



CONFERENCE OF  
CENTRAL ADVISORY BOARD  
OF EDUCATION

ON

*July 6-7, 1989*

**New Delhi**

GOVERNMENT OF ANDHRA PRADESH  
DEPARTMENT OF EDUCATION

**Conference of  
Central Advisory Board of Education  
On  
July 6-7, 1989  
New Delhi**

**GOVERNMENT OF ANDHRA PRADESH  
DEPARTMENT OF EDUCATION**



# Government of Andhra Pradesh

## Department of Education

Agenda for the meeting of the Central Advisory Board of Education to be held on July 6/7/1988 in New Delhi

S.No.	Item	Page No.
1.1.	Confirmation of the minutes of the meeting held on 5 September 1988. The minutes, which have already been circulated to the Members, may be confirmed.	11
2.2.	Additional reports on the minutes of the meeting held on 5 September 1988.	22
3.3.	Reviews of the implementation of the National Policy on Education with special reference to:	
(i).	Higher School Education Commission and its role in co-ordinating schools;	188
(ii).	Status of elementary education as a self-sustaining system for MHP of the Plan;	199
(iii).	National Literacy Mission and perspective for MHP;	255
(iv).	Technical education including NCTE;	331
(v).	Recommendations of C.A.B.C. Committee on the status of adult education;	399
(vi).	Secondary education, including:	400
	- Vocational education	441
	- Secret Education;	433
	- Education in Technology;	455
	- Environmental Education	477
(vii).	Higher Education, including constitution of certain categories of teaching staffs, autonomous colleges, etc;	551
(viii).	Technical Education, covering AICTE Perspective for Technical Education during VIII Plan, Community Polytechnics and Institutes;	533
(ix).	Education of SC/ST/Minorities and disadvantaged sections and	588



S.No.	Item	Page No.
	(x) Resources for Education including external funding.	64
4.	Supplementary Agenda Items	
	(i) Supplementary to Agenda item No. 3 (ii)	65
		Report of CABE Committee on elementary Education , linkage between early childhood care and Education and Primary Education.
	(ii) Supplementary to Agenda item No. 3 (vi)	66
		Report of the Adhoc Group of CABE Committee on Vocationlisation of Education.
	(iii) Supplementary Agenda item	69
		Examination Reforms.
5.	Andhra Pradesh General information on Education.	77



CONFIRMATION OF THE MINUTES OF THE MEETING  
HELD ON SEPTEMBER 13<sup>th</sup> 1988

Agenda Item

No. 11

The minutes, which have already been circulated to the Members, may be confirmed.



**ACTION TAKEN REPORT ON THE MINUTES OF THE MEETING  
HELD ON SEPTEMBER 13-14, 1988**

**Agenda Item**

**No. 2**

Sl. No	Recommendation	Status position in Andhra Pradesh
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Elementary and Teacher Education

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| 1. | As Mid-day Meals have been found to influence attendance and retention in Schools, special funding should be provided for mid-day meals including from the World Bank Source.   | <p>Inspite of the fact that the CAGE recommended that Special funding should be provided for mid-day meal including from the World Bank Source, Govt. of India has decided that the Education system should not be burdened with this responsibility and also that there is no such proposal before World Bank to assist this Project. Andhra Pradesh is one of the States in India where mid-day meals is served with the assistance of CAGE in the five districts of Adilabad, Karimnagar, Mahabubnagar, Nizamabad and Visakhapatnam covering 3.61 lakhs of school going children in the age group of 6-11. The State Government is incurring about Rs. 65.00 lakhs every year on this scheme.</p> <p>The scheme of free supply of two pairs of dresses and one set of text books to the children of green card holders studying classes I to III have been introduced during 1985-86. This scheme covers 28.71 lakhs of children at an estimated cost of Rs.1,282.25 lakhs every year.</p> <p>The Social Welfare Department is also supplying free Text Books and Uniforms to SC/ST children.</p> |
| 2. | Central Govt. Should provide assistance to the State Governments for improving salary scales and service conditions of Elementary School Teachers on the lines of the assistance given for University and College Teachers. | <p>The Govt. of India has rejected this recommendation in view of the report of the Chatopadhyya Commission particularly considering the wide disparity in the pay scales of school-teachers.</p> <p>There are 98,369 teachers working in Primary schools in the State of Andhra Pradesh. The financial outlay of Education Department during 1989-90 under Plan is Rs. 9,660-00 lakhs and Rs.63,148-00 lakhs under Non-plan. Out of these allocations State Govt. is</p>  |

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spending Rs.6,049.54 lakhs under Plan and Rs. 333,19.00 lakhs Non-Plan on Elementary Education. 95% of allocations constitute salary component of teachers in Elementary Schools. It is high time the Central Government should take a decision to provide assistance on par with University and College Teachers.

This recommendation is to be agreeable as it will introduce uniformity in the standards and scales of pay throughout the country. It will also help for development of competitive growth among the teachers.

3. An effective system of providing two teachers incentives for good performance and disincentives for unsatisfactory performance should be implemented.

The System of providing incentives and disincentives for good or un-satisfactory performance is already in vogue in State of Andhra Pradesh while the conduct rules and C.C.A. rules are taking care of erring teachers, the following schemes have been encouraging the dedicated teachers.

1. National awards : 6 Primary, 6 Secondary Teachers are honoured with National Awards every year by the Govt. of India.
2. State Awards : The State Government is honouring 37 Meritorious teachers upto Secondary level on the eve of Teachers' day every year each with a Medal, Shawl, Cash and a merit certificate.
3. Awards by Teachers Welfare Fund 92 Retired and in service teachers are honoured every year under this scheme in the State of A.P. Financial Assistance is also granted to teachers in the case of their major ill-ness or marriages of daughters or for higher education of their children.
4. The parents committees at district level and voluntary organizations like Lions, Rotarians etc. are honour the teachers.

#### Operation Black Board

4. The Ministry of Human Resource Development should take up a detailed review and analysis of the present situation and present it for information and appropriate decision of the C.A.B.E in its next meeting.

District Level Committees and State Level Committees have been formed State Level Committees have also been constituted for selection of books and teaching learning material.

55. The strategies towards such grass roots planning should comprise the (i) formation of school complexes, (ii) identification of catchment areas, (iii) training and reorientation of necessary personnel, (iv) annual house-to-house surveys, (v) formation of Village Education Committees or other bodies for obtaining community participation and (vi) Micro Planning for the Education of every illiterate child in the area.
- AA3-3ic training programme covering all teachers under phase-I and II has been formulated under MTOB programme. The first level training of key personnel by experts of INCERT was completed. Under the training of Resource persons (III level) the Principals and staff of BTITs and Colleges of Education were given training by the key personnel. Under the 3rd level, the resource personnel have programmed to organise training under MTOB during the second fortnight of May 1988 and during the first fortnight of June 1988 covering all CBET teachers.
- Micro Planning Instructions were already issued in GOOR No 334-ED dt 14.8.88 to implement the scheme of Micro Planning by constituting the Village Educational Committees spelling out their functions and responsibilities.
66. The statement contained in the PDA that suitable system must be devised for meaningfully monitoring/progress towards the goal of Universalisation of Primary/Elementary Education and that in the new system, emphasis should shift from collection of mere enrolment data to information concerning retention and attainment of minimum levels of learning. The new system should cover both the formal and non-formal streams.
- The Govt of India has already set up a Committee under the Chairmanship of Additional Secretary to study the modalities of monitoring the goal of Universalisation of Elementary Education. Their report is awaited.
7. Strengthening of school complex centres and the administrative machinery at the block and district levels would be necessary for which Central Govt. should consider an appropriate scheme of assistance in the VIII Plan.
- 7-13: It was stated that the recommendations of Committee set-up by the Govt. of India have been included in the terms of reference for the working group constituted on early childhood care and Elementary Education for the VIII th Plan. It was also stated that the report of the working group is awaited.
8. The State Govt. Therefore needs to implement and co-ordinate pre-school education effectively. Also the early childhood component of the ICDS programme needs to be strengthened and qualitatively improved.
- The State Govt. is initiating action in this regard to co-ordinate pre-school education programmes in the Primary school system. Due to this, the enrolment, retention of children can be achieved in the Primary schools.
9. Reading and writing material and school Uniform should be supplied free of cost to all the students in the long run and atleast to those belonging to disadvantaged groups immediately. Other incentives like Mid-day meal, attendance scholarships etc., should be introduced.

10. All the Centrally sponsored programmes relating to Elementary Education and Teacher Education should continue in VIII Plan. In addition, a review of the requirement of the elementary Education Sector should be undertaken before the VIII Plan and appropriate increase of Central Assistance by way of new schemes or enhancement in the present schemes should be considered. At the same time, the States should honour their commitments also.
11. The proportion of girls' Centres in the Non-formal Education Programme be increased in view of the comparatively greater problem of female illiteracy in all States. The group also expresses concern at the very low remuneration for the NFIEE. Instructors and droccomends that it should be raised appropriately as soon as possible.
12. Substantial Central assistance was released to States and Union Territories during 1987-88 under the scheme of Operation Black Board, Non-Formal Education, and Teacher Education. There is need for prompt utilisation of this assistance, proper implementation of the approved Project and their close monitoring.
13. The construction of Residential accommodation for rural teachers particularly Women teachers, should be taken up on a large scale if necessary, with funds from financial institutions and other agencies funding construction programmes.
14. The Policy of non-detention of students in the Elementary classes and adoption of child centred approach would be necessary as they enable the children to progress at their own pace and would make learning an interesting and pleasurable experience. The NECRT should be entrusted with the task of evolving a feasible programme and developing suitable and training packages for the purposes.
15. Govt. of India and the State Govt. be strongly urged to give the highest priority to provision of funds for construction of School buildings under
- It is essential to continue financial support even in VIII plan as the schemes of CBEBB, DDEET etc. did not have full 5 years of Central assistance during the VIII Plan.
- This programme may be given even intensify by ways of providing suitable funding by Govt of India.
- The Govt of Andhra Pradesh has released the Budget pertaining to CBEBB, NFIEE and Teacher Education and it has been put under full utilisation of the programme in the State. It is hopeful in the next 3-months, all the funds for this programme will be fully utilised and there is continuous monitoring of programme in this regard.
- This is a worthwhile proposition. What is required to bring to the attention is that the Govt. of A.P. is considering ways and means of the implementation of the proposal.
- The Govt. of A.P. is the first State in introducing non-detention scheme in all classes except VII and X Classes and this system has been in vogue since 1973. Steps have been taken for providing orientation programmes in the State through State-wide academic programmes. Continuous evaluation is also provided in the school system. Under the Primary School Project U.K. assistance, all Primary schools teachers in the State will be trained under child centre and activity centre approach in the next 7-years.
- The State Govt. has already issued orders for construction of 4,518 rooms under Phase-I and 5,075 rooms under Phase-II of the Operation Black Board meeting the

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the NREP, RLEGP and Other construction programmes of the Govt.

expenditure from NREP, RLEGP. IX th Finance Commission Assistance and State funds. It is learnt that the scheme of Jawahar Rojgar Yojana does not provide for construction of School buildings like the erstwhile schemes of NREP and RLEGP. The State Govt. has to incur about Rs. 80.00 Crores from its meagre resources for providing class-rooms under Phase-III of Operation Black Board.

Adult Education

16. Mass Mobilisation for National Campaign for Literacy :
- i) It was proposed to intensify the mass programme for Functional Literacy during 1988-89 by involving 40,000 National Service Scheme and Non-National Service Scheme students in the programme. It was targetted to enrol 2.00 lakh adult illiterates. The State Resource Centre, Andhra Mahila Sabha, Hyderabad prepared 82,000 Literacy Kits for supply to the Adult learners. Simultaneously the State Resource Centre, Osmania University, Hyderabad prepared 58,000 Literacy Kits for the same purpose. They have all been distributed among the Programme Co-Ordinators of all Universities. Stress in this programme was laid on the attainment of Literacy and Numeracy of a level envisaged in the National Literacy Mission document. The Primary School Teachers have been asked to take up the task of motivating and teaching of illiterate adults. All the District Educational Officers in the State have been asked to initiate action to involve the students of classes IX and X in the Mass Literacy programme on the Caption "Each One - Teach One".
  - ii) The State Resource Centre, Andhra Mahila Sabha, Hyderabad conducted a workshop on preparation of bi-lingual primers in local dialects. The script of bi-lingual primers shall, however, be Telugu.
  - iii) The Project Officers of this Department are conducting Village-wise survey before launching the Literacy programme under Government sector. The Voluntary Agencies are also conducting Village-wise surveys and preparing blue-print for the operation of their programme in their respective areas.

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- iv) All the Supervisors in the Department have adopted one village each to achieve 100% Literacy. In West Godavari District at Siddantham village a Literacy Run has been conducted on 28-3-1989. People participated in thousands. A Jana Chaitanya Yatra has been conducted on 5-5-89 in connection with 1st Anniversary of National Literacy Mission in Srikakulam District. Sri L. Mishra, Joint Secretary & Director General, National Literacy Mission has also participated in the programme, Another Jana Chaitanya Yatra has also been conducted in Visakhapatnam district (Paderu Project) at Aruku Valley on 19-6-1989 to motivate the Tribals in a big way.
- v) A Plan of action has been chalked out to eradicate illiteracy in Hyderabad City by involving a good number of Voluntary Agencies, Nehru Yuvak Kendras, Shramik Vidya Peeths, Department of Adult & Continuing Education, Osmanisa University, Hyderabad, students, Youth etc.,

17. Administrative Streamlining:

- i) The Central Advisory Board of Education Group stressed the need for parity between Central projects and State projects. It is a matter of satisfaction that in the State the parity is maintained. There are 26 Rural functional Literacy Projects and 26 State Adult Education projects.
- ii) There are at present 4 titles for imparting Basic Literacy for a period of 8 months and 3 titles for post-Literacy during the remaining 4 months of the course. During the year 1988-89, 56 titles have been made available to the Jana Sikshana Nilayams. 61 more titles have also been prepared by the State Resource Centres and they will be got printed and made available to the Jana Sikshana Nilayams during this year.

18. Strategies for Women Learners:

- i) Women have been given vital importance in the programme by allocating 50% of the Adult Education centres to them. Out of 4.67 lakh learners in 15,600 centres functioning during 1988-89, 2,11,734 learners were women. Various Welfare schemes meant for them under Development of Women and Children in Rural Areas, Women & Child Welfare Department are made known to them. The Adult Education Field functionaries are establishing a close liaison with the Development of

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Women and Child Development in Rural Areas Organisation and District Officers of the Women and Child Welfare Department, Project Director of District Rural Development Agencies etc., to coordinate the literacy activities with the Development schemes. In recent times too, importance of women in the society is highlighted both through the literacy programme and meetings arranged at the Adult Education centres by different Welfare Departments. The role of women in the family health and their contribution to the economic condition of the family is stressed in these meetings.

ii) The Adult Education centres meant for women are manned by women only. Qualifications wherever necessary are raised in favour of women. Books useful to women are made available at the Jans Shiksha Nalayas; Reading materials useful to women are also purchased and made available in the Jans Shiksha Nalayas for the benefit of women. Women are also appointed as Praks of Jans Shiksha Nalayas and their contribution to the effective functioning of the Jans Shiksha Nalayas is significant.

iii) It is felt that separate Primers have to be prepared for women. The State Resource Centre, Adhra Malhala, Saha, Hyderabad has recently conducted a workshop on this subject. It is expected that the primers will be printed and supplied to the women within six months.

iv) Action is being taken to do the film "Khitikhiya" in the Telugu.

Shob Education

Vocationalization of Secondary Education

199. The expeditious formation of Management Structure and filling up of all posts sanctioned to the implementing States.

The State Institute of Vocational Education has been created. Vocational Wing in Directorate of Higher Education is being created along with District Set Up for Vocational Education.

200. Developing Vocational Course curricula in close liaison with the employers' organizations.

Vocational Education wing in SSERT for Shob Education is already established. Vocational Curricula

in the health courses are prepared in no bringing employees' / representatives of filed reports also. Collaboration of Government Insurance Corporation has been sought for starting a course in insurance. Similarly, it is to be the major employing agencies is being sought. The official and 11 vocational trade courses to be drafted were prepared by subject experts.

221. Avoiding duplication of courses with those taught in the Polytechnic and the ITIs.

There is no duplication of courses taught in Polytechnics and the ITIs except the Diploma in Pharmacy Course. The courses offered both in Polytechnic as well as in Intermediate Colleges. The Pharmacy Council is to prescribe the syllabus and schedule of examination for this course and the Council is recognised by State Board of Technical Education & Training and the Board of Intermediate Education as examining authorities for this course.

222. Flexibility of Vocational Courses.

Flexibility in introducing new courses and discontinuing the courses not in demand is provided.

223. Use of grants for infrastructure to be increased.

It is desirable that at least 65% of the TAA and DDA of the participating training programmes should be under Central Schemes should be borne by the Centre as it is a subsidy burden on the State. Adequate grant for purchase of Library books for Vocational Courses also should be provided.

224. Examination and Certification of Vocational courses.

The Board of Intermediate Education supervises and regulates 22 stage of Education in the State including the Vocational Courses at the 22 stage and it is the examining and certifying authority both for academic and vocational courses. The commission for Govt. Exam conducts examination for classes in Voc. subjects also.

225. Aggregating Central Financial Assistance to States/UTs for strengthening of vocational training facilities.

AR Regional Institute of Training of Vocational Teachers should be established in Andhra Pradesh as the Regional College of Education, Mysore and the TITTI, will have to be able to meet the demand of growing number of vocational teachers because they are not in a position to meet the demand of teachers in Schools and Polytechnics since there is a fast expansion of number of Schools and Polytechnics.



26. State Governments/Public Undertakings to be urged to give preference to Vocational pass outs in employment opportunities available.

Government Departments in the State have been instructed to amend Service Rules so as to provide facility for recruitment of vocational pass outs at appropriate levels. An order also has been issued by the Government prescribing various posts in each department for which Vocational pass outs could be considered for recruitment. Preferential treatment for vocational pass outs of certain selected courses is also being considered. However, the progress is not satisfactory. The Central Government atleast should take the initiative in issuing appropriate orders to consider vocational pass outs eligible along with other candidates coming from I.T.Is. and Polytechnics for jobs in various Central Government Undertakings.

27. Extending Vocational Education facilities in Junior Classes.

Even before the formulation of National Policy on Education, 1986, Government of Andhra Pradesh took a lead and introduced Vocational Courses in Secondary Schools in Classes 8th to 10th since 1984-85. 345 High Schools now offer 11 different trades. Equipment worth Rs. 2.40 Crores was supplied and a sum of Rs. 2.84 Crores was spent on remuneration to part-time instructors and procurement of raw materials. During 1987-88, a decision has been taken by the State Government to impart Vocational Education at school level in Mandal Headquarters by establishing Mandal Vocational Education Centres which are designed to be capable to impart Vocational Training in 4 to 6 trades for 3 or 4 nearby schools. 48 such centres have been established by the end of 1988-89 at a cost of Rs. 2.65 Crores. 50 more such centres will be established during the current year at an estimated cost of Rs. 2.75 Crs. The cost of each centre is about Rs.10 lakhs.

The Central Government are providing funds for Vocational Education only at +2 stage. For maximum utilisation of buildings and equipment provided at +2 stage, linkages can be established by extending the Vocational Courses in classes 8th to 10th at the High Schools attached to the Government Junior Colleges. Proposals towards the same for central assistance of Rs. 9 Crores were submitted to Government of India and orders of sanction have not yet been received.

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28.	Entrusting Apprenticeship Training of Vocational students to State Governments.	As the number of vocational pass outs is increasing year by year, placement of pass outs for Apprenticeship will be delayed if only the Regional Board of Apprenticeship Training (Southern Region) is to organise the work. It is necessary that Apprenticeship Boards are constituted for each large state to make the Apprenticeship scheme very effective.
29.	Continuing the present pattern of Central Assistance in VIII Plan also.	Without the extension of the Central Assistance during the VIII Plan, the National effort of diverting from academic stream to vocational stream cannot be realised.  During the VIII Five Year Plan period it is proposed to cover 500 Mandals by establishing Mandal Vocational Education Centres at the rate of 100 Mandals each year at an estimated cost of Rs. 50 Crores. Central Assistance for the School Vocational Education Programme also may be provided for these programmes.
30.	Implementation of three Language formula.	Govt of Andhra Pradesh have been implementing the Three Language formula in all schools in the State  As per G.O.Ms. No. 525 Edn., (E) Dept., dt. 3.12.1985, three beginning in the year school course implemented as follows:-  1. Teaching of mother tongue or Regional Language shall start from Class I, extended upto Class X.  2. Teaching of English shall start from Class VI and extended upto Class X and;  3. Teaching of Hindi as Second Language shall start from Class VIII and extended upto X.
31.	Value Education	State Govt. approved the syllabus of moral education from classes VII to X vide G.O.Ms.No. 340 Edn., dt. 21.3. 1979. Since then 3 periods are provided in Time Table per week for Moral and creative activities.
32.	Implementation aspects of scheme for Science education.	Improvement in Secondary education is another important component to the major improvements contemplated in

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Upper Primary Schools and High Schools in the State. To begin with it is proposed to provide Science kits to Upper Primary schools; Science Books and equipment to Secondary Schools in 8 districts. State Resource Centre would be set up in each of these district to train and to improve the competencies of Maths and Science Teachers working in Upper Primary Schools and Secondary Schools. An amount of Rs.500 lakhs is earmarked for this scheme in Central Scheme (100%).

### Higher Education

33. **Setting of State Councils of Higher Education.**

During 1987 the Andhra Pradesh Government have initiated action on a number of issues relating to higher education. The Govt. by an act of legislature, established an Autonomous Body called "THE STATE COUNCIL OF HIGHER EDUCATION" chiefly to provide leadership and guidance in the matter of planning, co-ordination and monitoring of all academic programmes in Higher Education and Research. The Council is an academic body which acts as a liaison with University Grants Commission at the centre and it takes all its decisions basically on academic grounds.

34. **Regular and systematic performance appraisal of teachers.**

The required number of copies of the two proforma provided by U.G.C. regarding the systematic performance appraisal have been printed and are being circulated to all the teachers working in Under-graduate and Post-graduate courses, for assessing their academic performance. The State Council of Higher Education are co-ordinating with the Universities in the State and assisting University Grants Commission in this regard.

35. **Continued efforts to be made to promote the acceptability of scheme of autonomous colleges and expeditious processing of proposals for acts and statutes of universities and those for granting autonomous status on Colleges.**

Please refer to the comments under the Agenda item No.3 (vii)

36. **Necessity for Accreditation and Assessment Council.**

While the Govt. agrees on the need to work with an Apex Council, the modalities of implementation of the guidelines and its implications on the functioning of Colleges, the restructuring of courses, testing

procedures have to be carefully examined in a State Level Seminar to relieve any apprehensions on the part of the management of colleges.

