bodies and administrative organisations.

(78) Recommended that Teacher's Homes be constructed and made centres of learning for the community of teachers. Government used to give liberal assistance in this regard.

(79) Recommended that Teachers' Associations organise such programmes as would enhance over all competence of their members either singly or jointly with the Government.

(80) Recommended that posts of Liaison Officers for teachers Welfare be created at the State, District and Samithi levels.

(81) Recommended that functions of Liaison Officers be clearly defined in consultation with the representatives of the Teachers' organisations and powers to take decisions on routine matters be vested.

(82) Recommended that want of passing the Departmental Tests (B. Ed., Assistant Grade II) should not be a bar for sanctioning increments in the scale.

GROUP X

EXTRA CURRICULAR ACTIVITIES

The group met under the Chairmanship of Sri N. Narotham Reddy, Vice-Chancellor, Osmania University.

Twenty participants including student representatives took part in the discussion. Convener Sri A. J. Somasundaram, presented the paper. For every stage, Pre-Primary, Primary and Upper Primary, Secondary, Junior College and College stage aims of the activities proposed and several activities to achieve the aims were discussed and agreed.

The group agreed that the aim of the extra-curricular activities at every stage should be as follows :—

- (a) To enrich the student's personality and deepen his understanding of the social environment in which he lives.
- (b) To develop an awareness and knowledge of social reality.
- (c) To develop a concern for the well being of the community and
- (d) To undertake appropriate activities designed to tackle social problems and to promote welfare.

At the Pre-Primary stage, besides Recitation, Action Songs, simple and interesting group games, story telling, imitation of birds and animals are suggested.

Primary Stage :

1. Aims :

- (i) to develop a healthy and disciplined attitude in children.
- (ii) to inculcate respect for elders and teachers.
- (iii) to develop a spirit of tolerance and a spirit to share and co-operate.
- (iv) to learn personal cleanliness and cleanliness of surroundings.
- (v) To promote a sense of belonging.
- (vi) To provide opportunities for the development of creative and latent talents.

Activities to achieve the above aims,.

Gardening, games and sports, recitation, small skits, Music and Dance, Painting, Drawing, Cubbing etc.

Recommended that a teacher, to develop a sense of belonging for himself, should be kept in a place for a continuous period of about 5 years.

(2) To teach games and sports in Upper Primary Schools, a Physical Education Teacher should be provided for each Upper Primary School.

(3) All Teachers should take part in games and sports besides the Physical Education Teachers, for establishing a rapport between the pupils and the Teachers. This point cannot be overemphasised.

(4) To teach Art and Crafts effectively, qualified Teachers in the subjects should be provided.

(5) The School Assembly and Flag salutation should be a daily feature in every Primary School.

High School Stage :

Objectives :—Besides what is said under Primary stage, the following is added : (1) to inculcate team spirit and leadership qualities; (2) to realise the value of dignity of labour and responsibility towards the community; (3) to develop a sense of appreciation and understanding of our culture; (4) to develop physical as well as literary skills and aptitudes. How can we achieve these objectives ?

By Organising :—

- (a) 1. N. C. C.
2. Scouting and Guiding.
3. Educational tours and excursions
4. Junior Red Cross etc.
- (b) Social service camps by actual participation in Nation Building Schemes, Improvement of school plant and surroundings under National Service Schemes.
- (c) 1. Organisation of cultural festivals,
2. Dramas, Exhibitions etc.
- (d) Organisation of recitation debating and other competitions, school magazine, model parliament, hobbies with particular reference to Arts and Crafts, Science Club, Fairs and Exhibitions, Games and Sports both intramural and Inter School, Play festivals and rallies.

Recommendations :—

(1) Every school must undertake as many of the above activities as facilities permit and every Teacher must be associated with one or the other activity. Participation by pupils in one or more activities should be made compulsory and it should be assessed and properly rewarded.

(2) The student participant suggested that attendance in these activities should be a qualifying factor for taking the examination.

(3) Classroom teachers should not overload the pupils' home work and thus discourage the pupils from taking part in these activities.

(4) A-5 day week is recommended, setting apart the 6th day for these useful extra-curricular activities.

(5) A special emphasis should be laid on activities through work, experience like Arts and Crafts. District exhibitions and competitions of Arts and Crafts should be encouraged.

Junior Colleges :

The Junior Colleges should be separate institutions and not form part of the High School or the College. They should be viable in strength with both a lower and an upper limit for effective organisation of activities :

Aims :

To develop character and confidence.

To develop leadership qualities.

To develop physical capacities of endurance and skills.

To develop capacity for clear thinking and expression.

To develop aesthetic taste and ethical values.

Besides activities already mentioned for other stages, the following should also be organised and encouraged :

1. Social Service Projects under National Service Schemes.
2. Participation in activities organised by the Rotary, Lion, Y.M.C.A., U.S.O., State Character Youth Force and other Voluntary Agencies.
3. Organising a socio-economic survey of a village or locality.
4. Under hobbies, activities like Painting, and interior decoration, Music and Dance should be included.
5. Organising book clubs and reading clubs.

Many group activities should be taken up during week ends and vacations. Taking part in one or more of these activities should be made compulsory for both the teachers and pupils and should be suitably rewarded.

Colleges :

Colleges should be viable in strength with a lower and an upper ceiling limit of about 300 to 1,000 students for effective organisation of activities.

The aims listed earlier for the other stages should be pursued progressively and effectively for the development of an all round personality and prepare the student for the responsibilities of life after college studies.

