

EDUCATIONAL ADMINISTRATION IN ANDHRA PRADESH

(A Survey Report)

1975

National Staff College for Educational Planners and Administrators

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government departments interested in similar activity.

We were fortunate in securing the services of Dr. P.D. Shukla, former Joint Educational Adviser to the Government of India and Ex-Chairman of the Central Board of Secondary Education to take charge of our Survey Unit. He has brought to bear on it his long and rich experience of educational planning and administration. I would like to express my appreciation of the work put in by Dr. Shukla and his colleagues in the Survey Unit. I am thankful to the members of the Advisory Committee

of the Survey and to our Executive Director, Shri Veda Prakasha, who have all along helped us by their advice.

We are particularly grateful to the Government of Andhra Pradesh for their kind cooperation in bringing out this report

M. V. MATHUR
Director
National Staff College for
Educational Planners and
Administrators, New Delhi.

FOREWORD

We are happy to bring out this report of a survey of educational administration in Andhra Pradesh. It belongs to a series of such reports which are being prepared by the National Staff College for Educational Planners and Administrators, New Delhi as a part of the Third All-India Educational Survey.

The need for modernising and strengthening administration of education in India has been emphasised by a number of committees and commissions including the Indian Education Commission of 1966. While education has expanded a great deal, the administrative bodies and methods have remained more or less unchanged. Streamlining the machinery for educational administration has therefore become necessary. This has become more urgent in view of the changing frontiers of education and pedagogy, and significant developments that are taking place in the fields of science and technology and in our socio-economic set up. It was, therefore, considered necessary by the Union Ministry of Education that a survey of educational administration in various states and union territories of the country be undertaken as a part of the Third All-India Educational Survey. We are grateful to Professor S. Nurul Hasan, Union Minister of Education and Social Welfare and his ministry for entrusting this project to our Staff College.

This survey of educational administration in India is the first of its kind and is expected to yield comprehensive information about the administrative structure of Indian education. The survey attempts to describe the existing set up and functioning of

the government machinery for educational administration in the country at various levels and analyse the data with the intention of bridging the gap between planning and implementation. Unesco's definition of education, namely "organised and sustained instruction designed to communicate a combination of knowledge, skill and understanding valuable for all the activities of life" has been kept in view. The survey covers the governmental set-up for all the stages of education from pre-primary to collegiate, all modalities of instruction, namely, formal and non-formal, full-time and part-time and governmental and non-governmental activities in the field of general education.

The report of the survey is based on materials collected primarily through questionnaires. We are grateful to the officers of the state governments and union territories and of the Union Ministry of Education for responding to our questionnaires and for sparing time for personal discussions. The results of the survey, when all the reports are published, might help the state governments in looking at their administrative structures in a comparative perspective. A survey of this kind will, however, need periodical updating. During the intervening period specific issues in educational planning and management that have been identified in survey reports will require to be taken up for indepth study. The National Staff College proposes to continue the activities relating to survey, research and training in the field of educational planning and administration with the support of the union and state governments. It would also like to collaborate and cooperate with other institutions and

government departments interested in similar activity.

We were fortunate in securing the services of Dr. P.D. Shukla, former Joint Educational Adviser to the Government of India and Ex-Chairman of the Central Board of Secondary Education to take charge of our Survey Unit. He has brought to bear on it his long and rich experience of educational planning and administration. I would like to express my appreciation of the work put in by Dr. Shukla and his colleagues in the Survey Unit. I am thankful to the members of the Advisory Committee

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P R E F A C E

As a part of the third all-India educational survey the central and state governments decided to conduct a survey of educational administration in various states and union territories of the country. The purpose of the survey is to find out the present position of educational administration in India, the knowledge of which may help the educational planners and administrators in their efforts to modernise and strengthen educational management.

This is the first attempt to make a comprehensive survey of educational administration in the country. The scope of the survey has, however, been confined to study the governmental set up and its functioning in relation to general education from pre-primary upto post-graduate and research levels.

The attempt being made in the survey is to look at educational administration as a system with some functions to perform and certain objectives to achieve. It is in this context that a brief study of administrative set up at the secretariat, directorate, regional/divisional (wherever it exists), district and block levels and of functions like planning, organising, financing, directing, supervising, inspecting and evaluating has been undertaken. Extending the management approach, a study of elements like setting up of goals of education, review, feed-back, and innovation has also been attempted to the extent possible within the limitations of time and resources.

The brief account of educational administration given in the succeeding pages is primarily based on

the material collected from Government of Andhra Pradesh in response to a set of questionnaires sent to them.

The analysis and consolidation of the material for the report has been done with a forward-looking disposition. Because of this, some of the difficulties faced by administrative functionaries at various levels of education in the state have been indicated. An effort has also been made to suggest in some cases the problems and issues in educational administration which need to be studied in depth in order to discover appropriate solutions within the means at our disposal.

Similar reports have been contemplated in respect of other states and territories in addition to an all-India report.

We are grateful to all educational authorities in various states and territories for their enthusiastic cooperation and supply of the required material. Thanks are also due to the director, faculty and members of staff of the National Staff College for Educational Planners & Administrators. I am particularly appreciative of the assistance of Shri T. K. D. Nair, Research Officer in the Central Survey Unit for his help in preparing this report.

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General Background

Administrative Status and Physical Features

Andhra Pradesh comprising of the former Andhra State and the Telengana region, which was under the Nizam of Hyderabad, came into being in 1956. Earlier, through accidents of history the Telugu speaking population had become divided into two separate entities, namely the Andhra area included in Madras Presidency and Telengana in the princely state of Hyderabad. The dawn of independence in the country in 1947 was a turning point in the history of Andhra. A demand for re-unification of the Telugu speaking people was made and pressed. Finally, the self-immolation of Sri Potti Sriramulu paved way for the formation of a separate state of Andhra in 1953. This also became virtually the initial step towards re-organisation of states in India in 1956.

Andhra Pradesh is one of the largest states in the union of India. It has a legislative assembly and an upper house called legislative council. It has its own high court, public service commission and other organisations which other states in India normally have. The state has an area of 2,76,814 square kilometres. It is surrounded in the east by Bay of Bengal, in the south by Tamil Nadu, in the south-west by Karnataka, in the north-west by Maharashtra, in the north by Madhya Pradesh, and in the north-east by Orissa. The state is divided into 21 districts for the purpose of general administration. The revenue districts are also the educational districts except the twin cities of Hyderabad and Secundrabad which themselves constitute a separate education district.

Thus there are 22 education districts in the whole state. The map of the state shows the

location and names of the revenue districts. Headquarters of the districts are the towns with the same names except in the following cases :

<i>Name of District</i>		<i>Headquarters</i>
East Godawari	--	Kakinada
Krishna	—	Machilipattnam
Medak	—	Sangareddy
Prakasham	—	Ongole
West Godawari	—	Ellore

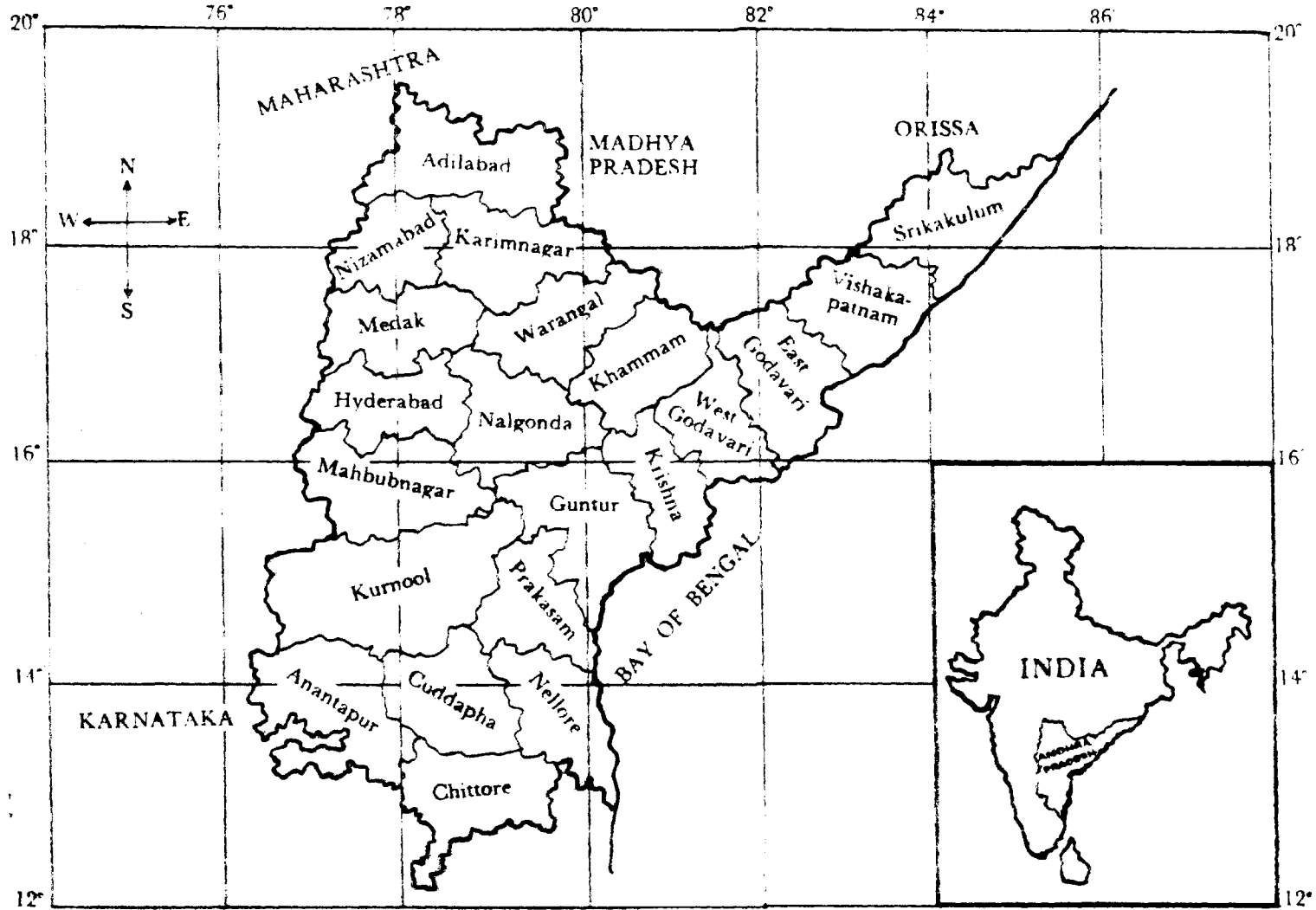
The former name of Prakasham district was also synonymous with its head-quarter town. The new name has been given to commemorate late Shri T. Prakasham, a freedom fighter and the first Chief Minister of the Andhra State.

The state lies between 12°40' and 19°50' north latitudes and 76°45' and 85°50' east longitudes. It has a long coastline of about 960 kilometres. The riverine tract of the region and particularly the delta areas of rivers Godavari and Krishna were found to be suitable for early settlement of man since pre-historic times.

Andhra Pradesh can be divided into three natural regions : (i) coastal plains, (ii) Eastern Ghats and (iii) peneplains. The coastal plains consist of a belt of varying width from 40 to 200 kilometres between Eastern Ghats and Bay of Bengal. The Eastern Ghats consist of a series of discontinuous hill ranges bordering the peneplains in the interior. They widen and reach an elevation of 900 metres when they reach the south of Krishna valley. The peneplains, which consist of the districts of Anantapur and Kumool, have a topography which is highly eroded and dotted with flat hillocks scattered all over the surface.

Andhra Pradesh

(A National Map)



Elevation of this region is between 400 and 800 kilometres.

Some Other Factors of Geography

Annual rainfall in the state has wide variations. It ranges from a minimum of about 50 cms at some places and 140 cms at some others. The state is exposed to south west monsoon during the period June-September. This situation contributes 81 per cent of the annual rainfall in Telengana, 73 per cent in Rayalaseema and 51 per cent in coastal Andhra regions. Temperature in the state ranges between 13°C and 43°C.

The area under all types of forest is nearly 175 lakh acres, which constitutes about 25 per cent of total area of the state. Visakapatnam, East Godavari, Adilabad and Kamam districts have roughly 40 to 50 per cent of their areas as forests. The state is fairly rich in minerals, of which asbestos, barytes, coal, iron ore, manganese ore, china clay and limestone are important. Chromite is also found in small quantities in Krishna district and also in some parts of Khammam district. Andhra Pradesh has a virtual monopoly of quality chrysotile asbestos in the country. It accounts for 75 per cent of India's total production of barytes.

Several major industries have been established in the state especially around Hyderabad and Visakapatnam. These produce machine tools, synthetic drugs, pharmaceuticals, heavy electrical machinery, ships, fertilizers, electronic equipment, and aeronautical parts. Cycle and cycle accessories, steel furniture, automobile parts, safety razor blades, stainless steel vessels and agricultural implements are other industrial products. There are about 600,000 handlooms in the state which provide employment to about 30 lakh persons. About 20 per cent of the export of handloom products of India comes from Andhra Pradesh alone. 17 industrial estates have been established by the government, and 14 such estates function in the private sector.

Agriculture is the main occupation of over 70 per cent of the people of Andhra Pradesh. Thirty one per cent of the cultivated area is irrigated and the state is surplus in rice. Other important

crops are tobacco, oil seeds, cotton and sugarcane. The state accounts for about 50% of the country's entire production of castor and 95% of the virginia tobacco.

Important irrigation schemes implemented during the past 25 years include Naga-junsagar project, Prakasam barrage, Tungabhadra low level canal, Kurnool-Cuddapah canal, Kaddam project, Rompem drainage project, and Upper Pennar project in addition to several medium and minor irrigation schemes. Important power projects are the Machekund, Upper Sileru and Nizam Sagar hydel power schemes and Nellore, Ramagundan and Kothagudam thermal stations. The per capita consumption of electricity in the state was 44 kw at the end of fourth plan. The aggregate installed capacity was 888 mw in 1973-74. A major power project, the Srisailem Hydro-electric Project, is expected to be commissioned in the year 1977. Out of 27,081 villages in the state, 9252 were electrified by the end of 1972.

Cultural Heritage

Andhra Pradesh has a rich cultural heritage and it occupies an important position in the field of music, drama and dance. The state's great temples and monuments, beautiful lakes and rich forests are of considerable interest to the historian as well as the tourist. Saint Thyagaraja, the greatest composer of Carnatic music was an Andhra. The state distinguishes itself by its *Kuchipudi* dance and *Takshagana*. The Telugu stage has been enriched by pioneers like Ballar Raghavachari and Santhanam Narasimha Rao. Kandukuri Veera Salingam Pantulu, who is to Andhra Pradesh as is Raja Ram Mohan Roy to India, began a reformist era. The role played by patriots from this part of the country in the freedom struggle is praiseworthy. Two of the former presidents of India, namely Dr. Sarvepally Radha Krishnan and Shri V.V. Giri hailed from Andhra Pradesh.

The People

The population of Andhra Pradesh according to 1971 census is 4,35,02,708. Its distribution over districts is indicated in Table I.

Table I

Districts, Their Area and Population

S. No.	Name of District	Area in sq. km.	Population (1971)		
			Urban	Rural	Total
1.	Srikakulam	9,743	275,720	2,314,271	2,589,991
2.	Visakapatnam	13,799	625,503	2,179,863	2,805,366
3.	East Godawari	10,970	593,594	2,493,668	3,087,262
4.	West Godawari	7,744	420,385	1,953,921	3,374,306
5.	Krishna	8,734	679,552	1,814,022	2,493,574
6.	Guntur	11,337	710,633	2,133,855	2,844,488
7.	Prakasham	17,620	212,628	1,707,367	1,919,995
8.	Nellore	13,058	253,797	1,355,820	1,609,617
9.	Chittoor	15,763	307,454	1,978,082	2,285,536
10.	Cuddapah	15,356	233,643	1,353,624	1,577,267
11.	Anantapur	19,125	375,790	1,739,531	2,115,321
12.	Krnool	18,799	402,449	1,579,641	1,982,090
13.	Mahbubnagar	18,419	173,322	1,758,760	1,932,082
14.	Hyderabad	7,707	1,839,089	952,673	2,791,762
15.	Medak	9,685	124,986	1,342,958	1,467,944
16.	Nizamabad	7,969	209,382	1,103,886	1,313,268
17.	Adilabad	16,133	205,087	1,083,261	1,288,348
18.	Karimnagar	11,824	210,467	1,753,461	1,963,928
19.	Warangal	12,875	251,249	1,619,684	1,870,933
20.	Khammam	15,872	186,108	1,183,784	1,369,892
21.	Nalgonda	14,242	121,689	1,698,049	1,819,738
Total		2,76,814	8,402,527	35,100,181	43,502,708

Source : 'Pocket Book of Population Statistics', Registrar General and Census Commissioner, New Delhi, 1972.

Some more details of the distribution of population, gathered from the census report, which are considered relevant to education, are given in tables II to V. Table II-IV provide the distribution according to age groups, languages and religions. It will be seen from table V, which gives information about literacy, that the literacy percentage both among the urban and rural people of the state are lower than the corresponding all India figures.

Table II

Distribution of Population by age group

Age group	Population (1971) in thousands		
	Urban	Rural	Total
0-14	3,316	14,293	17,609
15-19	848	2,823	3,671
20-24	798	2,639	3,437
25-29	694	2,635	3,329
30-39	1,096	4,471	5,567
40-49	773	3,522	4,205
50-59	463	2,359	2,822
60+	413	2,356	2,769
Age not stated	2	2	4
Total	8,403	35,100	43,503

Source : 'Pocket Book of Population Statistics', : Registrar General and Census Commissioner, New Delhi, 1972.

Table III

Distribution of Population by Language

Language	No. of Speakers	Percentage of Total Population
Bengali	15,057	0.03
Gujarati	29,380	0.07
Hindi	1,89,048	0.44

1	2	3
Kanada	4,26,146	0.99
Malayalam	39,913	0.09
Marathi	3,54,308	0.85
Oriya	2,25,194	0.53
Punjabi	15,535	0.03
Sindhi	8,408	0.02
Tamil	5,52,428	1.20
Telugu	3,71,33,338	85.35
Urdu	32,99,854	7.58
Others.	12,14,099	2.82
Total	4,35,02,708	100.00

Table IV

Distribution of Population by Religion

Religion	Number of followers in '000s	Percentage to Total Population
Budhism	10	0.02
Christianity	1,824	4.19
Hinduism	38,119	87.63
Islam	3,520	8.09
Jainism	16	0.04
Sikkism	13	0.03
Other Religions	1	N gligible
Total	43,503	100.00

Table V

Literacy Percentage

<i>Urban or Rural</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Urban	57.30 (61.28)	36.31 (42.26)	47.08 (52.49)
Rural	27.31 (33.76)	10.92 (13.17)	19.19 (23.74)
Total	33.18 (39.45)	15.75 (18.72)	24.57 (29.46)

Note : Figures within brackets under each entry indicate the corresponding all India percentage.

Source : 'Pocket Book of Population and Statistics' : Registrar General and Census Commissioner, New Delhi, 1972.

The Educational Ladder

The educational ladder gives an overall picture of the system of education in Andhra Pradesh. The nationally recommended 10+2+3 structure has already been introduced in the state. Generally, a child joins the regular stream of schooling at the age of 5 plus. Provision is also available to some extent for pre-primary education of children belonging to the age group 3-4. The primary stage extends to 5 years. This is followed by a two-year course of upper primary or middle education. Thus the child in the normal course joins a secondary school at the age of 11 plus and takes a three year course there. He takes a public examination at the end of the course, by which time he would have reached the age of 15+. The inter-

mediate or higher secondary course offered in the junior colleges for secondary school leavers is of two years duration. Students who take to professional course like primary teachers training, poly-technical education, engineering, medical education etc. divert from the main track of general education just before or after the intermediate course. The first degree course is of three years duration followed by a two years course for M.A., M.Sc. or M.B.A.

There are three teaching-cum-affiliating universities in the state. They cater to the needs of three different regions as shown against each : Osmania University (Telengana), Andhra University (Districts of Srikakulam, Visakapatnam, East Godavari, West Godavari, Krishna and Guntur), and Sri Venkateswara University (Districts of Chittoor, Cuddapah Anantapur and Kurnool). Besides these universities there are three university centres located at Warangal (Osmania) Guntur (Andhra), and Anantapur (Sri Venkateswara) which are expected to serve as nuclei for three more universities to be established in the state. The affiliated colleges are managed both by government and private agencies.

Size of the Educational System

During 1973-74 there were 43,951 institutions of general education relating to various stages of education. Total enrolment in them was 53,04,822, comprising 33,43,553 boys and 19,61,269 girls. The teachers manning these institutions at school level in the same year was nearly 1,60,500. Table VI gives some details about these institutions and the enrolment in them.

Table VI

Educational Institutions in 1973-74

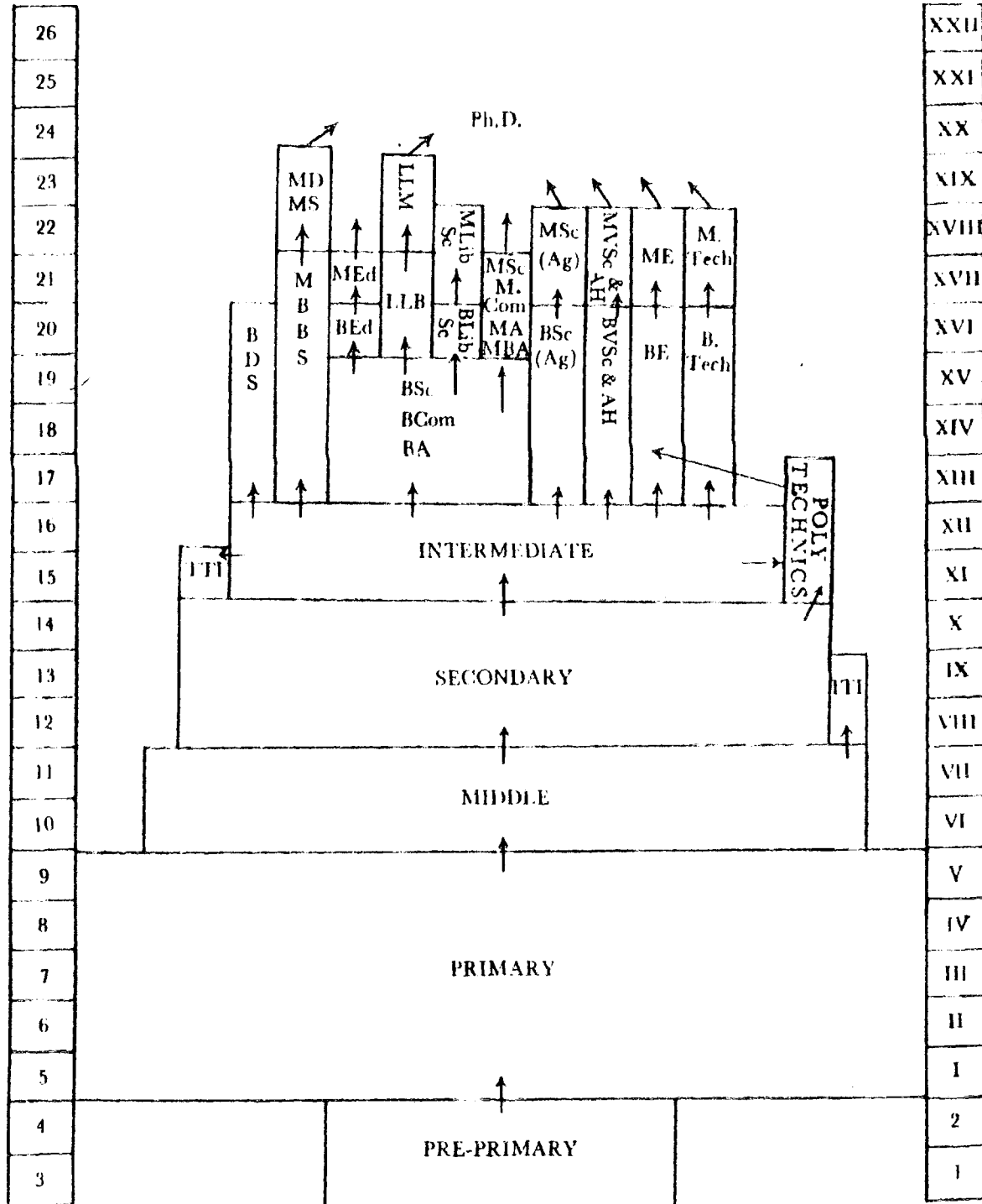
<i>Category of Institution</i>	<i>Number</i>	<i>Enrolment</i>		<i>Total</i>	<i>Number of Teachers</i>
		<i>Boys</i>	<i>Girls</i>		
Pre-Primary	67	9,527	7,533	17,060	117
Primary/ Jr. Basic	36,772	24,21,518	15,90,646	40,12,614	79,067
Middle/ Sr. Basic	3,533	5,06,587	2,32,287	7,38,874	27,440
Secondary/ Hr. Sec.	3,164	2,24,753	92,343	3,17,096	53,626
Degree, Pre-Degree	400	1,78,460	37,394	2,15,854	NA
And Post Graduate					
Teacher Training	15	2,708	1,066	3,774	NA
Total	43,951	33,43,553	19,61,269	53,04,822	1,60,450

Source : 'Educational Statistics at a Glance, 1973,' Ministry of Educational and Social Welfare, Government of India New Delhi, 1974.

Educational Ladder ANDHRA PRADESH

Completed
Age

Year of Education



During 1974-75, the number of primary schools was 36,895 with an enrolment of 31,76,876 (18,74,735 boys and 13,02,141 girls). The number of teachers employed in them was 80,142. The number of middle schools during 1974-75 was 3702, with an enrolment of 9,03,158 (5,63,625 boys and 3,39,533 girls). The number of teachers working in these schools was 31,610. The number of secondary schools during 1974-75 was 3,276. The number of teachers working in them was 55,029. As regards the junior colleges, their number during 1973-74 was 235 with an enrolment of 77,134. The teachers working in them were 2332 in number. During 1974-75, 26 new junior colleges were opened. (Source : Andhra Pradesh State Administration Report for 1974-75 brought out in stencilled form by the office of the state D.P.I.).

The administrative set up in the state for running the educational machinery is headed by the minister for education who has a secretary helped by the necessary executive and ministerial officials. There is a directorate of public instruction (in 1973-74) which manages all stages of general education. The director of public instruction has the following personnel working under him :—

(Main)	
Joint Directors	2
Deputy Directors	5
Special Officer (Jr. Colleges)	1
Assistant Directors	5
Statistical Officer	1
Hindi Education Officer	1
Special Officer for Sanskrit Education	1
Special Officer (mid-day meals)	1
Special Officer (English)	1
Chief Accounts Officer	1
Accounts Officers	3
Chief Auditor	1
(Examinations)	
Deputy Commissioner	1
Secretary	1
Joint Secretary	1
Additional Joint Secretary	1
Additional Joint Commissioner	1
(Survey)	
State Survey Officer	1

(District Level)	
District Educational Officers	22
Gazetted Inspectors of Schools	67
Inspectors of Physical Education	2
Inspectress of Physical Education	1
Inspector of Oriental Schools	1
Deputy Secretaries (Education) in Zilla Parishads	21

(Block Level)	
Deputy Inspectors of Schools	352
Deputy Inspectors of Schools (Urdu)	12
Junior Deputy Inspector of Schools	168

(Institutional Level)	
Principals of Degree and Post-Graduate Colleges	211
Principals of Teacher Training Colleges	15
Principals of Junior Colleges	189
Headmaster/Headmistress of High Schools	3164
Heads of Middle Schools	3533
Heads of Primary Schools	36772

Policy and Goals of Education

The state has not issued any policy statement as such in the matter of education. By and large the policy and goals of education adopted at national level are accepted by the state. The Andhra Pradesh Comprehensive Education Bill Committee recently prepared a paper on major aims and objectives of the state educational system to serve as a background document to the provisions of the proposed bill. The recommendations of the committee have been broadly accepted and incorporated in the draft bill. The objectives of education, according to the recommendations of the committee, are as follows :—

General : It is the duty of the government to promote the education of the people of the state as well as the development of institutions devoted to that purpose and to secure the effective execution by itself, by local authorities, and by private bodies under its overall control and direction. Such education should help the fullest development of both the society and the individual. Consistent with our national goals and aspirations, it should emphasise the importance of education being developed as an instrument of establishing

and strengthening a secular, democratic, casteless and socialistic society and also promote national integration. The educational system should be firmly linked at all levels to science and technology, developing at the same time the spirit of scientific humanism in the pupils and also trends in labour market. The educational system should promote respect for manual labour, be productivity oriented and for this purpose, a strong programme of work-experience be incorporated into the syllabus right from the beginning of school education, as suggested by the Kothari Commission, and the syllabus evolved by the NCERT for the purpose should be adopted or adapted. The education system should also place emphasis on the inculcation of moral and spiritual values and patriotism in children. Vocational guidance and counselling should be provided on a liberal scale so as to direct decision of parents on right lines.

