

NATIONAL
POLICY
ON EDUCATION 1986

PROGRAMME OF ACTION

1992

GOVERNMENT OF ANDHRA PRADESH

EDUCATION DEPARTMENT

HYDERABAD

LIBRARY
National
Plan
17-B
New
DOC. No.
Date

C O N T E N T S

| | | |
|-----|---|-----|
| 1. | EDUCATION FOR WOMEN'S EQUALITY | 1 |
| 2. | EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD SECTIONS | 6 |
| 3. | MINORITIES' EDUCATION | 24 |
| 4. | EDUCATION OF THE HANDICAPPED | 50 |
| 5. | ADULT AND CONTINUING EDUCATION | 55 |
| 6. | EARLY CHILDHOOD CARE AND EDUCATION | 63 |
| 7. | ELEMENTARY EDUCATION | 68 |
| 8. | SECONDARY EDUCATION | 105 |
| 9. | VOCATIONAL EDUCATION | 122 |
| 10. | OPEN EDUCATION | 125 |
| 11. | MEDIA AND EDUCATIONAL TECHNOLOGY | 129 |
| 12. | EVALUATION PROCESS AND EXAMINATION REFORMS | 145 |
| 13. | TEACHERS AND THEIR TRAINING | 149 |
| 14. | MANAGEMENT OF EDUCATION | 153 |

EDUCATION FOR WOMEN'S EQUALITY

1.1.1 ACTION POINT

Promotion of education for women's equality and ensure reflection of gender sensitivity in the implementation of educational programmes.

STATUS POSITION

SCERT has been organising no. of orientation programmes for promotion of education for women's equality and gender sensitivity to a Secondary School teachers and Teaching educators.

ACTION PLAN

Organisation of workshops on gender sensitivity and rightful sharing of women in all educational programmes and activities.

1.2.1 ACTION POINT

Removal of disparity in urban, rural female education.

STATUS POSITION : -

ACTION PLAN

Introducing incentive schemes like distribution of free text books, free uniforms attendance scholarships and nutrition packages for attracting the children to the schools. Provision of supporting services to the girl child.

1.2.2 ACTION POINT

The proportion of women teachers in the low literacy states is extremely poor.

STATUS POSITION

At present in Primary Schools in A.P., 30% of women teachers are working and 36% of women teachers are working in U.P. Schools.

ACTION PLAN

More number of women teachers should be appointed at the primary and middle schools in rural areas, on par with men teachers and minimum facilities should be provided to women teachers by Government/Local leaders by mobilisation.

1.3.1 ACTION POINT

Policy parametres and strategies

- i) in the empowerment of women
- ii) to enhance the status of women
- iii) to make women accessible to vocational, technical and professional education at all levels.
- iv) to create a dynamic and responsive management

structure to face the challenges.

STATUS POSITION

1. 46 specific girls vocational schools are there besides girls studying in co-education schools are benefited by those vocational courses.
2. all professional colleges have reservation of 25% of seats for girls.

ACTION PLAN

1. Orientation courses be organised by the state government agencies at every level in respect of women's status, equality, empowerment employment, and sex sensitivity by various Training programmes to school teachers of all levels/Mahila Mandals/Mahila Samakhyas etc.

Amount of Rs.10,00,000/-

1.4.1(ii) ACTION POINT

Creating a monitoring unit/bureau to set up at state level for implementation, dissemination of information and co-ordinating action.

STATUS POSITION;

ACTION PLAN

Creation of women's education cell at SCERT with 1 Professor, 4 Lecturers with a small office to organise of monitor/dissiminate information to all the sections of education, Directorate/DIETs/CTEs/IASEs etc. This cell will work as a nodal agency.

1.4.2(iii) ACTION POINT

Establishment of girls education unit.

STATUS POSITION

ACTION PLAN

Opening of Girls Education cell with One Professor and 4 Lecturers.

Amount of Rs. 4,00,000/-

EMPOWERMENT OF WOMEN

1.5.1(iii) ACTION POINT

Every educational institution to take up active programmes of women's development.

STATUS POSITION

There is no separate budget provision for women's development programmes.

ACTION PLAN

Budget will be provided, orientation courses to be organised by SCERT., and DIET for teachers and Heads of schools on gender sensitivity and Empowerment of women .

▲ Amount of Rs.10,00,000/-

1.5.2(v) ACTION POINT

To promote positive image of women through common core curriculum SCERT to intensify activities already initiated in the area.

STATUS POSITION

SCERT has already formulated revised curriculum in 1990 as per the common core components. The text books are being prepared on these guide line(I to V)

▲ ACTION PLAN

The text books for classes V to X to be revised by incorporating the common core components to promote positive image of women.

Amount of Rs.2,00,000/-

RESEARCH AND WOKEN'S STUDIES

1.6.1 ACTION POINT

Effective participation of women in all areas of national or international development without any gender discrimination.

- i) Research to advance the frontiers of knowledge, develop human resources and produce teaching/learning material.
- ii) Teaching to change attitudes & values of men and women for gender equality. Existing biases and deficiencies in curriculum will be eliminated.
- iii) Training of teachers decision makers, administrators and planners to play a positive interventionist role for gender equality and direct involvement of institutions in women's development activities.

STATUS POSITION

Sri Padmavathi Mahila University is having a full fledged women's studies department.

ACTION PLAN

- i) To encourage and strengthen inter disciplinary studies on women's education projects to be undertaken.
- ii) Orientation courses be organised for the teachers and curriculum planners authors and editors.

- iii) Training of teachers decision makers administrators and planners to play a positive role for gender equality and women's development.

UNIVERSALISATION OF ELEMENTARY EDUCATION

1.7.1 ACTION POINT

Concentrated efforts are made to achieve universalisation of enrolment and retention of girl child by special NFE programmes open schools and other innovative educational programmes to rural and urban slum girls.

STATUS POSITION

Already 6202 NFE centres are exclusively working for girls with women instructors, open school system for girls is in operation in 4 districts of Andhra Pradesh. UNICEF assisted girls education programmes implemented at Anantapur and Mahabubnagar districts.

ACTION PLAN

- 1) To strengthen NFE programmes for girls by supplying teaching learning material and giving training to the instructors.
- 2) To extend open school system for girls to other districts in a phased manner. (Policy decision by the Govt. of A.P.).
- 3) To put in special inputs in EFA project for girl child education by interesting unteaching syllabus.

Amount of Rs.2,00,000/-

1.8.1 ACTION POINT

Improvement of girls access to technical vocational and professional courses offering guidance and counselling for girls to undertake professional courses.

STATUS POSITION

345 Vocational institutes.

ACTION PLAN

To train Guidance and Counsellors for which a cell may be started in SCERT.

Amount Rs.4,00,000/-

MEDIA ELECTRONIC PRINT;

1.9.1 ACTION POINT

To create a climate for equal opportunities for women and girls. Awareness generation by the media.

STATUS POSITION

SIET.,AIR.,Doordarshan facilities are available in A.P.

ACTION PLAN

Supply of TVs and tape recorders should be supplied to primary and secondary school.Audio & Video cassettees.

The services of SIET.,AIR to be revamped by producing more programmes for awareness and environmental building .
Rs.3,00,000 for preparation of Cassettes per year.

A high level interministerial committee for review and implementaion of POA women's cell to be setup in SCERT with one professor, 4lecturers and non-academic staff.

**EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES
AND OTHER BACKWARD SECTIONS**

Action Point:

2.1.1. Census figures and population of SCs & STs.

Status Position:

According to 1981 Census the population of Scheduled Casts was 79,61,730 and that of Scheduled Tribes 31,76,001 accounting for 14.87% and 5.93% respectively of the population of Andhra Pradesh.

Action Plan : Nil.

Action Point:

2.1.2. Literacy rate of SC & ST were 21.38% ,16.40% .As against 41.22% of Non- SC, ST population.

Status Position:

| Subject | Boys | Girls | Total |
|------------|-----------|-----------|-----------|
| a) S.Cs. | 8,25,673 | 8,04,875 | 16,30,548 |
| b) S.Ts. | 3,30,269 | 3,21,951 | 5,52,220 |
| c) General | 44,29,494 | 33,28,341 | 77,57,835 |

The Literacy rates of SCs/STs as per 1981 Census in Andhra Pradesh.

| | | |
|---------------------------------------|-----|--------|
| a) The literacy rate among SC (Men) | ... | 24.81% |
| b) The literacy rate among SC (Women) | ... | 10.25% |
| Total literacy rate among SC | ... | 17.53% |
| c) The literacy rate among ST (Men) | ... | 12.01% |
| d) The literacy rate among ST (Women) | ... | 3.04% |
| e) The Total literacy rate among ST | ... | 7.79% |

Action Plan:

To increase the literacy rate among SC/STs all School-less habitations will be provided with schooling facilities including N.F.E. Total literacy campaigns will be intensified.

Action Point:

2.1.3. Drop-out rates of SCs & STs are continuing to be very high.

Action Point:

2.1.4 Accelerating the rate of enrolment and retention of SC/ST. Need for concerted efforts to bring out equality of educational opportunity and achievements of SC/ST.

Status Position:

The drop out rates as per 1991-92 is as follows:

| | | I to V | I to VII |
|---------------------|-------|--------|----------|
| 1. SCs - | Boys | 60.56 | 68.30 |
| | Girls | 65.03 | 74.68 |
| 2. STs - | Boys | 62.20 | 77.16 |
| | Girls | 69.60 | 81.25 |
| 3. All - General | Boys | 52.50 | 61.59 |
| | Girls | 57.37 | 69.48 |

As per the above figures the drop out rate is increased.

Plan of Action:

To reduce the drop out rate among SCs/STs incentive schemes are to be intensified. More No. of Ashrams and Residential schools are to be established. Incentive schemes for parents also may be introduced.

Status position:

(1) No. of incentive schemes are being implemented including the establishment of Hostals/Ashram Schools/Residential enrolment and retention.

Action Plan:

- (1)(a) More No. of Ashram/Residential schools are to be established.
- (b) Parents to be educated regarding incentive schemes and importance of Education.
- (c) Total literacy campaign are to be intensified in these areas.
- (2) Providing schooling facilities to all the school less habitations immediately.

Action Point:

2.1.5. Centrally sponsored schemes continued in VIII Five Year Plan.

Status Position:

The following Centrally sponsored schemes are being continued in the VIII Five Year Plan.

- 1) Post matric Scholarships
- 2) Grant in aid to voluntary organisations.
- 3) Pre-matric scholarships for children of those engaged in un-clean occupation.
- 4) Hostels for Boys and Girls.
- 5) Coaching and allied schemes.

- 6) NFE Centres-Intensive total literacy campaigns in SC/ST areas
- 7) Providing OBB inputs in SC/ST areas.
- 8) Providing Reservations in SC/ST Educational Institutions and Hostels.

Action Plan:

Schemes are to be implemented by proper monitoring.

Action Point:

2.0 Elementary Education:

Proposed strategies for implementation N.P.E. 1986 and Plan of Action.

Status Position: Nil

Action Plan : Nil

Action Point:

- 2.2.2.** To ensure universal access Primary/Upper Primary Schools to be opened on priority and attaching the pre-primary sections in schools of SC area.

Status Position:

(a) As per the V All India Education Survey all the habitations under S.C.P. have been covered except 262 habitations.

(b) N.F.E. centres are also opened in SC areas both in general and crash programme.

(c) Anganwadies and Balawadies are established independently under I.C.D.S. Project.

Action Plan:

Priority will be given to open primary/Upper Primary Schools in all the school-less habitations.

Action Point:

- 2.2.3.** Opening of schools in school-less habitations in Tribal area before the end of VIIIth Five Year Plan to ensure universal enrolment.

Status Position:

As per the Vth All India Educational Survey all the habitations were covered with schooling facility with the walking distance of 1 K.M. except in 2963 habitations in ST area.

Action Plan:

Steps are being taken to provide schooling facilities either formal or N.F.E. and registered teacher schools to achieve schooling facilities in Tribal areas.,

The details of financial implications of establishing schools in school-less habitations is shown hereunder/.

Statement showing the requirement for opening of schools under SC & ST School-less habitations.

| Sl. No | School-less habitas | Teachers posts required @ 2 teachers per school | Amounts required @ Rs.25000/- per school teacher | T.L.M. required | Amount required @ Rs.7936/- per school | Buildings required @ 2 class rooms per school | Amount required for 2 class rooms @ Rs. 1.32 lakhs. |
|-------------|---------------------|---|--|-----------------|--|---|---|
| | | | Rs in lakhs | | Rs in lakhs | | |
| 1. | ST areas (2963x2) | 5926 | 1481.50 | 2963 | 235.14 | 2963 x 2 | 3911.16 |
| 2. | SC areas (262x2) | 524 | 131.00 | 262 | 2.79 | 262 x 2 | 345.84 |
| Total(3225) | | 6450 | 1612.50 | 3225 | 255.93 | 6450 | 4257.00 |

Total requirement all components

S.T. areas Rs. 56,27,80,368-00

S.C. areas Rs. 4,97,63,232-00

Grand Total: Rs. 61,25,43,600-00

ction Point:

2.2.4. Integrated approach to achieve Tribal literacy in age group of 3-14 and 15 above.

Status Position:

Department of Women & Child Welfare has opened Anganwadies and Balawadis independently Education/Adult Education/Woman & Child Welfare Departments are all working under the control of Project Officers of I.T.D.As.

Action Plan:

Steps will be taken to have linkages to all types of Education in Tribal areas by providing integrated Educational complex.

Action Point:

2.2.5. To achieve universal access and enrolemtn in SC children.

Status Position:

(a) As per the Vth All India Educational Survey, all the habitations under S.C.P. have been covered except 262 habitations.

(b) N.F.E. centres are also opened in SC areas both under general and crash programme.

(c) Anganwadies and Balawadies are established independently under I.C.D.S Projects.

Action Plan:

Priority will be given to open Primary/Upper Primary Schools in all the School-less habitations.

Pre-Primary schooling facilities will be provided in all the habitations.

Action Point:

2.2.6. Enrolment drives among the SCs.

Status Position:

Enrolment drives are being organised at the beginning of every academic year to enrol all school age children including SC/ST/BC children by involving teachers and village education committees. Bharat Jana Vigna Jathas are creating awareness among backward sections in this regard.

Action Plan:

At present enrolment drives are not specific. Specific drives such as involvement of family heads, village heads will be done. Door to door survey will be taken to identify out of school children, working children, to identify alternative channels of education to suit to their vocational needs.

Action Point:

2.2.7. Providing incentives for SCs/STs

Status Position:

The following incentives are being provided.

Scheduled castes

1. Pre-Matric scholarships
2. Scholarships for classes I & II
3. Scholarships & Reimbursement of tuition fees.
4. Stipends to I.T.I. students.
5. Post matric scholarships.
6. State scholarships for P.G. courses.
7. Stipends for Research scholars.
8. Payment of financial assistances to Medical & Engineering students.

9. Sanction of full mess charges.
10. Supply of Text Books Engineering & Medical students.
11. Scholarships to Bright students.

Scheduled Tribes

1. Coaching for common entrance Exams for admission into Polytechnics(CEET).
2. Coaching for the recruitment of clerical cadre posts in Nationalised Banks viz., Banking service recruitment Board.
3. Coaching in graduates aptitude test in Engineering (G.A.T.E.)
4. Proficiency training in Typewriting.
5. Training in Administration of Justice.
6. Coaching in Engineering Agrl. & Medical Common entrance text.
7. Coaching in Civil services Exams. I.P.S., I.A.S., Group-I services.
8. Bank probationary Officers coaching.
9. Payment of unemployment cash-grant to ST graduates & Post Graduates.
10. Training of STs in H.M.V. driving in A.P.S.R.T.C. for their recruitments as Drivers.
11. Multipurpose extension Training course to scheduled Tribes.
12. Engineering service Exams. E.C.E.T. for Diploma holders.

Action Plan:

More No. of Ashram schools and Residential schools are to be established to retain SC & ST children.

Action Point:

2.2.8.(a) Equipping all schools as per O.B. norms.

Status Position:

All the Elementary Schools in ST/SC areas which were in existence prior to September 1986 were covered under O.B.B. and all N.F.E. centres are being provided teaching learning material every year.

Action Plan: Nil

//

Action Point:

(b) Achieving M.L.Ls.

Status Position:

On experimental basis the MLLs are introduced in 6 Mandals in A.P. Training programmes are arranged to DIET Lecturers and selected teachers in the strate to implement the MLLs.

Action Plan:

The proposed action in 2963 school-less habitations in ST area and 262 in SC area will be equipped with Teaching Learning Material etc., as per OBB norms.

The financial implications of the proposed are given below.(Statement given at para No.2.2.3.)

Action Point:

2.2.9. Provision of OBB facilities irrespective of date of opening the schools within the period of 2 years.

Status Position:

All schools in SC/ST areas will be provided OBB facilities by the end of VIIIth Five Year Plan irrespective of the date on which the school was set up.

Action Plan:

After the 5th All India Educational Survey i.e., after September 1986, 3377 Primary Schools were opened in ST areas with single teachers. All these schools will be provided with 2nd teacher and Teaching Learning Material. The financial implications are as follows.

Statement showing the single Teacher schools opened in ST areas after V all India Education Survey and requirement to cover the schools under O.B.B.

| Single Teacher schools opened after V All India Educational Survey | The convert in to Two Teacher schools amount required @ Rs. 25,000/- per annum per teacher | To supply of T.L.M. @ Rs 7,936/- per School. | To Build upto two class rooms @ Rs. 1,32,000/- | Total requirement |
|---|---|---|---|----------------------|
| 3377 | Rs. 8,44,25,000/- | Rs.2,67,99,972/- | Rs.44,57,64,000/- | Rs.55,69,88,8 |

Action Point:

2.2.10 Provision of incentives to the indigent families among the SC/STs.

Status Position:

All SC/STs children are covered under incentive schemes.

Action Plan:

Incentive will be provided to the indigent families of SC/ST those who send their children specially Girls to schools.

Action Point:

2.2.11 Teaching Tribal children in their mother tongue upto class IInd and Regional Languages from class III.

Status Position:

In Andhra Pradesh there is no provision to teach in their mother tongue i.e., Tribal language.

Action Plan:

Tribal teachers are engaged to teach the content of formal system with common core syllabus .Common core content will be implemented in Regional language as suggested. Steps will be taken to develop T.L.M. in Tribal Language upto class 2nd on experimental basis.

Action Plan:

2.2.12. Re-wirting teaching learning material in Home language of SC/ST.'

Status Position:

There is no separate T.,L.M. for SC/ST.

Action Plan:

Tribal teachers are engaged to teach the content of formal system with common core syllabus .Common core content will be implemented in Regional Language as suggested . Steps will be taken to develop T.L.M. in Tribal language upto class 2nd on experimental basis.

Action Point:

2.2.13. Implementation of M.L.Ls.

Status Position:

Importing training programmes to the lecturers of DIETs in MLLs.

Action plan:

Effective methodologies will be implemented for measurement of MLLs.

3. ADULT EDUCATION;

Action Point:

- 2.3.1. Making Adult Education as an integral part of education micro planning in tribal areas.

Status Position:

Formal schools are also involved in total literacy campaign.

Action Plan:

Adult Education programmes will be made integral part of Educational Micro-Planning.

Action Point:

- 2.3.2. Giving major focus on SC/ST in total literacy campaigns.

Status Position:

Being implemented.

Action Plan:

Under Total literacy campaigns major Focus will be on SC/ST population especially illiterate women. Thus in all 15 T.L.C. Districts the focus was on SC, ST & Other minorities.

Action Point:

- 2.3.3. Making adult education programmes for SC/STs as programmes of empowerment.

Status Position:

Special care was taken to develop curriculum and material for empowerment of SC & ST. For this crash programmes were organised in all the 15 districts.

Action Plan : Nil

Action Point:

- 2.3.4. Setting up of Post Literacy Centres in SC/STs areas.

Status Position:

Steps were already taken in this regard.

Action Plan: Nil

Action Point:

4. Incentives

Action Point:

- 2.4.1. Linking the rates of scholarships with increased cost of living.

Status Position:

The Government of A.P. already revised scholarship scheme of Pre-metric and Post-metric students.

Action Plan:

The suggestion that scholarship rates shall be linked with the increase with cost of living index will be explored.

Action Point:

- 2.4.2. Payment of Scholarships through Banks/Post Offices.

Status Position:

Scholarships are paid once in a year to the persons through Head-Masters (At the end of the year only).

Action Plan:

Steps will be taken to pay the scholarships through the Banks/Post Offices on the first day of every month.

Action Point:

- 2.4.3. Imparting Remedial Teaching for SC/STs & special coaching for entrance examination.

Status Position:

In the entire state, 507 special Hostels are established for IX and X class students to provide Remedial Teaching and special coaching. Special Coaching for MSET, ESET, CEEP, IES, Group-I, II, III Services of A.P.P.S.C., STAFF selection Commission and B.S.R.B., etc., are being provided to the SC/ST/BC students.

Action Plan: Nil

Action Point:

- 2.4.4. Provision of residential facilities for those who are preparing for competitive examinations.

Status Position:

No residential facilities are provided except for Andhra Pradesh study circle.

Action Plan: Nil

Action Point:

2.4.5. Additional scholarships and special coaching for Girls students of secondary and senior secondary classes.

Status Position:

No separate scholarships are provided.

Action Plan:

Details of additional scholarships if any to be given will be worked-out after receiving policy directions.

Action Point:

2.4.6. Merit scholarships to "A" Grade students.

Status Position:

All "A" Grade students are being admitted in most privileged residential and public schools and other best available schools.

Action Plan: Nil

Action Point:

2.4.7. Supply of quality books, abridged and translated books at subsidized rates.

Status Position: Nil

Action Plan:

The suggestion will be implemented in course of time.

5. RESERVATIONS;

Action Point:

2.5.1. Monitoring of Implementation of reservations.

Status Position:

There is monitoring at the State Level and District Level with Peoples representatives reviewing the status position from time to time. Government is giving instructions to implement reservations properly.

Action Plan:

It will be considered as a General Recommendation.

Action Point:

2.5.2. Recruitment of SC/ST Teachers.

Status Position:

At present 15% and 6% vacancies are reserved for SC & STs besides throwing Open O.C. Posts for Meritorious SCs & STs. In ST areas 100% Teacher posts are filled with local S.T. Candidates only, even without training qualifications with

a minimum of Xth class pass or fail.

Action Plan: Nil

Action Point:

- 2.5.3. Admission of SCs/STs in Educational Institutions in Navodaya Vidyalayas.

Status Position:

The State percentage of SC and ST is the mark fixed for criteria of reservation.

Action Plan:

The suggestion that State/National District which ever is High will be considered.

Action Point:

- 2.5.4. Facilities to provide Admission into Educational Institutions of High quality.

Status Position:

Reservations for admissions are being implemented in schools receiving Grant-in Aid. The scheme of admitting ST children in reputed Educational Institutions is in Vogue.

Action Plan : Nil.

6. TEACHING AND THEIR TRAINING

Action Point:

- 2.6.1. Appointment of Untrained teachers in SC/ST localities.

Status Position;

In ST areas, if fully qualified persons are not available, local Xth class Pass/Fail candidates are being recruited as teachers and inservice training is arranged to them.

Action Plan:

For SCs also in the absence of qualified persons X pass/fail candidates can be taken from their local areas.

Action Point:

- 2.6.2. Indentification of specified DIETs for training SC/ST Teachers.

Status Position:

Two T.T.Is were established in Tribal areas to impart for STs. In addition to that, the untrained SC/ST Teachers are given training in all the D.I.E.Ts in the State.

Action Plan: Nil

Action point:

- 2.6.3. Encouraging SC/ST students to become teachers by devising professional Training.

Status Position:

ST students are encouraged to become Teachers by relaxing educational training qualifications. The local ST students who are X pass/fail are recruited in all the eligible teacher posts in Tribal areas.

Action Plan: Nil

Action Point:

- 2.6.4. Posting of husband and wife teams as teachers in Tribal areas.

Status Position:

No such scheme is in operation.

Action Plan:

It will yeild good results if the husband and wife teams are posted in Tribal areas.

7. **ADDITIONAL MEASURES;**

Action Point:

- 2.7.1 Setting of P A C E - Setting Institutions for SCs/STs.

Status Position:

Residential schools and residential Jr. Colleges were established in every districts for SCs and STs separately to provide quality Education. A seperate Social Welfare Residential Educational Institutions Society was established as an autonomous organisation to provide education to SC/ST students. There are 36 residential schools were established for STs and 92 Residential schools established for SCs in the State.

Action Plan:

On need based ,some more schools will be established in course of time.

Action Point:

- 2.7.2.(1) Linking of Tribal Education with out-door activities like sports and games.

Status Position:

There is no separate scheme linking education in tribal area with out-door activities however talented tribal children are given specialised training through sports

council/sports authority of Andhra Pradesh.

Action Plan: The suggestion will be implemented.

Action Point

- (2) Providing scholarships to children who excel in out-door activities.

Status Position: There are no separate schemes.

Action Plan: The suggestions will be implemented.

Action Point:

2.7.3(a) Improvement of standards of Hostels.

Status Position:

1. All the Ashram Schools and resident schools in Tribal Area are provided with Hostel facility which are managed by teachers.
2. Girls Hostels for SCs are not constructed/located in the vicinity of the school.

Action Plan:

Proper monitoring to look after Nutritional and health needs will be evolved and there is no plan to organise Hostels through N.G O's.

Action Point:(b)

Management of Hostels by Non-Governmental Organisations.

Status Position:

All the hostels for schools are run by Government only (Dept.of Tribal Welfare , BC Welfare and Social Welfare) No Non-Government Organisation is involved in running hostels.

Action Plan: Nil

Action Point:(c): Nutritional needs of the students.

Status Position: Nil

Action Plan: Nil

Action Point:

2.7.4. Incorporating the Philosophy of Dr.B.R. Ambedkar in School Curriculum.

Status Position:

The lessons on Dr. B.R. Ambedkar and his Philosophy are introduced in the revised curriculum for the classes V,VII, and IX.

Action Plan:

Steps will be taken to incorporate the philosophy of Dr.B.,R.Ambedkar from class-I onwards including N.F.E.

Action Point(b):

Understanding the richness of the culture of SCs and STs and their contribution to culture and economy.

Status Position:

There is no inculcation of an understanding among teachers and students about the richness of the culture of SC/STs and their contribution to the culture and economy of India.

Action Plan:

Opportunities will be made to inculcate an understanding among teachers and students about the richness of the culture of SC/STs and of their contribution to culture and economy of India. And these aspects should have a proper place in the school curriculum. Steps will be taken to impart training to teachers on cultures of SC/ST through research and training wings of Tribal Welfare and Social Welfare Departments.

8. OTHER EDUCATIONALLY BACKWARD SECTIONS;

Action Point:

- 2.8.1. Providing Educaiton Infrastructure in remote Hill Areas.

Status Position:

Still 262 School- Less habitations in SC Areas and 2963 School-less habitations are in ST areas as on today And 3377 single teacher schools in ST areas are yet to be benefitted with the O.B.B. facilities.

Action Plan:

Action Plan is being prepared to provide educatinal facilities in the school less habitations by Opening Schools and N.F.E. Centres . Details are worked out at paras 2.2.3., and 2.2.9.

9. MONITORING;

Action Point:

- 2.9.1. Entrusting monitoring work to the local community with adequate involmnet of SC/ST and Women.

Status Position:

After introduction of O.B.B. in the State , Village Educational Committes are formed with a representation of SC/ST members and Women.

Action Plan:

There is need to revitalize the village Educational Committees by imbuing spirit of responsibility for Educational development and planning in the village.

Action Point:

2.9.2(a) Implementation of incentive schemes by Welfare Departments.

Status Position:

Incentives like scholarships, supply of free books, facility of Hostels, Ashram Schools and residential Schools are provided to SC/STs which are implemented by Welfare Departments/. (Tribal Social Welfare and B.C. Welfare)

Action Plan:

Action will be taken to introduce the Joint Monitoring system for proper implementation of incentive schemes and Educational Programmes for the SC/ST.

Action Point(b):

Role of Education Department in maintaining Educational standards.

Status Position:

Education Department is looking after supervision of schools regarding Educational standards, preparation of curriculum and text books and sanction of schools. The Tribal Welfare Department is setting schools and appointing Teachers and managing the schools. There is no separate text Books and curriculum to cater to the needs of SC/ST students.

Action Plan: Nil

Action Point:(c)

Joint Monitoring system by Welfare Departments and Education Department.

Status Position: There is no Joint monitoring system.

Action Plan: Nil.

Action Point :

2.9.3. Management of Educational Institutions by Department of Education.

Status position:

In Tribal Areas all the Tribal schools are managed by the Tribal Welfare Department and Education Department is looking after the supervision of standards of Education preparation of curriculum and text books.

Action Plan:

Suggestion given in programme of action will be taken.

10. **EVALUATION OF SCHEMES**

Action Point:

2.10.1. Evaluation of incentive schemes.

Status Position:

Implementation and impact of incentive schemes are not yet evaluated by the S.C.E.R.T. The Welfare Departments also not yet evaluated. However evaluation is being done on pre-examination training centres.

Action Plan:

Action will be initiated to take up evaluation by reasearch wings of Welfare departments, S.C.E.R.T. and DIETs.

Action Point:

2.10.2. Systematic documentation and utilisation of the findings of the reports.

Status Position: Nil

Action Plan: Steps will be taken to implement.

MINORITIES EDUCATION

ACTION POINT

3.1.1 Constitutional guarantees

STATUS POSITION

In consonance with the philosophy of underlying the constitutional provisions under Articles 29 and 30 of the constitution, the Government of Andhra Pradesh has been making concerted efforts towards the objectives of ensuring adequate safeguards for minority communities in the state. The measures undertaken by the Government in this direction as far as linguistic minorities are concerned can be broadly classified under two major categories.

- a) safeguards relating to the use of minority language for official purposes.
- b) use of minority languages for educational purposes.

ACTION PLAN

Constitutional guarantees are implemented vigorously.