More importance should be given for Book Clubs and Reading Clubs at this stage by providing the right type of literature and reading material.

Students Unions :

(1) The group strongly felt that the age group upto High School level is not mature enough to form Student Unions. On the other hand it is recommended that subject associations and clubs should be encouraged at this stage.

(2) Every college, including Junior College, should have a Union with direct elections.

(3) There is no need for a Union for the entire University.

(4) Subject associations must be encouraged.

(5) Inter-Collegiate and Inter-University Youth Festivals and meets should be encouraged both for games and sports and for literary activities.

(6) Activities like writers' clubs, debators' clubs, photographic clubs, Social Service Associations, dramatic clubs and such other organisations should be organised.

(7) Students councils for dealing with cases of indiscipline and other instances of moral turpitude is recommended to be organised.

(8) Students should be given due representation in all the University bodies like the Senate, Syndicate, Boards of Studies and in Admission Committees. They should also be represented in the governing bodies of affiliated colleges.

Finances :

Government should provide matching grant equal to the amount collected from students in both High Schools, Junior Colleges and

Colleges for regular and effective conduct of these activities including games and sports. Necessary provision for this purpose may be made in the proposed Education Bill.

The community in which the institution is located should be actively involved by the community providing the necessary finances and other amenities so that these activities become more meaningful and successful.

Organisation :

(1) It is recommended that since all the activities suggested are part of the school work and since all the teachers are to be involved the work connected with these activities should be counted under workload and sufficient number of additional teachers should be provided to share the burden.

(2) Adequate number of Physical Education Teachers in proportion to the number of students in an institution should be provided.

(3) At the Directorate level a separate Deputy Director to supervise and guide the several District Officers will have to be provided.

(4) At the District level, it is recommended to have a co-ordinator to look after these activities. This co-ordinator should be of the rank of a Gazetted Inspector.

(5) At the Institutional level, the Head of the Institution must plan and organise the activities with the help of the several teachers including the Physical Education teacher by drawing up an annual plan for his institutions. This again cannot be overemphasised.

Finally, it is our opinion that extra-curricular activity is a 'must' for a student to develop the positive qualities as listed below, which are so vital for developing a nation like ours.

- (a) Service to Nation.
- (b) Discipline and Character.
- (c) Developing Sportsmanship.
- (d) Loyalty.
- (e) Purposeful studies to become a responsible citizen.

GROUP XI

EXAMINATION REFORMS

The group under the chairmanship of Sri K. V. Gopaldaswamy, made the following recommendations :—

I. GENERAL RECOMMENDATIONS :—

1. It is recommended that appropriate methods of teaching should be adopted before attempting any effective reform of the present evaluation system.
2. The internal assessment shall consist of objective type of questions to ensure objective scoring.
3. The answer scripts of the internal assessment shall be returned to students to enable them to compare their achievements with others and bring any discrepancies to the notice of the authorities.
4. The attendance of students shall be atleast 75% with provision for condonation upto 15% by the heads of the institutions.
5. The average marks of internal assessment shall be recorded according to the following formula :

$$\frac{\text{Total number of marks secured}}{\text{Number of tests conducted}}$$

6. Attendance at all tests and examinations shall be compulsory. If any candidate absents from tests for unavoidable reasons, retests shall be organised. If the candidates abstain from the retests also 'a' may be marked in the progress cards with *red ink*.
7. There shall be only one paper per day.
8. There shall be provision for the recounting and revaluation of answer scripts, if required by the candidates, for which a reasonable fee may be collected.
9. Training courses for paper setters shall be organised.
10. Question banks shall be established.
11. Progress cards and cumulative records shall be maintained.
12. In all the certificates, the name of the institution where the student studied, shall be stated.

13. The certificates shall be issued showing internal assessment and external assessment separately without mentioning pass or fail as recommended by the Kothari Education Commission.
14. The certificate shall also contain the extra-curricular and co-curricular activities in which the students are proficient.

II. SPECIFIC RECOMMENDATIONS :—

A. Pre-Primary stage of Education :—

15. There is no need to have any kind of evaluation during this stage of education.

B. Primary and Upper Primary stages of Education :—

16. For classes I and II, the evaluation shall be restricted to oral examinations only.
17. Class assignments like transcription, dictation etc., should also be considered for evaluation.
18. For classes III and IV, the evaluation shall be through written tests consisting of short answer, very short answers and objective type of tests. The tests shall be six in each year.
19. Class assignments and home assignments shall also be considered for evaluation. There is no need to conduct terminal examinations like the quarterly, half-yearly, and annual examinations.
20. For classes V, VI and VII the evaluation shall be through unit tests, four in number and three examinations quarterly, half-yearly and annual examinations.
21. There shall be a common examination at the end of class VII to be conducted by the District Common Examination Boards.
22. The internal assessment shall not adversely affect the candidate.
23. In the case of failed candidates, 25% of internal assessment marks of the candidates shall be considered for declaring pass.
24. The achievement of students in the internal assessment and external assessment shall be shown separately in the certificates issued.
25. Compartmental system shall be introduced for VII class also. But the candidates who are desirous of repeating the same class to improve their achievement compartmentally shall be permitted to seek re-admission. Others shall be permitted to complete the course compartmentally as private candidates by the District Common Examination Board.

