Chapter - V

Educational Planning in Andhra Pradesh
5.1 INTRODUCTION

Planning is a technique, a means to an end, the end being the realization of certain predetermined aims and objectives. The objectives may be economic, social, political, or institutional. Educational planning is a part of Economic Planning of the country. In fact, Educational planning is not a miraculous drug to cure all the ills of attaining perfection in Educational System. It involves identification of objectives and available resources, examining the alternative uses of these resources and choosing the best out of them, examining the implication of alternative courses of action and wisely missing one bee out of them, divining the time limits for achieving the selected targets and finding out the best method to achieve the targets. In the words of George Tannas (1968), 'The essence of educational planning is to calculate prospectively available but limited resources and to assign them amongst alternative competing claimants in a balanced system. So as to assure that a desirable result is produced at the lowest possible cost. Planning is the process of making choices explicit and as explicitly excluding alternatives which are less urgent or are beyond Indian Capacity to realise'.

A recent seminar of educationists have proposed an ambitious statement of educational planning as follows:

The overall planning of education is a continuous systematic process, involving the application on co-ordination of social research methods and of principles and techniques of education, administration, economics and finance with the participation and support of general public in education for the people with definite aims.

According to UNESCO "Educational Planning in the application to education itself of part real educators. The various pre-requisites for a National Educational Plan are:

1) A Scientific study of education situation in the base year
2) Visualising a long-term perspective of educational development keeping in view the socio-economic goals and the type of society.
3) Working out a rational pattern of priorities among the various contending factors within the education system. The emerging short-term or medium-term plan should fit into the larger perspective visualised for the country. The plan should be flexible so that it could admit of changes that the emerging situation may warrant in the times to come.

Drawing up a contingency plan so that in case economic and political needs necessitate any alteration in the model, it should not be difficult to do so.

Introducing an in-built system of evaluation, in order to modify the strategies and techniques as the plan proceeds. Seek to instill in students, a rational scientific approach to problem. Such an approach
Involves identifying the objectives and available resources, examining the implication of alternative courses of action and choosing wisely amongst them, deciding on specific targets to be met within specific time limits and finally developing the best means of systematically implementing the choices made.

In spite of the various definitions given by different people and organisations, the concept of educational planning may be summarised as follows:

Educational planning is a process of drawing up the most realistic blueprint of education development for a specified period, based on a scientific study of the existing situation within a broad perspective of educational development over a long term time span keeping in view the priorities emerging from the socio-economic goals that the Country / State has set for itself and taking due note of the various constraints - physical, financial and academic - that has a bearing on the realisation of targets of educational development.

5.2 DIFFERENT APPROACHES TO EDUCATIONAL PLANNING

The approach to educational planning intend to tackle the issues of imbalances between the supply and demand for education from various perspectives. Absence or lack of external efficiency of the educational system, a mistake or inadequacy in the educational forecasting techniques itself or serious distortions in the socio-economic system or a combination of all these
factors contribute, in general, to a mismatch between educational supply and demand. An educational system may suffer from internal inefficiency on account of qualitative and quantitative inputs inadequacies.

The process of educational planning possess a variety of complex issues. All such issues do not lend themselves to quantitative analysis or any solution exist within the prevailing methodology used for educational forecasts. Approaches to educational planning developed so far intend to find answers to problems of educational development. There are five approaches to educational planning, viz. (a) Social Demand approach; (b) Rate of Return Approach; (c) Manpower Balances (or requirements) Approach; (d) Target setting Approach and (e) The linear programming model.

5.2.1 Social Demands Approach

The Social demands approach is a direct outcome of the Universal education approach adopted by some Third World Countries like Pakistan, India, Indonesia, Sri Lanka, and others to tackle their mass literacy problem and to prepare their population for the planned socio-economic transformation. Social demand for education is defined as "the potential demand for trained manpower to meet the objectives of maximum and social development and utilisation of human resources" (Iqbal, Muhammad Shamsuddin, 1975:2).

'Social demand' for education is distinguished from 'plan demand' and 'private demand' for education. The 'plan demand' level of education is
determined by the social and economic targets of the national plans of the countries concerned, where as the 'private demand' for education reveals the individual demand in view of one's own personal needs and perceptions. Thus, private demand for education can differ from individual to individual and for the same individual, over time. The private demand for education is influenced by factors like social and economic status, the prevailing elitist structure, and market conditions, whereas the 'market demand' denotes the 'Finished products of the educational system depending on the structure of the labour market and influences educational inputs and outputs only indirectly over a period of time. Its immediate effect can be seen in the prevailing surpluses and shortages in various occupations' (Huq, M.S.; 1975:2). These distinctions of different types of education assume significance in the context of LDC's, since the different types of educational demands interact with each other and influence the process of national development.

The social demand for education may be higher than the actual educational supply, which results in social underdevelopment and social tension. Likewise, there could be conflict between private demand and plan demand for education in any country at different periods of time. Attempts in the direction of adjustment between private demand and plan demand for education have manifested in terms of the growth of public and private schools, regulatory measures over private schools, high pupil teachers ratio, competitive and restricted admissions, double shift schools, introduction of new educational courses to meet demands for new skills, revision and upgradation of curricula etc. Since these measures are fragmentary, they
would not help to eliminate tension and problems of educational growth. Further, the peculiarity of educational dynamics induces an increase in the supply at one stage of education, which in turn would cause an increase in demand for education in other stages (Philip H. Coombs: 1970:20).

Further, education is expected to "Change the society by breaking through its crust of eroded traditions, salvaging its inner values and revitalising its life impulse with selected values from the modern world, it is change itself in structure becoming abundant, efficient, and productive and part of the mainstream of the world's growing knowledge" (Huq. M. S 1970:21).

The Indian Government has observed that: Education is the most important single factor in achieving rapid development and technological progress and is creating a social order founded on values of freedom, social justice and equal opportunity" (Third Five Year Plan of India, 1961 - 66).

Further, the Government of India Resolution in regard to the Report of the Education Commission (1964) States that:

*Education has always been accorded an honoured place in Indian society. The great leaders of the Indian freedom movement realised the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. The Government of India is convinced that radical reconstruction of education is essential for economic and cultural development of the country, for national
integration and for realising the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to the life of the people; a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology, and the cultivation of moral and social values" (GOI, Report of the Education Commission (1964-66), XIII).

The National Government of Indonesia has emphasised the individual and social development role of education, thus:

"Education must be closely linked with the need as well as possibilities of economic and social development so that it can equip pupils for their life, and fulfil community needs. Education must undergo some reforms in order to make schools an integral, suitable and useful part of the life of the community" (First five Year Plan of Indonesia, 1969-74, 9).

Based on an evaluation of the educational policy statements of the South East Asian Countries, M. B. Hug had recognised two dominant trends; first, it has been social demand that has operated as the ultimate motive for educational change; second, education is now clearly in a state of flux and a constant source of social tension. No nation is likely to reach a stage of stability as long as the social demand for education remains unfulfilled. Y.B.Hug, 1976/8.
5.2.2 Rate of Return Approach

The rate of return approach or model is "based on an analysis of the internal rate of return on investment in education through present value cost comparisons derived from education - age - income data" M.S.Huq (1975:88). This includes approach to estimate the economic benefits derived from the costs of education. It does not rely on manpower estimates at various levels of education needed for a given pattern of economic growth, such a thing is the aim of the manpower balance approach.

The most important advantage of rate of return approach is that it provides the required basis of the investment decision theory. But this approach is not popular with the development planners for, according to M.S. Huq the following reasons.

1. It ignores the non-economic and also indirectly the economic benefits of education. This criticism is equally applicable to the manpower requirements model.

2. The data necessary for this model are not generally available in the developing countries. Again the same problem exists in some degree for the other approach as well and should not be insurmountable.

3. It does not take into account the income effects of ability, motivation, and family status that interact with the schooling. However, this problem is also statistically surmountable.

4. It also does not seem to reflect the effects of the changes in contents and methods in the schooling system and in the pattern of economic growth, which are important variables affecting the productivity of investment in education (M.S.Huq,1975:89).
These difficulties could be overcome with attempts to collect, process and build the database in a country. Thus, the usefulness of the rate of return approach to educational planning cannot be questionable.

The rate of return approach has to be carefully employed along with the other approaches to educational planning with a view to maximise the benefits of educational investments in an economy. Both direct and indirect returns of educational development from the investments made in it has to be recognised.

5.2.3 The Manpower Balances (or Requirements) Approach

The manpower balances (or requirements) approach seeks, to obtain the needed educational output from a set of well, enunciated economic growth projections and also to identify the variables that effect the determination of the level of each type of educational outputs required. The educational "output requirements are based on the forecasts of economic growth and sectoral distribution of output and employment in a given future year. The sectoral distribution of employment is then broken up through a series of computations into a distribution of the labour force by occupation and by level of education. These estimates and the data on the existing stock of educated manpower, less loss due to death, retirement, resignation and other reasons, are used in creating a plan of educational development to produce the future manpower requirement" (M.S.Hug; 1975;86).
The determination of an appropriate balance among the various types of manpower supply is rightly equated with the process of balancing between different levels of education. Thus, it is pointed out that "the problem of determining the balance is as familiar to economists as it is to teachers. For the former, it implies the fairest allocation of the resources devoted to education among the different levels, i.e., among primary, secondary and higher education, while for the latter it signifies the most suitable structure for an educational system in the light of an assessment of that proportion of the population which should be taken into consideration in planning education." Michael Doig, 1966: 523

The manpower balances is also suggested either in terms of different levels of education (i.e., primary, secondary, and higher education) or in terms of types of education viz., technical and general education, general education, and cultural education. Both the levels of education and types of education perspectives of manpower balances indicate, firstly, the requirements of various forms of educated labour with varied levels of formal education and, secondly, technical Vs cultural education

Evaluating education in terms of technical Vs Cultural is quite outdated by now in a country. Such an approach to educational planning "man had either to be 'spiritualised' by culture and remain ignorant of culture. Consequently, schools had to train either spiritualised humanists or barbarian technicians." (Bogdan Schwartzek, 1966: 316). Thus, the
educationalists emphasise on a clear blend of technical, general and cultural education to meet the needs of the socio-economic development of a country.