Pre-Primary Stage : (i) To promote good health habits; including personal hygiene, diet habits and nutrition, (ii) To help develop a good physique with muscular co-ordination and motor skills, (iii) To cultivate interest in learning through new experiences, (iv) To stimulate intellectual curiosity in and awareness of his/her immediate environment and understanding of the world around him, (v) To encourage aesthetic appreciation and creative expression, (vi) To help develop emotional maturity and control in expression of feelings, (vii) To imbibe in the child positive social attitudes and values through experiences of play and relationship with other children and adults in the child's life, (viii) To cultivate a sense of self-discipline and self-reliance, and (ix) To encourage expression of thought and feeling in clear language.

Primary-Stage : (a) Universal enrolment of children in the age group 6-11 should be attempted and achieved by the end of the fifth plan. This would mean further promotion of the enrolment of girls in general and both boys and girls in respect of weaker sections of the community, such as harijans and other backward classes.

(b) Alongside the effort at universal enrolment, the state should take all possible steps to achieve the concurrent goal of universal retention also.

(c) Classes I-VII should, as at present, cons-

titute the primary sector of education and the government should accept as its ultimate objective the provision of an elementary school from classes I to VII in all those habitations where there are at present lower primary schools (i.e. classes I-V) to provide full primary education at the child's doorstep.

(d) The academic objectives to be attempted and achieved at the end of the lower primary stage should be (i) irrelapsable literacy in the mother tongue, (ii) basic numeracy skills, and (iii) minimum necessary knowledge of the child's social and physical environment.

(e) The present large number of single teacher schools (18,000 approximately) which are academically sub-viable be made more effective by their gradual conversion into plural teacher schools, and this process be completed by the end of the fifth plan.

(f) As in other advanced countries like the U.K., U.S.S.R., etc. the teacher force at the primary level be open to a much larger number of women teachers than at present and that special efforts be taken to achieve this end. Other qualifications being equal, women recruits may perhaps be given preference without adversely affecting the provision of fundamental rights in the constitution.

Secondary Stage : (a) The present pattern of high school education should continue to remain largely unstreamed.

(b) Suitable courses of study with a vocational bias for students who drop out after the middle stage should be designed and offered in appropriate institutions; and it should be ensured at the same time that such students are enabled to proceed either to higher vocational courses or rejoin the main academic stream, should they so desire at any time later in their working lives. A system of credit and equivalence for such transfers should also be worked out.

(c) Programme of work-experience should be necessarily introduced as a part of the curriculum at the high school stage and continuously strengthened in future.

(d) Future emphasis in the area of secondary education should be on qualitative consolidation.

(c) Subject-specialisation be adopted as a principle of requirement for the teaching of subjects at high school level. Specialisation for this purpose be understood to mean that the teacher has read the subject as one of the main subjects for his first degree and not merely offered it as one of the subjects for methodology at the B.Ed. course.

Intermediate Stage : (a) Eventually (preferably within five years) the junior colleges should be run as independent institutions. During the transitory period, high schools attached to junior colleges should have a headmaster to look after the high school section and the intermediate sections attached to degree colleges should have a vice-principal of the rank of a lecturer.

(b) The intermediate stage of education should have two distinct objectives, namely, (i) to provide the facility of transfer for students to university courses of study and (ii) it should offer diversified courses leading to either self-employment or employment for middle level responsibility in trade, commerce, industry or government services.

(c) A meaningful man-power survey should precede the opening of an employment oriented course in a junior college and that the inputs be regulated in accordance with the employment potential in the area.

(d) In the employment oriented courses, there should be a suitable blend of professional and general education so as to enable the products of the system to aspire to positions of managerial responsibility in due course and also facilitate migration from one stream to another in later life.

(e) That broad general skills be developed so as to enable adaptations to emerging patterns of new technologies rather than give narrow professional specialisation in isolated areas restricting the candidate's professional mobility in future either vertically or horizontally.

(f) That experts and employers in the trade, industry and professions concerned should be represented on the bodies dealing with curriculum, courses of study, scheme of examination, and certification.

Higher Education : (a) Universities and other comparable institutions of higher education in the

state should continue to fulfil the universally accepted goals of higher education, namely, (a) to preserve and promote 'knowledge', (b) maintain balance between teaching and research, and (c) inculcate in the alumni the art of critical dissent and social responsibility.

(b) The present pattern of the three-year first general degree course as an integral part of the national pattern of 10+2+3 be continued in the universities of the state.

(c) In addition to the existing first degree of three-year duration, the universities in the state be requested to consider the feasibility of starting 3/4 year honours courses so as to create better quality students for research at post-graduate and doctorate levels.

(d) In universities and colleges the methods of instruction be diversified so as to include the tutorial, the seminar, group-study etc. in addition to the present straight lecture which enjoys a near monopoly.

(e) The universities in the state be requested to consider the desirability of adopting common stages and syllabuses for the first degree (B.A., B.Sc., B.Com., B.E., and M.B.B.S.) so as to avoid the hardship at present being felt by large numbers of students who have to seek migration from one university to another within the state as a result of their parents' transfer or other personal reasons.

(f) The government and universities be requested to consider extension of more facilities for post-graduate studies at the district level also. In this context, the universities may also consider the dispersal of post-graduate departments among the colleges in districts depending upon their suitability and readiness in terms of physical equipment and staff resources to undertake the establishment of such departments.

(g) Suitable amendments be made to the universities acts in the state to enable the universities to accord the status of autonomous colleges to deserving institutions within their respective territorial jurisdictions.

(h) A review be made of the composition and character of the existing authorities of the universities and also the appointment, tenure etc. of the principal officers of the universities and their acts amended accordingly, if need be.

(i) Universities be requested to consider strengthening of their present machinery for academic inspection of the affiliated colleges.

Oriental Education

There were 95 oriental schools and 53 oriental colleges in the state during the year 1973-74. With the establishment of 14 additional oriental schools during 1974-75, the figure of oriental institutions in the state rose to 162. There are a number of Hindi Vidyalyayas in existence in different parts of the state. On 2nd March 1975 the government of Andhra Pradesh permitted the opening of a Hindi evening college at Warangal. Following their policy in favour of popularisation and growth of Hindi, the state government permitted all Hindi lecturers of arts and training colleges and teachers working in secondary and middle schools to attend, if they wish, the world Hindi conference held in 1975 at Nagpur and treated their absence for this purpose as on duty.

Progress in Administration of Education

On account of paucity of resources and higher priority accorded to the development of primary education it has not been possible for the state government to provide adequate direct support to the development of pre-primary education. Pre-primary schools have, therefore, grown mainly in the private sector and in response to popular demand, especially in the urban areas. Some of these receive recognition and assistance from the state. But there are a large number of pre-primary schools which continue to be unrecognised and unassisted.

The curricula at the primary stage in Andhra and Telanagna areas were different. A new and uniform curriculum for the primary stage was, therefore, introduced in class I in all areas of the state in 1958 and progressively extended to the higher classes, year by year. At present there is a uniform curriculum for the entire primary stage in both the regions.

By and large a secondary school is in reasonable proximity to almost all the habitations in the state, except perhaps agency and similar backward areas. The administration of secondary education in the state continues to be a partnership between the state and private agencies as well as local bodies.

The fact remains, however, that the private agencies or the local bodies have not been able to share the expenditure on secondary education to an appreciable extent. The state, therefore, continues to share an increasing proportion of the expenditure on the administration of secondary education. Mention must be made, however, of a few high schools upgraded as such in 1968-69 without any financial commitment from the government and the management themselves bearing the entire expenditure.

One of the most important aspects of school education is vocationalisation and it forms the main burden of educational reform. Efforts have been made to provide technical high schools and developing them as alternatives to industrial training institutes on the one hand and to the general education schools on the other. The recent advent of junior colleges, at present offering an intermediate course in general education, is another new development whose potentialities in the field of vocationalisation have to be explored to the full. The state government is making efforts to secure expert services, including those from other countries, in order to draw up a vigorous programme of vocationalisation and diversification at the junior college level. This will obviously take some time.

The new structure of education adopted by the state with the introduction of two-year intermediate course in 1969-70, with Telugu medium following the new tenth class public examination, has to be taken as an important landmark in the history of education of the state. Institutions conducting this course are styled as junior colleges and are mostly under the management of the state government. Almost all the degree colleges in the state—both private and government—have intermediate classes attached to them. Constituent colleges of the universities, however, do not impart this part of education. Administrative control of these institutions is vested with the director of public instruction who is assisted by a special officer while the board of intermediate studies, constituted recently, is entrusted with the responsibility of framing the curriculum and conducting the examinations.

As regards higher education, the state of Andhra Pradesh had three universities viz. Osmania University, established in 1918, with jurisdiction over the

Telangana region, the Andhra University, established in 1926, with jurisdiction over coastal Andhra districts of Srikakulam, Visakhapatnam, East Godavari, West Godavari, Krishna and Guntur, and the Sri Venkateshwara University, established in 1954, with jurisdiction over the districts of Nellore, Chittoor, Cuddapah, Anantapur and Kurnool. Increase in the number of colleges year after year and also the increasing demand for post-graduates in various sectors of development warranted the establishment of three post-graduate centres in the state during 1967-73. The three centres are Warangal in Osmania University area, Guntur in Andhra University area, and Anantapur in Sri Venkateshwara University area. These three

centres, which are still in the process of development, are reported to be visualised as nuclei for three more universities for the state.

The state government sanctions block grants to these universities. The grant is fixed normally once in five years. Each university in the state is both a teaching and an affiliating university. The affiliated colleges, which are managed by the government and private bodies, provide for undergraduate courses. There are separate colleges for women, and most of the colleges for men are co-educational in character. Evening colleges have also been established for the benefit of employed persons.

Legal Foundations

List of Act, Codes, etc

The following acts, codes, regulations etc. constituting legal foundations of education are in vogue in the state :—

- (1) Andhra Pradesh Education Rules, 1966
- (2) Osmania University Act, 1959
- (3) Andhra University Act, 1925
- (4) Sri Venkateswara University Act, 1954
- (5) Andhra Pradesh Recognised Private Institutions (control) Act, 1975
- (6) Compulsory Primary Education Act, 1961
- (7) Madras District Municipalities Act, 1920
- (8) The Andhra Pradesh Panchayat Samitis and Zila Parishads Act, 1959
- (9) The Andhra Pradesh Gram Panchayats Act, 1964
- (10) Andhra Pradesh Intermediate Education Act, 1971
- (11) Special Rules for Andhra Pradesh Educational Services, 1962
- (12) The Grant-in-Aid Code of the Andhra Pradesh Educational Department, 1965

Andhra Pradesh Education Rules, 1966

These rules came into force with effect from the academic year 1966-67. Before that the state was following the Madras Education Rules in respect of Andhra region and the rules and regulations prevalent in the erstwhile Hyderabad state in respect of the Telangana region. The new rules are comprehensive in nature and apply to all stages

of education in the state. There are ten chapters which deal with different aspects of educational administration, control and finance. Chapter II deals with rules relating to elementary schools under public and private managements. It prescribes the procedure for seeking permission to open new schools, and granting, withdrawing or refusing recognition to such schools. It also lays down a system of grant-in-aid to anglo-Indian, elementary, adult literacy and pre-basic schools. It further incorporates a rule to make the provisions of Compulsory Education Act applicable to areas where compulsion is introduced.

Chapter III provides rules and regulations about opening of new secondary schools, conditions for granting, withdrawing and refusing recognition to such schools, nature of functions and constitution of staff councils, qualifications etc. of teaching and non-teaching staff, fixation of strength of classes and supply of teachers, principles for promotion of pupils from class to class, discipline, maintenance of time table and records, etc.

Chapter IV contains conditions of service of teachers and non-teaching staff employed in secondary and training schools under private managements. Chapter V contains regulations regarding collection of fees in secondary schools and colleges. Chapter VI relates to schools for special education namely schools for oriental studies, schools for the handicapped, Hindi vidyalayas, pre-primary schools, adult education centres and reformatory schools. Chapter VII stipulates the disciplinary rules for students. Chapter VIII relates to examinations for teacher certificates. (Reference to this will be made in the chapter on personnel management in this report). Chapter IX deals with rules for hostels attached to recognized elementary and secondary

schools and those not attached to any institution. Chapter X contains rules regulating the running of orphanages and boarding houses, power for recognition of which is vested in the director of public instruction.

The University Acts

The acts at serial numbers (2), (3) and (4) relate to the establishment and functioning of the three universities, namely Osmania, Andhra and Sri Venkateswara. The Andhra Pradesh Comprehensive Education Bill Committee has proposed some amendments to these acts and they are now under consideration of the state legislature.

Private Institutions (Control) Act, 1975

The Andhra Pradesh Recognised Private Institutions (Control) Act, 1975 which extends to the whole state, provides for terms and conditions of service of teachers in, and control over, the recognised private educational institutions and for matters connected therewith. According to this act, a teacher employed in any private educational institution cannot be dismissed, removed or reduced in rank or his appointment otherwise terminated without prior approval of the competent authority nominated by the state government. The pay and allowances of teachers in private educational institutions are required to be paid on or before a date fixed by the government. The manner in which accounts of educational institutions are to be maintained is also required to be prescribed by the government.

Powers for inspecting recognised private educational institutions have also been vested in the state government officials according to this act. Chapter IV of the act narrates the procedure for dealing with wilful contravention of the provisions of the act. Chapter V authorises the government to take action in matters regarding delegation of powers and protects it against court intervention in decisions taken under the act. This act actually replaces the Andhra Pradesh Recognised Private Educational Institutions (Control) Ordinance issued in 1974.

Compulsory Primary Education Act, 1961

This act empowers the state government to declare any area in the state to come under the

act and to impose the relevant provisions through officers appointed specially for the purpose or through the regular administrative machinery. It has provisions similar to other state acts on compulsory primary education. The act has been enforced in the state, but persuasive methods also continue to be adopted to bring more pupils to schools.

Madras District Municipalities Act, 1920

This was enacted obviously when the composite Madras presidency was in existence. It relates to the procedures for creation, administration and abolition of municipalities. It extended to all areas which were in the presidency at that time and which are included in the states of Andhra Pradesh, Karnataka, Tamil Nadu, Kerala, Maharashtra and Orissa. Provisions of this act, as amended from time to time, are applicable to Andhra region included in the state of Andhra Pradesh. As regards the other region, namely Telengana, no educational responsibilities lie with the municipalities.

The Andhra Pradesh Panchayat Samitis and Zila Parishads Act, 1959

This act provides for the constitution of panchayat samitis and zila parishads and extends to the whole state of Andhra Pradesh. Every panchayat samiti is to consist of the following as members :

- (i) President of panchayats in the Andhra area and sarpanches of panchayats in the Telengana area,
- (ii) M.L.A. representing the constituency to which the block belongs,
- (iii) M.L.C. who is a member of the zila parishad concerned,
- (iv) Two women elected from registered voters,
- (v) One representative of scheduled castes, and
- (vi) Block Development Officer who is to work as secretary of the panchayat samiti.

Subject to provisions of the act, the administration of the block vests in its panchayat samiti.

Every panchayat samiti is required to endeavour to instil among the people within its jurisdiction a spirit of self-help and initiative and harness their enthusiasm for raising the standard of living. A panchayat samiti can, with the previous approval of the state government, borrow moneys for carrying out the purpose of the act for which the samiti is responsible. The samiti is also required to exercise and perform such of the functions of the district board, including the powers to levy any tax or fees, as may be transferred to it under this act.

In the field of education, the samiti is responsible for maintenance and expansion of elementary and basic education in the area within its jurisdiction. This includes: (i) management of government and taken over aided elementary and higher elementary schools, (ii) establishment of adult education schools and adult literacy centres, (iii) provision and improvement of accommodation for schools with pupils' participation, (iv) conversion of existing elementary schools into basic schools, and (v) taking of such action as may be necessary for the promotion of education for all children until they complete the age of 14 years. The committee is similarly responsible also for social education. This includes: (i) establishment of information, community and recreation centres, (ii) establishment of youth organisations, mahila mandals, farmers' clubs and the like, (iii) establishment and popularisation of libraries, (iv) organisation of watch and ward, (v) encouragement of physical and cultural activities, (vi) organisation of voluntary sanitary squads, (vii) training and utilisation of the services of gram sahayaks.

Sources of income of a panchayat samiti consist of funds relating to institutions and schemes transferred by the government to the panchayat samiti, funds relating to the community development programme, central and state aid, aid received from the All India bodies and institutions, such income of the district board as may be allocated to the samiti by the state government, and such share of the land revenues and state taxes and surcharge or fees which the panchayat samiti is empowered to levy.

Every zila parishad is to be known by the name of the district for which it is formed. It is to have

the following members :—

- (i) President of every panchayat samiti in the district,
- (ii) The district collector,
- (iii) The M.L.As. in the district,
- (iv) The M.L.Cs. in the district,
- (v) The M.P., representing the district,
- (vi) Two women elected from registered voters,
- (vii) One representative of scheduled castes,
- (viii) One representative of scheduled tribes, if the scheduled tribe population exceeds 5% of the district's population, and
- (ix) Two nominated persons who are interested in rural development.

Every zila parishad has the power to (i) examine and approve budgets of the panchayat samitis in the district, (ii) distribute the funds allotted to the district by the central or state governments among the panchayat samitis, and the blocks in the district for which the panchayat samitis have not been constituted, (iii) coordinate and consolidate the plans prepared in respect of the entire district, (iv) supervise generally the activities of the panchayat samitis in the district, (v) exercise and perform such of the powers and functions of the district board, including the power to levy any tax or fees, as may be transferred to it under the act, (vi) advise government on all matters relating to developmental activities and maintenance of services in the district irrespective of whether they have been undertaken by the local authorities or the government, and (viii) establish, maintain or expand secondary, vocational and industrial schools in the district.

The sources of income of a zila parishad consist of (i) the central or state government funds allotted to the parishad: (ii) grants from all India bodies and institutions for the development of specified activities, (iii) such share of the land cess or local cess or state tax or fees as may be prescribed, (iv) proceeds from taxes or fees which the zila parishads may, under any law, levy, (v) such income of the district board as the government may allocate to the parishad, and (vi) such contribution as the zila parishad may levy from the panchayat samitis with the previous approval of the state government.

The Andhra Pradesh Gram Panchayats Act, 1964

This act applies to the whole state of Andhra Pradesh excluding the municipalities, corporations, mining settlements and cantonments.

The act provides for constitution of gram panchayats for villages notified as such by the state commissioner of gram panchayat. A gram panchayat has to have membership as shown in table I.

Table I

Number of Members in a Gram Panchayat

<i>Gram Panchayat with a Population at the last census</i>	<i>Number of Members</i>
Less than 500	5
Between 500 and 1500	7
Between 1501 and 3000	9
Between 3001 and 5000	11
Between 5001 and 10,000	13
Between 10,001 and 15,000	15
Exceeding 15,000	17

The members of gram panchayat are all elected except in the case of township committees in which case the state government can nominate members not exceeding one-third of the total number of members of the panchayat. According to the act, every gram panchayat can make such provision as it thinks fit for fulfilling the needs of the village in respect of promotion and development of inter alia pre-primary education, social and health education, cottage industries and trade, and the establishment and maintenance of libraries and reading room. For its sources of income, a gram panchayat can levy (i) a house tax, (ii) a tax on professions, trades or callings, (iii) a duty on transfers of property, (iv) a tax on the village produce sold in the village, (v) a vehicle tax, (vi) a tax on agricultural land for specific purposes, (vii) land cess, and (viii) such other taxes or

levies as the government may direct or permit in a gram panchayat or a class of gram panchayats to impose.

Andhra Pradesh Intermediate Education Act, 1971

The act provides for the establishment of a board to regulate and supervise the system of intermediate education in the state and to specify the study therefor as well as other connected matters. The chairman and secretary of the board are appointed by the government. Membership of the board is as under :—

- (a) Secretary to Government in the Education Department. (Ex-officio)
- (b) Director of Public Instruction (Ex-officio)
- (c) Director of Technical Education (Ex-officio)
- (d) Director of Medical Services (Ex-officio)
- (e) Director of Industries (Ex-officio)
- (f) Director of Agriculture (Ex-officio)
- (g) Director of Telegu Academy (Ex-officio)
- (h) Secretary to the Board (Ex-officio)
- (i) one person representing the state finance department (to be nominated by government).
- (j) one person to be nominated by each of the universities in the state.
- (k) two principals of colleges to be nominated by government, of whom one shall be from Telengana area.
- (l) six principals of junior colleges or other affiliated and recognized colleges or educational institutions to be nominated by government, of whom one shall be principal of a women's junior college and another of a junior college under private management.

The board itself can co-opt not more than three members possessing expert knowledge in the subjects covered by the courses of study, of whom one is to be a person residing in Telengana region of the state. Government can appoint one

or more vice-chairmen for the board from among its members. The secretary is the chief executive officer of the board.

The board can make regulations consistent with the provisions of act to provide for : (a) manner of co-opting persons as members of the board and convening or holding of meetings of the board and its committees, times and places at which such meetings should be held and the conduct of business thereat, (b) functions of the committee appointed by the board, (c) any other functions to be performed by the chairman, (d) method of management of the property of the board and the appointment of officers and other employees of the board and their conditions of service, (e) conditions for affiliating any college or other educational institution under this act, (f) standards of staff, equipment, accommodation, training and other facilities in any junior college or other affiliated college, (g) courses of study including practical training, if any, the period thereof, and the medium of instruction, for intermediate education and the eligibility for admission of students to the courses of study in different branches of intermediate education, (h) subjects for, and the conduct of, intermediate examination, the appointment, qualifications, duties and powers of examiners in relation to the said examination and the remuneration payable to them, the fixation of fees and other charges for admission of candidates to the intermediate examination, (i) standards of proficiency required for the grant of certificates, (j) allowances payable to the members of the board for its committees

for attending meetings, and (k) any other matter which is to be or may be provided under this act and in respect of which no rules have been framed.

The act gives powers to the government to dissolve the board when it fails to exercise its powers or perform its functions to the satisfaction of the government. The act also provides for the right of the government to make rules for carrying out the purposes of the act.

Special Rules for Andhra Pradesh Educational Services

This is a set of special rules made by the government of Andhra Pradesh covering the method of recruitment, training, appointment promotion etc. of personnel belonging to categories I to IV of Andhra Pradesh Educational service (gazetted officers). Some reference to these rules will be found in the chapter on personnel management.

The Grant-in-Aid Code

The grant-in-code of the state education department, introduced in 1965, applies to grants given to private educational institutions except anglo-Indian, elementary, adult literacy, and pre-basic schools. The latter types of schools are aided under a separate set of rules namely the Andhra Pradesh Education Rules, 1966 referred to earlier. A reference to the grant-in-aid code will again be made in the chapter on financial administration.

Educational Organisation and Administration

History of Education Department

As indicated in Chapter I, Andhra Pradesh was created as a separate state in 1953. Accordingly, the history of education department of the state before that year is the history of the same departments in Tamil Nadu (then Madras State) and in Hyderabad, then a princely state in India. Till 1955, even the administrative offices of Andhra Pradesh continued to function at Madras when they were shifted to Kurnool and later to Hyderabad.

The underlying principle of educational administration in the state has been to follow the rule of democratic de-centralisation. In accordance with this policy, in 1959 elementary and secondary education, which were under district boards and municipalities in the Andhra region and under state government in the Telengana region, were transferred to the Panchayati Raj set up.

Another important feature of reorganisation of the state department of education has been the establishment of a number of academic institutions. Extension services departments were created in teacher training colleges in the year 1956 for the purpose of giving in-service training to secondary school teachers. In 1957, a state bureau of educational and vocational guidance was established with the purpose of giving a fillip to the guidance movement. A state evaluation unit was set up in the year 1962 with the sole aim of examination reform at school stage. A science education unit was created in 1964 in order to improve teaching of science subjects at school stage. In the same year a state institute of education was established with the object of giving inservice training to teachers, conducting research in education, reviewing and reconstructing elementary school curricula and

bringing out publications pertaining to elementary education. During the year 1965-66, all these institutions and units were integrated into a new organisation called State Council of Educational Research and Training. It had the departments of educational and vocational guidance, evaluation, science education, psychological studies, curriculum and text books and extension services. Later two more cells namely (i) a collegiate cell to give in-service training to lecturers of arts and science colleges and (ii) an educational technology cell to look after the SFTT programme were added to the organisation.

Since the creation of Andhra Pradesh, the directorate of education has been re-organised a number of times. Till 1964, there was one Director of Public Instruction looking after primary, secondary and higher education in the state. In 1965, for purposes of administrative convenience and to improve the working of the educational system, the directorate was bifurcated into a directorate of public instruction and a directorate of higher education to look after collegiate education in the state. In 1967, both directorates were again merged. In 1971, they were once again bifurcated, but after some time they were remerged. In 1975, the directorate was once more bifurcated into a directorate of school education, and a directorate of higher education. The former directorate was given an additional director to look after primary education alone. Each of the directorates has the assistance of joint, deputy and assistant directors of education.

In 1965, the district level administration in the state also underwent a reorganisation. Before that year, there were 39 district education officers, each to supervise the work of 50 - 60 schools. There were

6 inspectresses of girls schools, each with a jurisdiction over 1-4 revenue districts. There were also 5 regional deputy directors of education, each with jurisdiction over 1 to 5 revenue districts. In addition, there was a deputy director with his headquarters at Hyderabad to look after secondary and training schools for girls. In 1965, the whole set-up was changed. A district education officer was appointed for each of the 22 districts in the state. He is a Class II officer in the scale of Rs. 700-1000 and he is assisted by gazetted inspectors of schools who number three on an average for each district. The district education officers are pre-dominantly administrative functionaries with a wide variety of responsibilities and powers. The gazetted inspectors of schools function as academic guides to the schools.

After the formation of Andhra Pradesh as a separate state, the two boards of secondary education which were in existence in the Andhra and Telengana regions were merged into one organisation called the Commissionerate for Government Examinations. The director of school education was nominated as the ex-officio commissioner of the organisation. This commissionerate was put in charge of a number of examinations like Secondary School Leaving Certificate (SSLC), Training School Leaving Certificate (TSLC), higher and lower headmasters accounts test, and Oriental Secondary School Certificate (OSSC). In the year 1969, a new category of institutions called junior colleges came into existence catering to the students of intermediate courses. Accordingly, in 1971, a board of intermediate examinations was formed to take charge of the intermediate examinations as well as other associated activities.

Another important feature of the history of education department of Andhra Pradesh is the starting of teacher training institutes (TTI) with a pass in the intermediate examination as the minimum admission requirement. These institutes replaced the teacher training schools which had been under suspension for 5 years due to a surplus of trained teachers in the state.

As regards higher education, three universities came into existence after the formation of Andhra Pradesh. The Andhra University established in

1926 was already in existence. It catered to the needs of coastal districts only. There was also the Osmania University, established in 1918, looking after the needs of the Telengana region. In 1955, Sri Venkateswara University was established to cater to the needs of Rayalseema area of the state. The Andhra Pradesh Agriculture University was established in 1964 with affiliation facilities for colleges of agriculture and veterinary science in the state. In 1974, a Central University called Hyderabad University with headquarters at Hyderabad was also set-up.