C. Secondary stage of Education—Classes VIII, IX and X :—

26. There shall be internal assessment by way of four unit tests and three examinations for classes VIII, IX and X.
27. For class X, there shall be a Public Examination conducted by the Board of Secondary Education.
28. Home assignments and practical work shall be taken for consideration of internal assessment.
29. The internal assessment record of class X shall be considered in arriving at the result.
30. Appropriate weightage for the different forms of questions shall be given, namely, essay, short-answer, very short answer and objective.
31. The S. S. C. Examination shall be conducted on X class syllabus only.
32. The members (with two dissenting) are of the opinion that Intermediate Education should be a continuation of Secondary Education and not a part of University Education.

(A note of dissent was given by Sri G. P. Ramesan, President, A.C.T.A. and Sri P. V. Hanumantha Rao, General Secretary, Government Junior College Teachers' Association, Andhra, saying that the Intermediate Education should be attached to the University Education).

33. Admissions to the Intermediate course should be made by Entrance Test to be conducted by the respective colleges.
34. If any student challenges the evaluation of the Entrance Test, provision should be made for the comparative revaluation, for which a fee of Rs. 25/- may be levied.
35. The internal assessment should be taken into account.
36. There should be Public Examination conducted by the Board of Intermediate Education in both the years.
37. Progress and cumulative records shall be maintained at this stage also.
38. Certificates showing the grades shall be issued indicating the internal and external assessment separately.
39. Attendance at all the six tests is compulsory but the average of the best 4 tests shall be recorded.

40. If for any good reason the candidate absents himself for any of the prescribed tests, he shall be given another test.
41. Home assignments and practical work shall also be taken for the internal assessment.
42. There shall be provisions for re-counting and re-valuation if requested by the candidate for which a reasonable fee may be collected.
43. The candidates shall put in a minimum 75% of attendance as per existing rules with provision for 15% condonation.
44. Provision shall be made in certificates to include the participation of candidates in the co-curricular and extra-curricular activities.

E. University Education :—

45. It is desirable to have separate Universities for Law, Medicine and Teacher Education, similar to Agricultural and Technological Universities.
46. It is felt that the system of teaching should be radically changed.
47. Post Graduate and Honours courses in Arts, Sciences, Commerce and Social Sciences may be provided also in the affiliated colleges where facilities are available.
48. Entrance Tests for admission into Colleges and Universities shall be conducted on different dates for each faculty.
49. Internal evaluation shall be based on tutorials and periodical written and oral tests.
50. Tutorials should be introduced in colleges and Universities as envisaged by the Kothari Education Commission.
51. The group felt that semester system would be useful for Post-Graduate and Technical Courses and that for Pass Degree Courses annual examinations conducted by the Universities would be sufficient.
52. Universities and other institutions should have question banks as recommended by the Inter-University Board.
53. Grades shall be recorded in the certificates.
54. The internal and external assessment shall be shown separately.
55. There shall be four grades in the certificates namely A, B, C and D.

56. The degree shall be awarded to candidates who get the grades of A, B, and C.

(A note of dissent was given by Sri P. V. Hanumantha Rao, General Secretary, Government Junior College Teachers' Association, Andhra, against awarding degrees.)

57. The group felt that open book system of examination is not likely to reduce malpractices. On the other hand it may add more troubles.

(A note of dissent was given by Sri P. V. Hanumantha Rao, General Secretary, Government Junior College Teachers' Association, Andhra).

58. For curbing malpractices, the group suggested that attitudinal changes should be brought about among the students, teachers, administrators and general public.
59. As long as a degree is considered a passport for employment, it would be difficult to stop malpractices.
60. The group felt that the shuffling system of question papers is also not a solution for preventing malpractices.
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GROUP XII

**HEALTH AND POPULATION EDUCATION IN
SCHOOLS AND COLLEGES**

Chairman PROF. S. H. HASSAN

Principal, Regional Family Planning Training Centre, Hyderabad.

(1) The group considered the paper presented by Sri S. Sreedhara Swamy and noted:—

- (i) the rapid growth of population in India and the World.
- (ii) the implication of the population explosion on the economic, social and political life of the people.
- (iii) the implication on standard of living, health of the people and food requirements.
- (iv) The implications for family life and society at large.
- (v) The conclusions and recommendations of the State Level Workshop held from 25-2-1974 to 2-6-1974 and
- (vi) The syllabus prepared by N. C. E. R. T. and C. H. E. B.

(2) The group unanimously resolved to request the State Government, Vice-Chancellors of the three Universities and the Board of Intermediate Education to introduce Health and Population Education in Schools and Colleges.

(3) The group endorsed the recommendations of the State Level Workshop held from 25-2-1974 to 2-6-1974 with suitable modifications and request the State Government too announce its policy decision to implement Health and Population Education in Schools and Colleges.

(4) The group recommended that immediate action should be taken by the State Government, three Vice-Chancellors and the Board of Intermediate Studies so as to facilitate the revision of syllabus, preparation of Text Books, Organisation of Orientation courses to Teachers according to performance plan-prepared by Education and Health Departments.

(5) The group recommended for immediate action on setting up of the co-ordination and Review Committee at the State and District Level, and strengthening the staff at Directorate and S. C. E. R. T. for taking necessary follow-up action.

(6) On School Health Service, the group recommended that the Directorate of Medical and Health Services may ensure periodical inspection of school children by medical and paramedical staff. The medical inspection so conducted should be free.

(7) The fees collected in Secondary Schools for the purpose of medical inspection should be utilised for the purchase and supply of necessary medicines and drugs. For Primary and Upper Primary Schools where there is no special fees for this purpose, Primary Health Centres should supply medicines and drugs.