ACTION POINT

3.1.1(i) Article 29(1) and (2)

STATUS POSITION

The A.P. Official Language Act, 1966 contained special provisions relating to the use of Urdu or any other language or languages in addition to Telugu language which is declared as official language in certain areas of the state, where 15% of the total household population of a district/tehsil speaks the minority languages.

The State Government has ordered that Primary Education in Urdu be provided wherever there is atleast a minimum enrolment of 10 pupils to open a parallel section in the existing Primary School and where atleast 30 pupils to open a school in minority language. Likewise for secondary education, the minimum strength for a class is 30 and for a school is 45 pupils.

ACTION PLAN

The Government orders are vigorously implemented and when the need arises at any point of time, in respect of any minority language.

At present, there is a proposal for starting of 25 primary schools in Srikakulam district for Oriya speaking population. In respect of the other minority languages, no proposals have been received from the DEOs.

ACTION POINT

3.1.1(ii) Art.30(1),1(A) and 30(2)

STATUS POSITION

Government issued liberalised rules relating to establishment, recognition and regulation of Minority Educational institutions under private managements in G.O.Ms.No.526 Edn.,dt.21-12-88. The salient features of the G.O. are:

- 1.Minorities are free to establish educational institutions where they like.
- 2.Minorities are free to admit students of their community without following the rule of reservation.
- 3.They are free to appoint teaching staff as selected by the Selection Committee of their own, subject to eligibility.
- 4.They are free to frame their own rules and regulations for disciplinary control over their staff.

There is no discrimination in granting aid to educational institution whether based on religion or language.

ACTION PLAN

The proposals received from Minorities in respect of establishment of institutions shall be thoroughly examined in the light of Government orders issued, and immediate action is taken in permitting them to establish institutions.

3.1.1(iii)

ACTION POINT

Art.350 A. Facilities for instruction in mother-tongue.

STATUS POSITION

Position as explained in para 2 of (i)

At present there are 1825 schools of primary, Upper Primary, and Secondary and 2,906 parallel sections to the existing Primary and Upper Primary Schools & High Schools in Urdu, Oriya, Tamil, Kannada and Marathi minorities. Nearly 3,55,460 pupils are benefitted. There are 8386 teachers working in the above schools and sections.

ACTION PLAN

All the DEOs were requested to submit proposals for opening of schools and sections in any of linguistic minorities keeping their growing need in view.

The DEO., Srikakulam has sent proposals for opening of 25 Primary Schools in Oriya medium alongwith the 25 teachers. The proposals are under process. Also proposals for

creation of 21 SGBT, 12 BEd., Assistants, 6 Gr.II Oriya Pandits under MPP sector, 7 SGBTs, 29 B.Ed., Assts., 6 Gr.I Pandits, 5 Gr.II Pandits under ZPP sector, 3 SGBTs, 15 B.Ed., Assts., 1 Gr.II Pandit under government sector for Oriya minority are under process. The total financial outlay proposed for the above scheme from 1992-93 to 1996-97 is Rs.1,83,16,000(Approx.). Proposals in respect of other minorities from the DEOs concerned are still awaited. Soon after their receipt, expeditious action is taken.

3.1.2. ACTION POINT

Implementation of the constitutional guarantees.

STATUS POSITION

Position explained in 3.1.1.

A Minority Cell has been created in the Directorate of School Education to implement the welfare measures for minorities.

ACTION PLAN

The Government of Andhra Pradesh has been making and shall make efforts to safeguard the constitutional guarantees more vigorously

3.1.3. ACTION POINT

Census data of 1991.

STATUS POSITION

The census data of 1991 in respect of minorities is not yet available.

ACTION PLAN

3.1.4. ACTION POINT

NPE 1986

STATUS POSITION

Keeping the constitutional guarantees to minorities and their growing educational needs in view, Government sanctioned 100 Urdu Primary schools spreadover in 12 districts of A.P. alongwith 200 SGBTs, in two spells. In respect of other linguistic minorities, 20 SGBT posts were sanctioned during 1990-91 @ 5 posts to each of the 4 major linguistic minorities viz., Oriya, Tamil, Kannada and Marathi.

In preparation of text books syllabi as a part of national curriculum, the ten core elements were well nurtured which prescribe the idea of National integration as one of the objectives of education.

ACTION PLAN

The proposals from the DEOs are still awaited, for opening of sections and for new schools. As and when, proposals received from private minority managements for establishing schols, shall be examined as per need and permission is accorded.

As per the NPE 1986 , 10 core elements have been kept in view for preparation and revision of text books from 1993-94. First language text books for classes I&II have already been prepared and printed, and are in use in schools. For 1993-94 the first lanaguage text books of classes III to VI have to be printed for which the manuscripts are ready. In non-language subjects, the translation work is yet to be taken up.

2. ACTION POINT

PM's 15 point programme

STATUS POSITIOIN

No welfare schmes under PM's 15 Point programme for minorities have been implemented during VII plan period due to pausity of funds. However, 100 Urdu medium primary schools, 200 Urdu SGBTs and 20 SGBTs for four other lingustic minorities have been sanctioned. Also a minority cell has been created.

ACTION PLAN

The programme to be taken up during VIII five year plan under POA 1992 are discussed under 'REVISIONS SUGGESTED IN THE EXISTING POA/ STRATEGIS OF IMPLEMENTATION.

3. ON GOING PROGRAMMES FOR MINORITIES EDUCATION

3.(i) ACTION POINT

Scheme of Coaching classes for competitive exams.

STATUS POSITION

There is no such scheme existing.

ACTION PLAN

Pertains to Higher Education.

3.(ii) ACTION POINT

Community Polytechnics.

STATUS POSITION

Pertains to Technical Education.

ACTION PLAN

3.(iii) ACTION POINT

Training programmes for Principals/Managers/Teachers.

STATUS POSITION

There are no training programmes exclusively for minorities. However, they are covered under general category.

ACTION PLAN

The Training Programme for Inservice teachers are detailed under "Long Term Measures" at Sl.No.3.5.3 .(c)(i).

3.(iv) ACTION POINT

Guidelines for recognition of Minority managed institutions.

STATUS POSITION

Government issued certain guidelines under section 99 of A.P.Education Act, 1982 for establishment, recognition and the regulation of minority educational institutions vide G.O.Ms.No.526(Rules) dt..21-12-1988.

The following institutions were accorded minority status

1. St.Alphonsa College of Education, Hyderabad for 5 years from 1990-91.
2. Shadan College of Education for 2 years from 1990-91 and 1991-92.
3. Fatima College of Education, Warangal for 1 year 1990-91.
4. Rayalaseema College of Education, Kurnool for 5 years from 1990-91.

3.(v) ACTION POINT

Review of Text Books

STATUS POSITION

The idea communal harmony, emotional integration have been incorporated in the school curriculum. While preparing the text books syllabi, the ten core elements envisaged in NPE 1986 have been well nurtured.

ACTION PLAN

The text books about 56 titles are proposed to be revised from 1993-94 as per the NPE 1986. The authors and editors have been given guidelines to prepare the text books.

3.(vi) ACTION POINT

Programmes identified for State Government.

STATUS POSITION

No. programmes have been taken up as per the POA, 1986 due to paucity of funds.

ACTION PLAN

The programmes to be taken up for implementation as envisaged in POA, 1992 during VIII Five Year Plan are detailed under "STRATEGIES OF IMPLEMENTATION".

3.(vii) ACTION POINT

Monitoring

STATUS POSITION

The Quarterly Reports on implementation of PM's 15 point programme for the welfare of minorities are being submitted to Government regularly. Due to paucity of funds, no welfare schemes have been proposed.

ACTION PLAN

Efforts shall be made to monitor the schemes to be proposed for implementation as envisaged in POA, 1992 effectively and to ensure the submission of Quarterly reports regularly.

4. REVISIONS SUGGESTED IN THE EXISTING

POA/STRATEGIES OF IMPLEMENTATION.

3.4.1 ACTION POINT

Preparation of an Area Approach.

STATUS POSITION

There is no Area Approach was prepared with Block/Tehsil as a unit yet showing the areas of educationally backward concentration areas. The census data in respect of religions in A.P. is not available.

ACTION PLAN

3.4.2 ACTION POINT

Centrally sponsored/Central schemes

STATUS POSITION

There are no Centrally sponsored schemes for the minorities.

ACTION PLAN

Action : Government of India.

3.4.3 ACTION POINT

Revised list of minority concentration districts and blocks/tehsils

STATUS POSITION

Minority concentration districts, blocks and tehsils as per the 1981 Census is appended herewith.

ACTION PLAN

Action: Government of India.

3.4.4 ACTION POINT

Scheme of Non-Formal Education

STATUS POSITION

The NFE scheme existing now is for all. There are no NFE centres exclusively for minorities.

ACTION PLAN

The drop out rate in minority community is more. To reduce the drop out rate the present NFE scheme needs to be strengthened exclusively for minorities.

3.4.5 ACTION POINT

Time bound Crash Programme of school improvement.

STATUS POSITION

The present on-going programmes of DBB., NFE., and DIET cover all types of communities irrespective of minorities whether language or religion.

ACTION PLAN

To organise the time bound Crash Programme exclusively for minorities, the statistical data as per the 1991 census data is not available.

3.4.6 ACTION POINT

Remedial Coaching Scheme

STATUS POSITION

At present, there are no remedial coaching for minorities.

ACTION PLAN

The statistical data in respect of minorities regarding enrolment for the school going age children, school-wise, mandal-wise, district-wise is not available. The Remedial Coaching scheme will be planned only on the basis of the above data and as per the need.

3.4.7 ACTION POINT

Higher Education Centre

STATUS POSITION

Action: Collegate Education.

ACTION PLAN

3.4.8. ACTION POINT

Construction of Girls Hostels.

STATUS POSITION

At present there are four Urdu medium residential schools in Hyderabad, Guntur, Kurnool and Nizamabad for Boys.

ACTION PLAN

A scheme of construction of 12 Girls Residential schools in AP., @ 1 school for 2 districts and 1 school at Hyderabad is proposed to cater to the needs of all minorities with the following posts

| | |
|----------------------|-----|
| 1. Principal | ..1 |
| 2. T.G.Teachers | ..6 |
| 3. P.E.T. | ..1 |
| 4. Clerk-cum-typist | ..1 |
| 5. Attenders | ..1 |
| 6. Cook | ..1 |
| 7. Contiongent staff | ..4 |

Total .. 15 for each Residential school.

These schools shall be started with class V alone with an intake of 36 pupils in each class. The question of opening of additional classes will be considered at the begining of the subsequent academic year.

Financial Implications: (for one school)

A. Non-Recurring

| | |
|--|---------------|
| a) Building & Hostel construction(Approx.) | ..15,00,000/- |
| b) Furniture | 3,00,000/- |
| c) Games material,AV materials,Library books Science equipment. | 2,00,000/- |

Total Rs.20,00,000/-

B. Recurring:

| a) Salary component: | No.of posts | |
|--|-------------|----------------|
| 1. Principal in the scale of Rs.1980-)@ 4,000/- p.m.for one year. | 1 | Rs. 48,000/- |
| 2. T.G.Ts in the scale of Rs.1280-)@ 2,600/-p.m. | 6 | Rs. 1,87,200/- |

| | | |
|---|----------------|-----------------------------|
| 3. P.E.T.in the scale of Rs.1010-)@ 2,100/-p.m. | 1 | Rs. 25,200/- |
| 4. Clerk-cum-typist with special pay in scale of 910-1625 @Rs.2,000/-p.m. | 1 | Rs. 24,000/- |
| 5. Attender in the scale of pay Rs.740-)@Rs.1640/-p.m. | 1 | Rs. 19,680/- |
| 6. Cook in the scale of pay Rs.740-)@Rs.1640/-p.m. | 1 | Rs. 19,680/- |
| 7. Contingent staff @500/-p.m. | 4 | Rs. 24,000/- |
| | | <u>Rs. 3,47,760/-</u> |
| b. Boarding expenditure @Rs.7/-per girl per day 7x36x30x12 = | | Rs. 90,720/- |
| c. Maintenance & other contingencies @ Rs.800/- | | Rs. 9,600/- |
| | Total | <u>Rs.24,48,080/-</u> |
| 1.Expenditure for 12 schools during 1993-94(24,48,080x12) | | Rs. 2,93,76,960/- |
| 2.Expenditure for 1994-95 with 10% increase and enrolment of 36 pupils in view of opening of class VI in 12 schools. | | Rs. 71,13,480/- |
| 3.Expenditure for 1995-96 with 10% increase and enrolment of addl.36 pupils in view of opening of class VII in 12 schools. | | Rs. 90,22,332/- |
| 4.Expenditure for 1996-97 with 10% increase and enrolment of addl.36 pupil in view of opening of class VIII in 12 schools. | | Rs. 1,11,22,068/- |
| | Total.. | <u>Rs. 5,66,34,840/-</u> |
| | | <u>Say Rs.566.35 lakhs.</u> |

3.4.9. ACTION POINT

Studies & Surveys by Research Organisations.

STATUS POSITION

At present there are no studies and surveys taken up in respect of minorities.

ACTION PLAN

3.4.10. ACTION POINT

Safe guards guaranteed in the constitution implementation.

STATUS POSITION

Government orders in respect of education of minorities issued in pursuance of the constitutional safeguards for minorities are in implementation.

ACTION PLAN

The schemes being taken up for education of minorities are detailed in the previous and ensuing paras.

3.4.11. ACTION POINT

Centrally sponsored/Central schemes:

1. Availability of Urdu Teachers.
2. Instruction through Urdu medium in Primary schools.
3. Opening parallel Urdu medium sections at secondary stage.
4. Starting of Urdu medium schools.
5. Availability of Urdu medium text books.

STATUS POSITION

| | | |
|--------------------|---------------|--------|
| 1. No.of teachers: | Primary | ..4384 |
| | Upper Primary | ..1146 |
| | Secondary | ..1579 |
| 2. No.of schools : | Primary | ..1243 |
| | Upper Primary | .. 169 |
| | Secondary | .. 144 |
| 3. No.of sections: | Primary | ..1401 |
| | Upper Primary | .. 475 |
| | Secondary | .. 728 |

The Government are taking every steps to supply the Urdu Medium text books every year in time. At present there are no complaints about of non-availability of text books in respect of any minority language.

ACTION PLAN

The statistical in respect of enrolment ,minority schoolgoing age children, teacher-pupil ratio, school-wise,mandal-wise and district-wise was not available even as per 1981 census data. The schemes cannot be chalked out on the absense of the above data. However, proposals received from the DEOs for opening of parallel sections, opening of schools, creation of posts are being sent to Government.

3.4.12(a)ACTION POINT

Centrally Sponsored scheme for introduction of subjects in traditional institutions.

STATUS POSITION

At present there are no traditional institutions like Madras as in the A.P.

ACTION PLAN

Action: Government of India.

3,4.12(b)

3.4.12(b) ACTION POINT

Establishment of Madras Boards.

STATUS POSITION

Reply as(a) above .

ACTION PLAN

3.4.13. ACTION POINT

Ednl.programmes with vocational bias

STATUS POSITION

Action: Government of India

ACTION PLAN

3.4.14 ACTION POINT

Coaching scheme of UGC.

STATUS POSITION:

Action:Government of India

ACTION PLAN

3.4.15 ACTION POINT

Central scheme/sponsored for appointment of language teachers

STATUS POSITION

Action:Government of India

ACTION PLAN

3.4.16 ACTION POINT

Incentives to poor minorities

STATUS POSITION

Action:Government of India

ACTION PLAN

3.4.17 ACTION POINT

Voluntary Organisations

STATUS POSITION

Voluntary Organisations like Anjuman-Taraqui-Urdu, Idare-Ibidiyath Urdu are receiving GIA from Government for organising educational programmes establishment of institutions, conduct of oriental examinations. The AP Urdu Academy has been functioning with Rs10.00lakhs aid from Government for promotion of Urdu language and literature. The Academy has been giving aid for publication of manuscripts, periodicals, to Institutions for holding seminar, to libraries for purchase of books etc. The Academy has also been awarding scholarships to students on merit basis in the subject of Urdu.

ACTION PLAN

The area of the activity of these Voluntary Organisations and AP Urdu Academy may have to be widened with additional Grant-in-Aid in the field of Non-formal education and some other welfare schemes being sponsored by the centre. New Voluntary organisations should be encouraged.

3.4.18 ACTION POINT

Special Monitoring machinery

STATUS POSITION

There are no such committees existing at present in the state.

ACTION PLAN

A state level Special Monitoring Committee is proposed to be constituted with the following personnel to monitor the welfare schemes of minorities and to evaluate for effective implementation.

1. Secretary to Government, Education Department ..Chairman
2. Joint Secretary to Govt., Education Department ...Member
3. Eminent Educationists from Minority community ..Members (five) one from each linguistic minority community.
4. Public Representatives @ one for each minority..Members (five)
5. Representatives from Vol. Agencies ...Members (five)
6. Director of School Education ...Member-Convenor.

Financial implications:

3.4.19 ACTION POINT

Scheme of Scholarships

STATUS POSITION

The present scholarship scheme is existing for the merit pupils after VII & QX class exams.

35

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational
Planning and Administration.

17-B, Sri Anandrade Marg,

New Delhi-110 015

DOC, No.

Date

ACTION PLAN

The present scheme may be strengthened with an inbuilt system of placement in good institutions, fee exemption/fee concession for weaker section on merit-cum-means basis.

3.4.20 ACTION PLAN

Setting up of Libraries

STATUS POSITION

Action: Director of Libraries

ACTION PLAN

3.4.21 ACTION POINT

Incentive schemes to States.

STATUS POSITION

Action: Government of India

ACTION PLAN

3.4.22 ACTION POINT

Appointment of regional language teachers

STATUS POSITION

ACTION PLAN

Regional language teachers will be appointed as per the need.

3.4.23 ACTION POINT

Setting up of ITIs

STATUS POSITION

Action: Technical Education.

ACTION PLAN

5. PHASING OF TARGETS, STRATEGIES:

3.5.1 ACTION POINT

Short Term Measures

i) Setting up of community polytechnics

STATUS POSITION

Action: Technical Education

ACTION PLAN

ACTION POINT(ii)

Assistance to Universities

STATUS POSITION

Action:Government of India

ACTION PLAN:

ACTION POINT(iii)

Evaluation of Text Books

STATUS POSITION

Refer.3.3.10.

ACTION PLAN

A Linguistic Minority Cell at SCERT may be proposed to be constituted with the following staff to chalk out and organise with Inservice Teacher training programme for minorities, preparation of text books, evaluation of textbooks.

1. Professor in the cadre of Dy. Director (2410-4050) (1) post
2. Lecturers (1 each for five linguistic minorities) Five (5) posts

3. Section:

| | | |
|----------------------|-------------|---------|
| a) Superintendent | (1330-2630) | 1 post |
| b) Senior Assistant | (1100-2050) | 2 posts |
| c) Junior Assistants | (910-1625) | 1 post |
| d) Typist | (910-1625) | 1 post |
| e) Attenders | (740-) | 2 posts |

Financial Implications:

| Salary component | No. of posts | |
|---|--------------|----------------|
| 1. Professor in the scale of Rs. 2410-4050 @Rs. 5,100/-p.m. for 12 months. | 1 | Rs. 61,200/- |
| 2. Lecturer in the scale of Rs. 1810-3230 @Rs. 3,900/-p.m. for 5 posts for 12 months. | 5 | Rs. 2,34,000/- |
| 3. Superintendent in the scale of Rs. 1330-2630 @Rs. 2,875/-p.m. for 12 months. | 1 | Rs. 34,500/- |
| 4. Sr. Assistants in the scale of Rs. 1100-2050 @ Rs. 2,380/-p.m. for 2 posts for one year. | 2 | Rs. 57,120/- |
| 5. Jr. Assistants in the scale of Rs. 910-1625 @Rs. 2,000/-p.m. for 12 months. | 1 | Rs. 24,000/- |
| 6. Typist in the scale of pay Rs. 910-1625 with spl. pay @Rs. 2,100/-p.m. for 1 year. | 1 | Rs. 25,200/- |
| 7. Attenders in the scale of Rs. 740/- @Rs. 1,640/-p.m. for one year. | 2 | Rs. 39,360/- |

Total for One year Rs. 4,75,380/-
Rounded off Rs. 4,76,000/-

| | | |
|-----|---------|---------------|
| For | 1994-95 | Rs.5,24,000/- |
| For | 1995-96 | Rs.5,77,000/- |
| For | 1996-97 | Rs.6,35,000/- |

Total for 4 years Rs.22,12,000/-

3.5.1(iv)ACTION POINT

Orientation programmes for Principals/Managers and training programmes to teachers

STATUS POSITION

Reply as given in para 3.3.8

ACTION PLAN

Action:NCERT/NIEPA
Training programmes are proposed at para 3.5.3(c)(i) and(ii)

3.5.1(v)ACTION POINT

Crash Programme of School Improvement

STATUS POSITION

Reply as given in para 3.4.5.

ACTION PLAN

Action:Government of India

3.5.1(vi)ACTION POINT

Scheme of Resource centres

STATUS POSITION :

Action:NCERT/UGC.

ACTION PLAN :

3.5.1(vii)ACTION POINT

Monitoring machinery

STATUS POSITION:

ACTION PLAN

Action as proposed in para 3.4.18.

3.5.1(viii)ACTION POINT

Appointment of regional language teachers

STATUS POSITION

ACTION PLAN

Regional Language teachers shall be appointed in all Urdu medium schools as per the need.

3.5.1(ix) ACTION POINT

Article 29 & 30.

STATUS POSITION

Position explained in pre-paras.

ACTION PLAN

3.5.1(x) ACTION POINT

Women's Community Polytechnics

STATUS POSITION

Action: Technical Education

ACTION PLAN

3.5.1(xi) ACTION POINT

Implementation of guidelines

STATUS POSITION

Position explained in para 3.3.9.

ACTION PLAN

Action: As explained in para 3.3.9.

3.5.1(xii) ACTION POINT

Locating schools in minority areas

STATUS POSITION

The statistical data in respect of mandal-wise population of minorities, their enrolment, dropouts, schoolgoing age children, teacher-pupil ratio are not available.

ACTION PLAN

Action shall be initiated after receipt of the revised list of minority concentration areas.

3.5.1(xiii) ACTION POINT

Appointment of Urdu teachers in Kendriya Vidyalayas.

STATUS POSITION

Action: Government of India

ACTION PLAN

3.5.1(xiv) ACTION POINT

Statistical data for appointment of teachers

STATUS POSITION

Position explained in para 3.4.11.

ACTION PLAN

The guidelines given shall be kept in view while appointment Urdu medium teachers, and for establishment of schools.

3.5.1(xv) ACTION POINT

OBB., NFE., schemes

STATUS POSITION

Position as explained in para 3.4.5.

ACTION PLAN

3.5.2 Medium term measures include

3.5.2(i) to (ix) ACTION POINT

STATUS POSITION

ACTION PLAN

Action: Government of India

3.5.2(x) ACTION POINT

Art. 29 & 30

STATUS POSITION

Position explained in pre paras 3.3.9.

ACTION PLAN

Action: --

3.5.2(vi) ACTION POINT

Opening of Urdu medium sections

STATUS POSITION

Position explained in 3.4.11

ACTION PLAN

Action: As explained in para 3.4.11.

3.5.2(xii) ACTION POINT

Release of Grants to minority institutions on quarterly

basis.

STATUS POSITION

ACTION PLAN

Policy matter of the Government.

3.5.2(xiii)&(ix) ACTION POINT

STATUS POSITION

ACTION PLAN

Action: Government of India

3.5.2(xv) ACTION POINT

Setting up of ITIs by Voluntary Organisations

STATUS POSITION

ACTION PLAN

Action: Technical Education.

3.5.3 LONG TERM MEASURES

3.5.3(a) ACTION POINT

Early childhood care centres

STATUS POSITION

At present there are no exclusive Early Childhood Care centres for minorities in the state.

ACTION PLAN

Action: Government of India

3.5.3(b) ACTION POINT

Primary Education

STATUS POSITION

ACTION PLAN

3.5.3(b)i ACTION POINT

Compilation of Statistical data

STATUS POSITION

At present the statistical cell of this office has been collecting the data from the districts.

ACTION PLAN

3.5.3(b)ii ACTION POINT

Eliminating delay in sanctioning the l.m. teachers posts

STATUS POSITION

ACTION PLAN

It is policy matter of the Government of Andhra Pradesh

3.5.3(b)iii ACTION POINT

Survey on availability of text books in minority languages and printing facilities.

STATUS POSITION

Position explained in para 3.3.10

ACTION PLAN

Action as proposed in para 3.5.1(iii)

3.5.3(b)iv ACTION POINT

Teacher Training facilities

STATUS POSITION

The following DIETs have teacher training facilities in Urdu medium.

| | |
|--------------|------------|
| 1. Hyderabad | ..75 seats |
| 2. Warangal | ..75 seats |
| 3. Vikarabad | ..50 seats |
| 4. Eluru | ..75 seats |
| 5. Rayachoti | ..75 seats |
| 6. Kurnool | ..50 seats |
| 7. Guntur | ..50 seats |

450 seats

ACTION PLAN

The enhancement of number of seats in the above said seven DIETs and extending the teacher training facilities in the remaining DIETs will be taken up as per the need on priority basis.

3.5.3(b)v ACTION POINT

Training in local crafts/trades

STATUS POSITION

ACTION PLAN

While preparing the text books syllabi, 15% of the curricular time will be utilised for training in local crafts/trades.

3.5.3(c) MIDDLE AND HIGHER SECONDARY EDUCATION

3.5.3(c)i ACTION POINT

Scheme of Inservice Training from minority institutions.

STATUS POSITION

The Inservice Teacher training programmes being conducted by the SCERT/DIET covers all teachers working in Govt/MPP and ZPP schools irrespective of the medium of instruction.

ACTION PLAN

The scheme of Inservice Training programme now proposed for minority teachers is planned at two levels. They are:-

1. Key persons training programme.
2. District level training programme.

The training programme for key persons can be organised either at SCERT or at three colleges of education i.e., Rajahmundry, Nellore and Hyderabad. The trained key persons in turn act as resource persons at the district level for organise training programme for upper primary and secondary stages. The duration of the course is for three days. The Lecturers of SCERT and colleges of Education are resource persons for this programme. Three teachers from each district will be drawn as key persons. The key persons will be trained in content, Methodology, Comprehensive Evaluation and Questioning Banking.

Financial Implications

| | |
|--|-------------|
| 1.T.A.@Rs.100/- per teacher to and fro for 23x3x100 .. | Rs. 6,900/- |
| 2.D.A.@Rs.30/-per day for 5 days for 69 persons | Rs.10,350/- |
| 3.Honorarium to R.Ps @ two for each subject in three subjects (30x2) | Rs. 60/- |
| 4.Course Director's honorarium | Rs. 90/- |
| 5.Course material @Rs.20/-per participants(69x20) .. | Rs. 1,380/- |
| 6.Clerical assistance | Rs. 30/- |
| 7.Contingencies | Rs. 30/- |
| Total | Rs.18,840/- |

II. The second level training programme is at district level to orient Upper Primary and Secondary teachers in all minority institutions. There are nearly 3200 teachers at UPs and Secondary stages.

The Training programme aims at orienting in Maths, Science, Social Sciences, English and Career Guidance in content, Methodology comprehensive evaluation and Question Bank.

The duration programme is for 5 days and is organised at DIET of each district. The number of spells in each DIET depend on the number of teachers to be oriented.

Th Key persons already trained at SCERT will act as resource persons for the district level programmes.

The target is to orient 800 teachers per year atleast 40 for each spell. Therefore, the number of courses to be organised in a year in all the districts comes to 20.

Financial Implications (for one course)

| | |
|--|----------------------|
| 1.T.A.@Rs.100/- per participant for to and fro journey (100x40) | Rs. 4,000/- |
| 2.D.A.@Rs.30/-per day per participant for 7 (5+2)days -40x30x7 | Rs. 8,400/- |
| 3.Honorarium to resource persons @Rs.30/-per each .. (two R.Ps for each subject)-10x30 | Rs. 300/- |
| 4.Honorarium to course director | Rs. 150/- |
| 5.Course material @20/-per participant=40x20 | Rs. 800/- |
| 6.Clerical assistance | Rs. 30/- |
| 7.Contingencies | Rs. 30/- |
| 8.Refreshments | Rs. 500/- |
| Total for each course .. | Rs. 14,210/- |
| For 1993-94(20 coursesx14,210) | Rs.2,84,200/- |

ABSTRACT

Expenditure for 1993-94

| | |
|---------------------------------|----------------|
| i) Key persons training(1) | Rs. 18,840/- |
| ii) District level training(20) | Rs.2,84,200/- |
| | Rs.3,03,040/- |
| -do- 1994-95(10%+) | Rs.3,12,620/- |
| -do- 1995-96(10%+) | Rs.3,43,882/- |
| -do- 1996-97(10%+) | Rs.3,78,270/- |
| | Rs.13,37,812/- |

Rounded off to Rs.13.38 lakhs.

3.5.3(c)iiACTION POINT

Scheme of Orientation courses for Managers/Principals

STATUS POSITION

There is no such scheme in the state.

ACTION PLAN

A Scheme of orientation courses for H.Ms of Upper Primary Schools and High Schools is now proposed for implementation in the state from 1993-94. There are 392 (210 UPS+182H.S) schools in Urdu, Oriya,Kannada, Tamil and Marathi minority languages under Government /MPP and ZPP managements.

The course content is in classroom management, modern educational techniques etc.

The duration of the course is 3 days. The courses are planned to be organised in four Government Comprehensive Colleges of Education during 1993-94 and 1994-95.

Jurisdiction of each GCCE:

1. Rajahmundry : Srikakulam, Vizianagaram, Visakhapatnam, E.G. Dist., W.G. Dist., Krishna and Guntur.
2. Nellore : Prakasam, Nellore, Chittoor, Cuddapah, Kurnool, Anantapur.
3. Hyderabad : Hyderabad, Mahabubnagar, Ranga Reddy, Medak.
4. Warangal : Adilabad, Nizamabad, Warangal, Khammam and Nalgonda

There are atleast two spells in a year with 30 trainees for each spell.