The manpower balance approach is used by the Russia and West Germany among industrialised countries and Kenya, Nigeria, Tanzania and Zambia among the less developed countries. India has not made much head way in this regard.

Another variant of the manpower requirements model is the very imaginative Tinbergen-Correa model (1962). By using a simple input-output table, Tinbergen-Correa have tried to relate directly required secondary and higher educational outputs to given rates of economic growth. They do not consider the calculation of occupational requirements as significant. The basic purpose of Tinbergen-Correa model is to suggest an appropriate educational structure to achieve a certain rate of economic growth, and how the educational structure should change with the changing growth rates.

Reacting to the Tinbergen-Correa model, Barney and Charles A. [1968:200; observed that]

"Another implied assumption in the Tinbergen-Correa model is that in the present situation, the number of persons with secondary and higher education in the correct number for the existing level of aggregated production. In practice, however, these are acute shortages or even sizable surpluses."
Moreover, implicitly this model assumes that technology and productivity in the time period remain constant, and it thus completely overlooks what effect such factors might have on the required occupations and hence the required educational qualifications. Finally, the model at presently developed draws no distinction between types of education (technical or academic), makes no allowances for qualitative imbalances in school curricula, and fails to distinguish between the major economic sectors of the economy.

5.2.4 The Target - Setting Approach

The Target setting approach is a "forward requirements estimation method" of manpower planning. Frederick Harbison and Charles A. Myers (1968:202) begin by saying that: "Without some kind of normative rationale, any exercise in estimating future needs is futile. Thus, the first principle in the analysis of manpower requirements is that goals be specified. This is clearly a conceptual matter. We start with the premises that, in itself, an educated, skilled and reasonably healthy population is an essential condition for economic growth, but at the same time, it is an end in itself. There is no reason to believe that the people of the free World place a higher value on an increase in material wealth than on an increase in health, the expansion of educational opportunities, and the opportunity for self-development of their inmate capacities. They want all of these and more".
Frederick Harbison and Charles Myers enunciate that target indicates a direction for action. Its precise quantitative dimension is far less important than its function of indicating the direction of activity for achievement of specific goals. (F. Harbison and C.A. Myers: 1968:204).

This approach emphasises the need for carrying out comprehensive estimates of human resource requirements. Thus, it is stressed that: "It is not enough to establish a single target for higher education, for Secondary education or even for all formal education. The closely associated targets for on-the-job training, for changing the structure of incentives, for importing expatriate manpower, for better utilisation of skills, and for creating adequate employment opportunities should be established along with educational targets. The assessment of human resource development 'in pieces' is perhaps the greatest single deficiency of the manpower and educational surveys which have been conducted in the past. And this deficiency, incidentally, is responsible for much of the difficulty experienced in the integration of human resource planning with the general planning for development". (F. Harbison and C.A. Meyers: 1968:204).

The shortfall or deficiency arises when the estimated demand exceed the expected supply of educational output. Depending on the estimated gaps, the targets are then suggested for expanding the educational system. F. Harbison and C.A. Meyers (1968: 207-208) remark that:
"In our judgement, however, the planner should never assume that this gap must be closed merely by expanding educational facilities. He should first explore the extent to which some of the requirements can be met by training on the job, by providing night-school classes for those already employed, by the temporary importation of skilled foreigners, or by improving the organisation of work in order to utilise manpower more efficiently. Indeed, one of his principal tasks is the examination of alternative solutions of human resource problems, and in the end to weave them into a broad strategy of human resource development".

The target-setting approach to manpower analysis appears to be more broad-based and less encountered with problems than the other alternative approaches. But this approach, however, has not been widely discussed among economists, development and educational planners.

5.2.5 The Linear Programming Model

The Linear programming model of educational planning is an attempt in the direction of partial integration of manpower requirements approach and the rate of return approach. Samuel Bowles and Harvey Leibenstein have independently formulated the linear programming approach to educational planning.

To quote Samuel Bowles (1969:157) "The gross income stream associated with each level of education is a weighted average of the present
aius of expected earnings of dropouts, on the one hand, and of graduates on the other. The weights here are the fraction of total admissions expected to dropout of graduates. The expected earnings of both dropouts and graduates are weighted average of expected male and female earnings adjusted for unemployment and non-participation in the labour force. The average earnings stream for a given type of school in the present value of the expected earnings of a graduate of the next lower level, adjusted by sex, unemployment, and labour force participation to correspond to a typical coming student.

The Linear Programming model has considered various types of education like primary school, gymnasium (first cycle secondary), lyceum (second-cycle secondary), technical secondary education, teachers training and higher education. This model has further classified education by curricula into humanities and social sciences, physical sciences and mathematics, engineering and related subjects, excluding middle level technical and assistant engineering schools.

Both linear programming and rate of return models measure the demand for educated manpower calculated on the basis of differences in earnings among the different types of workers, ignoring the existing supply of labour.

In Tinbergen and Correa and linear programming approaches educational costs are measured in terms of physical input and fixed teachers.
pupil coefficients are used to formulate the production function of educational system, since educational output partly constitutes an important input of the educational system itself.

The Manpower Requirements models, including Tinbergen and Correa model, seem to be deterministic; these manpower models begin with a given target of national income to estimate the required level of educational development. Thus, under manpower requirement methods, the educational plans are not intended to be optimal, whereas under linear programming and rate of return approaches, the emphasis is on the maximisation of national income, subject to the supply constraint of resources.

Therefore, educational planning should be recognised as a continuous decision making rather than a single, one time exercise. The educational plans should be revised and continuously adjusted to the development plans of the country.

It is very unfortunate that India did not make any concrete attempts to adopt any of these approaches to undertake educational planning. To a large extent, India's development and her educational programmes have not been integrated. So far we have formulated and implemented both the development plans and education plans as if they are unrelated.

A clear blend of manpower requirements approach and the rate of return approach appear to be very relevant to undertake educational
planning in India. This point is made in view of avoiding imbalances in the supply and demand for educational output, wastages in formal education and on-the-job training programmes, and also to direct our educational investment towards its optimum use. At this stage of our analysis, it would suffice to say that India cannot afford to expand her educational network without adopting some form of rational method of manpower planning. Controlled expansion of higher education, accelerated quantitative and qualitative expansion of technical education and primary as well as secondary education is the need of the hour in India, which should have some well-defined relationships with our employment generation capabilities.

5.3 PROBLEMS OF EDUCATIONAL PLANNING

During the 1946-1970, in a period of 26 years educational systems and their environments over the world were subjected to a barrage of scientific and technical, economic and demographic, political and cultural changes that shook everything in sight. The consequence for education was a new and formidable set of tasks, pressures, and problems that far exceeded in size and complexity anything, they had ever experienced. Since 1950's the developing nations responded to the new circumstances with an educational strategy of linear expansion. These countries were aimed at achieving the target of 100% participation in primary education and an increased rate of participation in secondary and higher education by 1980. In spite of the targets set out by

these nations, the costs and revenue calculations indicates that though there is a good deal of progress with an optimistic view, the attainment of targets would require a large increase in the proportion of the GNP devoted to education plus a large expansion of aid from the outside. There is a shortage of manpower in developing nations. Hence, priority was given to educate the most required types of manpower for economic growth, while making so many contributions by the educational planner for the problems were appeared and it has been gradually increased at a faster rate.

The problems named by Philip H. Cooch, are (a) demand for in excess of capacity, (b) costs rising faster than revenues, (c) non-financial bottlenecks, (d) not enough jobs for the educated and (e) the wrong kind of education. Wasteful imbalances exist when there is no co-ordination between one level to the other i.e., primary, secondary and higher education. In addition to this, if the inputs of the system has not been projected and programmed properly, wide dissimilarities exist: between one level and the other.

Demand for excess of capacity arises when the gap between demand and capacity was increased by the population explosion and later the original targets into running targets.

The costs factor is a great hurdle for the developing nations, because in certain cases the expenditure incurred (costs) had been under-estimated.

\[\text{Ibid., pp.26-28.}\]
and the perspective income (revenue) was over-estimated. Thus the achievement of targets failed and proved economically unrealistic.

The non-financial bottle-necks are administrative bottle-necks. The bottle-necks became ultimate determinants of how fast and in what direction educational systems could develop and how much financial help it could profitably absorb. They are the limited administrative abilities of educational systems to plan and to transform the plans into desired levels and the long time required for the development of staff for various educational institutions.

The next problem is educated - unemployment. The aim of many individuals in getting education is to achieve a good job. The job opportunities were good in the early stages and later it has become difficult because of rapid educational development. It implies that the supply of educated manpower has increased more than the demand and hence the situation of unemployment arised in these countries. However, selective manpower shortages continued to exist in certain specialised fields. According to N.Gopaldas (1968), "a state of affairs in which for various reasons men have to remain without jobs over many months or even for a longer period".