37. Efficiency of existing system of higher education.

Please refer to the comments under the Agenda item No.3 (vii)

Technical Education

38. Intensification of research in universities and technical institutions; need of industries involvement in research activities; specific budget allocation for research activities; re-establishing linkage between educational institutions and specialised R&D organisations

39. Enhancement of level of funding for research.

40. Exemption from tax for research activity

41. Need for having a Monitoring and Evaluation Cell within the State Directorate of Technical Education.

It is proposed to set up a Monitoring and Evaluation Cell in the State Directorate of Technical Education in the VIII Five Year Plan.

42. Simplification of procedures for clearance of proposals by All India Council for Technical Education.(AICTE)

The A.I.C.T.E. may insist for their prior approval for institutions or courses to be started after 1988 as A.I.C.T.E. became a statutory body on 28th March, 1988 due to A.I.C.T.E. Act of 1987.

However, the A.I.C.T.E. should evolve a strategy to recognise institutions started earlier to 1988 by conditionally recognising them and giving a 5 year time schedule to bring these Institutions to the required standards.

43. Enabling the A.I.C.T.E. to strengthen and re-orient the system of Technical Education.

The A.I.C.T.E. should prune their estimates realistically so that development in Technical Education can effectively take place without severe financial constraints on one side and threats of de-recognition on the other side from A.I.C.T.E..

The A.I.C.T.E. should evolve realistic guide lines for starting new Institutions and furnish their estimates. For ex. the A.I.C.T.E. suggested a capital for starting a polytechnic during 1985 as Rs. 248.89 (Non-Recuring) + Rs. 25.02 lakhs (Recurring) while the estimates of 1989

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are kept at Rs. 534.10 lakhs (Non-Recurring) + Rs. 62.25 lakhs (Recurring).

The A.I.C.T.E. should consider to provide financial assistance to institutions started earlier to 1988 to enable them to achieve the required standards.

The A.I.C.T.E. should recognise self financing private Engineering Colleges and Polytechnics and specify the fee to be collected. The A.I.C.T.E. should also regulate admissions to all institutions through a Common Entrance Examination by a Government or University authority in the respective States.

The A.I.C.T.E. should encourage private Sector in Technical Education under Governmental or University control without insisting on Grant-in-aid as States are unable to provide grant-in-aid from their scarce resources. The States are already meeting 46% of expenditure on Scholarships to SC/ST/BC candidates of Weaker Sections by way of fees reimbursement.

44. Proposals for setting up all Women's Poly technic.

In order to provide Technical Education to Women as envisaged in National Policy on Education this State has a Policy of opening atleast one Government Polytechnic for Women for every two districts. The State Government opened eight Polytechnics for Women during VII Plan 1985-89 providing hostel facilities to all those requiring the same. During the last phase of VII plan i.e., 1989-90 three Government Polytechnics for Women at Vizag, Srikakulam & Kareemnagar are proposed to be started. Proposals have already been sent to A.I.C.T.E. for its approval.

The Andhra Pradesh State was the first to have furnished the Project proposals for setting up of Women's Residential Polytechnic which is pending with Government of India.

#### **Education of the Disadvantaged SCs/STs etc.**

45. Increased recruitment of women as school teachers and preference to selection of women as teachers.

Women teachers sanctioned under Central Scheme have been completely absorbed under Operation Black

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		Board Scheme (Phase I & II). In recruitment of teachers 30% of posts are reserved for women.
46.	Committees should be set up by each State and UT to follow up the progress of SC, ST and Other backward sections including minorities, handicapped and women and to monitor the implementation of the Programme of Action.	It is a desirable proposition to consider.
47.	Housing for Village school teachers, more as in remote areas, must be provided.	There are 150 Residential Schools both for Rural talented children, SCs/STs and girls. Housing facilities are being provided for the teachers working in these residential schools.
48.	There should be more nonformal education Centres for girls.	Out of 24,400 Centres under Projectisation in Non-formal Education, 6,202 Centres are exclusively girl Centres Govt. is planning to increase N.F.E. centres for girls by converting 25% of Centres with Central assistance.
49.	In order to promote Women's education there is need for strengthening the support services, especially child care facilities, attached to Primary schools so that girls can leave their siblings there while attending school.	The issue concerns to Department of Women and Child Welfare. The proposal is worthwhile for implementation which will definitely increase girls enrolment.
50.	Retention scholarships for girls who maintain 70% attendance in a year should be given, to their parents payment of opportunity cost can be considered.	By Primary schools in the State only for co-education. There are very few primary schools for girls in the State.
51.	All Primary Schools for boys should be made co-educational so that girls could join the same.	Most of the Primary and Secondary schools are co-educational. 61% are exclusively girl schools. There are 46,006 Primary and Secondary schools in the State by the end of 1987-88.
52.	At the Primary level, in double teacher schools, one of the teachers must be a Woman.	It is already implemented under Operation Black Board.
53.	Women's education should be broad-based going beyond literacy to preparation for life and understanding of their rights and of the opportunities open to them.	
54.	Special Residential School/Hostels for girls and particulars for Scheduled Castes and Scheduled	Residential Schools for Scheduled Tribes 28. Residential Schools for girls 23 are in the State under the Control of

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Tribes should be set from the Primary level with 100% Central assistance.

Andhra Pradesh Residential Educational Institutions Society.

Scheduled Caste Boys	45	
Scheduled caste Girls	<u>23</u>	= 68

55. Selection of teachers to work in predominately SC/ST areas should be made very carefully, one member of the selection committee should be on SC or ST, as the occasion demands. Wherever possible the teachers should be from the local area to prevent absenteeism in the selection committee, minorities should be represented too.

This is a worthwhile recommendation, needs for consideration.

56. While providing the Tribal population with opportunity for their over all development they should not be uprooted from their cultural heritage.

The Govt. of A.P. is giving maximum benefits to the Tribal Children in the State and it has been implemented actually with I.T.D.A. (Integrated Tribal Development Agency).

57. In tribal hilly areas the yard stick of 200 students in a Primary school would not be insisted upon. The North-eastern states require special educational programmes and inputs financial and infrastructure. It was suggested that a team comprising representatives of the Central and State Govts. and educationists should visit the North Eastern States to assess the educational needs.

Primary schools can be opened even in these less than 200 habitation in Tribal Sub-Plan.

58. Need for flexibility in recruitment policies and relaxation of qualification for people from tribal communities.

Qualification relaxation is given for tribal candidates in appointments of teachers in Primary schools, inter, SSC or SSC failed or Intermediate without Teacher Training may also be appointed as SGBT teachers in Primary Schools. In Tribal Areas preference shall be given to local tribal candidates. Incentives in the form of free text books, uniforms, hostel facility, scholarships are provided. Free coaching for Scheduled castes and Scheduled Tribes students studying SSC and VII classes also there.

59. In finalising the course content for Teacher Training Programmes, the special needs of tribal people should be given adequate consideration.

In I.T.D.A. districts there are Teacher Training Institutes. These Institutes are at present in Utnoot (Adilabad District), Bhadrachalam (Khammam District) and Paderu (Visakapatnam district).

(1)	(2)	(3)												
60.	Since the problems facing SCs and STs are frequently different, there is need for separate standing Committee for each.	--												
61.	Accredited Voluntary Agencies doing work in tribal areas should be given 100% grant-in-aid by the Govt.	--												
62.	Tribal Sub-Plan should also be made available to the North Eastern States with Predominant Tribal Population.	--												
63.	Suggest model guidelines to be followed by the State Governments for recognition of minority institutions since most States do not have any guidelines.	The State Govt. recently issued G.O.Rt.No.526 dt.21.12.88 duly framing the rules under sector 99 of the Act 1982 relating to general guidelines for the establishments of recognition and regulation of Minority educational institutions.												
64.	Setting up of training establishments for minority communities and women should be encouraged.	Out of the 25 Govt. TTIs existing in the State Urdu parallel sections (linguistic Minority) with an addl. intake capacity of 50 each are in existence in 6 TTIs. All the TTIs are co-ednl. institutions.												
65.	Marginally handicapped students should be integrated with the general student population. Students with severe handicaps should be provided with special schools inadequate number with special schools in adequate no. with special facilities.	There are 9 schools for deaf and dumb and 11 for blind in Andhra Pradesh. There is a provision of 10 lakhs in VIII Five Year Plan. Incentives are given in the shape of Scholarships. Education for widow, study destination orphans and orthopaedically handicapped students.												
66.	Teachers serving in Institutions catering to the severely handicapped students may be given emoluments equivalent to regular teachers of integrated schools and, to that extent, grants being increased. There should be some special provision of hostels and schooling for the Socially handicapped children. Such children may either be handedover to foster parents so as to protect them against mistreatment by the teachers and other school children or, special hostels and schools be started for such children.	Regular salaries are being given on par with regular school teacher for the teachers in Special Schools. In G.O.Ms. No. 74 Fin. & Planning dt. 25.3.1987, teachers working in Special schools are given special pay as follows : <table data-bbox="813 1521 1090 1687"> <tr> <td>B.Ed</td> <td>Rs.</td> <td>50/-</td> </tr> <tr> <td>SGBTs</td> <td>Rs.</td> <td>35/-</td> </tr> <tr> <td>Higher Gr.</td> <td>Rs.</td> <td>25/-</td> </tr> <tr> <td>Special teachers</td> <td></td> <td></td> </tr> </table>	B.Ed	Rs.	50/-	SGBTs	Rs.	35/-	Higher Gr.	Rs.	25/-	Special teachers		
B.Ed	Rs.	50/-												
SGBTs	Rs.	35/-												
Higher Gr.	Rs.	25/-												
Special teachers														



## **PRE SCHOOL EDUCATION - CONTROL AND REGULAR OVER NURSERY SCHOOLS**

### **AGENDA ITEM**

No.3 (I)

1&2: It is heartening to note that in Order to prevent burden some curriculum there should be control over nursery schools in the country has been a subject matter of discussion in the parliament. The Government of Andhra Pradesh has not given considerable throughup for establishment of pre-primary and Nursery schools till the Government of Andhra Pradesh enacted Act of I of 1982. Rules are yet to be framed for the establishment of preprimary schools. However certain private managements are running 36 Nursery schools catering to the needs of 2220 children with 54 teachers in the State of A.P.

### **The POLICY :**

3. The National Policy on Education 1986 recognises the holistic nature of child development. It envisages that programmes of Early Childhood care and Education will be child oriented and focussed around play etc.
- 4-8 The State of Andhra Pradesh has been encouraging the valuntary organisations to establish Early Childhood Centres and recommending them to Government of India for liberal financial assistance.
- 9-10 The integrated child Development Services schemes (ICDS) is under the administrative control of Women and Child welfare Department.
- 11-18 The School Curriculum in the State of Andhra Pradesh commences from classes I to X and there are no pre-Primary Schools in the State worth the name. But some of the Private agencies are running pre-Primary classes on their own.

## STATUS OF ELEMENTARY EDUCATION AND ITS PERSPECTIVES FOR THE EIGHTH FIVE YEAR PLAN

### AGENDA ITEM

#### No.3 (II)

#### Introductory

1. The following aspects are emphasised in the National Policy on Education - 1986.

Universal enrolment and universal retention of children upto 14 years of age.

Substantial improvement in the quality of education, the strategies initiated under the Programme of Action to the NPE (POA)

- \* Universal provision of facilities
- \* Operation Blockboard
- \* Non-formal Education
- \* Improvement in quality of teaching.

Progress reflected by Provisional Educational Statistics.

2. The gains in the last ten years have been fairly significant as could be seen from the data available from the educational statistics gathered by this department.

#### I. Enrolment

- 3-4. A look at the enrolment ratios (gross) shows that the growth enrolment, is faster. The growth of girls enrolment is also higher than in the total enrolment.

Enrolment	1978 (in lakhs)		1986 (in lakhs)	
	Total	Girls	Total	Girls
1. Class I to V	49.37	20.29	69.25	29.27
2. Classes I to VII	10.52	3.46	18.97	6.80

### III) UNIVERSAL PROVISION :

Universalisation of Elementary Education has been one of the main goals of National Policy on Education of 1986. It is the Constitutional obligation on the part of the State to provide compulsory free primary education to all the children upto the age of 14 years. It is proposed to achieve 100% enrolment in the age group of 6-11 and 70% in the age group of 11-13 by the end of 1990. The estimated population by the end of VIIth Plan i.e. 1989-90 in the age group of 6-11 and 11-13 years by the end of 1990 would be 89.38 and 31.59 lakhs respectively. The enrolment by the end of VIth Plan was 64.78 and 12.68 lakhs respectively in the said age group. Therefore a target of 25.00 lakhs was fixed for achievement during VIIth plan period.

The targets and achievements made in the enrolment from the year 1985-86 to 1989-90 are as follows : -

Age	1985-86		1986-87		1987-88		1988-1989		1989-1990	
Group	Tar-	Achie-	Tar-	Achie-	Tar-	Achie-	Tar-	Achie-	Tar-	Achie-
6-11										
Boys	3.00	2.34	3.00	2.63	2.00	5.41	2.00		2.00	
Girls	2.00	1.75	2.00	1.79	3.00	4.43	3.00		3.00	
11-13										
Boys	1.77	1.21	1.77	1.23	1.77	1.78	1.77		1.77	
Girls	0.89	0.95	0.89	0.93	0.89	0.94	0.89		0.89	

The State Government is endeavouring to achieve the goal by adopting several Schemes, such as (1) starting 4433 schools in school-less habitations identified by the Department, (2) enrolling tribal children in 2,319 habitations of 8 ITDA Districts during the years 1986-87 and 1987-88 and (3) continuing the posts created during the past 4 years of the Plan period till 1989-90.

#### IV. SCHOOLS

9. There has been an increase of 11.60% in Primary Sector which is 0.06% higher than the National average and an increase of 29.44% in U.P.Sector which is 6.06% over the national average.

School	1978-79	1986-87	Percentage increase
1. Primary Schools			
(1) Total	39,696	44,299	11.60
2. Upper Primary Schools			
(1) Total	4,382	5,672	29.44

#### V. TEACHERS

10. Of the 96,021 Teachers in Primary Stage 26,292 are women and the rest i.e. 69,739 are men. There is a considerable increase of 21.85% over the year 1978-79. Like-wise against the total number of 42,833 teachers in U.P Schools during 86-87, 13,481 are women and the rest i.e.29,357 are men. There is a substantial increase of 23.48% in the total Number of teachers during 86-87 when compared to 78-79.

	Number of Teachers								
	1978-79			1986-87			Percentage increase		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Primary	57687	21115	78802	69739	26292	96021	20.89	24.52	21.85
U.P.	24628	10059	34687	29352	13481	42833	19.18	34.02	23.48

#### VI FACILITIES

##### CONSTRUCTION OF SCHOOL BUILDINGS :

Construction of School building has been taken up on a massive scale during the VII Plan period. 7509 Class-rooms have been taken up during the first 4 years under different scheme i.e. VII and VIIIth Finance Commission U.K. Assistance, and Operation Black etc. The details are given below.

S.No.	Name of the Scheme	General area	S.C.P. area	S.T. area	Total
	1985-86				
1.	VII Finance Commission	700	--	200	900
2.	U.K. Assistance	45	--	--	45
	1986-87				
3.	VIII Finance Commission	740	--	300	1040
4.	U.K.Assistance	152	--	--	152
5.	Construction of School buildings	--	854	--	854
	1987-88	4518	--	--	4518

## VII. Strategies (Past Performance)

### Operation Black Board:

15. There has been considerable improvement in Physical facilities in the last 2 years on account of the implementation of the scheme of Operation Black Board. Under phase-I of this scheme, 221 mandals and 8 Urban areas have been provided with the infrastructure. 6352 schools are covered under this phase. 1827 posts of teachers are sanctioned under this phase. Teaching learning material has been sanctioned to 6352 Primary schools. 4518 class rooms were also sanctioned under this phase. Under Phase-II of this scheme (1988-89) 334 Mandals and 8 Urban areas are covered. 13002 schools are sanctioned with 5943 posts of teachers and 5075 class rooms. All these schools are sanctioned with Teaching learning material under 10% of additional coverage and missing mandals 120 mandals are brought into this scheme. 5973 schools are sanctioned with 3512 additional teachers. All these schools are sanctioned teaching learning material.

16. Construction of school buildings has been taken up on a massive scale during VIIth Plan period. 7509 class-rooms have been taken up during the 1st 4 years under the different schemes i.e. VII and VIII Finance Commission's U.K. assistance and O.B.B. etc.

## II. 2 Non Forman Education

### Prospectives for the VIII Plan

It is estimated that the enrolment of children in the age group of 6-11 by the end of 1994-95 would be 98.69 lakhs. Taking 70% of the enrolment to formal education and remaining 30% to Non-formal Education, the estimated enrolment of children in the age group of 6-11 under formal education would be 69.08 lakhs. Taking the teacher pupil ratio of 1:50 total number of teachers to be sanctioned by the end of VIII five year plan will be 138166. It is estimated that the number of teachers by the end of VII Five Year Plan would be 93500 and 16000 posts of SGBT are likely to be sanctioned under O.B.B. The total number of existing teachers comes to 109500. Hence 29000 new posts of SGBTs are to be sanctioned during VIII Five year plan to meet the T.P. ratio for the prospective enrolment. Likewise the Upper Primary Education would also increase considerably for enrolling the targetted number of children in the age group of 11-13.

The following schemes are considered for inclusion in the VIII Five Year Plan.

1. Continuanace of allthe posts sanctioned under O.B.B.
2. Strengthening of existing primary schools and opening of schools in school-less habitations.
3. Providing contingency fund to all schools.
4. Providing teaching learning material on O.B.Pattern to all Primary schools which are opened after 1.7.86
5. Providing incentives to school children to ensure enrolment and retention.
6. Matching grants to Local bodies for construction of buildings for Upper Primary Schools.
7. Supply of furniture to all Upper Primary Schools @Rs. 1500/- per school.

## AUDIO-VISUAL TECHNIQUES

### 1.. Introduction:

The Government of Andhra Pradesh introduced the scheme of A.V. Techniques in the year 1986-87 in 600 selected primary schools in the State in the form of providing video lessons to the pupils of primary classes I and II based on the syllabus prescribed for primary schools. This techniques is first of its kind in the field of education in the country and set an example to others.

For the successful implementation of this schemes each selected school is provided with electrification, Colour T.V., VCP and Video lessons. Teachers of these schools were given training in using hardware and software. An amount of Rs.300.00 lakhs was provided for this scheme in the year 1986-87. The production of Video Lessons was entrusted to messers Sri Sitarama Chitra, Madras.

The Scheme was extended to another 400 Primary schools in the State during 1987-88.

### 2. Objectives of the Scheme :

The objectives of the scheme are as follows :

1. To improve quality of class-room teaching at primary stage.
2. To generate proper environment in schools to accelerate the learning pace of the pupils.
3. To enable more effective communication between teachers and pupils.
4. To encourage the enrolment of the pupils and the retention in the schools.
5. To generate better response and support from the people to the Non-Formal and Adult Education Programmes.

### 3. Physical and Financial targets and Achievements of the Scheme during the year 1988-89

The Government of Andhra Pradesh decided to extend the scheme to all the primary schools in the State in a phased manner covering 10,000 schools a year in 4 years starting from 1988-89. 10,000 Primary schools were identified during 1988-89 at the rate of 480 schools in each of the 23 districts in the State. An amount of Rs.24.75 crores was sanctioned to implement this scheme. Government of India have provided 75% grant on the expenditure of colour T.V.s

The physical and financial targets and achievements of the scheme during 1988-89 are as follows :

Item	Targets Physical (schools)	Financial Rs.in crores	Achievements Physical Schools	Financial Rs.in crores
i.	Power supply	10,000	10,000	0.50
ii.	Internal wiring	9,860	9,738	0.78
iii.	Supply of equipment	10,000	10,000	22.75
iv.	Electricity charges	10,000	10,000	0.72
		24.75		24.75

Proposals were submitted to Government during the year 1988-89 to provide an amount of Rs. 20.25 lakhs towards the training of teachers in the above 10,000 Primary Schools.

**4. Proposed plan of action during 1989-90 :**

Proposals have been sent to Government to extend the scheme to another 10,000 Primary schools during 1989-90 at the rate of 480 schools in each of the 23 districts. The estimated expenditure towards this during the year is Rs. 24.65 Crores and Government have been requested for the sanction of the same.

**5. Proposed plan of Action during VIII Plan i.e. 1990-91 to 1994-95 :**

Proposals have been sent to Government to extend the scheme in the VIII Plan period covering 10,000 schools a year for two years i.e., 1990-91, 1991-92 for Rs. 2,450.84 lakhs and 2,477.20 lakhs respectively and to sanction maintenance and electrical consumption charges @ Rs.304.20 lakhs per year for 3 years from 1992-93 to 1994-95. Thus, the total expenditure proposed during the VIII Plan comes to 5840.64 lakhs.

**6. New initiatives proposed to be taken up for the scheme :**

- i) keeping in view of the need for preparing and duplicating the video lessons for the primary schools, a separate cell may be established in SIET for preparing the video scripts production of Video lessons and get them duplicated and distributed among the schools. Besides, evaluation of the scheme will also be taken up by the cell, from time to time.
- ii) The Educational Technology department in DIET of each District will function as an agency of the above cell in training supervision and maintenance of equipment.

**NON FORMAL EDUCATION**

1. So far as Andhra Pradesh is concerned there is a considerable growth in implementation of the scheme right from the 1985-86 onwards. The number of centres opened year after year is as follows.

Sector	Number of centres			
	1985-86	1986-87	1987-88	1988-89
Government	17,452	24,572	24,572	24,400
Voluntary	-	-	526	1,165
<b>TOTAL</b>	<b>17,452</b>	<b>24,572</b>	<b>25,098</b>	<b>25,565</b>

In this connection it is pointed out that 172 uneconomic Centres under Government Sector were closed and as per the new scheme 244 Projects were opened @ 100 Centres in each Project.

**STRATAGIES (PAST PERFORMANCE)**

ii) **NON FORMAL EDUCATION :**

2. During the VII Plan period a total number of 5.51 Lakhs of children were enrolled up to 1987-88 under age group of 9-14 under Non-formal Education Scheme in Andhra Pradesh State duly meeting the expenditure 50 : 50 pattern in respect of co-education centres and 90 : 10 pattern in respect of Girls centres. Out of the above total enrolment 3.42 lakhs are boys and 2.09 lakhs are girls. The following are the financial and physical achievement under Non-Formal Education Scheme as far.

Year	Co-Edn	Girls	Number of centres		Amount released	
			VAS	Central	State	Total
1986-87	23,560	1012	--	212.585	225.363	437.948
1987-88	23,560	1012	526	234.761	369.174	603.935
1988-89	18,198	6202	1156	330.284	413.140	743.424

#### PERSPECTIVES FOR THE VIII PLAN

iii) During 1987-88, 4320 Primary Centres, 2800 Middle level centres were continued, which were Originally opened during 1986-87 and 1,70,000 children alone could be enrolled.

During VIII five year plan period, a total of 156 projects are proposed to be opened. @ 31 projects in each of the 5 years to cover 3.9 lakhs children i.e. primary 2,63,200 (Boys/General), Primary Girls 87,800 and Middle level 39,000 (General). For this purpose a total of 11,528 primary (General), 3512 Girls, and 1560 middle level centres are to be opened. The drop-outs of the previous years, the target and coverage of enrolment of the current year, current years coverage in enrolment is also taken care of while estimating future coverage.