The Resource persons are from SCERT and Colleges of Education.

The Instructional material will be in English only, except for Urdu minority being language of major minority group.

Financial implication for each course(spell) is worked out as hereunder

| | |
|---|-----------------------|
| 1. T.A. @ Rs. 100/- per teacher for 25 teachers (25x100) .. | Rs. 2,500/- |
| 2. D.A. @ Rs. 30/- per day for (3+2) 5 days -25x30x5 .. | Rs. 3,750/- |
| 3. Honorarium to resource persons @ Rs. 30/- per each (30x6) | Rs. 180/- |
| 4. Honorarium to Course Director | Rs. 150/- |
| 5. Course material @ Rs. 20/- per participant -25x20 .. | Rs. 500/- |
| 6. Clerical assistance | Rs. 30/- |
| 7. Contingencies | Rs. 30/- |
| 8. Refreshments | Rs. 500/- |
| Total | Rs. 7,640/- |
| <hr/> | |
| Expenditure for one year courses at 4 venues -4x2x7,640 (1993-94) | Rs. 61,120/- |
| 1994-95 -do- | Rs. 67,232/- |
| Total | Rs. 1,28,352/- |

The scheme can be extended in future with the increasing need.

3.5.3(c)iii ACTION POINT

Scheme of appointment of regional language teachers.

STATUS POSITION

Position explained at para 3.4.22 . All minorities schools have regional language teachers as per the Three-language formula.

ACTION PLAN

The appointment of regional language teachers will be done as per the need.

3.5.3(c)iv ACTION POINT

Scheme of remedial coaching in minority managed institutions.

STATUS POSITION

There is no such schemes existing at present.

ACTION PLAN

The scheme of Remedial Coaching in all minority schools is of immense help to minorities who are educationally backward. This type of coaching is more helpful to reduce the dropout rate.

At present there are 166 schools at the Secondary stage and 811 parallel sections in five minority languages i.e., Urdu, Oriya, Tamil, Kannada and Marathi.

The coaching will include for those who are backlong in language and non language subjects and enrichment classes for better students.

The coaching classes will be after school hours and if necessary on holidays.

At first stage, the Remedial Coaching may be for the secondary school students. Basing on the achievement results, the scheme can be extended to Upper Primary and Primary stages. This is more useful to the students those who are appearing for X class examinations.

Expenditure:

An amount of Rs.100/- per subject per teacher is proposed for one month.

Financial implications(for one school)

| | |
|---|--------------------|
| 1. Incentive/remuneration to teachers @Rs.100/- per .. subject per month for 3 non-language +1 English 4x100x9 months. | Rs. 3,600/- |
| 2. Contingencies @Rs.50/- p.m. | Rs. 450/- |
| Total | Rs. 4,050/- |

| | |
|--|-----------------|
| Expenditure for 166 schools +811 parallel sections for 1993-94- 4,050x977. | Rs. 39,56,850/- |
| 1994-95(10%) -do- | Rs. 43,52,535/- |
| 1995-96(10%) -do- | Rs. 47,87,788/- |
| 1996-97(10%) -do- | Rs. 52,66,566/- |

Total Rs.1,83,63,739/-

Say Rs.183.70 lakhs.

3.5.3(c)v ACTION POINT

Scheme for Computer Literacy.

STATUS POSITION

The Class programme is existing in the state.

ACTION PLAN

The Class programme will have to be strengthened with particular emphasis to cover minority media institutions.

3.5.3(d) ACTION POINT

Higher Education

STATUS POSITION

ACTION PLAN

Action: Collegiate Education.

3.5.3 (e) ACTION POINT

Vocational and Technical Education.

STATUS POSITION

At present there are no vocational courses particularly taken up for minority schools. However, they are covered under general category.

ACTION PLAN

A scheme of Vocational Education is proposed to be introduced from 1993-94.

At present there are 144 High Schools in Urdu medium in 15 minority concentrated districts. As a first step, one boys school in each of the 15 districts and one girls school in each of 12 districts where the girls population is more, have been selected on an experimental basis for introduction of the following three vocational courses.

1. House Wiring & Domestic appliances repair.
2. Radio, Transistor and TV repairing and servicing.
3. Tailoring.

I. Expenditure for each Boys centre:- (No. of centres-15)

| | |
|---|--------------|
| a) Non-Relcurring expenditure:- | |
| i) House Wiring & Domestic appliances. cost of equipment | Rs. 2,000/- |
| ii) -do- for Tailoring (5 machines @Rs.1500/-) .. | Rs. 7,500/- |
| iii) -do- for TV/Radio course | Rs. 7,000/- |
| | ----- |
| | Rs. 16,500/- |
| | ----- |

| | |
|--|--------------|
| b) Recurring expenditure | |
| i) Contingencies @ 500/- per year for three trades. | Rs. 1,500/- |
| ii) Remuneration to Part time Instructor for three trades @600/- each p.m.-600x3x12. | Rs. 21,600/- |
| Total for 1 centre | Rs. 39,600/- |

For 15 centres during 1993-94 Rs. 5,94,000/-

II. Expenditure for each Girls centre:(No.of centres-12)

| | |
|---|--------------|
| a) Non-Recurring:- | |
| Cost of equipment for purchase of Tailoring machines @ 1500/- per machine for 5 machines. | Rs. 7,500/- |
| b) Recurring:- | |
| Contingencies @ 500/- p.a. | Rs. 500/- |
| Remuneration to part-time Instructor .. @ 600/-p.m.(600x12) | Rs. 7,200/- |
| Total for 1 centre .. | Rs. 15,200/- |

For 12 centres during 1993-94 (15,200x12) .. Rs.1,82,400/-

Total I+II for 1993-94 (5,94,000+1,82,400) Rs.7,76,400/-

Expenditure for 1994-95 on contingencies & Remuneration.(10%+on previous year's) Rs. 33,880/-

-do- for 1995-96 Rs. 37,268/-
-do- for 1996-97 Rs. 40,995/-

Total Rs.8,88,543/-

Say Rs.8.89 lakhs.

3.5.3(f) ACTION POINT

Women's Education

STATUS POSITION

ACTION PLAN

3.5.3(f)1 ACTION POINT

Opening of Girls Schools

STATUS POSITION

Position explained at para 3.4.8.

ACTION PLAN

12 A.P.Residential Schools for Girls on par with the A.P.Residential schools for Boys are proposed to be

started during 1993-94 one school for every 2 districts and one school at Hyderabad to cater to the needs of girls students of five linguistic minorities viz., Urdu, Oriya, Tamil, Kannada and Marathi. For details please refer para.3.4.8.

3.5.3fii ACTION POINT

Production-cum-Craft centre

STATUS POSITION

ACTION PLAN

Action : Technical Education.

3.5.3(g) ACTION POINT

Voluntary effort in Adult & Early Childhood Education

STATUS POSITION

ACTION PLAN

3.5.3(g) ACTION POINT

Libraries, Reading Rooms etc.,

STATUS POSITION

Position explained at para 3.4.20.

▲ ACTION PLAN

3.5.3(i) ACTION POINT

Scheme of Scholarships

STATUS POSITION

Position explained at para 3.4.19.

ACTION PLAN

EDUCATION OF THE HANDICAPPED

4.1.1 Action point

Coverage of Enrolment of children in special School and integrated Education system planned during VIII plan period.

Status position

(Elementary-6, Upper Primary-9 & High Schools 10)

25 Special Special Schools are functioning exclusively for defective children in Andhra Pradesh State with the strength of 4,000 children in addition to that of 500 children enrolled in the resource centres under IED Scheme.

Action plan

To enrol disabled children in Special Schools are being encouraged to establish under Private management and also 500 are proposed to enroll in the Centres under IED Scheme.

4.1.3 Action point

Integrated Education Scheme is implemented in Andhra Pradesh State from the year 1989-90.

Status position

Under IED Scheme disabled children of two categories are i.e., blind and Deaf are being enrolled. The centres were not opened for enrollment of mentally retarded and Orthopaedically handicapped children.

Action plan :

During 1993-94 the IED Scheme will also be extended for disabled children of mentally retarded and Orthopaedically Handicapped.

4.1.5 Action point

Multi-Category training is to be given for 46 resource teachers appointed at RCE, Mysore.

Status position

During 1992-93 training at RCE, Mysore is not proposed for resource teachers as the appointment of teachers have been taken up during 1992-93 only.

Action plan :

It is proposed to depute resource teachers for Multi-category training at RCE, Mysore during 1993-94 and a subsequent years of VIII Plan period.

In Special Schools:

30,000 Children will be covered by the end of VIII Plan @ 6,000 in every year, and by the end of 9th Plan period 40,000 children will be covered defective children .

4.3.1(iii) Drop outs are not expected in special Schools. The children admitted in Special Schools will be continued their studies, since special attention is taken up.

4.3.1 (iv) Action point :

Orientation Training Programme for Special teachers working in Special Schools.

Action plan :

During 1993-94 re-orientation programme has been planned for 50 special schools teachers under each category Viz., Blind and Deaf.

| Year | Coverage of teachers |
|---------|----------------------|
| 1993-94 | 50 Teachers |
| 1994-95 | 50 " |
| 1995-96 | 50 " |
| 1996-97 | 50 " |

4.4.1 to 4.4.3

Action point :

Opening of Cell under I.E.D Scheme

Status position :

Administrative Cell has been established in S.C.E.R.T in the year 1991-92 as per the norms of the Scheme. A resource room has been established in the S.C.E.R.T with all equipment for the identification of the Deaf and Blind Children.

4.5.1 Action point

Integrated Education for disabled Children:

Status position :

The Integrated Education is being implemented in Andhra Pradesh. The disabled children of two categories (i.e) Blind and Deaf & Dumb are being integrated with the normal School children in normal Schools. Accordingly 23 resource centres for the blind and 23 resource centres for the deaf children @ two centres in each district have been identified. 46 Resource Teachers have been appointed.

During 1989-90 an amount of Rs. 14,34,000 was sanctioned out of which an amount of Rs. 8,74,793 have been utilised towards purchase of equipment and furniture. The balance of Rs. 5,59,207 is being utilised during 1992-93 for

| Year | No. of resource teachers to be deputed. |
|---------|---|
| 1993-94 | 10 |
| 1994-95 | 10 |
| 1995-96 | 20 |
| 1996-97 | 20 |

4.2.1 Action point

Integrated Education Scheme is introduced in A.P State from 1989-90 onwards.

Vocational Training facilities to disabled children in the Centres opened under IED Scheme taken up in Special Schools.

Status positin :

During 1992-93 Vocational Training for disabled children in Centres opened under IED Scheme is not provided.

However, Vocational Training is given to the disabled children in the Special Schools by providing Crafr teachers.

Action plan :

Vocational Training for disabled children studying in the Centres under IED Scheme, will be provided from the year 1993-94 and in the subsequent years of VIII Plan period.

| Year | No. of Vocational Instructors. | | | Financial commitment |
|--------------|--------------------------------|-----|-------|----------------------|
| 1993-94 | | | 10 | 1.44 |
| 1994-95 | Old | New | Total | |
| | 10 | 10 | 20 | 4.32 |
| 1995-96 | Old | New | Total | |
| | 20 | 10 | 30 | 7.20 |
| 1996-97 | Old | New | Total | |
| | 30 | 10 | 40 | 10.10 |
| Total Posts: | | | 50 | 23.06 |

4.3.1 Action point.

Enrolment of disabled children upto the end of 9th Plan period (2002-03).

Status position :

Under IED Scheme:

It is decided to enroll 2,500 disabled children by the end of VIII Plan period @ 500 in every year. By the end of 9 th plan period 7000 childern will be covered.

purchase of Equipment.

Budget sanctioned for 1992-93:

| | |
|---|------------------|
| 1. Budget released for the salary to the resource teachers | : 7,45,000 |
| 2. Budget released for maintaining I.E.D | : 2,10,000 |
| 3. Towards facilities to the children and T.A & D.A to the Assessment Committee | : 3,75,000 |
| Total: | <u>12,80,000</u> |

The above amount is being utilised.

The scheme is 100% Central Assistance from Government of India.

Action plan

The Scheme will be continued during the VIII plan period and the Budget provision for 5 years has been made. Additional enrolment of 500 disabled children of blind & Deaf has been proposed every year. The total enrolment of the disabled children for both the categories (Blind and Deaf) will be as follows by the end of VIII Five Year Plan.

| | |
|---------|-------|
| 1993-94 | : 500 |
| 1994-95 | : 500 |
| 1995-96 | : 500 |
| 1996-97 | : 500 |

The following are the budget provision made for 1993-94 and subsequent Years for continuing the Scheme. The Budget provision proposed for salaries assessment cost, facilities to the children, maintenance of I.E.D Cell and for expansion of the Scheme, for the children of Mentally retarded and Orthopaedically Handicapped.

| <u>Year</u> | <u>Amount proposed</u> |
|-------------|------------------------|
| 1993-94 | 36.25 Lakhs |
| 1994-95 | 39.88 Lakhs |
| 1995-96 | 43.86 Lakhs |
| 1996-97 | 48.25 Lakhs |
| | <u>168.24 Lakhs</u> |

An amount of Rs. 168.24 is made in the budget provision for VIII Plan period from 1992-97.

4.6.1 Action point :

Special Schools:

Opening of Special Schools under Social Welfare Department.

Status position :

This item pertains to Social Welfare Department under Social Welfare Department, the Director of Welfare of Handicapped is looking after the establishment of Special Schools in Andhra Pradesh.

NATIONAL POLICY ON EDUCATION, 1986 - PROGRAMME OF ACTION,
1992 ADULT AND CONTINUING EDUCATION - A WORK PAPER FOR /
DISCUSSION

.. .. .

5.11 Purusant to the National Policy on Education, National Literacy Mission and State Literacy Mission Authorities were constituted as a societal missions. The State Literacy Mission Authority is under the Chairmanship of Hon'ble Minister for Education and started on 19-7-1988. The Director of Adult Education is the Convenor and Leader of State Literacy Mission Authority. As per estimates there would be 126.00 lakh illiterates in the age-group of 1994-95. Voluntary Agencies, Nehru Yuva Kendras, shramik Vidyapeeths were involved in the past in addition to the Department of Education, in the task of making the illiterate adults in the age-group of 15-35 years literate. By the end of 1990-91, 19.88 lakhs have been made literate through Adult Education Projects, Nehru Yuva Kendras and N.S.S. Volunteers and the like by spending a budget of Rs.45.10 crores.

As a result of various efforts both in the field of Primary Education and Adult Education, the percentage of literacy has gone upto 45.11% (1991 census), where as it was only 35.66% (1981 census) among estimated population aged 7 years and above. At present Total Literacy Campaign approach is under implementation in 15 districts, out of 23 districts in Andhra Pradesh. The estimated learners as per survey is 83.90 lakhs. So far the first phase of the basic literacy programme has been completed in 9 districts. Number made literate district-wise is as follows.

| Sl. No. | Name of the District | Age Group | Total No. of illiterates identified | No. of learners made literate. |
|---------|----------------------|-----------|-------------------------------------|--------------------------------|
| 1. | Chittoor | 9-35 | 6,07,485 | 4,73,273 |
| 2. | Nellore | 9-35 | 4,76,953 | 1,78,093 |
| 3. | West Godavari | 9-40 | 7,30,877 | 4,50,368 |
| 4. | Nizamabad | 15-35 | 4,50,196 | 3,50,000 |
| 5. | Cuddapah | 9-35 | 6,47,688 | 3,21,000 |
| 6. | Kurnool | 15-35 | 5,88,752 | 2,53,763 |
| 7. | Karimnagar | 9-35 | 6,75,583 | 2,64,000 |
| 8. | Visakhapatnam | 9-45 | 6,68,246 | 1,49,373 |

| 1. | 2. | 3. | 4. | 5. |
|---|-------|-----------|----|-----------|
| 9. Mahaboobnagar (6 Mandals and 2 Municipalities) | 15-35 | 75,402 | | 11,700 |
| | | 49,21,182 | | 24,51,570 |

Only 3 Revenue Districts namely Hyderabad, West Godavari and Krishna have a percentage of Literacy above National Literacy Level. Intensive efforts are being made to improve literacy situation in all the districts.

5.2.1 Strategies of implementation:

The campaign approach was well received in all the 15 districts where the programme is under implementation in Andhra Pradesh due to excellent environment built through concerted efforts of various agencies and functionaries.

However, there are certain isolated geographical pockets predominantly tribal, backward or other areas with low enrolment in which adequate number of volunteers are not available.

In such areas a different strategy has to be adopted. The following are certain suggestions:

To employ literacy workers from outside the tribal areas paying adequate honorarium.

In tribal areas where the people are not motivated some incentives may be given such as a pair of cloths to each of the learner to be given for attending the centre. During the year 1983-84 incentives were given to the best women literacy centres. Similar schemes may be instituted for the district which produces maximum results in making illiterates literate.

The basic literacy/post-literacy programme may be organised as follows as suggested in programme of Action.

1. Basic literacy for about 200 hours spread over about six months which will basically be a guided learning programme.
2. Systematic post-literacy programme for one year which will start with guided learning and will culminate into self-learning by making the learner self-reliant and skilful with two hours of self study and activities.
3. Self-directed continuing education in the perspective of life long learning through library service, news-papers for neo-literates, charcha mandal and such other activities. This may also include the

skill development programme for personal, social and occupational development. Necessary awareness, empowerment and conscientization shall be brought through income generating activities of Adult & Continuing Education and other developmental departments.

Vocational skill courses may be started in the Post-Literacy and Continuing Education Centres to attract the neo-literates that belong to S.C., S.T. communities to improve their standard of living, conditions of life and to improve the quality of life.

Training:

It is observed that present method of imparting training for 7 days (3+2+2) to the volunteers is not adequate. This may be increased to 21 days (7+7+7) ie. @ 7 days before commencing each primer. It is very essential in view of the fact that a good number of volunteers do not have adequate academic background.

The present policy of National Literacy Mission Authority is to run Post-Literacy and Continuing Education for a period of two years. This will not take care of the neo-literates coming out from Primary School system or drop-outs of school and non-formal education system. Experience during the last four years indicates that the number of educated youth attended Jana Sikshana Nilayms is more than the neo-literates. Hence there is every need to institutionalise the Post Literacy system on permanent basis. Learning material useful to youth, unemployed and neo-literates should be made available in the Post Literacy Centres. Thus every village will have to be provided with a village library on permanent basis, competent persons have to be appointed as Preraks in order to organise Charcha Mandal etc., The person who is incharge of the Post Literacy Centres should have required confidence to approach the various development departments to involve them. The Development Departments must be made to participate in Post Literacy and Continuing Education Centres.

5.3.1. Process:

The Government of Andhra Pradesh has prepared a perspective action plan for the VIII Five Year Plan with the intention of covering all the 23 districts under the Campaign approach. It is being considered to bring the remaining 8 districts under Total Literacy Campaign by the end of 1994-95 and the Post-Literacy and Continuing Education Programme would be completed by the end of 1996-97, as Andhra Pradesh is graded as "B" Level State.

Involvement of Voluntary Agencies, Political party leaders is necessary to enlist the co-operation of all cross sections of the population.

5.4.1. Doordarshan and All India Radio should mobilise all the resources as a tool of dissemination of information and as

instruments of motivation and sensitisation and bring overall awareness.

At present the coverage of Adult Education Programmes by these two agencies is as follows:

All India Radio, Hyderabad is giving the following Programmes on Adult Education presently:

- a) Tuesday 1.30 PM - 2.00 PM
- b) Friday 8.00 PM - 8.15 PM
- c) As Newsbits "UDAYATHARANGINI"

Doordarshan gives once a week 20 minutes magazine for Adult Education comprising songs, dramas, etc., It does telecast Jingles/Slogans sometimes.

- 5.5. Unless and until the economic status of women is improved the objective of Women's equality and empowerment cannot be achieved with mere literacy alone. To achieve this objective some income generating activities that can be taken up at home/farm trades and courses may be provided to draw more women into productive fields of economic life and to help themselves and to attend the continuing education centres and get liberated from economic dependence.

At present the income-generating schemes, vocational courses and trades for the benefit of women are being run by the Women and Child Welfare Department. The Women's Finance Corporation I.C.D.S. scheme and World Bank assisted schemes are in operation in Andhra Pradesh. The Department of Adult Education is not able to conduct any such programme either under Project approach (centre based approach) or under Total Literacy Campaign to upgrade the skills of women in their vocations. Therefore a provision may be made for women neo-literates to have vocational courses, income generating activities etc., along with continuing education.

Academic, Technical Resource Support:

- 5.6. The staff available at State Resource Centre at present are expected to produce teaching/learning material and to organise the training programmes to all the key field functionaries. In the context of centre-based approach, the number of functionaries that have to be trained were less and the material produced by State Resource Centre has been used uniformly in all the districts. Now that each Zilla Saksharatha Samithi is attempting to produce its own teaching learning material suitable to the local specifics and functionaries to be trained are very large in numbers, the State Resource Centre with the present staff cannot cater to the needs of all the districts simultaneously. The State Resources Centre has to be provided with additional staff.

The suggestions made by National Literacy Mission are

that the Total Literacy Campaigns should conduct internal evaluation of learners and impact evaluation of the scheme. It is not being done systematically due to lack of expertise and also agencies identified for the purpose. The State Resource Centre can be suitably strengthened to undertake these two tasks as a systematic evaluation of the campaigns would result in improvement in the implementation of the campaign.

At present the staff of the Directorate of Adult Education has not been actively involved in academic activities such as production of books etc. They have not been invited for any meeting organised by the National Literacy I.P.C.L. Committee constituted at National Level.

The State Resource Centre may be kept under the control of Director of Adult Education for effective implementation of academic programmes in the state. The Directorate of Adult Education has to be considered as an academic as well as administrative body. The role of the Directorate of Adult Education has to be redefined in the present context of things.

The staff of District Resource Units in D.I.E.Ts. are fully involved in the production of teaching learning material and conduct of training programmes to the organisers of the learning Centres.

5.7.1. Post Literacy * Continuing Education:

The experience in Andhra Pradesh is that adequate number of enthusiastic volunteers are not available to manage the Post Literacy Centres. The number of neo-literates and semi-literates attending the Post Literacy Centres is not encouraging.

Libraries:

To provide adequate continuing education, learning facilities to the neo-literates, semi-literates, pass-outs and dropouts of schools in the rural areas have to be increased. The existing public libraries, libraries in educational institutions, reader's clubs etc., will have to be fully utilised for the above purpose duly providing the Post Literacy material. In Andhra Pradesh 15% of the villages only have been covered by Zilla Grandhalaya Samastha Libraries, libraries run by Grampanchayats, libraries run by Co-operative Societies, Voluntary Organisations etc., where as the number of villages is 27,339. The remaining villages may be provided with Jana Sikshana Nilayams/Public Libraries.

In the light of the experience gained in Andhra Pradesh it is felt that certain amount of honorarium has to be paid to the preraks at the Post Literacy Centres in order to sustain their interest for a longer period. For example, the performance of Total Literacy Campaign in Nellore District is as follows:

| | | | |
|----|--|---|----------|
| a) | Total number of illiterates identified in the age-group of 9-35 years. | : | 4,78,247 |
| b) | Total number of illiterates enrolled. | : | 1,08,610 |
| c) | Total number of illiterates made literate. | : | 1,78,093 |
| d) | Total number of semi-literates. | : | 49,375 |
| e) | Drop-outs. | : | 2,19,581 |
| f) | No. of neo/semi literates attending Post Literacy Centres. | : | 1,32,009 |

From the above it is clear that only 1,32,009 of neo/semi literates are attending Post Literacy Centres where as the number expected is 2,27,468.

5.9.1. State Resource Centre may be strengthened by giving additional academic staff to discharge functions like N.I.A.E.

5.10. The Government of Andhra Pradesh have prepared a perspective state action plan for the VIII Five Year Plan with the intention of covering all the 23 districts under the Total Literacy Campaign approach. It is now being considered to bring the remaining 8 districts under Total Literacy Campaign by the end of 1994-95 and the Post Literacy in all 23 districts will be completed by the end of 1996-97.

Statement showing the Age-groups and the No. of illiterates in the 23 Districts of Andhra Pradesh.

| S1. No. | Name of the District | Age Group | No. of illiterates. |
|---------|----------------------|-----------|---------------------|
| 01. | Srikakulam | 9-40 | 6,54,296 |
| 02. | Visakhapatnam | 9-45 | 6,68,246 |
| 03. | West Godavari | 9-40 | 7,30,877 |
| 04. | Nellore | 9-35 | 4,76,953 |
| 05. | Chittoor | 9-35 | 6,07,485 |
| 06. | Kurnool | 15-35 | 5,88,752 |
| 07. | Cuddapah | 9-35 | 6,47,688 |
| 08. | Hyderabad | 15-35 | 5,74,000 |
| 09. | Nizamabad | 15-35 | 4,50,196 |
| 10. | Karimnagar | 9-35 | 6,75,583 |
| 11. | Khammam | 9-35 | 5,02,565 |
| 12. | Mahaboobnagar | 15-35 | 6,26,000 |
| 13. | Nalgonda | 15-45 | 7,81,721 |
| 14. | Medak | 9-35 | 7,24,000 |
| 15. | Warangal | 9-35 | 7,00,000 |
| 16. | Ranga Reddy | 9-40 | 5,11,000 |
| 17. | Adilabad | 15-45 | 6,50,000 |
| 18. | Krishna | 15-45 | 9,00,000 |
| 19. | Prakasam | 9-35 | 7,50,000 |
| 20. | Vizianagaram | 9-35 | 5,50,000 |
| 21. | East Godavari | 9-35 | 9,21,000 |
| 22. | Ananthapur | 9-35 | 7,36,000 |
| 23. | Guntur | 9-35 | 8,46,000 |
| Total | | | 1,52,72,362 |

N.B.:— The age-group 9-35 is taken in the Non-Total Literacy Campaign Districts of Ananthapur, Vizianagaram, Guntur and East Godavari and the age groups mentioned against the other districts is as proposed by them in their action plan.

5.12.2. (b) Regarding internal evaluation of learners, the modalities and suggestions in Dave Committee Report may be followed. The weightages under evaluation for reading, writing and numeracy may be 40+30+30, with total score for the test being hundred.

(c) It is opined that in the matter of normative/summative evaluation of learners there is no need to have any concession of marks to the disadvantaged section of the people.

(d) So far, the external impact evaluation of the scheme in Chittoor Total Literacy Campaign District only has been completed. The findings are as follows:—

1. Overall increase in rate of literacy: 13.66%
2. Estimated number of neo-literates in the age-group of 9-35 is, 3,52,105 as per External Evaluation Report.
3. Number of persons below the literacy level after Total Literacy Campaign is 1,91,854.
4. The Literacy rate before Total Literacy campaign is 43.11% (1991 Census) The literacy rate after Total Literacy Campaign is 53.91% (As per evaluation report).

5. 7 years and above:

| | | |
|-------------------------------|----|--------|
| Percentage of literacy | .. | 51.94% |
| After Total Literacy Campaign | .. | 65% |

6. Population size 9-35 age group:

| | | |
|------------------------|----|--------|
| Percentage of Literacy | .. | 64.57% |
| After T.L.C. | .. | 86.70% |

The increase in Literacy rate in the age group, 7 years and above, has been 13.06%. The rise in literacy rate in the target age-group is 22.13%.

It has been observed that in almost all the Total Literacy Districts, the learners progress has been evaluated by the volunteers who taught them. Only a sample of learners have been evaluated and the result interpreted by Committee headed by the Vice-Chancellor, University of Hyderabad in the case of Chittoor District. In the case of other districts, external evaluation has not taken place so far. Hence suitable guide-lines may be given in the matter of conduct of evaluation of learners

achievement to ensure uniformity in all the Total Literacy Campaign Districts. In the Total Literacy Campaign proposals, sent by a good number of District Collectors, the following objectives have also been enunciated.

- to promote self-respect of the individual
- to create better health awareness and care;
- to raise the status of women;
- to increase participation in the democratic process;
- to bring about awareness of one's rights;
- to help prevent exploitation and to improve earning;
- to give the individual greater control over their own lives i.e. they can write letters, read signs, fill in forms etc.,
- to promote environmental awareness;
- to promote secular and scientific outlook;
- to help imbibe values leading to National Integration and unity;
- to increase greater enrolment of children in primary Education;
- to reduce infant mortality rates;
- to have better child care and immunisation
- to adopt small family norms;
- to improve the self confidence and self image of women and
- to enable women to be economically self dependent and to be able to make choices, assert their rights and to derive full benefit from all the developmental programmes of the Government.

An impact evaluation may be got conducted in selected Districts to know as to what extent the above objectives have been achieved.

Action point

1. EARLY CHILDHOOD CARE AND EDUCATION.

6.1.1 To establish linkages between ICDS & other ECCE Programmes

The Policy declarations view ECCE as our essential component of children's Development and as a support service for Universalisation of Elementary (VEE) and Womens Development.

Present Position:

ECCE Programmes are organised by Department of Womens Child Welfare and ICDS Projects predominantly Rural areas.

Action plan:

Strengthen the Programme by inter alia improving the Programme components.

The Department of Social Welfare shall be held accountable for the implementation of ECCE in all aspects and Operational design as recommended by SPOA.

6.1.3. Action point

Present position

In A.P there are 24,539 Anganwadis, 166-Balwadis, 28-Balavihars (run by N.G.Os) 183 Creches 43 Mobile 3 Sishuvihars.

Action point

All these have to be expanded and strengthened by mobilisation of resources community participantens planning and monitoring.

A Department of ECCE proposed in S.C.E.R.T with One Professor, Two Lecturers Non Academic establishment.

A Scheme has to be worked out by Department of women and Child

6.1.4 Action point

Schematic coverage envisages covering of ECCE benefecier to 112.3 Lakhs Children in the age group of (0 -16 Years).

Present position

Action plan

A detailed Programme to strengthen Anganwadi workers Training, preparation and dissemination of teaching learning material.

Largescale training through D.I.E.Ts. More than 60

thousand Anganwadis, Creches needed to enrolls 123.8 Lakhs by VIII Plan end (Policy eniriative). Inter ministerial committee of all Departments Department of Women & Child Welfare, Labour, Education, Rural Development Evolve monitoring, Co-ordinate as Mechanism and delivery of services system.