The wrong kind of education becomes the last problem. Many students receiving some sort of education of the other for the world of work they would live in. But, however, some receive a wrong kind of education i.e., which does

not suited to the economy of the country. For example, the traditional pattern of education is not suited to the needs of poor countries, who want to modernise themselves with latest innovations and techniques. According to Philip H. Coombs, "It was one thing, however, to know what was wrong with an outmoded and misplaced curriculum, but quite another thing to know how to fix it. Better alternatives were far from clear, and even where clear they were exceedingly difficult, time consuming and expensive to adopt."

Planning received wide acceptance and support from political and administrative leaders of almost all the nations of the world after the World War II. This general interest in planned development drew the attention of planners to education because they felt that the quality of education was closely related to the national development and the national plans would succeed to the extent that educational plans were successful. It became evident that all sectors of education ie., primary, secondary and university should be developed in a balanced manner and the educational effort should be related to the social and economic development with both qualitative and quantitative improvement in the organisational structure, content and methods of education and that the investment in education should yield rich dividends in the form of the fulfillment of the individual’s and society's needs and aspirations.

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Further the Educational Planning has to ensure the economic viability of the educational product and to promote the economic productivity of the individual. The development of human resources are closely related to economic development of a nation. Hence, the manpower is to be developed depending upon the need and it should be balanced so that manpower shortages and surpluses can be avoided. If the imbalances exist in manpower development, it may lead to the development of unemployment. Educational planning does not mean only the development of manpower or utilisation of resources, but it has to provide greater knowledge and skills that are required from time to time. The educational planner has to exercise his vision as to what shape of an economy and economic production would require in future.

5.4 NEED FOR EDUCATIONAL PLANNING

Planning in the field of education is very much essential to ensure success of the enterprise. It makes the goals and the means to achieve them clear and thus eliminate the chances of failure and ensures success of the activity. Efficient and effective planning saves time, effort and money. Planning helps in solving many problems in utilising the resources. It eliminates the trial and error method. So it is indispensable for the best utilisation of available resources. It checks wastage and failure and contributes to the smooth administrative functioning.
Planning in the field of education is of greater importance. In our Five Year Plans, we have launched various programmes for the development of education and extension of education. Most of the programmes had a country-wide importance which have been kept under the control of Central Government and those programmes that had importance for certain states were put under the State Programmes. The Five Year Plans were aimed at accelerating the educational and economic growth in the country. The national policy on education and other social plans have been oriented towards the development of education in view of developing Education for

The development of education and other social schemes were planned for ensuring a fair balance between economic and social development and equality for realising the aims and objectives of the plan proposed. Programme of education lies at the base of the effort to forge the bonds of common citizenship, to harness the energies of the people and to develop the natural and human resources of every part of the country.

India has now completed a period of 50 years educational planning i.e., since 1951, the establishment of National Planning Commission. During the first decade preceding to the attainment of Independence, efforts were made to prepare a plan of educational development for the whole country, both at the official and non-official levels. After the introduction of provincial autonomy in the country under the Government of India Act, 1935 and the
acceptance of office by the Congress in nine out of eleven provinces in 1937, the National Planning Committee was set up in 1938 under the Chairmanship of Jawaharlal Nehru. The Committee started working in 1939 to prepare a comprehensive plan of National Development. Educational planning was taken up by two sub-committees, one for General Education under the Chairmanship of Dr. S. Radhakrishnan and the other one for Technical Education and Development of Research under the Chairmanship of Dr. M. N. Saha.

A tentative report prepared on General Education was considered by the National Planning Committee but the report of the sub-committee on Technical Education and Development of Research could not even be considered due to the struggle for political freedom in the country. This however, remained the first un-official effort on educational planning for the development of the country. The Sargent, report prepared in 1944 was a landmark in the history of education planning in India. He had prepared a comprehensive educational plan that contained proposals on several aspects of educational reconstruction.

The Board made use of the reports it had prepared and planned to provide pre and compulsory Education for all children in the age group 6-14; Secondary education, both academic and Technical, to the extent of one child selected out of every 5 who completed the Junior Primary school; and higher education to one student out of every 15 who completed secondary education. Though efforts were made in planning education, no measures were taken to relate the proposals to the manpower needs or to the overall plan of socio-economic development.
The first phase of educational development in free India from 1947 to 1961 witnessed a great educational expansion in the country. In 1951, with the establishment of National Planning Commission, a new dimension was given to the field of education. Every State Government and the Central Government has its plan. The Central Government actively assists the States in formulating their plans. The plans of the central and the State Governments and the 'public' and the 'private' sectors are co-ordinated and finalised after detailed discussions by the Planning Commission which is a national body. The Planning Commission draws up a long term perspective plan and a more immediate Five Year Plan of Development. The plans are approved by the National Development Council, which was set up in 1952. The approved plan thus becomes the highest policy declaration of what is proposed to be achieved in next five years. These Five Year Plans specifies the policies and programmes and set targets of achievements.

3.8 NATIONAL SYSTEM OF EDUCATION

Education has ever been accorded an honoured place in India. In spite of many attempts made earlier for the development of education, the actual reorganisation of educational system of the country in order to adjust it to the changing needs and aspirations of the people took place only after the attainment of independence. Since, education was regarded as a potential instrument of social change and national upliftment, it has been considered as a major concern of Government both at the national as well as state level. The University Education Commission 1948-49 made recommendations for improving the quality of higher education and the Secondary Education.
Commission 1952-53 made suggestions for restructuring and re-orientating the secondary education. Attempts were made to implement the recommendations of these commissions and later a Resolution on Scientific Policy was passed for the development of Science and Technology. However, by the end of the Third Five Year Plan, a need was felt for the reconstruction of the entire educational system in order to meet the existing demands and to develop modernisation in the country.

As a result, the Education Commission 1964-66 was appointed to advise the Government on national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. Besides, several recommendations were made and the commission emphasized five nationally accepted goals of education like productivity, modernization, social and national integration, democratization and inculcation of social, moral and spiritual values. However, it has been suggested in its conclusion that education should be given a statutory basis everywhere and in all sectors, and Education Act should be passed in all the States and Union Territories, and the Central Government should issue a statement on the national policy on education which should serve as a guide to the state and local authorities in preparing and implementing educational plans in their respective areas.

After careful consideration and nation wide discussion, the Government of India constituted the committee in 1967 to prepare the draft of a statement on the National Policy on Education which was declared in 1968 as the National Policy on Education. The National Policy on Education (1968)
emphasised on several aspects like free compulsory education for all the children up to the age of 14, adoption of regional languages as a medium of education at the University stage, implementation of three language formula in all the States and educational opportunity at the Secondary stage in the areas denied in the past. Special emphasis should be placed on development of education for agriculture and industry, development of part-time education and correspondence course on a large scale at the University stage and organisation of Post-Graduate courses with adequate training and research facilities. Among all other things a uniform educational structure of adopting 10 + 2 + 3 system in all parts of the country was an important objective by the policy. The National Policy on Education (1968) marked a significant step in the history of education in post-independence India. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much attention to science and technology, and a closer relationship between education and the life of the people.

The foregoing developments necessitated the appraisal of the National Policy on Education and as a result in 1979 the policy was reoriented with greater flexibility in the context and duration of various courses, the draft of educational policy 1979 aimed at delinking of jobs from degrees, implementing adult education as a national programme, providing pre-primary education, book development, and community participation and so on. During the period 1968-1979, there was a considerable expansion of educational facilities all over the country. The National Policy on Education - 1968, continued practically up to 1986 with some changes and
imperfections due to several bottlenecks. Hence, so many problems accumulated over the years needed careful attention of the Government to be tackled with utmost urgency.

In 1986, the Ministry of Education (Ministry of Human Resource Development) started working on the formulation of the New Policy on Education to overcome all the bottlenecks faced during the earlier period. Consequently, upon these changes, the Ministry of Education presented a report 'Challenge of Education - A Policy Perspective' containing an overview of the state of education in the country and gave direction to future initiatives. Later, a detailed analysis was made out of all the recommendations and suggestions received from all the states. Governments and Union Territories revised the document as National Policy on Education 1986, the so-called New Educational Policy 1986. The main features of the policy are 1) The common educational structure 10+2+3 in all parts of the country based on a national curriculum along with a common core of Indian history, Freedom movement, constitutional obligation, and other content essential to nurture national identity; 2) Special emphasis on the removal of disparities to the specific needs of those who have been denied equality so far, 3) Universalisation of Elementary Education, 4) Adult literacy for skill development and implication of ages. 6) Improvements in content and process of education, 6) The Open University system has been initiated in order to augment of democratising education and as an instrument of democratising education. 7) Minimum level of learning will be laid down for each stage of education. Steps will also be taken to foster among students an
understanding of the diverse cultural and social systems of the people living in different parts of the country. 8) In higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. 9) Emphasis on research and development as a means of renovation and renewal of educational process will be undertaken at higher levels.