(8) School Health Camps, like Eye camps, should be organised at various centres with financial assistance from Zilla Parishads and Panchayat Samithis.

(9) To work out the detailed syllabus on Health and Population Education, for various grades, keeping in view the limitations of the age group and the level of understanding, a committee may be constituted consisting of personnel from Education Department, Health Department, Teachers, Students and Parents.

Comments by the members on the syllabus recommended by N. C. E. R. T. and C. H. E. B. should be communicated to the committee constituted for revising the syllabus.

(10) On the methodology of instruction on Health and Population Education the procedure as detailed below is recommended :—

In Schools :—

- (i) Population Education should be integrated with the existing school subjects like Social Science, Mathematics, Biological Science, Languages etc.
- (ii) Syllabus should be revised accordingly and textbooks prepared with an integrated approach.
- (iii) Teaching Manuals or Handbooks for Teachers should be prepared and supplied to Teachers besides organising Orientation Courses to Teachers working in both Elementary and Secondary Schools.
- (iv) Charts, Aids, Models should be prepared and displayed in School Exhibitions and Science Fairs.
- (v) Debates, Essay writing, Elocutions, Dramas, Story telling etc., can be utilised for this purpose.
- (vi) Extension Lectures, and Film shows be organised.

In Junior Colleges :—

- (i) Extension Lectures should be organised in each Junior College on various aspects of population growth and its consequences.
- (ii) A few essays may be added in English and other language Textbooks.
- (iii) Population studies may be introduced as one of the optional subjects.
- (iv) Exhibitions, Debates and other Co-curricular activities may be considered.
- (v) The Principals of Junior Colleges and at least two Lecturers from each of the college should be given necessary orientation.

In Degree Colleges :—

- (i) Extension Lectures should be organised in all the Degree Colleges on various aspects such as Demography, Population dynamics, consequences of Population on growth, Reproductive Biology etc.
- (ii) A few essays may be added in English and other language textbooks.
- (iii) Population studies may be introduced as one of the optional subjects.
- (iv) Lecturers working in Degree Colleges may be encouraged to undertake research studies on population growth *vis-a-vis*, various religions, groups, cultural patterns, joint families etc.
- (v) At least two Lecturers from each College should be given orientation training.

Training Institutions :—

- (i) Health and Population Education should be introduced as compulsory papers.
- (ii) Specialisation facilities should be provided by offering as optional subjects, sessional work, dissertation etc.

Universities :—

- (i) Universities may start Population studies centres as has been done by Sree Venkateswara University, Tirupathi.
 - (ii) Inter-disciplinary courses may be started in Degree Courses.
 - (iii) Specialisation in M. A., M. Sc. Courses may be started.
 - (iv) Research facilities should be provided.
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GROUP XIII
EDUCATIONAL FINANCE

Members :

The group's primary concerns are (i) augmentation of total resources for Education ; (ii) optional allocation to different areas of development in the light of National and State goals of Education and Priorities ; (iii) efficient use of available resources.

The group at the outset considered that the financial constraint at present is a serious one which is standing in the way of fulfilling the constitutional directive of expanding and improving Primary Education and implementing other urgently needed measures of reform and reconstruction at all levels.

The group met for 2 hours and considered the various aspects of the problems. The following are the conclusions and recommendations arrived at during the course of the discussion :—

(1) The group feels that there is need for substantially augmenting the total resources available for Education in the State and recommends that the Education cess in Andhra area may be raised from 19 paise to 30 paise, and a similar Education cess may be introduced in Telangana so that the Educational cess in both the regions may be equalised.

(2) The group also feels that the Municipalities may be called upon to raise the Educational Tax upto the maximum limit prescribed under the Municipalities Act.

(3) The group recommends that the Zilla Parishads may also be called upon to make use of the powers given to them under the Panchayat Samithis and Zilla Parishads Act to levy surcharge on land cess for purposes of Education.

(4) The group feels that the Religious Endowments Department should allot more funds for Education.

(5) The group recommends that a betterment fee may be levied on students in Secondary Schools for School improvement. The existing special fees structure in Secondary Schools may be rationalised and a part of the fund may be made available for the betterment of the concerned institution.

(6) The group strongly feels that the open door policy of admissions to institutions of higher education should be reviewed, and there is a strong case for upward revision of tuition fee collected from the students. The special fee collected for laboratory purpose may also be enhanced to meet the maintenance and upkeep of laboratories.

(7) The group feels that there is urgent need for review and revision of the grant-in-aid system to private colleges, and recommends specifically revision of the question of giving 100 per cent net cost as aid.

(8) The group has considered the question of priorities in educational expenditure, and feels that more attention should be paid to primary education and discourage public demand for opening new Colleges.

(9) The group has reviewed the financial aid to the students both at the high school and collegiate levels, and feels that there is need for review of the whole system in order to reduce public expenditure on this programme. Specifically, the group recommends that the present practice of awarding fee concessions at collegiate level be replaced by a merit-cum-means scholarship Scheme of the State Government. The group also feels that in future the scheme of awarding financial assistances should be more on the loan basis rather than on the basis of outright grants.

(10) The group has noted that at present local communities do not come forward in sharing any part of educational expenditure and recommends that the Government shall take steps to see that they share at least a part of the expenditure on teachers and students' welfare.

(11) The group has considered the question of limitation of resources and the need for economy in expenditure on Educational development programme and therefore recommends that the Department of Education should promote research in educational costs and cost effectiveness and benefit cost evaluation of educational programmes.