Formation of State level, District Level Village Level Committees.

6.1.5 Action point

Vulneranable (Rural Poor Slum dweller)- 45.1 Lakhs POA's target 123 Lakhs. (70% of children by 2000 A.D) VIII Plan Target 47.2 Lakhs. Efforts are to be initiated to destribute Education & Play Materials to Anganwadies.

Present position : --

Action plan :

6.2.1 Action point :

Qualitative improvement of on going ECCE Programmes Every child assured of access to basic needs new cost effective designs of ECCE will able encoraged.

6.3.1 Action point

To tap the full advantage of the synergistic impact of well integirated ECCE activities.

6.3.2 Community & parental Participable as well be enlisted for resource mobilisation Planning and implementation

Present position: --

6.3.3 New initiatives to be introduced, continued by ICDS and strengthened.

6.3.3(e) Day care centres to be strengthened.

- i) Increasing working hours coterminous to School working hours /Mother working hours. Minimum equipment -toys, Play material, Traing supervision of workers.
- ii) Addition Nutrition required for enhancing timings.

Present position: --

Action plan:

Increase timings of day are & Anganwadi Centres 9-12 Noon at present to 9.30 A.M to 4.00 honororiun to be enhanced. Additional Nutrition an supplement required identified by the commeetee Finances allocation.

Action points:

6.3.4 Strengthening of existing Programmes, of evolving New low cost and specific Models

Present position: ---

Action plan:

Modal agency Department of Women & Child Welfare and S.C.E.R.T with Professor, 2 Lecturers and supporting staff.

6.3.5 Action point

ECCE will continue to be directed to the most under privileged group vulnerable sections of very poor slum dwellers and rural poor.

Present position

UNICEF assisted Girl Education Project taken up in Anantapur and Mahbubnagar Districts

Action plan:

ECCE to work for longer duration (9.30. to 3.30 P.Ms Special emphasis on girls enrollment.

ECCE as a support service to U.E.E

6.3.6 Action point

Appropriate linkages between ECCE Primary Schools, N.F.E Centers. Two way inter action between ECCE workers Primary Schools teachers. Providing ECCE workers Primary Schools teachers. Providing ECCE close to Primary Schools.

Present position:

Already many Anganwadis functioning proximity to Primary Schools in villages.

Action plan:

Anganwadis may be started in Primary School premises, within Primary school area or proximity to primary schools so that two way interaction possible this leads to total enrollment of children in the age group (0-6Years).

6.3-7 Action point

MEDIA

Stimulating programmes to children by involving media. Support media for conveying message to public and parents.

Status position

SIET Programmes Doordarshan Transmission, IGNOV Dr. Ambedkar Opinion printed literature.

Action plan

Electronic media, publicity divisions, print media, AIR , Doordarshan, IGNOV, Dr. Ambedkar Open University, A.P., to offer support by preparing Audio-video cassettes play cards toys, puppets film strips etc. (Policy decision- Allocation to be decided by Govt.)

6.4.2

Action point

PERSONNEL

Improving child worker ratio to appoint trained full time child care workers as per with primary school teachers.

Status position

ICODS-Personnel are working.

6.4-2

Working condition of ECCE functionaries will also need attention.

Action plan

Policy decision to enhance the honorarium & to formulated working conditions of personnel.

6.5.1

Action point

TRAINING

Expanding and strengthening training programmes in a big way. Review of existing training of ECCE.

Status position;

Government framed rules for opening of pre-Primary TTI vide GO. MS.No.251 Education, dt.8.7.91, in private sector as many as 175 proposals for warded to Government to DGSE.

Action point;

Apart from the participating private agencies and NGOs in starting training institutes DIETs may have a preprimary teacher training sections with additional staff. SCERT/ DIET/ Dist. Resource Units(NGO) may be identified for training material development.

6.6.1

Action point;

Content and process.

Pre-school programme to provide inputs for total development of the child.

Status position

Syllabus for pre-primary teacher training framed.

Action plan

Inter Departmental Committee shall for emulate programme to tap local resources.

6.6-2/6.6-3 Action point ;

Pre-School programme to provide inputs for total development of the child.

PARA-7
REVIEW

Action point

Monitoring and Evaluation. Norms minimum standards to be devised for better quality. Professional bodies, institutions will be involved.

Status position

Action plan

Monitoring and Evaluation of ECCE will be undertaken by the committee State level-Director, Women&Children Dept., & SCERT. Dist. level-Deputy Director Women & Children Dept., ICDS & DIET.

Action points

4. REVISED POLICY FORMALATIONS :

7-4-1 Revised Policy formulations (RPF) shows the following modifications

- i) Achieving essential levels of learning as one of the thrust area.
- ii) Scope of O.B. was enlarged to provide (i) Three large rooms
ii) Three teachers, iii) Extending O.B. to the U.P. stage.,
- iii) At least 50% of the teachers shall Women.
- iv) Free and Compulsory Education of satisfactory quality to all children upto 14 years before the commencement of 21st Century.
- v) Launching of National Mission to ensure achievement of UEE by the year 2000

Action plan

In consonance with the R.P.F. the existing Schemes are to be suitably modified. Details are shown at the concerned paras.

DISAGGREGATED TARGET SETTING AND DE-CENTRALISED.

PLANNING;

7.4.2. Universalisation of Elementary Education (U.E.E) envisages adoption of disaggregated target setting and decentralised Planning.

7.4.3. To reduce disparities a disaggregated approach needs to be adopted by classifying Districts into:-

- (1) High literacy Districts
- (2) Total Literacy Districts.
- (3) Low Literacy Districts.
- (4) External assisted Project Districts with financial assistance.

Action plan :

As envisaged at para 7.4.2.- 7.4.3. it is proposed to adopt disaggregated target setting and decentralised planning at the District level after microplanning. The Districts will be classified into four Categories.

- i) High Literacy Districts i.e., Districts which have achieved National Literacy rate and above will be included in this category.
- ii) 15 Districts where Total literacy Campaign is in progress will be included in this category

- iii) Districts which have achieved below state literacy rate and National literacy rate will be included.
- iv) Anantapur and Mahbubnagar will be identified under the fourth category.

Action point :

7.4.4. Different strategies need to be adopted for the four categories of Districts

Action plan

Based on the disparities seen in the Literacy rate different strategies will be adopted for the four categories of Districts.

Action points

7.4.5. Certain strategies suggested.

- i) Adoption of alternative channels of schooling.
- ii) Microplanning,
- iii) Making parents realise their responsibilities.
- iv) Establishing linkages between Pre-Primary and Primary Education.
- v) Improvement of School facilities through modified O.B.
- vi) De-centralisation of Education Management.
- vii) Introduction of M.L.L.
- viii) Revision of processed content of Elementary Education.
- ix) Introduction of continuous comprehensive evaluation.
- x) Modification of Teacher Training Programme.
- xi) Improvement of the monitoring system for Universalisation of Elementary Education.
- xii) Launching of National Mission.

Status position

Government of Andhra Pradesh is identifying alternative channels of schooling such as Non-formal system, open school system, Reg. schools in a big way.

It has already adopted number of strategies based on experience gained in implementation of National Policy on Education (N.P.E). However proposed action plan for further strengthening of strategies suggested at para 7.4.5 are indicated .

Action plan

Details of non-formal schools, Open school Registered teachers are discussed at appropriate places vide para 7.5.10, 7.5.6 and 12.3.11. Similarly details of other items (ii) to (xii) are discussed at paras 7.5.13, 6.3.1., 7.5.17 to 7.5.22, 23.3.4, 23.3.13, 23.6.5, 23.6.6, 23.6.7., 23.6.8, 23.6.9, 23.6.10, 7.6.5, 7.6.1, 7.6.2, 21.3.1, 22.2.1, 22.2.4, 22.2.5., 22.2.6, 7.9.1 & 7.7.1.

7.4.6 Action point

Further efforts would be made to develop District specific Projects. An integrated approach is more likely to achieve synergies among different programme components.

Status position Nil

Action plan

Efforts are on to develop district specific targets with specified activities and schemes selected districts viz, Anantapur, Mahbubnagar by adopting an integrated approach to a theme EFA.

PROVISION OF UNIVERSAL ACCESS

Action points :- Existing schemes will be suitably modified.

7.5.1. Modification of existing schemes of primary Education incorporating the new policy formulations.

Status position

Since 1950 determined efforts have been made in Andhra Pradesh towards the achievement of provision of free and compulsory education to all children until they complete the age 4 years. Overall there has been very impressive increase in the number and spread of institutions as well as enrolment. Universal provision of institutions has been substantially increased at the Primary stage (classes I to 5). According to the 5th All India Survey 1986, 97.30% of the rural population had schools within the walking distance of 1.00 K.M. 70.18% of the rural population served with Upper Primary Schools or sections within a walking distance of 3 K.Ms. The number of Primary Schools increased from 29,078 in 1956-57 to 42,054 in 1985-86. Similarly the number of Upper Primary Schools increased from 329 in 1956-57 to 5080 in 1985-86.

STATUS POSITION

The gross enrolment ratio of 6-11 age group increased satisfactorily, as shown in the Table.

TABLE-I

STATEMENT SHOWING GROSS ENROLMENT RATIO IN THE AGE GROUP OF 6-11

| Sl.No. | YEAR From | To | Enrolment Ratio |
|--------|-----------|------|-----------------|
| 1. | 1956 | 1957 | 57.94% |
| 2. | 1960 | 1967 | 68.26% |
| 3. | 1970 | 1971 | 66.24% |
| 4. | 1980 | 1981 | 84.08% |
| 5. | 1985 | 1986 | 81.45% |

Likewise, the gross/enrolment in 11 to 13 age group also increased satisfactorily.

| Sl.No. | Year From | To | Enrolment ratio |
|--------|-----------|------|-----------------|
| 1. | 1956 | 1957 | 13.77% |
| 2. | 1960 | 1961 | 17.84% |
| 3. | 1970 | 1971 | 24.50% |
| 4. | 1980 | 1981 | 33.40% |
| 5. | 1985 | 1986 | 46.66% |

Likewise, enrolment of girls also increased at Primary level (class-I- 5) as shown in the Table.

| Sl.No., | Year From | To | Gross Enrolment |
|---------|-----------|------|-----------------|
| 1. | 1956 - | 1957 | 42.28% |
| 2. | 1985 - | 1986 | 70.22% |

The enrolment of girls in Upper Primary Schools also increased tremendously from 5.55% in 1956-57 to 33.57% in 1985-86.

Government of Andhra Pradesh formulated No. of strategies based on survey to improve children's retention rate such as

i) Identification of school less habitations and starting schools in school less habitations. During 1985-86, 4,433 school less habitations were identified with in a radius of 1.5 K.M. and 3,670 newschols were opened. 2,400 in General area in 913 S.T.areas and 357 in S.C.areas.

SANCTION OF NEW POSTS

ii) 1900 schools were converted into two teacher schools by creating 1900 SGBT Teacher posts.

iii) 1000 SGBT posts were sanctioned for strengthening existing Primary Schools.

Action points

7.2.1. The emphasis was shifted from enrolment for per SC to enrolment as well as retention.

Status position

Government of Andhra Pradesh improved Primary Schools environment by providing infrastructure facilities to 3135 school buildings during 1985-86 and released Rs. 767.49 lakhs to ZillaPraja Parishads for providing building facilities to schools.

Action point

- 7.2.1. Removal of demotivating factors for children and parents and improvement of Primary Schools environment & provision of student support services.

Status position

Under improvement of school environment

Under Operation Black Board (7.3.3.) 36,495 class rooms were identified for construction of new class-rooms. Out of which 24,330 class-rooms have been sanctioned.

Students support services:-

Children of classes I to II who are economically backward and not covered by Department of Social Welfare and Tribal Welfare were supplied two pairs of dress and free Text Books.

-With the help of CARE free food was supplied to children in the District of Visakhapatnam, Mahabubnagar, Nizamabad, Karimnagar, and Adilabad.

-Games and sports material was supplied to 5246 Upper Primary schools during 1985-86.

-As a result over all drop out rate slightly decreased from 55.18 in 1985-86 to 54.62 in 1990-91 in classes I to V. Like wise over all dropout rate in classes I to VII also decreased 0.91% i.e., [65.89 in 1985-86 to 64.98 in 1991-92]. Detailed dropout rate of Boys & Girls of Primary classes and Upper Primary classes is shown below for Boys & Girls.

| DROP OUT RATES | | | | |
|----------------|--------------|--------------|--------------|--------------|
| | 1985-86 | 1986-87 | 1990-91 | 1991-92 |
| Classes I-V | | | | |
| Boys | 53.46 | 52.06 | 49.31 | 52.05 |
| Girls | 57.50 | 56.92 | 56.24 | 57.37 |
| Total | <u>55.18</u> | <u>54.11</u> | <u>52.51</u> | <u>54.62</u> |
| Classes I-VII | | | | |
| Boys | 61.78 | 59.80 | 61.59 | 61.51 |
| Girls | 71.39 | 69.44 | 70.16 | 69.48 |
| Total | <u>65.89</u> | <u>63.89</u> | <u>65.29</u> | <u>64.98</u> |

Action Point:

- 7.5.1. Existing scheme will be suitably modified and measures will be taken to incorporate the new policy formulations.

Status Position:

At present number of schemes are in operation in Andhra Pradesh for provision of Universal access viz.,

- Formal schools
- Programme of Non/formal Centres
- Operation Block Board (O.B.B.)
- Education for all
- Microplanning
- Open schools.

Action Plan:

The existing schemes for providing Universal access needs to be modified suitably keeping in view the measures suggested in R.P.F. in consonance with the NPE. Details are discussed in the subsequent paras.

Action point:-

(a) Formal schooling:

- 7.5.2. New Primary schools will be opened in unserved habitations
- 7.5.3. N.F.E. Centres will be opened in smaller habitations. A New scheme of voluntary schools will be launched.

Status Position:

During 1985-86 - 1991-92 Government of Andhra Pradesh opened 7,003 New schools (49,057-42,054) Like wise number of Upper Primary Schools were also increased from 5,580 to 6,219 during the same period (7.3.1) . Similarly, according to the National pattern, Non-formal Education as revised in 1987-88. The State is envisaging a major role for the non-formal Education in moving towards Universalisation of Elementary Education by opening more N.F.E. Centres. Number of N.F.E. centres increased from 24,572 during 1987-88 to 25,400 in 1991-92 . In spite of best efforts in Andhra Pradesh 4,650 habitations remained school-less at the end of VII Plan. These habitations are located in 19 districts with 2,863 habitations located in S.T. areas 262 in S.C areas and 1424 in general areas. On priority basis schooling facilities both formal, non-formal and registered teachers schools will be provided during VIII th Plan Period.

Action Plan:

The Government of Andhra Pradesh will provide schooling facilities both formal, Non-formal and registered teacher schools in 4650 school-less habitations in a phased manner as detailed in para 7.5.6, 7.5.7, 7.5.8 & 7.5.9.,

Action Point:

- 7.5.4. Upper Primary Schools:

Expansion of infrastructural facilities. The existing norm of providing an U.P. School within 3 K.M. will be relaxed. A new ratio of 2:1 will be maintained.

Status Position:

At present there are 6,219 Upper Primary Schools in the State as against 49,033 Primary schools., The ratio works out to 1:8.

Action Plan:

In order to increase enrolment and retention of Girls and to provide access as per the norm at para 7.5.4. an action plan needs to be prepared to start one Upper Primary School for every 2 Primary Schools. The modalities of upgradation and operationalisation including financial implications of para 7.5.4 will be as follows.

UPGRADATION OF UPPER PRIMARY SCHOOLS AT 2:1

In consonance with the National Policy of Education, POA 1992, 15,600 existing Primary Schools are to be upgraded into Upper Primary schools to maintain at 2:1 ratio as follows:

| | Govt. | M.P.Ps | Mpl. | Aided | Un-Aided | Total |
|--|--------------|---------------|--------------|--------------|---|------------------------------|
| Primary Schools as on 30-9-1991 | 3,570 | 40,749 | 1,330 | 2,041 | 1,343 | 49,033 |
| Primary Sections in U.P.Schools | 350 | 4,481 | 210 | 478 | 700 | 6,210 |
| Total No. of Pry. schools/sections in U.P.Schools | 3,920 | 45,230 | 1,540 | 2,519 | 2,043 | 55,252 |
| As per 2:1 | 1,920 | 22,615 | 770 | 1,260 | 1,022 | 27,625 |
| Already having the U.P.sections in U.P.Schools | 350 | 4,481 | 210 | 478 | 700 | 6,219 |
| U.P.Sections in High Schools | 515 | 4,095 | 210 | 684 | 599 | 5,504 |
| To be upgraded | 1,095 | 14,039 | 350 | 98 | Not included since they got all facilities. | 15,582 rounded 15,600 |

Operational Modalities of the proposal will be

| Sl.No. | Year | No.of Schools |
|--------|---------|---------------|
| 1. | 1993-94 | 3,900 |
| 2. | 1994-95 | 3,900 |
| 3. | 1995-96 | 3,900 |
| 4. | 1996-97 | 3,900 |

Total: 15,600

N.B.:— FOR THE PURPOSE OF OPERATION BLACK BOARD THE SCHOOLS UNDER AIDED AND U NAIDED ARE NOT CONSIDERING.

STAFF REQUIREMENT

The proposed Upper Primary schools require additional staff as per the norms given i.e, 2 B.Eds, 2 Grade II Language Pandits, and 1 S.G.B.T for each school.

The Unit cost on the staff works out to Rs.1,00,840/-
Total cost will be

| Sl. No. | Year | Unit Cost Rs. | Total No.of Schools | Total cost (Rs.in lakhs) | Cumulative (Rs.in lakhs) |
|---------------|---------|---------------|---------------------|--------------------------|--------------------------|
| 1. | 1993-94 | 1,00,840/- | 3900 | 3932.76 | 3932.76 |
| 2. | 1994-95 | 1,00,840/- | 3900 | 3932.76 | 7865.52 |
| 3. | 1995-96 | 1,00,840/- | 3900 | 3932.76 | 11798.28 |
| 4. | 1996-97 | 1,00,840/- | 3900 | 3932.76 | 15731.04 |
| Total: | | | | | 39327.60 |

Action Point:

- 7.5.5. Additional Teachers are required to maintain 1:40 ratio. in primary schools. The increase in student population also requires additional class-rooms.

Status Position:

The present teacher pupil ratio works out to 1:53 as per 1991-92 enrolment.

Action plan

It is estimated that there are 103.37 lakhs of children in the age group of 6-11 and 36,000 lakhs in the age group of 11-13 by the end of 1996-97. In the age group of 6-11 and 11-13 are 28.84 and 17.10 lakh children were enrolled by 1991-92 both in formal and Non-Formal sectors leaving 19.54 and 19.63 yet to be enrolled under 6-11 and 11-13 respectively. It is planned to cover 70% of 19.54 by formal system. To meet this additional enrolment of 13.68 lakhs at 1:40, 34,200 SGBTs are required. 37,400 SGBTs are required to meet the present enrolment with teacher pupil ratio of 1:40. Additional teachers required for additional enrolment and present enrolment works out to (34,200 plus 37,400) = 71,600. Financial implications of the proposals are

| Year | No.of Posts | Amount in lakhs unit cost 0.25 lakhs |
|--------------|---------------|---|
| 1993-94 | 17,900 | 4,475 |
| 1994-95 | 17,900 | 8,950 |
| 1995-96 | 17,900 | 13,425 |
| 1996-97 | 17,900 | 17,900 |
| Total | 71,600 | 44,750 |

In addition, 11.75 lakhs of 30% children are to be enrolled under Non-Formal Education Centres within the State sector and Voluntary sector as shown below:

| | |
|--|-------------------------------------|
| No. of Children to be enrolled | 11,75 lakhs |
| No. of children enrolled during 1992-93 | ... 6.10 lakhs |
| Additional enrolment for 4 years 1993-97 | ... 5.65 lakhs |
| Additional enrolment per year | 1,41,250 (5650 centres per year) |

| State Government | Voluntary Organisation |
|------------------|------------------------|
| ----- | ----- |
| 75% | 25% |
| 1,05,938 | 35,312 |
| 4,238 centres | 1,412 |

Total showing enrolment of children in NFE centres over
4 years and financial implications

| Sl. No. | Year | Total No. of centres per year | No. of projects @ 100 Centres for 1 project | State Sector 75% | Voluntary sector 25% | Cost per centre per year. | Cost per project (100 centres 1 project) (Rs.in lakhs) | Total cost of Centres (Rs.in lakhs) | Total cost per project | |
|---------|---------|-------------------------------|---|------------------|----------------------|---------------------------|--|-------------------------------------|------------------------|-----------|
| 1. | 1993-94 | 5650 | 56 | 4238 | 1412 | 4,000 | 1.55 | 226.00 | 86.80 | = 312.80 |
| 2. | 1994-95 | 5650 | 56 | 4238 | 1412 | 4,000 | 1.55 | 452.00 | 173.60 | = 625.60 |
| 3. | 1995-96 | 5650 | 56 | 4238 | 1412 | 4,000 | 1.55 | 678.00 | 260.40 | = 938.40 |
| 4. | 1996-97 | 5650 | 58 | 4238 | 1412 | 4,000 | 1.55 | 904.00 | 350.30 | = 1254.30 |
| | | | | | | | | 2260.00 | 871.10 | = 3131.10 |

Action Point:

7.5.6(b) Scheme of Voluntary Schools.

7.5.7 A new scheme of voluntary schools will be launched to
7.5.8 cater to the needs of neglected hilly, tribal and difficult
7.5.9 where there is no provision of schools.

Status Position:

Government of Andhra Pradesh has identified 4650 school-less habitations as per Vth All India Education survey with 1424 in general areas, 362 in SC areas and 2963 in ST areas. Separate action plan to start schools is proposed. Details are as follows..

Action Plan:

Alternatively, the Government of Andhra Pradesh is taking lead in devising an alternative schooling programme by involving voluntary agencies and trained unemployed youth in big way in the place of voluntary teachers scheme proposed by the Government of India. It is a scheme proposed to give licence to the unemployed to start schools with powers to manage their own schools with freedom to adopt.

- i) Formal school curriculum.
- ii) Non-Formal curriculum.
- iii) Open school curriculum
- iv) Flexible evaluation techniques for ensuing minimum level of learning.

Thus the new approach is designed to achieve the objectives of universalisation of elementary Education by involving unemployed trained youth keep in view the cardinal principle " development of man power resource is an area of prime concern and calls for concerted efforts and rare commitments. "It is planned to start registered schools in villages and hamlets uncovered by formal or Non-Formal schools where community would support the school with a teacher academic year will be jumbled. The teacher gets a grant Rs. 500/- per month for the first 30 children enrolled and retained. The scheme was submitted to the Government of India for their approval.

OPERATIONAL MODALITIES OF THE SCHEME;

It is proposed to start registered schools, Non-Formal Centers, Formal schools in school-less habitations in 19 districts in a phased manner as shown below.

TABLE-I
Proposed physical targets financial for opening of 2000
Formal schools in school-less habitations.

| Year | No.of schools | per capita Expenditure | Total cost (Rs.in lakhs) | Cummulative cost in lakhs |
|---------|------------------|---------------------------|-----------------------------|------------------------------|
| 1993-94 | 500 | 0.50 lakhs | 250.00 | 250.00 |
| 1994-95 | 500 | 0.50 " | 250.00 | 500.00 |
| 1995-96 | 500 | 0.50 " | 250.00 | 750.00 |
| 1996-97 | 500 | 0.50 " | 250.00 | 1000.00 |
| | 2000 | | 1000.00 | 2500.00 |

TABLE-II

Proposed physical targets and financial targets for opening of 1000 N.F.E. Centres.

| Year | No. of Centres | Unit cost per centre | Total cost | Project cost per 100 centres | 3.0 projects cost | commulative cost |
|---------|----------------|----------------------|-------------|------------------------------|-------------------|------------------|
| 1993-94 | 300 | 4,000=00 | 12.00 lakhs | 1.55 lakhs | 4.65 lakhs | 16.65 lakhs |
| 1994-95 | 300 | 4,000=00 | 12.00 " | 1.55 " | 4.65 " | 33.30 " |
| 1995-96 | 300 | 4,000=00 | 12.00 " | 1.55 " | 4.65 " | 49.95 " |
| 1996-97 | 100 | 4,000=00 | 4.00 " | 1.55 " | 1.55 " | 5.55 " |
| | 1000 | | 40.00 | | 15.50 | 105.45 |

TABLE-III

Proposed physical targets and financial targets for
registered teacher schools 1650 schools in school-less

| Year | No. of schools | cost per school | Total cost | Cummulative cost Rs. in lakhs. |
|---------|----------------|-----------------|-------------|-----------------------------------|
| 1993-94 | 500 | Rs. 10,800-00 | 54.00 lakhs | 54.00 |
| 1994-95 | 500 | 10,800-00 | 54.00 " | 108.00 |
| 1995-96 | 500 | 10,800-00 | 54.00 " | 162.00 |
| 1996-97 | 150 | 10,800-00 | 54.00 " | 178.20 |
| | 1650 | | 178.20 | 502.00 |

ACTION POINT;

C. PROGRAMME OF NON-FORMAL EDUCATION;

7.5.10 . Strategies to strengthen N.F.E. scheme.

(i) Micro planning and new centres for girls.

Status position;

(i) In Andhra Pradesh as on to-day 6200 centres exclusively are functioning for girls. Girls consistute 2.54 lakhs out of 6.10 lakhs.

Action Plan(i):- A Micro survey will be conducted by the SCERT to identify needs of children specially girls to strengthen the N.F.E. centres. The survey will be completed within 3 months.

Action Point(ii): Involvement of community in setting up N.F.E. centres

Status position(ii): Village Education committees were already functioning in the State.

Action plan (ii): The village Education Development Committees will be revamped with necessary powers in setting-up new NFE centres with necessary powers of supervision.

Action Point(iii):- Identificatrion pf women Instructors.

Status Position(iii)- At present there are limited no. of women instructors working in Andhra Pradesh sufficient number of women instructors are not available.

Action Plan(iii):- Special efforts will be made to identify women instructors with the help of the community.

Action Point(iv)&(v): - Training and re-orientation of n.f.e. Instructors, supervisors and Asst.Directors will be given top priority.

Status Position(iv&v):- At present S.C.E.R.T.,D.I.E.T.,are providing 20 days , 10 days training programmes to the instructors, supervisors and Assistant Directors.

Action Plan: - Top-priority will be madcxe to the training programmes as suggested at para 7.5.10(v)

Action Point(vi):- Project Administration will be strengthened with necessary administrative inputs at the state and district level.

Status Position:- At present tthere is a project Officer with 100 Instructors in a project . There are 8 to 10 supervisors in the project area. The district level there is one Asst. Director for N.F.E. At the State level there is research wing undrer the control of S.C.E.R.T. and Administrative wing headed by Joint Director under the

control of Director of School Education.

Action Plans:- The project administration will be strengthened after receiving necessary administrative and management designs from the Government of India.

Action Point(vii):- Testing of children & provision for natural entry into the formal system.

Status position:- The Government of Andhra Pradesh has already equated phase-I of N.F.E. with class V of formal schools provides opportunity for vertical and horizontal entry into the formal system.

Action Plan:= Nil

Action Point(viii):- To link N.F.E. with Open schools.

Status Position:

In Andhra Pradesh Open School System is functioning and there is a vertical and horizontal mobility of N.F.E. students to Open schools and vice-versa.,

Action Plan:- Further efforts will be made to link N.F.E. with open school system.

Action Point(ix):- Linking of N.F.Es with Public libraries and Janasikshana Nilayams.

Status Position: - Nil

Action Plan:- Steps will taken to link N.F.E. centres with Public Libraries and Janasikshana Nilayams.

Action Point(x):- Total literacy campaign districts will take-up follow-up programmes.

Action Plan:- The increased awareness created by T.L.C. in 15 districts will be continued by enrolling Adult literates into Phase_ii of N.F.E. centres after micro survey.

Action Point(xi):- Vocational Technical courses.

Status Position:- At present there is no linkage between N.F.E. Shramika Vidyapeet etc.

Action Plan:-As suggested N.F.E. will be linked with Shramika Vidya Peet and other Technical Institutions.

Action Point(xii):- Voluntary agencies.

status Position:- As on to-day 29 voluntary organisations are functioning in 13 districts in the state with 2850 centres with an enrolment of 782 54.

Action Plan:- Efforts will be made to increase voluntary organisations in the remaining 10 districts.

Action Point:

7.5.11. Revised Financial pattern.

a) Financial assistance to state Government will be increased from 50:50 to 75:25

Status Position:

At present the centre - state share is 50:50.

Action Plan:

The idea of 75:25 is most welcome.

Action Point (b):- Assistance to State Government for starting N.F.E. centres for Girls.

Status Position:- The present ratio is 90:10

Action Plan: - Centre may consider to extend 100% assistance to Girls centres.

Action Point(c):- Assistance to voluntary agencies - 100%

Status position:- The present ratio is also 100 %

Action Plan:- Nil

Action Point(d):- Assistance to academic institutions and research institutions will be 100%

Status Position:- The present ratio is also 100%

Action Plan: Nil

Action Point

7.5.12. Centre based pupil evaluation related to M.L.L. will be adopted.

status position:

At present project evaluation is in force.

Action Plan:

The idea of centre based evaluation is full of merits and demerits. After gaining experience based on pilot study, the Government of Andhra Pradesh will implement the scheme.

(D) MICRO PLANNING;

Action Point:

7.5.13 Micro planning is a process of designing a family-wise child-wise plan of action Micro Planning will be arived out at block and District level.

- i) V.E.D.C. would play an important role.
- ii) Mobilising community particulars.
- iii) ascertaining Educational requirements of the area.
- iv) Providing alternative channels of education to all.
- v) Ensuring that all children especially girls attend schools
- vi) Planning for improvement of schools and
- vii) Strngthening of local level administrative and resource support sytem.
- viii) Decentralisation of Education admiunistrative.