Among the important schemes, implemented during 1988-89 in the field of education were: Operation Black Board, Non-formal Education, Restructuring and Re-organisation of Teacher Education, Vocationalisation of Education, Navodaya Vidyalayas (Only in rural areas), Educational Technology, Science Teaching in Schools, Adult Education, Distance Education and Modernisation and Removal of obsolescence and improvement of Technical Education

5.7 EDUCATIONAL PLANNING IN ANDHRA PRADESH

Since the formation of the state in 1956, there has been a tremendous growth in all spheres of education. The enrollment in the schools, colleges and other educational institutions has been increased tremendously. The step of planning in the field of education in newly formed combined Andhra Pradesh State (Andhra and Telangana) was the integration of two different patterns of education i.e. (1) 11 years Higher Secondary Course + 1 year Pre-University course followed by 3 years Degree Course (Andhra Region) and 12 years Higher Secondary / Multipurpose Schools followed by 3 year Degree Course.
Though there was no much difference, Secondary School Leaving Certificate (SSLC) examination in Andhra area was non-elective, whereas it was elective in Telangana area. This difference was existed in the big secondary courses, regarding the Pre-University and 3 year Degree Courses, there was no much difference. As a result, an integrated syllabus common for the entire state at school level, was introduced in 1956-66, in Class-I and it has covered class VI in 1964-65. Later an high level committee constituted to adopt 10-2-3 system consisting of 5 years primary - 2 years upper primary - 8 years secondary + 2 years intermediate course and 6 years degree course. There will be a public examination at the end of class X Secondary School Certificate (SSC).

The Government of Andhra Pradesh approved it and implemented the same structure of education in 1965, and the same was recommended by the Education Commission (1964-66) headed by Dr. Kethari, which was adopted as a national pattern, by the Government of India. The adoption of the new structural pattern of education resulted in the abolition of higher secondary and multipurpose schools and gave room for the new Intermediate Colleges named as Junior Colleges.

Andhra Pradesh is one of the finest states in implementing progressive educational policies and programmes. It has been responsive to the new development, and has been implementing all the major recommendations made by several national and international consultations for the betterment of education. During the three and half decades of its origin, several steps were taken academically and administratively for improving the
quality of education. Though the state has been implementing the major recommendations of the Government of India as a national policy, it had planned to develop certain innovations of its own, in spite of the common education programmes like Universalisation of Education, Eradication of Illiteracy, Consolidation of Higher Education programmes and Removal of Obsolescence in the field of Technical Education etc.

Since the Andhra Pradesh State has been formed during the Second Five Year Plan i.e., in 1956, the education planning in Andhra Pradesh has been discussed only from the Second Five Year Plan onwards. During the First Plan period the two regions i.e., Andhra and Telangana had their own independent plans for the development of education.

5.7.1 Second Five Year Plan (1956-61)

In the development plan of 1956-61 a sum of Rs. 1196.60 lakhs was provided for the development of educational programmes in the state. Of this a sum of Rs. 978.28 lakhs was allotted for the schemes relating to General Education and the rest for the development of Technical Education. During the plan period, 16 pre-primary basic schools, 500 primary schools, 500 new junior basic schools, 60 middle schools, 5 post basic schools, 5 basic training schools were proposed to be opened. It was proposed to convert 1500 Elementary Schools into Junior Basic Training Schools and 100 Higher Elementary Schools into Middle Schools. It was proposed to enroll 2.19 lakhs children in the age group 6-11 and 0.81 lakh in the age group 11-14. It was also proposed to appoint 5,475 additional Teachers and 16 Deputy Inspectors of Schools. An amount of Rs.467.17 lakhs was proposed for the expansion of Elementary Education.
However, during the plan period, 2,830 Primary Schools, 264 New Junior Basic Schools, 264 Middle Schools, 1,159 additional Middle School Sections, 2 Post Basic Schools, 7 Basic Training Schools and 4 Special Training Schools for adult women were opened. In spite of this, 1,157 Elementary Schools were converted into Junior Basic Schools, 131 Higher Elementary Schools into Middle Schools and 9 ordinary Training Schools into Basic Training Schools. 3.96 lakh additional children in the age group 6-11 and 0.37 lakh children in the age group 11-14 were enrolled. 1,475 Additional Teachers, 170 Deputy Inspectors of Schools, 215 Clerks and Typists and 6 District Educational Officers were also appointed.

The Secondary education got a provision of Rs. 254.15 lakhs for its development. During the plan period it was planned to open 20 High Schools, 2 Training Colleges and 620 Additional Sections in High Schools. It was also proposed to enroll 28,700 additional children in the age group of 14-17, and converting 15 High Schools into Multi-purpose schools and 30 High Schools into Higher Secondary Schools. Above all one Regional Deputy Director of Public Instruction and one Inspectress of girls schools were appointed during this plan. The targets achieved in this plan were 217 High Schools, 593 additional sections in High Schools and 2 Training Colleges and 9192 children belonging to the age group of 14-17 were enrolled. In addition to this, 79 High Schools were converted into Higher Secondary Schools. One Deputy Director of Public Instruction and one more inspectress of Girls Schools were appointed in the subsequent year. In the end of the plan, 39 schools were upgraded into Higher Secondary Schools.
Regarding the University Education a provision of Rs. 161.71 lakhs was allotted, but only 100.02 lakhs was actually utilised during this plan period. Two new colleges for women planned earlier were opened in 1958-59. During the plan period, it was proposed to start 1 vocabulary Research unit and appointed 5 physical education Instructors. In addition, 2 District Social Education Officers were appointed and one unit for propagation of Hindi and the Planning and statistical unit were established.

Since the state was a newly formed one, several improvements and additional developments were also made in the field of technical education. The engineering colleges which were already existed were strengthened by providing more physical facilities like buildings etc. Several Polytechnic Institutes were developed, the diploma courses of 2 years duration was conducted by Kakinada Engineering College and this was converted into 3 year regular diploma course with an intake of 120 seats equally distributed to polytechnic institutes at Vizagapatam and S.V. Govt. Polytechnic (established during the Plan Period) at Tirupati.

Similarly, an attached polytechnic to engineering college at Anantapur was started and the compressed 2 year diploma course was transferred to this Polytechnic from the college by converting it into 3 year diploma course. A Telecommunication Course in the engineering college at Kakinada was proposed to start during 1958-59 and also introduction of Pre-Professional Courses in Kakinada and Anantapur College’s were proposed in the same period. It was proposed to open one Polytechnic at Guntur, Nellore and Nandyal and two Junior Technical Schools at Tirupati and Kakinada (attached to Polytechnics).
During the plan period, Polytechnics at Hyderabad and Warangal were developed and new colleges were proposed to start at Mahabubnagar and Visakhapatnam. In addition to this, one Junior Technical School was proposed to be opened at Secunderabad. Several centrally sponsored schemes, Mining Institutes at Gudur and Kothagudem, expansion of Polytechnics at Hyderabad, Kakinada and Visakhapatnam and starting of new Polytechnics at Proddatur and Nizamabad were proposed during this plan.

In addition to all these, under grant-in-aid to non-technical institutes scheme, M.R. College of Fine Arts, Hyderabad, Domestic Science College, Hyderabad and Regional Engineering College Warangal, received special attention in getting grants in aid to the Government of Andhra Pradesh.

During this plan period a sum of Rs. 1236.46 lakhs was spent on education, of which Rs. 1024.21 lakhs for the development of general education and Rs. 212.24 lakhs for technical education. Out of this, an amount of Rs. 505.45 lakhs for elementary education, Rs. 273.24 lakhs for secondary education and Rs. 88.10 lakhs for other programmes was spent.

5.7.2 Third Five Year Plan (1961-66)

Under the Third Plan of the State, it was proposed to introduce free universal and compulsory education for 95 per cent of boys and 70 per cent of girls of the age group 6-11 years and to increase educational facilities for the children of age groups 11 to 14 and 14 to 17 to the extent necessary. A special emphasis was proposed to remove regional disparities and develop the
backward regions to the average national level. It was planned to enroll 6-11 in classes I to V and 2.58 lakhs children in the age group of 11-14 years in classes VI to VIII by the end of the Third Plan.

For providing instructions in schools the Plan envisaged to appoint 52,025 teachers in primary schools and 6700 teachers in middle schools. Basic education has been accepted as the national pattern of education at the elementary stage. The Government of India has initiated a National Programme of orientating the elementary schools towards the basic pattern through the introduction of such of the features in non-basic schools which do not involve relatively large financial outlay. A provision has been made to develop 29 Model basic schools in urban areas at least one in each district.

In the Third Plan an outlay of Rs. 5.40 crore has been made for the development of secondary education. During this plan period it was proposed to enroll 50,000 additional children in classes X to XII and to appoint 3,000 additional teachers. The number of higher secondary schools including multi-purpose schools at the end of the second plan was 141 and provision has been made to upgrade 102 high schools into higher secondary schools. It was proposed to increase the intake capacity of four Government training colleges by 150 students out of nine Training Colleges in the State.

Under University Education Provision has been made for the payment of ad-hoc grant-in-aid to three Universities existing in the state. To meet the dearth of Science graduates, the facilities for science courses in degree classes
were proposed to increase to turn out additional number of 6,000 science graduates per annum ultimately.

Towards the development of social education, emphasis was placed on Libraries and Audio-visual education. A sum of Rs. 10.00 lakhs has been provided for this purpose. The National Cadet Corps (N.C.C.) and auxiliary Cadet Corps were proposed to expand at an additional cost of Rs. 117.00 lakhs as a part of physical education programme. With a view to meet the increasing demands for technical personnel, it was proposed to establish a polytechnic at Srirangam. Besides this, it was proposed to develop Music Schools, Colleges and the College of Fine Arts in the State and also to establish two Girls Technical Institutes and to upgrade the Domestic Science Training College at the degree level.