**Recommendations of the Andhra Pradesh Comprehensive Educationl Bill
Committee on the suggestions of the State Level Seminar on Education
held from 15-3-1974 to 17-3-1974**

Group No. 1 : PRE-PRIMARY AND PRIMARY EDUCATION

*The group's suggestion that Intermediate, P.U.C. or equivalent should be the basic qualification for admission into Pre-primary Teacher's Training was considered and agreed that S.S.C. as the minimum qualification will be sufficient.

The next recommendation that the Department of Education should undertake a survey to ascertain the existing facilities available for the Pre-primary Education in the State (including qualifications of teachers, equipment, enrolment, accommodation and other particulars) was accepted and recommended. However, the group's recommendation that the ratio of the supervisory staff should be one for every thirty schools was considered. It was recommended that 50 schools may be prescribed.

**The Pupil-teacher ratio in pre-primary schools recommended by the group as 1 : 20 was agreed to and endorsed by the Committee.

***The group's recommendation that atleast one Pre-primary School should be started in each Block was accepted and endorsed by the Committee. The Committee, however, felt that the present Balwadis may be restructured and enriched by way of Physical equipment and Teacher competence.

* While the Chairman agrees with the Committee that S.S.C. is probably the minimum necessary qualification, he wishes to express his fear that, in really remote villages a person with this qualification may not always be available and the alternative may be not to have a pre-primary school. In such cases the competent authority should have the discretion to relax the qualification both general and professional.

** The Chairman is unable to agree with the pupil teacher ratio suggested by the Committee. The financial implications of such ratio would be far beyond the resources of even affluent countries. The present practice of sanctioning a teacher for an average attendance of 30 is practicable and may be continued.

*** The Chairman is of the view that it would be more practical to say that Government should take steps to start one Pre-primary School at each district headquarters and spread them to the Block or village levels in a phased programme, depending on resources.

Primary Education

The group's suggestions are generally good and its report is recommended to the Government for scrutiny and action. However, the Committee took the following decisions on some of the other recommendations.

Resolution No. 1 :

The suggestion of the Group that a High Power Committee with *Chief Minister as Chairman should be constituted to look into the matters relating to the enrolment drives and School Improvement Programmes, was considered and agreed to by the Committee.

***Resolution No. 7 :*

The group's suggestion for the abolition of non-detention was considered and recommended that the policy of non-detention should continue. However, the committee suggests that the Government may stress the following principles :

- (1) Slow-learners should be given special coaching.
- (2) Shortage of staff should be made up through a time-bound programme.

Resolution No. 9 :

The suggestion of the group about a School Building Corporation was considered and it was felt that there should be no objection to request the Government to examine the suggestion. The Committee also felt that in addition to the School Building Corporation, a School Equipment Corporation may also be established so that it can be ensured that all schools in the State are provided with the equipment required.

Resolution No. 10 :

The suggestion of the group regarding the present 7+3 pattern of School Education to be replaced by 5+5 was considered and it was felt that the present pattern of 7+3 may be continued.

* Resolution No. 1: The Chairman is of the view that the idea of having the Chief Minister as the Chairman is not a practical suggestion, though one can easily appreciate the advantages of having a high political executive like the Chief Minister as the Chairman. However, the suggestion with regard to such committees at district and block levels is more practical and can be tried out.

** Please see note of reservation by Sri. J. Yagnanarayana, M. L. C. at Appendix II.

Resolution No. 11 :

Opinion on this issue was keenly divided in the Committee with some members positively in favour of taking away these institutions from the Panchayat Samithis and Zilla Parishads and some others equally vehement that they should continue with these bodies. There was a sizeable neutral opinion also.

The Chairman is of the personal view that *status quo* may continue and measures taken to eliminate some of those existing aspects of Panchayat Raj Administration of these schools leading to dissatisfaction on the part of Teachers and the general public.

Resolution No. 12 :

The Committee felt that the suggestion of the group that the Primary School curriculum should be reviewed is a general principle which should be applied to all levels of education, namely, periodical review of curricula, Text-books etc, so as to strengthen them and make them upto-date. However, a good deal of the thinking of this group on Primary Education has been incorporated in the basic document on Aims and Objectives as well as in the Draft Comprehensive Education Bill.

*Group No. II : Secondary Education :**I. Co-curricular activities :*

The Committee felt that the suggestion of the group that cancellation of recognition should be adopted as a corrective for inadequate attention to co-curricular activities is too drastic. Other steps should be tried and not derecognition.

III. Abolition of Detention and New Evaluation Policy:

As recommended in Resolution No. 7 under Group No. I

IV. Tagging of V class to Upper Primary Schools :

The Committee endorsed the suggestion of the Group that classes VI and VII should be attached to all schools with class V at present and the Government should be requested to implement this progressively.

VII. Special Fee Fund :

The Committee considered the suggestion of the Group in regard to Special Fee Fund and felt that the suggestion merits consideration and should be recommended to Government.

VIII. Misconduct in Examinations :

The Committee felt that suggestion No. 1 is rather farfetched and suggestion No. 2 is impractical in view of the numbers involved, and therefore, these suggestions may not be pursued for the present.

IX. Education Bill :

As desired by the Group, the Committee has defined the ' Academic year ' in the Bill. Regarding the suggestion about the District Educational Officer, the Committee felt that this may not perhaps be accepted as the Bill has defined the D.E.O's role as both an Executive and Academic Officer.