Status Position:

As an experimental basis micro survey was undertaken by the SCERT. Data was received from 900 Mandals.

Action Plan:

A detailed micro survey is however planned by designing family-wise and child - wise plan of action in 20 project areas coverding 10 back-ward districts. For this it is proposed to create a cell at state level and district level. This cell will be responsible for intergrating all the plan schemes being implemented in the area which would contribute to the improvement of school system.

MICRO PLANNING

DIAGOSTIC ANALYSIS EDUCATIUON SITUATION

PROVISION ENROLEMENT RETENTION QUALITY PROGRESS GAPS/PIT FALLS CONSTRAINTS PHYSICAL, FINANCE TECHNOL, ADMIN TASKS FOR PLANNING.

IDENTIFICATION OF TARGET GROUPS AREA.
BASED ON

- Non-drop out rates
- High drop out
- High Illitercy
- Weakest among weak

IDENTIFICATION & FORMULATION OF PROGRTAMMES
IDENTIFICATION OF GEOGRAPHICAL LOCAL

SUITABLE TRAINING, SUITABLE CURRICULUM, SUITABLE LOCALE

OPERATIONAL MODALITIES

MAJOR INPUTS FOR MICRO PLANNING

NATURAL , INFRASTRUCTURAL, ECONOMIC (Agri. Labour) SCIO-ECONOMIC Profile, Health, Education.

INVENTORY OF RESOURCES..
DATE COLLECTION INCLUDES

- Gathering facts
- Identification of constraints
- Determination of Department Potential.

IDENTIFICATION OF PRIORITIES , Target group,
Problems needed to be solved.

Critical Review of Ongoing programmes existing and likely gaps

- measures to check gaps.

Formulation of Action programmes.

- Taking care of : Accessibility
 - : Adequacy
 - : Viability

Energizing and Optional utilization of existing resources
estimation of the requirements indicating the sources

Monitoring and concurrent Evaluation

Micro planning should not be viewed in isolation of overall planning.

OPERATIONAL MODALITIES;

Stage-I Creation of cell at state head quarters and Dist.Head quarters

Stage-II Designing of Micro survey forms and printing.

Stage-III Training programme to district Educational Officers.

Stage-IV Mandal Educational Officers and supervisory staff field testing - Feed back.

Stage-V Data collection and consolidation.

Stage-VI Preparation of state, district Mandal, Village, Child-wise action plan.

TIME-FRAME

| | | |
|------------------------|----------|---|
| Stage I,II,III, and IV | | 1 |
| month | | |
| stage V | | 1 |
| month | | |
| Stage VI | | 1 |
| month | | |
| | ----- | |
| | 3 months | |
| | ----- | |

Micro planning is being made operational in two districts viz. Ananthapur and Mahabubnagar during 1992-93. In a phased manner it will be extended to other districts.

7.5.14 Action point

Initiative is seen in all the T.L.C. districts for Micro planning projects.

Status Position: Nil

Action Plan: T.L.C. district will be encouraged to start Micro planning projects.

Action Point:

7.5.15. Micro planning is effective when there is integration of efforts

Status position: Nil

Action Plan: Steps will be taken to integrate the efforts of Education Department to make micro planning successful.

Action Point:

7.5.16. Micro planning will be operative in 20 project areas during 1992-93.

Status Position:

Two districts were already identified for Micro planning under Education Department.

Action Plan:

It will be expanded to other areas after pilot study in the two districts

(E) OPERATION BLACK BOARD

Action Point:

7.5.17. Operation Black Board scheme was launched during the year 1987-88 in Andhra Pradesh to provide minimum essential facilities.

Status position:

Phase-I operation Block Board scheme was launched in 1987-88 to provide essential facilities to 6352 schools.

Action Plan: Nil

Action Point:

7.5.18 External evaluation indicated lack of training to schools teachers and lack of provision for brakages.

Status Position:

It is a fact that the teacher were not given training in the operation of Black Board equipment, but Government of

Andhra Pradesh has provided Rs. 500% to each school towards contingent expenditure which includes replacement of equipment etc.,

Action Plan:

Steps will be taken to provide Training in using Teaching Learning Material to all the teachers in a phased manner by the S.C.E.R.T and details are shown at para

7.5.10. Operationalisation of revised formulation and modified operation Black Board,

1) Continuance of the present scheme.

Status Position:

Under operation Black Board 36,495 class-rooms were identified for construction of new class rooms during 1986-87 . out of which 24,330 class rooms have been sanctioned. But actually 19,630 were taken for construction . 14,187 class rooms were completed. 5,443 class rooms are at different stages of construction. Sanction was not accorded to 12,165 class rooms for want of funds.

2) Under Teaching Learning Material 43,414 schools were identified which include 6.77 SC schools and 1735 ST schools.

Action Plan:

5,443 class rooms will be completed by March, 1993 sanction will be accorded to the 12,165 class rooms based on funds position in JRY scheme U.K. Project etc. Rs. 92.40 crores additional funds are required.

Action Point(II): Expansion of O.B.B. with 3 class rooms

Status position: Nil

Action Plan: As per the survey made and data available there are 43,414 schools with 2 teachers . They are to be provided with one additional class room and one additional teacher/ It is proposed to cover 30% of the schools with 3rd class room and 3rd teacher in a phased manner as shown below.

| Year | No. of schools | Amount @ 25,000 per annum in lakhs Third teacher cost | No. of 3rd class room proposed | Amount @ 0.76 lakhs per room (in lakhs |
|--------------|----------------|---|--------------------------------|---|
| 1993-94 | 3256 | 814.00 | 3256 | 2474.56 |
| 1994-95 | 3256 | 814.00 | 3256 | 2474.56 |
| 1995-96 | 3256 | 814.00 | 3256 | 2474.56 |
| 1996-97 | 3256 | 814.00 | 3256 | 2474.56 |
| Total | 13024 | 3256.00 | 13024 | 9898.24 |

Action Point:

7.5.19 Expansion of operation Black Board to Upper Primary Schools

(e) contingent grant.

Status Position: Nil

Action Plan:

There are 6219 Upper Primary schools in Andhra Pradesh State. Out of which 1178 are private schools which are not eligible for operation Black Board Grant. 5041 U.P. schools are to be provided with extra two class rooms, One Head Master room plus two separate toilets. The staff pattern is to provide each school with two B.Eds, Two language Pandits and one SGBT as per Andhra Pradesh State norm. In para 7.5.4. of plan of action there shall be one Upper Primary school for each two primary schools. Accordingly, total no. of Upper primary schools required are 20,300.

The following action plan is suggested for expansion of operation Black Board to 5040 schools in a phased manner keeping in view the restrictions imposed at para 7.5.22. in four years as shown below;

| Year | No. of Schools | No. of posts | Salary per annum | Amount required p.a. | |
|---------|-----------------------|--------------|------------------|----------------------|---------|
| 1993-94 | 1260 B.Ed., 1260x2 | 2520 | 31,600 | 796.32 | |
| | 1260x2 | 2520 | 65,000 | 630.00 | 1426.32 |
| 1994-95 | 1260 B.Ed. | 2520 | 31,600 | 1420.32 | |
| | 1260 L.P. | 2520 | 25,000 | 1426.32 | |
| 1995-96 | 1260 B.Ed. | 2520 | 31,600 | 1426.32 | |
| | 1260 L.P. | 2520 | 25,000 | 1426.32 | |
| 1996-97 | 1260 B.Ed. | | | 1426.32 | |
| | 1260 L.P. | | | 5705.28 lakhs | |

Action Point:

7.5.20

Measures for improving quality of O.B.B.
(i) Teacher will be provided teaching in using O.B. material

Status position: Nil

Action Plan:

SCERT is geared-up to provide training to all teachers in using the operation Black Board material. A three tier training programme will be chalked-out for this purpose.

i) Training of Key personnel of SCERT by NCERT for 2 days

ii) Training of District Level Resources persons by the SCERT for 3 days.

iii) Training of school teachers at Manda; Level by the Resource persons for 3 days.

FINANCIAL IMPLICATIONS

| Sl. Programme No. | No. of persons | Unit cost | Total Rs. |
|-------------------|------------------------------------|-----------|----------------|
| 1. Ist level | 50 | Rs. 1000 | 50,000-00 |
| 2. IInd level | 50 in each district 23x50= 1150 | Rs. 200 | 2,30,000-00 |
| 3. IIIrd level | @ 100 teachers | Rs. 100 | 1,00,00,000-00 |
| Total | 1.00 lakhs teachers | | 1,02,80,000-00 |

This programme will be spread over two years based on availability of funds.

Action Point(ii):- State Government will make provision for breakages.

Status position:The Govt.of A.P. has already provided Rs. 500/- for each school per year to meet contingencies including breakages etc., in the budget.

Action Plan:- Nil

Action Point (iii)- Flexibility in the purchase procedure.

Status position: At present the district Collector is the Chairman of the Purchase Committee. Purchases are being made keeping in view the stand list supplied by NCERT following O.B.B norms.

Action Plan:- Flexible purchase procedure indicated if any by Government of India will be adopted.

Action point(iv):- 50% of teachers shall be women.

Status position:- At present there are limited no.of women teachers working in O.B.B. Mandals in all the 23 districts. The percentage of women constitute less than 30% . As per the Government of Andhra Pradesh standing orders 30% of vacancies are reserved for women.

Action Plan: As per the norms given at 7.5.20 it is not possible to appoint 50% of women teachers as there is dearth of qualified women candidates in the State. The present ratios of 30% will be satisfied in course of time. 50% ratio can't be satisfied unless a large no.of DIETs even if they are started in the state with an intake capacity of 50% of women.

Steps will be taken to integrate Operation Black Board with microplanning.

Action Point(vi):- Low cost design

Status position:- Operation Black Board are being followed at present.

Action Plan:- The technical institutions and engineers colleges will be encouraged to suggest low cost designs keeping in view the locality and environmental conditions suggesting suitable designs for the area.

Action Point:

7.5.21 **Funds mobilisation** Central Government will provide funds for equipment and teacher's salary . State Government will mobilise funds for construction of class rooms Head Master's room etc.

Status Position: Nil

Action Plan.

As in the past Government of Andhra Pradesh will mobilise

the resources under JRY, U.M. Primary Education projects etc., for construction of additional class rooms including Head Master-cum-Office room and toilet facilities @ Rs. 0.76 lakhs per unit for 5040 schools Rs. 3830.40 lakhs required.

State Government will also provide contingency grant for replacement of equipment.

Action Point:

- 7.5.22. On going O.B. scheme shall continue till 1993-94 . Two sub-schemes will be stated in the record half of the 8th Plan. Under expanded O.B. a limited no.of U.P schools will be covered during 8th Plan.

Status position: Nil

Action Plan:

State Government will also provide contingency grant for replacement of equipment.

As indicated at para 7.5.22 action plan will be prepared to cover 30% of the eligible Primary schools with 3rd room and 3rd teacher by the end of the VIII Plan under the expanded O.B. 5040 existing Upper Primary Schools will be covered for additional facility. The operational details are shown para 7.5.19.

| S.No. | Operation year | Primary schools/ No.of schools | 30% financial implications |
|-------|----------------|-----------------------------------|----------------------------|
|-------|----------------|-----------------------------------|----------------------------|

SEE AT 7.5.19 (iii)

6.CONTENT AND PROCESS

National curricular frame work:

Action Point:

- 7.6.1. National curriculum was framed with common core elements with child centred approach. The revised curriculum took into account the need for reduction of curriculum load.

Status Position:

With a view to initiate curricular reform for promotion of National integration and in consonance with the N.P.E. 1986 the 10 core elements were included in the revised curriculum of Government of Andhra Pradesh and plans are ready for introduction of revised Text Books for classes I to X in all the subjects in the schools ub the State.

Action Plan:

Curriculum revival was completed . Printing of new text

books for all classes is under process. By 1993-94 new textbooks will be introduced through out the State.

Action Point:

- 7.6.2. State Governments revise their Text Books.

Status Position:

With a view to initiate curricular reform for promotion of National integration and in consonance with the NPE, 1986 the 10 core elements were included in the revised curriculum of Government of Andhra Pradesh and plans are ready for introduction of revised Text Books for classes I-X in all the subjects in the schools in the State.

Action Plan : Nil

b) Load of the school bag:

Action Point:

- 7.6.3. In urban areas schools are prescribing number of books.

Status Position:

Suitable instructions were issued to reduce the load of the school bag.

Action Plan: Nil

Action Point:

- 7.6.4. Concern about academic burden and curricular reform. Government appointed a committee to reduce academic burden.

Status position: Nil

Action Plan:

Concerted efforts will be made to reduce the load on the suggested lines of National Committee.

c) Minimum levels of learning:

Action Point:

- 7.6.5. Prescription of Minimum level of learning to combine quality with equity.

Adoption of measures that will ensure achievement of these levels by children both in formal schools as well as N.F.E. centres.

Status Position:

Steps were taken for introduction of Minimum level of learning in a phased manner all over the State.

Action Point:

- 7.6.6. The focus on M.L.L. strategy will be the development of the competency based teaching and learning.

Status position:

An experimental basis keeping in view minimum level of learning approach and strategy 6 Mandals have been identified in the State and in service training programme was arranged for 10 days at SCERT. Instructional packages based on M.L.L. approach were developed for classes I to V.

- ▲ Text Books were designed using MLL Norms indicating core elements in the concerned topics at the appropriate place.

The Andhra Pradesh Primary Education was started in Collaboration with U.K. Government to bring about a qualitative improvement in Primary Education by implementing child centred approach to learning in all Primary Schools in the State in a phased manner. The H.R.D. programme is based on child centred education on activity based instruction.

Action Plan:

The M.L.L. programme will be extended throughout the State in a phased manner covering 0.10 lakh teachers. Operation Modalities are shown below. It is planned to print M.L.L. packages and distribute to all the schools in the State. It is also proposed to provide inservice training for ten thousand teachers working in the state in M.L.L. approach in a phased manner at an estimated cost of Rs. 32.00 lakhs for 10 days @ 320 per teacher.

| Year | No. of Mandals | No. of Teachers | Financial Implications (Rs. in lakhs) |
|---------|----------------|-----------------|---------------------------------------|
| 1992-93 | 300 | 2000 | 6.40 |
| 1993-94 | 300 | 2000 | 6.40 |
| 1994-95 | 300 | 2000 | 6.40 |
| 1995-96 | 300 | 2000 | 6.40 |
| 1996-97 | 300 | 2000 | 6.40 |
| Total | 1056 | 10000 | 32.00 lakhs |

Action Point:

- 7.6.7 Periodical and systematic analysis of performance analysis will be called out to ensure improvement in the quality in education efforts will be made to involve community.

Status Position:

At present in Andhra Pradesh there is non-detection system with continuous comprehensive evaluation. It is yielding good results. Village Education Committees are not involved in Evaluation.

Action Plan:

The suggestion given at para 7.6.7. will be examined and after pilot study it will be implemented.

Action Point:

7.6.8. Expansion of MLL programme in a phased manner to other areas training of teachers in utilising teaching aids supplied under O.B.B.

- Introduction of M.L.Ls in DIETs and Colleges of Education syllabus

- Identification of M.L.Ls for Upper Primary Schools.

Status Position: Nil

Action Plan:

▲ The programme will be extended to all the districts covering all the Mandals in a phased manner. Like wise 0.10 lakhs teachers also will be trained in MLL approach in a phased manner. Details of operation modalities are shown at para 7.6.6.

Action will be taken to introduce MLLs approach in DIETs and Colleges of Education revamping their curriculum concerned Universities will be requested to take immediate steps to revamp the curriculum through their academic councils.

Action Point:

7.6.9. New resource Centres will be created for development of instructional and Evaluation Material and Documentation. At the State Level SCERT will take the responsibility for implementation. A National pool of resource persons will be created. A similar pool will be created at the State level.

Status position: Nil

Action Plan:

Action will be taken for introduction of MLL's in U.P. stage after receiving National Committee report.

Similar steps will be taken on the lines of centre to create resourcecentre at the SCERT and at DIET's Eminent men working in the field of evaluation on various educational institutions will be considered for the resource centre. SCERT will take up the responsibility

for implementation and re-orientation of these resource persons for effective implementation.

Action Point:

- 7.6.10. Central Government will provide the funds in the initial steps. The State Government by the end of 8th plan will adopt this strategy as an integral point of this system.

Status position: Nil

Action Plan:

- A cell will be created at SCERT with 1 Professor and 6 Lecturers with supporting staff for effective implementation of M.L.Ls strategy.
- D.R.U. & DIET will be strengthened at the district level.

OPERATIONAL MODALITIES & FINANCIAL IMPLICATIONS

| | |
|---|-------|
| Creation of cell at SCERT. in lakhs | Rs . |
| 1. Professor | 5.00 |
| 2. 6 Lecturers & Programmer | |
| 3. Supporting staff for 5 years (2 saections) | 25.00 |

STRENGTHENING OF D.R.U.

| | |
|------------------------------|--------------|
| 1. Lecturer -1 (for 1 year) | 1.20 |
| 2. U.D.C. -1 | |
| 3. Programme-1 (For 5 years) | 6.00 |
| Total: | 32.20 |

Steps will be taken to integrate MLL strategy improvement of Elementary Education from 9th Five Years Plan meeting the expenditure from the State Funds.

7. LAUNCHING OF NATIONAL MISSION

Action Point:

- 7.7.1. The revised policy formulations provide for launching of a National Mission for the achievement of the goal of U.E.E.

Status Position: Nil

Action Plan : The idea of lanuching National Mission for the achievement of U.E.E., is laudable.

Action Point:

- 7.7.2. The mission will be made operational durimng the year 1993-94. All the Centrally sponsored Schemes will be transferred to the mission.

Status Position: Nil

Action Plan: Nil

8. MAKING SYSTEM WORK

POLICY

Action Point:

- 7.8.1. In the system to work teachers should teach and all students should study.

Status Position: Nil

Action Plan: Nil

Action Point:

- 7.8.2. Strategies to make system to work.

- i) Better deal to teachers with grater responsibility.

Status Position: Nil

Action Plan:

Government of Andhra Pradesh is planning participatory role by the teachers, students and community Therefore Government is aiming at:

- i) Revamping village Education Development Committee already constituted to strengthen O.B.B. programme.

ii) Steps are taken to raise the status of Head Masters as Gazeters and allowed them to function with built-in academic freedom so that he can correct the defects in the school system. DIET has been identified as nodal agency at the district level to provide inservice training to teachers. Active participation of pupil teachers studying at B.Ed., and M.Ed., level in spreading literacy is encouraged by giving bonus marks .

iii) Steps are being taken to improve work environment of the teachers. Already teachers and teacher representatives are involved in palnning and implementagtion of various schemes. Teacher organisations are involved in planning and designing new curriculum. Annual meetings of Headmasters are plannedc at the State level, District level to decide Educational planning at the State and District level.

iv) Panel iunspection with subject experts drawn from different schools and managements is planned.

v) The services of all teachers working in panchayat Raj and Zilla Parishads were provisionalised.

Action Point: (ii) Provision of improved studentws services.

Status position : Nil

Action Plan: Steps are being taken to provide drinking water, toilets and sports equipment in collaboration with agencies like UNICEF and U.K GOVERNMENT drda etc., in the schols.

vii) Several incentives such as scholarships for backward students, free distribution of books and scholoships for top rankers are proposed. 43414 Schools were identified to provide minimum facilities under O.B.B. Scheme.

Action Point(iii): Provision of better facilities to institutions and creation of an system of performance appraisal at the National and State Level.

Status Postion:

At present High Schools are classified into ABC categories based on Xth Class Public Examinations results and remedial steps are being taken to improve the performance of students.

Action Plan:

As suggested at para 7.8.1. (iii) a system of performance appraisal of all schools will be taken-up according to standards and norms set at the National and State Level.

(b) PROPOSED ACTION:

Action Points:

7.8.3. Creation of New Educational order based on participatory pallning.

i) The school Administrative set-up will be made alert and responsive.

Status Position:

At present in Andhra pradesh three tier Educational Administrative is followed with Director of School Education as the Chief Executive of the Policies of the Government at the State Level. District Educational Officer at the District level and Mandal Educational Officer at the Mandal level.

Action Plan;

Steps will be taken to make school administration set up alert and responsive by revamping Inspectorate at the District level and Mandal level. Details of Administrative set up is discussed at paras 23.5.1, 23.5.2. and 23.6.8.

Action Point(ii);

Pupil will involved in the process of Education

through Micro-planning.

Status Position:

Already the Government of Andhra Pradesh issued instructions for constitution of village Education Development Committees.

Action Plan:

Suitable steps will be taken to involve quarter participation of pupil by revamping village education development committee.

Action Point(iii)"

Steps will be taken to improve the working environment of the teacher. Teachers and teacher representatives will be involved in planning and implementation.

iv) Grater autonomy will have to be given to the teachers to manage the affairs of the school.

Status Position:

Government of Andhra Pradesh has already taken number of steps to improve the working environment of the teachers. There are co-ordination Committees at the District Level. Teacher representatives were invited to redress the grievances of teachers.

Action Plan:

State level and District level Co-ordination Committees will be strengthen to improve the rapport between administration and teachers.

Suitable procedures will be evolved to provide quarter qutonomy to the teachers besides the steps already taken.

Action Point(v):

Students will be provided basic amenities.

Status Position:

Already steps were taken to provide drinking water, Toilets, play ground to Primary schools. There is lot to be done in this areas. Under D.B.B., U.K. project and UNICEF assisted programmes students will provided with basic amenities in phased manner.

Action Plan: Nil

Action Point(vi):

Students eligible for scholarships and other incentives will receive them intime.

Status Position:

Number of Scholarships are given to students of sanction of Merit scholarships, Book grants etc.

Action Plan:

Due to paucity of funds basic amenities to students in Primary and Upper Primary schools could not be provided. Distribution of scholarships will be made time bound.

Action Point(vii):

Minimum basic facilities should be provided to all primary and Upper primary schools under O.B.

Status Position : Nil

Action Plan:

As per the suggested action plan at para all the primary schools Upper Primary schools and Zilla Parishad schools will be provided with basic facilities by the end of VIIIth Five Year Plan.

Central and State organisation will determine criteria for assessment of performance of Elementary schools. Incentive schemes will be stamped at the block and District level to achieve the goal of Universalisation of Elementary Education.

Status Position: Nil

Action Plan:

Criteria for assessment of performance of Elementary School are being worked out. An incentive scheme will be worked out for the schools and community to motivate them to achieve the goal of Universalisation of Elementary Education. This will be introduced at the Mandal and District Level.

9. Monitoring and Evaluation.

Status Position: At present there is a computer cell at the S.C.E.R.T. which is acting as the Nodal Agency imparting Training to the field functionaries.

Action Plan: Steps will be taken to develop monitoring system at the District level. S.C.E.R.T. Computer cell will be linked with all Districts through N.I.C. NET. Computerisation at the District level will be began in a phased manner taking 4-5 Districts in coming years and gradually replacing the Manual system by the end of VIIIth Five Year Plan by strengthening District Administration.

Action Point:

7.9.1. It will be necessary to develop a monitoring system that yields timely and reliable information.

In the VIII Plan efforts would be made to computerise the data. A cell for monitoring of Universalisation of Elementary Education will be set up at the State level.

Status Position : Nil

Action Plan: Nil

Action Point:

7.9.2. Qualitative monitoring a data will be introduced. National Evaluation organisation will be set up to assess the performance of Primary and Upper Primary Schools Children.

Status Position: Nil

Action Plan:

On similar lines, the evaluation Unit of S.C.E.R.T. will be strengthened to assess qualitative monitoring of data including M.L.Ls at the Primary and U.P. Level.

Action Point:

7.9.3. Reputed external agencies will be engaged in the External evaluation of the programme.

Status Position: Nil

Action Plan:

Reputed external agencies such as Universities, S.C.E.R.T, State Administrative College etc., will be involved in the external evaluation of the programme. Details are shown at para 23.12.1.

PROGRAMME OF NEED BASED SECONDARY EDUCATION
1993 - 1998

8.4.1
ACTION POINT

Opening of Secondary Schools in unserved areas of the State:

STATUS POSITION

There are 57,583 habitations in the State which do not have Secondary Schools facilities within a range of 8 K.Ms as per Vth All India Educational Survey of 1986. There are different slabs of population in these habitations. The range of population is from below 500 to above 5,000 in each habitation. The details of these habitations are furnished in the following table.

| Population Slab | Habitations | Habitations served beyond 8.0 KMs. | |
|-----------------|-------------|------------------------------------|------------|
| | | Number | Percentage |
| 5000 & above | 725 | 9 | 0.24 |
| 2000 - 4999 | 4739 | 329 | 6.94 |
| 1000 - 1999 | 8419 | 1000 | 11.83 |
| 500 - 999 | 11594 | 1662 | 14.34 |
| Below- 500 | 32106 | 7870 | 24.51 |

As per the General guideline given in the Vth All India Educational Survey, priority should be given to provide Secondary Education in the large habitation with a population of over 2,000 within 8.00 K.Ms as per the recommendations of the Education Commission 1966. Further, priority may be given to other habitations for providing Secondary Schools in other habitations having less than 2,000 population in subsequent years.

As on 30-9-1991 there are 6,365 Secondary Schools in the State functioning under various Managements. Every year about 300 U.P Skchool are being upgraded into High Schools under various managements Viz. Govt. Local body and Private Managements. Further in order to strengthen the Secondary Skchools functioning under various Managements, the Govt have been according sanction for Grant in aid as per the provisions of Act 22/88. The details of Grant-in-aid provided to the Schools under different Managements is as follows:

| | No. of posts sanctioned | | | Remarks |
|---------------|-------------------------|---------|-------|---------|
| | Govt | Private | Total | |
| Teaching: | 5859 | 1649 | 7508 | |
| Non-Teaching: | 2283 | 446 | 2729 | |

The total amount provided for G.I.A under Secondary Education during 1992-93 under all Managements is Rs. 3,22,77,43,000/-.

ACTION PLAN

As per the guidelines provided in the Vth All India Educational Survey of 1986, 5,812 habitations with a population of 2,000 and above in each of them should be provided with Secondary School facility within a radius of 8.00 K.Ms in the State. However every year the Dept. has been permitting U.P Schools to be upgraded into High Schools. Hence 5,000 habitations identified as un-served areas in the State as per the above Survey may be considered for providing Secondary School facilities during VIII Five year Plan. The Secondary School facility may be created either by opening a New High School or by establishing additional Sections in the already existing High Schools. Generally the ratio between New High Schools and additional Sections in the State has been 1:3. Accordingly the Department will be required to open 1650 New Secondary Schools and 3,350 additional Sections in the existing High Schools over a period of next five years. The phasing of the same would be as follows:

| | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|--|---------|---------|---------|---------|---------|
| Number of New High Schools to be opened: | 250 | 300 | 350 | 375 | 375 |
| No. of New additional Sections | 500 | 600 | 700 | 750 | 800 |

Accordingly, estimates have been prepared for construction of additional rooms, sanction of teachers posts and enrichment of Library, Laboratory including furniture. The details are as follows:

NEW SCHOOLS:

| Year | Recurring | Non-recurring |
|---------------|---------------------|---------------------|
| 1993-94 | 11,40,00,000 | 11,87,50,000 |
| 1994-95 | 13,68,00,000 | 14,25,00,000 |
| 1995-96 | 15,96,00,000 | 16,62,50,000 |
| 1996-97 | 17,10,00,000 | 17,81,25,000 |
| 1997-98 | 17,10,00,000 | 17,81,25,000 |
| Total: | 75,24,00,000 | 78,37,50,000 |

ADDITIONAL SECTIONS:

| | | |
|---------|-------------|--------------|
| 1993-94 | 4,70,64,000 | 15,75,00,000 |
| 1994-95 | 5,64,76,800 | 18,90,00,000 |
| 1995-96 | 6,58,89,600 | 22,05,00,000 |

| | | |
|---------------|---------------------|-----------------------|
| 1996-97 | 7,05,96,000 | 23,62,50,000 |
| 1997-98 | 7,53,02,400 | 25,20,00,000 |
| Total: | 31,53,28,800 | 1,05,52,50,000 |

As per the above estimates a total amount of Rs. 290,67,28,800/- will be required for providing Secondary Schooling facility in approximately 5,000 habitations which are unserved habitations as per Vth All India Educational Survey. During 1993-94 an amount of Rs. 43,73,14,000/- will be required to open 250 New Schools and 500 additional sections in already existing High Schools in the State initially.

8.4.1

ACTION POINT

Opening of Schools in areas inhabited predominantly by the S.Cs

STATUS POSITION

It has been found that number of Secondary Schools for S.C., S.Ts., do not commensurate with the No. of S.C., S.T habitations. Out of 5,081 S.C., habitations about 4% of them have Secondary School facilities within the habitation. However 83% of the total S.C habitations are having this facility upto a distance of 8.0 K.Ms.

Accordingly out of 5,081 S.C habitations as many as 100 habitations with a population of 1,000 and above in each of them do not have Secondary Schooling facility within a distance of 8.0 K.Ms.

Hence, these 100 habitations will have to be provided with Secondary Schooling facilities on priority basis during the VIII Five year Plan Period. As per the selected data for the year 1991-92 the enrolment of S.C students (Boys and Girls) put together is 2,66,824 as on 30-09-1991 in the Secondary Schools in the State. However the population of S.Cs in the age group of 13-16 is estimated to be 6.5 Lakhs approximately.

ACTION PLAN

As per Vth All Indian Survey there are 635 S.C habitations with a population of 1,000 and above in each one of them. Out of 635 S.C habitations, about 500 habitations have the Schooling facility within a distance of 8.00 K.M. Accordingly, approximately 100 S.C habitations with a population of 1,000 and above have to be provided with Secondary Schooling facility during VIII Five year Plan, the phasing of these Schools as follows:

| Particulars | 1991-95 | 1995-96 | 1996-97 | 1997-98 |
|-------------------------------|----------------|---------|---------|---------|
| | (Rs. in Lakhs) | | | |
| 1. Recurring Expenditure: | 35.61 | 53.42 | 71.23 | 89.04 |
| 2. Non-recurring Expenditure. | 47.50 | 71.25 | 95.00 | 118.75 |
| 3. Schools | 10 | 15 | 20 | 25 |

For this purpose necessary estimates have also been made and shown in Annexure V and VI of this proposal. As per the estimates and amount of Rs.8,31,16,000/- will be required towards recurring and non-recurring costs of the establishment of these 100 Schools.