#### Teaching learning material :

So far 28 titles both Teacher Modules and Student Modules under Phase-I (for 4 stages) and 8 titles both student Modules and Teacher Modules, under Phase-II (92 stages) are prepared, printed and supplied to the field, vide Table -

At the end of Phase-I , a common examination is conducted and those passing the examination are awarded certificates so that they can join the 6th class of formal education or first stage of Phase-II of N.F.E

#### 3. Physical Targets:

The existing 244 projects will be continued during VIII Five Year Plan as continuing schemes.

#### 4. Financial Targets :

It is estimated that an amount of Rs. 9711.553 would be incurred under both continuing and new schemes. Rs. 4156.361 being state share and Rs. 5555.192 being central share over 5 years of VIII five year plan. These estimates are based on government of India revised norms i.e. Rs.4150/- and Rs.7990/- for M.L.C. for the first year and Rs. 5434/- for the subsequent years. The cost of Project management for the first year will be Rs.96,800/- and Rs. 81,800/- in the subsequent years.

## NATIONAL LITERACY MISSION AND PERSPECTIVE FOR VIII FIVE YEAR PLAN

### Agenda Item

No.3 (iii)

### Status of State Literacy Mission

1. The State of Andhra Pradesh joined other States in the country in the task of eradication of illiteracy among the masses, when the Adult Education programme was formally launched on 2-10-1978. Initially started with 18 projects under National Adult Education Programme and 5 projects under State Adult Education programme, the Adult Education programme gained momentum and new projects are opened year after year. At present there are 26 Rural Functional Literacy projects and 26 State Adult Education projects functioning all over the State. It is estimated that there will be 145.46 lakhs illiterate persons in the Age group 15-35 by 1995. Taking into account 19.42 lakhs that would be made literate by 1990, it is a herculean task to impart Functional Literacy to 126.04 lakh adult illiterate persons by 1995.

2. In order to promote literacy and Adult Education and to achieve its goals spelt out in National Policy on Education and National Literacy Mission, Government have set up State Literacy Mission Authority with effect from 19-7-1988 under the Chairmanship of the Hon'ble Minister for Education.

### Achievements during 1988-89

3. The National Literacy Mission was launched formally in Andhra Pradesh on 5th May, 1988. The important achievements during 1988-89 are as follows:

- (i) The State Literacy Mission Authority was constituted. The Director of Adult Education has been appointed as State Mission Leader. The Deputy Directors of Adult Education of the concerned districts were appointed as District Mission Leaders. It met twice on 22-8-1988 and 22-9-1988 and gave directions for effective implementation of the programme.
- (ii) Revised Financial pattern has been adopted, excepting the staffing pattern.
- (iii) Government of India have permitted the Andhra Mahila Sabha, Hyderabad to start a State Resource Centre for Adult Education in addition to the already existing State Resource Centre, Osmania University, Hyderabad. They have started organising training programmes more effectively and producing better quality of teaching and learning material. The work of producing new primers is under process.
- (iv) District Action Plans have been prepared. A State Action Plan is prepared and sent to Government of India.



- (v) 4.67 lakh Adult illiterates under both Rural Functional Literacy projects and State Adult Education Projects were enrolled during 1988-89.

(vi) **Implementing Agencies**

(a) Rural Functional Literacy Projects :

26 Rural Functional Literacy Projects covering 2.34 lakh learners in 7,800 Centers continued to be implemented by the State Government with Central assistance.

(b) State Adult Education Project :

26 State Adult Education Projects to cover 2.34 lakh learners in 7,800 centres continued to be implemented by the State Government.

(c) Nehru Yuvak Kendras :

Nehru Yuvak Kendras were involved in National Literacy Mission during 1988-89. Out of 23 District in the State the Nehru Yuvak Kendras started running 1260 Centres in 19 Districts. The books required for the learners were supplied by this Department.

(d) Voluntary Agencies :

During the year 1988-89, 56 Voluntary Agencies have received grant-in-aid to a tune of Rs.1,76,12,000 to run 4,060 Adult Education Centres.

(e) Mass Programme for Functional Literacy :

The target fixed during 1988-89 is 2.00 lakhs. The two State Resource Centres produced 1,40,000 Literacy Kits (82,000 by Andhra Mahila Sabha + 58,000 by Osmania University) and distributed them to the Programme Co-ordinators to enable them to involve the National Service Scheme students to implement the programme. During 1989-90 the State Resource Centre, Andhra Mahila Sabha, Hyderabad have chalked out a plan for preparation of 1.00 lakh Literacy Kits. Government of India have sanctioned Rs. 3.00 lakhs to the State Resource Centre, Osmania University, Hyderabad for preparation of 15,000 Literacy kits during 1989-90. A meeting with the Programme Co-ordinators of all Universities in the State was convened on 26-6-1989 and discussions held to intensify the programme during this year.

(f) Special Campaigns :

- In west Godavari District a Literacy Run was conducted on 28-3-89. Thousands of people from all walks of life have participated in the Run from Tadepalligudem to Siddantham (30 Kilometers) to motivate the masses to join Adult Education Centres, raising slogans like 'Vidya Danam - Mahadanam', 'Akshara Deepam Veligindi-Agnanam Toligindi' etc.,
- A Jana Chaitanya Yatra has been conducted on 5-5-1989 in connection with the First Anniversary of National Literacy Mission in Srikakulam District for complete eradication of illiteracy. 1,500 to 2,000 people from different Mandals of Srikakulam District participated in this Jatha. People of this district have evinced great interest and enthusiasm in this programme.
- A Jana Chaitanya Yatra has been conducted in Visakhapatnam district (Paderu Project) at Aruku Valley on 19-6-1989, involving Adult Education functionaries, officials and non-officials of other developmental departments, Tribal learners etc., It made a very good impact upon the tribal masses of the area.
- All Supervisors of the Department have adopted one village each to achieve 100% Literacy.

(vii) **Post-Literacy and Continuing Education (Jana Sikshana Nilayams)**

During the year 1988-89, 650 Jana Sikshana Nilayams were established in the state - 370 under Central sector and 280 under State sector. 47 Jana Sikshana Nilayams have been started under the Voluntary Agencies.

(viii) **Evaluation**

No external evaluation has been conducted so far. During the year 1988-89, Government of India have entrusted this work to the Administrative Staff College of India, Hyderabad. The work is in progress.

(ix) **Media**

The Station Directors of All India Radio and Doordarshan have participated in the meetings of State Literacy Mission Authority. The All India Radio and Doordarshan are broadcasting/telecasting the programmes on Adult Education every week. The Director of Adult Education spoke on the implementation of National Literacy Mission in the State in one of the programmes arranged by Doordarshan. Another programme was arranged by the Doordarshan authorities on 22-6-89 in which the Secretary to Government, Education Department, Director of Adult Education and the Chairman, Literacy House, Andhra Mahila Sabha have participated.

(x) **Technology Demonstration Districts**

The Government of India have identified 40 Technology Demonstration districts, 20 as less-endowed districts and 20 as Well-endowed districts. These Districts are expected to provide a controlled environment for the purpose of experimentation, innovation and research so that on the basis of the outcome of the research the results can be replicated elsewhere in the country. In Andhra Pradesh, Hyderabad and Adilabad districts have been identified as well-endowed and less-endowed districts respectively. Un-electrified Adult Education Centres have been identified in these two districts to provide 198 Solar Power Packs.

(xi) **Duration of Learning**

The duration of learning is 12 months - 8 months basic literacy followed by 4 months Post-Literacy. Government of India proposed to introduce rapid literacy techniques for improving the pace and quality of learning and their final decision has not yet been communicated.

(xii) **District Resource Units**

17 District Institutes of Education and training have been sanctioned. District Resource Units shall start functioning very soon.

(xiii) **Production of Material for Post-Literacy and Continuing Education**

There is a committee to review the Literature for the use of neo-literates in the State. A number of books received from the various publishers are being placed before this Committee and so far 117 titles have been selected and put in use in the Jana Sikshana Nilayams. All publishers in the State have been requested to send the books to examine their suitability for use by new-literates.

(xiv) **Jathas**

Conduct of Jathas in Projects is a regular feature. To mention a few, they were held on a grand scale in Gudivada, Buchireddypalem, Nizamabad, Siddipet and Narayankhed projects.

(xv) **Operationalisation of Post-Box No. 9999**

Guidelines were received from the Government of India to operationalise Post-Box No.9999 during the year 1988-89. All the Deputy Directors of Adult Education in the districts have been requested to operationalise the Post-Box No.9999.

(xvi) **Review of National Literacy Mission**

Sri L. Mishra, Joint Secretary and Director General, National Literacy Mission has reviewed the implementation of National Literacy Mission in Andhra Pradesh on 13-6-1988. This review has helped in identifying the problems being faced at various levels in proper implementation of the programme and taking corrective measures to rectify the deficiencies.

Sri Sam Pitroda, Adviser to the Prime Minister on Technology Missions visited the Andhra Pradesh State on 31.8.1988 and 1.9.1988 and reviewed the Adult Education programme. He has also visited Andhra Pradesh State on 19-5-1989 and participated in the National Media Meet on Technology Missions. It is gratifying to note that he has appreciated the efforts made by the Department in preparing detailed District Action Plans. He mentioned that Andhra Pradesh State is one of two states which prepared such plans in the whole country. The highlights of the programme have been reflected on slides and they were exhibited at the time of his visits.

### **Problems**

4. (i) The major problems that are coming in the way for effective implementation of National Literacy Mission are as follows :
- (a) **Resource Crunch** : The Programme continues to suffer from shortage of funds. Release of funds by Government of India in advance will facilitate the Department to implement the programme effectively.
  - (b) **Administrative Constraints and Bottle necks** : The Administrative infrastructure at the State and District level for implementation of National Literacy Mission continues to be weak. There is a revised staffing pattern provided to the State Directorate which is yet to be adopted.
  - (c) **Structural Problems and Constraints** : The revised pattern of Rural Functional Literacy Projects could not be adopted and implemented in respect of staffing pattern due to Administrative difficulties.
- (ii) There is an urgent need to intensify the programme and the Government of India may provide the following:
- (a) To substantially increase the number of Adult Education projects as proposed by the State in the VIII Five Year Plan proposals.
  - (b) To involve more number of Voluntary Agencies keeping in view the requirements of the state.
  - (c) To Sanction more number of Jana Sikshana Nilayams keeping in view the requirements of the state.
  - (d) To improve the Physical facilities by way of providing vehicles, telephones, better accommodation etc., to the District Adult Education Officers.
  - (e) To provide adequate media support through Radio and Doordarshan.
  - (f) To take all possible steps to make the National Literacy Mission a Social Mission.

## Strategy for 1989-90

5. (i) The Budget provided for 1989-90 under State and Central sectors is as follows :

(Rs. in lakhs)		
	STATE	CENTRE
1) State Level Administration	13.10	13.00
2) District Level Administration	10.40	30.00
3) Project Level Administration	312.00	470.80
4) Post-Literacy & Follow -up Programme (Jana Sikshana Nilayams)	31.50	54.41
5) Assistance to Shramik Vidya Peeths.	-	7.00
Total	367.00	574.41

- (ii) During the year 1989-90 the enrolment target tentatively fixed under National Literacy Mission is as follows:

(Rs. in lakhs)		
1) Rural Functional Literacy projects	:	2.34
2) State Adult Education projects	:	2.34
3) Voluntary Agencies	:	2.50
4) Mass Programme for Functional Literacy	:	2.00
5) Nehru Yuvak Kendras	:	0.10
6) Others	:	0.40
Total	:	9.68

(iii) **Massive Involvement of Students**

In order to intensify the programme a meeting was held with all Programme Co-ordinators of 9 Universities on 26-6-1989. Instructions have been issued to all the District Educational Officers to involve the Students of High Schools under Mass Programme for Functional Literacy.

(iv) **Literacy Programme in Urban Areas through Shramik Vidya Peeths**

Shramik Vidya Peeths are running the Adult Education centres to intensify the programme.

(v) **Area focus on Educationally Backward Pockets**

While starting Adult Education Projects, backwardness of areas is taken into consideration. Out of 52 projects in the State 19 are in Coastal Andhra Region; 23 in Telangana Region and 10 in Rayalaseema Region.

(vi) **Voluntary Agencies**

It is proposed to raise the level of involvement of Voluntary Agencies to a large extent. At present 56 Voluntary Agencies are running 4,060 Adult Education centres in the State. It is intended to involve at least 44 more during this year.

(vii) **Standardisation**

Standardisation of material is necessary for better management and accountability. Final guidelines from the Government of India are awaited.

(viii) **Programme for 100% Literacy**

All the Supervisors in the State have adopted Villages to achieve 100% literacy.

Mass campaign for achieving 100% literacy in selected districts, mandals and villages by voluntary involvement of students, teachers, voluntary agencies and other such societies.

**Statement Indicating the Number of Adult Illiterates Enrolled Under Adult Education Programme During 1988-89**

(Position during the Quarter ending March, 1989)

Sl.No.	Name of the Scheme	No. of Centres	Enrolment
1.	(2)	(3)	(4)
1.	Rural Functional Literacy Projects	7,786	2,33,393
2.	State Adult Education Projects	7,785	2,33,550
3.	Voluntary Agencies	1,790	53,700
4.	Nehru Yuvak Kendras	500	14,707
	Total	17,861	5,35,350

## TEACHER EDUCATION

### Agenda

#### Item No. 3 (IV)

#### Scope of Programme

In 1987-88 nine DIDTs were sanctioned by the Government of India in their letter No. F.2-1/87 Desk/E, dated: 11-2-1988. Rs. 409.88 Lakhs were approved for Civil works, of which 50% was released as first instalment. Rs. 91.57 lakhs were released towards equipment for all the 9 DIETs. In addition, a further amount of Rs. 27 lakhs were released wide letter R. 2-4/88 Desk/TE dated: 9-5-1988 as adhoc initial central assistance towards recurring expenditure.

2.2. 8 more DIETs were approved by Government of India through letter F-1/87-TE-I dated 9-2-1989 Table 1 of 2,3 gives the district-wise details.

2.3: Government of Andhra Pradesh have in turn issued orders for implementing the scheme in respect of all the 17 DIETs. Following are the details.

TABLE - 1

#### PHASE-I

DIET Project	Building		Equipment	
	Sanctioned	Released	Sanctioned	Released
1. Neredmet	48.18	24.10	10.90	7.90
2. Vikarabad	44.50	24.25	10.25	7.25
3. Mahaboobnagar	47.22	23.60	10.00	7.00
4. Nalgonda	43.82	21.00	9.82	6.80
5. Cuddapah	44.34	22.20	9.85	6.85
6. Chittoor	41.80	20.20	11.00	8.50
7. Nellore	44.65	22.30	10.02	7.02
8. Krishna	47.23	22.73	9.82	6.82
9. Visakhapatnam	47.94	22.73	9.91	6.91

#### PHASE-II

1. Prakasham	21.00	As the detailed	11.00	1,86,300
2. Adilabad	18.25	estimates based	12.00	1,00,750
3. Srikakulam	22.00	on standard sche-	10.00	1,71,200
4. Medak	20.00	dule of Rates is	10.00	1,71,200
5. Anantapur	* 28.00	to be prepared and	10.00	1,71,200
6. Kurnool	* 28.00	submitted by con-	10.00	1,71,200
7. Karimnagar	* 28.00	struction Agencies.	10.00	1,71,200
8. East Godavari	* 28.00	After the receipt of	10.00	1,71,200
9. Utnoor (ADLBD)		the same the amounts		1,00,750
		will be released by the		
		D.S.E. for construction work.		

\* NEW BUILDINGS, OTHERS ARE UPGRADED

**DISTRICT INSTITUTES OF EDUCATION AND TRAINING  
(DIETs) PHASE -I**

S.No.	Name of work	Dist.	Agency	Amount of A/S Rs. in lakhs	Tech. Sanction	1988-89 Budget Est.	Expdr. to the end of 3/89	Expdr. during the year 1988-89	Stage of Work
1	2	3	4	5	6	7	8	9	10
1.	Constn. of Bldg. for DIET at Mahabubnagar.	Mahabubnagar	R & B Dept.	-	Rs. 47.22 lakhs CER.No.- R3/88-89	10.00	9,98,576	9,92,576	Work done upto basement level. Foundation work is in progress for hostel building.
2.	Constn. of Bldg. for Dist. at Vikarabad.	R.R.Dist.	R & B Dept.	Rs. 44.50	Rs. 48.95 lakhs CER 18/88-89	10.00	9,99,791	9,99,791	Work done upto basement level further work is in progress.
3.	Constn. of Bldg. for DIET at Rayachoti	Cuddapah	R & B Dept.	Rs. 44.34	Rs. 44.34	15.00 lakhs CER.NO. 32/88-89	15,00,170	15,00,170	Foundation completed and further work is in progress.
4.	Constn. of Bldg. for DIET at Karvetinagar	Chittoor	P.R. Dept.	Rs. 41.00	-	20.90	5,19,000	5,19,000	Class rooms principal Staff quarters-work done upto lintal level Hostel, Kitchen-Room in progress.
5.	Constn. of Bldg. for DIET at Nalgonda	Nalgonda	P.R. Dept.	Rs. 43.82	-	21.90	Nil	-	Class rooms , Administ-. ration rooms, work is in progress.
6.	Constn. of Bldg. for DIET at Pallepadu.	Nellore	P.R. Dept.	Rs. 44.65	-	22.30	5,50,000	5,50,000	Work done upto basement level.

1	2	3	4	5	6	7	8	9	10
7.	Naredmet	Hyd.	APSIIC	1.GOMSN.No. 302 Edn. Dept. 25/88-89 2. GOMsNo. 334 Edn. dated 22.2.88 (Rs. 43.18 lakhs)	CR.No. 26/88-89	15.00	4.69	4,69,000	Principal & Lecturer quarters. work done upto lintal level. Hostels - foundations work is in progress.
8.	Angaluru	Krishna	APSIIC	-do- (Rs. 47.23 lakhs)	CR.No. 26/88-89	10.00	-	-	Tenders accepted. Aggre- ment is being concluded.
9.	Bheemunipatnam	Visakha- patnam	APSIIC	-do- (Rs. 47.9 lakhs)	CR.No. 27/88-89	13.00	4.611	4,61,100	Principal quarters, lecturer quarters, class- room & Library work done upto roof level. Hostels - Berth work for foundation completed.

Name of Agency		Amount paid by R&B Dept. Rs. in lakhs	Expdr. upto 3/89 Rs. in lakhs
i)	Chief Engineer (PR)	65.71	10.62
ii)	A.P.S.I.I.C.	71.65	8.30
iii)	(R&B) Department	-	35.00
			<u>54.92</u>



## PHASE-II

## BUILDING WORK OF DIETS G.O.R.T.No.542 Edn. (Prog.I) Dept., dated 27.3.

S.No.	Name of work	Dist.	Agency	Administration Sanction Rs.in lakhs	Sanction	Budget	1988-89 Expdr. to the end of 3/89	Expdr. during the year 1988-89	Stage of work
1	2	3	4	5	6	7	8	9	10
1.	Constn. of Bldgs. for DIETs at Adilabad	Adilabad	R&B Dept.	36.50	-	-	-	-	Site plan received from the SE and lay out plan is under preparation.
2.	Constn. of Bldgs. for DIETs at Medak	Sanga Reddy	R&B Dept.	40.10	-	-	-	-	The Pricipal TTI Medak has informed that since the space available in the T.T.I. premises is not sufficient for the proposed DIET a separate site of 15 Acs (2 Kms away) has been selected and is under process of allotment by the Dist. Collector. Hence, the DSE has been addressed to CE/Bldge. letter dated 28.1.89 to examine the feasibility of utilising the existing bldg. to the extent prestiblecabel and construct remaining bldgs. in the new site or to constrct all the bldg. in the new site. The reply from DSE is awaited. The DSE is last reminded on 1.4.89.
3.	Constn. of Bldgs. for DIETs at Kumool.	Kumool	R&B	56.00	-	-	-	-	Site is to be finalised and to be handed over.
4.	Constn. of Bldgs. for DIETs at Vommaravalli	Srikakulam	R&B	43.90	-	-	-	-	Lay out plan prepared, detailed estimate is under preparation.

Note: Following programme of action in proposed

1. Detailed estimates to be received in CE, office on or before 10.5.85
3. Detailed estimates to be finalised on or before 25.5.89.
3. receipt of tenders on or before 15.6.89.
4. Tenders to be finalised on or before 30.6.89
5. Works to be grounded on or before 15.7.1989.

1	2	3	4	5	6	7	8	9	10
5.	Constn. of Bldgs. for DIETs at Bukkapatnam	Anantapur	P&R Dept.	56.00	-	-	-	-	P.R. Dept.
6.	Constn. of Bldgs. for DIETs at Mynampadu.	Prakasam	P&R Dept.	42.10	-	-	-	-	P.R. Dept.
7.	Constn. of Bldgs. for DIETs at Karimnagar.	Karimnagar	APLIC	56.00	-	-	-	-	Sites are to be identified and to be handed over to APLIC.
8.	Constn. of Bldgs. for DIETs at Rajahmandry.	E. Godavari	APLIC	56.00	-	-	-	-	Lay out plans proforma estimates are under preparation.

## PROCUREMENT OF EQUIPMENT

These lists of equipment and books suggested by NCERT have been adopted. The same list was communicated to 9 DIETs. The same list of equipment communicated 9 DIETs is communicated to 8 DIETs.

## RECRUITMENT OF ACADEMIC STAFF :

Interviews for the recruitment of Principals and staff of DIETs was held in the last week of May. Interviews were held as per "the guide lines for Project Formulation" by forming separate Screening committees- one for principals and another for Lecturers. The process of recruitment is already over. The orders appointing the staff for DIETs will be issued shortly.

## TRAINING MODULES

Andhra Pradesh is the only state where in Primary schools Project (PSP) with ODA Assistance is being implemented for school teachers of Andhra Pradesh through DIET. Hence Andhra Pradesh could take advance action in the development of training modules under Primary Schools Project.

1. A 18 days training module was developed for orienting key Resource Persons (DIET Staff). 4 Lecturers of 9 DIETs were given this key Resource Training at Hyderabad in the month of May, 1989 (Course I).
2. Training material is already prepared for orienting Mandal Educational Officers at DIST level for two days (Course-II).
3. Besides these two programmes, an 18 day training programme for primary school teachers is also proposed. This Programme was prepared by Primary School Project authorities in collaboration with S.C.E.R.T. A batch of 80 teachers will get orientation in each spell of 18 days (Course V.A.)
4. An 18 days programme for training Mandal Educational officer of project mandals in the 9 DIET Districts is prepared under (course III) by the Primary Schools Project. This training will be organised at Krishna, Ranga Reddy and Cuddapa districts, shortly as and when ODA funds become available).
5. A 12 day programme is also prepared for training Mandal Resource Persons for teachers centres. These programmes will be organised shortly (course-IV).
6. A 10 day Training Programme for Primary School Teachers will be conducted at Mandal level (course V.B.). It will be conducted after one course II, III and IV are conducted.