(5) In regard to Gazetted Inspectors of Schools, the Committee felt that the suggestion is good and may be accepted. But the committee recommended that the designation of the Gazetted Inspectors of Schools may be changed as Deputy District Educational Officers.

Other Resolutions :

X. This was accepted by the Committee and incorporated in the Bill.

XI. The Committee felt that this may be recommended to the Government.

XII. The Committee felt that this is a good suggestion but action will have to be phased out.

XIII. The Committee agreed with the suggestion.

Group No. III : Intermediate Education

The Committee considered the recommendations of this Group. It was observed that almost all the recommendations, in regard to objectives as well as other points have been brought within the scope of the amendments to the Board of Intermediate Education Act. In the main comprehensive Bill also, a referential chapter on (Junior College Education), following more or less the thinking of the group, has been included.

B. Administrative :

The Committee felt that the suggestion of the group that Junior Colleges may eventually be established as independent institutions and that interim administrative arrangements may be made for Junior Colleges attached to High Schools as well as Degree Colleges is a good suggestion. It was, therefore, recommended to Government for acceptance.

4. *The group's suggestion was accepted and recommended by the Committee that Junior College Education may be attached to the Directorate of Higher Education, with a separate wing to look after Junior College Education with a Senior Officer as its head.

(5) The Committee endorsed the recommendation of the group and recommended it to Government for its consideration.

(C) *Financial :*

The suggestions of the group were recommended to Government for consideration.

Group No. IV : **Higher Education**

Most of the suggestions of this group were acceptable to the Committee and many of them had already been incorporated either in the Basic Document on Aims and Objectives or the Draft Comprehensive Bill or the amendments to the University Acts.

Para 10 : The Committee felt that the suggestions may be considered as and when the Sanskrit University comes up.

Para 15 : The Committee, while agreeing in general to the recommendations of the Seminar, felt that nothing may be done to damage or weaken the spread of the regional language as the medium of instruction at all levels, with very strong emphasis, at the same time on proficiency in the teaching and learning of English as a link language.

Para 18 : The Committee considered the suggestions of the Group and felt that this is difficult to enforce by law or by executive rule. It was felt further that it is more a point for inclusion in a code of conduct to be evolved by the teachers themselves.

Para 20 : The Committee felt that it is a good suggestion but there is need to evolve a suitable proforma with the help of Senior Teachers and select students.

Para 28 : It was felt by the Committee that this may be transmitted to Government for its consideration.

Para 29 : The Group's suggestion was accepted by the Committee.

Para 31 : Provision has been made in the Draft Bill.

* The Chairman is of the view that the balance of advantage lies in entrusting the responsibility for the administration of Junior Colleges to the Director of Higher Education. The question of identifying another officer for Junior Colleges will be a decision to be taken by the Director of Higher Education and the Government, depending on the logistics of the situation.

Para 36 : The Committee felt that this will come up at the time of consideration of the Bill by the Joint Select Committee of the Legislature.

Group V: Education and Social Change :

The Committee had no comments except to recommend the entire report of the group to Government for scrutiny and such action as may be necessary. The Committee particularly commends the group's idea of experimental Schools/Colleges run by Teacher Co-operatives.

Group VI: Draft Andhra Pradesh Education Bill 1969 :

The recommendations of the group were considered and most of its recommendations incorporated into the provisions of the Draft Comprehensive Education Bill.

In regard to para (1) however, the group's observation that the Draft Education Bill of 1969 is not at all comprehensive and is inadequate was felt to be only partially correct.

The Committee felt that recommendation in para 16 was substantially met in the provisions of the Draft Comprehensive Education Bill.

Para 20 : The suggestion of the group was recommended to Government for its consideration.

Para 21 : The Committee pointed out that the Co-ordinating Board at the State level with Education Minister as the Chairman and the Directors of General Education, Technical Education as members was already provided for in the Draft Education Bill.

Para 23 : This is a good suggestion.

Para 25 : The Committee considered the suggestion and made some changes in the Draft Bill.

II. (iv) The Committee has retained the original percentage of 25 in the proposed A. P. Comprehensive Education Bill. The suggestion with regard to 50 per cent may be referred to the Finance Department for their views:

Regarding the group's suggestion regarding promulgation of an ordinance in regard to certain matters the Committee understood that they were already under the consideration of the Government.

Group VII: Special Education :

The suggestions of the group were generally acceptable to the Committee and, therefore, it recommended that they may be submitted to the Government for consideration and necessary action.

Para 1 : Regarding the Group's suggestion that an Advisory Committee be constituted to look into Special Education, this was

accepted and a Board for this purpose has been suggested in the Draft Comprehensive Education Bill.

Para 2 : The Committee felt that the suggestion of the group to consider the establishment of a Training Institute for Teachers deserves serious consideration of the Government.

Para 5 : The Committee felt that the suggestion for vocationalisation of Education for the Physically Handicapped beyond the VII class stage is good and, therefore, recommended it for acceptance by the Government.

Para 12 : The Committee felt that the suggestion of the group regarding appointment of a Special Officer for Education in the Directorate of School Education deserves serious consideration of the Government. The Committee, however, felt that a copy of the group's report may be sent to the Department of Employment and Social Welfare also as many of the suggestions would come within their purview.

Girls and Women's Education :

A Council for Girls and Women's Education with comprehensive powers and functions has been provided for in the Draft Comprehensive Education Bill with also the stipulation that District Councils to help the State Council should also be constituted. The Committee also felt that the suggestions made by the Group may be sent to the Government with a request that a copy may be extended to the Chairman of the Council of Girls and Women's Education for discussion in the Council and follow-up action.