8.4.1(

ACTION POINT:

Opening of Schools in the areas inhabited predominantly by the S.Ts.

STATUS POSITIOIN:

As per the Vth All Indian Education Sklurvey of 1986 there are 11,306 areas which are inhabited predominantly by S.Ts in Andhra Pradesh . Out of these 11,306 habitations there are 275 habitations with a population of 1,000 and above. Out of these 275 habitatioins 228 habitatioins of S.Ts have been covered with Secondary Schooling facility within a distance of 8 K.Ms. As such there are 47 S.T habitations with population of 1,000 and above without Secondary Schooling facilities.

As per the selected data the enrolment of S.Ts is 61,407 while the relevant age group population of S.Ts is estimated 3.2 Lakhs approximately.

ACTION PLAN:

With a view to provide Secondary Schooling facility for the S.Ts 47 habitatioins have to be covered based on the report of the Vth All India Education Survey. The phasing of these 47 Skhools during the VIII Five year Plan is worked out as follows:

| Sl. No. | Item | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|---------|---------------------------|---------|---------|---------|---------|---------|
| 1. | Schools | 7 | 10 | 10 | 10 | 10 |
| 2. | Recurring Expenditure | 24.93 | 35.61 | 35.61 | 35.61 | 35.61 |
| 3. | Non-recurring Expenditure | 33.25 | 47.50 | 47.50 | 47.50 | 47.50 |

Further necessary estimates have also been made towards recurring and non-recurring for the establishment of above Schools. The details are furnished in Aknnexures VII and VIII of this proposal.

Accordingly these estimates, an amount of Rs. 4.00 Crores approximately will be required both recurring and non-recurring expenditure for setting up 47 Secondary Schools in S.T habitations, presently not served by Secondary Schools.

8.4.1(

ACTION POINT:

To provide in existing institutioins necessary facilities for diversity of courses.

STATUS POSITION:

As per the report of the Vth All India Education Survey there are 5,034 Secondary Schools in existence during 1986. Out of these Secondary Schools there are number of Schools which are lacking in various infrastructural facilities. The following details are worked out in this regard based on the above report.

| | |
|--|--------|
| 1. No. of Schools without proper accommodation: | 3,676 |
| 2. No. of Schools without play ground : | 746 |
| 3. No. of School Sections without furniture : | 12,985 |
| 4. No. of Schools without facility of drinking Water : | 1,211 |
| 5. No. of Schools without sanitary facility : | 2,190 |
| 6. No. of Schools without Library facilities : | 712 |

As per Programme of Action, Government of India, necessary efforts have to be made to remove the above deficiencies, and strengthen these Schools so as to ensure their effective functioning.

ACTION PLAN:

As per the directions contained in programme of action necessary estimates have been made in detail for providing various infrastructural facilities in all the existing Secondary Schools which are deficient in various aspects. The details of these estimates are furnished in Annexure IX and X of this proposal.

Accordingly the following amounts will be required for providing various facilities mentioned below:

| Sl. No. | ITEM | Amount required |
|---------|---------------------------|----------------------|
| 1. | Additional rooms | 1,30,33,60,000 |
| 2. | Play Ground | 3,73,00,000 |
| 3. | Furniture | 19,47,75,000 |
| 4. | Drinking Water facilities | 3,02,75,000 |
| 5. | Sanitary facilities | 53,36,00,000 |
| 6. | Library | 1,78,00,000 |
| | Total: | 211,71,10,000 |

ANNEXURE - I

STATEMENT SHOWING THE DETAILS OF NEW SCHOOLS TO BE OPENED IN UNSERVED HABITATIONS
FOR THE PERIOD OF 5 YEARS FROM 1993-94 TO 1997-98
(THE TOTAL NEW SCHOOLS 1650)

| | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|-------------|---------|---------|---------|---------|---------|
| New Schools | 250 | 300 | 350 | 375 | 375 |

EXPENDITURE FOR 1993-94

Recurring:

- a) Salaries @Rs. 28,000/- per School for one year - Rs. 28,000 X 250 X 12: Rs. 8,40,00,000
Rs. 11,40,00,000/-
- b) 6% Management Grant @ Rs. 10,000/- per School
for One year for 250 Schools - Rs. 10,000 X 250 X 12: Rs. 3,00,00,000

Non-recurring:

- a) Building with 3 rooms, one Laboratory and one
Library for each School (5 rooms) - Rs. 80,000 X 250 X 5 : Rs.10,00,00,000
- b) Furniture @ Rs. 50,000/- per School for 250
Schools: - Rs. 50,000 X 250 : Rs. 1,25,00,000 Rs.11,87,50,000
- c) Equipment @ Rs. 25,000/- per School for 250
Schools - Rs. 25,000 X 250 : Rs. 62,50,000
- Rs.23,27,50,000

EXPENDITURE FOR 1994-95

Recurring:

- a) Salaries @ Rs. 28,000/- per School for One Year
for 300 Schools - Rs. 28,000 X 300 : Rs.10,08,00,000
- b) 6% Management Grant @ Rs. 10,000/- per School
for One year for 300 Schools - Rs. 10,000 X 300 : Rs. 3,60,00,000 Rs. 13,68,00,000

Exp. '94-95 Contd.

Non-Recurring:

| | | | |
|---|-----------------------------|------------------|-------------------|
| a) Building with three rooms, one Laboratory and One Library for each School (5 rooms) | - Rs.80,000 X 300 X 5 : Rs. | 12,00,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 300 Schools | - Rs.50,000 X 300 : Rs. | 1,50,00,000 | Rs. 14,25,00,000. |
| c) Equipment @ Rs.25,000/- per School for 300 Schools | - Rs.25,000 X 300 : Rs. | 75,00,000 | |
| | | <hr/> | |
| | | Rs. 27,33,00,000 | |

EXPENDITURE FOR 1995-96

Recurring:

| | | | |
|--|------------------------------|--------------|------------------|
| a) Salaries @ Rs. 28,000/- per School for one year for 350 Schools | - Rs.28,000 X 350 X 12 : Rs. | 11,76,00,000 | |
| b) 6% Management Grant @ Rs.10,000/- per School for one year for 350 Schools | - Rs.10,000 X 350 X 12 : Rs. | 4,20,00,000 | Rs. 15,96,00,000 |

Non-recurring:

| | | | |
|---|------------------------------|------------------|------------------|
| a) Building with three rooms, one Laboratory and one Library for each School(5-rooms) | - Rs. 80,000 X 350 X 5 : Rs. | 14,00,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 350 Schools | - Rs. 50,000 X 350 : Rs. | 1,75,00,000 | Rs. 16,62,50,000 |
| c) Equipment @ Rs. 25,000/- per School for 350 Schools. | - Rs. 25,000 X 350 : Rs. | 87,50,000 | |
| | | <hr/> | |
| | Total: | Rs. 32,58,50,000 | |

EXPENDITURE FOR 1996-97

Recurring:

| | | | |
|--|----------------------------|--------------|--|
| a) Salaries @ Rs. 28,000/- per School for one year for 375 Schools | - Rs.28,000 X 375 X 12:Rs. | 12,60,00,000 | |
| b) 6% Management Grant @ Rs. 10,000 per School for 375 Schools | | | |

Non-recurring:

| | | | |
|---|-----------------------|--------------------|------------------|
| a) Building with three rooms, one Laboratory and one Library for each School (5 rooms) | - Rs.80,000 X 375 X 5 | : Rs. 15,00,00,000 | |
| b) Furniture @ Rs.50,000/- per School for 375-Schools | - Rs.50,000 X 375 | : Rs. 1,87,50,000 | Rs. 17,81,25,000 |
| c) Equip,ment @ Rs. 25,000/- per School for 375 Schools | - Rs.25,000 X 375 | : Rs. 93,75,000 | |
| | Total: | Rs. 34,91,25,000 | |

EXPENDITURE FOR 1997-98

Recurring:

| | | | |
|--|------------------------|--------------------|------------------|
| a) Salaries @ Rs. 28,000/- per School for one Year for 375 Schools | -Rs. 28,000 X 375 X 12 | : Rs. 12,60,00,000 | |
| b) 6% Management grant @ Rs.10,000/- per School for one Year for 375 Schools | - Rs.10,000 X 375 X 12 | : Rs. 4,50,00,000 | Rs. 17,10,00,000 |

Non-Recurring:

| | | | |
|---|------------------------|--------------------|------------------|
| a) Building with three room,oneLaboratory and one Library for each School (5 rooms) | - Rs. 80,000 X 375 X 5 | : Rs. 15,00,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 375 Schools | - Rs. 50,000 X 375 | : Rs. 1,87,50,000 | Rs. 17,81,25,000 |
| c) Equipment @ Rs. 25,000/- per School for 375 Schools | - Rs. 25,000 X 375 | : Rs. 93,75,000 | |
| | Total | : Rs. 34,91,25,000 | |

ABSTRACT

(New Schools to be opened in unserved Habitations - 1650)

| Year | Expenditure | | Total |
|------|-------------|---------------|-------|
| | Recurring | Non-recurring | |

| | | | |
|---------|--------------|--------------|---------------|
| 1994-95 | 13,68,00,000 | 14,25,00,000 | 27,93,00,000 |
| 1995-96 | 15,96,00,000 | 16,62,50,000 | 32,58,50,000 |
| 1996-97 | 17,10,00,000 | 17,81,25,000 | 34,91,25,000 |
| 1997-98 | 17,10,00,000 | 17,81,25,000 | 34,91,25,000 |
| | 75,24,00,000 | 78,37,50,000 | 153,61,50,000 |

ANNEXURE-III

THE STATEMENT SHOWING THE DETAILS OF NEW ADDITIONAL SECTIONS TO BE OPENED IN UN-SERVED HABITATIONS FOR THE PERIOD OF 5 YEARS FROM 1993-94 TO 1997-98 THE TOTAL NEW ADDL. 3,350

| | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|-------------------------|---------|---------|---------|---------|---------|
| New additional Sections | 500 | 600 | 700 | 750 | 800 |

EXPENDITURE FOR 1993-94

RECURRING:

| | | | |
|--|------------------------|-------------|-----------------|
| a) Towards salaries @ 7,400 for three teachers per School per month: | 7,400 X 12 X 500 = Rs. | 4,44,00,000 | Rs. 4,70,64,000 |
| b) 6% Maintenance Grant | 444 X 12 X 500 = Rs. | 26,64,000 | |

NON-RECURRING:

| | | | |
|--|------------------------|------------------|------------------|
| a) Towards building for 3 rooms @ 80,000/- for each room | 80,000 X 3 X 500 = Rs. | 12,00,00,000 | |
| b) Furniture @ 50,000/- per one School | 50,000 X 500 = Rs. | 2,50,00,000 | Rs. 15,75,00,000 |
| c) Equipment @ 25,000/- per School | 25,000 X 500 = Rs. | 1,25,00,000 | |
| Grand Total: | | Rs. 20,45,64,000 | |

EXPENDITURE FOR 1994-95

RECURRING:

| | | | |
|---|------------------------|-------------|-----------------|
| a) Towards salaries @ 7,400/- per three teachers per School for 12 months | 7,400 X 12 X 600 = Rs. | 5,32,80,000 | |
| b) 6% Management Grant | 444 X 12 X 600 = Rs. | 31,96,800 | Rs. 5,64,76,800 |

NON-RECURRING:

| | | | |
|--------------------------------------|--------------|--------------------|------------------|
| b) Furniture @ Rs. 50,000 per School | 50,000 X 600 | = Rs. 3,00,00,000 | Rs. 18,90,00,000 |
| c) Equipment @ 25,000/- per School | 25,000 X 600 | = Rs. 1,50,00,000 | |
| | Grand Total | = Rs. 24,54,76,800 | |

EXPENDITURE FOR 1995-96

Recurring:

| | | | |
|---|------------------|-------------------|-----------------|
| a) Towards salaries @ 7,400 for three teachers per School for 12 months | 7,400 X 12 X 700 | = Rs. 6,21,60,000 | |
| b) 6% Management Grant: | 444 X 12 X 700 | = Rs. 37,29,600 | Rs. 6,58,89,600 |

Non-recurring:

| | | | |
|---|------------------|--------------------|--------------|
| a) Towards building with three rooms @ Rs. 50,000/- per each room | 50,000 X 3 X 700 | = Rs. 16,80,00,000 | |
| b) Furniture @ 50,000 per school | 50,000 X 700 | = Rs. 3,50,00,000 | |
| c) Equipment @ Rs.25,000/- per school | 25,000 X 700 | = Rs. 1,75,00,000 | |
| | Grand Total | = | 28,63,89,600 |

EXPENDITURE FOR 1996-97

Recurring:

| | | | |
|---|------------------|-------------------|--|
| a) Towards salaries for 7,400 for three teachers per school for 12 months | 7,400 X 12 X 750 | = Rs. 6,66,00,000 | |
| b) 6% M.G. | 444 X 12 X 750 | = Rs. 39,96,000 | |

Non Recurring:

| | | | |
|--|------------------|--------------------|--------------|
| a) Towards building with three rooms @ Rs.80,000/- for each room | 80,000 X 3 X 750 | = Rs. 18,00,00,000 | |
| b) Furniture @ 50,000 per school | 50,000 X 750 | = Rs. 3,75,00,000 | |
| c) Equipment @ 25,000/- per school | 25,000 X 750 | = Rs. 1,87,50,000 | |
| | Grand Total | = | 30,68,46,000 |

EXPENDITURE FOR 1997-98

Recurring:

| | | | |
|---|--------------------|-------------|-----------------|
| a) Towards Salary @ 7,400 for three teachers per School for 12 months | 7,400 X 12 X 800 = | 7,10,40,000 | |
| b) 6% Management grant | 444 x 12 x 800 = | 42,62,400 | Rs. 7,53,02,400 |

Non-recurring:

| | | | |
|---|--------------------|---------------------|------------------|
| a) Towards building with three rooms 80,000/- for each room | 80,000 X 3 X 800 = | 19,20,00,000 | |
| b) Furniture @ 50,000/- per School for three rooms | 50,000 X 800 = | 4,00,00,000 | Rs. 25,20,00,000 |
| c) Equipment @ Rs. 25,000/- per School | 25,000 X 800 = | 2,00,00,000 | |
| | Grand Total: | <u>32,73,02,400</u> | |

ANNEXURE -IV

ABSTRACT FOR LADDITIONAL SECTIONS

| Year | Recurring Rs. | Non-recurring Rs. | Total Rs. |
|---------|---------------------|-----------------------|-----------------------|
| 1993-94 | 4,70,64,000 | 15,75,00,000 | 20,45,64,000 |
| 1994-95 | 5,64,76,800 | 18,90,00,000 | 24,54,76,800 |
| 1995-96 | 6,58,89,600 | 22,05,00,000 | 28,63,89,600 |
| 1996-97 | 7,05,96,000 | 23,62,50,000 | 30,68,46,000 |
| 1997-98 | 7,53,02,400 | 25,20,00,000 | 32,73,02,400 |
| Total: | <u>31,53,28,800</u> | <u>1,05,52,50,000</u> | <u>1,37,05,78,800</u> |

ANNEXURE - V

THE STATEMNT SHOWING THE DETAILS OF NEW SCHOOLS FOR S.C AREA TO BE OPENED IN UNSERVED HABITATIONS FOR THE PERIOD OF 5 YEARS FROM 1993-94 TO 1997-98 (the total new Schools for S.C areas - 100)

| | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|-------------|---------|---------|---------|---------|---------|
| New Schools | 10 | 15 | 20 | 25 | 30 |

EXPENDITURE FOR 1993-94

RECURRING:

| | | | |
|---|------------------------|---------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for one Year for 10 Schools | Rs. 28,000 X 12 X 10 = | Rs. 33,60,000 | |
| b) 6% M.G. @ Rs. 1680/- for One Year for 10 Schools | | | Rs. 35,61,600 |

Non-recurring:

| | | | |
|--|---------------------|-----------------|---------------|
| a) Building with 3 rooms, 1 Laboratory and one Library for each School (5 room) | Rs. 80,000 X 10 X 5 | = Rs. 40,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 10 Schools | Rs. 50,000 X 10 | = Rs. 5,00,000 | Rs. 47,50,000 |
| c) Equipment @ Rs. 25,000/- per School for 10 Schools | Rs. 25,000 X 10 | = Rs. 2,50,000 | |
| | Total: | Rs. 53,11,600 | |

EXPENDITURE FOR 1994-95

Recurring:

| | | | |
|--|----------------------|-----------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for one Year for 15 Schools | Rs. 28,000 X 12 X 15 | = Rs. 50,40,000 | |
| b) 6% Management Grant @ Rs. 1680/- per School for one year for 15 Schools | Rs. 1,680 X 12 X 15 | = Rs. 3,02,400 | Rs. 53,42,400 |

Non-recurring:

| | | | |
|--|---------------------|-----------------|---------------|
| a) Building with 3 rooms, 1 Laboratory and one Library for each School (5 rooms) | Rs. 80,000 X 15 X 5 | = Rs. 60,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 15 Schools | Rs. 50,000 X 15 | = Rs. 7,50,000 | Rs. 71,25,000 |
| c) Equipment @ Rs. 25,000/- per School for 15 Schools | Rs. 25,000 X 15 | = Rs. 3,75,000 | |
| | Total: | Rs. 1,24,67,400 | |

EXPENDITURE FOR 1995-96

Recurring:

| | | | |
|--|----------------------|-----------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for 1 Year for 20 Schools. | Rs. 28,000 X 12 X 20 | = Rs. 67,20,000 | |
| b) 6% M.G @ Rs. 1680/- per School for 1 year for 20 Schools | Rs. 1,680 X 12 X 20 | = Rs. 4,03,200 | Rs. 71,23,200 |

Non-recurring:

| | | | |
|---|-----------------|-----------------|---------------|
| a) Building with 3 rooms, 1 Laboratory and one Library for each School (5 rooms) | Rs. 80,000 X 20 | = Rs. 80,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 20 Schools | Rs. 50,000 X 20 | = Rs. 10,00,000 | Rs. 95,00,000 |
| c) Equipment @ Rs. 25,000/- per School for 20 Schools | Rs. 25,000 X 20 | = Rs. 5,00,000 | |

Total: Rs. 1,66,23,200

EXPENDITURE FOR THE YEAR 1996-97

| | | | |
|--|----------------------|-----------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for 1 Year for 25 Schools | Rs. 28,000 X 25 X 12 | = Rs. 84,00,000 | |
| b) 6% Management Grant @ Rs. 1680/- per School for one year for 25 Schools | Rs. 1,680 X 25 X 12 | = Rs. 5,04,000 | Rs. 89,04,000 |

Non-recurring

| | | | |
|---|--------------------|-------------------|-----------------|
| a) Building with 3 rooms , One Laboratory and one Library for each School (5 rooms) | Rs.80,000 X 25 X 5 | = Rs. 1,00,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 25 Schools. | Rs.50,000 X 25 | = Rs. 12,00,000 | Rs. 1,18,75,000 |
| c) Equipment @ Rs. 25,000/- per School for 25 Schools | Rs. 25,000 X 25 | = Rs. 6,25,000 | |

Total Rs. 2,07,79,000

EXPENDITURE FOR 1997-98

Recurring:

| | | | |
|--|----------------------|-------------------|-----------------|
| a) Salaries @ Rs. 28,000/-per School for One Year for 30 Schools | Rs. 28,000 X 12 X 30 | = Rs. 1,00,80,000 | |
| b) 6% Management Grant @ 1680/- per School for One Year for 30 Schools | Rs. 50,000 X 30 X 5 | = Rs. 6,04,800 | Rs. 1,06,84,800 |

Non-recurring:

| | | | |
|--|---------------------|-------------------|-----------------|
| a) Building with 3 rooms, One Laboratory and one Library for each School (5 rooms) | Rs. 80,000 X 30 X 5 | = Rs. 1,20,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 30 Schools | Rs. 50,000 X 30 | = Rs. 15,00,000 | Rs. 1,42,50,000 |
| c) Equipment @ Rs. 25,000/- per School for 30 Schools | Rs. 25,000 X 30 | = Rs. 7,50,000 | |

Total: Rs. 2,49,34,800

ANNEXURE VI
S.C AREA - SECONDARY EDUCATION
ABSTRACT

| Year | Expenditure | | Total |
|---------|-------------|---------------|-----------|
| | Recurring | Non-recurring | |
| | Rs. | Rs. | Rs. |
| 1993-94 | 35,61,600 | 47,50,000 | 83,11,600 |

| | | | |
|---------------|--------------------|--------------------|--------------------|
| 1995-96 | 71,23,200 | 25,00,000 | 1,66,23,200 |
| 1996-97 | 89,04,000 | 1,18,75,000 | 2,07,79,000 |
| 1997-98 | 1,06,84,800 | 1,42,50,000 | 2,49,34,800 |
| Total: | 3,56,16,000 | 4,75,00,000 | 8,31,16,000 |

ANNEXURE VII
STATEMENT SHOWING THE DETAILS OF NEW SCHOOLS TO BE OPENED FOR S.Ts
IN UNSERVED HABITATIONS FOR THE PERIOD OF 5 YEARS FROM 1993-94 TO 1997-98
(TOTAL NEW S.T. AREA SECONDARY SCHOOLS -47)

| | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 |
|------------------------------------|---------|---------|---------|---------|---------|
| New Schools to be opened for S.Ts. | 7 | 10 | 10 | 10 | 10 |

EXPENDITURE FOR 1993-94

Recurring:

| | | |
|--|------------------------------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for one Year for 7 Schools | Rs.28,000 X 7 X 12 = Rs. 23,52,000 | |
| b) 6% Management Grant @ 1680/-per School for one Year for 7 Schools | Rs.1,680 X 7 X 12 = Rs. 1,41,120 | Rs. 24,93,120 |

Non-recurring:

| | | |
|---|-----------------------------------|----------------------|
| a) Building with 3 rooms, one Laboratory and one Library for each School (5 rooms) | Rs.80,000 X 7 X 5 = Rs. 28,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 7 Schools | Rs.50,000 X 7 = Rs. 3,50,000 | Rs. 33,25,000 |
| c) Equipment @ Rs. 25,000/- per School for 7 Schools. | Rs.25,000 X 7 = Rs. 1,75,000 | |
| | Total: | Rs. 58,18,120 |

EXPENDITURE FOR 1994-95

Recurring:

| | | |
|---|------------------------------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for one Year for 10 Schools | Rs.28,000 X 10 X 12 = Rs.33,60,000 | |
| b) 6% Management Grant @ Rs.1680/- per School for One Year for 10 Schools | Rs.1,680 X 10 X 12 = Rs. 2,01,600 | Rs. 35,61,600 |

Non-recurring:

| | | |
|---|-----------------------------------|---------------|
| a) Building with 3 rooms, One Laboratory and Library for each School (5 rooms) | Rs.80,000 X 5 X 10 = Rs.40,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 10 Schools | Rs.50,000 X 10 = Rs. 5,00,000 | Rs. 47,50,000 |

c) Equipment @ Rs. 25,000/- per School for 10

Total Rs. 83,11,600

EXPENDITURE FOR 1995-96

Recurring:

| | | |
|--|--------------------------------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for one Year for 10 Schools | Rs. 28,000 X 10 X 12 = Rs. 33,60,000 | |
| b) 6% Management Grant @ Rs. 1680/- per School for one year for 10 Schools | Rs. 1,680 X 10 X 12 = Rs. 2,01,600 | Rs. 35,61,600 |

Non-Recurring:

| | | |
|--|-------------------------------------|---------------|
| a) Building with 3 rooms, One Laboratory and One Library for Each School (5 rooms) | Rs. 80,000 X 5 X 10 = Rs. 40,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 10 Schools | Rs. 50,000 X 10 = Rs. 5,00,000 | Rs. 47,50,000 |
| c) Equipment @ Rs. 25,000/- per School for 10 Schools | Rs. 25,000 X 10 = Rs. 2,50,000 | |
| Total : | | Rs. 83,11,600 |

EXPENDITURE FOR 1996-97

Recurring:

| | | |
|--|--------------------------------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for One year for 10 Schools | Rs. 28,000 X 10 X 12 = Rs. 33,60,000 | |
| b) 6% Management Grant @ Rs. 1680/- per School for one year for 10 Schools | Rs. 1,680 X 10 X 12 = Rs. 2,01,600 | Rs. 35,61,600 |

Non-recurring:

| | | |
|--|-------------------------------------|---------------|
| a) Building with 3 rooms, one Laboratory and One Library for Each School (5 rooms) | Rs. 80,000 X 5 X 10 = Rs. 40,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 10 Schools | Rs. 50,000 X 10 = Rs. 5,00,000 | Rs. 47,50,000 |
| c) Equipment @ Rs. 25,000/- per School for 10 Schools | Rs. 25,000 X 10 = Rs. 2,50,000 | |
| Total: | | Rs. 83,11,600 |

EXPENDITURE FOR 1997-98

Recurring:

| | | |
|--|--------------------------------------|---------------|
| a) Salaries @ Rs. 28,000/- per School for One Year for 10 Schools | Rs. 28,000 X 10 X 12 = Rs. 33,60,000 | |
| b) 6% Management Grant @ Rs. 1680/- per School for One Year for 10 Schools | Rs. 1,680 X 10 X 12 = Rs. 2,01,600 | Rs. 35,61,600 |

Non-recurring:

| | | | |
|--|---------------------|----------------|---------------|
| a) Building with 3 rooms, one Laboratory and one Library for each School (5rooms) | Rs. 50,000 X 5 X 10 | = Rs.40,00,000 | |
| b) Furniture @ Rs. 50,000/- per School for 10 Schools | Rs. 50,000 X 10 | = Rs. 5,00,000 | Rs. 47,50,000 |
| c) Equipment @ Rs. 25,000/- per School for 10 Schools | Rs. 25,000 X 10 | = Rs. 2,50,000 | |
| | Total : | | Rs.83,11,600 |

ANNEXURE VIII
S.T AREA - SECONDARY SCHOOLS

ABSTRACT

| Year | EXPENDITURE | | Total |
|---------|-----------------|---------------|-------------|
| | Recurring | Non-recurring | |
| | Rs. | Rs. | Rs. |
| 1993-94 | 24,93,120 | 33,25,000 | 58,18,120 |
| 1994-95 | 35,61,600 | 47,50,000 | 83,11,600 |
| 1995-96 | 35,61,600 | 47,50,000 | 83,11,600 |
| 1996-97 | 35,61,600 | 47,50,000 | 83,11,600 |
| 1997-98 | 35,61,600 | 47,50,000 | 83,11,600 |
| TOTAL: | Rs. 1,67,39,520 | 2,23,25,000 | 3,90,64,520 |

ANNEXURE IX
THE DETAILS OF THE ESTIMATES FOR PROVIDING VARIOUS INFRASTRUCTURAL FACILITIES TO THE EXISTING ;L'KSECONDARY SCHOOLS IN THE STATE UNDER P.O.A
(Number of Schools required additional accommodation : 3,676)

| Additional rooms | No. of Schools/ Rooms | Cost per room | | Total Cost |
|------------------|-----------------------|---------------|------------------|----------------------|
| 1 Room | 314 (314) | 80,000 | 314 X 1 X 80,000 | |
| 2 Rooms | 666 (1332) | 80,000 | 666 X 2 X 80,000 | |
| 3 Rooms | 800 (2400) | 80,000 | 800 X 3 X 80,000 | 16,292 X Rs 80,000 |
| 4 Rooms | 510 (2040) | 80,000 | 510 X 4 X 80,000 | = Rs. 130,33,60,000. |
| 5 Rooms | 567 (2835) | 80,000 | 567 X 5 X 80,000 | |
| 6 Rooms to 12. | 819 (7371) | 80,000 | 819 X 9 X 80,000 | |
| | 3,676 (16,292) | | | |

ANNEXURE - X
 THE STATEMENT SHOWING THE ESTIMATES FOR PROVIDING VARIOUS INFRASTRUCTURE FACILITIES
 TO THE EXISTING SECONDARY SCHOOLS IN THE STATE UNDER PLAN OF ACTION

| ITEM | No. of rooms/ Sections | Cost per Room/Section/ Unit | Total Cost | Remarks |
|--|--|-----------------------------------|-------------------|---------|
| 1. Accommodation | 16,292 rooms (detailed statement enclosed) | @ Rs. 80,000/- | Rs. 130,33,60,000 | |
| 2. Play Ground | 746 X Rs.50,000/- | @ Rs. 50,000/- | Rs. 3,73,00,000 | |
| 3. Furniture | 12,985 X Rs.15,000/- | @ Rs. 15,000/- | Rs. 19,47,75,000 | |
| 4. Drinking Water | 1,211 X Rs.25,000/- | @ Rs. 25,000/- | Rs. 3,02,75,000 | |
| 5. Sanitary facilities (Urinals & W.C 2 +2 | 5,336 X 1,00,000 | @ Rs. 1.00 Lakh. | Rs. 53,36,00,000 | |
| 6. Library | 712 X 25,000 | @ Rs. 25,000/- | Rs. 1,78,00,000 | |
| | | | Rs. 211,71,10,000 | |

VOCATIONAL EDUCATION

10.4-3

ACTION POINT;

Introduction of Pre-Vocational Programme at classes IX & X i.e., at lower secondary stage during 8th Five Year Plan.

STATUS POSITION;

The scheme of Vocational Education was introduced in class VIII in 105 selected schools at the rate of 15 schools in each of the selected 7 districts during 1984-85. The scheme was continued in classes VIII&IX during 1985-86 and it was extended to 240 more schools in the remaining 16 districts of the state. The scheme has been continuing in 345 schools in classes VIII, IX and X since 1986-87 onwards.

The following vocational courses have been offered in the state.