Key Resource Persons Training is being organised as per the Modules of Training Course is enclosed.

In addition the following programmes will be organised at DIET after N.C.E.R.T. organises induction Training Course for Resource Persons at Regional College of Education, Mysore.

THESE KEY RESOURCE PERSONS WILL TRAIN DIET STAFF TO ORGANISE THE PROGRAMMES.

S.No.	Name of the course	Duration of No. of courses	No. of participants.	Remarks
1.	Comprehensive course for teachers.	<u>18 days</u> 9 courses	480 (Each DIET for seven courses) already prepared and implemented.	
2.	Courses for Resource Persons on various types of decentralised programmes.	<u>2 weeks</u> 1 course	30 To be prepared after induction course of N.C.E.R.T	
3.	Courses for Heads of Elementary schools on school complex.	<u>3 weeks</u> 4 courses	30 To be prepared after induction course of N.C.E.R.T.	
4.	Short theme specific courses on			
	a. Curriculum and evaluation	5 days	20	-do-
	b. S.U.P.W.	5 days	20	-do-
	c. Low cost Aids	5 days	20	-do-
	d. Planning and Management	5 dyas	20	-do-
	e. Educational Technology	5 days	20	-do-
		4 courses each		
5.	Workshop/ Seminar	<u>4 days</u> 5 seminars	10	-do-

COLLEGES OF TEACHER EDUCATION (CTEs) & INSTITUTES OF ADVANCED STUDIES IN  
EDUCATION (IASEs)

There are 47 colleges of Education in Andhra Pradesh.

i) Govt. Colleges 7; ii) University Colleges 2; iii) Aided Colleges 7; iv) Private Un-aided Colleges 31.

The intake capacity of these 47 colleges is 7535. Out of the 7 Govt. Colleges 3 comp. colleges of Education have M.Ed. Course, M.Phil Courses were also permitted to be opened in Govt. comprehensive College of Education, Hyderabad during 1988-89. Post Graduate Courses are also being offered by 3 Private Colleges of Education in the State.

In the first state level empowered Committee Meeting held on 28-1-88, the following Colleges were considered and recommended for up-gradation into IASE/CTE's subject to the condition that the State Government has to weed out sub-standard institutions and those indulging in malpractices.

- a) Govt. Comp. College of Edn. Rajahmundry into IASE.
- b) Govt. Comp. College of Edn. Hyderabad into a C.T.E.
- c) Govt. College of Edn. Kurnool into C.T.E.

Subsequently in the 2nd S.L.E.C. meeting held on 23-12-88 State Government proposed upgradation of Govt. Comp. College of Education, Nellore into C.T.E.

In response to Government of India observation that the sub-standard institution should be closed down, the State Govt. is reviewing the fulfillment of conditions by the existing private colleges of Education. Conditional Recognition is given to the existing institutions once in every year. At present the Government is consolidating the position of the existing colleges of Education.

As required by Government of India the particulars in form VI as required in the scheme in respect of all 42 Colleges of Education (in the State) have been sent to Central Government vide Letter No. 1694/Prog.I.2/89-4 dated 30-3-89 Government of Andhra Pradesh, Hyd.

Approval and sanction by Government of India, New Delhi is yet to be received.

Recommendations of CAFE Committee on housing facilities for women teachers;

Agenda

Item No. 3 (v)

Agenda papers are yet to be received from CAFE.

Agenda Item No. 3 (vi) : **SECONDARY EDUCATION** : including

- **VOCATIONALISATION**
- **SCIENCE EDUCATION**
- **EDUCATION TECHNOLOGY**
- **ENVIRONMENTAL EDUCATION**

**VOCATIONALISATION OF EDUCATION : (+ 2 Stage)**

1. According to National Policy on Education the target is of diversification of 10% of students at Higher Secondary stage to Vocational Stream by 1990. So far in Andhra Pradesh about 5% of students at +2 stage have been brought into Vocational Education. Efforts are being made to achieve the target of 10%.
2. The Centre granted for Andhra Pradesh a sum of Rs. 5.62 Crores in respect of 325 Sections during the year 1987-88 and a sum of Rs.7.34 Crores for 314 Sections in the year 1988-89.
3. The State has set up the State Council for Higher Education and this Council has been entrusted with the responsibility for planning Vocational Courses, judging their continued relevance and for linkage between Vocational Education and employment market also.
4. 27 Vocational Courses have already been designed by the Andhra Pradesh Board of Intermediate Education keeping in view the model curricula prepared by the N.C.E.R.T. Preparation of Instructional Materials has been taken up for these courses.
5. The Andhra Pradesh Board of Intermediate Education conducted Socio-economic Survey of all the districts in the State in the years 1981 to 1985. The data obtained from these surveys is being utilised in identifying the courses to be introduced at various places. Updating of these Surveys will be taken up.
6. Action is being taken to establish School-Industry linkages on the lines suggested in the N.C.E.R.T. document.

Supplementary Agenda for Item No. 3 (vi)

**VOCATIONAL SCHOOLS IN RURAL AREAS AND FOR GIRLS :**

1. The State Government as a policy proposed to open a Co-operative Junior College in each Mandal with the initiative and support of parents and people of the Mandal. The Courses offered in the Colleges would be mainly Vocational biased.
2. The recommendations of the Adhoc Groups of Central Advisory Board of Education on Vocationalisation of Education for Women and Rural areas are worthy of implementation. Under the plan of starting 15 Vocational Schools in the Country in rural areas on a model basis at least one school may be located in Andhra Pradesh with the help of the Regional College of Education; N.C.E.R.T. and Vignana Ashrams.
3. Under the scheme of opening 50 schools of Vocational Education for Girls, at least two schools may be located in Andhra Pradesh.

## VOCALISATION OF EDUCATION AT SECONDARY LEVEL (+2 Stage)

### ISSUES FOR CONSIDERATION

1. Vocational Wing in Directorate of Higher Education is being set up. S.C.E.R.T. Vocational Wing is attached to the Board of Intermediate Education as State Institute of Vocational Education. District Vocational Education Offices will be set up shortly.
2. Principals are being deputed to Short Courses conducted by the T.T.T.I. for Orientation Programmes. Training Programmes are being conducted for teachers under central assistance scheme for Vocational Education and also by deputing to Short Courses conducted by T.T.T.I.
3. State Council for Higher Education has been set up and this Council was entrusted with the Vocational Education also. District Vocational Education Committees will be set up.
4. One teacher in each institution has been nominated as Vocational Guidance Teacher.
5. Vocational pass outs should be considered eligible for recruitment without insisting upon an equivalence of their certificate with either the I.T.I. Trade Certificate or the Polytechnic Diploma as the approach to the course and the emphasis on content areas will be different under the above three systems of education. While an I.T.I. pass out is given an intensive training of a repetitive nature, the +2 stage vocational pass out is also equipped with theoretical background; communication skills; an over view of the concerned vocational field together with knowledge of foundation subjects and adequate exposure to the main requirements of the vocation. A person endowed with reasonable intellectual skills will be able to develop necessary mechanical skills on the job within a short period of time. Hence Vocational students should be allowed to compete with their counter parts of other streams in the field. Suitable modification of recruitment rules at all levels (Central Government, State Government and Public Sector Organisations) to provide ready wage employment and administrative & financial support to those students seeking self employment should be provided.
6. Separate institutions for the professional growth and improvement of vocational pass outs have to be established. This could be achieved only with liberal assistance from the Centre. Such a provision will go a long way in attracting better and more students to Vocational Courses.
7. Accredited voluntary agencies may be encouraged to provide vocational training to school drop outs, youth and disadvantaged groups.



## V. SECONDARY EDUCATION

### Agenda Item No. 3 (vi)

#### (a) VOCATIONAL EDUCATION

1. The State Government felt that syllabi and instruction in Secondary Schools should be revised so as to make the pupils leaving the secondary schools not only eligible for Higher Education but also to equip them with skills required for gainful employment, if need so. Based on this, the scheme of Vocationalisation in Secondary Schools was implemented initially in 105 Schools in 7 Districts and later on extended to 240 additional schools in the remaining 16 Districts in the State. The Scheme has been continued in 345 schools in VIII, IX and X during the years 1986-87, 1987-88 and 1988-89. The required equipment to the Vocational Educational Schools have been purchased and supplied from the headquarters. So far equipment worth Rs. 237.41 lakhs has been supplied to 345 High Schools.

BUDGET : The following amounts have been sanctioned for meeting the expenditure of remuneration to the part time instructors. Purchase of raw material equipment and for Orientation courses to be conducted to the Vocational Teachers.

YEAR	AMOUNT IN LAKHS
1986-87	430.06
1987-88	440.25
1988-89	184.06

2. During the year 1987-88 the functioning of the scheme of Vocational Education has been reviewed and the Government have taken a decision to run the scheme of Vocational Education at Secondary Level to be taught only in the Mandal Vocational Educational Training Work Shops. In the first phase 28 Mandal Vocational Educational Training Workshops have been proposed at the rate of atleast one work shop per each District. The Government have issued orders in G.O.Ms. No. 35 Edn , Dt. 5-2-88 to construct 28 Mandal Workshops in 23 Districts and likely to be completed by the end of financial year.

3. In the second phase 20 Mandal workshops have been sanctioned vide G.O. Ms. No. 1698 Edn., dt. 30-11-88 during the year 1988-89. An amount of Rs. 154 lakhs has been sanctioned in the first phase for the construction of 28 Mandal Workshops and an amount of Rs.110 lakhs has been sanctioned for the construction of 20 Mandal Workshops during the year 1988-89. The work is in progress. It is proposed to start 6 Vocational Courses in the Workshops. They are (1) Radio & T.V. (2) Housewiring, (3) Composing and Printing (4) Knitting and Garment Making (5) Carpentry and (6) Electronics.

4. An amount of Rs. 677.06 lakhs is provided for implementation of the scheme of Vocational Education during the year 1989-90. It is also proposed to introduce new courses like Computers, Airconditioning and Refrigeration, Secretarial practice etc., in the 48 Mandal Vocational Educational Workshops. An amount of Rs. 36.00 lakhs has been proposed for the scheme. It is also proposed to construct additional 50 Mandal workshops during the year 1989-90. An amount of Rs. 275.00 lakhs is proposed in the budget.

5. 20% of time is allocated for the Vocational Education with 6 working periods of an hour duration per week. During 1987-88, 1,08,500 students have studied Vocational Courses in 345 High Schools with Vocational Courses in 345 High Schools with Vocational Courses. The first batch of 10,414 students have appeared for SSC Public Examination during 1986-87 of which 9,345 students have passed. During the year 1987-88 the Second batch of 18,620 students have appeared out of which 8,111 students have passed.

## b) SCIENCE EDUCATION

### Improvement of Science Education in A.P. Schools

1. Government of India, Ministry of Human Resources Development, Department of Education has sanctioned Rs.4,45,96,330/- vide. their Lr.No.F.No.20-13/88 (Sch.5) dt. 30-3-1989 for Centrally Sponsored Scheme improvement of Science Education in Andhra Pradesh Schools for the year 1988-89 and released only Rs. 1,07,15,130/- as the payment of 1st instalment.

2. The details of various components and the number of schools to be covered under the scheme along with the amounts sanctioned to each component are as follows :

	Amount sanctioned Rs.
1) Provision of Science Kits to U.P. Schools @ Rs.1200 to each School.	19,56,000/-

It is proposed to supply science kits to 1,630 UP Schools covering 8 Districts.

District	No. of UP Schools
Nellore	280
Prakasam	192
Guntur	176
Krishna	336
Chittoor	239
Cuddapah	175
Kurnool	125
Anantapur	169
	1630

2) Upgradation of Strengthening of Science Laboratories in Secondary schools.

a) Supplying Science equipment to schools having defficient labs @ Rs.25,000/- to each school. It is proposed to restrict this component to 6 Districts only as shown below :

Name of the District	No. of Schools
1. Chittoor	46
2. Cuddapah	37
3. Kurnool	40
4. Anantapur	40
5. Nellore	38
6. Prakasam	30
	225

b) Supply of Science Equipment to Secondary Schools where there are no labs @ 75,000/- per school.

1. Prakasam	23
2. Nellore	69
3. Chittoor	77
4. Cuddapah	77
5. Anantapur	77
6. Kurnool	77
	<hr/>
	400

3. Supply of Science and Mathematics books to Secondary School Libraries at Rs.15,000/- per each school for 400 schools amount sanctioned - Rs.60,00,000/- It is proposed to supply library books to secondary schools as shown below :

1. Prakasam	23
2. Nellore	69
3. Chittoor	77
4. Cuddapah	77
5. Anantapur	77
6. Kurnool	77
	<hr/>
	400

4. **Training of Maths & Science Teachers (Rs. 10,15,330/-)**

At the secondary level it is proposed to organise 28 courses in each of the two subjects viz., Mathematics and Science in 6 Districts where the equipment will be supplied and 1400 teachers in each subject will be trained. Similarly, 41 courses will be organised for upper Primary teachers in each of the two subjects i.e., Mathematics and Science for training 4100 teachers in 8 Districts where Science Kits will be supplied to U.P Schools.

5. **Issue for consideration**

(1) Organisation of teachers training programme.

(a) Funds: Though the Government of India have released their share towards this programme. The T.A. & D.A. and refreshments etc., of the participating teachers have to be met from the State Budget (State Sector). A sum of Rs. 35,00 lakhs is set apart for the programme as state matching grant, under plan scheme (New) 1989-90. proposals have been submitted to Govt. for the release of the G.O.s for both Central and State shares and the orders of the Government of Andhra Pradesh are still awaited. Orders have to be issued to implement the scheme forthwith.

(b) Preparation of Course Design: The Course design for organisation of training programmes for secondary and U.P. schools teachers for Maths and science are being prepared by the Dept. of Science and Mathematics of SCERT., A.P. Hyderabad.

(c) Provision of suitable books in regional languages for promotion of science Education: In our State 90% of High Schools are Telugu Medium schools. Only very few books are available in Regional language in Science & Mathematics for the collateral reading of the students. Most of the publishers have submitted only English Medium books for selection under the scheme. The objective of the scheme will be defeated if Telugu Medium schools are provided with English Medium books.

In this connection it is submitted that some of the publishers have agreed to supply books in Telugu Medium duly translating the English Medium books, provided they are given 3 months time and bulk orders.

It is suggested that besides purchasing books under the scheme, if orders are given to the schools to purchase some of these translated books by meeting the expenditure from special fee funds of respective schools, there will be possibility of placing bulk orders and there by getting the books in Telugu Medium. Hence the authorities may explore the feasibility of the above suggestion.

#### **IMPROVEMENT OF SCIENCE EDUCATION IN JUNIOR COLLEGES : (AT +2 STAGE)**

Andhra Pradesh was the first State to implement 10+2+3 pattern of education recommended by Kothari Commission in the year 1969-70. The Junior Colleges (+2 stage) are offering humanities and science courses. The Junior Colleges offering science courses are to be strengthened by providing equipment and books where there is deficiency. The Government of India have sanctioned an amount of Rs.99.25 lakhs under cent percent central assistance during 1988-89, for purchasing science equipment and science books for libraries for 255 Junior Colleges (+2 Stage). An amount of Rs. 20,000/- for purchasing laboratory equipment and Rs.15,000/- for purchasing science books for library has been spent on each college.

Ten Junior colleges in various districts have been identified as District Resource Centres. Laboratory equipment in these centres is strengthened by utilising Rs.1.00 lakh for every centre. Training programmes will be organised for Science teachers to enable them to get exposed to the modern Science Technology at these centres.

#### **EDUCATION TECHNOLOGY:**

##### **Audio - Visual Education :**

1. The Board of Intermediate Education is the first in the Country to take up the production of Audio-Visual lessons based on the syllabus by creating facilities like establishing a studio and providing with minimum equipment from its own funds. The Audio-Visual lessons are the main instructional source in the Open Admission Colleges while they supplement the class room instruction in the Conventional Colleges. They are also very cost effective and have great potential in maintaining quality of instruction at a time when there is a heavy demand for Higher Education and financial resources being meagre, required facilities in the conventional way could not be provided extensively and competent teachers could not be deployed in large numbers due to their non availability to work in remote places.
2. The Government of India is requested to support the scheme as follows :
  - (i) Treating Board of Intermediate Education on par with State Institute of Education Technology (S.I.E.T.) and helping to procure additional equipment for a period of 5 years and providing the staff with the necessary professional training.
  - (ii) Extending financial assistance to purchase Vision Mixer, Oscilloscope and Edit VCRs with Edit Consoles and two KNG Cameras and Accessories to start the second unit.

#### **STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY ANDHRA PRADESH : HYDERABAD.**

##### **Introduction:**

The State Institute of Educational Technology was established in 1985 at Hyderabad, Andhra Pradesh under the Central Government Scheme of INSAT Education Project for a period of five years from 1985-86 to 1989-90.

The State Institute of Educational Technology produces Educational Television Programmes (ETV) in the regional language Telugu for Primary School Children in the age group 5 to 11. These programmes are telecast through INSAT for a duration of 45 minutes from 9.00 to 9.45 A.M., for six days a week on all School Working days.

The State Institute of Educational Technology has a full-fledged T.V. Studio to achieve its basic objective of producing enrichment E.T.V. Programmes for the rural child.

**Objectives:**

- to promote the concept of Educational Technology for improvement and spread of Education in the State.
- to develop a system to reduce costs and wastage in education and reallocate human and material resources for optimum educational gains.
- to utilise the Audio-Visual media, lowcost and mass media for efficient educational information.
- to design software material based on the principles of educational technology.
- to conduct training and extension programme and further to conduct research and evaluation of programmes.

**7th FIVE YEAR PLAN OUTLAY:**

Expenditure incurred	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>TOTAL</u>
(Rs. in Lakhs)	6.52	29.49	25.75	29.56	91.32

An amount of Rs. 68.15 lakhs has been provided for State Institute of Educational Technology for the year 1989-90.

**VIDEO PRODUCTION:**

The State Institute of Educational Technology has produced 225 Video Programmes of 20 minutes duration on varied themes and topics of interest and relevance to Primary School Children. It continuously strives to perfect its own task of performance to attain optimum levels of utility based and need based programmes through research and evaluation.

**TRAINING PROGRAMMES:**

The State Institute of Educational Technology has conducted 1 major training programme in Television production in collaboration with Central Institute of Educational Technology, New Delhi and AIBD, Kaulalampur, 3 training programmes in Video Script Writing; 2 Seminars for identifying themes for Video and Audio Programme and 4 Workshops in U-matic Equipment. It has coordinated with CIET in designing and establishing systems for data gathering and analysis. During 1989-90 State Institute of Educational Technology would be conducting orientation course and ETV Programmes for teacher educators and also Seminars on ETV Programme evaluation.

**PROPOSALS FOR EIGHTH FIVE YEAR PLAN:**

The eighth plan envisages Linear expansion of Primary School Education making it relevant to our human and economic development. Apart from its normal ETV Programme Production, the following Programmes have been proposed with an estimated budget of Rs. 27.75 lakhs.

- a) Production of Audio Programmes for Primary School Children
- b) Educational Radio Script Writers Training Programmes.
- c) Certificate Course in E.T.V. Production.
- d) Computerisation of Graphics and Evaluation Cell.

## C. ENVIRONMENTAL EDUCATION

### Environmental Orientation to School Education

1. Government of India, Ministry of Human Resources Development (Education Department) New Delhi vide their Lr.No.F.8-3/DESK/Sch.37 dated 30-1-1989 have released a sum of Rs.22.37 lakhs. It is proposed to implement this scheme in Visakhapatnam and Ranga Reddy Districts by constituting 2 cells at District level and State level Cell at S.C.E.R.T., A.P., Hyd. During 1988-'89 Rs.22.50 lakhs is set a part to meet the expenditure during the Financial year 1989-90 under plan schemes (New).

2. Proposals have been submitted to Government of Andhra Pradesh vide this office Lr.Rc.No.218/83/SCERT/88, dt. 13-2-1989 for the constitution of State level cell, at S.C.E.R.T., A.P., Hyderabad and two project cells at Visakhapatnam and R.R. District for monitoring this scheme requesting them to issue orders for creation and filling up of the posts under the scheme.

#### 3. Components :

##### a) Salary components :

At the out set Government of India have sanctioned Rs.25,000/- and Rs. 41,600 to State and to the District Project cells for one month towards salaries. But the estimated expenditure per annum to state cell is Rs.3,01,000 and to the two District level cells Rs.5,02,000. Total Rs.8,03,000. For the remaining amount, Govt. of India, Ministry of Human Resources Development may be approached.

##### b) Purchase of Garden implements :

Under this scheme, Garden implements will be supplied at Rs.1,600 to each Primary/U.P. school.

District	Rural	Urban	Total	Amount sanctioned (Rs.)
Visakhapatnam	414	25	439	7,02,400
R.R. District	141	8	149	2,38,400
Total	555	33	588	9,40,800

##### c) Work experience activities:

An amount of Rs. 5,37,432 is sanctioned to meet the expenditure on work experience activities as shown below :-

District	No.of schools	U.P.s	Amount allotted to each in Rs.	Total amount (Rs.)
1) Visakhapatnam	335	104	914	4,07,246
2) R.R. District	84	65	914	1,36,186
Total	419	169	914	5,37,432

#### 4. Training programme :

Under this programme 8 workshops for review and development of curriculum and instructional material, 24 works for revision and Development of Textual material, one workshop for developing teaching aids will be organised. Orientation programme to teachers will be organised covering 850 Primary/U.P. School teachers of Visakhapatnam district and 350 teachers of Primary/UPS of R.R. District.

The State Govt., has to bear the expenditure of T.A. D.A. & refreshments etc., as matching grant to implement this Centrally sponsored Scheme (State Sector). Accordingly Rs.4.00 lakhs have been earmarked under state plan (State Sector) to meet the expenditure but the estimated expenditure actually comes to Rs.8,92,515.4.

5. Issues :

- 1) Proposals for creation of posts for State level cell and District level cells have been submitted to Govt. of A.P. vide this office Lr.Rc.No. 218/B3/SCERT/88, dt.13-2-1989 and for the release of amount of various components under the scheme. So far Govt. orders have not been issued in the matter, without the creation of posts for the constitution of State and Districts level cells which are very essential to implement the scheme, no work can proceed. Hence action may be taken to expedite the issue of G.O.s.

d) **PROGRAMME OF MASS ORIENTATION OF SCHOOL TEACHERS 1989 (P MOST)**

In the context of National Policy on Education, 1986 (NPE-1986) and the programme of action (POA) chalked out for the policy implementation, the Ministry of Human Resource Development (MHRD) (Dept. of Education) Govt. of India, formulated a National scheme of Inservice Training for school teachers to reach about 5 lakhs primary and secondary school teachers each year during the current Five Year Plan (1986-1990). The objective was to create an appropriate climate for generating new initiative in school teachers and other functionaries for the implementation of the NPE, 1986.

The targets vis-a-vis achievements for 1986, 1987 and 1988 have been as follows.