Informal Education :

Provision has been made in the Draft Comprehensive Bill for appointment of a Special Officer to go into the matter and submit a report to the Government on the basis of which the organisation of Informal and Non-formal Adult Education should be organised. The recommendations of the Group may be made available to the Special Officer.

Oriental Education :

The Committee felt that the suggestions made by the Group on Oriental Education may be accepted and Government requested to consider follow-up action.

Group VIII : Administration of Education Department

1. The Committee felt that the suggestion of the group for a separate Directorate for Primary Education and Secondary Education may not be accepted as both fall under School Education which, according to our own situation as well as advanced academic thinking in the world, should preferably be under a single authority. A Board of School Education has been provided for in the Draft Comprehensive Education Bill. There should, however, be no objection for an Additional Director of Primary Education in the School Education Directorate with suitable delegation of authority.

(2) The Committee felt that the suggestion of the group may be recommended to Government.

The suggestion of the group with regard to greater co-ordination in education between Panchayat Raj institutions and the State and District level administration is good and recommended to the Government the need for consideration and necessary action.

(6) The Committee felt that Research and Evaluation are the functions of the S.C.E.R.T. and should not be attached to Administrative Directorates. So far as Planning is concerned, detailed provisions have been made by the Committee in the Draft Comprehensive Bill.

(8) Provision has been made by the Committee in the Draft Comprehensive Education Bill for the establishment of a Supervision Cell in the Directorate of School Education with an Officer of the rank of Joint Director to look after it.

(9) The Committee felt that everybody should be trained in human relations, not necessarily Senior Officers.

(10) The Committee supported the suggestion of the Seminar.

(11) This suggestion does not arise in view of the decision to constitute a single authority for School Education.

(13) The Committee felt that this is a good suggestion and may be accepted by the Government.

(14) The Committee felt that this is a good suggestion in principle but the Government may consider the financial implications.

(16) Recommended to the Government for consideration.

(17) This recommendation has been incorporated into the Draft Education Bill.

Group IX : Teacher Welfare :

The Committee considered the suggestions and felt that this is an important theme and the group's recommendations are all well-considered and valuable. In view of the welfare nature of the subject, it was not possible for the Committee to incorporate at length all the recommendations in the Draft Education Bill though vital subjects like recognition of Teachers Associations, reference to a Tribunal of controversial issues between Teacher Organisations, Private Managements and Government have been provided for in the Draft Bill.

The Report of the Group, the Committee felt, may be sent to the Government with the general support of the Committee. Other issues like the representation of Class-room Teachers on statutory bodies, Government Committees, Conferences, workshops have been included in the Basic Document on the main Aims and Objectives of Education.

Group X : Extra Curricular Activities :

The Committee recommended the Group report to the Government for consideration and necessary action. However, in regard to vital extra-curricular activities like N.C.C., Scouting, Guiding etc., these have been incorporated in the Draft Comprehensive Education Bill under general Aims and Objectives.

Group XI : Examination Reforms :

The Committee considered the Group's report and decided to incorporate some of the important suggestions of the Group in the Basic Document on Aims and Objectives as well as in the provisions of the Draft Comprehensive Education Bill. The Committee, therefore, supported the suggestions of the Group and suggested they may be sent to the Government, the Board of Intermediate Education and the Universities in the State for their consideration and necessary action.

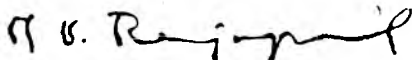
Group XII :**Health and Population Education in Schools and Colleges in Andhra Pradesh :**

The recommendations of the Committee, particularly in regard to implementation at the Collegiate and University levels are most valuable and the Committee strongly suggests that the Government gives the necessary support in view of the crucial impact that the demographic problem has on every developmental activity of the State, including education. In regard to School Education, particularly the Pre-Primary, the concepts of population education are not so easy to be integrated into the curriculum, though the Committee would not take the position that it is impossible. More depends upon the good sense and competence of the class-room teacher.

It would be enough if a general awareness of the problem is imparted to the children at the High School stage. In any case it is good to remember that Population Education is only one aspect of education and, seen in that perspective, there is a point beyond which the curriculum or the methodology of teaching should not be overloaded with this.

Group XIII : Educational Finance :

The Committee supported the suggestions of the Group with the additional observation that, in future, Educational Plans, Programmes and Policies should be preceded by a cost-benefit analysis of the schemes involved. It also felt that the word benefit has to be understood not in the narrow sense of the term, namely, that a benefit should also be measurable and quantifiable but in its, material, social, cultural and opportunity context also.



[Secretary to Government (P. R.)
and

Chairman, Andhra Pradesh
Comprehensive Education Bill Committee]

APPENDIX I

GOVERNMENT OF ANDHRA PRADESH
ABSTRACT

COMMITTEE—Comprehensive Education Bill and other matters—
Constitution of a Committee—Orders issued.

EDUCATION DEPARTMENT

G. O. Ms. No. 272

Dated 20th March, 1974.

ORDER :

The State Level Seminar on Education convened by the Government on the 15th, 16th and 17th of March, 1974 considered many aspects of Education in the State and made a series of recommendations. The deliberations of the Seminar included a discussion in particular, of the draft comprehensive Education Bill which is due for submission to the State Legislature. Government is of the view that the recommendations of the Seminar should be carefully studied by a broad-based Committee representing educationists, legislators, administrators, students, aided managements and others concerned.