The total expenditure on education during this plan was Rs. 1761 lakhs for General Education and Rs. 310.71 lakhs for Technical Education.

5.7.3 Fourth Five-Year Plan (1969-74)

During the Fourth Plan, the percentage of enrollment in the Primary and secondary schools was emphasized to increase by providing facilities like mid-day meals, adequate furniture and school buildings. There were 36,702 primary schools in the State and it was proposed to enroll 6 lakh additional children in the age group of 6-11. To improve the quality of mid-day meals served in the primary schools, it was proposed to establish central kitchens. In upper primary level it was proposed to enroll 1.86 lakhs additional
children in the age group of 11-13 years. It was proposed to open 1490 Upper Primary Schools. An outlay of Rs. 545.27 lakhs was provided for elementary education.

Regarding the Secondary Education, it was proposed to add 406 new high schools by upgrading upper Primary schools and to enrol 91,000 additional children. In the field of secondary education qualitative emphasis was laid by consolidation of existing secondary schools, expansion and improvement of Mathematics and Science Education, adequate facilities to Science laboratories and teaching material and implementation of certain programmes of qualitative nature like school complexes, workshops, science clubs etc. were the main features of this plan.

Consequent upon the introduction of the new 10+2+3 system, Intermediate Colleges have been established during the year 1969-70 and these Intermediate Colleges were attached to a separate Statutory Board. During 1969-70, 170 Junior Colleges have been established in the State.

It was proposed to strengthen the Post Graduate Centres at Guzerat, Anantapur and Warangal, besides introducing several new courses. During this plan, Periodic expansion of Physical Education facilities, development of Sanskrit and other languages, Telugu Academy, Organisation of state level student festivals were proposed. A total amount of Rs 13.64 crores was allocated to spend on general education and it was also proposed to strengthen the departments of State Council of Educational Research and Training (S.C.E.R.T) for improving the quality of education in the State.
In the Fourth Plan, an outlay of Rs. 185.00 lakhs was proposed to spend for Technical Education. The Programmes for technical education in the Fourth Plan includes consolidation of the existing institutional courses, quality improvement and expansion of facilities mainly by diversification of sandwich courses and part-time courses. Under this plan new institutions were proposed to start at the degree level. It was planned to increase the intake capacity of the existing institutions. At diploma level 5 new institutions were proposed to start with an increased capacity.

Qualitative improvements have been given priority in the programmes of the Fourth Plan. The schemes include curriculum development cells, practical training for staff and designing low cost science equipment for secondary schools. The diversification of the diploma education to place and a proposal for the first time to start sand-wich type of courses introduced in electrical and electronic engineering courses. This was done under Indo-USSR credit agreement of 1966. Additional units of part-time courses were proposed to introduce in 5 polytechnics, other than those which were having already.

5.7.4 Fifth Five - Year Plan (1974-78)

According to the Approach Document, in the Fifth Plan, it should be possible to provide facilities for enrollment of 100 per cent children of 6-11 age group and 50 to 60 per cent on full time basis and 10 percent on part time basis for the age group 11-14. To meet the constitutional provision of universal free compulsory primary education, the enrollment of the boys in
age group 6-11 went from 43 to 61 lakhs by the end of Fifth Plan and there was a recruitment of 46 thousand teachers at the ratio of 1 teacher for 39 pupil. The inter-regional disparities were narrowed down and special measures were taken up for tackling the difficulties relating to enrollment of girls. So many incentive measures like providing books, uniforms and mid-day meals to at least 50 per cent of the children in the age group 6-18 were introduced.

The enrollment in classes VII to X (secondary level) at the end of 1978-79 was estimated to be 20 per cent of the total population in the relevant age group 15-16. The national approach envisages 32 per cent and this involves an additional enrollment of 6.5 lakh students at the rate of 80 students per class. The national approach was to meet the social demand for secondary education by expanding the facilities, especially in the backward areas. The need for curricular re-orientation and vocationalisation was also stressed. This expansion facilities include 22 new Junior Colleges to have at least one college in every Taluka and one women's college in every district. It was also proposed to introduce 34 vocational courses of job oriented nature in selected colleges during the Sixth Plan so that the under pressure for higher education was relieved and the wastage was reduced.

Under higher education, emphasis was laid down to improve and consolidate institutional expansion. Stress was laid for the expansion of library, laboratory and other physical facilities in institutions of higher education. To facilitate post graduate education, four new post-graduate centres were started. Junior colleges were separated from the degree colleges
to improve college administration. Suitable training courses for collegiate teachers were started and established a special cell for collegiate education at State Council of Education Research and Training.

The State occupies 16th rank amongst the States of India in literacy level. This was one of the areas where concerted efforts were taken to raise the literacy percentage. Therefore a mass literacy drive campaign was organised during the Fifth Plan Period with a view to raise literacy rate by 2 per cent. The public libraries were started for self-advancement through self study. The increasing literacy among the masses created thirst for reading. Unless this is satisfied by providing library facilities, the new literates may fall back into illiteracy. Hence, new schemes were included in the development plans to expand library facilities in rural and urban areas.

According to the previous policy of the Government, every district in the State should be provided with at least one Polytechnic. But, due to the wide spread unemployment among engineering diploma holders, it was decided not to start new Polytechnics in the districts where polytechnics were already existing. Hence, the plan concentrates on consolidation of the existing institutions by making up the deficiencies in their staff, laboratory equipment, accommodation and improvement of the existing institutions by diversification and improvement of the courses and starting new courses, developing sand-which courses and expanding part-time diploma courses.

During this Plan Period, the expenditure on education was Rs. 2,989.16 lakhs out of which Rs.2,786.17 for general education including art culture and
Rs. 182.98 lakhs for technical education. The expenditure on school education was accounted to Rs.1,789.09 lakhs, whereas higher education and other programmes received Rs.874.10 lakhs and Rs. 122.32 lakhs respectively.

5.7.5 Sixth Five - Year Plan (1980-85)

National Policy on Education envisaged transformation of the educational system in the country into a powerful one for social transformation and economic growth, modernisation and natural integration. This was done by providing universal free and compulsory elementary education. Appointment and continuance of teachers for opening new schools (Primary and upper primary) and strengthening of existing schools to meet the target of enrolment, (85.3 per cent in classes I to V age group of 6-11 and 50.4 per cent in case of classes VI and VII age group of 11-13) years were taken up.

It was proposed to appoint 800 Telugu Pandits and 1,000 Hindi Pandits during this plan in upper primary schools. The Fourth All India Educational Survey identified the deficiencies in furniture and teaching appliances. It was found essential to provide inservice training to make the teachers acquainted with the new facts of teaching and to make them to improve their skills and attitudes so as to meet the new demands.

Under non-formal education, it was proposed to open 14,120 centres at Primary level and 9,360 at upper primary level. Out of this 14,765 centres were opened under state sector and 8,805 centres under the central sector. It was proposed to enroll 3,53,000 additional children at the primary level
and 2,34,000 children at upper primary level in these centres. Provisions for inservice training for the instructors and supervisors have also been made.

During the Sixth Plan, it was proposed to continue 420 additional teachers appointed in high schools in 1979-80 in subsequent years. Additional sections in high schools were proposed to open consequent on heavy rush of admissions. It was proposed to create 2000 posts as against 4000 posts, deficit by 1980-85. The new residential schools were opened in the state and a new school was started for Scheduled Caste children at Medak during 1980-1981.

Other educational schemes like expansion of Bates Bhavan were proposed. It was planned to expand the Science Centre at Hyderabad. The literacy eradication programmes, functional literacy programme and non-formal (adult) Education programmes, which were existing in 1973-79, were merged into the integrated programme under the nomenclature of 'Rural Functional Literacy Project' from the year 1979-82. As a result, 13 projects under state plans and 16 under central plans were set up with 800 centres under each project. In all 5.07 lakhs of illiterate adults in the age group of 15-39 were being covered through these projects even with an outlay of Rs. 800.00 lakhs over a period of 5 years i.e., upto 1984-85. In spite of this it was proposed to conduct post literacy programmes during this plan.

Under higher education, the schemes implemented during the plan period 1974-80 were the development of Junior colleges, university education and other continuing and non continuing schemes of state wide importance. An outlay of Rs. 856.73 lakhs was spent to develop the Intermediate
education and 17 junior colleges during 1980-81 were started. For the
maintenance of these colleges Rs. 427.59 lakhs was proposed to be spent
during 1980-81. 150 additional posts of Junior Lecturers were proposed to be
sanctioned with a view of sanctioning 150 additional posts of Junior
Lecturers in each year from 1981-82 to 1984-85 during the Sixth Plan. It was proposed
to vocationalise the courses in the Junior colleges so as to ensure better
opportunity for employment for the boys at the Intermediate level. For this
purpose, 30 vocational courses were started during 1980-81, and 30 vocational
courses were introduced in each year from 1981-82 to 1984-85. An outlay of
Rs 432.25 lakhs was spent to start these vocational courses.

In continuation of the provision proposed for the Junior Colleges, 23
schemes have been formulated with an outlay of Rs. 438.83 lakhs. These
schemes include Grant-in-aid to Kakatiya, Nagarjuna Universities, Dakshina
Bharat Hindi Prachara Sabha at Hyderabad, conversion of Post graduate
centre at Anantapur into full fledged University, development of vocational
training centres, maintenance of old colleges, appointment of lecturers
starting of vocational courses, starting colleges for women, Improvement of
N.G.O. activities etc.