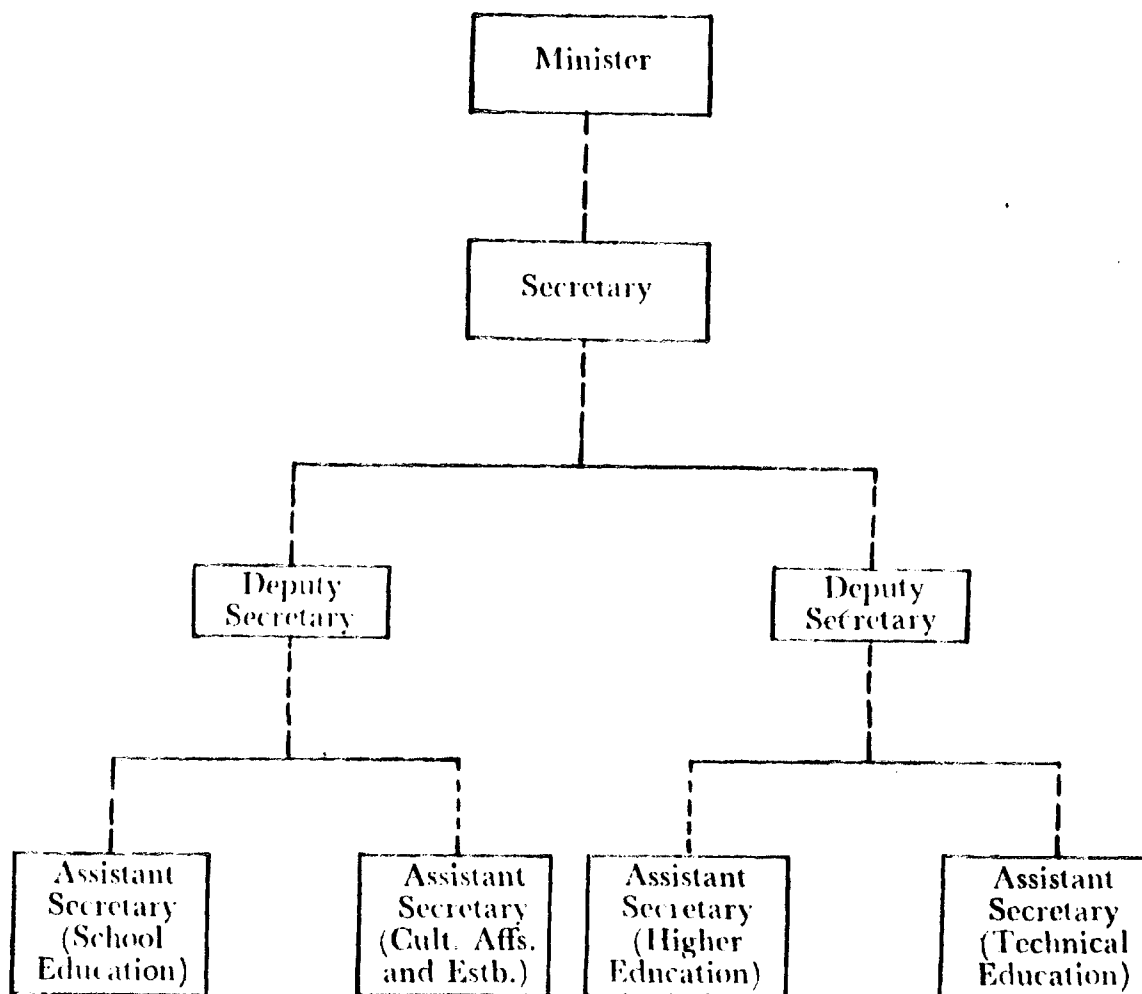
Secretariat Level Machinery for Educational Administration

The state derived its administrative machinery and procedures from the cumulative experience of three states, namely the composite state of Madras and the former states of Andhra and Hyderabad. It is a fairly old machinery; but as indicated above, it has shown enough capacity to adjust to changes during the last two decades. The broad pattern of educational administration in the state, as in other states, may be described under three heads, namely, (i) Secretariat, (ii) Directorate, and (iii) District levels. There are no regional educational authorities in Andhra Pradesh.

The Minister of Education, who is a member of state legislature is in overall charge of education in the state. He has a secretary, who is an I.A.S. officer heading the department of education at secretariat level. The secretary is in turn assisted by two deputy secretaries and four assistant secretaries. There are 22 sections, each headed by a section officer who in turn is assisted by two assistants, one junior assistant and one typist. Organogram I indicates the structure of education department at secretariat level.

One of the two deputy secretaries is responsible for school education, general administration, SCERT, Bal Bhawan, libraries, cultural affairs and music colleges. The other deputy secretary has been assigned work relating to collegiate and technical education. The assignments of the assistant secretaries are indicated in the organogram itself.

ORGANOGRAM I



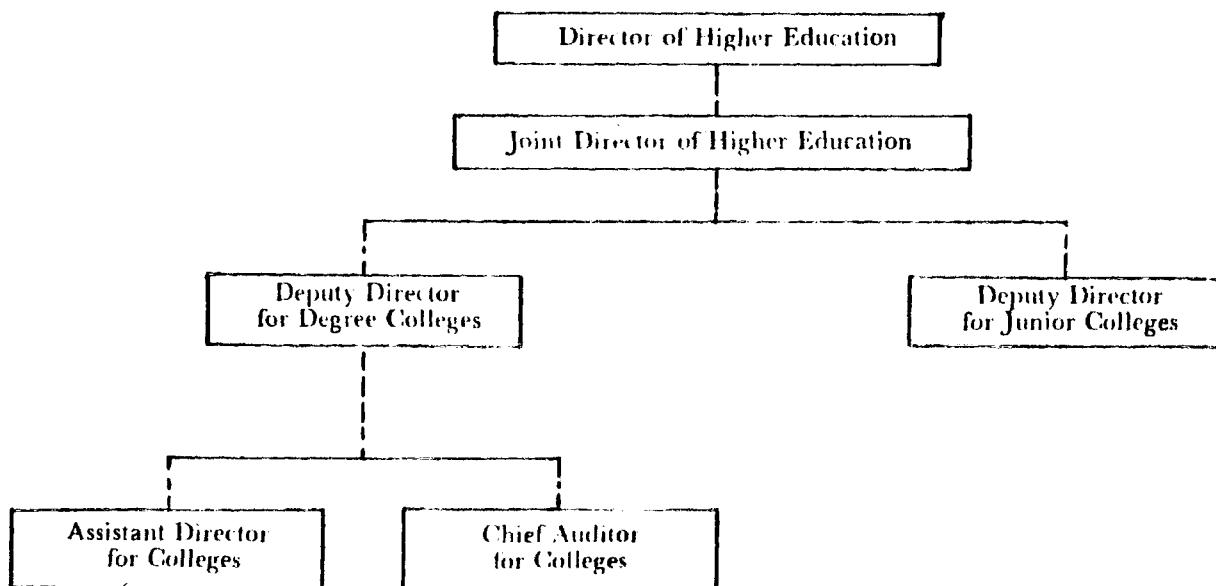
It is the function of the education secretariat to execute policies of education under the direction of the Minister of Education and to get them executed. The secretariat is also responsible for educational planning, budgeting, personnel management of the gazetted cadres, sanctioning grant-in-aid, and coordination with other departments at secretariat level.

Directorate Level Set-up

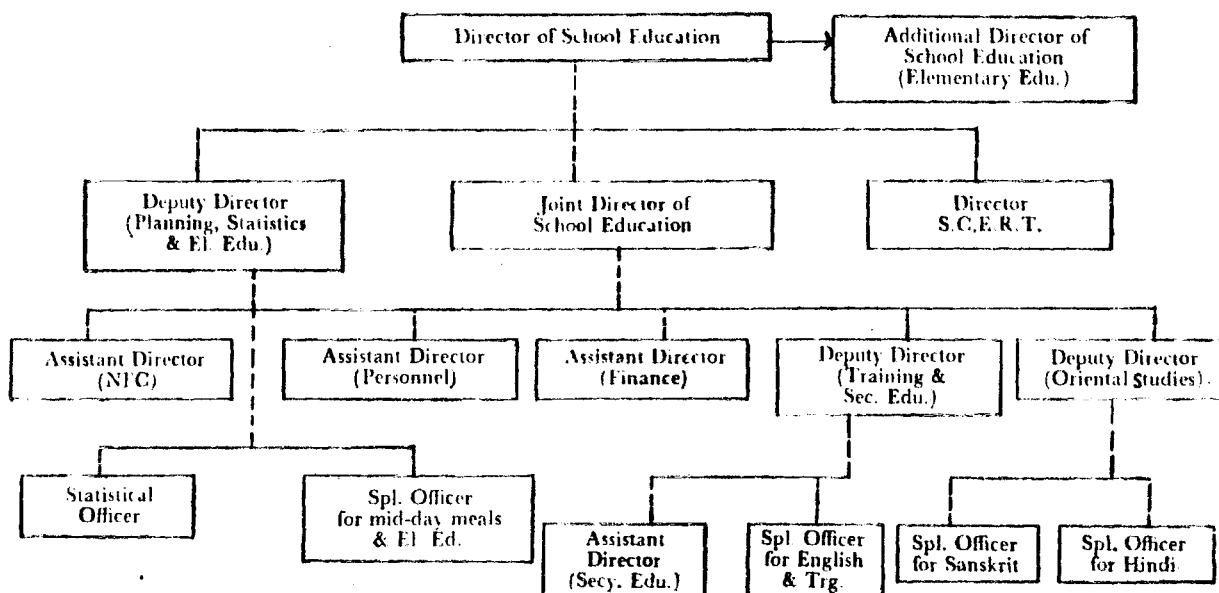
The state has two directorates of education i.e.

Directorate of Higher Education and Directorate of School Education. The two directors who are the chief executives of the state education department, are in charge of organisation and administration of education in accordance with the policies enunciated by the Government of Andhra Pradesh. They are assisted in these matters by joint directors, deputy directors and assistant directors of education. Each joint director, deputy director and assistant director is entrusted with specific sectors of work as indicated in Organograms II & III.

ORGANOGRAM II
(Directorate of Higher Education)



ORGANOGRAM III
(Directorate of School Education)



State Council of Educational Research and Training (SCERT), which is the academic wing of the directorate of education, is headed by a director who is in the rank of a joint director of education. He is assisted by several heads of departments and also gazetted lecturers and nongazetted personnel. Special officer (Intermediate studies) provides a link between the DPI and the Board of Intermediate Education. This board is an autonomous organisation and the state minister of education is the chairman of the Board. The secretary of the board has been of the rank of a joint director of education. Since 1.7.75, this post has been upgraded to that of a director of education. He is assisted by a joint secretary and a deputy secretary.

The state has a separate directorate of public libraries. The director of public libraries is an independent officer under the state education secretariat. He is in the rank of a deputy director of public instruction, but he does not belong to the education department. Administration and supervision of public libraries — state, district, branch and rural — are the main responsibilities of this officer.

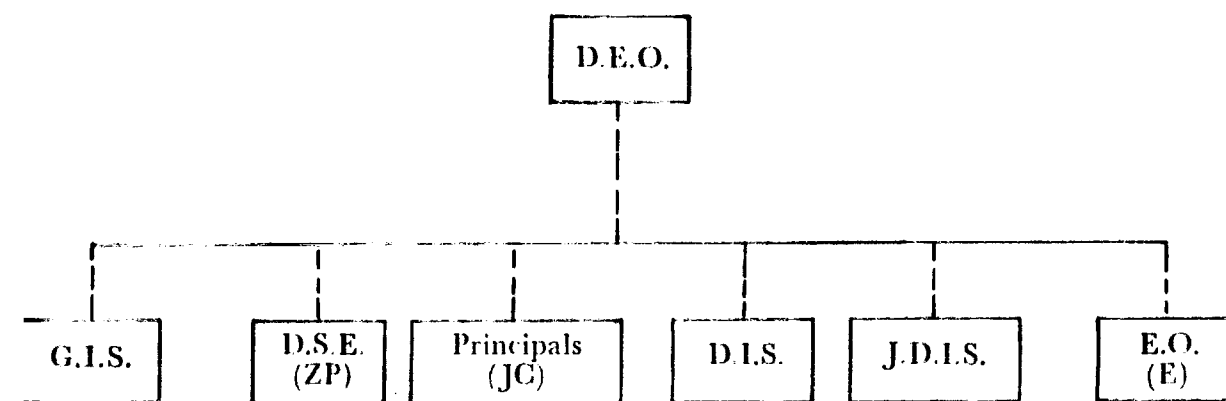
District Level Set-up

In Andhra Pradesh, each district education officer holds the rank of a deputy director in the state education service. He is the officer responsible

for all activities of general education including those of junior colleges in the district but excluding degree colleges. Each of these officers has 3 or 4 gazetted inspectors of schools (the number is determined according to the number of secondary schools in the district), who assist him in academic inspection and administration of secondary and special schools as well as school departments of junior colleges within the district. To look after secondary schools administered by the zilla parishads (former district boards) there is another set of officers designated as deputy secretaries (education) who are of the same rank and status as the gazetted inspectors. Each zila parishad has one deputy secretary (education).

The education districts are further divided into sub-districts for purposes of administration and supervision of middle and primary schools. The officers at sub-district level are designated as deputy inspectors of schools. These officers are also given the assistance of some junior deputy inspectors of schools who are assigned primary schools only. Apart from these inspectors, there is another category of academic supervisors called extension officers (education) attached to the N.E.S. blocks. Organogram IV indicates the pattern of set up of a normal district in the state and table I gives the number of inspectional functionaries working at district and lower levels.

ORGANOGRAM IV



Abbreviations

D.E.O. : District Educational Officer.
 G.I.S. : Gazetted Inspector of Schools.
 J.C. : Junior Colleges.

D.S.E. (ZP) : Deputy Secretary (Education),
 (Zilla Parishad).
 D.I.S. : Deputy Inspector of Schools.
 J.D.I.S. : Junior Deputy Inspectors of
 Schools.
 E.O. (E) : Extension Officer (Education).

Table I

Strength of Supervisory Staff at District and Lower Levels

S. No.	Name of District	Number of Officers						Total
		D.E.O	Gazetted Inspectors	Deputy Secretary (Zilla Parishad)	Deputy Inspectors	Junior Deputy Inspectors	Extension Officer Education	
1.	Adilabad	1	1	1	12	6	12	32
2.	Anantapur	1	3	1	18	—	16	38
3.	Chittoor	1	3	1	21	10	19	54
4.	Cuddupah	1	2	1	14	15	14	46
5.	East Godawari	1	3	1	24	16	24	68
6.	Guntur	1	4	1	21	—	21	47
7.	Hyderabad	1	3	1	8	6	8	26
8.	Hyderabad City	1	5	1	12	—	12	31
9.	Karimnagar	1	3	1	16	4	14	38
10.	Khamam	1	3	1	13	3	13	33
11.	Krishna	1	4	1	19	17	19	60
12.	Kurnool	1	3	1	16	8	16	44
13.	Mahaboobnagar	1	4	1	17	—	17	39
14.	Medak	1	3	1	6	15	10	35
15.	Nalgonda	1	4	1	18	5	15	43
16.	Nellore	1	3	1	16	6	16	42
17.	Nizamabad	1	2	1	10	6	10	29
18.	Prakasam	1	3	1	18	18	18	58
19.	Srikakulam	1	3	1	25	19	24	72
20.	Visakapatnam	1	2	1	27	9	25	64
21.	Warrangal	1	4	1	16	5	16	42
22.	West Godawari	1	3	1	5	—	5	14
Total		22	68	22	352	168	340	951

Other Departments Handling Education

There are four more departments of the state government which handle educational work in addition to other activities. These are the tribal department and the departments of social welfare, health and medicine, and agriculture. The tribal department attends to the educational and other problems of tribal areas and tribal communities. Similarly the department of social welfare is concerned with the development of scheduled castes and other backward communities.

Medical institutions which give medical and health education as well as training in allied subjects are administered by the department of health and medicine. These institutions are affiliated to the universities in the concerned regions. They offer courses for the usual degrees like M.B.B.S., M.D., M.S. and B.D.S. They also impart training to sanitary inspectors and auxiliary nurses. Facilities for several other diploma courses are also available in these institutions. Extension of medical and health education like those for family planning and eradication of epidemics is also administered by the department of health and medicine.

The department of agriculture is responsible for various types of agriculture courses and training. The agricultural science colleges offer courses leading to B.Sc. (Ag.) and M.Sc. (Ag.) degrees. They also provide facilities for research leading to Ph.D. degrees in specialised fields. These institutions are affiliated to the Andhra Pradesh Agricultural University. There are also home science and veterinary science colleges offering degrees such as B.Sc. (Home Science), M.Sc. (Home Science), B.V.Sc. and M.V.Sc. as well as research facilities leading to Ph.D. degree. Extension education facilities in agriculture are also made available. These include soil testing and preservation. Activities connected with plant protection, breeding of new varieties of corn and

animal breeding are also undertaken by the department of agriculture of the state.

Local Self-Government and Voluntary Agencies in Education

It is the policy of the state government to encourage local-government agencies to assume responsibility towards school education according to needs of the localities. The government gives 100% grant to the educational institutions run by local self-government bodies. The government helps voluntary agencies to start good and well equipped educational institutions at all levels.

Management and administration of secondary and primary education are the responsibility of local self-government agencies like municipalities, zilla parishads and panchayat samities. In Telangana region there are no schools under municipalities. The Panchayati Raj Act covers the functions of zilla parishads and panchayat samities. Academic supervision and inspection of institutions under local body managements, however, are done by officers of the education department like district education officers, gazetted inspectors of schools and deputy inspectors of schools. The local self-government agencies are given 100% block grants to enable them to discharge their responsibilities in the field of education.

A number of voluntary organisations are functioning in the field of education in Andhra Pradesh. These include :

- (i) CB Raju Dharama Smastha
- (ii) Menonite Brothern of Christain Schools (MBCS)
- (iii) Vivek Vardhani Education Society
- (iv) Agarwal Education Society
- (v) Gujarati Vidya Samstha
- (vi) Marwari Vidya Samstha

- (vii) SPG Schools
- (viii) Andhra Christian Organisation
- (ix) Rama Krishana Mission
- (x) Nrupatunga Education Society
- (xi) Andhra Luthern
- (xii) Maharaja of Vizianagaram Education Society
- (xiii) Church of South India

The State government has also set up an agency called A.P. Residential Schools Society (APRSS) which runs residential schools and junior colleges. It is a registered society. The schools administered by it are fully controlled and financed by the state government.

Educationally Backward Areas

No area in the state has been declared or identified as educationally backward. However, the districts of Srikakulam, Visakapatnam, East Godawari, West Godawari, Khammam, Adilabad, Mahaboobnagar and Kurnool are called classified districts and they get certain amount of special treatment in developmental programmes.

In the tribal areas of the state, literacy has been specially low. The state tribal department, which is responsible for education of the tribals has taken several measures to impart education to the tribal children. There are now 1,279 primary schools, 20 secondary schools and 2 junior colleges providing educational facilities in the tribal areas. there are also 255 ashram schools in the state now. There are 297 hostels with 12,671 tribal boarders. Study material, dress, beds, etc. are supplied free to tribal children in addition to pre-matric and post-matric scholarships.

The state government has prepared a sub-plan for integrated tribal development on an estimated cost of Rs. 123 crores. There are four

integrated tribal development agencies (ITDAs) functioning at Visakapatnam, Khammam, War-rangal and Adilabad districts. Three more similar ITDAs are proposed to be started in the districts of East Godawari, West Godawari and Mahaboob-nagar. Twentyfour tribal development blocks are already functioning and these blocks cover the entire tribal area in the state.

In an effort to accelerate the educational development of tribal communities in the state, several other measures have also been taken. Under the rules of admission to various academic and professional institutions, seats are reserved for the scheduled tribes. The rules have been relaxed in their favour in matters of age, qualifications and marks. The tribal students of various levels of education also receive residential and non-residential scholarships. Further, hostel facilities are available to them at concessional rates.

Evaluation of Pupils Progress

Public examinations are conducted at various levels of general education. Table III gives a list of such examinations and the authorities which conduct them. The district education officers do not have any special machinery for the conduct of the VII standard common examination apart from the clerical and other non-technical assistance provided by their regular staff. The gazetted inspectors of schools, deputy inspectors of schools and extension officers also cooperate with the district education officer in this matter. The internal assessment of the pupils progress is done by regular class-room teachers. But it is not linked with the results of external examinations at any stage.

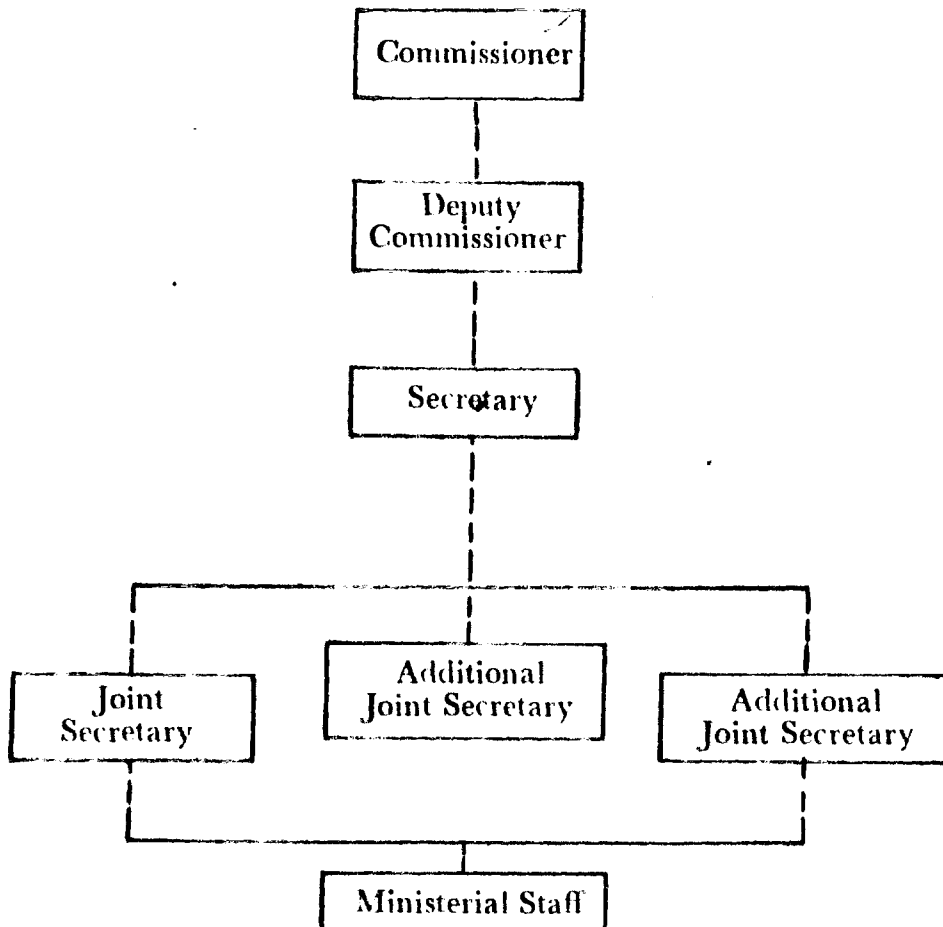
There is a commissioner for the government exemptions in the state. Organogram V gives a broad picture of the administrative set-up of the commissionerate of examinations.

Table III

Public Examinations Conducted in Andhra Pradesh

<i>S.No.</i>	<i>Stage</i>	<i>Name of Examination</i>	<i>Scope</i>	<i>Authority to Conduct the Examination</i>
1.	Middle School	VIIth Class Common Examination	District	District Education Officer
2.	Secondary	S.S.L.C.	State	Commissioner for Government Examinations.
3.	Primary Teacher Training	T.S.L.C.	State	Commissioner for Government Examinations
4.	Oriental Learning	Pundits Exam. (Telugu, Urdu, Hindi)	State	Commissioner for Government Examinations
5.	Intermediate	Intermediate	State	Board of Intermediate Education
6.	Degree/Post Graduate and Diploma	B.A., B.Sc., B.Com., M.A., M.Com., etc.	University	University concerned

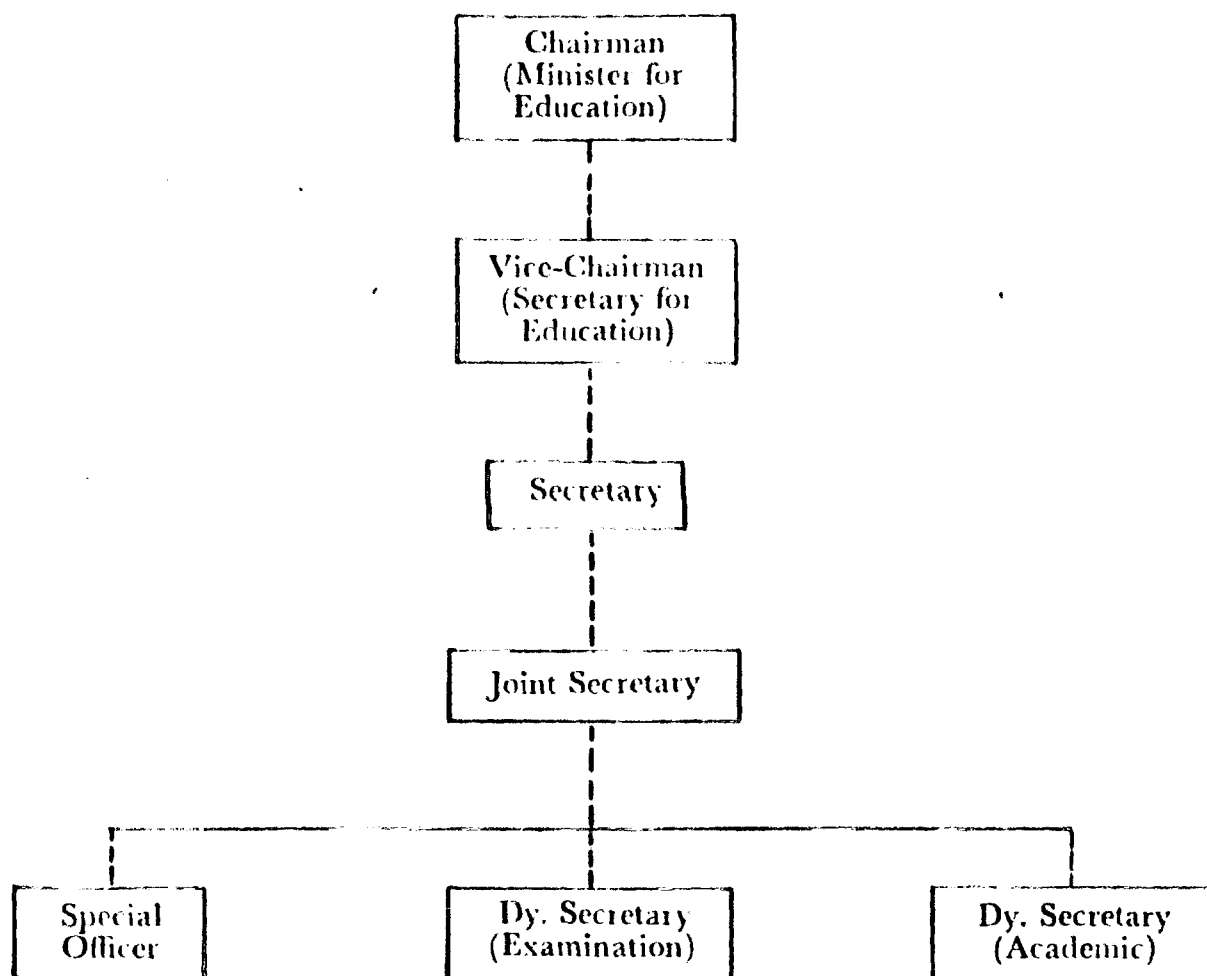
ORGANOGRAM V
(Commissionerate of Examinations)



The Board of Intermediate Examinations is an autonomous body which is solely responsible for the conduct of external examinations at the end of the two-year course in junior colleges. The organisational set-up of this board can be seen in

Organogram VI. The secretary of the board has so far been an officer in the rank of a joint director of education. The post has now been equated to that of a director of education. The board has its own ministerial staff.

ORGANOGRAM VI
(Board of Intermediate Education)



At university level, there are special branches for examinations in each of the universities headed by a controller of examinations. These officers are assisted by assistant controllers and the necessary ministerial staff employed by the universities. The department of education has control over all examining bodies except the universities.

Delegation of Powers

There is no delegation of administrative powers as such among officers of various levels in the

secretariat of the state education department. But when a policy decision has been taken on a particular matter, cases involving application of the general policy are required to be disposed off at the level of the deputy secretaries. Similar is the practice in the directorate of public instruction as well. In order to facilitate the work, a number of financial powers have, however, been delegated to the state education secretary and the director of public instruction as well as officers sub-ordinate to him. These will be referred to in chapter IX dealing with financial administration of education.

Institutional Administration

Role of a Principal or Headmaster

The head of an educational institution holds a pivotal position because much of the initiative and drive required for day-to-day administration as well as the dynamism and originality warranted for planning and evaluation of activities must come from the head. Selection of the right type of person for this position is, therefore, an important step towards successful functioning of an educational institution.

The head of the institution has to be an able organiser, efficient administrator, tactful disciplinarian, diplomatic liaison officer and above all an academician of high standard. This principle applies to heads of institutions of all levels from pre-primary to higher education. The head of a school has to be the guide and counsellor for the teaching staff and must be in a position to furnish them with necessary expertise in the matter of curriculum development, teaching methods, evaluation etc. He has to take the role of an effective democratic supervisor in the field of education. The headmaster or the principal must be in a position to look for the best in everything and exploit all possible situations for better working of the institution. He should keep healthy contact with not only the members of different departments of his institution but also the public.

In a way, the principal or the headmaster is the representative of the community for the benefit of which the school or college is established. He is also a representative of the state which finances the institution. So it is the primary duty of the head of a school or college to see that every rupee spent

out of public funds is spent for the purpose for which it is intended.