1. Knitting, Garment Making, Darning, and Laundry.
2. Radio and TV repairs and services.
3. House-wiring and domestic electrical appliances.
4. First Aid, General Medicare, Nutrition and Medical store management.
5. Horticulture.
6. Composing, Printing and Book-Binding.
7. Farm Machinery repairs and servicing.
8. Poultry.
9. Carpentry.
10. Pisciculture.
11. Sericulture.
12. Plumbing.
13. Secretarial practice.
14. Computer applications.
15. Refrigeration and Air Conditioning.

ACTION PLAN;

10.4-4

ACTION POINT

Objectives of Pre-Vocational Education at classes IX & X

STATUS POSITION;

The Vocational Education in Andhra Pradesh has been introduced in classes VIII, IX and X in selected schools with the following objectives.

1. To provide the students with essential occupational background and familiarity with the tools, materials and processes.
2. To expose the students to Vocational practices in the fields relevant to the Socio-economic activities of the area
3. To make the students appreciate the need for skilled manpower requirement in the community service sector & unorganised sector and to take up the work willingly.

4. To inculcate positive attitude towards team work and self-reliance and socially desirable values like dignity of labour, tolerance, co-operation etc.

ACTION PLAN ;

10.4.5 ACTION POINT;

Pre-Vocational Education to be provided in all Secondary Schools to the students of classes IX&X. Preparatory work to be taken up during 1992-93 and the programme to be implemented from 1993-94 onwards, including organisation of Orientation programme.

STATUS POSITION;

The programme of Vocational Education (Pre-Vocational Education) has been actually implemented in the state from 1984-85 onwards. In each selected Vocational Schools 2 to 3 courses have been introduced while in Mandal Vocational Education centres, 3 to 4 courses have be introduced. Providing 20% of the total instructional time . Necessary course materials (Syllabus and Text Books) have been developed and separate orientation courses have been organised for various field functionaries in this regard i.e., the part-time instructors the Headmasters and the Dist. Educational Officers in the state.

ACTION PLAN;

With a view to economise the cost and to enlarge the no. of beneficiaries, it is proposed to extend the Vocational Education scheme only through Mandal Head-quarters duly attaching 3 to 4 nearby schools instead of expanding the scheme through individual schools. It is also proposed to introduce 5 to 6 courses in all the Mandal Vocational Education centres so as to provide more scope to pupils to select the courses according to their choice. For this purpose, VIIIth Plan an amount of Rs.400 lakhs will be required at the rate of Rs.80 lakhs every year. It is proposed to cover 10% students of Secondary schools (VIII to X) under the Vocational programme.

Presently the total no. of students enrolled in secondary schools in the state is 28,15,559, while the no. of students covered under the Vocational Programme is 1,45,500 with a view to cover the remaining number, i.e., 1,36,055 students, 150 Mandal Vocational centres will be required additionally with an intake capacity of 1,000 students per Mandal Vocational Education centres.

Accordingly an amount of Rs.2600 lakhs will be required to open 200 M.V.E.Cs during the period of VIIIth Five Year Plan. The details are as follows :

| Year | No. of M.V.E.Cs | Amount |
|---------|-----------------|------------------|
| 1992-93 | 40 | Rs.520-00 lakhs |
| 1993-94 | 40 | Rs.520-00 lakhs |
| 1994-95 | 40 | Rs.520-00 lakhs |
| 1995-96 | 40 | Rs.520-00 lakhs |
| 1996-97 | 40 | Rs.520-00 lakhs |
| | 200 | Rs.2600-00 lakhs |

Necessary equipment tools and machinery including raw-materials have ben supplied to the schools/Mandal Vocational Education centres based on the courses offered at these schools/M.V.E.Cs in the state. Part-time Instructors were appointed in these schools and students have been provided vocational skills through theory and practicals. From 1986-87 students have been taking S.S.C.Public Examinations in vocational courses every year. The total no.of sltudents covered under this programme at present is 1,45,000 and about 32,000 students had taken SSC Public Examinations held last year i.e., in March,1992.The following funds have been sanctioned for this scheme during 1992-93.

I.Non-plan

- 1.Remuneration to part-time Instructors() Rs.142.24 lakhs
- 2.Raw material ()
- 3.Contingencies ()

II.Plan

- 1.Spillover charges for the construction Mandal Vocational Education centres. Rs.20.00 lakhs
- 2.Supply of equipment to MVECs Rs.80.00 lakhs

III. Total

- I - Rs. 142.24 lakhs
 II - Rs. 100.00 lakhs

 Rs. 242.24 lakhs

OPEN EDUCATION

Action Point:

- 12.1.1. Open Learning system an innovative system of Education.

Status Position:

Government of Andhra Pradesh recognised tremendous potentialities of open learning system and established A.P. Open School Society in consonance with the objectives of NPE during 1990-91.

2. The Open University System:

- 12.2.1.
- 12.2.2.
- 12.2.3.
- 12.2.4.
- 12.2.5.
- 12.2.6.
- 12.2.7.

Status Position:

These paras relate to open university along with the recommendations of the C.A.B.E.

ACTION PLAN

3. THE OPEN SCHOOL SYSTEM:

Action Point:

- 12.3.1. National Open School.

Status Position:

The Government of Andhra Pradesh has already established A.P. Open School in Andhra Pradesh in consonance with N.P.E 1986, with an objective of providing distance Education to school drop-outs, working women etc., It aims at providing general education courses from class V onwards with competencies and qualifications necessary to become useful citizens. The Andhra Pradesh Open School Society has enrolled 7,601 students into Bridge course. Out of which 53% constitute Backward communities, 17% SC, ST students remaining 30% other communities. Further out of 7601 students girls constitute 70% and boys 30%. The scheme is now in operation in four districts covering 47 Mandals as detailed below.

| Sl. No. | Name of the District | No. of Mandals | No. of selected villages. |
|---------|----------------------|----------------|---------------------------|
| 1. | Visakhapatnam | 10 | 104 |
| 2. | Nizamabad | 20 | 100 |
| 3. | Nellore | 07 | 50 |
| 4. | Chittoor | 10 | 70 |
| | | 47 | 324 |

The salient features of the scheme are :

1. Can pace one's study according to one's available time
2. Can appear for the courses at a time or 2 to 5 years in the case of bridge course and 5 years in the case of Secondary course and get certificate on meeting certification criteria.
3. Keeping in view the subject needs the course of study were designed under this scheme. Learners have the option of choosing subject(s) of his choice in a particular year. The learner is free to select one or more subject(s) of different grades and enjoy the system of "UNGRADED LEARNING SYSTEM"

Action Point:

Presently the Bridge course scheme covers classes V- VII. There is a need to extend it to cover entire state in a phased manner. This is because approximately there are 11.75 lakhs of children in the age group of 11-13 who are out of school and drop-outs at various levels. One lakh children will be covered in Open School System, and the remaining in N.F.E. centres. A modest target of four thousand centres in the next 4 years with financial implications are given below.

| Sl. No. | Year | Unit cost per centre of 25 students per annum (Rs. in lakhs) | Cost for 1000 centres (Rs. in lakhs) | Cumulative cost in (Rs. in lakhs) |
|--------------|---------|---|---|--------------------------------------|
| 1. | 1993-94 | 0.17250 | 172.50 | 172.50 |
| 2. | 1994-95 | 0.17250 | 172.50 | 345.00 |
| 3. | 1995-96 | 0.17250 | 172.50 | 172.50 |
| 4. | 1996-97 | 0.17250 | 172.50 | 345.00 |
| Total | | 0.69 | 690.00 | 1035.00 |

UNIT COST OF ONE CENTRE PER YEAR

Note:-

| | | |
|---|---------------------|------------------|
| 1. Boarding charges @ Rs. 10/- per 25 students for 45 days = | 10 x 25 x 45 days = | 11,250-00 |
| 2. Remuneration to teachers @ Rs. 10/- per month per candidate | 10 x 25 x 2 = | 3,000-00 |
| 3. Teaching , learning material @ Rs. 100/- per annum | 25 x 100 = | 2,500-00 |
| 4. Contingencies @ Rs. 10/- per student | 10 x 25 = | 250-00 |
| 5. Transport charges @ Rs. 10x25 (for 6 trips in a year) during contact programmes. | = | 250-00 |
| | | <u>17,250-00</u> |

1. The scheme envisages a study centre with 25 students on the average and a recurring grant of Rs. 17,250/- per year per centre including remuneration to the teacher and free boarding to the students at the rate of Rs. 10/- per day for 45 days per learner. This pattern of incentive is suggested to enrol and retain school drop-outs. The teacher is being paid remuneration of Rs. 250/- per month for providing counselling service to 25 students.
2. Certain conditions for grant of licence to the Teacher to start an Open School Centre has been envisaged.
3. Since the National Open School authorities have come forward to have a bilateral collaboration with us in the matter of promoting the Open Schools, it is proposed to have an area approach and better evaluation system and graded readers based on the method of improved pace and content of learning (ICPL).
4. It is also proposed to expand Open learning to secondary school level since many students are eager to clear X class public Examination to improve their prospects of employment and avenues to higher education. It is planned to cover one lakh students with an estimated cost of 550.00 lakhs per year.

| Sl.No | Year | No.of students | Cost in lakhs |
|-------|---------|----------------|---------------|
| 1 | 1993-94 | 1.00 lakh | 550.00 |
| 2. | 1994-95 | 1.00 lakh | 550.00 |
| 3. | 1995-96 | 1.00 lakh | 550.00 |
| 4. | 1996-97 | 1.00 lakh | 550.00 |

Action Point:

12.3.2. Open School shall be linked to Vocational Education.

Status Position:

One of the objectives of Andhra Pradesh Open School Society is to provide Vocational Education to all the students leading to certification or improvement of occupational skills.

Action Plan:

A committee has been constituted to suggest vocational pattern. Report is awaited.

Action Point:

12.3.3. Setting up of National consortium on open schooling.

Status Position: Nil

Action Plan;

There is an urgent need to set up National consortium on open schooling.

(4) EMPLOYMENT RELATED EDUCATION

Action Point:

- 12.4.1. Open learning system should be related to employment and Self-Employment.

Status Position: Nil

Action Plan:

A.P. Open School Society is planning to establish linkages with Sramik Vidya Peets and other organisations and service sectors in the development of appropriate programmes for the benefit of learners.

Action Point:

- 12.4.2. Open learning system meeting the needs of man power already employed.

Status Position: Nil

Action Plan:

The idea will be tried out on experimental basis.

(5) TARGETS AND RESOURCES:

Action Point:

- 12.5.1. Fixation of Targets.

Status Position: Nil

Action Plan:

In the age group of 12-14 one lakh target will be fixed for enrolment under Bridge course and one lakh under Secondary Course.

Action Point:

- 12.5.2. Cost effectiveness.

Status position : Nil

Action Plan:

In order to bring cost effectiveness a bilateral collaboration with National Open School and other Distance Education Units will be established. It is planned to charge tuition fee and counselling fee from the students to make secondary education self supporting system.

MEDIA AND EDUCATIONAL TECHNOLOGY

19.2.1. Action Point:-

CIET and 6 SIETs to continue to define the production facility.

Present Situation:-

SIET, A.P., was established in 1985 under the INSAT for Education Project with a total sanctioned posts of 120 consisting of Production, Engineering, Academic and Administration Personnel. The ETV Programmes are produced both in the studios located at Ramanthapur and at outdoor locations. The Programmes produced are capsuled and sent for transmission to local Doordarshan Kendra for uplinking.

Plan of Actions:-

Central Institute of Educational Technology, to continue to function as an apex body on Educational Technology. It would also continue to act as a Principal Co/ordinator among the 6 SIETs in the country. SIET, A.P. to play a significant role as per the objectives of the Memorandum of Association during VIII Plan.

2. Action Point:-

SIETs to become Autonomous in order to make them more professional.

Present Situation:

The SIET, A.P., was converted into a Registered Society under the A.P. Telangana Societies Act 1350 (f) on 06.12.1990.

Plan of Action:-

SIET after conversion into a Registered Society on 06.12.1990 has to undertake action in relation to the objectives as per the Memorandum of Association.

3. ACTION Point:-

SIETs to increase the output of programmes as presently the output is still sub-optimal.

Present Situation:-

SIET, A.P., has targeted to produce 168 ETV Programmes during 1992-93 and so far, nearly 100 ETV Programmes have been produced at the end of 31st December, 1992.

Plan of Action:

SIET has been sanctioned a total of Rs.58.00 lakhs by G.O.I. for 1992-93 out of which Rs.9.00 lakhs has been allocated for ETV Programmes Production, Rs.1.00 lakh for

conducting Workshop and Training programmes for Primary School Teachers, Teacher Educators and Rs.15,000 for Audio Programmes.

SIET to propose involvement of Non-Governmental Organizations for Programme Production which would enable it to increase the output of programmes to an optimal level.

4. Action Point:

SIETs to improve the quality of programmes.

Present Situation:-

SIET, A.P., has always strived to produce qualitative ETV Programmes. As these programmes are transmitted by Doordarshan, high degree of technical expertise is made to involve in the production of such programmes. Realising the need to produce better quality programmes, SIET is conducting a need based study on the ETV Curriculum. The Present ETV Curriculum is based on an "enrichment" mode and there has been a need to shift from the "enrichment" mode to the "curriculum" mode. The study would highlight the problem areas in the 4 subject areas Telugu, Mathematics, Environmental Science I & II for the teacher to teach in the classroom and students finding difficult to understand. SIET would then aim to produce curriculum and need based ETV Programmes.

Plan of Action:-

SIET has proposed to improve the quality of programmes by initiating action on the following points.

- i) Proposed Rs.4.0 crores to G.O.I. for updating the technical facilities.
- ii) Proposed to increase the present rate of Programme Production from Rs.5,000/- to Rs.7,000/- per programme.
- iii) Proposed to devise a suitable ETV Programme strategy based on the needs of the children and teachers during 1993-94.

5. Action Point:-

SIETs to define the objectives and segment various groups of topics for both enrichment and curriculum based programmes and to schedule programme production accordingly.

Present Situation:

SIET, A.P., has, from the beginning, grouped its topics meant for primary school children based on the decisions arrived at Annual Conferences and Quarterly Review meetings with subject experts from SCERT, Media Experts, Teacher Educators from DIETs, Primary School Teachers, available Subject Experts in SIET and Producers of SIET. The themes meant for ETV Programme Production are identified in the beginning of each academic year and

detailed topics are worked out every quarter. The scripts are written by in house script writers arrange the transmission of the capsules in the fixed time slot of 09.45 a.m. to 10.30 a.m.

Plan of Action:

SIET would seek a balance between "enrichment" and "curriculum based" programmes and also a balance between "studio-based" and "outdoor" programmes. It would also catalogue all the ETV Programmes produced since inception.

It would also schedule programmes accordingly so as to avoid over-repetition. It would also pace the programmes as per CIET, New Delhi., guidelines.

6. Action Point:-

SIETs to involve Non-Government Organisations.

Present Situation:-

SIET, A.P., has been co-ordinating with organisations like Doordarshan, All India Radio, Educational Media Research Centre (CIEFL), Auldio Visual Research Centre, Osmania University, scientific organisations like NGRI, NIN and other State Government Departments like Adult Education, SCERT, Technical Education etc.,

As SIET has become autonomous in nature, there is need to involve Non-Government Organisations both in production and research activities. This would enable SIET to become more professional in approach and thinking.

Plan of Action:

SIET to decide on the nature and extent of the involvement of Non-Governmental Organisations. There is a need to form an Expert Media Advisory Committee to study and frame definite guidelines & parameters for engaging the services of non-governmental organisations in programme production, dissemination and evaluation. There is a need to identify Non-Governmental Organisations working in the media and located in the state. Linkages could then be provided between SIET and Non-Government Organisations.

19.2.2. Action Point:-

1) Distribution of R.C.C.P in Primary Schools.

Present Situation:-

Up to now 17342 R.C.C.Ps are sanctioned by G.O.I. and installed 2500 in the Primary Schools.

Plan of action:

In the year 1993-94 10,000 C.T.V's and 10,000 R.C.C.Ps are proposed for supply to 10,000 Primary Schools at an estimated cost of Rs.2753.5 lakhs (State share Rs.1427 lakhs + Central share of Rs.1226.50 lakhs) the above estimated cost covers all the infrastructure facilities

like Booster antennas, integrated cabinets, production of Audio cassettes, Electricity consumption charges, maintenance, etc.,

2. Action Point:-

Distribution of C.T.V's in Primary schools.

Present situation:

Up to now 12850 C.T.V's are sanctioned out of which 10913 are installed in the selected Primary schools.

Plan of action:

It is proposed to cover the remaining Primary schools in the state in the above manner @ 10,000 schools per year in the remaining plan period i.e. 1994-95, 1995-96, -97 and 97-98.

Action Point:

Primary Education & Teacher Education:

19.2.4. Action point :

To provide necessary background and orientation to Primary and Upper Primary school Teachers in inputs, Educational Technology and to make available adequate number of software for their optimal utilisation.

Present situation:

1. SIET, A.P., has been conducting Orientation Programmes and Workshops for Lecturers and Principals of DIETs in the state in the areas of Evaluation and Utilisation of ETV Programmes.

It has also developed a manual on how to Operate a TV Set. A Training Programmes of 20 minutes duration on the various aspects of operation, maintenance of a TV Set including seating arrangements in a classroom will be produced for the benefits of DIET Lecturers as well as Primary School Teachers.

DIETs have been provided with a package of 10 ETV Teachers Training Programmes which will help the Teacher Educators to use the programmes in various inservice and pre-service teacher training programmes conducted at DIETs.

Plan of action:

SIET has proposed training programmes in the areas of brief and script writing, utilisation and evaluation of ETV Programmes and ETV Curriculum Planning for DIETs.

SIET has planned to print a sample of 1000 copies of the manual on 'How to Operate a TV Set' and disseminate the same to User-Schools where TV Set is in working condition. The manual developed by SIET was given to SCERT for testing purposes.

Plan of action:

SIET would continue to provide Audio-Visual software support to the DIETs. It is proposed to produce and disseminate a package of 10 ETV programmes based on teaching methodology and child psychology to all the DIETs.

19.2.4. Action point:

1. In service and Pre-service training for the teachers in the DIETs.

Present situation:

In the year 1990-91 Orientation programme for user teachers was conducted for three days in 17 DIETs in which 403 teachers were trained.

In the year 1991-92 Orientation programme for user teachers was conducted in 22 DIETs in which 603 teachers were trained.

Plan of action:

In the year 1992-93 an amount of Rs.2 lakhs is allocated for training Primary teachers, with this amount 1150 teachers can be trained @ 50 teachers in each DIET (23x50 = 1150).

to train 10,000 teachers per year the estimated expenditure will be 20 lakhs.

Action Point:

- 2) A senior lecturer and lecturer in Educational Technology are part of the prescribed staffing norms for each DIET. These faculty members also serves as nodal points to liaise with the nearest AIR Kendra besides acting as trainers.

Present situation:

Even though some of the posts of Lecturers/Senior Lecturers in the E.T.Cells of the DIETs in the State are vacant, each and every DIET in the State has some teaching staff members who are trained in Educational Technology either by the SIET, or CIET.

At present the E.T. Cell of DIET is not functioning as nodal point for the AIR & D.D. Kendra.

All the DIETs are provided with C.T.V. & V.C.P., Video lesson cassettes under the A.V. Techniques Scheme. Beside the above all the DIETs have purchased sets of C.T.V., V.C.R./V.C.P., R.C.C.P's from their own budget.

lan of action:

Most of the vacant posts in the E.T. Cells are likely to be filled up during the current year.

SIET/CIET would be requested to conduct a basic training course in Educational Technology for new recruits and intensive Orientation programmes for the E.T.Cell personnel already working.

E.T. Cell personnel in DIETs will work under Deputy Educational Officer as monitoring Officer to supervise and evaluate A.V.Schemes. Besides nothing as trainers they will work as a Liason Officer with nearest A.I.R. and Door Darshan Kendra so that they can help the authorities in production of educational broad casts.

State level and District level media committees are proposed for creating a net work between DIET, SIET, IASE, SCERT & AIR D.D.K.

19.2.7 Action Plan ?

To envisage a Dedicated Educational TV Channel by 1991-92 and commissioning of a dedicated satellite system for education.

Present situation:

MHRD, Commissioned an Expert Committee to assess the needs of Programme Production and training of Technical Personnel. Action for implementation of the measures suggested by the Kiran Karnik group has not been taken up because of paucity of resources.

Plan of action:

Ministry of Human Resource Development to initiate action for implementation of the Karnik Report.

Revised Stragegy and Programmes:

19.3.1 Action point:

To secure a reasonably large and fixed time slot on radio for transmission of educational programmes.

Present situation:

SIET, A.P., has been producing limited number of Audio Programmes during the past 2 years. The Media and Academic Committee of SIET proposed Rs.15,000 for production of a limited number of audio Programmes would be produced and steps would be taken to broadcast the package of 52 Audio Programmes consisting of language, mathematics, sciences, social studies, inventions, great personalities, culture and heritage which would immensely benefit the primary school teachers in broadening and enriching their intellectual horizon.

CIET has proposed to approach the Director General of All India Radio, New Delhi for permitting SIETs to broadcast the Audio Programmes in the local networks.

Plan of action:

CIET, New Delhi to initiate action on the matter and purpose with the Director General, All India Radio, New Delhi for securing a fixed time slot on radio for broadcast of audio programmes of SIET during 1993-94.

19.3.2 **Action point**

To improve the quality of Educational programmes and optimum utilisation of transmission facility.

i) Remaining SIETs to be made Autonomous and programme production facilities to be created in other language zones.

Present situation:

i) All 6 SIETs in the Country i.e., Hyderabad (Andhra Pradesh), Bhubaneshwar (Orissa), Lucknow (U.P.), Poona (Maharashtra), Patna(Bihar) and Ahmedabad (Gujarat) have become autonomous.

Plan of action:

i) MHRD to initiate action for setting up similar ETV Production Centres (SIETs') in other states under INSAT for Education Project.

Action point:

ii) Association of Professionals on deputation or contract to be encouraged.

Present situation:

ii) Certain Academic personnel have been drafted from other Directorates and have been given training in Educational Television Programme Production and Audio Programme Production. They are involved in the areas of ETV Curriculum Planning, Script Designing, Vetting, Previewing and Monitoring, Evaluation and Research Studies.

Plan of action:

ii) SIET has selected a highly trained technical person from EMRC, Hyderabad to head the Engineering Wing of the Institute and the incumbent is yet to join.

SIET to encourage more such professional in different fields of media to help realise the objectives of the Institute.

Action point:

iii) Professional Talent to be associated through commissioned programmes.

Present situation:

iii) Not taken up at present.

Plan of action:

iii) There is need to set up an expert committee to workout the modalities and to fix up time frame parameters and rate contracts for enlisting the support of outside Educational Media organisations in the private sector for increasing targets of programme production and to infuse a sense of healthy competition in the working atmosphere in SIET.

19.3.3 Viewing of Educational Programmes.

1) Action point: Provision of receiving sets Radio cum cassette player and T.V. sets in larger number in Primary schools / Upper Primary schools.

Present situation

Regarding Primary schools it is already given in para 19.2.2. There are 5000 Upper Primary schools in the State attached to High Schools which are not covered under the A.V. Scheme.

Plan of action:

If the Government of India provides 75% cost of the C.T.V's and 100% cost of RCCP's. All the Upper Primary Schools in the State can be covered at an estimated cost of Rs.1592.1 lakhs State share Rs.856.2 lakhs Central share Rs. 1735.9lakhs. The above estimate is inclusive of all the requisite infrastructure like providing Booster antennas, integrated cabinets, production of Audio cassettes, electricity consumption, maintenance, training to user teachers, and installation and development of mini Audio, Video lab / library in S.C.E.R.T.

ii) Action point:

Production of programmes for Upper Primary sector also.

Present situation:

The issue of producing programmes by all SIETs and CIET is under consideration and this was discussed in the 19th CIET-SIET's Co-ordination Committee meeting on 29-30 December, 1992 at CIET, New Delhi. SIET has proposed two time slots for transmission of ETV Programmes for Upper Primary Sector (i) 11.15 a.m. to 12.00 noon and (ii) 10.30 a.m. to 11.15 a.m.

Plan of action:

SIET, A.P., would consider the production of programmes for Upper Primary Sector also during the VIII Plan. This would be taken up as and when:

a) the proposal to upgrade the existing equipment is approved by Government of India.

b) the present transmission time is increased from 45 mts. duration to 1. 1/2 hrs. duration during school hours.

Implementation of phase II Project of SIET, A.P.

It is now proposed to extend its target audience in the age group of 12 to 15 years both in school (Upper Primary) and out of school children. In line with the requirements, the Phase-II, project of SIET needs to be implemented to meet its development objectives with both Government of India and Government of Andhra Pradesh assistance.

The Phase-II project of SIET, A.P. involves:

- (i) Replalcing the existing studio format with the latest equipment for the studios.
- (ii) Developing a bigger and a parallel studio for upper primary school production.
- (iii) Increasing of the transmission time from 45 minutes to 90 minutes daily school hours.

The following are the preliminary budget estimates for implementing the Phase II project of SIET, A.P.:

Proposal (i) Replacing existing studio format (for primary school)

| | |
|--|------------------|
| a) Purchase of latest studio colour cameras 4 Nos. | Rs. 100.00 lakhs |
| b) Recorders (Betacan S:P) with Editing function and all accessories including switches - 8 Nos. | Rs. 75.00 lakhs. |
| c) Installation, Testing and commissioning of equipment | Rs. 25.00 lakhs. |
| d) ENG/EEP (Outdoor units) 4 Nos. | Rs. 90.00 lakhs |
| e) Audio equipment including Mixer, Recorders and accessories 28 Nos. | Rs. 10.00 lakhs. |
| f) Additional audio and video equipment and new format tapes | Rs.100.00 lakhs. |
| Total | Rs.400.00 lakhs |

ii) Developing a bigger and parallel studio (for upper primary school)

A.CAPITAL COSTS

| | |
|---|-------------------|
| a) Construction of new studios for Video and audio production 2,00,000 Sq. fts. | Rs. 200.00 lakhs. |
| b) Purchase of latest studio colour cameras 4 Nos. | Rs. 100.00 lakhs |
| c) ENG/EEP (Outdoor units) 6 Nos. | Rs. 135.00 lakhs |

| | |
|---|-------------------------|
| d) Recorders with Editing function and all accessories including switches 12 Nos. | Rs. 115.00 lakhs. |
| e) Audio equipment including Mixer, Records and accessories including tapes 28 Nos. | Rs. 25.00 lakhs. |
| f) Installation, testing and commissioning of equipment | Rs. 25.00 lakhs. |
| Total | Rs. 600.00 lakhs |

B) RECURRING COSTS (per annum)

| | |
|--|-------------------------|
| a) Programme production 200 programmes | Rs. 15.00 lakhs |
| b) Establishment charges 150 New posts | Rs. 60.00 lakhs |
| c) Maintenance of equipment | Rs. 2.00 lakhs |
| d) Maintenance of Buildings | Rs. 3.00 lakhs |
| e) Electricity, transport etc. | Rs. 10.00 lakhs |
| f) Other misc. charges | Rs. 10.00 lakhs |
| Total | Rs. 100.00 lakhs |

The total project cost involved in implementing the phase-II project of SIET is as under capital costs:

| | |
|---|-------------------------|
| Proposal (i) To be implemented by Government of India | Rs.400.00 lakhs. |
| Proposal (ii) To be proposed | Rs.700.00 lakhs |
| Total | Rs.1100.00 lakhs |

or Rs.11 Crores.

Action point:

iii) Special efforts for production of recorded audio cassettes by SIET to ensure optimal utilisation of R.C.C.Ps.

Present situation:

SIET has undertaken the task of programme production for Audio Programmes and so far nearly 20 Audio Programmes have been produced. A sample of 12 Audio Programmes have been given to SCERT for testing purposes during 1992-93.

Plan of action:

The following measures have been proposed:

a) Audio curriculum to be finalised after finding the needs of the children and teachers.

b) Package of 52 Audio / Radio programmes to be produced for broad-cast mode during 1993-94.

iv) Action plan:

Augumentation of equipment in SIET.

Present situation:

The SIET, ETV Studio is equipped with old versions of Studio, ENG and Editing equipment. Doordarshan Kendra, EMRC and similar media organisations have started converting their existing formats into the latest version i.e., Betacam SP. This system is universally accepted by leading studios in the world, namely BBC ITV etc., for giving high quality results.

Plan of action:

SIET has submitted the proposal for upgradation of studio equipment to MHRD in October, 1991.

| | |
|----------------------------------|------------------|
| Rupee Component | Rs. 232.50 lakhs |
| Dollar Component (\$ 4.38 lakhs) | Rs. 167.50 lakhs |
| ----- | |
| | Rs. 400.00 lakhs |
| ----- | |

v) Action point:

Marketing of Educational Cassettes.

Present situation:

The Executive Committee of SIET in its Second Meeting on 26.06.92 resolved and fixed an amount of Rs.4,500/- per volume of 45 cassettes.

Since then, a few enquiries have been received from private agencies for supply of few selected programmes, but it worked out to be an unprofitable venture as there were no bulk orders for the set of 45 cassettes.

Over the last few years, Telugu speaking Non-Resident Indians have shown considerable interest in the educational video programmes produced by the Government of Andhra Pradesh for classes I to III. It is understood that 600 sets (each containing 14 video cassettes) are being distributed free of cost to nearly 300 Telugu Associations in other states within the country and to about 20 NRI Telugu Associations abroad.

Plan of action:

SIET would explore the possibility of tapping the 24 NRI Telugu Associations abroad to disseminate 'enrichment' programmes on Language, Culture and Heritage, Moral Values, Social Institutions, Art and Crafts of the region. It would also be feasible to produce programmes as per the requirement of the NRIs. For instance, a structural

course in Spoken and Written Telugu targeted for NRI Children of 5 to 15 years could be produced by SIET, A.P. It is reported that there are about 1.71 crore Telugu speaking Non-Resident Indians all over the world out of which nearly 25% to 30% are children.

SIET could oversee and organise efficient marketing of the educational cassettes to the NRIs. A 'revolving fund' / 'consolidated fund' could be created with the proceeds of the sale of cassettes to NRIs. The 'fund' could be used to improve and expand the programme production facilities in SIET.