Achievements for 1986 :

	<u>Target</u>	<u>Achievements</u>
a) Number of School teachers	29,600	24,640
b) Number of teacher training camps	592	

Achievements for 1987 :

a) Number of School teachers	29,600	23,464
b) Number of teacher training camps	592	592

Achievements for 1988 :

a) Number of School teachers	29,600	20,300
b) Number of teacher training camps	592	592

Targets for 1989 :

a) Number of School teachers	29,600	
1. Primary	22,200	
2. Upper Primary	2,800	
3. Secondary	4,600	
b) Number of teacher training camps	592	592

The first level key Resourcepersons training programme was organised at R.C.E., Mysore from April, 3-7, 1989. Out of 60 Key persons deputed, 59 attended the programme.

The second level resource persons training was organised at 12 Resource Centres in A.P., in 2 phases i.e., 17-4-89 to 21-4-89- 1st phase, and 24-4-89 to 28-4-89 2nd phase. In all 620 resource persons who underwent training were the Principals, Teacher Educators of Colleges of Education and Government TTIs. Senior Headmasters and Senior subject Teachers.

The third level teacher orientation programme began on 16-5-89 with a preview meeting on 15-5-89 at 148 centres in the State. At each centre 4 spells are being conducted. Hence in all there are 592 camps. In each district there are 4/5 primary centres and one secondary centre. There are only 14 U.P. centres. In every spell 50 teachers are to be covered in all 29,600 teachers are to be oriented during this year.

Primary teachers who are being trained are mostly from O.B. schools and A.V. schools of 3 districts.

Modules supplied by NCERT., were translated at SCERT., printed and supplied to all the centres. In addition, SCERT., has prepared additional enrichment material (subject-wise) for secondary and Upper primary teachers. For primary school teachers, the material was prepared at SCERT in collaboration with P.S.P., members, was also supplied to the primary centres and also to the Urdu centres. A.V. teachers received separate module to be used in the training programme. General modules in Urdu were procured from Jammu & Kashmir and supplied to the Urdu centres.

Manuals supplied under Operation Black-board scheme by N.C.E.R.T. were translated by SCERT experts and were also supplied to the primary school teachers.

The entire expenditure of first, second and third level programmes is borne by Government of India through NCERT. Only the T.A. component to be paid to the teachers at third level is being met by the State Government.

At present the last and the final round of the programme is going on and comes to an end on 28th June, 1989 with overall review meetings at respective centres.

S.C.E.R.T. staff were deputed as observers for the said programme to give on the spot guidance to the Course Directors and also to evaluate the programme.

Every year N.C.E.R.T. New Delhi holds a National Review meeting in the month of September, for which State Reports along with evaluation proformas have to be furnished. 1989-90 PMOST Programme appears to be last round as was informed in the National Review Meeting. Approximately one lakh teachers were oriented during the last four years, and many more teachers have yet to be covered. Hence if Government of India sanctions the amounts as per the previous years, the same orientation courses will be organised for the remaining teachers also.

### c) **COMPUTER EDUCATION**

#### COMPUTER EDUCATION AND CLASS ROOM PROGRAMME

Computer Education was introduced in selected secondary schools in the State in 1985 to gear up the requirement of 21st century. With a view to provide systematic training for teachers in computer education at computer cell, was started in SCERT during 1985-86. The school education department has listed out useful computer application in education for followup. At present the computer is looking after current needs of school education department and U.K. assistance primary schools project.

Computer literacy was introduced in 59 secondary schools in 10 select districts during 1985-86, Teacher is given through 3 Resource centres identified in the State and these are situated at Warangal, Waltair and Hyderabad, during 1987-88. CLASS programme was extended to 40 more schools covering all the 23 districts. During 1989-90 it is proposed to extend these facilities to 40 Residential Schools also.



## D    YOGA TRAINING

The State Government has decided to introduce YOGA in all schools in the States to make children physically fit mentally alert and emotionally balanced. In order to achieve this goal training classes were conducted by Vemana Yoga Research Institute, Secunderabad in two batches and it covered 70 physical education teachers drawn from various schools. The material required for Yoga Abhyasana like 'JALANETTI' carpet etc. were also supplied to these teachers for conducting Yoga classes to the school children of their respective schools. It is proposed to continue the training course during 1989-90 also. The amount of Rs. 20 lakh is provided in the State Plan for 1989-90.

## AGENDA

### ITEM NO. 3 (VII)

Higher Education, including restoration of academic Calender, number of teaching days, autonomous Collegs, etc.

#### FORMULATION AND RESTORATION OF ACADEMIC CALENDARS BY UNIVERSITIES

During 1987 the Andhra Pradesh Government have initiated action on a number of issues relating to higher education. The Government, by an act of legislature, established an Autonomous Body called "THE STATE COUNCIL OF HIGHER EDUCATION" chiefly to provide leadership and guidance in the matter of planning, co-ordination and monitoring of all academic programmes in higher education and research. The Council is an academic body which acts as a liaison with Universities Grants Commission at the centre and it takes all its decisions basically on academic grounds. Hence from this point of view the Council called for a meeting all the Vice-Chancellors of Universities in Andhra Pradesh and Members of the Executive Council on September 4th 1988 to discuss various issues among which formulation and restoration of the academic calendar is one. The Vice-Chancellors agree on the minimum number of working days to be 180 and further resolved to evolve a suitable mechanism to ensure that this is properly observed in all Universities. They also agreed on a time frame within which all the Universities in the state should arrive at an agreed common calendar.

It is, however, understood that the University Grants Commission is also taking action in this direction based on the National Policy on Education and the Commission had set up an expert committee under the Convenorship of Prof. G.J.V. Jagannadha Raju, Chairman, Andhra Pradesh State Council of Higher Education. The Committee has finalised the recommendations which are being considered by the University Grants Commission, when communicated, will also be implemented in Andhra Pradesh as far as possible.

The calendar for the year 1988-1989 reveals that in Andhra Pradesh, the Under Graduate Courses in all Universities were completed on time, ensuring minimum number of working days and also the results of the under graduate courses have been finalised in all Universities. With regard to the post graduate courses only there is some difference between one University and another. Some Universities are behind schedule and they will be completing the course work by August. Efforts are being made to bring to normal the academic calendar at Post Graduate level also. Admission into most of the professional courses is based on a State Level Common Entrance Test conducted by the State Council of Higher Education.

#### AUTONOMOUS COLLEGES :

The Government is paying close attention to the development of autonomous colleges in the state. For this purpose, a plenary meeting of the Vice-Chancellors, Principals of autonomous colleges, and Correspondents of the colleges, was arranged by the State Council of Higher Education to discuss in depth various problems confronted by the colleges. Twenty one colleges have been conferred autonomous status in Andhra Pradesh.

#### COMMON CORE SYLLABUS :

Closely related to the academic calendar is another innovation introduced by the Universities in Andhra Pradesh, that is, the introduction of a common core syllabus for all the Universities. Students are now in a position to move, if necessary, from one University to another without sustaining any academic loss. This will also encourage student mobility.

#### MAXIMUM UTILISATION OF EXISTING RESOURCES :

The Council is all ready to provide guidance in major developments in curriculum, course delivery and staff development, to enrich and enhance the learning resources of higher educational institutions and to assist colleges in

adapting themselves to rapid changes in the educational sector.

For maximum utilisation of existing expertise and infrastructural facilities available with the Universities, the Council introduced the concept of sharing of resources. The Andhra Pradesh State Lecture Scheme is one such involving the use of experts from one University by another University. The scheme is being implemented in two ways : 1) Inter-University Lecture Scheme. 2) Inter-Collegiate Lecture Scheme.

#### COUNCILS "THINK - TANKS" :

The Council has constituted its own "think-tank" consisting of academics drawn from various Universities to work on panels and task forces. These experts could identify important academic areas relevant to the region for close attention and development by the Universities. Special working groups for individual subjects are constituted for in depth analysis and these groups are to meet once a year to make relevant recommendations on the subject disciplines.

#### EXAMINATION REFORM :

In order to ensure reliability and validity of the procedure of examinations in Universities, the Council requested the Vice-Chancellors to introduce minimum examination reforms in the matter of a diversified question paper covering the entire syllabus. In the field of professional education, there is internal and continuous assessment based on semesterisation of the academic calendar in some Universities in the State.

#### RECRUITMENT PROCEDURES :

The Government started a "College Service Commission" for the purpose of recruitment to the teachers posts in colleges. The directions contained in National Policy on Education and the guidelines of the proposed Common Qualifying Test will also be kept in view, as and when they are communicated, while making the recruitments to the posts of lecturers.

#### A.P. STATE TEACHER AWARD :

The Government also introduced a scheme of Andhra Pradesh State Teacher Awards to encourage teachers and to offer incentives for better performance. All Universities have been informed about self-evaluation procedure suggested by the University Grants Commission. The Council is evolving suitable criteria for performance appraisal of Teachers based on which awards will be given.

#### FINANCES OF UNIVERSITIES :

A common format of budget has been suggested to various Universities in the state. This will ensure proper allocation of resources.

AGENDA ITEM NO. 3 (viii)  
AGENDA NOTES

5. (i) **Quality Improvement Programme (QIP) for Faculty Development, Curriculum Development.**

Opportunities should be given for vertical mobility of staff working in Diploma Institutions as in the case of Engineering College staff. Government of India/A.I.C.T.E. should provide necessary assistance for organising this scheme under 'Quality Improvement Programmes' without burdening the State Government.

The expertise available at the State levels are not all sufficient to prepare project reports, manpower assessments, develop curriculum, identify the teaching/learning equipment, etc. It is necessary that an all India body like the All India Council for Technical Education to step into the picture and come to the assistance of the States. Manpower assessments being provided by the National Technical Man-power Information systems are woefully outdated by atleast 5 years. The Government of India may consider preparation of a shelf of projects for new courses in emerging areas of technology like Bio-Medical electronics, laser technology, fibre optics, plastic and polymer technology, horology etc.

(ii) **Apprenticeship Training for Engineering Graduates and Diploma holders.**

As per the Apprentice Act, 1973, Diploma holders, Post-Diploma holders and Graduate Engineers are placed in various Industries and Government Departments for undertaking apprenticeship for a minimum period of one year in case of Diploma holders, six months in case of Post-Diploma holders and one year in case of Degree holders. The Diploma/post-diploma students are paid @ Rs. 500/- p.m. while degree holders are paid @ Rs.700/- p.m.

- (a) It is necessary to increase these placements so as to cover a large cross section of Diploma/Post-Diploma/Degree students. Dependence on Government departments/Corporation for a majority of training places should be avoided.
- (b) The present system of selecting and sponsoring the Apprentice rests with the Board of Apprenticeship Training (BOAT). It is necessary to keep these powers with the Director of Technical Education to select and sponsor the candidates to Industries since it is the Director of Technical Education who is at the cutting edge, having close link with both the students as well as the industries. The BOAT may coordinate and arrange stipend.

(iii) **Development of post-graduate courses to promote Post-Graduate Education and research.**

The Jawaharlal Nehru Technological University which is fully funded by the Government of Andhra Pradesh has set up a Bureau of Industrial Consultancy, Research and Development (BICARD). Research and Development division of the BICARD has the following objectives:

- (a) To create a data-base for variety of R & D problems in the industries and to link up the expertise available in JNTU for undertaking the projects.
- (b) To plan for effective utilisation of the faculty resources for undertaking and monitoring the progress of sponsored research projects.

- (c) To co-ordinate and monitor the activities of collaborative research.
- (d) To extend services in the Preparation of Research Project proposals, reports and appraisals.

The activities that are being carried out in this Research and Development Division are as follows :

- (a) To identify the Research expertise within the University and to motivate them for undertaking research projects.
- (b) To create a data-base for variety of R & D problems in industries.
- (c) To promote collaborative linkages with National Laboratories, R & D establishments of National importance, Universities and Government Organisations.
- (d) To process and monitor sponsored and collaborative research projects.

The State is providing ample opportunities for development of Post-graduate studies. The J.N. Technological University has set up the following Schools of Excellence :

- (1) School for Post-Graduate studies and Research.
  - (2) School for continuing and distance education.
  - (3) School for Environment and water resource.
  - (4) School for Engineering studies.
  - (5) School for Management studies.
  - (6) School for Computer Science.
  - (7) School for fine Arts.
  - (8) School for Planning and Architecture.
  - (9) School for Transportation Engineering.
  - (10) School for Bio-Technology.
- (iv) **Modernisation and Removal of Obsolescence.**

The Central Government is providing assistance for modernisation and removal of obsolescence in Engineering Colleges and Polytechnics started prior to 1960. It is necessary to extend this benefit to Institutions started in IV and V Plan period i.e., Institutions started prior to 1980 as they also require aid.

- (v) **Thrust areas in Technical Education**

The assistance is being given to Engineering Colleges for organising courses in emerging technologies, courses in thrust areas and appropriate technologies. It is necessary to extend this benefit to Diploma institutions as such an aid will help organising need based courses in new and emerging technologies as the Diploma Technicians are more suited to village and rural developmental schemes.

The A.I.C.T.E. should develop curricula and provide estimates of expenditure for starting course in new and emerging areas and thrust areas so that necessary guidance can be directly secured to organise such courses.

Several projects for introducing such courses were sent to Government of India which are yet to be cleared for assistance.

New courses in appropriate Technology, Thrust areas, emerging Technologies are being organised at Diploma and Post-Diploma level. Due to scarce finances of State Government these courses/Institutions could not be increased. The Government of India should provide assistance in organising the courses/institutions at Diploma level also as is being given at Degree level.

The State proposed to introduce new courses in emerging technologies viz., Bio-Medical Engg., Paper & Pulp Technology, Television Engg., Plastic Technology, Bio-Chemical Engg., Instrumentation Tech., Industrial Engg., etc.,

(iv) **National Technical Man Power Information system to provide upto date and meaningful man-power projections on a continuing basis.**

The Jawaharlal Nehru Technological University has set up a Nodal Centre of Man Power Assessment Cell which is organising the man power requirement. However, this cell is inadequately manned and its data is outdated.

The Government of India should set up a Man Power Assessment Cell with Nodal Points in all States to continuously assess man power requirement in each branch of Engineering so as to facilitate States to start courses in new and thrust areas in which employment opportunities can be generated.

(vii) **Advanced Technician courses for Technicians possessing Diploma qualifications.**

State Government started 3 Advanced Technician courses at the Post-Diploma level.

Since these courses are useful only for skill development and not considered as an additional qualification, there are many drop-outs. Government of India should specify the post-diploma qualification as a basic qualification in addition to Diploma for certain posts in Engineering establishments. Otherwise these courses will face a problem of not being useful to the Diploma students.

(viii) **Continuing Education for working professionals.**

The continuing and distance Education for Diploma holders to acquire a degree in Engineering is being organised by J.N. Technological University. The State Government is organising part-time Diploma courses at six Polytechnics for the benefit of working Technicians.

The State Government sent a proposal to conduct continuing and distance Education at Diploma level which has been recommended by Southern Regional Office, Madras and is pending with A.I.C.T.E. for formal approval.

(ix) **Restructuring courses/multi-point Entry**

The scheme of multi-point Entry is functioning in A.P. with S.S.C. candidates being admitted in 1 year Diploma while Inter-Vocational candidates seeking admission in 2nd year.

Project report for Government of India assistance has been sent which is pending with them.

(x) **Industry Institution Inter-action**

The State Government has constituted various boards and committees to develop technical education and to develop industry-institution linkage. Some of them are indicated below :

- 1) The State Development Board headed by the Chief Minister with Minister for Education, Secretaries to Government and prominent industrialists as members.

- 2) A High level Committee headed by the Chairman, A.P. State Council for Higher Education with Secretary, University Grants Commission and Principal, Regional Engineering College as members has been constituted by the State Government to examine the need and scope for coordination between the industry and the technical institutions.
- 3) There is a well knit industry-institution linkage for all sandwich and diversified courses where students are given one year intensive industrial training in two spells during their course.
- 4) The Board of Apprenticeship Training(BOAT) in close co-ordination with the State Government is able to provide placements for diploma and degree holders by bringing several industries under their purview.
- 5) The industries are providing 3 months intensive industrial training to staff, in industries under the Quality Improvement Programme (QIP) of Government of India.
- 6) The industry liaison Board constituted by Government of Andhra Pradesh advises the Government on various aspects of development of technical education with particular reference to industrial linkage with institutions.

15. (i) In the State of Andhra Pradesh, all the Engineering Colleges / Polytechnics were periodically inspected by Expert Committees constituted by Government and deficiencies pointed out and remedial measures taken. Government released Rs.308.2 lakhs for 13 Private Engineering Colleges and Rs. 32.5 lakhs for Private Polytechnics for infrastructural development. The Committees were headed by Prof.Koteswara Rao, Principal, Regional Engineering College, for Engineering Colleges, Prof. Aravind Gosh, Principal, Jawaharlal Nehru Technological University Engineering College for Private Polytechnics. It is incorrect to state that these colleges and polytechnics are substandard. They are quite well developed. Andhra Pradesh abolished capitation fees and regulated admissions to all Engineering Colleges including Private Engineering Colleges through EAMCET (Entrance Examination) by Vice Chancellor of an University, while admissions to all polytechnics including Private are regulated through CEEP (Entrance Examination) by State Board of Technical Education and Training and Regional Joint Directors and as such the question of running these institutions on commercial basis does not arise. The fee allowed to be collected to these Institutions has been worked out on the basis of expenditure to be allowed for recurring cost to run the academic work besides further developing the institutions.
- (ii) In Order to provide more facilities to women in Technical Education, State Government laid a policy to open atleast one women's Polytechnic in every two districts. Accordingly 14 women's polytechnics with an intake of 2,675 are functioning. The number of girls studying in boys Institutions are 450. The total Enrollment in Government and Private Polytechnics is 12,000 and as such the percentage of women covered in Technical Education is 26%. It is needless to state that Government of Andhra Pradesh is perhaps the only state providing such high percentage of Technical Education for women.
- (iii) In order to provide effective training to SC / ST students Government of Andhra Pradesh started three Government Model Residential Polytechnics for SCs., and three Government Model Residential Polytechnics for STs., Besides these special Institutions, 15% seats are reserved for SCs., and 6% for STs., in all other Institutions. In order to provide better facilities, State Government is adopting two channel system of admission where in meritorious SC /ST candidates get selected in open competition who are not counted against reservations while the reserved seats are maintained in the second channel for other SC / STs. Out of the 12,000 seats available in Diploma Institutions, 2,960 are reserved for SC / ST which works out to 24.6%. There are several SC students unable to secure seats in Andhra Pradesh and as such there is an awakening in SC/ ST by progressive steps taken by Government of Andhra Pradesh and many SC / ST are competing for their Higher Education.



## **EDUCATION FOR SCs/STs MINORITIES AND DISADVANTAGED SECTIONS**

### **Agenda**

#### **Item No. 3 (ix)**

##### **(a) Scheme for Upgrading of SC/ST Students**

The Government of India have prepared a Scheme for upgrading the merit of SC/ST students to promote special care of the educational and economic interest of the weaker sections of the people particularly the SC/ST students.

##### **OBJECTIVE OF THE SCHEME :**

1. To put bright SC/ST students in good Residential Schools through which they receive better quality education.
2. To arrange remedial instructions with a view to remove their educational deficiencies and to arrange for specific coaching for competitive examinations like N.T.S. and maths Olympiad etc.,
3. To give intensive coaching for competitive exams like admissions to M.B.B.S., Engineering and allied professional courses.
4. To generate self confidence and self reliance in them.

##### **NATURE OF COACHING :**

Coaching will be both remedial with a view to remove deficiencies in school subjects and special for preparing students for competitive examinations required for entry into professional courses like Engineering and Medicine, Coaching in remedial will be in linguistic skill, Sciences and Mathematics. Coaching for competitive exam i.e., special coaching will be more specific and organised in relation to the competencies required by professional Institutions for passing their entry examinations. Syllabi for special coaching will need to be prepared with help of experts. While remedial coaching will continue through out the stay of students in the schools, intensive coaching for competitive examinations will be provided to them on Sunday, holidays and during Summer/Winter vacation.

Coaching will be given after school hours. The Principals of the schools would also need to be involved in the programme and made responsible for ensuing satisfactory implementation.

For remedial coaching faculty of the schools would be given preference. Where it is not possible to find suitable teachers best teachers from the neighbouring schools will be drawn from private schools. It should be ensured that not less than 10-12 hours per a week will be provided by the devoted teachers.

For Special coaching apart from school teachers wherever possible and available faculty of professional institutions would be invited.

This Scheme was introduced during 1987-88, by Central Government. The State Government of A.P. has decided to implement the scheme duly following the norms and conditions prescribed by the Government of India.

Accordingly proposals have been sent to Government of India for sanction of amount of Rs.8,16,100/- under the total project of the said scheme. Government have sanctioned Rs.6,26,100/- during the year 1987-88.

Interim proposals have been sent to State Government to release the same amount to implement the scheme. The Government of Andhra Pradesh has not sanctioned the said amount so far.

In the mean times the Secretary, A.P.R.E.I. Society, which is the implementing Agency has been addressed to select the schools and the number of students as per the norms prescribed.

The Secretary, A.P.R.E.I. Society has selected (5) Residential Schools and necessary instructions have already been issued to the Principals concerned to identify the candidates of S.C./S.T. students in IX Class as per the Scheme and coaching may be given to the students identified by them.

The Scheme is being implemented in the A.P. State by the A.P. Residential Educational Institutions Society, from the year 1988-89.

Further, necessary provision of Rs. 24.80 lakhs has been made in the VIII Five Year Plan to implement the Scheme at the rate of Rs. 4.90 lakhs per year.

**IMPORTANT STEPS THAT HAVE BEEN TAKEN IN ORDER TO PROVIDE GREATER ACCESS FOR S.Cs. TO EDUCATION :**

**I) Special Coaching has been under-taken in Andhra Pradesh :**

As a welfare measure to S.C. students studying in Government Degree/Junior colleges at +2 stage who wish to appear for Engineering, Agriculture and Medical entrance Test (EAMCET) to improve their performance, centralised coaching of S.C. students is being conducted in Andhra Pradesh. Course material for distribution is being arranged.

**II) Special coaching for S.C. students appearing final year Intermediate Examination :**

Scheduled Caste students studying final year Intermediate class (+2 stage) are being given intensive coaching for preparing themselves for the examination, at five Regional centres in the State. This facilitates to improve their academic abilities which in turn help them to secure higher percentage of passes.