A co-ordinated and systematized programme of work alone will help successful implementation of plans in any institution. There may be different classes, faculties or departments, so to say, in an institution and each of them claim certain amount of specialised expertise in the area concerned. But, it has to be remembered that each activity forms part of a whole, i.e., the sum-total of all the activities. It is the output of the overall performance that counts. Therefore, closer coordination and understanding among different departments and units of the institution is a must. The headmaster or principal is the only agency which can undertake the responsibility of co-ordinating the multifarious activities of his institution.

Fixing Strength of Teachers

Throughout the school system in Andhra Pradesh, one teacher is provided for a class of 40 pupils except in single teacher schools where the teacher-pupil ratio is 1 : 20. In secondary schools there is at least one section for each of the classes VIII, IX and X. Accordingly there are three B. Ed. Assistants posts and the post of a headmaster. Out of these 3 B. Ed. Assistants, one is for social studies, one for mathematics and one for science. Besides, there is one Telugu and one Hindi Pandit in addition to specialist teachers like Drawing Masters, Craft Instructors, and Physical Education Teachers as far as possible. The same principle applies to all schools irrespective of the type of their management.

Table I

Institutions and Teachers during 1972-73

Stage	Number of Institutions	Number of Teachers			Average Number of Teachers per Institution
		Trained	Untrained	Total	
Pre-Primary	67	114	3	117	1.8
Primary	36,772	77,627	1,410	79,067	2.1
Middle	3,533	25,992	1,448	27,440	8.0
Secondary	3,164	50,110	3,516	53,626	16.9
Total	43,536	153,843	6,407	60,250	3.6

During the year 1973* there were 44,286 institutions for general education employing 1,65,851 fulltime and 327 part-time teachers against 1,69,078 sanctioned posts in the state. On this basis, the average teacher-pupil ratio works out to 1 : 31 and the average number of teachers per institution is 3.7. Table I shows some details regarding the institutions and teachers working therein during the year 1972-73 as gathered from 'Educational Statistics at a Glance' published by Union Ministry of Education and Social Welfare in 1974.

It will be noted that the average number of teachers supervised by the head of a school in Andhra Pradesh is less than four. But, considerable difference can be noticed between primary and secondary levels in this respect. It is observed that the headmaster of a secondary school has to supervise the work of about 17 teachers on an average while the middle school headmaster gets about half of the number. The head of a primary school is in a far advantageous position, for he has only about two teachers working under him. The lightness of burden in the latter case is necessary due to the fact that the headmaster of a primary school is obliged to teach his own class besides administering the institution.

Identification and Promotion of Talent Among Pupils

In Andhra Pradesh there are three residential schools which cater to the needs of more talented children. The pupils are selected on the basis of an admission test at the end of the classes V and VIII. These institutions are under the control of a Special Officer for Residential Schools—an autonomous authority. They offer free education in the regional language and provide residential facilities to children upto the end of secondary stage. There is also the Silver Jubilee Degree College at Kurnool which admits students of merit selected on the basis of an admission test. This college, which again is an autonomous institution, provides special facilities for talented students of both rural and urban areas.

Besides, the national science talent search scheme, and the programmes of granting national and other scholarships are also implemented in the state for the benefit of talented children. Under a central government scheme, national scholarships are available to talented students for further study at post-matric stage. Brilliant students of the state can also take advantage of two schemes of merit scholarships of the Government of Andhra Pradesh.

*Source : 'Provisional Statistics on School Education,' Third All India Education Survey, NCERT, New Delhi, 1975.

Administration of Pupil Welfare Services

In Andhra Pradesh, school health clinics are maintained in urban areas. Flying squads pay periodical visits to schools in rural areas for doing medical check up of school children. These services are free. In all residential schools of the state, medical aid is invariably available within the institution.

Some privately managed institutions have established canteens which provide edibles at concessional rate. About 12,500 primary schools avail of the midday meal programme of CARE. 'Upma' is prepared with CSM mixture and salad oil. Feeding is generally done for 200 days in a school year. It is estimated that about 8½ lakhs of children get the benefit of this scheme. About 30,000 children belonging to the twin cities of Hyderabad and Secundrabad are given a quarter litre of milk per day in addition to the 'Upma'.

With a view to supply processed food to school children, the state government have established a factory at Nacharam Industrial Development Area, Hyderabad at an estimated cost of Rs. 1.57 crores. Government meets 10% of the outlay and the remaining part is met by CARE and UNICEF. The factory, which is expected to be commissioned in 1975, is to produce 40 tonnes of processed food every year. This is expected to suffice to cater to the needs of 4 lakhs of primary school children in the districts of Medak, Nalgonda, Mahboobnagar, Hyderabad and Secundrabad.

Some educational institutions have their own buses or other vehicles to provide transport facilities to their students. Students all over the state are entitled to concessional rates in the government and private transport systems.

Education of the Under-Privileged

Education upto the high school stage is tuition-free in Andhra Pradesh. A number of other schemes have been launched in order to accelerate educational development of the economically and socially handicapped communities. Children of parents whose income does not exceed Rs. 300/- p.m. are classified as economically backward and they avail themselves of the concessional and free education beyond high school stage also. The state takes advantage of the national loan

scholarships scheme intended to benefit poor and talented students at post-matric stage. Talented children of teachers of primary and secondary schools in the state benefit from the special scheme in this regard launched by the Union Ministry of Education. In addition, the D.P.I. sanctioned during 1973-74 a number of other categories of scholarships to help the under-privileged classes. These included the following :—

(i) Riayati Scholarships (schools and colleges)	2,120
(ii) Scholarships to children of deceased government servants (schools and colleges)	2,712
(iii) Scholarship to children of political sufferers (schools and colleges)	1,570
(iv) Scholarship to orphans, destitutes and widows in schools and colleges	554

As regards girls, they are entitled to certain special concessions in addition to their share in the schemes indicated above. Many girls belonging to the age group 6-11 get a book grant of Rs. 5/- each every year. A book grant of Rs. 10/- per child is similarly given to the girls of the age group 11-13. Attendance scholarship and uniform at the rate of Rs. 40/- per annum for 10,000 girls in the age group 6-11 and for 6,000 girls for the age group 11-13 are awarded every year. It may be added that in order to pay special attention to the education of girls in the state, every district has a gazetted inspector schools (woman) who inspects and supervises girls secondary and training schools only. The state government also launched in 1969-70 a special scheme of scholarships to women to pursue post-matriculation and post-graduate courses with an undertaking to serve as teachers of mathematics and physics. This scheme has been intended to attract competent women candidates in order to meet the demand for women teachers of mathematics and physics, both at secondary and collegiate levels.

Special Incentives to Scheduled Castes etc.

A reference in chapter III has already been made to the various schemes for educational development

of tribal areas and tribal communities through the tribal department of the state government. The state social welfare department also undertakes various programmes for the welfare of scheduled castes and tribes as well as other backward communities. These are, of course, in addition to the general programmes for all pupils of the state from which also the scheduled caste and tribe children can benefit.

Residential and non-residential scholarships are awarded to the scheduled caste and backward class students from VI class to the post-graduate level. Residential scholarships are given to those who reside in recognised hostels attached to schools and colleges and non-residential scholarships to the day scholars living with their parents. Pre-matric non-residential scholarships are sanctioned by the district collectors and the powers to sanction fresh scholarships to the post-matric students have also been delegated to the same collectors since 1973-74. The sanction of scholarships to the post-matric students studying outside the state and the sanction of pre-matric residential scholarships studying outside the state and the sanction of pre-matric residential scholarships to the students residing in attached hostels, orphanages and boarding homes is made by the state director of social welfare.

Each scholarship covers the cost of books and fees in the case of non-residential students, and boarding and lodging charges in addition to the amount meant for books and fees in respect of the residential students. The rates of boarding and lodging charges of the residential students are Rs. 20/- p.m. for 10 months for students from VI to X class and Rs. 40/- p.m. for 9 months for the college students. In big towns like Hyderabad, Visakapatnam, Guntoor and Kurnool, the rate is Rs. 50/- p.m. for college students.

Besides award of scholarships from the state funds, post-matric scholarships are also given to the scheduled caste and tribe students in accordance with the government of India scheme in this regard. The rates of these scholarships for maintenance purposes range from Rs. 40/- to Rs. 75/- p.m. for hostel and from Rs. 27/- to Rs. 60/- p.m. for day scholars depending upon the course of studies. For students securing Ist class, these rates are increased to 1½ times. The scheme pro-

vides for payment of all tuition and other fees to the institutions direct.

There are 961 government hostels for scheduled castes and tribes with a strength of 43,047 boarders. The state social welfare department opened government hostels to accommodate the erstwhile boarders of the subsidised hostels which were abolished from the close of the academic year 1973-74. Forty four (44) of the government hostels for scheduled castes are for boys and 4 for girls studying in colleges, and 680 for boys and 273 for girls studying in schools. Seats have been reserved in these hostels for various categories of students on the following basis :

Scheduled Castes	60%
Harijan Christians	15%
Backward Classes	6%
Scheduled Tribes	5%
Unreserved	14%

The state social welfare department also maintains 173 government hostels for backward classes with a strength of 7,826 boarders. Free board and lodging facilities are provided in all these hostels. 75% of the seats are reserved for backward classes, 20% for scheduled caste and 5% for scheduled tribe. Twelve of the hostels for backward classes are for college boys, 145 for high school boys and 60 for high school girls.

Social welfare schools play a vital role in the educational development of the under-privileged in that they are run exclusively for the scheduled caste children in harijan colonies. During 1974-75, a sum of Rs. 32.09 lakhs was provided for such schools and their schemes of midday meals. The social welfare department is running 529 social welfare elementary schools and four high schools exclusively for harijan children with 972 teachers. The schools are located in harijan colonies and 23,313 students are studying in them.

Due to poverty, the scheduled caste students are mostly unable to purchase text books. The state government has, therefore, been providing the nationalised text books to scheduled caste students studying anywhere at the school stage free of cost. The department is also supplying school stationery to primary school children of harijan families at the rate of Rs. 5/- to Rs. 10/- per pupil. Students belonging to scheduled caste and harijan christian

families are eligible for full-fee concession in all colleges in Andhra Pradesh, provided their parents' income does not exceed Rs. 3,600/- per year. The universities give them fee concessions and claim compensation from the state government on this account. Similar concessions in fee are given also to children of backward classes whose parents' income does not exceed Rs. 3,600/- per annum.

Administration of the Prime Minister's 20-Point Economic Programme in Educational Institutions

As a part of implementation of the Prime Minister's 20-point economic programme, the state government have taken steps for supply of essential commodities at controlled prices to students in the hostels. The district collectors have been asked to set apart adequate quantities of rice in favour of student hostels and to ensure that the students in all the hostels get their requirements of essential commodities without any avoidable difficulty.

Arrangements already exist for supply of nationalised text-books and stationery at controlled rates. During 1975-76, it has been programmed to print 100 lakhs of nationalised text-books as against the average of 70 lakhs during the preceding years. These are being given to 11 regional sales depots in the state. The state government have also streamlined the distribution system so that the books are made available to the students well in time and artificial scarcities are avoided. Special arrangements have been made to meet the requirements of students belonging to scheduled castes and tribes. As regards exercise books, allotment of paper at controlled prices is made in favour of registered associations of note-book manufacturers, who supply note-books at prices fixed

by the education department which is keeping watch over the distribution.

Involvement of Pupils in Educational Administration

It is a practice in Andhra Pradesh to ascertain opinions of the student population through their organisations on matters having direct bearing on them. Representatives of students organisations are some-times invited to participate in educational conferences as well. The thinking that the student is an integral component of the educational machinery is gradually gaining ground at all levels in the state and the views of the student population is considered valuable in any kind of reform that is envisaged in the field of education.

Involvement of the Community in Institutional Administration

The idea that the school belongs to the community and it is virtually owned by it has been accepted as a matter of policy by the state government. As indicated earlier, the primary schools are administered by panchayat samities. The secondary schools, which were under district boards, have been taken over by government but their administration rests with zila parishads. In this manner, considerable opportunities are available for representatives of the community to express their views in educational matters. The draft comprehensive education bill, which is presently under consideration of the state legislature, has been subjected to public opinion through various media like publication, committee deliberations, seminars, etc. The bill, when enacted, is expected to provide a more democratic and realistic basis for educational administration in the state.

Personnel Administration

The Administrative Personnel

In the chapter on organisation and administration a reference has already been made to the size and structure of administrative machinery for education in Andhra Pradesh. Following are the different categories of officers manning the administrative hierarchy for education in the state :-

- | | |
|---|--|
| <p>Class I — Director of Public Instruction</p> | <p>Category 2 — Assistant Directors of Public Instruction,
— Assistant Commissioners for Government Examinations.</p> |
| <p>Class II — Deputy Directors of Public Instruction
— Regional Deputy Directors of Public Instruction
— Deputy Commissioner for government examinations
— Principals of Training Colleges
— Principal, City High School, Hyderabad
— Principal, Chaderghat High School, Hyderabad
— Principal, Government Basic Training School, Khairatabad.</p> | <p>Category 3 — Chief Inspector of Physical Education,
— Inspectors of Physical Education,
— Inspectress of Physical Education,
— Inspectors of Games and Sports.</p> |
| <p>Class III-Category 1 — District Educational Officers and Inspectresses of Girls Schools,
— Lecturers in Training Colleges,
— Headmasters, Headmistresses and Gazetted Assistants in High and Training Schools.</p> | <p>Category 4 — Headmaster, Government School for Blind & Deaf, Hyderabad.</p> <p>Class IV-Category 1 — Principals of Arts Colleges, Grades I & II,
— Lecturers in Arts, Engineering and Medical Colleges.</p> |

The special rules for Andhra Pradesh educational service issued with G.O. Ms. No. 259 of 1962 give details of the method of recruitment to these posts. These are indicated in table I. Similarly table II gives designation-wise information about the method of recruitment and prescribed qualifications for various types of posts in the education department of the state government.

Table I

**Methods of Appointment to
Administrative Posts**

<i>Class, Category or Grade</i>		<i>Method of Recruitment</i>	
(1)	(2)	(1)	(2)
Class I	Promotion from among officers in class II, and in grade I of category I of class IV.	Category 2 of Class III	(1) Recruitment by transfer from the categories of senior superintendents of the office of the director of public instruction and senior superintendents of the office of the commissioner for government examinations in the Andhra Pradesh Ministerial Service.
Class II	(1) Promotion from among officers in categories 1 and 2 of class III. (2) Promotion from among officers in grade II of category 1 of class IV. (3) Appointment from among officers in any other post in class II and in grade I of category 1 of class IV. (4) Direct recruitment, if no suitable and qualified person is available.	Category 3 of Class III	(2) Appointment from among officers of category 1 of class III.
Category I of Class III	(1) Direct recruitment including recruitment from B.Ed. assistants employed in recognised non-government secondary schools. (2) Appointment from among holders of any post on an identical scale of pay in class III.	Category 4 of Class III	(1) Recruitment by transfer from among regional inspectors of physical education, physical directors and directresses, grades I and II and physical training instructors in the Andhra Pradesh Educational Subordinate Service. (2) If no qualified and suitable person is available for recruitment by transfer, direct recruitment.
Category 1 of Class III	(3) Recruitment by transfer from the category of assistant lecturers in government training colleges and the combined category of deputy inspectors of schools, school assistants, headmasters and headmistresses in the Andhra Pradesh Educational Subordinate Service.		(1) Recruitment by transfer from the combined category of deputy inspectors, school assistants, headmasters and headmistresses and the category of assistant lecturers in training colleges in the Andhra Pradesh Educational Subordinate Service. (2) Appointment from among holders of any post in the service on an identical scale of pay. (3) Direct recruitment.

(1)	(2)	(1)	(2)
Collegiate Section			
Grade I of Category 1 of Class IV	(1) Promotion from grade II of category 1 of class IV. (2) Appointment from among holders of any post in the service on an identical scale of pay.	Category 2 of Class IV	(2) Promotion from category 2 of class IV. (1) Direct recruitment. (2) Recruitment by transfer from among assistant lecturers (other than those in government training colleges) in the Andhra Pradesh Educational Sub-ordinate Service. (3) Appointment from among holders of any post in the service on an identical scale of pay.
Grade II of Category 1 of Class IV	(1) Direct recruitment from among members of teaching staff employed in recognised non-government colleges.		

Table II
Qualifications etc. of Administrative Personnel

<i>Designation of Post</i> (1)	<i>Method of Recruitment</i> (2)	<i>Prescribed Qualifications</i> (3)
1. Deputy Directors of Public Instruction, Regional Deputy Directors of Public Instruction, Deputy Commissioner for Government Examinations.	Appointment from among officers in any other post in class II or promotion from categories 1 and 2 of class III.	(i) Service for three years including one year as district educational officer. (ii) Degree of a university in the state and a teaching degree.
-do-	Direct recruitment	(i) A first or second class degree of M.A., B.A. (Hons.) or B.Sc. (Hons.) of a university in the state. (ii) B.Ed. degree of a university in the state. (iii) Three years experience of administration and inspection of secondary and elementary schools. (iv) Preference is to be given to a candidate who possesses M.Ed. Degree of a university in the state or a higher degree in education of any other Indian or foreign university.
3. Principals of Training Colleges.	Appointment from among officers in any other post in	(i) Service for three years in class III.

(1)	(2)	(3)
	class II or promotion from categories 1 and 2 of class III.	(ii) A first or second class degree of M.A., M.Sc., B.Sc. (Hons.) or B.A. (Hons.) of a university in the state. (iii) A degree of B.Ed. of a university in the state.
4. Principals of Training Colleges.	Appointment from among officers in grade I or promotion from grade II of category 1 of class IV.	(i) A first or second class degree of M.A., M.Sc., B.Sc.(Hons.) or B.A. (Hons.) of a university in the state.
5. Principals of Training Colleges.	Direct recruitment.	(i) A first or second class degree of M.A., M.Sc., B.A. (Hons.) or B.Sc.(Hons.) of a university in the state together with a teaching degree. (ii) Experience as principal or lecturer in a teachers' training college for not less than 5 years. (iii) Preference is to be given to candidates who possess M.Ed., degree or a higher degree in education of any Indian or foreign university and experience of organising and conducting research in matters relating to education.
6. All posts in category 1 of class III except Lecturers in Education and in Social Studies.	Direct recruitment otherwise than from among B.Ed. assistants employed in recognised non-government secondary schools.	(i) A first or second class degree of M.A., M.S.c., or B.A. (Hons.) or B.Sc. (Hons.) of a university in the state in such subject or language as may be necessary in the opinion of the state government. Preference is to be given to such of the candidates as have, in addition, obtained any higher degree (by examination, advanced study or research) of a university in the state in such subject or language as the case may be. (ii) A degree in teachers' training of a university in the state. Preference is to be given to a candidate who possesses the M.Ed. degree of a university in the state

(1)

(2)

(3)

or a higher degree in education of any other Indian or foreign university; and provided that a degree in teachers' training shall not be insisted upon at the time of selection if a candidate has not completed the age of 29 years but he shall acquire the said qualification after selection and before appointment.

7. All posts in category I of class III. Direct recruitment from among B.Ed. assistants employed in recognised non-government secondary schools.

(i) A degree of a university in the state. Preference is to be given first to such of the candidates who have, in addition, obtained a first or second class degree of M.A., M.Sc., B.A.(Hons.) or B.Sc.(Hons.) of a university, in such subject or language as may be specified by the state government and next to such of the candidates who have, in addition, obtained a I or II class degree of M.A., M.Sc., B.A. (Hons.) or B.Sc.,(Hons.) of a university in the state in any other subject.

(ii) A degree of B.Ed. of a university in the state. Preference is to be given to a candidate who possesses, in addition, M.Ed. degree of a university in the state or a higher degree in education of any other Indian or foreign university.

(iii) Experience as a B.Ed. assistant in a recognised secondary school or secondary training school for a total period of not less than 12 years. Preference is to be given to a candidate who, in addition, has experience as headmaster of a recognised high school in the state.

8. Lecturers in Education in category class III. Direct recruitment.

A I or II class degree in M.A. or B.A. (Hons.) in Psychology with a teaching degree.

(1)

(2)

(3)

		A I or II class degree of M.A. or B.A. (Hons.) in Philosophy having studied psychology as one of the subject with the teaching degree.
		or
		A I or II class degree in M.A. or B.A. (Hons.) or B.Sc. (Hons.) in any subject with M.Ed. degree
9. Lecturers in Social Studies in category I of class III.	Direct recruitment.	A I or II class degree in M.A. or B.A. (Hons.) in History, Geography, Economics or Politics with a teaching degree.
10. All posts in category I of class III except Lecturers in Training Colleges.	Recruitment by transfer.	(i) A degree of a university in the state. (ii) A degree in teachers' training of university in the state. (iii) Service for five years in the Andhra Pradesh Educational Subordinate Service including experience as a B.Ed. assistant or headmaster in a secondary training school or as assistant lecturer in a training college for at least two years and experience as a deputy inspector of schools for at least one year.
11. Lecturers in Training Colleges in category I of class III.	Recruitment by transfer.	(i) A first or second class degree of M.A., M.Sc., B.A. (Hons.) or B.Sc. (Hons.) and a teaching degree of a university in the state. (ii) Service for five years in the Andhra Pradesh Educational Subordinate Service including experience as an assistant lecturer in a training college for a period of two years and deputy inspector of schools for a period of one year.
12. All posts in category I of class III except Lecturers in Training Colleges.	Appointment from among holders of any post in class III on an identical scale of pay.	(i) A degree of a university in the state. (ii) A degree in teachers' training of a university in the state.

(1)	(2)	(3)
13. Lecturers in Training Colleges, category I of class III.	Appointment from among holders of any post in class III on an identical scale of pay.	(i) A first or second class degree of M.A., B.A.(Hons.) or B.Sc.(Hons.) of a university in the state. (ii) A degree in teachers' training of a university in the state.
14. All posts in category 3 of class III.	Recruitment by transfer.	(i) A degree of a university in the state. (ii) A diploma in physical education of the government college of physical education, Hyderabad or of the university of Madras or a diploma of the Y.M.C.A. College of Physical Education, Saidapet.
15. All posts in category 3 of class III.	Direct recruitment.	(i) A degree of a university in the state. (ii) A diploma in physical education of the government college of physical education, Hyderabad or of the university of Madras or a diploma of the Y.M.C.A. college of physical education, Saidapet. (iii) Experience in the field of physical education for not less than five years. (iv) Preference is to be given to a candidate who, in addition, possesses a teaching degree of a university in the state. (v) Preference is also to be given to a candidate who in addition possesses any higher degree or diploma of an Indian or foreign university in physical education.
16. Category 4 of class III.	Direct recruitment.	(i) A first or second class degree of M.A., B.A.(Hons.) or B.Sc.(Hons.) of a university in the state. (ii) Should have undergone training in the education of deaf, blind and crippled for a period of one year in a recognised institution.

(1)	(2)	(3)
		(iii) Preference is to be given to such of the candidates who have previous experience in an institution intended for the deaf and blind and also to those who possess a degree in teaching of a university of the state in addition to experience in an institution intended for the deaf and blind.
17. Category 4 of class III.	Recruitment by transfer.	(i) A degree of a university in the state. (ii) Should have undergone training in the education of deaf, blind and crippled for a period of one year in a recognised institution. (iii) Experience as a school assistant or as a deputy inspector of schools or as a headmaster for a period of five years in the aggregate.
18. All Post in Grade I and Grade II of category I of class IV.	Promotion or appointment from among holders of any post in the service on an identical scale of pay.	A first or second class degree of M.A., M.Sc., M.Com., B.A. (Hons.) B.Sc. (Hons.) or B.Com. (Hons.) of a university in the state.
19. All posts in Grade II of category I of class IV.	Direct recruitment from among members of the teaching staff employed in recognised non-government first grade colleges in the state.	(i) A first or second class degree of M.A., M.Sc., M.Com., B.A. (Hons.) B.Sc.(Hons.) or B.Com. (Hons.) of a university in the state in such subject or language as may be necessary in the opinion of the state government. Preference is to be given to such of the candidates who have in addition, obtained any higher degree (by examination, advanced study or research) of a university in the state in such subject or language as the case may be. (ii) Experience for not less than nine years as lecturer in a recognised college or colleges in posts comparable to that of lecturer in the Andhra Pradesh Educational Service or assistant lecturer in the Andhra

(1)	(2)	(3)
20. All posts in category 2 of class IV.	Direct recruitment.	<p>Pradesh Educational Subordinate Service and experience for not less than three years as head of the department in the subject or language in which the candidate is qualified in a recognised 1st grade arts college or colleges.</p> <p>Preference is to be given to such of the candidates who have in addition, experience as principal of a constituent or affiliated college of a university in the state for a period of not less than two years out of the total period of experience.</p> <p>Explanation—Service as a tutor or demonstrator or part-time lecturer shall not be taken into account for the purpose of reckoning the period of experience as lecturer.</p> <p>A first or second class degree of M.A., M.Sc., M.Com., B.A.(Hons.) B.Sc.(Hons.) or B.Com.(Hons.) of a university in the state in the subject or language in respect of which recruitment is necessary.</p> <p>Preference is to be given to candidates who have obtained, in addition, any higher degree (by examination, advanced study or research) or a recognised university in the state in such subject or language in respect of which recruitment is necessary.</p>
21. All posts in category 2 of class IV.	Recruitment by transfer from among assistant lecturers.	<p>(i) A first or second class degree of M.A., M.Sc., B.A.(Hons.) B.Sc., (Hons.), or B.Com.(Hons.) of a university in the state in the subject or language in respect of which recruitment is necessary; and</p> <p>(ii) Service as an assistant lecturer in a government arts college for a period of five years.</p>

(1)	(2)	(3)
22. All posts in category 2 of class IV.	Appointment from among holders of any post on an identical scale of pay.	A first or second class degree of M.A., M.Sc., M.Com., B.A. (Hons.), B.Sc.(Hons.) or B. Com. (Hons.) of a university in the state in the subject or language in respect of which recruitment is necessary.

It may be added that out of every three substantive vacancies arising in class II, the first two are required to be filled by promotion from among persons appointed in categories 1 and 2 of class III, other-wise than by direct recruitment and the third vacancy is to be filled either by promotion of a person appointed by direct recruitment to category 1 of class III or by appointment by transfer from among officers in grade I of category 1 of class IV or by promotion from grade II of category 1 of class IV.

A person appointed by promotion from grade II of category 1 of class IV to a post in class II is required to undergo administrative training for a period not exceeding six months in the manner prescribed by the director of education. The seniority of a person appointed by promotion to a post in class II from a post in grade II of category 1 of class IV is to be reckoned from the date on which he joins duty in the post after undergoing the prescribed training.

Out of every three substantive vacancies arising in category 2 of class III, one is required to be reserved for recruitment by transfer from the category of senior superintendents of the office of the director of public instruction and senior superintendents of the office of the commissioner for government examinations in the Andhra Pradesh Ministerial Service. Out of every four substantive vacancies arising in grade II of category 1 of class V, the first three are to be filled by promotion from category 2 of the class and the fourth by direct recruitment from among the members of the teaching staff employed in the recognised non-government colleges in the state.

In making appointments to the service in category 2 of class IV, posts for which qualifications in

a particular subject or language are prescribed is to be regarded as constituting one unit and out of every two vacancies (including temporary vacancies) arising in such unit, the first is to be filled by direct recruitment and the second by transfer from among assistant lecturers (other than assistant lecturers in training colleges) in the Andhra Pradesh Educational Subordinate Service or by appointment from among holders of any post in the service on an identical scale of pay.

Notwithstanding anything contained in rule 8 of part II of the Andhra Pradesh Subordinate Services Rules, when probationers and approved probationers are discharged for want of vacancies, those members of category 2 of class IV who were recruited by transfer are to be discharged in the order of seniority in preference to those who were recruited direct.

Notwithstanding anything contained in clause (15) of rule 2 of part I of the Andhra State Subordinate Services Rules or in this rule, persons in category 1 of Class III and category 2 of class IV are also to be eligible for appointment by direct recruitment to the service in class II and grade II of category 1 of class IV respectively. Assistant lecturers in the Andhra Pradesh Educational Subordinate Service are likewise to be eligible for appointment by direct recruitment to the service in category 1 of class III and to category 2 of class IV.

Notwithstanding anything contained in Clause (15) of rule 2 of part I of the Andhra Pradesh Subordinate Services Rules, a person who has put in more than five years of service under the government is to be eligible for appointment to the posts of principal of a training college by direct recruit.

ment if he satisfies the qualifications and other conditions prescribed in these rules.