The Government is accordingly pleased to constitute a Committee, with immediate effect (with members as indicated in the annexure) to go into the following matters and make a report to the Government not later than the 30th of April, 1974 :—

- (1) Recasting the draft of the comprehensive Education Bill so as to incorporate the major recommendations of the seminar on the Bill and also to make it as comprehensive as possible, keeping in view the dynamics of educational change both inside the State and the country but also, to the extent relevant, the major trends in the world at large.
- (2) The recommendations of the Seminar in regard to pre-primary and primary education, secondary education, intermediate and collegiate education and other areas covered by the Seminar in its various groups.
- (3) To suggest such amendments as are necessary and urgent to the existing University Acts and the Board of Intermediate Education Act in the State.

The Committee is empowered to hold its sittings at Hyderabad and at any other place inside the State as it considers necessary. The Committee is also empowered to call any person as a special invitee for any of its meetings.

It shall be a first class committee for the purpose of T.A. and D.A. The expenditure of officers of Government on T.A. and D.A. will be debitable to the respective heads to which the expenditure on their salaries is debited. T.A. and D.A. of the non-official members will be debitable to the head under "277 Education H. General (s) Direction and Administration (1) Headquarters Office (3) T.A. and D.A." T.A. and D.A. of legislators will be governed as per procedure prescribed in paragraph 2 (4) of G. O. Ms. No. 2130 Finance T.A. Department dated 9-5-1960.

This issues with the concurrence of Finance Department vide their U.O. No. 282/FPSP/74, dated 28-3-1974.

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

DILSUKHRAM,
Secretary to Government.

To

All the Members.

The Accountant General, A.P., Hyderabad.

The Pay and Accounts Officer, Hyderabad.

The Director of Public Instruction, Hyderabad.

Copy to Finance (EE) Department.

Copy to Finance (BG) Department.

Copy to Registrars of the five Universities.

Copy to Panchayat Raj Department.

Copy to Health and Municipal Administration Department.

Copy to Secretary to Chief Minister.

Copy to Private Secretary to M (Edn).

Copy to Private Secretary to Chief Secretary.

Forwarded : By Order

Sd/-
Section Officer.

ANNEXURE

Members of the Committee

1. Sri M. V. Rajagopal, M.A. (Cantab), I.A.S.,—Chairman
Secretary to Government, Panchayat Raj Department.
2. Sri Dilsukhram, I.A.S., Secretary to Government, Education
Department.
3. Sri L. Bullayya, M.A., B.Ed., Vice-Chancellor, Andhra
University.
4. Sri N. Narottam Reddy, M.A., Vice-Chancellor, Osmania
University.
5. Dr. D. Jaganatha Reddy, M.D., Vice-Chancellor, Sri Venka-
teswara University, Tirupati.
6. Sri M. R. Pai, M.A., I.A.S., Vice-Chancellor, A. P. Agricul-
tural University.
7. Sri T. R. Doss, B.E., Vice-Chancellor, Jawaharlal Nehru
Technological University.
8. Sri V. Ramachandran, B.A. (Hon), B.Ed., Director of Public
Instruction.
9. Secretary to Government, Finance Department, or his
nominee.
10. Secretary to Government, Law Department, or his nominee.
11. Sri Vemulapalle Srikrishna, M.L.A.
12. Sri K. V. Gopalaswamy, M.A. (Oxon), Bar-at-Law, former
Registrar, Andhra University, Hyderabad.
13. Dr. G. S. Melkote, M.P., Hyderabad.
14. Sri V. P. Raghavachari, M.A., M.L.C., Hyderabad.
15. Sri D. S. Subramanyam, M.A., M.L.C., Eluru.
16. Sri M. R. Appa Rao, M.A., M.L.A., Nuzvid, Krishna District.
17. Sri M. Narayana Reddy, M.L.A., Nizamabad.
18. Sri Jupudi Yagnanarayana, M.L.C.

19. Sri H. Satyanarayana Rao, B.A., B.L., M.L.A., Adoni, Kurnool District.
20. Sri Vavilala Gopalakrishnayya, Sattenapalle, Guntur Dist.
21. Dr. Smt. Sridevi, M.A., Ph.D., Principal, Kasturba Women's College, Hyderabad.
22. Sri G. Jagannadha Raju, Bhimavaram, West Godavari Dist. President, Aided College Management.
23. Student representative from Andhra University, Waltair. (to be nominated).
24. Student representative from Osmania University, Hyderabad. (to be nominated).
25. Student representative from Sri Venkateswara University, Tirupati. (to be nominated).
26. Student representative from Jawaharlal Nehru Technological University, Hyderabad. (to be nominated).
27. Student representative from A. P. Agricultural University. (to be nominated).
28. Sri S. B. P. K. Satyanarayana Rao, Chairman, Zilla Parishad East Godavari District.
29. Sri M. Bhoj Reddy, Chairman, Zilla Parishad, Hyderabad.
30. Sri R. V. Krishnan, I.A.S., Deputy Secretary, Education Department—Convenor.

The following two additional members were nominated on the Committee vide Government Memo No. 30-R/74-1 Education Department dated 27-5-1974.

1. Smt. Shyamala Devi, Vice-Chairman, State Council for Education of Women, Red Hills, Hyderabad-4.
 2. Sri D. Sangameswara Rao, Deputy Registrar, Jawaharlal Nehru Technological University, Hyderabad.
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