**III) Book Bank scheme for Scheduled Caste students :**

In this scheme essential text books are being purchased in every degree and junior college (+2 stage) in the state in phased manner to be distributed to Scheduled Caste students on loan basis so that they utilise the same to improve their academic performance in the examinations on par with economically advantaged students.

b) **Facilities Provided to Linguistic Minorities :**

**SCHOOL EDUCATION :**

In the State 1918 Schools cater to the needs of Minority groups whose mother tongues are Urdu, Kannada, Tamil, Oriya, Hindi and Marathi. These Schools have 8,773 teachers and 3,49,038 students. Details are as follows :

**NUMBER OF SCHOOLS, SECTIONS, STUDENTS AND TEACHERS IN MINORITY LANGAUGE.**

**PRIMARY STAGE**

Sl. No.	Minority Language	Number of Schools	Number of Sections (in addition to Schools)	Number of Students	Number of Teachers
(1)	(2)	(3)	(4)	(5)	(6)
1.	Urdu	1,132	1,291	2,07,236	4,101
2.	Kannada	49	17	5,457	121
3.	Tamil	85	43	12,593	247
4.	Oriya	83	72	8,898	203
5.	Hindi	44	68	16,454	436
6.	Marathi	104	41	6,473	249
<b>Total</b>		<b>1,497</b>	<b>...</b>	<b>2,57,111</b>	<b>5,357</b>

**UPPER PRIMARY**

1.	Urdu	161	420	30,355	1,114
2.	Kannada	4	7	956	20
3.	Tamil	16	9	1,842	52
4.	Oriya	2	25	1,289	50
5.	Hindi	33	38	5,927	182
6.	Marathi	15	19	1,761	82
<b>Total</b>		<b>231</b>	<b>...</b>	<b>42,130</b>	<b>1,500</b>

**SECONDARY**

1.	Urdu	143	644	37,534	1,471
2.	Kannada	4	9	970	30
3.	Tamil	10	25	2,376	78
4.	Oriya	--	20	1,462	18
5.	Hindi	26	42	6,092	236
6.	Marathi	7	17	1,363	83
<b>Total</b>		<b>100</b>	<b>...</b>	<b>49,797</b>	<b>1,916</b>
<b>GRAND TOTAL</b>		<b>1,918</b>	<b>...</b>	<b>3,49,038</b>	<b>8,773</b>

With a view to ensuring that interests of the minorities are fully safeguarded in the matter of Education, Government have issued various orders from time to time, which are referred to below in brief.

Government have issued orders for providing separate sections in the Primary Schools wherever 10 pupils are enrolled and to open a School if 30 pupils are available. For Secondary Classes the minimum strength is 30 and for a School it is 45.

#### TEXT BOOKS FOR MINORITIES :

Government have entrusted the work of preparation to Urdu Text-Books for Classes I to X to the Urdu Academy. The Academy completed the work and the books compiled by Urdu Academy are in use in all the Schools of the State and in the State of Tamil Nadu as well. At present there is no problem of availability of Urdu Medium Text-Books in Andhra Pradesh.

#### TRAINING FACILITIES

#### INTAKE CAPACITY

There is provision to train Urdu Medium teachers at the following places:

1. Govt. T.T.I. Chanchalguda, Hyderabad	75
2. Govt. T.T.I. Hanumakonda, Warangal	75
3. Govt. T.T.I. Vikarabad.	50
4. Govt. T.T.I. Eluru	75
5. Govt. T.T.I. Rayachoti	75
6. Govt. T.T.I. Kurnool	50
7. Govt. T.T.I. Guntur	50

TOTAL 450

Apart from this, there is provision for B.Ed. Training with Urdu methodology at the following Govt. Colleges of Education.

- 1) Govt. Comprehensive College of Education, Hyderabad.
- 2) Govt. College of Education, Mahabubnagar.
- 3) Govt. College of Education, Warangal.
- 4) Govt. College of Education, Kurnool.
- 5) Govt. College of Education, Nagarjunasagar.

It was clarified to the D.S.E. that 80-20 for Urdu and Hindi in the Composite Course is accepted subject to the condition that in each subject 35% marks should be secured to pass the text examination.

Govt. issued orders directing that the students who have taken Urdu as second language in Intermediate, B.A.

are eligible for admission into B.Ed. Course irrespective of the fact that they have not taken Urdu as main language in B.A. Degree course or studies in Urdu medium in B.A. Degree.

The Registrar of all Universities/the DSE A.P. Hyderabad were requested to comply with these orders.

#### THREE LANGUAGE FORMULA:

Govt. of Andhra Pradesh permitted the Urdu medium students to opt for Urdu as the medium of instruction under the three language formula. Telugu is taught as the Second Language from Class III and English as Third language from Class-VI.

#### RESIDENTIAL URDU MEDIUM SCHOOLS :

Govt. of Andhra Pradesh have sanctioned One Urdu Medium Residential School in the year 1986-87 at Hyderabad. The Govt. have also issued orders in G.O.Ms. No. 282 Edn. dated 16th July 1988 to open (3) Residential Urdu Medium Schools One at Guntur, One at Kurnool and One at Nizamabad. These institutions are now functioning.

#### ROSTER SYSTEM :

Roster system in recruitment has been relaxed in respect of Urdu Medium Munishies and Teachers un-trained graduates in Science and Maths Subjects are appointed if trained teachers are not available.

#### URDU ACADEMY :

With an intention to promote Urdu language and literature in Andhra Pradesh both at School and College level, Government constituted the Urdu Academy. It also enhanced the grant to the Urdu Academy from Rs. 5 lakhs to Rs. 8 lakhs, so that it could pursue its activities more conveniently and effectively. The Academy distributes an amount of Rs.30,000 every year for this purpose. The best Urdu Teachers are also awarded prize by Urdu Academy.

#### OPENING OF (100) URDU PRIMARY SCHOOLS :

- |                 |             |               |
|-----------------|-------------|---------------|
| 1) Hyderabad    | 5) Medak    | 9) Warangal   |
| 2) Ranga Reddy  | 6) Cuddapah | 10) Guntur    |
| 3) Nalgonda     | 7) Nellore  | 11) Nizamabad |
| 4) Mahabubnagar | 8) Kurnool  | 12) Prakasam. |

The District Educational Officers have been instructed to open the said schools in their respective Districts and appoint teachers.

Government have permitted to fill-up the post of Urdu Teachers in relaxation of ban orders.

The Government issued orders directing that the Students who have taken Urdu as Second Language in Intermediate/B.A. are eligible for admission into B.Ed. Course irrespective of the fact that they have not taken Urdu as main language in B.A. Degree Course or studied in Urdu Medium in B.A. Degree.

### **C) EDUCATION FOR WOMEN**

National Policy on Education 1986 states that (i) Education will be used as an agent of basic change in the status of women. (ii) The National Education system will play a positive, interventionist role in the empowerment of women. It will foster the development of new values. The removal of women's illiteracy and obstacles inhabiting their access to and retention in elementary education will receive over-riding priority through provision of special support services.

Based on the policy, programme of Action indicates the nature which will be needed in order to implement the direction of the policy.

As one of the implementation strategies Women's studies unit was established recently in SCERT, A.P. Hyderabad with the existing staff.

Lecturers from SCERT attended Regional workshops at NCERT, Delhi in connection with preparation of enrichment material in Regional languages pertaining to Women's Education.

Orientation training was given to Teacher Educators of Government Teacher Training Institutes from October 4th to 7th 1988 in collaboration with NCERT, New Delhi.

Orientation to Tribal secondary teachers of Visakhapatnam and East Godavari is scheduled to be held during last week of July, 1989 in collaboration with NCERT.

Women's studies unit of N.C.E.R.T. is also envisaging a special programme to SCERT staff during 1st week of August, 1989.

### **d) EDUCATION FOR HANDICAPPED CHILDREN IN ANDHRA PRADESH STATE.**

There are 20 Handicapped Schools (9) Deaf and Dumb, (11) Blind Schools existing in the Andhra Pradesh State and they are encouraging the children of Handicapped for the development of Handicapped Education in the State. These Schools are meant for the development of Physically Handicapped children.

#### **SCHEME OF INTEGRATED EDUCATION OF DISABLED CHILDREN**

For want of a better name for this scheme of placement of Disabled children in ordinary schools it will be called "Integrated Education for the Disabled". Integrated Education for the disabled is not intended to replace the special schools and integrated programme so that the varying needs of different types of disabled children may be most effectively met. Experience suggested that all disabled children cannot be placed in integrated programme Special Schools have, therefore, continued to play a significant role in offering compensatory teaching and special Educational treatment to disabled children who need these services. Their role in research and development have been almost universally acknowledged. The parallel development of special schools and integrated programme should therefore, from part of a planned effort to develop educational services for disabled children.

State Government may give particular attention to areas of high density where disabilities are endemic in nature, while implementing the scheme.

This scheme is being implementing in the Arya Upper Primary School, Hyderabad. This is 100% Centrally Sponsored Scheme. It has been continued during VI and VII Five Year Plan period, an amount of Rs.10-00 lakhs has been provided in the VIIIth Five Year Plan (1990-91 to 1994-95). @ Rs.2.00 lakhs per each year.

**RESOURCES FOR EDUCATION INCLUDING EXTERNAL FUNDING.**

**Agenda  
Item No. 3 (x)**

4. (i) Supplementary to Agenda Item No. 3 (ii)

Report of CAGE Committee on elementary Education, linkage between early childhood care and Education and Primary Education.

Please refer item No. 3 (i)



4. (ii) Supplementary to Agenda Item No. 3 (vi)

Report of the Adhoc Group of CABE Committee on Vocationalisation of Education.

Please refer to "Vocationalisation" of item No. 3 (vi)

## SUPPLEMENTARY AGENDA ITEM - EXAMINATION REFORMS

Agenda

Item No. 4 (iii)

Every Educationist agrees that there are a number of short-comings of Examinations in schools. Mudaliar and Kothari Commissions aimed at tackling the short-comings of the traditional system of Examinations by suggesting some reforms.

Some of the major short-comings are-

- a) Over emphasis of memorisation of information
- b) Predominance of subjectivity
- c) Inadequate use of test results
- d) Limited coverage of the pupils growth.

Such short-comings encouraged adoption of slip shod methods of teaching and learning and left its frontiers unguarded for malpractices to creep in. Detentions played a vital role in the past.

The word 'Reform' implies the existence of something which needs to be changed. Reform in Examinations is a difficult task to accomplish as the traditional procedures and practices in the system of Examinations have taken deep roots, and these habits die hard.

The objectives of Refors in Examinations have to be

- a) to help improvement of quality and standard of education.
- b) to make examinations accurate, in order that the decisions made on the basis of these results are valid, reliable and dependable.
- c) to reduce over-importance attached to examinations by schools, pupils and society.
- d) to eliminate malpractices and full of moral standards.
- e) to introduce continuous comprehensive evaluation.
- f) to dispence with the traditional practice of declaring pass or fail of students and to introduce a system of giving an examinee a clearance certificate for an examination in whole or in parts.

A.P. Govt. established SCERT in 1967. The State Evaluation unit which was in existence since 1962, was made a part of the SCERT. The major objective of establishing the Evaluation unit was to implement Examination Reforms and help improvement of internal and external assessment.

One of the major Reforms in the field of Education in A.P. was the Abolition of Detention in all classes except 7th and 10th classes in school education in 1971. Detentions, which played a vital role in the past, which failed to realise the objectives for which they were introduced, were replaced by a system of evaluation as an intergral part of the educative process.

- The department of Education plunged into action and conducted orientation courses for different functionaries in 1971-72 and 19772-73. Under the name State-wide academic programmes. The major areas of orientation were (a) the procedures to implement New Evaluation Policy, (b) Conducting Remedial classes basing on the pupils' assessment, (c) to give assignments to pupils for improving the academic achievement, (d) to study the inadequacies of the examinations and to introduce objective based teaching and testing, (e) Inter-relating teaching and testing procedures to achieve the objectives of teaching-learning situations. (f) Preparation of institutional plans, Annual plans, unit plans and lesson plans and preparation of instructional material based on the objectives. (g) Maintenance of comulative records, progress cards to be realistic instruments to record personality traits of pupils.

According to the non detention scheme, there will be public Examination at SSC level and a common Examination at VII class level. Evaluation tools (question papers) at the SSC Public Examinations were modified. The design and blue prints were evolved for each subject giving weightage to the various types of questions, such as Essay type, short answer type and objective type, objectives of testing, content units and difficulty level.

Unit tests have introduced.

Promotions are declared based on the marks at internal examinations and at common Examinations at VII class level.

For other classes, non detention does not mean absence of Examination. The following procedure is followed.

**Primary level:** There are informal tests, oral, written and practical tests conducted by the teachers almost every month. Home work, assignments are also made part of evaluation progress cards are issued.

**U.P. and Secondary level:** Four unit tests are conducted during the academic year. Quarterly examination and Half yearly examinations are conducted.

Progress cards are issued at the end of the examinations every time.

Thus the merit of a student is not considered on his performance in a single examination conducted at the end of a year or two. Tests and assignments are stretched over the complete period, through monthly tests etc. The stress on external examination is reduced.

If Education is defined in terms as the process of bringing about desirable changes in pupils behaviour and achievement of allround development, it must be directed towards achievement of objectives by providing proper teaching learning situations and evaluating the achievement through proper evaluation techniques.

Towards this end, statement of objectives for each subject class-wise have been spelt out in behavioural terms, which are achievable, explicit in three areas (viz). Cognitive, affective and psychomotor domains.

In schools the following objectives have been aimed at from the three domains.

- 1) Cognitive domain - Knowledge, understanding (comprehension), Application.
- 2) Affective domain - Attitudes, interests and appreciation.
- 3) Psychomotor domain - Skills.

Evaluation tools have been developed.

Question paper models have been changed. Besides Essay type tests, objective based tests are given to minimise subjectivity and to enhance validity and reliability.

Free response and Fixed response type of questions are given. In objective type questions, questions having one objective in mind are given to get correct response, by a variety of questions. Improved question papers are prepared giving due weightage to different instructional objectives, forms of questions, content areas, difficulty level etc.

Steps of taking effective measures such as the following yielded considerable positive results.

- 1) Changing teaching learning and evaluating strategies from arbitrariness to systematisation.
- 2) Evaluating not only academic matters but also non academic matters but also non academic matters such as attitudes, aptitudes, intendants etc.
- 3) Changing from periodical evaluation to continuous evaluation.
- 4) By putting more tests than limited examinations and making the test, results for wider use.
- 5) By arranging for remedial measures basing on the test results.

Several other reforms in the types of Examinations etc., are coming up for discussion. In spite of sever measures taken for lessening the importance of the Public Examinations, still prominence is observed by many. Proper tools of evaluation for Affective domain are to be evolved.

It is certain that in future Educational testing will be more powerful instrument for the qualitative improvement of teaching and learning.

## SUPPLEMENTARY AGENDA ITEM: :EXAMINATION REFORMS

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Sl. No.	Recommendation	Action Taken
(1)	(2)	(3)

### SHORT TERM MEASURES:

- |   |   |
|---|---|
| <p>i) Public Examinations will continue to be held only at the levels of classes X and XII.</p>   | <p>a) <u>School Level:</u> Public Examinations are conducted at the end of 10th Class at State level. Common Examinations for Class VII are being conducted at district level. It is contemplated to conduct Common examination at the end of V class at the district level.</p> <p>b) <u>Intermediate - + 2 Stage:</u> Public Examinations are held at the end of 11th and 12th classes.</p> |
| <p>ii) Decentralisation of the operation involved in the conduct of examinations to make the system work more effectively.</p>  | <p>a) Conduct of Examinations at the end of 10th Class region wise, dividing the State into 5 regions is under the consideration of the Department as the No. of candidates are increasing year after year and it may exceed more than 7 lakh candidates for March, 1990 examinations.</p>  |
| <p>iii) School Boards in certain states have set up a number of subcentres to decentralise the conduct of examinations. Adoption of similar measures by other states will be pursued.</p>   | <p>b) Decentralisation of the conduct of examinations at the +2 stage was agreed in principle and modalities of the implementation are being worked out.</p>  |
| <p>iv) In the event of decentralisation as indicated above, the State Boards of School Education would continue to get the question papers set and printed, consolidate the results of examinations and also undertake test checks on random basis of the functioning of the sub-centres;</p> | <p>a) Even after the creation of regional offices, the question papers will be got set and printed and supplied by the Central Office to have uniformity in standards.</p> <p>b) The suggestion of setting up of question papers and consolidation of results by the Board after decentralisation will be kept in view.</p>   |

(1)	(2)	(3)
v)	<b>Spot valuation of Answer scripts</b>	<p>a) Spot valuation of answer scripts of S.S.C. and 7th Class has been introduced long back which has facilitated the quick completion of valuation, say within 10 days and as a result of which results are being announced within 30 days from the last day of the spot valuation camp.</p> <p>b) Due to spot valuation of answer scripts the period of valuation could be speeded up enabling the Board to publish the results within 4 to 5 weeks from the last date of examination. Further it also contributed to bring about uniformity in the valuation because of close supervision of valuation by the Chief Examiners.</p>

**LONG TERM MEASURES:**

i)	The Boards of Education will lay down the levels of attainment expected at classes V, VIII, X & XII.	<p>a) In the Common examination at the end of VII Class and Public Examinations at the end of 10th class, levels of attainments have been laid down. No public examination at the end of VIII class is conducted.</p> <p>b) The Board of Intermediate Education, Andhra Pradesh has laid down the levels of attainment expected at 11th &amp; 12th classes.</p>
ii)	The Boards will also prescribe the learning objectives corresponding to these levels of attainment in terms of knowledge and comprehension, communication skills in the application of knowledge and the ability to learn:	<p>a) Question papers are set with the blue prints for achieving the objectives such as knowledge, understanding and skills.</p> <p>b) In collaboration with the NCERT, the learning objectives for 11th 12th classes have been laid down and efforts are being made to orient the teachers to achieve these objectives.</p>
iii)	Schemes of evaluation consisting of examinations to test those aspects of learning which can be assessed through formal examinations, and the procedure for assessing those aspects which can not be tested through such an examination,	<p>a) Model question papers with the objectives have been prepared and communicated to all schools for guidance. Teachers have also been given intensive training in achieving the objectives through teaching and evaluation.</p>

(1)	(2)	(3)
will be developed. Abilities and proficiencies which can and should be assessed through institutional evaluation will be identified and procedures evolved for such evaluation.	b) Keeping in view the learning objectives in each subject, model question papers have been prepared in collaboration with NCERT and the re designed question papers will be introduced from the current academic year 1989-90.	
iv) The development of schemes of evaluation is a continuing process. To provide professional support to this process, the Boards of Education will consider setting up a consortium for initiating research and development in evaluation procedures and in the conduct of examinations.	a) S.C.E.R.T. is looking after this work. b) No institutional evaluation is being contemplated at +2 stage. It is proposed to create a cell in the Board for initiating research and development in evaluation procedures.	
v) For performing this task, the consortium will adopt selected schools as pilot centres and will hold examinations and award certificates for the students of such schools:	a) A good suggestion. b) This will be taken up after the Cell is established in the Board.	
vi) Before question papers are set, a detailed design will be evolved indicating the weightage to be given to various areas of content, types of questions and the objectives of teaching/learning.	a) Question papers are set as per the design (blue print) giving due weightages to the various objectives of teaching. b) New model question papers are designed giving weightages to various areas of content and papers will be set indicating the weightages to be given to various areas of content.	
vii) Although external examinations are conducted continuous institutional evaluation of scholastic and non-scholastic aspects of education will be introduced.	a) Continuous evaluation is done in all classes by conducting unit tests. But continuous external examinations can not be conducted. b) Continuous institutional evaluation is not possible in the present circumstances of over crowded class room, shortage of teachers particularly in the rural areas. Continuous institutional evaluation also will increase the work load of teachers necessitating appointment of additional teachers which is not feasible due to constraints of resources.	

(1)	(2)	(3)
viii)	Evaluation of students performance will move towards cumulative grading system;	a) There is no move to introduce grading system in SSC Examinations.  b) In principle it is agreed to introduce grading system by abolishing the present system of declaring results awarding division on the aggregate marks.
ix)	In the big states, the possibility of establishing more than one Board of Education will be considered, so that the number of students to be examined by one Board does not exceed one lakh and;	a) It is a good suggestion to have more than one Board for the conduct of examinations for one lakh candidates by each Board. Proposals for the creation of regional offices are under active consideration.  b) In Andhra Pradesh a separate autonomous body was created as early as 1971 to supervise and regulate + 2 stage of education and issue certificates. Creation of a separate Board exclusively for the + 2 stage of education has helped in the continuous revision and upgradation of syllabus, effective conduct of examinations and publication of results with speed and accuracy; enabled to attend to the problems of the examinees with utmost promptness.
x)	Procedures will be developed for the appointment of Chairmen/ Secretaries of Boards of Education and Controllers of Examinations to inspire confidence among public.	a) Since inception of S.S.C. scheme, the Director of School Education is acting as the Commissioner for Government Examinations who is also the Chairman of the S.S.C. Board. He is assisted by one Joint Commissioner, two Deputy Commissioners, One Secretary and nine Assistant Commissioners at present.  b) The post of Secretary was created from the very inception of the Board and the post of Controller of Examination was created about 8 years back.

**ANDHRA PRADESH**  
**GENERAL INFORMATION**

**Agenda**

**Item No. 5**

**PART A**

1.	Area	2,75,068 Sq.Kms.
2.	No. of Districts	23
3.	No. of Municipalities	112
4.	No. of Mandals	1,104
5.	No. of Villages	29,701
6.	No. of Towns	252
7.	Population (1981) Census	
	Males	2.71 Crores
	Females	2.64 Crores
	Totals	5.35 Crores
	Population (1988) estimated	
	Males	3.07 Crores
	Females	3.03 Crores
	Total	6.10 Crores
	Sex Ratio	
	1981	1,025 (per 1,000 Females)
	1989	1,013 ( - do - )
8.	Density (1981) per Sq. Km.	195
9.	Birth Rate (1981) Census	35% Growth Rate 23.10
10.	Literacy Rate (1981) Census	
	a) Male	39.26
	b) Female	20.39
	Total	29.94



**EDUCATIONAL STATISTICS  
OF  
ANDHRA PRADESH  
1989**

**A. INSTITUTIONS**

	TYPES OF SCHOOLS	MANAGEMENT				Total
		Central Govt.	State Govt.	Local Body	Private	
1.	Pre-Primare	--	6	19	11	36
2.	Primary	27	2,610	41,391	2,863	46,891
3.	Upper Primary	4	344	4,611	919	5,878
4.	High Schools	21	450	3,874	984	5,329
5.	High Schools attached to Junior Colleges	--	254	--	28	282
6.	Kendriya Vidyalayas and Public Scholls	12	--	--	36	48
7.	Junior Colleges	--	407	--	* 263	670
8.	Degree Colleges	--	163	--	* 204	367
9.	Oriental Colleges	1	2	--	51	54

\* Including APREIS Institutions.