Table III

Age Limits for Direct Recruitment to Certain Administrative Posts

Promotional Prospects

Promotion to every post in the service is made on grounds of merit and ability, seniority being considered only when merit and ability are approximately equal. While making promotions and postings the government may shift personnel from collegiate service to administrative service and vice versa. Persons transferred from collegiate service to administration as well as those recruited direct are required to undergo training in administrative matters. Vacancies in classes I & II are as a rule filled up by promotion from the lower categories. The point regarding chances available for various categories of officers becomes clear from table I relating to methods of recruitment. Incumbents in the Andhra Pradesh Educational Subordinate Service (non-gazetted) are eligible for appointment in gazetted cadres through the process known as recruitment by transfer

Reservation in Appointments

The rules for reservation of posts for the underprivileged classes and women contemplated in part II of the general rules of Andhra Pradesh Subordinate Services Rules apply to appointments by direct recruitment to certain posts taken together: (1) District educational officers, (1) Lecturers in training colleges, (3) Inspectresses of girls schools, and (4) Headmasters, headmistresses and gazetted assistants. It may be mentioned that women alone are appointed to the establishments specially provided for them with the proviso that if no suitable and qualified woman is available a man may be appointed until such time as a suitable woman becomes available.

Restriction About Age

The state government has laid down definite age restrictions for direct recruitment to certain categories of posts. These are indicated in table III.

<i>Designation of post</i>	<i>Age</i>
District Educational Officers, Inspectresses of Girls' Schools, Lecturers in Training Colleges.	(a) 29 years for a person without a teaching degree.
Headmasters and Headmistresses and Gazetted Assistants.	(b) 30 years for a person possessing a teaching degree of a university in the state or equivalent qualification.
	(c) 40 years for B.Ed. assistants employed in recognised non government secondary schools.
Chief Inspector of Physical Education and other posts in category 3 of class III.	45 years.
Headmaster, Government School for Blind and Deaf, Hyderabad.	40 years.
Principals of Arts Colleges, Grade II.	45 years.
Lecturers in Arts, Engineering and Medical Colleges.	(a) 45 years for assistant lecturers in the Andhra Pradesh educational subordinate service.
	(b) 35 years for others.

Training of Direct Recruits

Every person who is selected for appointment by direct recruitment to the service in the categories of district education officers, inspectresses of girls' schools, lecturers in training colleges, headmasters/headmistresses and gazetted assistants is required to undergo teachers training and obtain a degree in teaching if he does not already possess

one. He is also required to undergo a course of administrative training which may extend to six months. During the period of training, the incumbent is paid stipend at rates fixed by the state government. He is to be on probation for a period of one year. Persons appointed by direct recruitment or by transfer are also required to pass specified departmental tests as shown in table IV.

Table IV
Obligatory Test for Administrative Personnel

Functionary (1)	Tests (2)	Conditions (3)
(1) Every person appointed by direct recruitment to the service in class II.	(i) Education department test for gazetted officers.	(i) To be passed within the period of probation.
	(ii) Special language test for officers of the education department (higher standard in Telugu).	(ii) To be passed within four years from the date of appointment.
(2) Every person appointed by direct recruitment to the service in categories 1, 3 and 4 of class III except direct recruits from among B.Ed. assistants employed in recognised non-government secondary schools.	(i) Education department test for gazetted officers.	(i) To be passed within the period of probation.
	(ii) Special language test for officers of education department (higher standard in Telugu.)	(ii) To be passed within four years from the date of appointment.
	(iii) Special language test for officers of education department (lower standard in Hindi or Urdu).	(iii) To be passed within six years from the date of appointment.
(3) A person appointed by direct recruitment from among B Ed. assistants employed in recognised non-government secondary schools to the service in category 1 of class III.	(i) Education department test for gazetted officers.	(i) To be passed within the period of probation.
	(ii) Special language test for officers of education department (higher standard in Telugu).	(ii) To be passed within four years from the date of appointment.
	(iii) Special language test for officers of education department (lower standard in Hindi or Urdu).	(iii) To be passed within six years from the date of appointment.
(4) Every person appointed by recruitment by transfer from among assistant lecturers in government training colleges and from among deputy inspectors of schools, assistants headmasters and headmistresses in	(i) Education department test for gazetted officers.	To be passed during the period of probation or within three years from the date of issue of these rules, whichever is later.
	(ii) Officers of the education department (lower standard in Telugu).	

(1)	(2)	(3)
the Andhra Pradesh educational subordinate service to category 1 of class III.	(iii) Special language test for officers of the education department (lower standard in Hindi or Urdu).	
(5) Every person appointed to class II, categories 1, 3 and 4 of class III and grades I and II of category 1 of class IV by direct recruitment, transfer or promotion, except those who have already passed the account test for subordinate officers, part I.	Account test for executive officers.	To be passed during the period of probation or within to years from the date of issue of these rules, whichever is later.

Management of Teaching Personnel

Information regarding various categories of teaching personnel working in educational institutions of the state other than colleges and universities is contained in table V. It lists the different types of teaching personnel, minimum qualifications prescribed for them, and their scales of pay. All teaching personnel are eligible to allowances available to any government servant in the corresponding scale of pay.

Recruitment of teachers for government schools is done by respective district education officers in consultation with the local employment exchanges. For recruiting teachers for schools under the management of zilla pari-hads there are district selection committees of which the district education officer is a member. Appointments in privately managed institutions are made by the managements themselves subject to the qualifications, age etc. prescribed by the state government. Selections of lecturers and other functionaries for government colleges are made by the Andhra Pradesh Public Service Commission.

Table V
Qualifications, Scales of Pay etc. of Teaching Personnel

Designation (1)	Prescribe Minimum Qualifications (2)	Scale of Pay (3)
Principal, Junior and Teachers Training College.	M.A., M.Sc./M. Com. with Degree in education	Rupees 700-1200

(1)	(2)	(3)
	in case of training colleges	
Principal, Arts College and College of Education	-do-	900-1450
Lecturer, Arts Colleges Training Colleges and Oriental Colleges.	-do-	700-1200
Assistant Lecturers	-do-	530-1050
Junior Lecturers	-do-	430-800
Headmaster	Trained Graduate	430-800
B.Ed. Assistants	-do-	320-580
Secondary grade Teacher	SSLC with training*	250-430
Elementary grade Teacher	VIII Standard with TTC (x)	250-430
Drawing/Craft/Teacher	-do-	250-430
Senior Pandit	B.O.L. degree with Pandit Training	320-580
Junior Pandit	D.O.L. with Pandits' Training	250-430
Tutor/Demonstrator	I Class B.A./B.Sc. or M.A., M.Sc.	430-800

* For future entrants the minimum qualification is passing the intermediate and high school examination respectively.

Administration of other Professional Staff

There are several categories of professional staff other than teachers working in educational institutions of Andhra Pradesh. They include librarians, gasmen, laboratory attendants etc. Designations, prescribed qualifications and scales of pay of such personnel are given in table VI.

Table VI
Qualifications etc. of other
Professional Staff

Designation	Qualifications	Scale of Pay
		Rupees
Librarian I (Colleges)	Masters degree with degree or diploma in library science	530-1050
Librarian II	Graduate with degree or diploma in library science	310-560
Assistant Librarian	Diploma or certificate in library science	310-560
Mechanics	Working knowledge of handling machines and electricity	180-350
Gasman	Working knowledge of gas plant	180-350
Library Attender	VII class passed/S.S.C. preferable	180-350
Library Boy	VII class passed	180-350
Laboratory Attender	VII class passed/S.S.C. preferable	180-350
Laboratory Boys	VII class passed	180-350

Administration of Non-Teaching Staff

As in other states, Andhra Pradesh government also provides certain types of non-teaching staff to its educational institutions and offices of functionaries like D.E.Os. Their designations, qualifications and scales of pay are given in table VII. Selection to these posts is the responsibility of the state Public Service Commission. The commission recruits these persons on the basis of a competitive examination held once a year. The D.P.I. is also empowered to make ad-hoc appointments to these posts in cases of emergency.

In so far as the lowest or menial staff are concerned a particular scale as given in table VIII has been laid down for purposes of grant-in-aid to private colleges. This scale is not applicable to government colleges. Appointments in the latter institutions are made in accordance with needs of individual institutions as justified in the reports of the concerned principals.

Table VII
Qualifications, etc. of Non-Teaching Staff

Designation	Qualification	Scale of Pay
Superintendent/ Manager	SSLC eligible for public service	125-250
Head Clerk	-do-	125-200
U.D.Clerk	-do-	125-200
L.D.Clerk	-do-	80-150
Steno-typist	-do-	80-150
		Plus spl. pay of Rs. 15 or Rs.25/- for lower and higher certificate holders.
Typist	-do-	80-150 with spl. pay Rs.10/- for those who have higher grade certificate
Store-keeper	-do-	80-150
Kuseum and Herbaria keeper	-do-	80-120 (Graduates to start at Rs. 100/-)
Office Peon	Literacy	50-65
Office Boy	-do-	50-65
Watchman	Experience in the work	Rs. 40/- p.m. in rural areas
Sweeper	-do-	Rs. 45/- p.m. in district head-quarters
Scavenger	-do-	Rs. 50/- p.m. in Hyderabad and Secundrabad
Weterman	-do-	-do-
Gardener	-do-	-do-

Table VIII

Prescribed Number of Menial Employees for Private Colleges

<i>Strength of College</i>	<i>Category of Employee</i>					<i>Total</i>
	<i>Watchman</i>	<i>Sweeper</i>	<i>Scavenger</i>	<i>Gardner</i>	<i>Waterman</i>	
Below 500	2	2	1	2	1	8
Between 500 and 1000	2	2	1	2	1	8
Above 1000	3	3	2	2	2	12

Training of Teachers and other Personnel

Teachers for primary schools in the state are trained at teacher training schools. There are 14 training colleges with an intake capacity of 3,365 which train teachers for secondary schools. No formal pre-service training is given to educational administrators or college teachers. There are two physical education colleges which offer diploma courses. Physical education teachers of schools and directors of physical education for colleges are the products of these institutions.

Inservice training courses are normally conducted for teachers of different subjects on latest techniques and trends of teaching by various departments of the State Council of Educational Research and Training from time to time. This training may be in the form of workshops, seminars, training classes etc. Frequency of the courses depends on the budget allotment and need. Terms and conditions for sending teachers to the inservice training depend on several factors. These include nature of the course, area of specialization, aptitude, and any special training undergone before. The minimum payment which every participant gets during an inservice training course is T.A and D.A. according to their entitlement (and sometimes higher rates as halting allowance) in addition to his salary.

Promotion Prospects of Teachers

Teachers who improve their qualifications may be promoted to the next higher cadre according to seniority and if vacancies exist. Teachers may also be promoted to the selection grade in respect

of their qualifications but purely depending on their service seniority. Graduate teachers working in secondary and training schools who are in the selection grade are normally considered for promotion to the ranks of gazetted inspectors of schools, district education officers and higher functionaries. Those who acquire higher qualifications suitable for placement in collegiate cadre are also allowed to take their chance along with candidates from the open market by appearing before the public service commission. These openings are however subject to normal conditions of age, communal rotation etc.

Opportunities for self-Improvement

No specific provision for encouragement of teachers to improve their qualifications exists as such. However, those who want to improve their qualifications while in service, can be permitted by the education department in case the university allows such appearances for the examinations privately. Permission for the purpose is granted subject to the usual condition that the studies will not be detrimental to the legitimate duties of the teacher. If the education department feels the need for any specific type of trained personnel, then it deposes teachers for relevant courses.

Correspondence courses are run by the Andhra and Sri Venkateswara Universities for B.A., and B.Com. degrees. Candidates are privately admitted for matriculation examinations conducted by the Andhra and Sri Venkateswara Universities. Lady teachers can appear privately for all types of courses except the science courses. Private agencies in the state have opened tutorial colleges

(un-recognised by the government of Andhra Pradesh) to coach students for various examinations. Teachers can also avail themselves of these opportunities for self-improvement.

Service Conditions

Teachers are selected for a particular district and they are not, in the ordinary course, transferred outside the district. When graduate teachers are given the selection grade, they automatically switch over to the provincial cadre and they are then transferable anywhere in the state; but efforts are made to retain them in their original districts. If one or more of the following conditions are fulfilled by a teacher, his services are liable to be terminated irrespective of the management under which he is working :—

- (i) If he does not satisfy certain service conditions.
- (ii) If his professional certificate has been cancelled.
- (iii) If indisciplined behaviour is proved against him.
- (iv) If he is not found suitable for the job during probation.
- (v) If he absconds from duty without valid reasons and without permission to leave.
- (vi) If he is prosecuted and found guilty on criminal charges by a court of law.
- (vii) If he fans religious or communal feelings among the pupils and thereby disrupts peace and security of the society.

The services of temporary teachers can be terminated without assigning any reason. In case of permanent teachers, they may in the first instance be put under suspension and made to undergo an enquiry by an officer of the education department. If as a result of the enquiry they are found guilty their services may be terminated. In that case, the incumbent has a right to appeal. The headmasters and B.Ed. assistants have to make the appeal to the D.P.I. and the grade I pandits and munshis as well as such other employees whose minimum pay per month is Rs. 90/- or more have to submit their appeal to the concerned district education officer. In case of colleges, the appeals can be made to the director of public instruction direct.

Payment of Salaries

In government institutions monthly pay bills of teachers and other employees are prepared and sanctioned by the concerned authorities like district education officers. Regarding private managements, the payment is made by the concerned managements. Employees of government colleges, who are gazetted in status, draw their own pay by presenting monthly bills under authorisation by the accountant general of the state.

Teacher Performance

Class-room performance of teachers in educational institutions of various levels under different managements is appraised through periodical inspections by the concerned inspecting personnel. The same is reported through the inspection reports to higher authorities like district education officers and chiefs of zilla parishads and panchayat samitis. The heads of educational institutions also frequently make on the spot judgement of the teachers and formulate opinions about their competence and work. The results of public examinations taken by the pupils are also considered to be a yardstick, to some extent, for measuring the effectiveness of the performance of teachers.

Contribution to community welfare and school improvement are also treated to constitute a positive trait of the teachers. Meritorious teachers working in schools of Andhra Pradesh take advantage of the scheme of national awards to teachers. Since 1975-76, the state government has also decided to honour 500 selected teachers each year. These will be cash awards.

Teachers-welfare Measures

Teachers in government institutions enjoy all benefits like provident fund, gratuity, pension, medical aid, etc. available to other government servants in the state. Children of teachers in elementary schools are entitled for free education upto higher secondary level. School teachers in distress can also take advantage of the national foundation for teachers welfare. Several recommendations in this regard were made by a state level seminar on education held in the state in March 1974. They are contained in chapter IX

of a publication issued by the chairman of the Andhra Pradesh Comprehensive Education Bill Committee. A copy of the chapter is appended to this report at appendix I. The committee has put forth 82 recommendations and they are reported to be under consideration of the state government. Teachers in private institutions also have the same kind of facilities as are available to their counterparts in government service.

Code of Conduct

Teachers in government institutions are subject to the provisions of the Government Servants Conduct Rules. Private managements have their own arrangement for channelising the conduct of their employees subject to the provisions of the grant-in-aid code and the executive instructions issued by the state government from time to time.

Educational Planning

General Considerations

Educational planning should aim at development of education as well as drawing up of state, regional, district and institutional plans. These plans should intelligently match the needs and resources—both financial and material—as well as manpower. The plans should also foresee future actions in terms of time i.e. immediate, middle-range and long-range. Similarly, the planning process should aim at surveying the people's needs and the requirements of trained manpower. The plans should also provide for streamlining of the administrative machinery in the context of changing circumstances and necessities of successful implementation of the programmes. The process of planning should not be solely centralized and be the lookout of only some one authority at the top of administrative hierarchy. The importance of involving in plan formulation the functionaries at different levels has, therefore, been duly recognized.

Machinery for Educational Planning

In Andhra Pradesh the education department in the secretariat is in charge of planning. The department discharges this function in consultation with the director of public instruction. The directorate of public instruction has a planning and statistical unit with the following personnel :—

(1) Deputy Director (Plg. and Stats.)	...	...	1
(2) Statistical Officer	...	...	1
(3) Suptintendent	...	...	1
(4) School Assistants (Grade I)	...	...	2
(5) School Assistants (Grade II)	...	...	3
(6) Upper Division Clerks	...	...	4
(7) Typist	...	...	1
(8) Attender	...	...	1

Main functions assigned to the planning wing of the directorate are as under :—

- (i) Formulation of the five year and annual plans.
- (ii) Submission of detailed proposals in respect of the plan schemes for approval of government in the finance and planning department.
- (iii) Collection and consolidation of expenditure incurred on all plan schemes and submitting them to government monthly, quarterly and annually.
- (iv) Submitting information required by government for reviewing the progress of plan schemes.
- (v) Furnishing information for claiming of central assistance.
- (vi) Assessing the manpower requirements.
- (vii) Organisation of planning procedures.

Plan Procedure, Implementation and Review

The finance and planning department of the secretariat fixes the outlay for the five year plans as well as for the annual plans. Based on the outlays thus indicated the proposals of the plan schemes are prepared and submitted by the directorate of public instruction to the government in the education department for sanction.

The planning and statistical unit of the directorate collects and compiles the data relating to number of institutions, teachers employed, enrolment etc, by type, sex and qualification, and the expenditure incurred from various sources. The unit also functions as a coordinating agency

among the administrative sections of the directorate for formulation of programmes under the five year as well as annual plans. As soon as the outlays for the year are approved by the state government, detailed proposals in respect of the schemes included in the annual plan are submitted to the government for administrative sanction. Soon after receipt of the government orders, they are communicated to the district officers and others for implementation of the schemes. Thus in the implementation of the plan schemes government receives assistance from the field staff and organisations like SCERT and the commissioner for government examinations.

The expenditure incurred on the various plan schemes and the physical achievements are obtained monthly from the implementing officers. They are then consolidated and submitted to the government. These reports are reviewed by the government and the results are communicated to the departments with a view to take remedial measures wherever necessary.

Planning at Lower Levels

In Andhra Pradesh the district education officers and the zilla parishads and panchayat samitis are also reported to play some role in planning and implementing of educational plans. The district education officer with the help of the gazetted inspectors of schools, deputy inspectors of schools as well as extension officers (education) plans where to open primary, middle and secondary schools, and teachers training institutions. He also fixes priorities and distributes teachers as allocated to the district. It is he who allots funds for special schemes, particularly development schemes like additional accommodation, supply of free books and selection of mid-day meal centres in the district. In all these activities the zilla parishads and panchayat samitis are duly involved.

Evaluation at Lower Levels

It cannot be claimed that there is in the state any systematic or scientific process prevalent for evaluating the plan schemes from below. But during inspection and periodic visits by the education department officers at various levels attempts are made to adjudge the progress of plan schemes to the extent it is possible to do so. Monthly conferences of officers are also held in

each district and this occasion too is utilized for reviewing the progress of activities. Naturally the conferences provide opportunities for officers to exchange their experiences and know about methods and schemes successfully adopted elsewhere.

The Education Plan Out-Lay for 1973-74

The plan outlay for general education for the year 1973-74 was Rs. 320.00 lakhs. Out of this, Rs. 120.00 lakhs i.e. 36.5 per cent was earmarked for elementary education. The expenditure incurred up to the end of March 1974 was Rs. 365.44 lakhs, which works out to 114 per cent of the total provision.

Schemes covering an amount of Rs. 3.20 lakhs were sanctioned under the Special Telengana Development Programme. About 81 per cent of this allotment has been actually spent. An amount of Rs. 24.10 lakhs was also sanctioned under the Special Development Schemes of Rayalaseema. This amount was specially earmarked for construction and completion of school buildings. Sector-wise provision and expenditure incurred during 1973-74 are shown in table I.

Table I

Provision for and Expenditure in Education (1973-74)

Sector (1)	Provision for 1973-74 (2)	Expenditure Upto March 1974. (3)
State Wide Schemes	9.40	17.05
<i>Regional Schemes</i>		
Ele. Education	120.00	119.06
Sec. Education	49.92	52.53
Jr. Colleges	78.40	106.11
Higher Education	61.33	69.92
Other Educational Schemes	0.95	0.77
Total	320.00	365.44

(1)	(2)	(3)
Special Telan- gana Develop- ment Schemes.	3.20	2.60
Special Deve- lopment Sche- mes of Rayala- seema.	24.10	24.10
Total	27.30	26.70

Sources : Andhra Pradesh State Administration
Report for the Year 1973-74, Director

of Public Instruction, Andhra Pradesh,
Hyderabad.

Special Schemes for Scheduled Castes etc.

The scheduled caste population of the state approximately numbers 57.74 lakhs. There are also 1.73 crores of people belonging to other backward classes. These sections constitute 13.27% and 38% of the total population of the state. The social welfare department prepares special plans for the uplift and benefit of this under-privileged section of the population. The sphere of activities of this department relates to education, housing and health, social amenities and measures for social security. The total outlay in the plan for 1974-75 towards welfare of scheduled castes and backward communities was Rs. 11.26 crores. A brief account of the various schemes included in this plan has already been given in chapter I.

Administration of Physical Resources

General Considerations

Physical resources in education include sites and buildings, furniture, equipment, apparatus, curriculum and text-books, library literature, laboratory requisites, playground, games materials, etc. Mobilization and management of these resources coupled with a proper policy and planning in the matter of enrolment of students is a pre-requisite for proper administration of education. A satisfactory arrangement for preparation of instructional materials and adoption of innovative practices in these areas contribute towards the success of many a programmes in the field of education.

Policy on Enrolment and its Planning

The enrolment policy adopted in Andhra Pradesh mainly depends on the needs of the locality concerned. The number of children expected to join a school is reckoned with reference to population of the area and its projections. Depending also on the funds provided for education, the number of additional children to be enrolled is worked out keeping in view the needs of the areas where new schools or classes or additional sections can be opened. No hard and fast rule is followed in this regard.

Any pupil seeking admission to the first class of an elementary school in the state should have attained the age of 5 by 31st August of the year of admission. New admissions are to be made within sixty working days from the first working day of the school year. Sanction of the inspecting officer i.e. the deputy inspector of schools should be obtained for making admission after this period. Candidates who have completed part of the course through private study can also be admitted to

higher classes provided they attain the prescribed age by the 31st August of the year of admission as shown in table I. No exemption from these age restrictions can be granted.

Table I

Prescribed Age of Admission for Private Candidates

<i>Class</i>	<i>Prescribed Age of Admission</i>
VI	10 plus
V	9 plus
IV	8 plus
III	7 plus
II	6 plus
I	5 plus

Establishment of New Schools

The state government have laid down definite policy and procedure in respect of opening new schools and upgrading existing ones. Accordingly, primary schools are allowed to be opened when a particular locality is not adequately served by existing schools. The district education officer grants permission to local bodies or private managements for opening such schools subject to the provisions of the elementary education act and grant-in-aid rules. In the case of English medium schools the authority for granting permission is the director of public instruction. Within 3 months of opening of the school an application for recognition in the prescribed form (appendix II) is to be submitted to the district education officer through the concerned deputy inspector of schools. Recognition is usually granted from the date of opening of the

school. One of the conditions for granting recognition is that the school should not be housed in buildings which are not accessible to the members of any particular class of population.

Sanction of the state government is required to be obtained for opening a new secondary school or for raising a middle school to a high school or for opening of additional class or classes in an existing secondary school. Proposals in this regard should be sent by zilla parishads, municipalities and private managements to the inspecting officer concerned before 15th January each year. The inspecting officer is required to submit the proposals with his remarks to the director of public instruction before 15th March of the year. The director of public instruction is to consolidate the proposals and submit them with his recommendations to state government before 15th April of the year. He is also to submit an estimate of expenditure involved due to the proposals. Requests received after the prescribed dates are not ordinarily to be considered. It is also laid down that the actual opening of a new secondary school or an additional class in an existing secondary school or of upgrading of a middle school to a high school is not permitted after the first week of July of a year.

While proposing the opening of a new secondary school or raising a middle school to a high school, the zilla parishads and the municipalities should furnish a certificate to the effect that the requirements regarding accommodation, staff, equipment etc. for the existing secondary schools under their management are fully provided to the satisfaction of the departmental inspecting officers. These organisations are also required to indicate whether the budget for the year in which the new secondary school or the upgraded high school is proposed to be started is expected to close with a surplus or a deficit. Full financial particulars about recurring and non-recurring expenditure and details as to how it is proposed to find the requisite funds are also to be furnished along with the proposals.

No new secondary school under a zilla parishad or municipality or private management can be permitted to be opened unless the concerned management is able to provide for the required facilities and funds as under:—

- (i) Suitable accommodation and playground space of at least 3 acres for a middle school, 5 acres for a high school, and 7 to 10 acres for a secondary school if the strength is 750;
- (ii) Furniture and equipment for the class rooms and laboratories;
- (iii) A library adequate for the use of teachers and pupils;
- (iv) Audio-visual equipment;
- (v) Workshop and craft rooms;
- (vi) Qualified staff;
- (vii) Deposit (in the case of private managements only) of Rs. 15,000 or Rs. 35,000 in respect of a middle or a high school respectively.

It is further laid down that a school with more than 1000 pupils cannot ordinarily be expanded. But it could be made into two schools after necessary permission of the concerned authority has been obtained.

Establishment of New Junior Colleges

In the case of a new private junior college (intermediate college) the management has to deposit 'The Corpus Fund' of rupees two lakhs in the joint account of the district education officer and the management. Of this, one lakh is to be deposited at the time of opening the institution and the balance during the next two years. But in respect of junior colleges proposed to be opened in backward areas or for girls, a relaxation may be given upto rupees one lakh by the government.

Establishment of New Degree Colleges

The newly started private degree colleges have also to deposit a sum of Rs. 4 lakhs in the joint account of the director of public instruction and the management. This deposit is to serve as 'Corpus Fund' to be utilised for development purposes in due course of time. Government may reduce this amount in respect of colleges being started in backward areas and in the case of those for women. Similarly, the contributions collected from the public for opening a government college should be deposited in the joint account of the director of public instruction and the local college

committee. This amount may be utilised for construction of buildings and other development activities of the college. The college committee is expected to provide suitable site and building to start with.

Closure of Existing Classes

It is a part of the state governments policy that classes recognised by the competent authority may not be closed down without the sanction of the government or the director of public instruction. Similarly, schools recognised by the competent authority, either permanently or on a temporary basis, can not be closed down unless one year's previous notice is given to the department of education communicating the intention of closure. Further, such closure, if approved, is not to be done except with effect from the end of an academic year. In cases of proposed closure, the managements of the concerned schools should also notify to the parents and the public their intention to close down at the same time as they communicate such intention to the department of education.

Construction and Maintenance of School Buildings

The state public works department is held responsible for designing, constructing and maintaining school buildings. The plans of buildings owned or constructed by local bodies or private managements are also to be got approved by the state P.W.D. However for local bodies like zilla parishads there is an engineering wing of the Panchayat Raj department for construction and repair of school buildings. Engineering staff for this wing is recruited by the state P.W.D and allotted to the zilla parishads. The existing arrangement is reported to be satisfactory.

Norms for School Buildings

The norms fixed for school buildings include the undermentioned ones, and these are followed scrupulously :—

- (i) There should be at least 3 acres of land for a primary school and 5 to 7 acres for a secondary school.

- (ii) The building site should be free from very tall trees or big houses in the neighbourhood.
- (iii) There should not be any big channels or tanks within the vicinity of the school.
- (iv) The building should be sufficiently away from dusty and noisy roads.
- (v) The area per student should on an average be 9.5 sq. ft. for primary schools, 11 sq. ft. for secondary schools, and 15 sq. ft for technical schools.
- (vi) Minimum height of a room should be 12 ft. and the width of a room should not exceed 24 feet. The smallest class-room should be 21 feet x 28 feet.
- (vii) Windows should be provided at regular intervals to ensure uniformity of light and admission of fresh air. The window sill should not be more than 4 feet from the floor and the total areas of windows in a room should not be less than one fifth of the floor area.
- (viii) Ample number of wall black boards should be provided
- (ix) Latrines and urinals should not be nearer than 40 feet from the building. Separate lavatories should be provided for teachers and pupils.

Provision of Physical Amenities

Separate retiring rooms are to be provided for men and women teachers in secondary schools and colleges of the state. Similarly all institutions have to provide separate dining rooms for girls and boys in case they are co-educational in character. The scale for providing lavatories in schools has also been prescribed as shown in table II. It is further laid down that there should be urinals for boys at the rate of 6 urinals, each 20 inches wide, for every 100 boys. If separate urinals are not provided, latrine seats should be correspondingly increased. Each school or college should also have drinking water facilities.

Table II

Prescribed Number of Lavatories in Educational Institutions

<i>Enrolment</i>	<i>Number of Lavatories</i>	
	<i>For Girls</i>	<i>For Boys</i>
Below 50	3	2
Between		
50 & 70	4	2
70 & 100	5	3
100 & 150	6	3
150 & 200	8	4
200 & 300	12	5
300 & 500	20	8

Re-Construction of Curriculum

It is a practice in the state that for elementary and secondary stages of education, the director of public instruction proposes a broad pattern of the curriculum and sets up special committees for processing the same. Separate committees for different subjects in the curriculum are appointed to draw up detailed syllabi. The Board of Secondary Education which is a statutory body discusses the same-work with respect to the stage with which is concerned. The board also sets up special committees for drafting detailed syllabi. Suggestions and comments received from teachers organisations and other professional bodies, district

administrators and others are duly taken into consideration whenever a revision of the curriculum is contemplated.