Despite of these several programmes, sports, youth services, art and
culture have to be given importance. For the technical education an outlay of
Rs. 350.00 lakhs was allotted and was proposed to establish at least one
polytechnic in each district especially in the districts not having so far. A
state wide institute of leather technology was proposed to start during 1980-
81. New courses like diversified full-time diploma courses such as paper
technology, timber technology etc. were started, part time diploma courses.
sandwich type diploma courses in textile technology, auto-engineering etc. and post diploma courses in T.V. technology, refrigeration and air-condition and foundry technology.

An additional extension of existing Institutions/Establishments were also proposed. As a result, it was proposed to increase the intake capacity of each engineering college in the State by 20 students in all 7 colleges and this expansion too has moved on to other professional and technical courses and institutes.

The expenditure on education during this plan period increased to Rs. 5549.70 lakhs for school education and Rs. 3,228.68 for higher education from Rs. 1789.09 lakhs and 874.10 lakhs spent in the fifth plan. The total amount spent on general education during the plan was Rs. 10097.34 and Rs. 470.19 lakhs for technical education.

6.7.8 Seventh Five-Year Plan (1983-88)

The Seventh plan mainly emphasized on innovative and low cost programmes which are easily accessible. It was envisaged in this plan that though we have achieved the targets to a large extent in primary education, the time has come to think of quality and consolidation and to achieve the fixed targets in primary education in order to reach the goal of universalisation. Considering the importance of school education, a huge step-up from the Sixth Plan expenditure of Rs. 55.50 crores to a provision of Rs. 135 crores in the Seventh Plan has been proposed.
The first priority in the Universalisation of Elementary Education was to provide minimum educational facilities to school-going children. It was proposed to open 1,560 new schools. It was also proposed to create 2,965 Secondary Grade Basic Training (SGBT) posts to maintain 1:50 teacher-pupil ratio in primary schools and further emphasised to upgrade 646 primary schools into upper primary schools and create 875 posts of language pandits and 250 posts of grade-II Hindi pandits. It was also proposed to appoint 1000 women-teachers with central assistance. Provision was made for construction of school buildings in Panchayat Samithis with United Kingdom assistance. A programme of constructing school buildings for Government primary and upper primary schools in the State with an outlay of Rs. 50 lakhs was contemplated. It was proposed to provide an amount of Rs. 1 lakh for each teacher training institute for constructing pucca buildings.

A provision of Rs. 2.57 crores was made to supply furniture to primary and upper primary schools and also educational equipment to the primary schools. Provision was also made for supply of uniform and text books to children in classes I and II for physical education activities in upper primary schools and introduction of audio-visual education in classes I to V.

The non-formal education programme has been introduced in the State with the assistance of the Government of India so as to bring the unenrolled and dropout children of the age group 9-14 into the field of primary education with the object of achieving universalisation of elementary education. It was proposed to open 13,320 non-formal education centres to cover 8.33 lakh children as a target.
Secondary education received the attention of the Government in linking education with productivity; and development of productive skill in pupils have been emphasised. Recognising the importance of vocationalisation of education at the school level, the Government constituted a Committee under the Chairmanship of Sri V.R. Reddy. In pursuance of the recommendations of the committee, the Government introduced vocationalisation of education in 105 schools in seven during the Seventh Plan period. A provision was made for Computer Literacy in high schools to develop creative activities in identifying and developing applications relevant to their environment and to use computers in class rooms.

It was proposed to create 200 posts of Grade - I Hindi Pandits and required B.Ed., posts in High schools. A provision for construction of school buildings for high schools and for furniture and other equipment to the high schools was also made. Grant-in-aid was given to Sainik School at Korukonda, Andhra Pradesh Hindi Academy, Hyderabad, Bharat Scouts and Guides and the Andhra Pradesh Residential Educational Institutions Society. In view of increasing pressure on Sainik School education, the intake capacity has increased to 630 pupils from 525 by opening of higher classes in Residential Schools during this plan period. The main policy of the government was to have high schools in all Mandal Headquarters.

Necessary provision was made to strengthen the State Council of Educational Research and Training and also to conduct in-service training programmes in the colleges of education. Need for strengthening supervision
and administration at levels received attention during this plan period. In accordance with the national policy, implementation of vocationalisation programme at plus 2 stage of education was taken up on priority basis and 30 vocational courses were introduced in 30 colleges in addition to 136 courses already existing. According to the policy of the Government, it will be extended gradually in all the Junior colleges in the State in a phased manner. In 1986-87 it was proposed to start 40 vocational courses every year. Provision has been made for infrastructural facilities and for creation of teaching and non-teaching posts in Government Junior colleges. For strengthening Junior colleges, it was proposed to appoint 250 Junior lecturers in a phased manner.

In order to rectify the defects and make the system more dynamic at degree level, it has been planned to restructure the courses as a workable solution. It was also proposed to introduce these courses in larger number of colleges in such a way that the students can apply theoretical knowledge to the problems of the local environment. Additional teaching posts to the existing degree colleges were proposed to appoint in a phased manner. Hence 100 posts of Lecturers during 1986-86 and 50 posts each year from 1986-87 onwards have been proposed to appoint. In view of the existing demands for science and commerce courses, it was proposed to start these courses in 40 degree colleges during this plan period. Reader posts have been created in degree colleges where Post-Graduate courses are offered. The proposal for appointing Administrative Officer in degree colleges has been accepted by the Government and it was proposed to sanction 10 such posts in every year.
during the Seventh Plan. Provision has been made for supply of furniture, equipment, books etc., to the Silver Jubilee Government College and Government colleges at Rajahmundry and Nizamabad. It has been proposed to accord permanent affiliation by the Universities to colleges having permanent buildings, besides satisfying other conditions.

Necessary provision has been made for the welfare of students belonging to Scheduled Castes, Backward Castes and other low income groups, conducting special coaching classes for those appearing entrance test in IIT, Medical and Engineering courses. It has been proposed to conduct inservice teacher training programme for college teachers. By all an outlay of Rs. 6,700 lakhs was made in the Seventh Plan for higher education.

A substantial step-up in educating the adults was proposed during the Seventh Plan with an outlay of Rs. 25 crores. 62 new projects were proposed under state-sector and 68 projects under central-sector. In addition to the 69 projects existing at the end of the Sixth Plan, it has been planned to educate 116 lakh adult-illiterates in the age group of 15-25 by 1980. A significant feature of Adult education during Seventh Plan was to generate considerable employment opportunities by way of project officers, supervision organisers etc. The Draft Seventh Five Year Plan on technical education emphasised more on new schemes in addition to the spill over schemes.

It was proposed to start additional 4 year part-time, 3 year full-time degree courses specially designed for diploma holders in various faculties. It
was also proposed to establish one women polytechnic for every two districts and 8 such institutes have been started during this plan. State-wise institutes of Textile Technology, Guntur, Ceramic Technology, Gudur, Model Residential Polytechnic at Srisailam and Badrachalam in Tribal areas were proposed to be set-up during this plan period. In order to meet the additional needs of the industry for technical manpower in specialised areas, it was proposed to start diversified and new courses in polytechnic either on whole-time courses or sandwich courses. These were related to Plastic Technology, Paper and Pulp Technology, Television Technology, Electronics, Biomedical, Microwave Engineering, Computer Technology, Production Technology, Dairy Science, Town Planning, Agricultural Engineering, etc. Several Post/Diploma courses like Refrigeration and Air Conditioning, Naval Architecture, Hydrological Engineering, Foundry Technology, Environmental Engineering, Mine Surveying, Plastic and Polymer Technology, Cement and Concrete Technology, Groundwater Engineering, Petro Chemical Technology etc., have been proposed to be started during this plan period.

Provision has been made for grant-in-aid to the Universities, Private Engineering Colleges and Polytechnics for the development and implementation of Technical Education. Sufficient Provision has been made for scholarships for the students during this plan period. A sum of Rs. 1,815 lakhs was proposed for the development of Technical Education during the Seventh Plan Period.
The VII Plan period is a landmark in the field of education. Implementation of the programmes envisaged under National Policy of Education, 1986 began towards the end of 1987-88, with the assistance of Government of India. Schemes for introduction of Audio Visual techniques for teaching at primary stage, Yoga training, Operation Black Board, District institutes of Education and Training, Science Education, Environmental Education etc. have been implemented in the State. 60% of the Mandals in the State were covered during the years 1988-89, 1989-90 under Operation Black Board and Schools were provided with additional teachers. Construction of additional Class-rooms have been taken up apart from providing essential teaching-learning material to primary schools. 17 teacher training institutes were upgraded as D.I.E.Ts. Action has been taken to introduce Audio Visual technique in 10,000 Primary schools during the Years 1987-88 and 1988-89. Projectisation under Non-formal Education has been introduced from November, 1989. A beginning has been made in respect of Science Education and Environmental Education. Against a provision of Rs.289.80 Crores, the expenditure incurred was 200.88 Crores during the VII plan Period.