19.3.4 Action point:

In-service training to teachers to receive more importance through both T.V. and Radio.

Present situation:

SIET, A.P., is presently producing Teacher Training Programmes and these programmes are transmitted on Saturdays from 09.45 a.m. to 10.30 a.m. SIET also contributes Teacher Training Programmes and SIET has dubbed most of the programmes into Telugu and transmitted in the regional language. Some of the programmes are used by DIETs as resource material for in-service training.

Plan of action:

SIET proposes to produce need based ETV Programmes for teachers based on teaching methodology and child psychology.

It is proposed to produce programmes on Science Kit, Maths Kit and Mini-tool Kit and disseminate the same to all the DIETs as in-service training material.

Role of Various Organisations:

19.3.5 Action point:

- a) MHRD to pursue with Ministry of I & B, DOS, DOE and Ministry of Finance for
 - i) Augmentation of transmission facilities for ETV Programmes.
 - ii) Setting up of a Dedicated Educational Channel.

Present situation:

- a) The present ETV transmission time for Teleschool Programmes of SIET, A.P., is from 09.45 a.m. to 10.30 a.m.
 - i) Need to increase the transmission time from 45mts. duration to 1.1/2 hrs. during school hours to transmit programmes for Upper Primary school.
 - ii) Need for a separate and a dedicated Educational Channel as envisaged in POA Revised Formulations.

Plan of action:

a) MHRD to initiate action on:

- i) Additional transmission time slots for ETV Programmes
CIET to pursue with Director General of Doordarshan for fixed time slot for ETV.
- ii) MHRD to pursue with Dept. of Space for separate Educational Channel.

Action point:

- b) MHRD to work for obtaining at least a minimum of resources for financing of educational technology programmes.
- c) CIET and UGC to discharge a co-ordinating role.
- d) State Government to be involved more meaningfully in the funding and management of Educational Technology Programmes.
- e) CIET and IUCEC to involve Non-Governmental Organisations in Educational Technology programmes on really meaningful scale.

Present situation:

- b) Need for large budgetary allocations by MHRD for upgradation of equipment, maintenance of TV sets and RCCPs, and expansion of educational technology programmes in the state.
- c) Need for link ages among different educational media organisations in School and Higher Education.
- d) Need for large budgetary allocations by State Government for maintenance of TV sets and RCCPs and for duplication and distribution of blank /recorded audio cassettes to the primary schools.
- e) Need for involvement of Non-Governmental Organisations in Programme Production and Research Activities of ETV Programmes.

Plan of Action:

- b) MHRD to clear SIET's proposal for upgradation of studio equipment.
- c) CIET/SIETs to seek affiliation in the newly formed CEC.
- d) SCERT to play a significant role in proposing large amounts for audio cassettes which could be supplied for all RCCPs in the state and maintenance of TV Sets.
- e) SIET to workout suitable strategies for involvement of Non-Governmental Organisations.

PRESENT SITUATION

Action Points:

19.4.1 Implementation of CLASS Project in Andhra Pradesh.

objectives:

1. To provide students with a broad understanding of computers and their use.
2. To provide hands on experience.
3. To familiarise the students with the range of computer applications in all walks of human activity and computer potential as a controlling and information processing tool.
4. To demystify computers and to develop a degree of ease and familiarity with computers which would be conducive to developing individual creativity in identifying and developing application relevant to their immediate environment.

Present Position:

In Andhra Pradesh from 1984-85 to 1989-90 149 schools were equipped with computers. 20 Central and Public Schools were also equipped with the systems.

| | | |
|-----------|---|------------|
| 1984 - 85 | : | 8 schools |
| 1985 - 86 | : | 16 schools |
| 1986 - 87 | : | 34 schools |
| 1987 - 88 | : | 40 schools |
| 1988 - 89 | : | 34 schools |
| 1989 - 90 | : | 17 schools |

Shortcomings in the implementation of the project:

1. Multiplicity of agencies in the implementation of project and lack of accountability (CMC, Resource Centre, OU, KU, AU * Govt. Agencies)
2. Over emphasis on hardware & one time inputs and software and neglect of ongoing infrastructural inputs and software.
3. Inadequate training and low motivation of teachers.
4. Instruction outside school hours.
5. Want of curriculum & teaching material.
6. Indifferent maintenance

Plan of action:

Proposed to expand to 6,316 schools at the rate of 1,000 schools per year.

Action Points:

IMPLEMENTATION

Present Position:

Computers are installed in all selected schools by CMC Ltd. on completion of training of 3 teachers per school by 3 resource centres.

Plan of action:

Proposals will be sent for 3 Resource centres for providing better monitoring.

19.4.2

PRESENT SITUATION

Action Points:

Charging of fees in private schools.

Present Position:

Some recognised schools in urban areas are collecting fees @ Rs.25/- per child per month.

Plan of Action:

Proposed to permit to collect fees @ Rs.20/- per child per month in 1000 recognised private schools may yield an amount of Rs.24,000/- per year per 100 students. This amount can be utilised for the development and purchase of software.

Action Points:

Starting of computer science courses in schools.

Present Position:

Computer course is introduced in Secondary Schools under vocational education scheme.

Plan of Action:

A proposal will be made to the Govt. to include the subject in school curriculum.

5. Strategies and Programmes:

19.5.1

Action Points:

Expansion of CLASS project Access to computers in the schools would be improved.

Present Position:

A.P. has proposed 1000 schools per year in VIII Five Year Plan.

Plan of Action:

A proposal will be submitted to Govt. of India for installing computers in 1000 schools per year and provide training for 3 teachers for effective functioning. The expenditure will be met by MHRD.

Action Point:

Fees charging in CLASS Project schools.

Present Position:

No fees is charged.

Plan of Action:

A proposal will be sent to the Govt. for levying fees of Rs.10/- per month and the amount collected will be utilised for purchase of software, expansion and maintenance.

EVALUATION PROCESS AND EXAMINATION REFORMS

21.1.1

ACTION POINT(1)

Continuous comprehensive Evaluation Scheme.

STATUS POSITION(1)

Aggregate marks system of evaluation is a conventional type which Board of Secondary Education is following at X class level in A.P.

ACTION PLAN(1)

A review may be undertaken to study the effectiveness of the CCE scheme at primary and secondary level 25 lakhs.

ACTION POINT(2)

Parents involvement in the evaluation process

STATUS POSITION(2)

ACTION PLAN(2)

An orientation programme to the teachers on involving parents in the evaluation process will be organised. 25 lakhs.

21.1.2

ACTION POINT

Internal evaluation and external evaluation.

STATUS POSITION

External evaluation is reduced in all classes except VII & X classes.

ACTION PLAN

21.1.4

ACTION POINT

National examination reforms frame work

STATUS POSITION

ACTION PLAN

The examination body state level may be oriented on national examination reform work. Amount of Rs.25 lakhs.

21.2.1

ACTION POINT

Constitution of inter institutional committee.

STATUS POSITION

ACTION PLAN

Inter constitutional committee with the representatives from Department of Education, Education Minister, Director

of School Edn. Director, SCERT., JC., CGE., AICTE., APTF members.

21.2.2 ACTION POINT(a)

M.L.L. project at state level implementation

STATUS POSITION(A)

MLL Material production is undertaken by SCERT from classes I to V in 4 subjects. This project implementation is being initiated in 6 mandals of 6 districts (Srikakulam, Vizianagaram, Cuddapah, Anantapur, Ranga Reddy, Mahabubnagar districts).

ACTION PLAN

A state level committee has been constituted to usher in the MLL into primary school teaching and time bound manner with APPEP. The committee suggests methods of teaching MLLs and procedures for integrating it with formal text book.

ACTION POINT(b)(1)

MLL project at state level implementation (Secondary)

STATUS POSITION(b)(1)

ACTION PLAN (b)(1)

MLLs project will be extended to VI and VII at U.P. level and VIII to X at Sec. level. It is essential in this context to formulate competencies and reference criteria; continue evaluation procedures. At state level MLLs UP and Sec. level will be identified after random collection and analysis of data with the co-operation of school teachers in 3 regions (urban, rural and tribal)

ACTION POINT(b)(2)

Semester system at Secondary stage

STATUS POSITION(b)(2)

ACTION PLAN(b)(2)

A scheme of semester system can be introduced at VII, IX and X classes. The 13 years high school scheme should follow (a) six semesters till X class (b) Internal and external evaluation at each semester (c) allowing the student to pass on to the next semester without being stagnated but completing the courses prescribed with stipulated rules. (d) rules may be framed by inter institutional committee.

Amount of Rs. 12.00 crores.

21.3.1 ACTION POINT

Constitution of an inter institutional committee for in depth analysis of non-detention scheme.

STATUS POSITION

Non-detention scheme is implemented in 1969 with an intention to reduce stagnation and dropout rate in the children. The promotion scheme on the basis of attendance(75%) and evaluation criteria is in practice in the A.P.

ACTION PLAN

1. Committee constituted as such examines evaluation criteria at primary level

Amount of Rs.5.00 lakhs

2. Committee constituted as such examines evaluation at sec.level.

Amount of Rs.5.00lakhs.

21.3.1(a) ACTION POINT

Specification and evaluation of MLLs at primary stage.

STATUS POSITION(a)

The role of SCERT in implementing MLLs(1)SCERT organised workshops to Dist.Educational Officers, Principals and lecturers of DIETs, MEQs and teachers of the concern Mandals.(2)SCERT is a nodal agency in the implementation as such material production of MLLs is undertaken at Pri.level(3)Statistical interpretation of the pre-test and post test, data on MLLs on concern District is being undertaken.

ACTION PLAN(a)

Criterion referenced tools and assessing MLLs (standardised) will be prepared at all levels by SCERT, a workshop will be conducted.

Amount of Rs.25lakhs.

21.3.1(b) ACTION POINT

Expected levels of attainments

STATUS POSITION(b)

The project is in action at primary level in six districts of A P., Ranga Reddy, Mahaboobnagar, Anantapur, Cuddapah, Srikakulam,Vizianagaram

ACTION PLAN(b)

It will be extended in cognitive and noncognitive areas in the phased manner at secondary level of the entire state.

Amount of Rs.5.00 crores.

21.3.1(d) ACTION POINT

Establishing examination reform centre for primary and secondary stage.

STATUS POSITION(d)

ACTION PLAN(d)

Examination reform committee for primary and secondary will be constituted with the following members, Education Minister, DSE., Director, SCERT., and Education Department Officials .

Amount of Rs.10 lakhs.

21.3.1(e) ACTION POINT

Malpractices at sec.schools stage.

STATUS POSITION(e)

To discourage malpractices rules have been framed at secondary board (SSC).

ACTION PLAN(e)

Rules framed as such are to be (Strengthened) examined by inter institutional committee to be constituted at state level. Rs.30 lakhs.

21.3.1(f) ACTION POINT

State Evaluation Organisation

STATUS POSITION(f)

ACTION PLAN(f)

A state level organisation shall be constituted with the following members

Education Minister-Chairman
Education Secretary-Vice-chairman
DSE-Convenor , JCGE-Member , NCERT one member, College of Education one member, DIET-Two, HM-Two

21.3.1(g) ACTION POINT

Monitoring and Evaluation

STATUS POSITION(g)

SCERT organised series of workshops on objective based Qs/Q.papers preparation at district level. It also organised two days workshop on Open book examination with NCERT experts.

ACTION PLAN(g)

SCERT will take up periodical evaluation of examination reforms at state level.

22. TEACHER TRAINING

Action Point:

- 22.1.2 Orientation of teachers in the priority and directions envisaged in NPE 1986.

Status Position:

Mass orientation programmes were organised by SCERT from 1986 to 89 covering 96,002 teachers.

| Year | No. of teachers trained |
|-------|-------------------------|
| 1986 | 26,640 |
| 1987 | 23,464 |
| 1988 | 25,000 |
| 1989 | 20,918 |
| Total | 96,002 |

Action Point:

- 22.1.3 Setting up of DIETs

Status Position:

23 DIETs were established in a phased manner from 1987. 9 DIETs were established during 1987-88, 8 DIETs during 88-89 and 6 DIETs during 89-90.

Plan of action:

Upgradation of Govt. TTIs at Uttoor in Adilabad District and Araku in Visakhapatnam District into DIETs.

Estimates: Non recurring : Rs. 81.52 lakhs
Recurring : Rs. 24.40 lakhs

Action Plan:

- 22.1.4 Upgrading Secondary Teacher Education Institutes (STEIS) into Institute of Advanced Study in Education (IASE) and strengthening Colleges of Teacher Education (CTEs).

Status Position:

1. Project report for upgrading three Govt Colleges of Education into CTEs/IASEs was submitted to Govt. and orders of the Govt. are awaited.

2. The three colleges proposed to be upgraded are:
a. GCCE, Hyderabad into CTE
b. GCCE, Rajahmundry into IASE
c. GCE, Kurnool into CTE.

3. In anticipation of Govt orders for the approval of the scheme, an amount of Rs.50 lakhs was shown during the annual plan 1990-91 under state sector.

Action Point:

- 22.1.5 Strengthening of State Council of Education Research and Traing (SCERT).

Status Position:

There is growing awareness to improve quality in education according to NPE, 1986 and POA. There should be a strong apex body to undertake additional functions, a strong and vibrant organisation like SCERT to give leadership to DIETs as they are upgraded. The SCERT has to co-ordinate and collaborate with other national and international organisations. The SCERT will have the following additional functions.

1. Educational research and investigations.
2. Educational planning, management and development.
3. Vocationalisation of education.
4. Work experience.
5. Collecting educational statistics and developing information systems.
6. Educational technology
7. Developing linkages with other national and international institutions
8. Documentation, publication and dissemination.

Plan of action:

Estimate: proposals are submitted to the Government.

| | |
|---------------------------|-----------|
| 1. Six storey building | 150 lakhs |
| 2. Hostel & Res. Quarters | 200 lakhs |
| 3. Non recurring expenses | 270 lakhs |
| 4. Recurring Expenses | 117 lakhs |

Action Point:

22.2.1 Nil

Status Position:

Training programme - Elementary Education.

a) Training Programme at DIET level to orient primary school teachers on the need based topics like MLL, use of mathematics and science kits, usage of AV equipment, school complex and school mapping, continuance comprehensive evaluation and institutional planning.

1992-93:

| | |
|-------------------------------|-------------------|
| No. of trainees to be trained | 11,040 |
| Budget provision | Rs. 44.40 lakhs ✓ |

1993-94:

| | |
|-------------------------------|-----------------|
| No. of trainees to be trained | 11,040 |
| Budget provision | Rs. 44.00 lakhs |

VIII Five year plan:

| | |
|------------------------------|------------------|
| No of trainees to be trained | 55,200 |
| Budget provision | Rs. 222.00 lakhs |

a) APPEP V(a) 18 days course organised in 6 spells in each DIET with 80 participants per spell. The objective of the training is to acquaint the teachers with APPEP principles and to orient them in child centred education.

1992-93:

| | |
|-------------------------------|--------|
| No. of trainees to be trained | 11,040 |
|-------------------------------|--------|

Budget provision Rs. 87.50 lakhs
 1993-94:
 No of trainees to be trained 11,040
 Budget provision Rs. 87.50 lakhs

VIII five year plan:
 No of trainees to be trained 55,200
 Budget provision Rs. 437.50 lakhs

c) Elementary education programme proposed and organised by SCERT to orient UP school teachers in latest trends and content area to enrich them in competence based teaching in school, use of AV equipment and to enrich DIET faculty with the latest trends.

1992-93:
 No of trainees to be trained 4290 ✓
 Budget provision Rs 10.00 lakhs

1993-94:
 No of trainees to be trained 4290
 Budget provision Rs. 10.00 lakhs

VIII Five Year Plan:
 No of trainees to be trained 21,450
 Budget provision Rs. 50.00 lakhs

d) orientation of teachers towards minimum levels of learning (MLL) with a focus on teaching of languages, Mathematics and Environmental Studies I & II.

A centrally sponsored scheme (CSS) is launched on an experimental basis in six selected mandals of 6 districts with two districts in each of the regions. The mandals are (i) Narasannapet in Srikakulam Dist (ii) Nellimarla in Vizianagaram Dist (iii) Bukkapatnam in Anantapur Dist (iv) Chinnamandem in Cuddapah Dist (v) Balanagar in Mahabubnagar Dist and (iv) Moinabad in Ranga Reddy Dist.

Rs. 5,00,600 is sanctioned by Govt of India. The No. of teachers trained are as follows:

| Mandal | No. of P.S. | No of Teachers |
|---------------|-------------|----------------|
| Srikakulam | 71 | 176 |
| Vizianagaram | 49 | 126 |
| Ananthapur | 40 | 79 |
| Cuddapah | 47 | 68 |
| Mahaboobnagar | 54 | 121 |
| Ranga Reddy | 32 | 80 |
| | | <u>630</u> |

Plan of action:

The scheme is to be extended to other mandals of the 6 districts and also other districts of the State.

Action Point:

22.2.4 Training for pre school education

Status Position:

Govt. have framed rules for opening pre primary teacher training institutions under private managements vide GO Ms No 251, Edn dt 8.7.92. 175 applications from private managements scrutinised by the state level committee and forwarded to the Govt. Orders of the Govt are awaited.

Action Point:

22.3.4 Computerisation at district level

Plan of action:

Under COPE programme Govt of India is planning to provide one computer to each DEOs office from the DIET funds and one computer to the State Education Dept also.

The programme contemplates to provide traing for 2 members from each block and a Gezatted officer of the Dept.

NATIONAL POLICY ON EDUCATION

PROGRAMME OF ACTION

23, MANAGEMENT OF EDUCATION

- 23.1.3 Action point : Shift from inputs to performance and outcomes.

Status Position:

As mentioned the system is a budget based one. Eventhough the performance and outcomes are being referred to, yet provision is not being made based on these factors.

Action Plan:

The Director shall base the proposals on performance and outcomes and review at Govt. level also shall have to be done based on these criteria.

- 23.1.4 Action Point: The highest priority in programme of action should be to ensure that the routine tasks such as supply of text book conduct of examinations and operation of academic calender are performed properly and that the delivery of education services improves at all levels.

Status Position: The routine tasks mentioned are being performed properly. The academic calender is on time as for school education is concerned. The supply of text books is being monitored by Secretary to Government, Education Department and Director of Schoo Education and every effort is made to keep the books ready by the reopening of schools for academic year.

Action Plan: The present position will be strengthened further as it is found to be satisfactory.

- 23.3.3 Action Point: The Panchayat Raj bill is an enabling legislation. The states are to frame their own legislation in their term. The states would need to draw up appropriate legislations which, among other things, must provide for Panchayat Raj Committees for Education.

Status Position:

At present primary and Upper Primary Education is under Government, Muncipalities, Mandal Praja Parishads, the Secondary education is under Government, Muncipalities, Zilla Praja Parishads, Higher Secondary Education is under Government. Besides, some private managements are also empowered to open new schools. The state has already enacted Panchayat Raj bill with provision for establishment of educational institutions.

Action Plan:

The state has to bring out legislation on the lines of Central Govt. with necessary modifications in the Panchayat Raj Act.

- 23.3.4 Action Point: Within this legislation a district level body may be set up with the responsibility of implementation of all educational programmes including non formal and adult education and school education upto the higher secondary level.

Status Position:

There is no body at district level now.

Action Point:

The feasibility of establishing a district level body on the basis suggested at para 23.3.4 will be considered by the State Govt. in due course.

- 23.3.7 **Action Point:** There will be a chief Education Officer for the district to look after all levels of schools, adult and non formal education. Under him, there will be a District Education Officer looking after establishment, budgetting, planning and educational data base.

Status Position:

At present the District Educational Officer is in charge of school education both formal and non formal. There is a separate Officer for Adult Education. Govt. had issued orders for appointing Officers of cadre of Joint Director mention had to be stayed because of representations.

Action Plan:

As suggested in the Programme of Action it will be quite appropriate to have Chief Education Officer to look after all aspects.

- 23.3.11 **Action Point:** The State Government may consider entrusting the following functions to the Village Education Committees. Generation and sustenance of awareness among the village community ensuring participation of all segments of population and developing teacher/instructor and community partnership to oversee and manage the effective and regular functioning of the schools and centres.

Status Position:

As per orders of Govt there are parent teacher associations for every school through which community support could be obtained. But in practice these associations are not functioning effectively. Village Committees were set up for implementation of Operation Black Board and Abhyudaya Pradhamika Pathasala schemes. Besides, there are active parent teacher associations working in AP., which are looking after the physical facilities etc.

Action Plan:

On the lines suggested at Para 23.2.11 the present Village Education Committee will function.

- 23.4.2 **Action Point:** It would be desirable for the Govts. to develop specific action plan for entrusting selected programmes of educational development to voluntary agencies and non-governmental organisations.

Status Position:

At present some private organisations are running schools and colleges with the permission of the Govt., some of which are being given aid also. It is however seen that some agencies are running institutions, without any specific permission.

Action Plan:

In the state of AP, selected programmes such as non-formal, adult education and starting new schools in Primary, Upper Primary and Secondary sections are entrusted to NGOs and voluntary agencies on a selective basis as per the approved pattern of the Govt of AP. Yet a large number of private unrecognised organisations are starting primary and upper primary schools without Govt. permission. This aspect is being examined carefully and it is proposed to bring all such institutions under recognition of Act.

- 23.5.1 **Action Point:** Norms of performance by the different categories of educational personnel and institutions must be prepared by the states. Non observance of norms must result in disincentives while good performance must receive recognition, incentives and due publicity.

Status Position:

At present performance of the schools in SSC public examination is reviewed by a Committee at district level to go into the causes for poor performance of the institutions to take remedial action. As for Officers, a review is done of the inspections conducted by them and action is taken against officers who did not complete the visits and inspections. But quantitative aspect is looked than quality.

Action Plan:

As suggested the norms will be fixed in a rational manner.

- 23.5.4 **Action Point:** All procedures and processes which hamper the functioning of institutions and hold up programme implementation must be reviewed and simplified. Modernisation of educational offices will enhance their efficiency.

Status Position:

The review is being done and necessary action being taken at the Govt level and Directorate level. The process of permission of recognition are decentralised.

Action Plan:

The system of panchayat raj will be better liberalised. Similarly the grant-in-aid system also will be liberalised.

- 23.6.3 **Action Point:**

The states may prescribe necessary guidelines for creation and functioning of school complexes and define the nature, mode, type of planning and inspection work to be performed by them. It would be desirable that the recommendations regarding the school complex programmes are implemented on a state wise during the Eighth Plan period.

Status Position:

In 1970s school complexes were started in the state. They were mostly for providing guidance to the teachers of primary and upper primary schools. They are not

functioning as effectively as envisaged because of administrative problems like payment of allowances etc.

Action Plan:

The complexes will be strengthened with the latest gadgets and they will be empowered with certain powers relating to academic inputs.

- 23.6.4 **Action Point:** At the same time it is desirable to attempt larger net working of institutions in a district in the shape of educational complexes on an experimental basis.

Status Position:

At present educational complexes do not exist.

Action Plan:

This will be considered after getting the necessary guidelines. Necessary coordination will be made between different agencies as they range from KG to PG.

- 23.6.5. **Action Point:** The following steps may be taken to improve the functioning of block level education set up:
- i) Norms, not only on the basis of number of schools but also number of teachers should be evolved through systematic studies so that the block level education officer may effectively cope with his administrative responsibilities and supervisory functions.
 - ii) Most of the time of block level education officers is spent on routine administrative work. Their duties may be laid down in detail so that their support for the academic programmes gets due importance.

Status Position:

In the state there used to be Deputy Inspectors of Schools for inspection, supervision etc. and Extension Officers for education to provide administrative support to Block Development Officers. Consequent on setting up of the mandals, the above were designated as Mandal Education Officers, one for each mandal. It has been observed that MEOs are mostly preoccupied with administrative responsibilities and consequently academic supervision is affected considerably.

- 23.6.6 **Action Point:** The jurisdiction of a district for the educational purpose may be co-terminus with its revenue jurisdiction. The big districts could be divided into sub-educational districts, but these will be coordinated by a Chief Education Officer (CEO) for the whole district. He will look after all levels of education - primary, middle, secondary and higher secondary, non-formal and adult education. The planning and statistics brach of CEO will be provided with computer facilities for Educational Management Information Systems (EMIS).

Status Position:

In the state, the jurisdiction of a district for the educational purpose is coterminus with its revenue jurisdiction. The DEO., is incharge of inspection of secondary schools. The Dy Director, Adult Edn., is looking after Adult Education programme in the District and Non Formal education is under the control of the DEO.

Action Plan:

It is considered to have one Chief Education Officer to look up Primary and Upper Primary, Secondary and Non Formal Edn.

The ratio of schools to one Deputy Educational Officer works out to 1:40 and the ratio will be reduced to 1: 30. As such there is a need for creation of 69 Dy. Educational Officer at the rate of 3 in each district.

(2) In view of MEDs becoming non functional in the area of academic supervision due to heavy management load, the old pattern of dichotomy educational management and inspection will be re introduced by creating 1100 Deputy Inspector of Schools. The extra cost works out as follows:

1. Creation of 69 Dy.E.Os = 1980X12X69 = 29,99,844-00
2. Creation of 1100 Deputy Inspector of schools = 1280X12X1104 = 3,10,26,816-00

As suggested at Para 23.6.7. will be established between DIET & Supervisory staff.

23.6.7 **Action Point:** For purposes of academic inspections, district supervisors of Education may be provided on the basis of number of schools to be looked after for academic supervision in discharge of these functions, the supervisors will also coordinate their activities with DIET.

23.6.8 **Action Point:** In many states there are separate Directorates and Secretariats.

23.6.10

Status Position:

At present there are separate Directorates for School Edn, Intermediate Edn, Collegiate Edn, Adult Edn, etc. In a like manner there are two secretaries of Secretariat level. Secretary for School Edn, Adult Edn etc and Principal Secretary for Intermediate, Collegiate Edn. There are also two ministers. One for Primary and Secondary Edn and the other for Collegiate and Adult Edn. The Govt have appointed a retired Chief Secretary as Advisor for Human Resources Development.

Action Plan:

The present state policy will be reviewed by the appropriate agency.

23.6.11 **Action Point:** The need for coordinated approach to educational policy and planning at the state level cannot be exaggerated and the states will be advised to set up the State Advisory Boards of Education preferably before 1995.

Status Position:

At present there is no SABE in the state. There is state level planning committee with Hon'ble Chief Minister as the Chairman.

Action Plan:

The aspect of setting up SABE will be carried by the state Govt. at the appropriate time.

23.7.1 Action Point: The implementation of National Policy on Education would require total involvement of both the state and centre and there has to be effective and positive interaction between these two partners for successful and effective implementation of the NPE.

Status Position:

There is positive interaction between the State and the Centre.

Action Plan:

The innovative schemes taken up by the state such as introduction of audio visual techniques in primary education, introduction of vocational courses in secondary education, open school system, Abhyudaya pradhhamika pathasalas etc need effective support of the centre.

23.7.4 Action Point: The state departments would need to be suitably strengthened to discharge their functions. The requirements of adequate staff needs to be looked into seriously.

Status Position:

Fairly adequate staff are provided at the headquarters of the Director. There is need to strengthen the position at District level. The DEO has to be ably supported in order that he may provide leadership in education in the district.

Action Plan:

A study will be taken up to assess the present functioning and the measures to be taken up for strengthening the dept.

23.8.1 Action Point: Direct Recruitment

Status Position:

At present there is no direct recruitment for the posts of Block Education Officers and heads of secondary schools. There is direct recruitment for the posts of school assts., Dy. Ednl. officers., Lecturers in DIETs. Teacher education qualification is not essential for the direct recruitment of educational officers. 50% of the posts are being filled by the recruitment for the post of School Assts., and Dy. Ednl. Officers., 30% of the posts are being filled by direct recruitment for the posts of lecturers in DIETs. There are no senior secondary schools in the state. +2 stage is in intermediate colleges which are under the purview of Director of Intermediate Edn., and Board of Intermediate Education.

Action Plan:

The suggestion of direct recruitment for the posts of Block Education Officers and heads of secondary schools will be examined since the officers for these posts' need professional experience.

23.8.3 Action Point: Indian Education Service

Status Position:

There is no Indian Education Service now.

Action Plan:

This needs detailed examination in the context of education being the concurrent subject.

- 23.9.1 **Action Point:** It is necessary that each state Govt should identify suitable agencies capable of sharing training responsibilities for educational personnel

Status Position:

At present SCERT., DIETs are providing inservice training to the teachers mostly. Now and then courses for a few MEOs are taken up. Officers are also sent for orientation to the state institute of administration. It has however to be submitted that there is no system of regular and recurrent training of educational planners and administrators.

Action Plan:

There is need for establishing separate state level mechanism as suggested. The structure etc will be evolved after a detailed study of SCERT., DIETs and State Institute of Administration.

- 23.10.1 **Action Point:** Education Tribunals and grievances and settlement machinery.

23.10.2

Status Position:

Education Tribunals do not exist. District Coordination Committees with DEO as Chairman are functioning for settlement of grievances at the district level.

Action Plan:

Aspect of setting up Educational Tribunals will be examined by the competent authority.

- 23.11.1 **Action Point:** The Management Information System in education will be coordinated with NIC network established at district level.

Status Position:

At present NIC is coordinating by providing training etc. The department has to take advantage of NICNET for obtaining data, formulation of schemes etc.

Action Plan:

A detailed study will be taken up for utilising the NICNET.

- 23.12.1 **Action Point:** Monitoring and Evaluation to

23.12.3 **Status Position:**

External agencies except the one taken up by Administrative Staff College of India, Hyderabad in 1975 on scheme of Audio Visual Techniques are not attending in the state.

Action Plan:

- ▲ Suitable agencies will be identified for external evaluation. There is need to strengthen the monitoring of the schemes by the dept.

159

SECRETARY TO GOVT. OF ANDHRA PRADESH
National Institute of Educational
Planning and Administration,
17-B, Jawahar Road, New
Delhi-110028
DOC No. _____
Date _____