Preparation and Distribution of Instructional Materials

All school text books (classes I to X) in the state have been nationalized. They are produced and distributed by the department of education. Teachers' hand books prepared by the Regional Institute of English, Bangalore are in use for teaching of English. Workshops are held from time to time to train teachers in preparation of instructional material in different school subjects. Table copies of the text books and handbooks are required to be supplied by the managements concerned in the case of private schools.

For distribution of the nationalised text-books applications are invited from the book-sellers for appointment as selling agents. This is done by all district education officers with respect to their respective districts. On the basis of recommendations made by the D.E.Os, the D.P.I. selects a panel of approved book-sellers. In each district the D.E.O. formally appoints the agents and enters into an agreement with them for distribution of the books among school children in a satisfactory manner. Such booksellers are selected once in three years. The selling agents (selected booksellers) are required to obtain their stock of books from the regional sales depots in the state on receipt of an intimation to that effect from the text-book press.

Supervision and Inspection

General Conditions

Inspection and supervision are terms often confused and sometimes treated synonymous. Some think that whatever is done by an inspecting officer is part of his supervisory job and similarly at times it is thought that supervisory functions include inspection also.

Supervision is a continuous process undertaken to encourage and direct self-activated growth. The ultimate aim is of course improvement of the instruction for obtaining better education. The head of an educational institution also does supervisory work in addition to some teaching. Inspection, which too has the same ultimate objective, concerns itself more with guiding, fact-finding, fault-finding, rectifying, reporting, and directing. Inspection is done periodically and it does include an element of supervision. Therefore for effective inspection the inspector should also know appropriate techniques of supervision.

Machinery for Supervision and Inspection

For purposes of administration of school education the state has one officer designated as district education officer in each of the 21 districts. In Hyderabad district there are two district education officers, thus making the total number of D.E.Os to be 22. Each of the D.E.Os is of the rank of a deputy director of education in the state. These officers are assisted by gazetted inspectors who do inspection of high schools, and by deputy inspectors who look after middle and primary schools. One of the gazetted inspectors of schools in each district is a woman officer to inspect exclusively girls schools in the district. Table I of chapter III furnishes the number of subordinate

inspecting officers working under each of the district education officers in the state.

There are two inspectors of physical education with their headquarters at Kakinada and Hyderabad. They are in charge of physical education activities in the Andhra and Telengana respectively. Besides, there is one inspectress of physical education for girls with headquarters at Hyderabad. She is in charge of physical education for girls in the entire state. There is, in addition, one inspector of oriental schools. His headquarters is Vijayawada, and he is in charge of oriental schools in the whole state.

There is one deputy inspector of schools for each panchayat samiti (block) under the direct control of the D.E.O. and independent of the samiti. The extension officers (education) are under the control of the panchayat samitis. The deputy inspectors of schools are intended to inspect primary and middle schools. There are separate deputy inspectors of schools for inspecting primary schools of urban areas, one for each district. There are 12 deputy inspectors of schools to inspect primary and middle schools in the twin cities of Hyderabad and Secundrabad. There are 10 deputy inspectors of schools to inspect Urdu medium schools in the Andhra region.

Role of an Inspecting Officer

There are on the whole 44,660 schools of various levels in the state. These are distributed over 22 education districts. Table I indicates different categories of schools in each of the districts. Apart from inspecting secondary schools with gazetted head masters and school units of the junior colleges,

the district education officers are responsible for secretaries (education) of zilla parishads, supervision of offices of the deputy inspectors of Total number of these offices works out to 714 schools, extension officers (education), and deputy (352+340+22).

Table I

Institutions in Different Districts

S. No.	Name of District	Number of Institutions						Number of Officers		
		Junior Colleges	High Schools	Middle Schools	Primary Schools	Pre-Primary Schools	Others	Total	Dy. Inspectors	Extn. Officers
1.	Adilabad	4	7	79	1118	37	—	1245	12	12
2.	Anatapur	10	104	103	2153	—	—	2370	18	16
3.	Chittoor	11	140	218	2385	7	—	2761	21	19
4.	Cuddapah	9	108	139	2104	—	—	2360	14	14
5.	East Godawari	15	175	215	2481	11	1	2898	24	24
6.	Guntur	14	202	232	2438	8	—	2864	21	21
7.	Hyderabad	5	96	151	829	—	2	1083	8	8
8.	Hyderabad City	38	208	187	366	—	—	799	12	12
9.	Karimnagar	10	134	202	1189	—	—	1565	16	14
0.	Khammam	12	79	971	294	1	—	1357	13	13
1.	Krishna	8	201	260	2099	3	—	2511	19	19
2.	Kurnool	11	144	—	1813	—	—	1968	16	16
3.	Mahaboobnagar	13	153	193	1516	—	—	1875	17	17
	Medak	5	124	92	1219	6	—	1446	6	10
	Nalgonda	8	186	205	1378	—	—	1777	18	15
	Nellore	7	135	144	1902	—	—	2188	16	16
	Nizamabad	5	92	115	762	—	—	974	10	10
	Prakasam	7	145	120	2175	—	—	2447	18	18
	Srikakulam	11	318	162	2907	—	21	3419	25	24
	Visakapatnam	14	141	304	2278	3	—	2739	27	25
	West Godavari	8	198	127	2059	14	3	2409	16	16
	Warangal	12	137	170	1226	—	—	1545	5	16
	Total	237	3227	4389	36691	89	27	44660	352	340

It will be noted that on an average one district education officer has 11 junior colleges, 147 high schools, 200 middle schools, 1668 primary schools and 5 pre-primary and other institutions to administer. Similarly he has on an average to control 32 offices subordinate to him. A somewhat unusual phenomenon brought out by table I is that out of the 22 education districts, one, namely Khammam, has 971 middle schools against only 294 primary schools. The district of Srikakulam is observed to have the largest number of primary and high schools. It is also noted that while the total number of schools of various levels is highest in Srikakulam in the whole state, the number of inspectional functionaries is highest in another district namely Visakapatnam. Perhaps the character of the latter districts necessitate this situation.

As indicated earlier, educational institutions under local boards were taken over by the state government. The administration of primary schools is vested with the zilla parishads, of which the district education officer is a member. The district education officer effects control over these institutions through an officer of the department posted as deputy secretary (education). The deputy inspectors of schools are in charge of primary and middle schools at block level. They attend panchayat samiti meetings and advise the samitis on educational matters. The extension officer (education) attached to block staff also performs day-to-day supervision of primary schools in the block.

Frequency of Inspection of Educational Institutions

The state has introduced an inspection code which gives detailed instructions regarding conduct of annual inspections, visits etc. to various categories of educational institutions. Every school is required to be inspected at least once in a year. Besides doing the annual inspection, officers are expected to conduct not less than three surprise visits to the schools in their jurisdiction.

Procedure of Inspection

A copy of the inspection code of the state could not be made available. It is out of print. However, according to prescribed procedure, the inspecting officers are required to prepare advance tour

programmes on yearly basis and send them to the next higher authority. Deviations from the approved programme are however allowable for valid reasons. The programme is also communicated to the heads of institutions and subordinate officers who may be called upon to assist the inspecting officer. In these programmes, the dates of inspection of all concerned institutions are shown.

It is considered necessary that time spent on a 'visit' to a school should generally not be less than one hour. In the case of inspections it may vary from one day to four days. The inspection of a single teacher school, a small primary school, or a nursery school generally consumes only a day. Two to three days may be necessary for upper primary and large primary schools. In the case of high schools the officers usually take two or more days to conduct annual inspections. Larger institutions may require even four days for completion of the inspection work.

The heads of institutions are given advance intimation regarding the dates of inspections. They are asked to prepare 5 copies of the terminal inspection report forms duly filled in with the factual informations made up-to-date. All registers required to be inspected are to be made up-to-date by the head of the institution before the date of inspection.

During inspection the officers are expected to check the functioning of the institution in respect of academic as well as administrative matters. Observation of classes handled by teachers, scrutiny of the written work of students, notes of lessons prepared by teachers and supervision diaries maintained by heads of institutions are the usual methods adopted for inspecting academic activities. Individual and group conferences with teachers are also held to assess the trend of the manner in which the teaching-learning process is carried out in the school. As for administrative matters, the inspecting officer scrutinizes the various registers and records maintained in the school. Physical verification of stocks, stores etc. is also done.

Inspection Reports

Different forms have been prescribed for preparing inspection reports on institutions of different

levels. These forms provide space for commenting in some detail on the academic, financial and administrative activities of the institutions and offices inspected. A copy of the form for inspection of secondary schools is at appendix III.

Article 10(1) of the Andhra Pradesh Recognized Private Educational Institutions (Control) Act, 1975 confers the right to cause an inspection or enquiry in respect of any private educational institution, its buildings, laboratories, libraries, workshops and equipment and also of the examinations, teaching, and other work conducted or done by the private educational institution! The inspecting officers are obliged to communicate to the educational agency his views and impression with reference to the result of inspection. Therefore, copies of the inspection reports are, as a rule, sent to the managements of educational institutions with direction or advice to rectify defects, if any. A completion report is to be sent by the management in case of a private institution and headmaster/principal in case of a government institution to the inspecting officer within such time as the inspecting officer may prescribe. Copies of the reports are also forwarded to higher authorities which in turn review the reports and communicate suggestions for improvement of future work.

Quantum of Inspectional Work Done

Table II gives the number of inspections expected to be conducted by each of the Andhra Pradesh district education officers along with their subordinate authorities and the number actually conducted during the year 1973-74. It will be noted that there were 6 districts in the state where no inspection of any school whatever was conducted during that year. These are the districts of Dilabadi, Cudapah, East Godavari, Karimnagar, and Kurnool. There were eight districts which can claim to have conducted more than 50% of the scheduled inspectional work. Chittoor district tops this list by having done 2679 inspections out of 2761 required for the year. Taking the whole state into consideration, out of 42,889 inspections required to be done only 15,799 were actually

completed. This means that only 37% of the schools of various levels could be inspected by the inspectional authorities during the year 1973-74. This is a low percentage indeed.

Looking at the same performance by stages or levels of education, it is observed that out of 34,757 inspections scheduled for primary schools, only 14,188 were actually done. This works out to 40% and is the highest percentage with reference to all stages of education as seen from the following table :—

Junior College	25%
High Schools	18%
Middle Schools	20%
Primary Schools	40%
Pre-Primary Schools	3%
Others	3%
All stages	37%

As indicated earlier in this chapter, every school is required to be visited each year in addition to a detailed inspection of the institution. Table III gives information about the required visits and those actually paid during the year 1973-74 in 5 representative districts selected by the state government. Information in the table has also been supplied by the state government.

The story told by this table with respect to the visits is similar to that told by table II with respect to the inspections. In the case of two of the selected districts (Chittoor and Guntur) no visits whatever were paid. Chittoor's record of the quantum of inspectional work has of course been very high. But Guntur had drawn a blank in the inspectional field too. On the whole, not even 50% of the work of paying surprise visits to schools by the inspectional staff was done during the year 1973-74. This coupled with the results contained in table II would appear to leave much to be desired in the field of supervision and inspection in Andhra Pradesh during the year 1973-74.

Table II

District-Wise Inspection of Educational Institutions in 1973-74

S. No.	Name of District	Number of Inspections Required and Actually Done During the Year													
		Junior Colleges		Hgh Schools		Middle Schools		Primary Schools		Pre-Primary Schools		Others		All Institutions	
		Required	Done	Required	Done	Required	Done	Required	Done	Required	Done	Required	Done	Required	Done
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
61	1. Adilabad	4	—	7	—	79	—	1118	—	37	—	—	—	1245	—
	2. Anantapur	10	10	104	52	103	—	2153	1080	—	—	—	—	2370	1142
	3. Chittoor	11	1	140	68	—	—	2603	2610	7	—	—	—	2761	2679
	4. Cuddapah	9	—	108	—	139	—	2104	—	—	—	—	—	2360	—
	5. East Godawari	15	—	175	—	215	—	2481	—	11	—	1	—	2898	—
	6. Guntur	13	—	891	—	192	—	2361	—	27	—	43	—	3527	—
	7. Hyderabad	5	2	96	11	151	—	829	—	—	—	2	2	1083	15
	8. Hyderabad City	38	10	208	83	187	92	366	204	—	—	—	—	799	389
	9. Karimnagar	10	—	134	—	232	—	1189	—	—	—	—	—	1565	—
	10. Khammam	12	1	79	40	971	—	294	—	1	—	—	—	1357	41
	11. Krishna	8	1	201	55	260	259	2099	—	3	3	—	—	2571	318
	12. Kurnool	11	—	144	—	—	—	1813	—	—	—	—	—	1968	—

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
13.	Mahaboobnagar	13	2	153	34	193	—	1516	700	—	—	—	—	1875	736
14.	Medak	5	—	124	41	92	37	1219	1100	6	—	—	—	1446	1178
15.	Nalgonda	8	8	186	48	205	105	1378	900	—	—	—	—	1777	1061
16.	Nellore	7	7	135	43	144	103	1902	1587	—	—	—	—	2188	1740
17.	Nizamabad	18	5	92	52	115	105	762	715	—	—	—	—	987	877
18.	Prakasam*														
19.	Srikakulam	11	—	318	73	162	—	2907	2081	—	—	21	—	3419	2154
20.	Visakapatnam	14	12	141	—	304	—	2278	2160	2	—	—	—	2739	2172
21.	West Godawari	8	1	198	66	127	—	2059	—	14	—	3	—	2409	67
22.	Warangal	12	—	137	27	170	152	1226	1051	—	—	—	—	1545	1230
	All Districts	242	60	3771	693	4041	853	34657	14188	108	3	70	2	42889	15799

* Not available

Table III
District-Wise Visits of Educational Institutions in 1973-74

S. No	Name of District	Number of Visits Required and Actually Done in 1973-74													
		Jr. College		High Schools		Middle Schools		Primary Schools		Pre-Primary Schools		Others		All Institutions	
		Reqd.	Done	Reqd.	Done	Reqd.	Done	Reqd.	Done	Reqd.	Done	Reqd.	Done	Reqd.	Done
1.	Chittoor	11	—	140	—	218	—	2385	—	7	—	Nil	—	2761	—
2.	Cuddapah	9	9	108	107	139	139	6312	2214	—	—	—	—	2360	2469
3.	Guntur	13	—	891	—	576	—	7083	—	81	—	43	—	3627	—
4.	Hyderabad	38	38	208	150	561	228	1098	832	—	—	—	—	816	1248
5.	Srikakulam	11	—	318	—	162	—	2907	2423	—	—	21	—	3419	2423
All Districts		82	47	1665	257	1666	367	19785	5469	88	—	64	—	12983	6140

Activity Profile

Table IV which is the activity profile of district education officers in Andhra Pradesh for a normal month gives a broad picture as to how these officers distribute the time at their disposal for various types of activities. Information in this regard has been received from all the officers except one. Absence of one set of information, however, does not affect the significance of the

table. Average distribution of the time for all districts taken together works out as follows :—

Office Work	30%
Visits and Inspection	29%
Receiving Visitors	13%
Travel	10%
Meetings, Conferences etc.	10%
Other activities	8%
Total	100%

Table IV

Activity Profile of District Education Officers, 1973-74

S. No.	Name of District	Percentage of Time Utilized for							All Activities
		Visits & Inspection	Travel	Receiving Visitors	Meetings & Conferences	Office work	Other Activities		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
1.	Adilabad	35	15	10	10	25	5	100	
2.	Anantapur	35	5	20	5	30	5	100	
3.	Chittoor	25	10	15	10	25	15	100	
4.	Cuddapah	25	15	10	15	25	10	100	
5.	East Godawari	40	10	10	10	20	10	100	
6.	Guntur	25	25	25	15	10	—	100	
7.	Hyderabad	20	15	20	15	35	—	100	
8.	Hyderabad City	20	10	20	10	30	10	100	
9.	Karimnagar	20	—	20	10	35	15	100	
10.	Khammam	30	6	2	12	34	16	100	
11.	Krishna	20	5	10	10	40	15	100	
12.	Kurnool	50	10	10	10	20	—	100	
13.	Mahabubnagar	30	20	10	5	35	—	100	
14.	Medak	25	5	5	10	40	15	100	
15.	Nalgonda	30	10	10	13	25	12	100	
16.	Nellore	35	5	20	10	30	—	100	
17.	Nizamabad	50	5	5	10	25	5	100	
18.	Prakasam	NA	NA	NA	NA	NA	NA	100	
19.	Srikakulam	35	5	5	5	45	5	100	
20.	Visakapatnam	30	10	15	10	25	10	100	
21.	West Godawari	10	6	25	10	34	15	100	
22.	Warangal	20	10	15	15	35	5	100	
All Districts		29	10	13	10	30	8	100	

As it is observed to happen in many other states, the DEO in Andhra Pradesh spends largest part of his time on office work. It will be noted that 9 out of 21 officers spend on office work more than the average percentage of 30. The officer who is obliged to spend the maximum i.e. 40% is the D.E.O., Medak. His counterpart in Guntur is able to manage his office routines only with 10% of the time available to him.

Next in order of frequency comes the time spent on inspection and visits, in which case the average is 29%. There are 11 D.E.Os who spend more than this quantum of time on their main job of visits and inspections. Here also it is noticed that one officer, namely the D.E.O., West Godavari, is able to allocate only 10% of his time for this task while his counterparts in Kurnool and Nizamabad can manage to spend half of their time on this particular item of work.

The inspecting officers have necessarily to spend some amount of their time on travel. The average in this respect in the present case is 10%. But there is one officer (DEO, Karimnagar) who is reported to spend no time at all on travel. The

D.E.O., Guntur, who spends minimum time on office work has to find relatively maximum time (25%) to receive the visitors.

Taking an over all view of the distribution of time, it can be said that the district officers generally distribute their working time judiciously. But the possibilities of evolving a more uniform pattern of distribution based broadly on the averages now arrived at can be thought of, particularly when the educational inspection functionaries in Andhra Pradesh have not reported their being obliged to participate in para-educational and non-educational activities as is happening in several other states of the country.

Expenditure on Direction and Inspection

Table V gives expenditure on direction and inspection in comparison with total educational expenditure for two consecutive years 1972-73 (actuals) and 1973-74 (estimated) in the state. It will be noted that the expenditure on direction and inspection in the state has not been more than 4% of the total educational expenditure.

Table V

Expenditure on Direction and Inspection

(Lakhs of Rupees)						
	1972-73 (Actuals)		(3) as % of (2)	1973-74 (Estimated)		(6) as % of (5)
	Total Expenditure	Expenditure on Direction and Inspection		Total Expenditure	Expenditure on Direction and Inspection	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Plan	489.18	1.651	0.34	699.86	5.44	0.80
Non-Plan	6048.99	220.06	3.63	7789.43	329.89	4.23
Total	6538.17	221.71	3.39	8489.29	335.33	3.94

Financial Administration

Budget as an Agency of Control

Any budget generally foresees the sources of income—cash or kind—and prescribes a period in which certain actions are to be completed in a set manner and with prefixed priorities. The resources available for education are invariably scarce in relation to demand. Therefore, a good budget envisages that every item of expenditure is worth its cost in terms of the sacrificed ones among the various competing demands. The budget also earmarks the allocations which could be spent on specified items. Appropriations and re-appropriations of the allotments are possible only after following certain established codes and procedure. Therefore, a budget balanced in accordance with the tenets of public finance is an effective instrument of inculcating discipline and controlling public expenditure.

Organisational Set Up for Budget Making

The finance and planning sections of education department at secretariat level are responsible for the coordination and processing of state educational budgets in Andhra Pradesh. There is one assistant secretary in charge of educational budgetary matters. In the directorate of education also there are two sections dealing with budgets. One of them is concerned with preparation of budgets in respect of primary, secondary and special education. The other section deals with preparation of budgets for pre university & university education, sports and youth welfare, and general education. This section also deals with preparation of budgets for arts and culture, capital outlay, and loans and advances.

Procedure for Preparing Budget

Budget proposals of individual educational institutions and offices are first sent to the controlling officers who consolidate them headwise and then send the same to the D.P.I. as the chief controlling officer. The D.P.I. scrutinises the budget estimates with reference to sanctions accorded for continuation of existing posts and for incurring additional expenditure and submits the consolidated budget to the education secretariat for onward transmission to the state planning and finance department. The actual expenditure incurred during the first five months and the previous years is kept in view while formulating the estimates and scrutinising the proposals.

After discussion with the state finance and planning department, the education department finalises the various programmes to be incorporated in the budget and funds to be provided for them. Midway in the budget year, sometime in September-October, revised budget estimates are called for from the heads of departments on the basis of progress of expenditure under various items. On this basis the budget estimates are suitably revised by the education department in consultation with finance and planning department. Any diversion from one particular scheme to another is permissible only in consultation with and approval of the state finance and planning department.

The education budget consists of plan and non-plan items. Bulk of the budget consists of non-plan committed items of expenditure and there is little scope for adjustment in the funds allocated for them. With regard to plan items, the schemes which the education department would like to take up are discussed in detail with the finance and planning department in order to decide which of

the schemes and to what extent can be included in the budget within the limits indicated by the latter department. In cases of unresolved differences between the education and the finance and planning departments the proposals are submitted to the Minister for Education, Minister for Finance, and the Chief Minister for a final decision.

The budget thus finalized and planning department is submitted to the state cabinet for approval. The consolidated budget of the state for various departments of the government is then presented to the legislative assembly. After detailed discussion of the proposals the assembly passes the budget with or without amendments.

Allotment of Funds and Sanction of Expenditure

After the budget gets cleared by the legislature, allotments under different heads of accounts are communicated to various controlling officers with

the sanction of the appropriate authority for incurring expenditure.

The budget provisions communicated to district education officers are further spilt up and distributed by them among various subordinate officers and institutions under their charge. Stringent instructions not to exceed the allotted budget are issued along with the order of distribution. Copies of these communications are sent to the accountant general and treasury authorities simultaneously. Allotments are generally communicated in two instalments, the first one for the first eight months (April-November) of the financial year and the second one for the last four months (December-March). Institution-wise break-ups are furnished to the deputy inspectors separately for salaries, wages, travelling allowance, office expenses and rents, rates, taxes etc. An abstract of allotments distributed by the Hyderabad city district education officer among 13 deputy inspectors under him is given in table I as a sample.

Table I

Abstract for First 8 Months of the Year 1974-75

Name of Deputy Inspector's Range.	No. of Schools	Salaries	Wages	Office Expenses				Total	Rents, Rates & Taxes
				T.A.	S.P.	Water & Elect. Charges	Other Office Expenses		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Barkathpura	35	4,90,500	2,704	—	—	360	910	1,270	13,456
Charminar	34	6,69,500	5,776	—	—	984	1,335	2,319	33,596
Darushifa	25	6,53,000	3,248	—	—	1,386	1,265	2,651	36,036
Masheerabad	20	4,46,000	2,272	—	—	444	910	1,354	12,306
Naghalpura	29	4,62,000	2,704	—	—	336	865	1,201	22,397
Nustaidpura	32	4,65,000	2,072	—	—	720	1,040	1,760	19,599
Nanpally	32	7,16,000	4,728	—	—	768	1,250	2,018	20,479
Ranigunj	37	8,02,000	8,088	—	—	408	1,250	1,658	4,040
Sanathnagar	31	5,22,000	2,604	—	—	490	1,075	1,565	16,512

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Seethapal Nandi	38	6,61,000	8,860	—	—	180	1,085	1,265	5,722
Seetharam Bagh	37	8,38,000	5,920	—	—	285	1,430	1,688	31,332
Shah Ali Barda	34	7,37,000	5,634	—	—	2,880	1,250	3,030	21,920
Govt. Model P.S. & C.D.C.	4+1	5,88,500	5,452	—	—	2,470	3,500	5,970	3,396
Total	378+1	80,50,500	58,052	—	—	9,692	17,165	26,857	2,40,791
Total Amount Allotted by the D.P.I.	—	88,00,000	59,300	400	500	10,000	17,500	28,000	2,41,000
Amount Communicated by the DEO	—	80,50,500	58,052	—	—	9,692	17,165	26,857	2,40,791
Balance Kept with the DEO Office.		7,49,500	1,248	400	500	308	335	1,143	209

Administration of Grant-in-Aid Scheme

The state government has laid down clear-cut norms for payment of grant-in-aid to schools. The amount to be paid in a year will normally be teaching grant equal to expenditure incurred on salaries (including allowances) of the teaching and non-teaching staff during the preceding financial year and excluding the expenditure of the menial staff. The latter expenditure is incurred from the contingencies and maintenance grant and is equal to 10% of the teaching grant. In addition to the two categories of grants, the management is eligible to receive the amount of tuition fees from students. This amount and any other grant by way of compensation given by government is to be deducted from the total amounts of teaching and maintenance grants while arriving at the net grant-in-aid.

As for the method of payment, the newly opened schools are paid grants on the basis of salaries for September and other schools on the basis of salaries of July. The maintenance grant is

paid in 10 monthly instalments and paid to the correspondent on or before the last working day of the month provided a certificate of disbursement of salaries of the previous month signed both by the correspondent and the headmaster is produced.

The norms prescribed for payment of grants-in-aid to colleges are as under :—

- i) All items of expenditure permitted in government colleges are permitted for aided colleges also as per ceiling specified by the state education department.
- ii) Salaries of teaching staff as per U.G.C. scales.
- iii) Strength of teaching staff is to be determined according to rules specified by the university concerned.
- iv) Strength of non-teaching staff is to be determined by the state education department.

ordinate officers. Appendix IV gives a list of financial and other powers vested with the minister of education and various levels of officers in the department of education. Similarly, appendix V lists powers delegated to officers subordinate to the D.P.I.

Officers of the education department have been authorised also to sanction expenditure on certain items namely, equipment, furniture and raw materials without consulting the stores purchase department subject to certain ceiling in each case. These are indicated in Table II.

Table II

Prescribed Limits for Expenditure Sanctionable Without Consulting Store Purchase Department

(In Rupees)

<i>Officer</i> (1)	<i>Equipment</i> (2)	<i>Furniture</i> (3)	<i>Raw materials</i> (4)
1. Director of Public Instruction.	10,000	5,000	5,000
2. Principals of Engineering Colleges/ Principals of Arts and Science Colleges.	3,000	1,500	1,500
3. Principals of Polytechnics	1,500	1,000	1,000
4. Principals of Industrial Training Institutions.	750/-	500	500
5. District Educational Officers.	1,500/-	1,000	1,000
6. Principals of Music Dance Fine Arts and Domestic Training Colleges/Girl's Vocational and other Institutions.	750/-	500	500
7. Gazetted Headmasters.	750/-	500	500

Information and Communication System

General Considerations

The importance of data collection, analysis, interpretation and feed back cannot be overemphasised in a planned and developing economy. The measures relating to establishment of new institutions, expanding existing ones, programming activities for qualitative improvement etc. can be realistic only if correct assessment of the status quo and pragmatic appraisal of needs of the community have first been made. These processes are possible only if a sound system of information and communication is organised.

Collection of Statistics and Information

As indicated in organogram II of the chapter on organisation and administration there is a deputy director in charge of planning and statistics attached to the directorate of public instruction in Andhra Pradesh. The statistics cell, which works under him, is responsible for the collection, compilation and processing of data relating to educational activities in the state.

The main source of data gathered by this cell is the annual reports received from individual institutions. Educational statistics are collected every year on three forms namely A, A₁ and A₂ prescribed by the Union Ministry of Education and Social Welfare. There is also another return on proforma numbered A₃ which is obtained from various institutions and offices once in five years. The annual statistical returns to be compiled and submitted by each and every educational institution in the state including primary schools consist of 10 tables as detailed below :—

Table I— This table includes identifying information and physical features,

strength of the school—class-wise and sex-wise, and facts about the library, hostels, laboratories, workshops, NCC units etc.

Table II— This table gives distribution of the students by age-groups ranging from 0—3 to 25 plus. It also shows the number of pupils belonging to scheduled castes and tribes.

Table III(A)— This table shows the number of teachers by qualifications in various categories. Their distribution by stages of education and sex are also furnished.

Table III(B)— This table shows the number of trained and untrained teachers for general education by stages of institution and age-groups ranging from 20 to 60.

Table III(C)— This table gives the distribution of teachers by sex and emoluments.

Table IV— This table relates to scholarships, stipends, free studentships and other financial concessions. It also gives the number of recipients sex-wise and the quantum of concessions given.

Table V— This table gives a broad picture of the receipts and disbursements of funds operated upon during the year under reference.