5.7.8 Annual Plans Review

During 1990-91, 10 Pre-primary Centres in the Model schools attached to District Institutions of Education and training (DIE Ts) were sanctioned with a view to taking care of early child-hood education. Similarly 165
Abhyudaya Prathamika Patasalalu under A.P.R.E.I.S have been stated as a Pilot Scheme during 1990-91, with a view to inciting the values of modern education with all its technological advancements. 5 Tribal Residential Schools were opened during 1990-91 under A.P.R.E.I.S Sanction has been accorded for the creation of 520 additional Secondary Grade teacher posts to improve the teacher pupil ratio and 100 posts of School Assistants with B.Sc (Maths) B.Ed for improving the quality of instruction at Upper Primary level. Sanction has also been accorded for absorption of 534 Special Language Pandits and 250 Special P.E.Ts into regular posts of Language Pandits and P.E.Ts. sanction has been accorded for equipping and also providing additional accommodation to 4 Government Colleges of Education, 3 Government Comprehensive Colleges of Education and Government Colleges of Physical Education. 3155 Upper Primary Schools were supplied with integrated Science kits to improve the quality of teaching of Mathematics and Science in Schools. Similarly 120 Teacher Training Programmes were also undertaken for the improvement of Science Education. Garden implements were supplied to 588 Primary and Upper Primary Schools in Ranga Reddy and Visakhapatnam Districts. 48 Training Programmes/Workshops were conducted, in which 1176 teachers were trained to create environmental consciousness among school going children.

A Minority cell with a senior officer of the rank a Deputy Director with supporting staff has been created to look after Minority Institutions. Sanction has been accorded for equipping 241 Government Upper Primary Schools and 22 Government Primary Schools with furniture and equipment. 48 Headmasters posts have been created for detaching High Schools classes from the existing Government Junior Colleges.
The State Government is committed to continue to give top priority for education and more so, for elementary education during 1991-92. An amount of Rs. 85.75 Crores under Plan has been proposed as the outlay for School Education for 1991-92. Out of this Rs 23.16 Crores is earmarked for Elementary education which comes to 75.2% of the Plan outlay.

In addition to the schemes sanctioned during 1990-91, the new schemes provided in the Plan during 1991-92 are (1) Creation of 100 SGVTs to bring teacher pupil ratio to 1:40, (2) Creation of 100 Maths Assistants to improve the quality of teaching (3) Creation of 48 H.M posts to bifurcate the High Schools attached to junior Colleges.

5.7.9 VIII PLAN AIMS AND OBJECTIVES

Government of India have envisaged the National Policy on education and programme of action of bringing out innovative measures in the field of education and for fulfillment of obligation in this aspect keeping in view the States Backwardness in the field of education also the measures proposed in the N.P.E. and the recommendation of the various working groups formulated by the Centre for VIII plan in the field of education and the committed policies of the State, the VIII plan is drawn up. Actually the need based plan for VIII plan period works out Rs.1714.64 crores. But due to constraints in the allocations for this sector and as per the guidelines of the planning Commission, the VIII plan outlay has to be Rs.152.50 crores. The department tries to achieve the goal of Universalisation of Elementary Education in the age group of 6 to 14 by consolidating the existing set up and also by bringing in certain schemes which will promote qualitative and quantitative improvement in education.
The VIII Five Year Plan is formulated keeping in view of the following objectives:

1. Providing facilities for pre-primary education for total development of the child;

2. Coverage of school-less habitations to facilitate the children of the age group 6 to 11 years with primary schools within walking distance;

3. Universalisation of Primary Education,
   a) Achievement of 100% enrolment in the age group of 6-13 years by the end of VIII plan through formal and non-formal systems of Education as complimentaries to each other.
   b) Reduction in drop-out rate and improvement in retention;

4. Providing facilities to improve the quality of instructions such as teaching staff, teaching learning aids, accommodation, A.V. aids, etc.

5. Running Abhyudaya Prathamika Patasalalu through the Andhra Pradesh Residential Educational Institutions Society for inculcating values of Indian Culture;

6. Developing environmental consciousness and scientific attitude in the students through Environmental Orientation and Science Education.
Extensive orientation programmes through primary education project, SCERT and DIETS, for the qualitative improvement in teaching; providing more facilities to the disadvantaged groups viz. Tribal students, by running Tribal Residential Schools under the control of Andhra Pradesh Residential Educational Institutions.

3. Providing Vocational courses for developing manual skills through exposure of students to technical trades at Secondary stage in High Schools and to make education system more relevant and employment oriented.

9. Equalization of educational opportunities to minorities and

10. To encourage sports activities among children.

By the end of VII plan, the enrolment in the age group 6-11 and 11-16 by estimated population is as detailed below:

Table - 6.1
Enrolment of the Children

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Estimated Population</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11 VII Plan and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys : 45.12</td>
<td>62.05</td>
<td></td>
</tr>
<tr>
<td>Girls : 54.12</td>
<td>81.12</td>
<td></td>
</tr>
<tr>
<td>Total : 99.22</td>
<td>143.17</td>
<td></td>
</tr>
<tr>
<td>11-13 VII Plan and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys : 16.80</td>
<td>16.80</td>
<td></td>
</tr>
<tr>
<td>Girls : 16.80</td>
<td>16.80</td>
<td></td>
</tr>
<tr>
<td>Total : 33.60</td>
<td>33.60</td>
<td></td>
</tr>
</tbody>
</table>

By the end of 1991-92 the enrolment in the age group 6 to 11 and 11 to 13 as against the estimated population is as detailed below.

### Table - 5.2

**Estimated Population and Enrolment Ratio**

<table>
<thead>
<tr>
<th></th>
<th>Estimated population</th>
<th>Enrolment position</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Age Group 6-11 by the end of 1991-92</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>47.18</td>
<td>44.10</td>
<td>93.47%</td>
</tr>
<tr>
<td>Girls</td>
<td>46.99</td>
<td>33.40</td>
<td>72.62%</td>
</tr>
<tr>
<td>Total</td>
<td>94.17</td>
<td>77.50</td>
<td>83.18%</td>
</tr>
<tr>
<td><strong>II Age Group 11-13 years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>16.67</td>
<td>10.60</td>
<td>62.9%</td>
</tr>
<tr>
<td>Girls</td>
<td>16.25</td>
<td>06.10</td>
<td>37.5%</td>
</tr>
<tr>
<td>Total</td>
<td>32.92</td>
<td>16.60</td>
<td>50.4%</td>
</tr>
<tr>
<td><strong>III VIII Plan Estimates: age group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>52.35</td>
<td>8.25</td>
<td>-</td>
</tr>
<tr>
<td>Girls</td>
<td>51.03</td>
<td>17.63</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>103.38</td>
<td>25.88</td>
<td>-</td>
</tr>
<tr>
<td><strong>IV Age group 11-13 years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>18.50</td>
<td>8.60</td>
<td>-</td>
</tr>
<tr>
<td>Girls</td>
<td>18.23</td>
<td>12.13</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>36.73</td>
<td>20.73</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** VIII Five Year Plan Draft, Government of Andhra Pradesh, Hyderabad.
It is proposed to achieve cent-per-cent enrollment by the end of VIII Plan period i.e., 1997 by making Formal and Non-formal systems of education at elementary stage as complimentaries. The drop-out rate will be minimised by providing infrastructural facilities to the educational institutions by providing additional teachers, incentive scholarships to the children, intensive training to the teachers, opening of Abhyudaya Pradhamika Patasalalu, Opening of Andhra Pradesh Open Schools, improving the conditions of the Residential schools, making the schools environment congenial for the retention of the children in the school etc.

At secondary stage, it is proposed to strengthen the Vocational Education and Computer Education besides providing the maximum facilities possible in the Secondary Schools. Teacher Education and Training Programmes are given due importance.

The sector-wise allocations of the total proposed VIII plan outlay of Rs.15250.00 lakhs is as follows.

<table>
<thead>
<tr>
<th>Sector-wise Allocations In Eighth Plan</th>
<th>VIII Plan Outlay (1992-97)</th>
<th>% in the outlay</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Elementary Education: Externally Aided Project (APPEP)</td>
<td>5000.00</td>
<td>32.8</td>
</tr>
<tr>
<td>Elementary Education (Formal)</td>
<td>4137.65</td>
<td>27.1</td>
</tr>
<tr>
<td>Elementary Education (Non-Formal)</td>
<td>3807.60</td>
<td>23.6</td>
</tr>
<tr>
<td>II. Secondary Education</td>
<td>2496.35</td>
<td>16.3</td>
</tr>
<tr>
<td>III. Direction &amp; Administration</td>
<td>18.40</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>15250.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Among all the sectors, this sector is the principal one and comes under minimum needs programme. Therefore, more than half of the amount i.e., Rs.24921.26 lakhs which comes to 83% of the total VIII Plan outlay is earmarked for this sector. It is proposed to open 3,600 primary schools in the school less habitations. Under this sector it is proposed to provide infrastructure facilities, like accommodation, teaching learning material and furniture, additional teacher, incentives for the girl students for 85% attendance, starting of Abhyudaya Prathamika Patasshalu under the control of A.P. Residential Educational Institutions Society. The details of each scheme are as follows.

1. Opening of Pre-Primary Sections in the primary and Upper Primary Schools in the State

The Pre-Primary Education Programme has been taken to support the primary education in the context of Universalisation of elementary education as a Social measure. During the Annual Plan of 1990-91, 10 Pre-primary Sections were opened in the Model Schools attached to D.I.E.Ts. in the State during 1990-91. During the VIII Five Year Plan it is proposed to continue all the Primary Schools opened in the state during 1990-91.