**B. ENROLMENT**

	TYPE OF INSTITUTIONS	ENROLMENT		
		BOYS	GIRLS	TOTAL
1.	Pre-Primary	1,113	1,107	2,220
2.	Primary	32,80,189	24,04,048	56,84,237
3.	Upper Primary	11,30,155	7,44,683	18,79,838
4.	High Schools	14,70,067	8,77,455	23,47,522
5.	High Schools attached to Junior Colleges	1,59,801	56,900	2,16,701
6.	Kendriya Vidyalayas & Public Schools	36,730	22,568	59,298
7.	Junior Colleges	2,08,577	75,629	2,84,206
8.	Degree Colleges	2,64,763	1,22,841	3,87,604
9.	Oriental Colleges	4,000	1,500	5,500

### C. TEACHERS

TYPES OF INSTITUTION	TEACHERS		
	MEIN	WOMEN	TOTAL
1. Pre-Primary	9	45	54
2. Primary	71,973	26,996	98,969
3. Upper Primary	28,630	13,337	41,967
4. High Schools	49,178	20,773	69,951
5. High Schools attached to Junior Colleges	4,705	1,304	6,009
6. Kendriya Vidyalayas & Public Schools	703	1,488	2,191
7. Junior Colleges	7,330	1,736	9,066
8. Degree Colleges	9,371	2,682	12,053
9. Oriental Colleges	370	75	445

### D. OTHER EDUCATIONAL STATISTICS (1988-89)

1. No. of Primary Schools in which A.V. Education (Video lessons) Schemes is being implemented.	1,000	in 3 Districts
2. a) No. of High Schools having Vocational Courses	345	
b) Mandal Vocational Educational Centres	48	
3. No. of Residential Schools managed by APREIS	86	
4. No. of N.F.E. Centres		
Phase I	21,782	
Phase II	2,800	
5. Total No. of T.T.Is	25	
6. No. of T.T.Is upgraded into DIETs	17	
7. No. of B.Ed Colleges	47	
8. No. of Universities	12	
9. Teacher-Pupil Ratio		
Primary	1:57	
Upper Primary	1:45	
High School	1:34	

10.	Enrolment Ration to (B.G.) Total Enrolment				
		Primary		58:42	
		Upper Primary		68:32	
		High School		63:37	
11.	No. of School less habitations as per the v AIES (1986)			15,258	
12.	Gross Enrolment				Age Groups
					11-13
					13-16
		Ratio	Boys	60.24	44.10
			Girls	36.60	22.76
			Total	48.58	33.57
13.	Drop Out Rates				Primary
					Upper Primary
		1. Total	G	57.44	69.86
			T	53.95	64.64
		2. S.Cs	G	63.70	76.72
			T	60.69	72.60
		3. S.Ts	G	68.96	82.99
			T	65.64	79.17
14.	No. of Polytechnics			79	
15.	No. of I.T.Is			49	
	D.L.T.Cs			10	
16.	No. of Engineering Colleges			27	
17.	No. Medical Colleges			10	
18.	No. of Primary Schools covered uner "Operation Black Board" Scheme			No. of Schools covered	No. of Posts Sanctioned
		1987-88	20%	6,352	1,827
		1988-89	30%	13,002	5,943
		1988-89	10%	4,861	2,512
	Additional Coverage of 4 Mandals of Eluru & Ananthapur (Urban)			212	100
	Missing			900	900
19.	No. of Schools under Phase I of U.K. Project	Primary		Upper Primary	Total
		302		26	328

**ANDHRA PRADESH  
GENERAL INFORMATION**

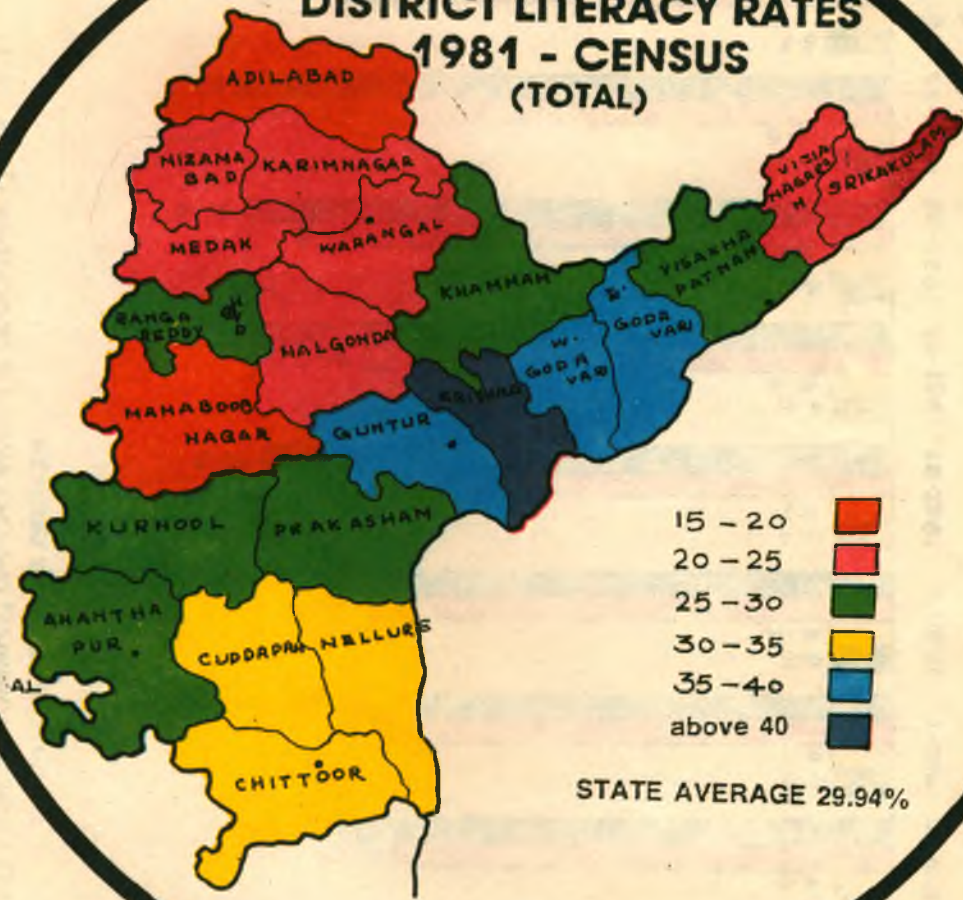
**PART B**

**NORMS FOR ASSESSING THE RECEIPTS AND EXPENDITURE  
ON REVENUE ACCOUNT IN CONNECTION WITH THE NINTH FINANCE COMMISSION**

Per capita education expenditure (Plan and Non-Plan together).	Rs.	423/-	P.A.
Per capita Non-Plan expenditure in education	Rs.	397/-	P.A.
Primary School enrolment per Lakh of population.		13,053	
Percentage of Primary Schools having (1) Pucca Building		70.74%	
(2) Semi pucca		7.5%	
percentage of trained teachers		95.86%	
Percentage of Schools having essential equipment.			
(1) Black Boards		50.56%	
(2) Furniture for teachers		39.81%	
(3) Furniture for children		26.30%	



# DISTRICT LITERACY RATES 1981 - CENSUS (TOTAL)



- 15 - 20
- 20 - 25
- 25 - 30
- 30 - 35
- 35 - 40
- above 40

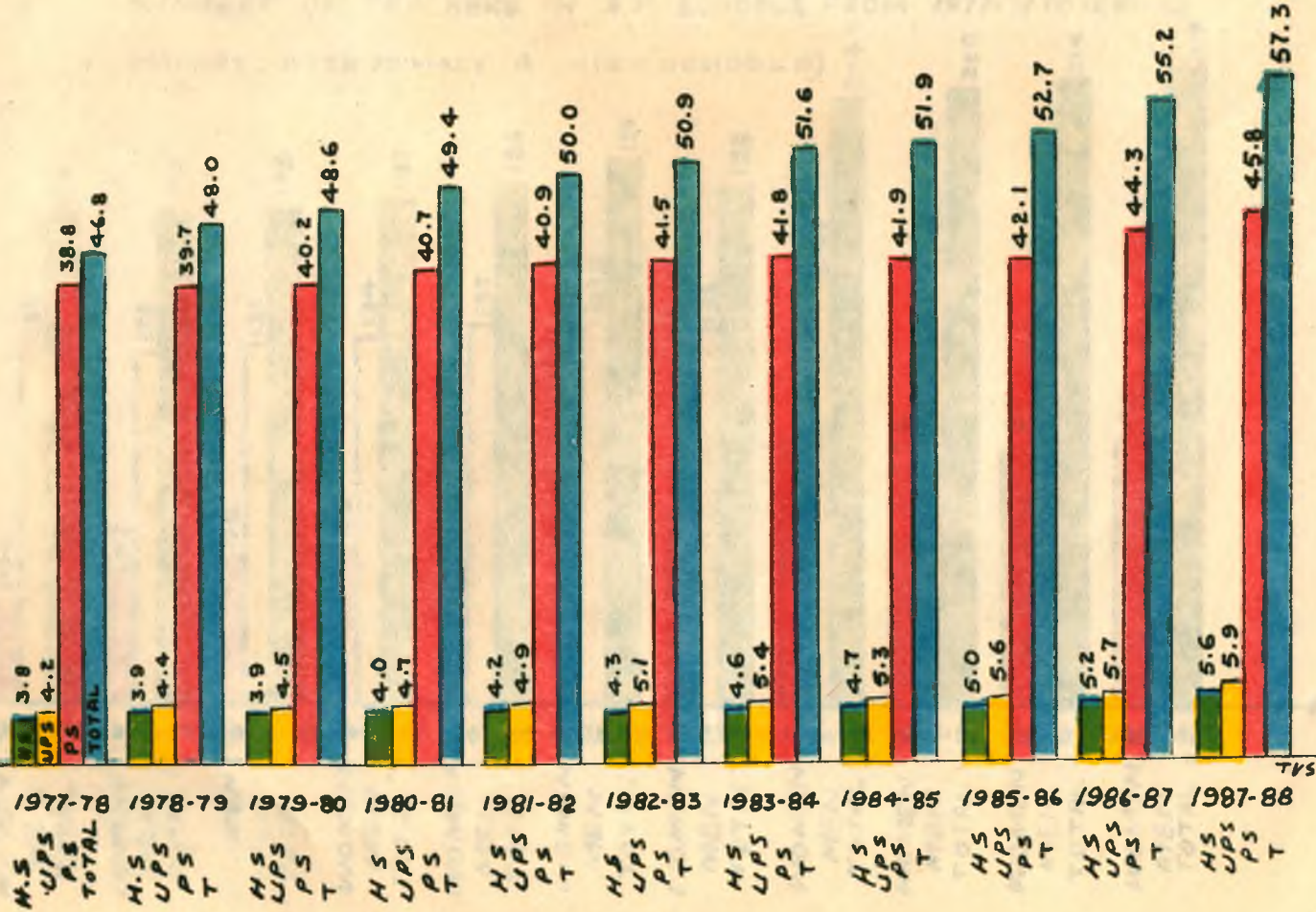
STATE AVERAGE 29.94%



**NO. OF INSTITUTIONS (PRIMARY, UPPER PRIMARY, SECONDARY) IN A.P  
FROM 1977-78 TO 1987-88**

NO IN THOUSANDS

0  
2  
4  
6  
8  
10  
12  
14  
16  
18  
20  
22  
24  
26  
28  
30  
32  
34  
36  
38  
40  
42  
44  
46  
48  
50  
52  
54  
56  
58  
60

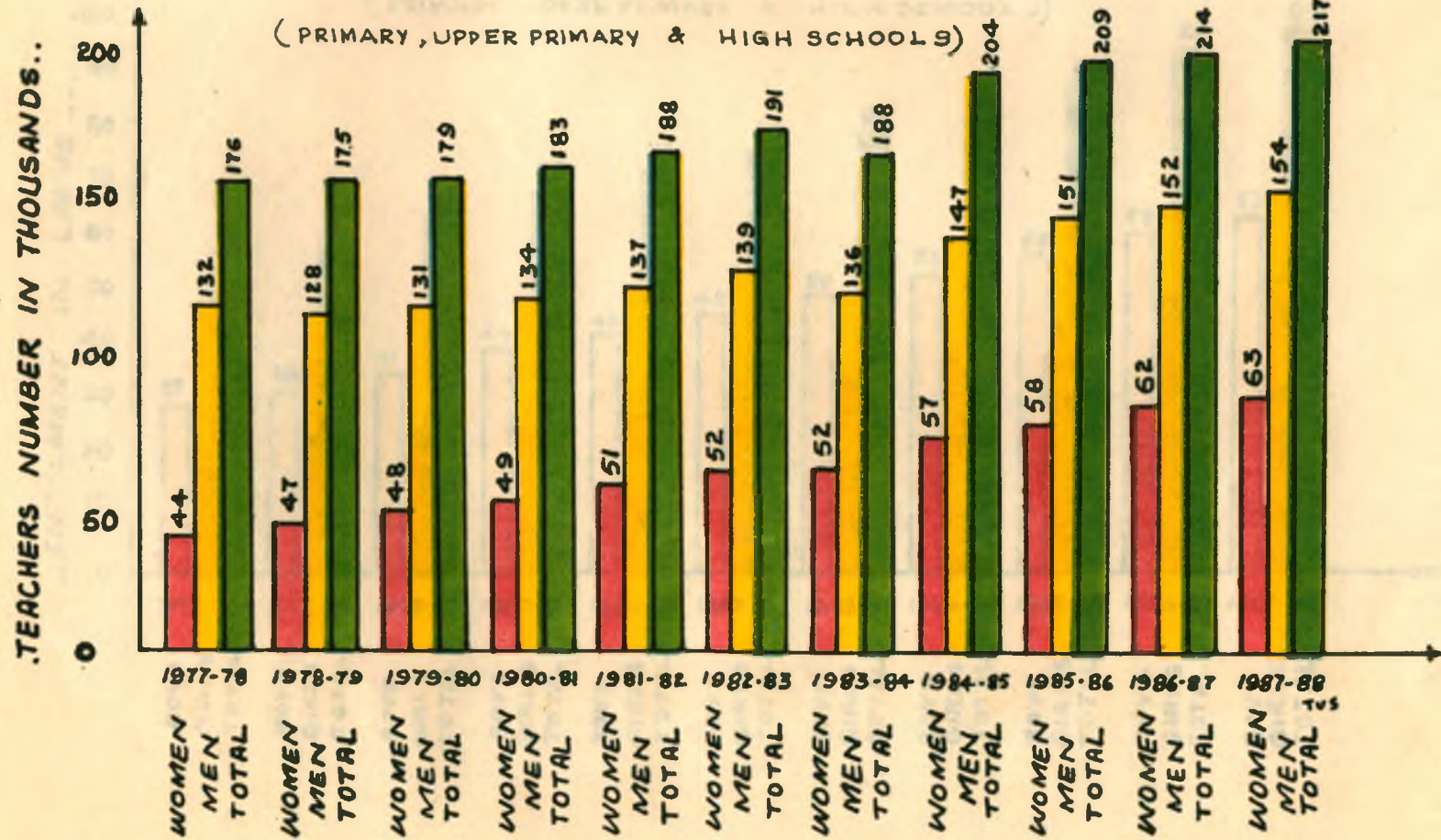






NUMBER OF TEACHERS IN A.P. SCHOOLS FROM 1977-78 TO 1987-88

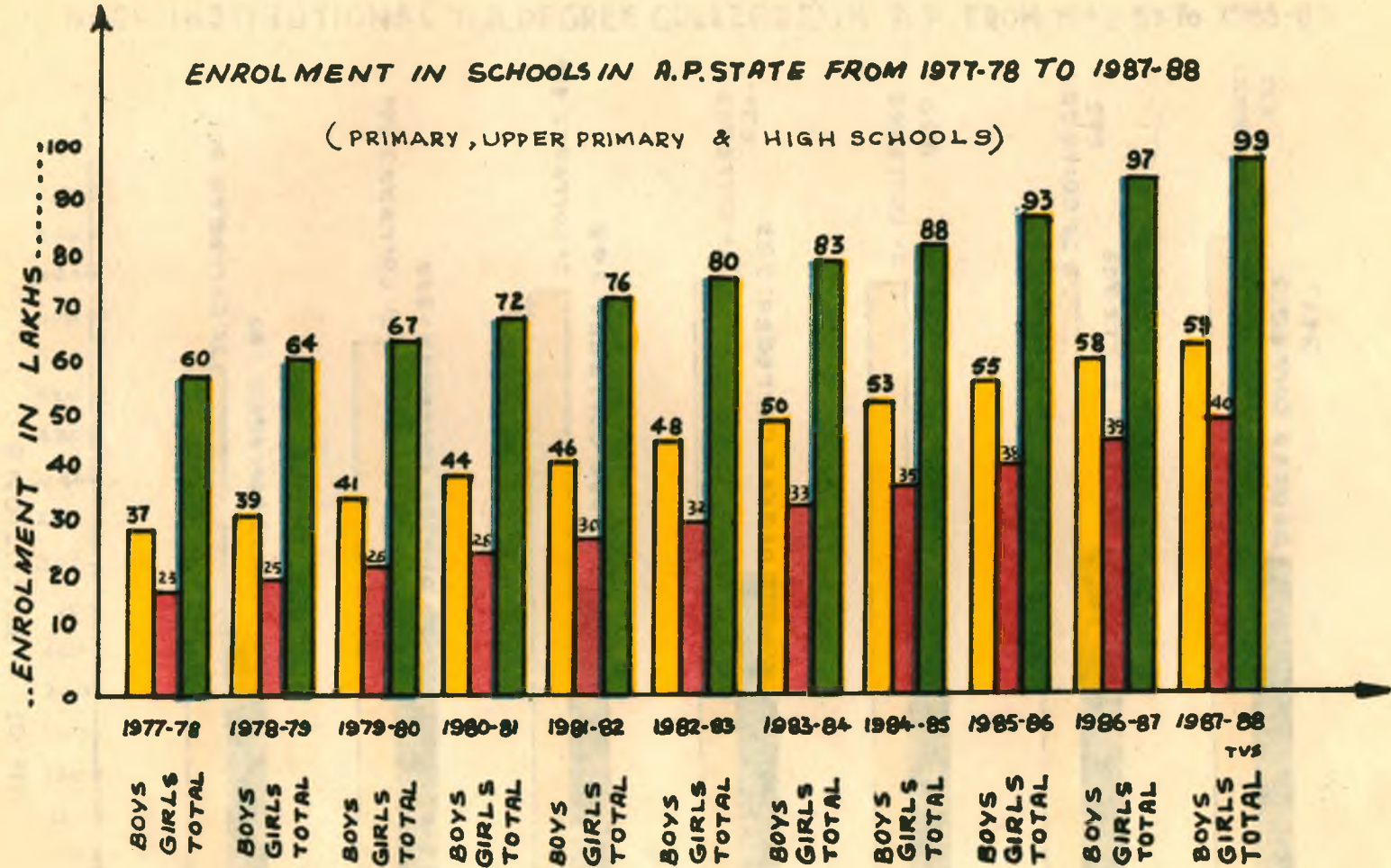
(PRIMARY, UPPER PRIMARY & HIGH SCHOOLS)





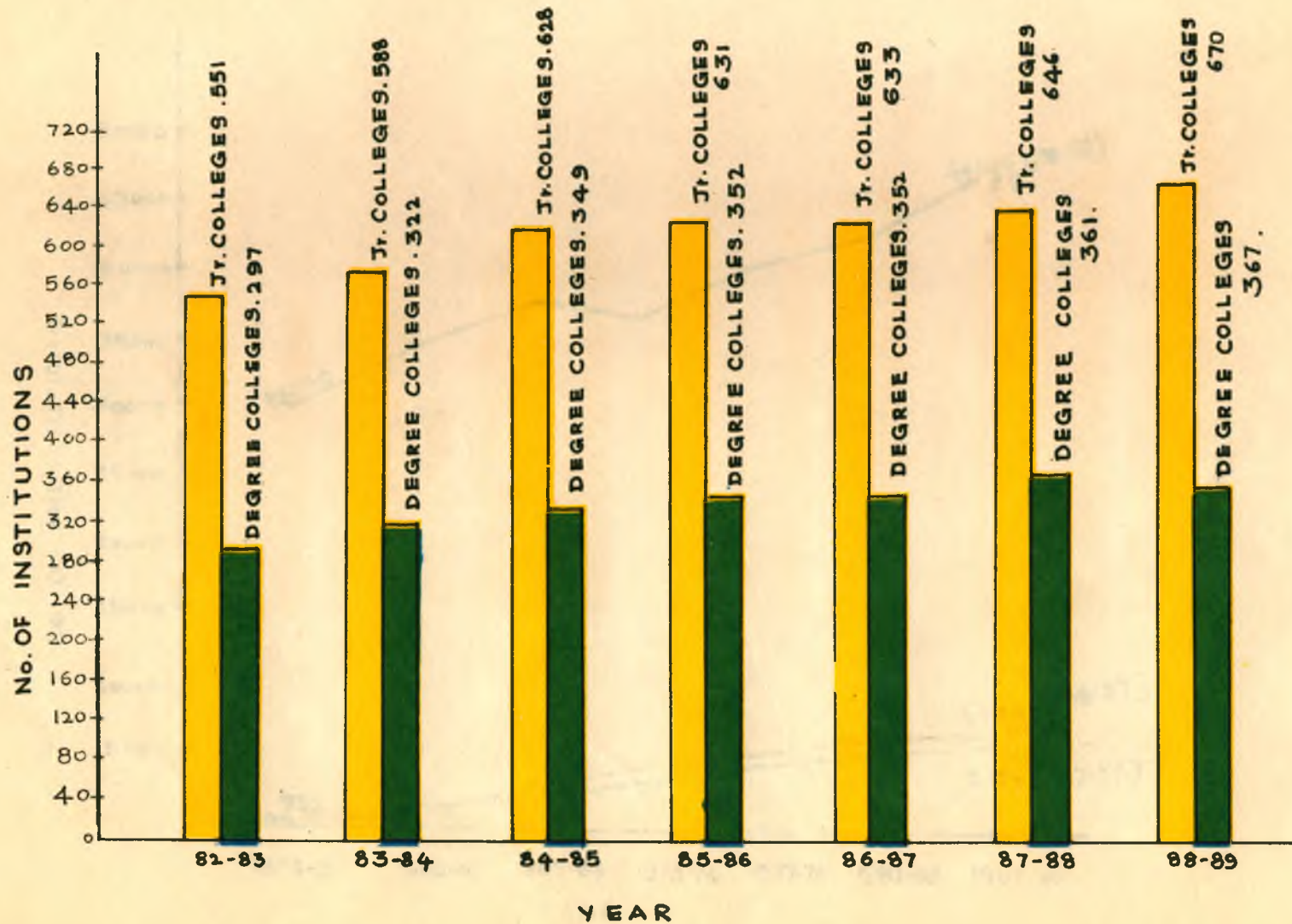
## ENROLMENT IN SCHOOLS IN A.P. STATE FROM 1977-78 TO 1987-88

(PRIMARY, UPPER PRIMARY & HIGH SCHOOLS)



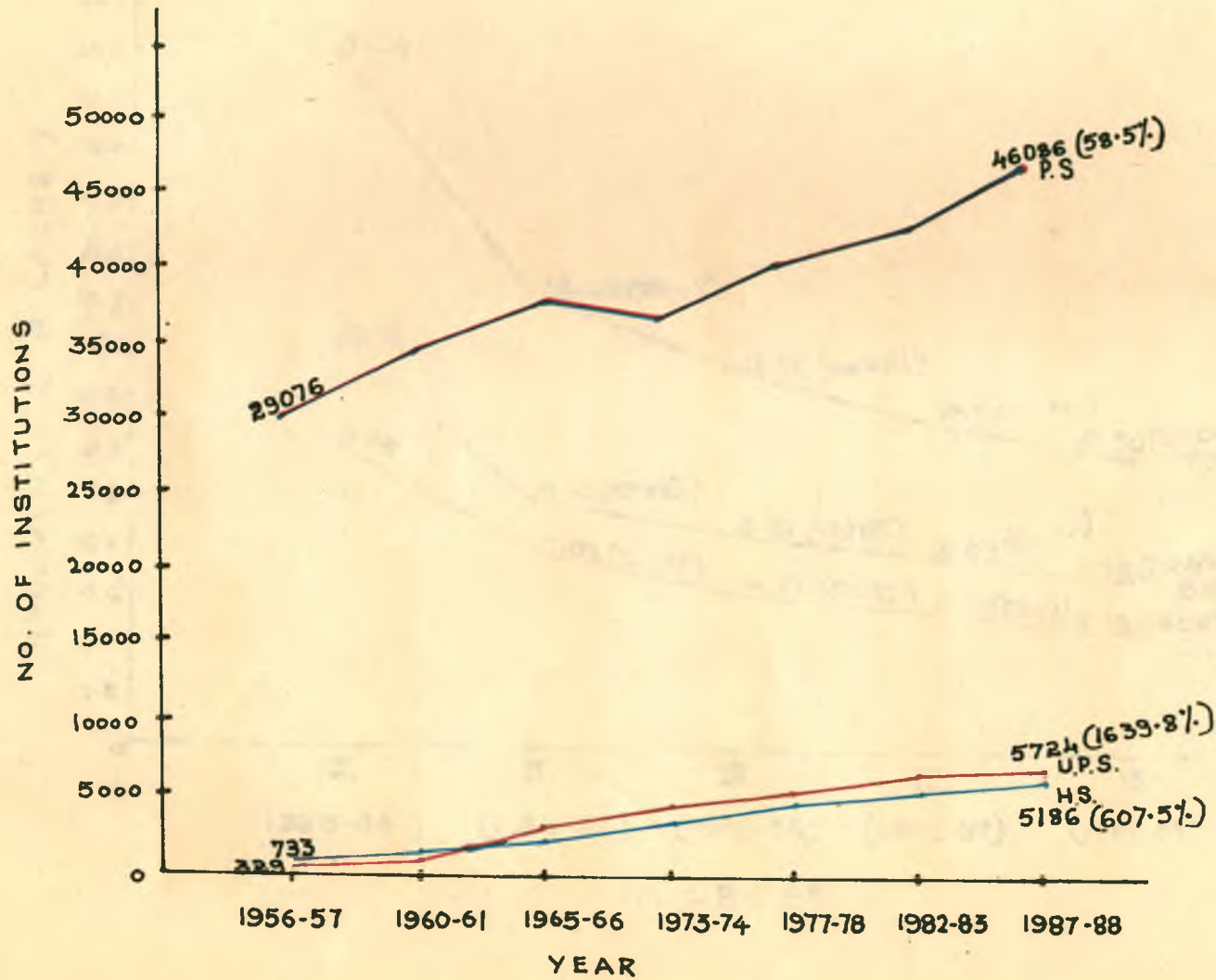


No. OF INSTITUTIONS ( Jr.& DEGREE COLLEGES) IN A.P. FROM 1982-83 To 1988-89.