Table VI— This table gives the number of students in accordance with the medium of instruction and information about the languages studied in schools.

Table VII— This table gives details of examination results from class I onwards. Separate figures for boys and girls are given in respect of the numbers appeared and passed. The number of scheduled caste and tribe students who appeared and passed are indicated separately.

Table VIII— This table gives the picture of stagnation at the elementary stage. Number of years the pupils have been remaining in the same class is given separately for boys and girls in respect of classes I to VI.

To facilitate inclusion of latest data in the state administration report on education provisional statistics as on 1st August of the year under report are also collected from the educational inspecting officers. For collection of these data a more simplified form has been prescribed. This form includes only a few tables giving basic statistics of enrolment, teaching staff, physical facilities etc. Statistics relating to schools for the handicapped and adult literacy centres are also collected from the inspecting officers along with the return.

Consolidation of Returns

For consolidation of the educational statistics a definite procedure has been laid down. The annual returns of primary schools are first consolidated at the block level by the deputy inspectors of schools. These are then consolidated at district level in the offices of the district education officers. The returns thus received from the D.E.Os are finally consolidated in the directorate of public instruction. Similarly, the returns relating to secondary schools are first consolidated in the office of the D.E.O. and then in the directorate of public instruction for the whole state. With regard to colleges, the consolidation takes place at the directorate level only.

Periodical Reports

The district education officers are required to send several periodical returns and reports to the concerned authorities. These are listed in table I.

Table I

List of Periodical Returns and Reports Submitted by D.E.Os.

<i>Description of Return</i>	<i>Periodicity</i>	<i>Authority sent to</i>
(1)	(2)	(3)
Public Services-Recruitment to Group IV Services	Monthly	Dist. Collector
Welfare of S.Cs., S.Ts, & B.Cs. -Reservation in Services of S.Cs, S.Ts, and B.Cs, Enforcement of statutory provisions in regard to rules of reservation in service matters.	-do-	D.P.I.
Official language.	-do-	D.P.I.
Temporary appointment in public services	Quarterly	D.P.I.
Employment Return.	Monthly	Dist. Employment officer
Discontinuance of Peons at the Residence of Officer.	-do-	Dist. Collector
Expenditure Statement in Respect of Aided Secondary & Oriental Schools.	-do-	D.P.I.
Statement of work done by the auditors.	-do-	D.P.I.
Temporary appointments of school assistants.	-do-	Public Service Commission

(1)	(2)	(3)
Pension cases of government servants.	Quarterly	D.P.I.
Concurrence of Public Service Commission for temporary appointments.	-do-	Public Service Commission
Postgraduates Working as Grade II Officers—Promotion to A.I. & J.L. cadres.	Half-yearly	D.P.I.
Persons likely to retire in the next official year.	Annual	D.P.I.
Expenditure Statement of the District.	Monthly	D.P.I.
Pension Cases Relating to Non-Government Retired Teachers.	-do-	D.P.I.

Dissemination of Information through Research

Research is an important method for collection of data and dissemination of information in any field of activity. In education also it is being recognized by all concerned that research and experiments have a vital role to play so far as improvement in education is concerned. Andhra Pradesh offers rich and varied facilities for research and training in a variety of fields. There are four universities in the state where higher research in different academic departments is undertaken. While three of them are general and composite universities, one is specially devoted to education and research in agriculture. Facilities for basic as well as operational research exist in all these universities.

There are two institutions in the state working under the Council of Scientific and Industrial Research. They are the Regional Research Laboratories and the National Geophysical Research Institute, both situated in Hyderabad. They form part of the national net-work of practical

and industrial research centres. Besides these, four other technological laboratories, five agricultural research institutes and three medical research institutes exist in the state. Literature, history, archaeology, music and social welfare also receive adequate attention in the state. There are over thirty institutions in these diverse field. All of them have also established tradition and atmosphere for experiments, investigation and research in the state.

With a view to help the staff of teacher training institutions of Andhra Pradesh to initiate, plan and organise in-service courses and co-ordinate field studies and action-research by teachers, extension service centres have been established in the following institutions:—

Secondary Level

- (1) Andhra Christian College, Guntur
- (2) College of Education, Osmania University, Hyderabad
- (3) Government Training College, Kurnool
- (4) Government Training College, Nellore
- (5) Government Training College, Rajamundry
- (6) Maharaja's College, Vizianagaram
- (7) Government Training College, Warrangal

Primary Level

- (8) State Council of Educational Research and Training, Hyderabad
- (9) Government Basic Training School, Rayachotty.
- (10) Basic Training School, Gopannaplan.

These centres were originally started by the National Council of Educational Research and Training and subsequently handed over the state education department. The heads of institutions function as ex-officio honorary directors of the centres and they are assisted by co-ordinators drawn from the faculties of the institutions concerned. Conferences, seminars, exhibitions etc. are organised by these centres to enable teachers to exchange views and experiences and thus equip themselves better to disseminate knowledge and

know-how to the teacher, and educational planners and administrators in their area of influence.

S.C.E.R.T.

Mention has already been made of the State Council of educational Research and Training (S.C.E.R.T). It is an important institution perpetually engaged in activities related to educational improvement. The council has the following departments:—

- 1) Department of Education.
- 2) Department of Educational and Vocational Guidance.
- 3) Department of Science Education.
- 4) Department of Evaluation.
- 5) Department of Audio-Visual Education.
- 6) Department of Psychological Studies.
- 7) Department of Curriculum and Text Books.
- 8) Department of Extension Services.
- 9) Department of Collegiate Education.

The director of the council co-ordinates the work of the various departments for the benefit of teachers working right from primary to collegiate level throughout the state on —

- latest developments and techniques in education,
- latest administrative techniques in educational administration communicated to D.E.Os., gazetted inspectors of schools, deputy inspectors of schools, and extension officers of education,
- organising summer schools for teachers of science and mathematics particularly,
- organising inservice training courses for pilot project schemes in teaching new mathematics and science,

— visiting the schools to help the children after making case studies,

—preparation of instructional materials and hand-books for teachers in different subjects for different grades,

—organization of guidance services for schools,

—training the counselling personnel for schools,

—research on examination reform,

—preparation of unit tests and organising test banks according to the new evaluation policy,

—organising short training courses for teachers in preparing audio-visual aids,

—co-ordination and organisation of activities at different E.S. centres in the state,

—induction courses for younger lecturers in the colleges, and

—conduct of research on educational problems generally.

These are in brief the salient functions of the Andhra Pradesh State Council of Educational Research and Training contributing to the improvement of education in the state in terms of the latest trends in the field of education as well as its methodology and know-how. The worthwhile results of educational research and the latest innovations in the field of education are disseminated to the educational institutions throughout the state through state-wide programmes undertaken by the council. The teachers, planners and educational administrators while attending the inservice training courses/seminars/workshops bring problems and difficulties from the field to the council and seek solutions for them. Thus the council also becomes an important centre for feed-back in the field of education and its planning and administration.

Problems and Issues

General Considerations

The need for revitalising and re-orienting educational administration for successful implementation and execution of educational plans and programmes can today be hardly over-stressed. This is all the more necessary because the resources available for education are very limited while its needs are diverse and pressing in every branch. As such, quality, competency, and expertise are very much needed in almost all fields of education. The attitudes, techniques, procedures and styles of functioning of educational administration have not yet demonstrated any significant deviation from their traditional moorings. The innovations in modern management techniques, which are being successfully adopted in business and industry, are little known or practised in educational administration.

In the present context, where the rate of change and the growth of knowledge are very rapid and where the activities of an educational institution are becoming increasingly complex, modernising and re-orienting of educational administration to realise the goals of educational reconstruction are being urged as an urgent necessity. It is noted that like the educational system our administrative machinery and procedures too bear the stamp of a colonial origin. So, a time has come to sort out the issues and to revitalise and modernise the educational administration in such a way that it becomes sensitive enough to know the needs of the people as well as the objectives of education and achieve them with success and in a spirit of commitment.

Problem of Integration

Andhra Pradesh has been composed of two zones, namely, the princely state of Hyderabad

and the former Andhra state. These were separate entities prior to re-organisation of states in India. The administrative machinery of Andhra area had more or less adopted the practices in vogue in the erstwhile Madras state and that of Telengana area maintained those of the set up of Hyderabad state. Naturally there were a series of administrative and other problems which needed careful and effective manipulation to attain a harmonious integration for mutual benefit. These problems are being sorted out. The affinity caused by the linguistic bondage that kept Andhras together and the historical fact that Telegu speaking people of the country were under the same rule even before the British are significant factors to facilitate the process of integration and re-unification. The Comprehensive Education Bill, which is presently under consideration of the state legislature, when passed into act, is expected to solve bulk of administrative problems having a legal bearing. References to this bill have already been made in earlier chapters.

Planning at Lower Levels

The Indian Education Commission of 1966 had suggested that the district should be taken a basic unit of educational planning. A district plan, naturally, will deal with all educational activities in the district. In Andhra Pradesh, the district education officer who is the officer in charge of educational administration in a revenue district has better possibility of knowing educational needs of the district than the directorate officials who are mostly concerned with issues covering the whole state. Though an overall picture of the situation in the state should be best known only to the director of public instruction, he will have to rely on the observations and recommendations

of the district education officers in taking decisions on matters of location of new institutions, upgrading the existing ones, and other similar issues. The district education officer also gets occasions to discuss matters with members of the zilla parishad of which he is a member. The members, both official, and non-official, of the parishad will make suggestions for the formulation and implementation of the district plan, if any. It is obviously not proper to isolate educational development from other areas of development in a district, namely, agriculture, industry, animal husbandry, health, etc. Therefore, the district education officer is obliged to consult his counterparts in other departments before finalising a district plan and implementing it.

The officers responsible for administration of high, middle and primary schools are the gazetted inspectors of schools, deputy inspectors of schools and junior deputy inspectors of schools. These officials have access to the actual situations prevailing at the lowest stages of education. The reports, statistical data and suggestions sent by these officials would help the district education officers to formulate feasible and meaningful plans for educational development of the respective districts. As educational plans are not expected to be static, the role of the lower level officers is all the more important in the context of implementation, feedback, and revision of the programmes.

Formulation of Institutional Plans

Ultimately, it is the establishment of new educational institutions or their expansion and the qualitative improvement of existing institutions which become the main sector of a state plan. This necessitates formulation of institutional plans which can be best prepared by the institutions themselves. The personnel working in each institution know best the needs, aspirations, difficulties and resourcefulness of the institution.

The programmes of educational institutions can be classified broadly into two categories: those which require approval, help and direction of higher authorities and those which can be undertaken by the institutions independently within the broadly known policy of the state. In the first category are plans for upgrading of the institutions, opening of new sections, construction of buildings, acquisition of land, etc. The second category

includes classroom experiments aimed at academic improvement and better growth of the pupils. These classifications are not mutually exclusive. Some of the programmes seemingly belonging to the first category can also be possibly executed with the aid of local resources alone. Similarly, it is for the institution to give sufficient thought to the problems faced by it and formulate necessary plans for solving them through its institutional plan.

Thus, in the process of formulation as well as implementation of an institutional plan not only the teachers but also the students and parents can be involved if the head of the institution is resourceful enough. Programmes of action which can be implemented with the available resources can be approved and undertaken at the institutional level itself. Only such programmes which necessitate additional allotments from government or some other agency may have to be submitted to higher authorities for approval by way of inclusion in the state plan. There are a large number of schools in Andhra Pradesh which embark upon schemes to reduce stagnation, improve physical amenities, assist retarded children etc. Efforts can be made to disseminate the process and result of such activities among all institutions so that they can follow suit.

Coordination Among Departments Handling Education

Department of education, tribal department and department of social welfare are the three departments of the state government handling general education, scholarships, and other associated activities. The tribal department is concerned with education in the tribal areas and among the tribal communities of the state. The department of social welfare operates schemes to boost educational growth of the scheduled castes and other backward communities of Andhra Pradesh. The department of education attends to the rest of the educational programmes and to education of the rest of the population in the state.

There is an obvious need to attend to the special needs of the scheduled tribes and castes as well as other under-privileged people in every state, and that too on a kind of war footing. But in administration, distribution of the same sector of general

education and welfare over three separate departments of the state government, as in the present case, can create difficulties of coordination although nothing in this regard has come to notice. The institution of joint responsibility of the cabinet, as provided for in the constitution of India, would also imply that no problems relating to lack of coordination should arise.

Inspection and Supervision of Schools

It has been observed that in many states and territories, the district educational authorities and their lower functionaries are also required to attend to several para-educational and non-educational jobs. These include one or more of the activities like conduct of typists and stenographers examinations, census work, family planning camps, elections (general and local), malaria and small-pox eradication campaigns, checking of ration cards, sale of T.B. seals etc. This does not appear to be so in Andhra Pradesh. In any case, this is not a noticeable phenomenon.

But tables II and III of chapter VIII indicate that in the field of inspection and supervision of educational institutions, the quantum of work done by the field functionaries leaves much to be desired. It is laid down that every school must be made to undergo a detailed annual inspection in addition to not less than three surprise visits by the concerned officers. It is, however, observed that during the year 1973-74 in a few districts no inspections whatever were conducted, nor were any visits paid. In some other districts, only a portion of the prescribed work of inspection and visiting could be done in the same year.

Since well organised inspection and supervision are basic to any effort towards improving the quality and standard of education, it may call for an in-depth study to find why the schools in Andhra Pradesh cannot be inspected and visited on the same scale as has been laid down by the education department. There might be some general difficulties or 1973-74 might have been an exceptional year. Whatever be the case, it might be useful to know the facts and improve the situation, if necessary.

Problems of District Educational Authorities

Experience and study have revealed that in the context of the present educational situation in India, the district education officer, whatever be

his designation, plays a key role in planning and administration of education. This fact has, however, not been adequately appreciated in most parts of the country nor have measures been taken to make the desired role a reality. Table I briefly lists the problems and difficulties which the district educational authorities of Andhra Pradesh are reported to be faced with in dealing with teachers, public, educational inspections, superiors, juniors, local governments, private managements, teachers organisations, their own office, supervision of teaching, and examination and evaluation.

While interpreting this table, one has obviously to bear in mind the fact that some public servants are reluctant to report their experiences freely for fear of being misunderstood or penalised. It is also possible that a frustrated employee may be over-critical of his own organisation and its functioning. Neither of these factors appear to apply to the present case.

The district educational authorities in Andhra Pradesh seem to have a general complaint that the teachers as a class do not bother about latest developments in the field of education and that there is little attempt on their part to get themselves posted with up to date information, both in regard to content and methodology. Pressure for transfers and promotions on behalf of the teachers has been brought out to be another issue faced by the DEOs. It may be stated in this connection that inservice training programmes and occasional conferences do help the teachers to acquire new knowledge and learn from experiences of others. But only the teacher who is interested in his professional growth is likely to take full advantage of such programmes. It has therefore been suggested that some kind of incentive for professional excellence, apart from the national awards to the teachers, should be provided to encourage promising persons. It has also been suggested separately that accelerated promotions to higher cadres may be given to teachers of extra-ordinary merit. The pressure for transfer to better places of the teachers' choice cannot be treated to be an unusual phenomenon relevant only to teachers. This would occur with any class of employees, particularly when there is considerable gap in the level of development and the provision of facilities between the urban and rural areas of our country.

Table I: Problems and Difficulties Faced

<i>Problems and Difficulties</i>							
<i>S. No.</i>	<i>Name of District</i>	<i>Teachers</i>	<i>Public</i>	<i>Educational Institutions</i>	<i>Superiors</i>	<i>Juniors</i>	<i>Local Governments</i>
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Adilabad	Nil	Public interference	Nil	Nil	Nil	Nil
2.	Anantapur	Resistance to innovations and not duty oriented	Unreasonable requests	Poor finance and academic standards	Nil	Nil	Nil
3.	Chittoor	Lack of effective communication	Lack of interest in education	Lack of accommodation and equipment	Lack of reciprocal relations	—	—
4.	Cuddapah	Inadequate preparation and private tuitions	Interference in examinations	Not located at suitable places	Delay in allotment of funds	Easy-going attitude	Violation of rules
5.	East Godavari	Pressure for transfers	Lack of interest in education	Delay in replies	Nil	Delayed correspondence	Unauthorised starting of schools
6.	Guntur	Fixation of salaries and payment of arrears	Pressure on admission of students and transfer of teachers	Inadequate facilities	—	Delay in correspondence	Disputes between teachers and management.
7.	Hyderabad	Lack of planning	Ignorance of rules and pressure on administration	Indifference to rules	Lack of guidance	Lack of responsibility	Political bias

by District Educational Authorities

<i>in Dealing With</i>					
<i>Private Managements</i>	<i>Teachers Organisations</i>	<i>Office</i>	<i>Supervision of Teaching</i>	<i>Examination and Evaluation</i>	<i>Any Other</i>
(9)	(10)	(11)	(12)	(13)	(14)
Nil	Nil	Nil	Nil	Student indiscipline	Nil
Scant regard for inspections	Undue stress on rights, and agitational approach	Nil	Paucity of time	Malpractices and external interference	Heavy load of para-academic activities
Breach of rules	Nil	Delays in submission of reports etc.	Lack of time	Malpractices	—
Irregular appointments of teachers and indifference to rules	—	Lack of efficiency	Lack of knowledge	Copying	—
Irregular payment of salaries and collection of donations	Lack of cooperation	Heavy load of work	Nil	Evaluation not objective based	Nil
Irregularity in payment of salaries and collection of unauthorised funds	Agitational approach	Lack of supervision	Resistance to innovations	Malpractices	Inadequate clerical staff
Commercial attitude of the managements and lack of scruples	Lack of interest in academic work	Delays and red-tapism	—	Malpractices	—

(Table 1 continued)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
8.	Hyderabad City	Pressure for Promotions and transfers	—	—	—	—	—
9.	Karimnagar	Pressure for Promotions and transfers	Interference in administration	Not sending periodical returns	Late release of budget allotments	Nil	Absence of reports on implementation of schemes
10.	Krishna	—	—	—	—	—	—
11.	Kurnool	Indifference	Undue pressures	Nil	Nil	Nil	Nil
12.	Mahaboobnagar	Political pressures	Lack of interest	Unsuitable buildings and inadequate equipment	Delay in budget sanction	Delay in correspondence	Indifference to departmental regulations
13.	Medak	—	—	—	—	—	—
14.	Nalgonda	Pressure for transfers	Influence during exams.	Resistance to innovations	Delay in filling vacancies	Nil	Nil
15.	Srikakulam	Indifference to authority and involvement in politics	Lack of interest in educational institutions	Poor equipment and bad management	Delay in official replies	Frustration	Delay in correspondence and violation of rules
16.	Visakhapatnam	Pressure for promotions and transfers	Personal bickerings	Private properties and managements	Centralisation of authority	Nil	Not interested in academic matters, and violating procedures
17.	Warrangal	Pressure for transfers and promotions	Nil	Absence of teachers without leave	—	—	Pressure for approval of transfers
18.	West Godavari	—	Interference in examinations	Lack of equipment	Inadequate guidance	—	—

(9)	(10)	(11)	(12)	(13)	(14)
Difficulty in providing funds and pressure for sanction of additional staff	—	Inadequate staff	Heavy load of work	Unwieldy arrangements	—
Not adhering to rules	Interference in administration	Nil	Long vacancies in inspectional posts	Lack of funds to meet needs	Nil
Nil	Rivalry among organisations	—	—	—	—
Nil	Nil	Nil	Nil	Nil	Nil
Irregular payment	Nil	Heavy load of work	Lack of time	Lack of preparation by teachers	—
Nil	Nil	Nil	Lack of time for detailed supervision	Malpractices	Nil
Nil	Nil	Nil	Nil	Nil	Nil
Misuse of funds and grants	Recourse to direct action and courts	Lack of personnel	Lack of time	Indulgence of teachers and parents in malpractices	—
—	Involvement in personal problems and lack of interest in academic matters	Increased work load	Shortage of time	Non-cooperation of students	Lack of control over teachers
Indifference to rules	Pressure for transfers	Delay in correspondence	Lack of time for detailed supervision	Malpractices	—
Supervision inadequate	—	Inadequate staff	—	Need of orienting teachers	Public interference

The problems listed by the DEOs in dealing with the general public also deserve notice. These range from lack of interest in education to interference in administration. Problems of this character would normally arise when there is a gap between educational institutions and the community which it is required to serve. Forums like the parent teacher associations should contribute to educate both the administrators and teachers on one hand and the general public on the other and strengthen their ties for making positive contribution to the growth of the educational institutions. This is also an area in which the educational inspectors and supervisors as well as the teachers should take lead and encash the interest and enthusiasm of the general public to supplement the resources of the school or the college as the case may be.

Inadequate facilities in the form of buildings and equipment appear to be a common difficulty with the district educational authorities in dealing with educational institutions in their charge. Due to limited financial resources available for the development of education and our general policy to give low priority to buildings and furniture, inadequacy of physical facilities is a common complaint more or less all over the country. This is, therefore, more a case of finding additional resources for education rather than treating it to be an administrative issue. However, this phenomenon creates some difficulties before the DEOs in the matter of insisting on adherence to the educational rules. While the provision of the scheme of grant-in-aid can be an effective weapon for insisting on the provision of such facilities by managements of the private institutions, little can be done by such authorities for the government institutions. Existence of a neighbouring government school with inadequate facilities can make the position of the inspecting officer, who is also a representative of the management in respect of government institutions, somewhat embarrassing because he lacks the conviction to compel private managements to implement the instructions which he himself is unable to put into action with respect to government institutions.

Delayed release of funds and inadequate guidance is a difficulty faced by the DEOs with respect to their superior authorities. Timely sanc-

tion of funds and grants to the concerned offices and institutions has been observed to be a difficulty nearly all over the country for quite some time. It only points to a revision of the traditional procedures in this regard. In so far as lack of guidance is concerned, it can only be emphasized that developmental administration is relatively more democratic and participatory in character than the law and order administration which might be sufficient in many cases only to keep down the voice of the lower functionaries by simply bossing over them. A more enlightened and productive administration would apparently call for a good deal of initiative and guidance on the part of the superior authorities.

In Andhra Pradesh, local bodies have a big role to play in so far as school education is concerned. The problems relating to lack of reporting on implementation of schemes, indifference to departmental regulations and arbitrary character of transferring teachers by the local government authorities would, if operative on a large scale, need to be taken note by the policy makers, planners and other leaders. Decentralisation of educational administration, particularly that which relates to lower stages of education, is a move in the right direction. However, it is only in the fitness of things that all steps taken by any management must be only in the interest of education and not influenced by any non-educational consideration.

The difficulties in respect of the private managements of educational institutions listed in the table again provide a familiar echo for those who have handled this work. If the policy and practice of private managements sharing educational responsibility with the government is to continue on healthy lines, it is only desirable that misuse of funds or committing irregularities in the appointment of employees or payment of their salaries would need to be stopped. A real rectification of the situation in this regard can occur only with improvement of character and change in attitude. Up to a limited extent, however, this rectification can be brought about also through more effective steps for implementing the grant-in-aid rules on the part of the inspectional authorities and a more careful work on the part of the auditors.

Some teachers organisations are reported to take recourse to agitational approach and they show insufficient interest in the academic work. It is hoped that the state of affairs on this account has since improved in the state. It may be added, however, that if healthy relationships between the teachers organisations and the administration are evolved and nurtured they would undoubtedly increase possibilities of fostering better human relationships and improving academic standards. The resources available with the teachers organisations can also be identified and utilised purposefully by the administration.

In the field of supervision of teaching, several DEOs have referred to their difficulty relating to shortage of time. Nothing need be said on this point after what has been stated relating to the quantum of inspectional work in this chapter. It may however, be stated that with the present complexities in the curriculum, an inspecting officer, however, efficient he may be, cannot find himself an expert in all areas of work connected with school education today. In many parts of the country, therefore, the system of subject-inspection through teams of specialists has been experimented with. Such inspections, particularly at the secondary and higher secondary stages of education, should be a useful supplement to the work of the traditional inspecting officers.

Problem of University Administration

The three universities in the state, having been set up at different times and to serve different areas of the state, have developed in their own manner. During the several decades of their existence, a number of organisational and administrative issues had arisen mainly because of the 'crisis of numbers, crisis of finance, crisis of curricular relevance, crisis of priorities, and crisis of new scepticism'. Accordingly, the government of Andhra Pradesh directed the Comprehensive Education Bill Committee to suggest suitable amendments to the different university acts so as to ensure a sound administrative infra-structure and achieve good and independent internal administration. The committee having considered the current difficulties, problems and issues of the universities made a number of recommendations relating to amendments in the existing universities acts. These are contained in the government of

Andhra Pradesh publication entitled "Amendments to the Osmania, Andhra and Sri Venkateswara Universities' Acts".

Modernisation of Educational Administration

The traditional administration was concerned mainly with enforcing rules and regulations. The administrator was satisfied if the codes and orders were strictly adhered to. Fulfilment of the purposes of the organisation administered was not so much in the focus. As a consequence, the supervisory and inspectional staff was more concerned with fault-finding, correction and punishment. Modern supervision and inspection are, on the other hand, intended to help the worker to adopt improved and more efficient methods of discharging his duties. In education, the supervisor or inspector therefore works more as a helper and guide of the class-room teacher to remove his academic and other difficulties and to encourage him to do better.

In the past, opportunity was generally not available for the administered personnel to express their views or make suggestions. They were, in any case, not encouraged to suggest improvements. Those who headed the administrative hierarchy functioned on the assumption that the workers in the field were not capable of foreseeing, planning, programming or reforming. It was, therefore, considered enough if some do's and don'ts were dictated to them. Accordingly, it was customary for lower levels in the hierarchy to work mechanically and in a routinized manner; and the periodical inspections or visits would only contribute to revitalise the machinery and produce somewhat better results. But the modern administrator treats his sub-ordinates as an integral part of the organisation. The democratic approach attempts to achieve the desired response from the workers by persuasion and through attitudinal changes. In education, particularly, the ideas are often communicated from the administrator, inspector or supervisor more in the form of suggestions and not necessarily in the form of commands or taboos. The democratic efforts of various functionaries lead to many good results; and in so far as the educational institution is concerned, they contribute to improve the teaching-learning process and to secure best possible returns.

In modern administration, we are careful in dealing with not only the subordinates but also every one else. A school teacher, principal or inspector, for example, has to provide for happy human relationship with parents, students, colleagues, leaders and members of the local community, the management and everybody else. Good human relationship in an educational institution is not an end in itself. It is also a means to achieve a good many results of benefit to the individual maintaining such a relationship as well as others. Above all, it contributes to satisfactory fulfilment of the purposes of the organisation which is the main objective of any administrative machinery.

Encouraging class-room teachers to undertake experimental research is another function of the present day educational administrator. In other words, the inspecting functionary is to work more like an extension educator. The extension programmes inculcate in the teachers a habit of performing their jobs better. They also help cultivation of a scientific attitude. Teachers who do class-room experiments in a systematic manner have been observed to examine critically and constructively the curricula, methods of teaching, techniques of evaluation and everything else with which they are concerned. In this manner, they become capable of suggesting improvements in the on-going work. Therefore, the educational administrator playing the role of an extension functionary can substantially contribute to recons-

truction of curricula, reformation of methodology of teaching and educational activities in general.

Identification of talent among the field workers is still another function of a modern administrator. The talented have to be specially supported and encouraged. The good work done by some one has also to be made known to others as a source of inducement for similar efforts on their part. The present day inspecting officers in education have to be constantly on the look-out for identifying teachers worthy of emulation. Therefore, they have to develop a positive outlook unlike their traditional counterparts.

To get the ideals and ideas of modernisation in educational management translated into practice, entire machinery of the government may have to be revitalised through various methods including the provision of reorientation training to the personnel manning the machinery. It will not be possible to introduce modern concepts with cent per cent success if the process of modernisation is restricted to the field of education. But considering such a reform to take place as a prerequisite for initiating any measure to modernise educational administration may mean aiming at an impossibility. Therefore, initiative can be taken by the educational authorities to give modern directions to the educational machinery and its functioning to the extent possible without waiting for similar reforms elsewhere. This approach will apply to Andhra Pradesh as to any other state or territory in the Indian Union.

Copy of Chapter IX of the Report of Andhra Pradesh Comprehensive Education Bill Committee

Teacher Welfare

The following recommendations have been made :—

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

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

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

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

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

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

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

Note: In Government service, Teachers appointed under 10 (a) (i) (1) in A.P.E.S.S. are kept in service on temporary basis for a number of years. In private

services also, teachers are working for more than 2 years without regularisation. If the services are not regularised by the management it should be deemed that the services are automatically regularised after two years.

(8) Recommended to Government to constitute a Tribunal exclusively for Teachers to go into petitions relating to their service problems and disputes between teachers and managements. Its decisions shall be final.

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

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

(10) Pay scales and rectification of anomalies :—

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

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

(12) Recommended that the supernumary posts created in the Andhra region for transferring Andhra Teachers be kept as additional posts as long as they continue in these posts, and promotions to higher cadre be made according to the ratio of number of posts existing in the cadre at the time of the transfer under the management in 1969 and the number of persons transferred from Telangana belonging to the cadre. This should be done with retrospective

effect and teachers who should have got promotion to the higher cadre in the normal course should be given such promotions.

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

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

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

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

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

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

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

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

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

Note: 1. The Diploma holders had the same pay scale as post graduates in Higher Secondary and Multi-purpose schools before the Junior Colleges were introduced.

2. The scale now given to the Diploma holders (Rs. 200-400) in Junior Colleges is the same that given to the Diploma holders who have not been selected for Junior Colleges and are now working in High Schools. This is not fair.

3. Had the Diploma holders not been taken into Junior Colleges they would have been appointed as Headmasters of High Schools on the scale of 230-480 with Headmaster's allowances etc.

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

(22) Recommended that necessary steps be taken for paying the salaries of teachers working in Non-Government institutions on the 1st of every month and for sanctioning the annual increments without delay, for prompt action being taken for sanctioning leave and for paying leave and other allowance promptly. The concerned Welfare Officer be empowered to pass orders on the spot for remedial action, which are to be complied with by the concerned authorities.

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

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

(25) The following fringe benefits are recommended,

(1) Residential quarters should be provided to the teachers in town and rural areas at reasonable rent.

(2) Grant of financial assistance to teachers for construction of houses on co-operative basis or otherwise.

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

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

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

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

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

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

(32) Special casual leave not utilised should be credited to the Teachers earned leave account.

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

(34) Liberalised Pension Rules:—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(74) Recommended that a code of ethics or of conduct should be evolved by Teachers' organisations to make the members of the profession recognise their rights and duties and prepare them to serve the cause of education better.

The State Teachers Union, Andhra Pradesh should take necessary action to convene the various teachers' organisations for the purpose.

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

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

(77) Recommended that Teachers' Associations organise such programmes as would enhance over all

competence of their members either singly or jointly with the Government.

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

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

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

Form of Application for Recognition

District.....

Taluk

Town or Village.....

1. Name of School.
2. Date of establishment.
3. Date and number of previous proceedings or orders in regard to the recognition.
4. Society, Association, or Person owning the School.
5. Manager.
6. Nature and extent of accommodation (own or rented, tiled or thatched and number of school places.)
7. Names and qualifications and salaries of the teachers.
8. Number of pupils on the rolls in each class.

	Non-scheduled classes and tribes		Scheduled classes and tribes		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
I,II, III, IV,V, VI, VII & VIII Classes.						

9. Particulars of furniture and appliances provided.
10. Whether these registers are opened and maintained—
 1. Admission and Withdrawals.
 2. Attendance.
 3. Attendance of Masters.
 4. Record Sheets.
 5. Inspection Book.
 6. Visitors' Book.
 7. Acquittance Roll.
 8. Register of receipts and expenditure.
 9. Register of children of school age in the locality.
 10. Stock list of furniture and apparatus.
 11. Examination and Progress Register.
 12. Register of Defaulters (in compulsory areas).
11. Medium of Instruction.

DECLARATION

On behalf of the management of the school, I hereby declare that the conditions of recognition laid down in the Andhra Pradesh Educational Rules are being and will continue to be fully observed and that all the rules prescribed by the department are being and will continue to be fully observed and that I am prepared to subject the institution together with its current endowments and trust accounts, its established and registers to inspection and to furnish such returns as may be required by the department.

Form of Inspection Report on Secondary Schools

Inspection Report on Secondary Schools for 19 - 19

1. Name of Institution
 2. Name of Management : (Mention details of Registration.)
 3. Name of Correspondent
 4. Number and date of Director's Proceedings recognising the school under the Andhra Pradesh Educational Rules or Government order Sanctioning the opening of the School.
 5. Period for which the school is recognised.
 6. Date of inspection
 7. Date of Report
 8. Date of Despatch
 9. Date of the last Inspection
 10. Number and date of the controlling authority's Proceedings reviewing the last inspection report.
 11. Date of communication of the inspection report to the Headmaster by the Management.
 12. Date of review by the controlling authority.
 13. Date of communication of the review to the management.
 14. Date of communication of the review to the Headmaster by the Management.
 15. Review of the controlling authority.
- (a) Abstract of Receipts and expenditure other than special fees for the year ending 31st Marchbeing the official year immediately proceeding that in which the annual inspection takes place.

(a) Abstract of Receipts and expenditure other than special fees

RECEIPT	Amount		EXPENDITURE	Amount	
	Rs.	P.		Rs.	P.
Opening Balance :			1. Teaching staff		
1. Income from Endowments			2. Non teaching staff other than contingent staff		
2. Subscriptions and donations			3. Contingencies including salaries of contingent staff		
3. Admission fees			4. Rents		
4. Tuition Fee collections			5. Taxes		
5. Fines			6. Ordinary repairs and up-keep		
6. Grants-in-aid received			7. Scholarships		
(a) Teaching			8. Prizes		
(b) Buildings			9. New Buildings and Expansions		
(c) Equipment			10. Furniture		
(i) Laboratory			11. Science apparatus and Materials		
(ii) Library			12. Other teaching appliance		
(iii) Furniture			13. Library		
(d) Medical Inspection			14. Gymnasium and Games		
(e) Scholarships and Military concessions			15. Audio Visual Education		
			16. Provident Fund contributions		
			17. Expenditure not falling under the above heads		
			Closing Balance		
Total			Total		

Correspondents's remarks in case of Private Institutions and Headmaster's remarks in case of Government Institution.

Inspecting Officer's remarks

Note :- 1. For schools under private management, subsidies should be entered under item 7 of receipts.

2. Tuition fees can be collected at rate not exceeding by 50% of the standard rates viz. standard rates class-wise (classes I to XII) as in Andhra area, or the rates obtaining in the private institutions of Telangana Area during 1962-63 whichever are higher. If fees are collected in excess of the above rates, a detailed statement of the rates of fees charged in each class should be attached to this statement. Copy of the order of the Director of the Public Instruction permitting the enhanced rates should also be enclosed.

3. The Inspecting Officer should offer his remarks on

(a) Utilisation of special grants from Government such as Building Equipment etc.;

(b) General Financial position of the school; and

(c) Whether the rates of tuition fees are in accordance with Director of Public Instruction's Proceedings Rc. No. 165 D2/57 Dt. 8-4-1964.

(c) Teaching Staff

S.N.	Name	Date of Birth & Complete Years of Age.	Designation and nature of appointment (acting, temporary, probationary or permanent). Specialist teachers should be designated properly. In the case of part time teacher, note other employments if any in the remarks col.	Classes and subjects taught with number of hours devoted to each per week limited to secular teaching.	Higher qualification		
					Academic	Technical	Professional
1	2	3	4	5	6	7	8

Correspondent's remarks

- Note :
1. Suitability of the staff should be judged in relation to the general academic and professional qualifications prescribed by the Director of Public Instruction for handling the various school subjects.
 2. The proceedings of the concerned authority exempting teachers from prescribed qualifications or from the age rule should be quoted in the remarks column.
 3. The Inspecting officer may offer his remarks about :
 - (a) The distribution of work-load among the members of the staff of the school;
 - (b) The adequacy of the staff keeping in view the relevant provision of the APER and departmental instructions from time to time (specific remark should be offered whether there are any superfluous members of staff in any subject and also shortage in any subject); and
 - (c) The agreements entered into between teachers and the management.

Subject Specialised			Medium of instruction qualified to handle (Highest general education test passed in each language)	Total period (in year) of service as teacher in recognised schools including the school under report.	Total period (in years) of service as teacher in the school under report	Monthly Salary	G.P.F. T.P.F. Account-number	whether agreement prescribed in APER has been executed (in case of aided school)	Remarks of the Headmaster in any
Academic	Technical	Professional							
9.	10.	11.	12.	13.	14.	15.	16.	17.	18.

Inspecting Officer's remarks

Note: 1. Training courses, Seminars, Workshops etc. are being organised at different levels (local, district, State, Centre, etc.) by different agencies like Extension Centres attached to Training Colleges, Special Inspectors of the Director of Public Instruction's Office, Summer Institutes, Bureau of Educational and Vocational Guidance, Science Education Unit, State Institute of Education, etc. Details of any of the special courses undergone by each member of the staff should be given here. Additional white paper may be used, if necessary, for this purpose and attached to the Inspection Report.

(d) Statement of additional academic experiences of the members of the staff

S. No.	Name of the Teacher	Courses undergone with details of month, year, duration, agency etc.	Inspecting Officer's Remarks

Note : 1. The inspecting Officer should offer his remarks on—

- (a) The follow up work taken up by each member of the staff who has undergone the course of training; and
- (b) The special aptitudes and abilities of those teachers whom he desires to recommend for selection for any special course of Training.

(e) Strength and Attendance

Classes	No. of Sections	At last Inspection	Number on rolls at present Inspection 19...				Number of Pupils Present		Number of supplementary pupils	Average daily attendance during the six months preceding Inspection in each class	Average age of pupils in each class	Number of pupils unprotected from small pox i.e. neither vaccinated nor small pox marked	Number of pupils receiving regular physical training	Headmaster's remarks	Inspecting Officer's Remarks
			Old	Newly admitted	Promoted	Total	At last Inspection	At present Inspection							
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.
XII															
XI															
X															
IX															
VIII															
VII															
VI															
V															
IV															
III															
II															
I															

Note : Details regarding Boys and Girls should be shown separately in columns 3 to 11, 14, 15 and 16.

(f) Details of Fee Concessions, Scholarships etc.

Details of Concession etc.	Class XII	Class XI	Class X	Class IX	Class VIII	Class VII	Class VI	Class V	Class IV	Class III	Class II	Class I
	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount	Number Total amount
1. Full Fee concession												
2. Half Fee concession												
3. State Government scholarship												
4. Central Government scholarship												
5. Social Welfare Department												
6. Military concession etc.												
7.												

Headmaster's remarks

Inspecting Officer's remarks

Note : 1. Besides cash the school might have received some materials like writing materials clothing, Mid-day meal material etc. These also should be given under the remarks column.

The inspecting Officer should offer his remarks (a) on the proper storage and disbursement of these materials, and (b) proper award of fee concession etc.

(g) Details of Stagnation

Classes	Number of pupils on rolls excluding withdrawals	Number of pupils studying in the same class							
		Two years		Three years		More than 3 years		Total	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
XII									
XI									
X									
IX									
VIII									
VII									
VI									
V									
IV									
III									
II									
I									

Headmaster's remarks

Inspecting officer's remarks

Note : 1. Percentage should be calculated with reference to the number of pupils excluding withdrawals.

2. Inspecting Officer's remarks on the stagnation should indicate his suggestions regarding remedial measure to be taken up by the school.

(h) Residence of Pupils

Classes	Number of pupils resident with parents or guardians in the town or in the immediate neighbourhood of the school.	Number of pupils residing elsewhere				Headmaster's remarks
		Number of Pupils who reside in recognised hostels	Number of pupils who reside with near relatives	Number of pupils who reside elsewhere other than in hostel and with near relatives	Total of Columns 3, 4 and 5	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
XII						
XI						
X						
IX						
VIII						
VII						
VI						
V						
IV						
III						
II						
I						

Inspecting Officer's remarks regarding the need for the establishment of a hostel attached to the school and the need for tutorials

Note : 1 Any discrepancy between the totals of col. (3), (4) and (5), and column (6) should be explained.

2 By guardian is meant also a person having complete charge of a child owing to the death of one or both of its parent.

(i) Average marks of classes (other than the public examination class) for the year preceding the year of inspection

Class	Sections	First language	Second language	Third language	Central Maths or Composite Maths	General Science (General, Physical and & Natural)	Social Studies or History, Geography and Civics	Electives					Headmaster's remarks
XII													
XI													
X													
IX													
VIII													
VII													
VI													
V													
IV													
III													
II													
I													

Note : Separate figures should be shown for each subject and for each section according to the courses offered by the school.

(j) Average marks of the public examination class of the school for the two years preceding the year of inspection

Subjects	19 — 19							19 — 19							Number of pupils declared eligible for university course of study		Headmaster's remarks
	Number of pupils presented for public exam.	No. of pupils passed	Percentage of passes	Average Marks			No. of pupils presented for public examination	No. of pupils passed	Percentage of passed	Average marks			19 -19	19 -19			
				At school	At the public examination					At school	At the public examination						
					Of the school	State					Of the school	State	(14)	(15)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)		
1. First language I (Including the composite Course II)																	
2. Second language (Hind, Telugu and other languages, drawing, music etc.)																	
3. Third language (English)																	
4. General or Composite Maths																	
5. General Science Physical Science Natural Science																	
6. Social Studies (or History, Geography and Civics)																	
7. Electives, (wherever offered)																	
Mathematics																	
Physical Science																	
Natural Science																	
History of England																	
Home Science																	
Drawing and Painting																	
Music and Dancing																	
Shorthand																	
Typewriting																	
Commerce																	
Engineering																	
Civil																	
Mechanical																	
Electrical																	
Agricultural etc.																	

- Note : 1. Separate figures should be shown for each subject according to the courses offered by the school.
2. This table need not include private candidates appearing through the school.
3. For M.P. & H.S. classes, class record, calculated in percentages should be entered and for H.S.C. or S.S.L.C. average marks at school of class IX upto the date of public examination should be entered.
4. Two separate proforma have be prepared if the school presents pupils to two different public examinations.

(k) **Andhra Pradesh Educational Rules and administrative Inspections.**

- (1) Accommodation (2) Sanitary condition (3) Furniture, apparatus, appliances, and library (4) Playground, garden and museum.

Note : The Inspecting Officer should offer his remarks on the above items with reference to the rules and administrative instructions in force and state how far they are adequate and functionally useful.

(l) **Co-curricular activities including religious and moral instruction**

Inspecting Officer should offer his remarks on the following:

1. (a) Citizenship Training (b) Physical Training (c) Boys Scouts and Girl Guides (d) National Cadet Corps (e) Medical Inspection, etc.
2. Teaching of non-examination subjects like Crafts, Hobbies and Practical Activities and Domestic Science as Craft for girls, Drawing, Literary Association etc.
3. Religious and moral instruction :
 - (a) Number of hours devoted to secular teaching including moral instruction per week.
 - (b) Number of hours devoted to religious instruction, if any, per week.
 - (c) Number of hours devoted to moral instruction per week

(m) **Inspecting Officers's remarks on the organising and supervising work of the Headmaster**

- (1) Distribution of work among the members of the staff.
- (2) Time Table. (3) Academic guidance to the members of the staff. (4) Disciplinary rules for staff and pupils. (5) Admission and classification of pupils. (6) Promotion of pupils in accordance with the rules prescribed in D.P.I.'s' proceedings R C, No. 3417 E 4/58 dt. 10-8-59 and 19 10-1965.

- (7) Opening of School-Leaving Certificate records wherever necessary. (i) Opening of the office copy of the first page entries of the certificates on behalf of the students of class VIII. (ii) Date of opening the certificates for the students in class VIII. (iii) Date of closure of admission in class VIII. (iv) Punctuality, accuracy and neatness with which entries in them are made. (v) Custody of certificates. (8) Cumulative school records. (9) Class record.— Distribution of marks among the different tests and terminal examinations in accordance with D.P.I.'s Proceedings Re. No. 3417-E 4/58, dt: 10-8-1965 and Rc. No. 910-4/62, dated 28 11-1962. (10) Progress reports. (11) Office work. (12) Provident Fund and (13) Parental Co-operation.

(n) **Inspecting Officer's remarks on the academic aspects of the school**

Note : The inspecting officer should record his observation on the following aspects with reference to the various course, languages and subejcts offered by the school.

- (1) Preparation of and adherence to the annual programme of work (month-wise). (2) Activities and Projects undertaken. (3) Aids prepared by (a) the students, and (b) teachers. (4) Experiments conducted in Science (General, Physical and Natural.) (5) Written work :— (a) Home work, and (b) Class work. (6) Academic achievements :— (a) as per the class tests and terminal examinations; and (b) as per the opinion of the Inspecting Officer after inspection. (7) Provision made by the school to meet individual differences with special reference to backward children and (b) gifted children. (8) Preparation of the teacher general, in the school as seen from their teaching notes or notes of lesson, teaching aids prepared, etc. (9) electives- Composite or General Mathematics and other electives. The principles adopted by the school for offering these courses to the students. Guidance services offered and counselling activities attempted. (10) Evaluation : (I) Suitability of the question papers set for terminal examinations and slip tests (II) Training given to the students to answer objective types of questions. (III) Principles of valuation- Are they prepared and, if so, how far they are useful and followed in practice? (IV) Follow-up work on the achievement of pupils in the different tests. (V) Whether self evaluation by students encouraged (11) Any special achievements of the school in academic matters. (12) Any special class-room situations or any general features of interest which attracted the attention of the Inspecting Officer.

(o) **The general impression of the inspecting Officer with respect to the efficiency of the teaching and management of the institution.**

Note :— Points specially discussed in the conference with the staff at the close of inspection should be mentioned.

Financial Powers Delegated to Officers of the Educational Department

Powers	Extent of Delegations and Authority Empowered
1. (a) To condone breaks in qualifying services of gazetted officers.	Minister concerned.
(b) To condone breaks in qualifying service of non-gazetted officers.	Upto 2 months Secretary (Education); beyond the two months Minister (Education.)
2. To grant permission to officers in the Andhra Pradesh Education Service/Andhra Pradesh Technical Education Service.	Head of Department when there is no deviation from standing orders. Government in case of such deviations.
3. To authorise payment of time-barred claims of gazetted officers.	Secretary (Education).
4. (a) To authorise payment of time-barred claims of non-gazetted officers.	(a) Where the delay is not more than one year Head of Department. Where the delay is more than one year Secretary (Education.)
(b) To authorise payment of time-barred claims of heads of departments.	(b) Minister (Education).
5. To grant compassionate pension to government (Non-gazetted) teachers of all categories.	With relaxation status quo government, others Head of the Department.
6. To sanction arrear claims and entertain appeals from primary school teachers.	Secretary (Education)
7. To sanction arrear claims of assistant lecturers, secondary grade teachers etc. of government schools.	Secretary (Education)
8. To create posts in colleges (a) Teaching (i) Gazetted (ii) Non Gazetted and (b) Non-Teaching.	Gazetted posts in the plan, the Secretary (Education). Power is delegated to Head of the Department with the power to distribute the posts found surplus in particular institutions to other institutions in any case not to exceed the sanctioned strength.
9. To accept public donations.	Head of department to the extent that there will be no additional financial commitment to the government where donations are unconditional. The Secretary to Government, when conditions are attached as per instructions laid down on the subject.
10. To accord administrative sanction for buildings of government colleges (minor works).	Heads of Departments subject to budget provision.
11. To sanction refund of tuition fees.	Head of the Department.
12. To accord administrative sanction for construction of buildings for government schools (minor works).	Director of Public Instruction subject to provision of funds.

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| 13. To sanction buildings, play-ground and equipment grant to secondary schools. | Limited to minor works subject to budget provision
Director of Public Instruction. |
| 14. To admit belated financial statements of local bodies. | Director of Public Instruction. |
| 15. To sanction purchase of furniture etc. | Secretary (Education) |
| 16. To sanction write off. | Minister (Education) |
| 17. To give administration sanction for construction of school buildings. | Director of Public Instruction subject to availability of funds and limited to minor works. |
| 18. To sanction acquisition of land for buildings. | Director of Public Instruction subject to availability of funds. |
| 19. To release arrear grants towards supply of books, slates and rent grant withheld. | Director of Public Instruction subject to availability of funds. |
| 20. To sanction rent for primary school buildings above Rs. 100/-. | Director of Public Instruction upto Rs. 250/-; above that amount, Secretary (Education). |
| 21. To Dispose cases relating to sanction of final withdrawal of Teachers Provident Funds. | The D.P.I. provided there is no relaxation of rules. If relaxation is required, Secretary (Education). |
| 22. To sanction expenditure on examinations conducted by the commissioner for government examinations. | The commissioner for Government Examinations subject to budget provision and rules in force. |
| 23. To accept endowments in educational institutions. | Director of Public Instruction when no conditions are imposed, as in the case of item (B) above. |
| 24. To release grants for Youth Welfare Students' Tours, | Secretary (Education) |
| 25. To release grants for Youth Camps etc. | Secretary (Education) |
| 26. To approve budget Elementary Education Fund - Educational Institutions under local bodies. | Director of Public Instruction |
| 27. To decide cases relating to deputation of officers for attending conferences etc. outside the state. | Secretary (Education). |

List of Powers Delegated to Officers subordinate to the Director of Public Instruction

Nature of Power (1)	Authority (2)	Extent (3)
1. To authorise continuance of non-gazetted posts beyond the period of sanction	Principals/DEOs	Upto 3 months
2. To sanction renewal of rents for private buildings upto Rs. 300/- p.m. for educational buildings and Rs. 500/- for hostels	-do-	Renewal subject to certification by PWD
3. To sanction minor works of petty construction of and repair to public buildings	-do-	Upto Rs. 1000/- in each case
4. To sanction payment of arrear claims	Principals, DEOs, Inspector of Oriental Schools, Inspector of Physical Education	Claims in arrears upto 2 years
5. To sanction compassionate gratuity and family pension to families of non-gazetted officers	Principals/DEOs	Full
6. Fixation of rent for building of primary schools taken over by government from private managements and handed over to panchayat samitis	DEOs	Upto Rs. 75/- p.m.
7. To make temporary appointments of tutors and demonstrators	Principals	Appointments to be made against sanctioned posts only
8. To make appointment and take disciplinary action in respect of B.Ed. assistant, deputy inspectors, grade I pundits, viakarana and Sahitya pundits, secretarial assistants, commercial instructors and agricultural instructors grade I.	Principals/DEOs	-do-
9. Appointment and disciplinary proceedings in respect of upper division clerks	Principals/DEOs	-do-
10. Inflicting minor punishments in respect of tutors, assistant lecturers, physical directors, superintendents, auditors etc.	Principal/DEO	Only in respect of employees whose appointments vest in the Joint DPI
11. Appointment and discipline in respect of sergeants in government colleges	Principals	Appointments should be made only against sanctioned posts

(1)	(2)	(3)
12. To grant permission to hold examinership of universities or government agencies	Principal/DEO	Full
13. To grant permission in to clerks for accepting remuneration for maintaining quasi-public accounts	Principals/DEO	Work should be done without prejudice to official work
14. To appoint part time medical officers for inspection of students in government institutions	Principals/DEO	On approved scales of remuneration
15. To permit use of educational buildings for conduct of PSC and other government examinations	Principal/DEO	Full
16. To grant permission to teaching staff to undergo higher courses including B.Ed. and M.Ed.	Principal/DEO	Full
17. To hear appeals in respect of persons holding the posts of Headmaster, L.T. Assistants and teaching staff of equal status	Deputy Director of Public Instruction DPI	First appeal Second appeal
18. To fix the pay of staff of aided secondary schools	DEO	Appeals : Deputy Director, Secondary Education
19. To permit use of school buildings and grounds for purposes of religious instruction or devotional gatherings organised by private bodies or persons	Principal/DEO	Full
20. To order rectifications and ratifications of irregular promotions and detention of pupils made by heads of secondary schools	DEO	Full
21. To permit belated admission and ratification of irregular admissions in schools	Principal/DEO	Full
22. Dismissal, expulsion and debarment from admission of students	Principal/DEO	Full
23. To direct issue of transfer certificates in respect of any pupil whose continued presence in the class is considered sub-versive of good order and discipline by the head of the institution.	Principal/DEO	Full
24. To order admission or readmission of a pupil convicted in a court of law or detained under DIR.	Principal/DEO	Full
25. To declare a headmaster or teacher unfit for service for a specific period or permanently	Deputy Director (Secondary)	DPI will be appelte authority
26. To permit appointment of a teacher without executive experience as headmaster	DEO	Full
27. To permit admission of pupil in excess of the strength of 55 of in a class	Principal/DEO	Full
28. To grant exemption to over-aged candidates for admission to B.Ed. course	Principals of Training Colleges	Full
29. To sanction migration of pupils for ordinary higher secondary scheme of Telengana area to SSLC or higher secondary scheme of Andhra area and vice-versa	Principal/DEO	Full

(1)	(2)	(3)
30. To permit charge of elective subjects of pupils studying in higher secondary classes	Principal/DEO	Full
31. To permit changeover from diversified course to academic course and vice-versa	Principal/DEO	Full
32. Debarring of pupils from admission to any recognized schools for acts of indiscipline	Principal/DEO	Full
33. To hear and decide appeals from teachers other than heads of secondary schools working in municipal schools against the orders of executive authorities of municipalities	DEO	Full
34. To sanction condonation of shortage in attendance of students of secondary, higher secondary and multipurpose schools not exceeding 6 days	Principal/DEO	Full
35. To sanction condonation of shortage in the number of working days of secondary schools	Principal/DEO	Full
36. To grant permission to change of language under part II of first language under Andhra Scheme	Principal/DEO	Full
37. To exempt students in Telengana region from study of second language	Principal/DEO	Full
38. To release teaching grants to private primary schools in Telengana area	DEO	Full
39. To hear and decide appeals on declaration of managers, correspondents and teachers of primary schools as unfit to hold the respective positions	Deputy Director (Primary Education) Joint DPI	First appeal Second appeal
40. To grant permission for temporary appointment of untrained teachers in primary schools under panchayat samitis and municipalities in Telengana area	DEO	Full
41. To sanction condonation of shortage of working days of primary schools	DEO	Full
42. To sanction condonation of shortage in attendance of teacher-pupils of training schools	DEO	Full

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Date.....

National Staff College for Educational Planners and Administrators

OBJECTIVES

- (a) To organise pre-service and in-service training, conferences, workshops, meetings, seminars and briefing sessions for senior educational officers of the Central and State Governments and Union Territories;
- (b) To organise orientation and training programmes and refresher courses for teacher educators and for university and college administrators connected with educational planning and management;
- (c) To organise orientation programmes, seminars, and discussion groups for top level personnel including legislators in the field of educational planning and administration at policy making level in Central and State Governments;
- (d) To undertake, aid, promote and co-ordinate research in various aspects of education, in particular in the spheres of planning and administration including comparative studies in planning techniques and administrative procedures in the different states of India and in other countries of the world;
- (e) To provide academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration;
- (f) To offer, on request, consultancy service to State Governments and other educational institutions;
- (g) To act as clearing house of ideas and information on research, training and extension in educational planning and administration services and other programmes;
- (h) To prepare, print and publish papers, periodicals and books in furtherance of the objectives; and especially to bring out a journal of Educational Planning and Administration;
- (i) To collaborate with other agencies, institutions and organisations, including universities, institutes of management and administration and other allied institutions in India and abroad in such ways as may be considered necessary for promotion of these objectives;
- (j) To offer fellowships and scholarships in furtherance of the Staff College; and
- (k) To provide, on request, facilities for training in research and educational planning and administration to other countries, especially of the Asian region, and to collaborate with them in such programmes.

SOME IMPORTANT PUBLICATIONS

OF THE

NATIONAL STAFF COLLEGE

Regular

Institute News—A quarterly newsletter

Subject List—A classified list of books, articles and documents processed by the Staff College library

Periodic

Educational Planning in a District — Dr. J.P. Naik (1969)

Institutional Planning — Dr. J.P. Naik (1969)

School Improvement Projects and Community Support — Shri N.D. Sundaravadivelu (1969)

Programmes of Educational Improvement at the District Level not Involving much of a financial outlay — Shri M.V. Rajagopal (1969)

Recent Trends in Educational Planning — Dr. C.B. Padmanabhan (1969)

Some Reflections on the Administrative Aspects of Educational Planning in India— Shri Veda Prakasha (1969)

Some Observations on the Training of Personnel for Educational Planning — Shri Veda Prakasha (1969)

The Social, Educational, Economic and Political Aspects of Administering Educational Planning—Prof. M.V. Mathur (1970)

Life-long Education—Report of the Meeting of Experts on Life-Long Integrated Education (1970)

Report of the National Seminar on the Role, Functions, Recruitment and Training of District Education Officers (1970)

Modern Management Techniques in Educational Administration (1971)

Report of the Study Group on the Training of District Education Officers (1972)

Educational Planning and Management—Report of the Advanced Training Seminar on Educational Planning and Management (1973)

Educational Innovations in India—Some Experiments (1974)

Administration and Finance of Education in India with Special Reference to the Fifth Five Year Plan (1974)

Brief Report of All India Conference of District Education Officers on 10+2+3 (1976)

Growing Multitudes and the Search for Educational Opportunity—Report of the National Meet of Experts on Population Dynamics and Education (1974)

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