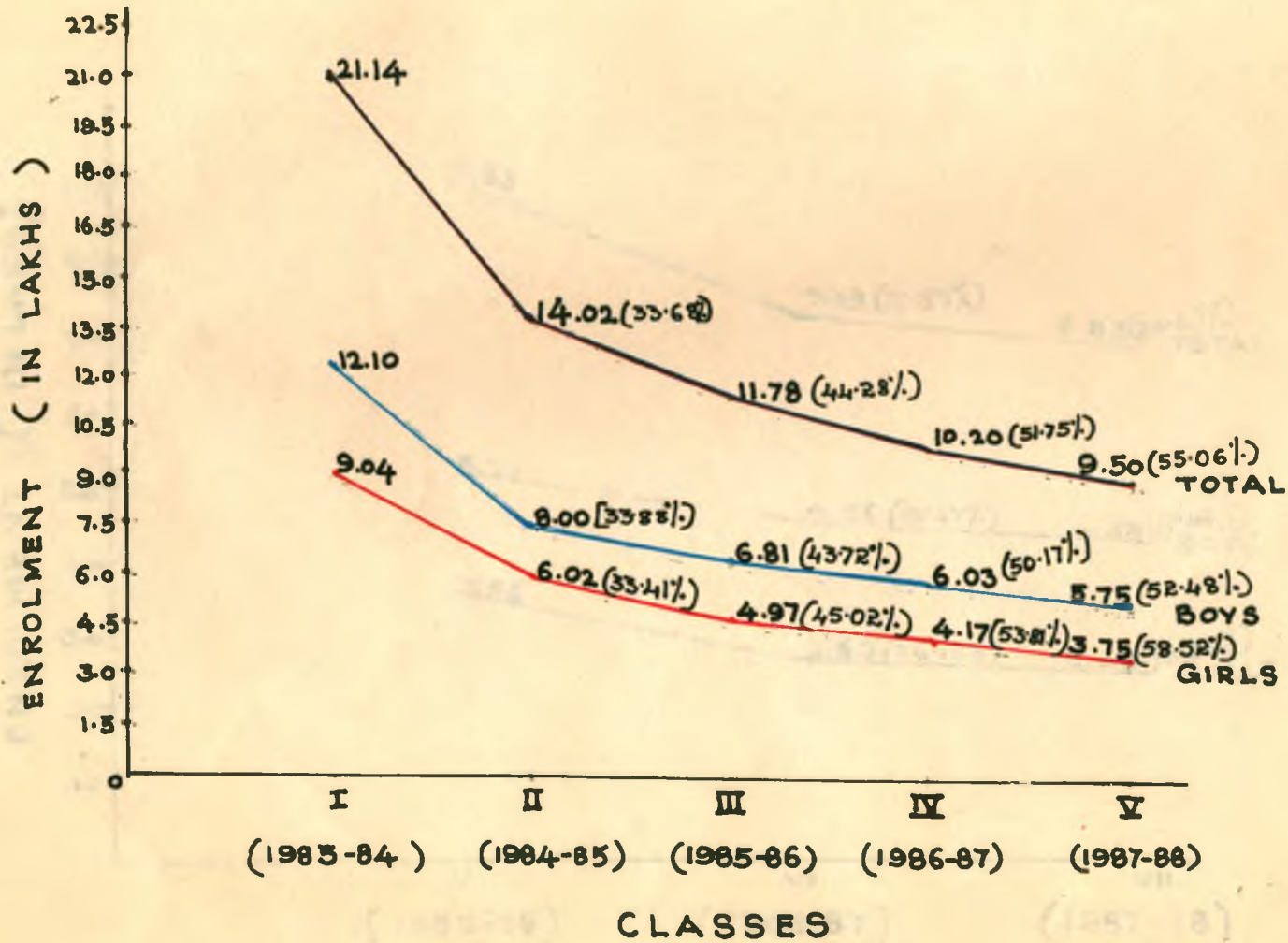
## GROWTH OF SCHOOLS IN A.P. FROM 1956-57 TO 1987-88





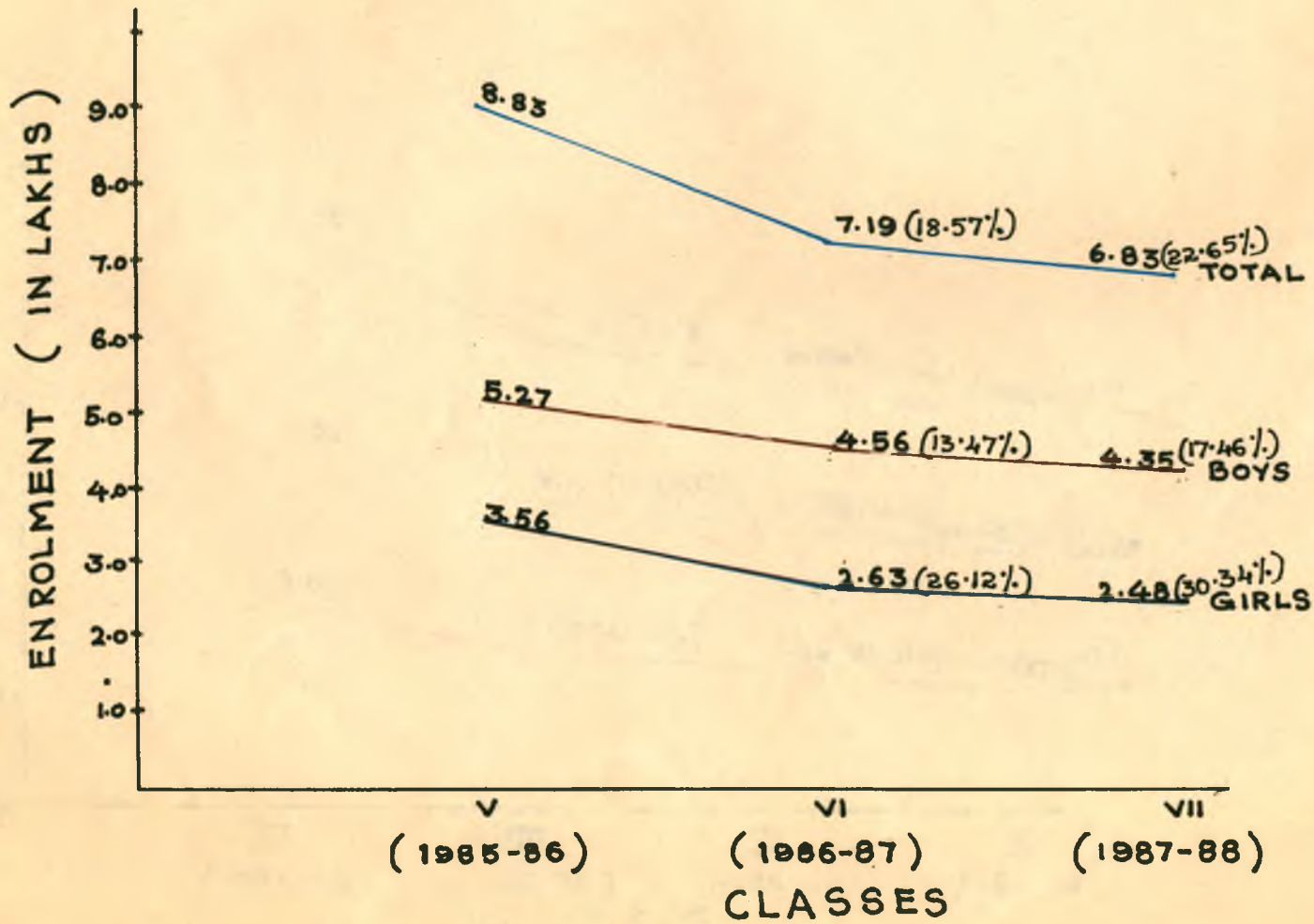


# DROPOUTS IN PRIMARY STAGE OF EDUCATION



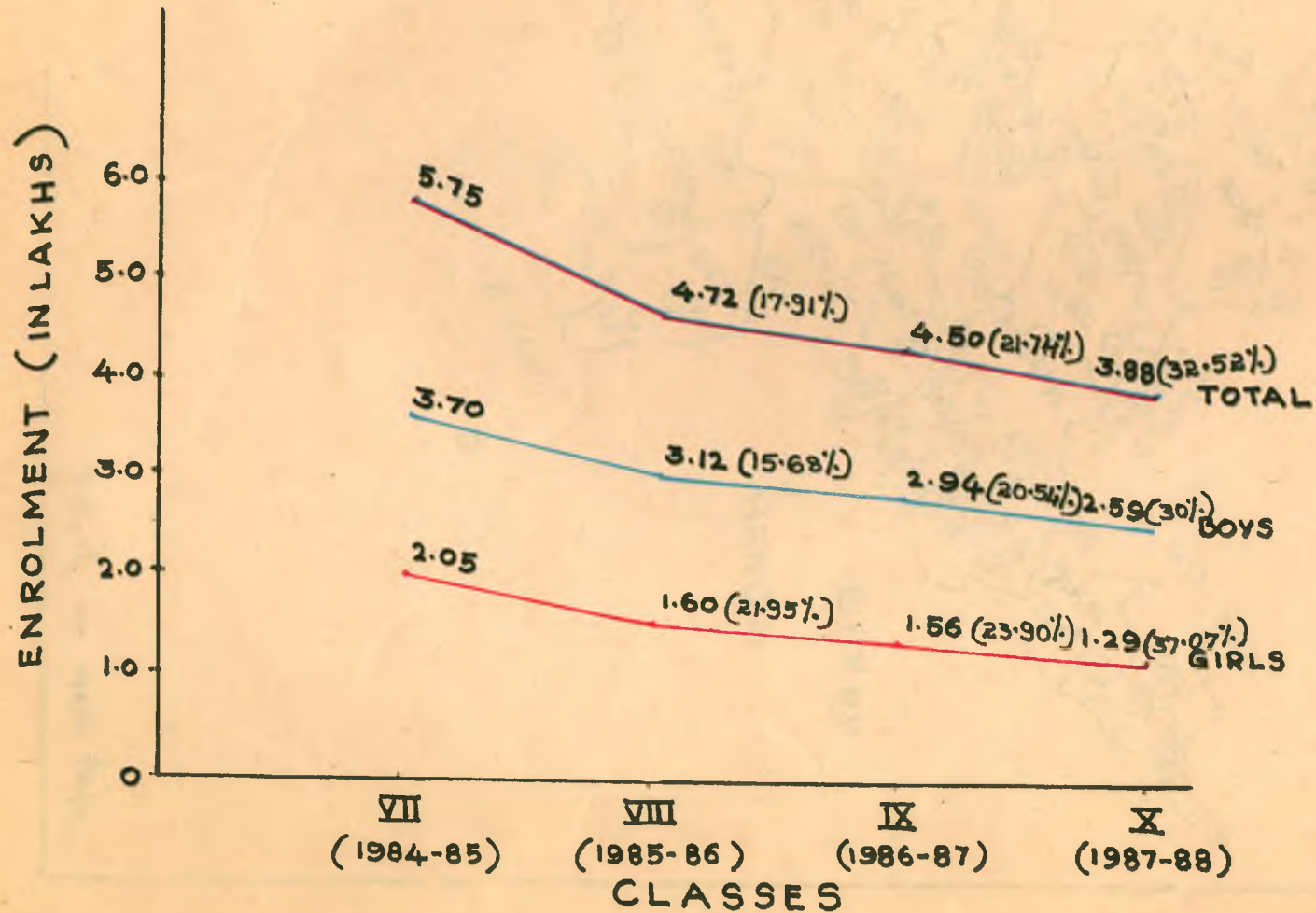


# DROPOUTS IN UPPER PRIMARY STAGE OF EDUCATION





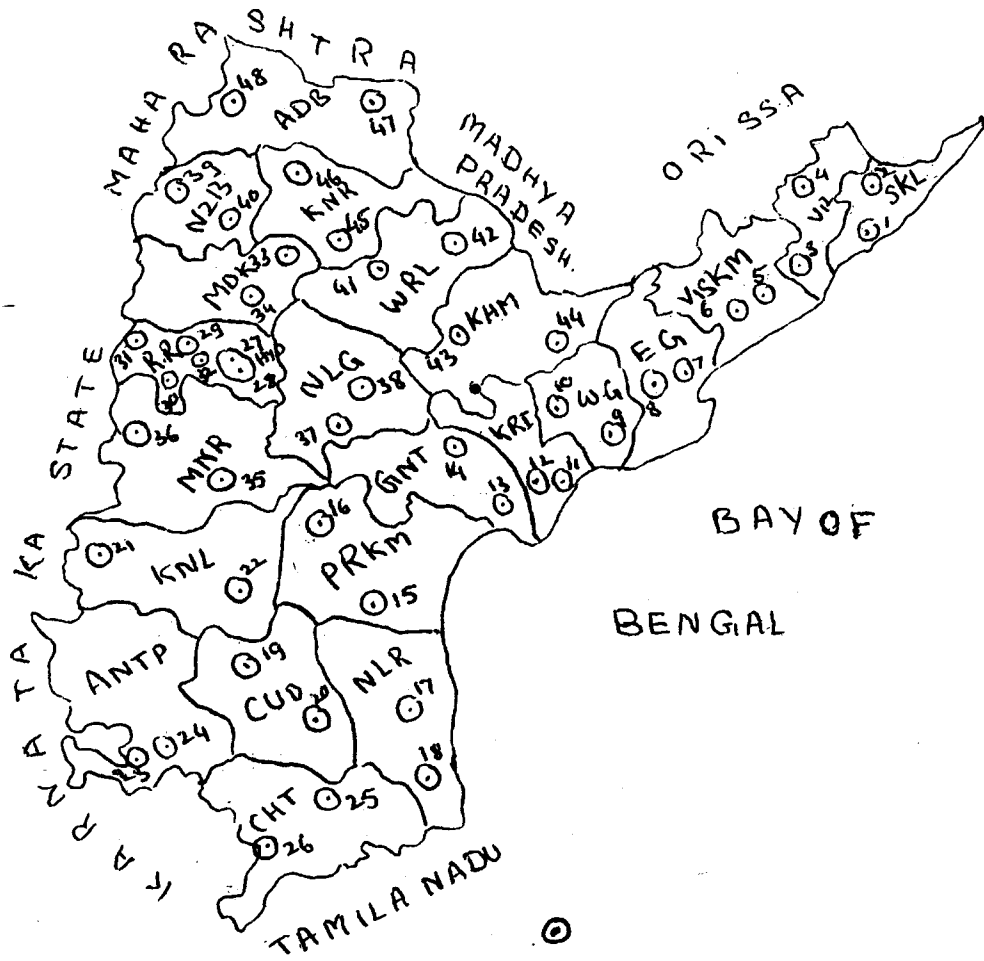
# DROPOUTS IN SECONDARY STAGE OF EDUCATION





# ANDHRA PRADESH

⊙ Mandal Vocational Education Centres



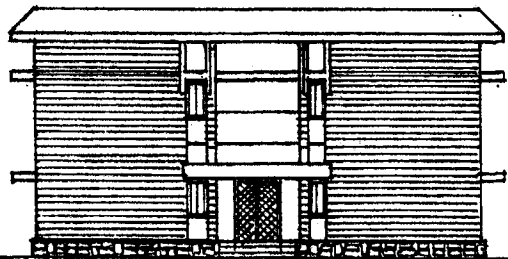
Details on next page



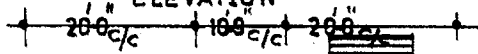


1. Govt. Girls High School, Srikakulam.
2. Z.P.P. High School, Kothakota.
3. Municipal High School, Kaspā.
4. Z.P.P. High School, Jiyyamvalasa.
5. M.G. High School, Anakapalli.
6. Z.P.P. High School, Kasimkota.
7. P.R. Government High School, Kakinada.
8. Z.P.P. High School, Rangampet.
9. B.V.R.M. High School, Palakollu.
10. Z.P.P. High School, Jangareddygudem.
11. Government Ramjee High School, Machilipatnam.
12. Z.P.P. High School, Gannavaram.
13. Municipal High School, Bapatla.
14. Z.P.P. High School, Achampet.
15. Z.P.P. Boys High School, Giddalur.
16. Government Jr. College, Ardhaveedu.
17. Government High School, Mulapet.
18. Government Jr. College, Sullurpet.
19. Municipal High School, Gandhinagar, Cuddapah.
20. Z.P.P. High School, Rajampet.
21. Z.P.P. Girls High School, Yemmiganur.
22. Municipal High School, Nandyal.
23. M.G.M. High School, Hindupur.
24. Z.P.P. High School, Lepakshi.
25. S.P.J.N. High School, Tirupathi.
26. Z.P.P. High School, B. Kothakota.
27. Government High School, Hill Street, Secunderabad.
28. Government High School, Darul Uloom, Hyderabad.
29. Z.P.P. High School, Alwal.
30. Government Junior College, Chevella.
31. Z.P.P. High School, Darur.
32. Z.P.P. High School, Peddamangalaram.
33. Government New High School, Siddipet.
34. Z.P.P. High School, Doulatabad.
35. Z.P.P. High School, Badepalli.
36. Z.P.P. High School, Kodangal.
37. Z.P.P. Girls High School, Miryalguda.
38. Z.P.P. Boys High School, Suryapet.
39. Government Boys High School, Khaleelwadi, Nizamabad.
40. Z.P.P. High School, Bikanoor.
41. Government Practicing High School, Hanumakonda.
42. Z.P.P. Secondary School, Mulugu.
43. Government High School, Indiranagar Colony, Khammam.
44. Z.P.P. High School, Dommapeta.
45. Z.P.P. Girls High School, Siricilla.
46. Z.P.P. High School, Korutla.
47. Z.P.P. High School, Kagaznagar.
48. Government High School, Ichoda.

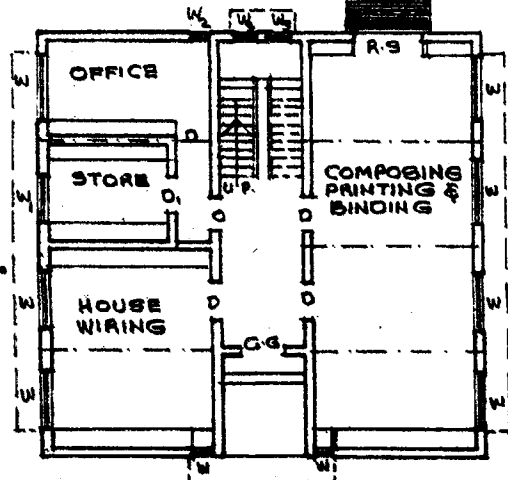




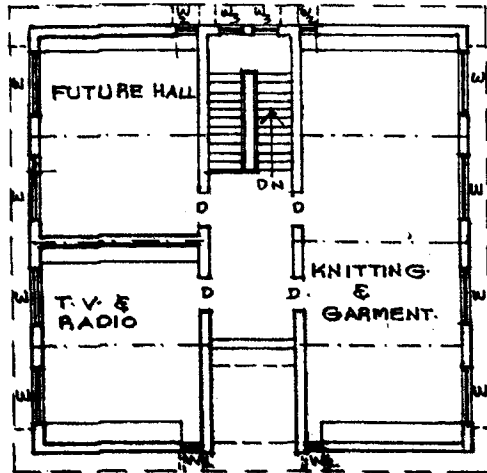
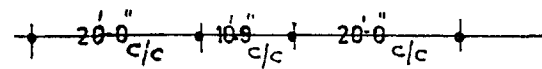
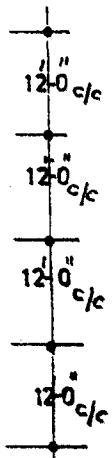
ELEVATION



TYPE DESIGN FOR	
MANDAL VOCATIONAL EDUCATION CENTRE	
SCALE 1:16'-0"	
PLINTH AREA	
GROUND FLOOR	2510 s-ft
FIRST FLOOR	2030 s-ft
TOTAL	4540 s-ft



GROUND FLOOR PLAN.



FIRST FLOOR PLAN