2. Appointment of Additional S.G.B.Ts. Teachers in Primary and U.P. Schools in the State

As per teacher pupil ratio, the District Educational Officers have furnished the additional requirement of S.G.B.Ts. during 1990-91 in respect of primary education as detailed below:
a. Government Sector : 100
b. Municipal Sector : 150
c. N.P.P.S.Sector : 7352

Out of the above, 500 additional SGBT Posts have been created during 1990-91. Due to financial stringency, only the posts already created are proposed to be continued during the VIII Plan period.

iii. Andhra Pradesh Primary Education Project

In 1983 the Government of India and British Government entered into an agreement to carry out a Primary Schools Project in Andhra Pradesh. The Government of United Kingdom through its Overseas Development Administration offered an assistance of 1 million pounds for Phase-I of the Project which was implemented in the State from 1984-85 to 31-3-1987 with the following objectives.

a. Providing some new Primary school classrooms of improved quality.
b. Improving human resources by enhancing the quality of the work of teachers and supervision of Primary schools.

iv. Building Programmes

The Building Programme was also implemented from 1-4-1987 to 31-5-1989, before grounding the Phase-II of the Project. Under the building Programme spill over works for 64 buildings, modifications and repairs to 20 buildings and construction of 30 Teacher Centre buildings were taken up.
Under Human Resource Development Programmes the 328 schools of Phase-I were provided with the consumable material of Rs. 500/- to each school and 34 Teacher Centres were provided with consumable materials of Rs. 5,000/- to each Teachers Centre.

As per the agreement reached with Government of India, Government of United Kingdom and Government of Andhra Pradesh, the Phase-II of the Project has started with effect from 1-3-1988 initially for a period of 5 years (1988-93 to 1993-94), but it is likely to be extended for a further period of two years after the mid-term review by Overseas Development Administration during 1993. The Overseas Development Administration agreed for 100 percent financial assistance of £7.80 million pounds to be utilized in 5 years from 1988-93 to 1993-94 to be claimed in the form of pre-financing claims submitted in six monthly intervals.

The Phase-II of the project has two main components Viz., (1) Human Resource Development and (2) Construction. The main objectives of Phase-II are as follows.

a. To bring about qualitative improvement in Primary Education by implementing child centered approach to learning in all Primary schools in the state in a phased manner.

b. To design and construct primary school buildings and add on facilities to the Teacher Centers that provide a better educational environment.
The Phase-II of the Project will cover the entire state in a Phased manner. It is proposed to construct, 3,393 class rooms, and 1,104 add on facilities to Teacher Centres during the VIII Plan period.

The Human Resources Development programmes of Phase-II have a target of training at an estimate of 1,40,000 teachers, 9,200 Mandal resource persons, 1,250 Mandal Education Officers and other inspecting officers and 250 Teacher Educators in phased manner.

vi. Amounts Required in VIII Five Year Plan of 1992-97

The required funds of Externally Aided Projects have to be earmarked on a priority basis. The total cost of the project will form part of state plan outlay.

The following amounts are to be provided in the VIII plan.

Table 5.4

Overseas Development Administration Assistance in the Eighth Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>ODA Assistance (Rs. in lakhs)</th>
<th>State Amounts (Rs. in lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>2827.37</td>
<td>1000.00</td>
</tr>
<tr>
<td>1993-94</td>
<td>1123.79</td>
<td>1000.00</td>
</tr>
<tr>
<td>1994-95</td>
<td>780.82</td>
<td>1000.00</td>
</tr>
<tr>
<td>1995-96</td>
<td>398.54</td>
<td>1000.00</td>
</tr>
<tr>
<td>1996-97</td>
<td></td>
<td>1000.00</td>
</tr>
<tr>
<td>Total</td>
<td>5180.52</td>
<td>5000.00</td>
</tr>
</tbody>
</table>

The required Overseas Development Administration assistance for the years 1982-83 and 1983-84 earmarked above are as per the agreed project document and the Overseas Development Administration's amounts required for the Year 1984-85 and 1985-86 are subject to approval by the Overseas Development Administrations mid-term review in the year 1982-1983.

vii. Operation Black Board

Under National Policy on Education, the Government of India have formulated a scheme for substantial improvement in facilities in Primary Education and has symbolically named it as "Operation Black Board". The Scheme of Operation Blackboard lays down the minimum level of facilities to be provided in all Primary School which have been established by 1988. The three important components of the scheme are:

i. Provision of at least 2 reasonably large rooms that are usable in all weathers with a deep verandah along with separate toilet facilities for boys and girls.

ii. Provision of at least two teachers for every primary school as far as possible and one of them to be a lady teacher.

iii. Provision of essential teaching learning materials including a blackboard, maps, charts, a small library, toys and games material and some equipment for work experience.
The Scheme was introduced in the State in the year 1987-88. Till the end of 1990-91 the Government of Andhra Pradesh sanctioned funds for the construction of 18,122 Class rooms under various schemes. Construction of 9995 Class rooms has been completed, covering 60% of the Mandals under Operation Blackboard scheme, with an expenditure of Rs. 4453.40 lakhs.

An amount of Rs. 328.15 lakhs has been provided for the scheme for construction of school buildings and for maintenance charges under Operation Black Board to cover 40% of the mandals under state sector during VIII Five Year Plan period.

viii. Non-Formal Education

In spite of taking all possible steps to expand Primary Education quantitatively by providing facilities and incentives a large number of school age children are still not enrolled. There is low attendance in schools. Dropout rate is high. Children in remote rural areas, children of deprived classes and the drop-outs need education at a suitable time for them. An alternative scheme of Non-formal Education was found suitable for the age group of 9-14. The scheme which was started in 1979-80 is being continued with the following objectives.

a. Objectives

i. To make Primary Education available to children of age group 9-14 years who cannot go to day schools.
ii. To teach them skills of literacy and numeracy and

iii. To develop in them skills and attitudes essential for good citizenship.

The scheme has phases I & II with 4 stages 6 months duration each and 2 stages of one year duration respectively.

According to the revised policy of the Government of India, the Non Formal Education scheme was reorganised into 244 projects having 100 Non Formal Education Centres under each project. Each project has a Project Officer, Supervisors and Instructors. There are 2541 Supervisors and 34,400 Instructors in all. Out of 6,32,135 beneficiaries 3,25,914 are girls and the remaining are boys. In all, there are 1,68,806 S.Cs and 33,244 S.Ts.

An amount of Rs. 3607.60 lakhs under State sector and 3847.40 lakhs under Central sector in VIII Five Year Plan period for the continuance of this scheme.

b. Crash Programme

During 1989-90, Government of India have sponsored a scheme for opening 1000 Non-formal Education Centres with cent percent assistance for providing educational facilities exclusively in areas where S.Cs/S.Ts are predominantly living and also where water, electricity and schooling facilities do not exist. The scheme is being continued during the VIII Plan period also.
c. **Andhra Pradesh Open School Society**

The Andhra Pradesh Open School Society aims at enrolling drop-out students of class 5 to 10 and to make them literate by providing opportunities. Like distance education and open learning system. It aims at enrolling every year 25,000 school drop-outs, house-wives, Adults and spread the concept of open learning and distance education throughout the State in a phased manner. Towards this programme an amount of Rs. 25.00 lakhs is provided as a token provision for VIII Five Year Plan.

5.7.11 **Secondary Education**

i. **Maintenance of Computer Cell in S.C.E.R.T.**

To cater to the needs of computerisation of data pertaining to the Department and to provide Training to the staff of Education Department and field functionaries, 30 computers were installed in the S.C.E.R.T. during 1985-86. Towards the maintenance of this computer Cell, it is proposed to allot 65.00 lakhs in the VIII plan.

ii. **Construction of Office buildings and hostel building in S.C.E.R.T. and Office of Director of School Education & Commissioner for Government Examinations**

With a view to provide additional accommodation for the staff in Director of School Education and, Commissioner for Government Examinations to provide Hostel facilities for inservice teachers in S.C.E.R.T., an amount of Rs. 100.00 lakhs for VIII Plan has been provided.
iii. Vocational Education

a. Opening of 50 Mandal Vocational Educational Training Centres @ 10 per year (salaries, raw-material, construction of buildings, equipment)

During the VII Five Year Plan Vocational Courses were introduced in 345 Secondary Schools at the rate of 15 schools per each district in the State. In order to expand the scheme by minimising the expenditure on the cost of equipment, Government have taken decision to the scheme of Vocational Education at Secondary level to be taught only at the Mandal Vocational Education Centres at Mandal Headquarters. It is proposed to establish mandal Vocational education centres in all the 1,104 Mandals in a phased programme. 48 Mandal Vocational Centres are established upto 1988-89. Out of the 345 Vocational High Schools 48 schools are covered by the 48 Mandal Vocational Education Centres. The remaining 295 Vocational Schools will be covered by the Mandal Vocational Education Centres to be established during VIII Plan period. It is proposed to establish 10 Mandal Vocational Education Centres in each year of VIII Plan from 1982-83 i.e., first year of VIII Five Year Plan and their continuance in the remaining Plan year. The expenditure involved in establishing one Mandal vocational Education Centres under Non-recurring and Recurring is Rs. 13.50 lakhs. An amount of Rs. 500.00 lakhs is proposed in the VIII Five Year Plan for Mandal Vocational Training Centres.
b. Andhra Pradesh Residential Educational Institutions Society

An amount of Rs. 825.00 lakhs has been provided as Grant-in-aid to the Society for the VIII Plan period for its developmental purpose and construction of buildings. The main developmental programmes in A.P. Residential Educational Institution Society are starting of "Abhyudaya Prathamika Patasalalu", Opening of Schools in Tribal areas introduction of Vocational Courses in the Residential Schools and providing additional accommodation in schools.

iv. Teachers Education

Under the Teachers education programme, it is proposed during the VIII plan period to organise Training Programmes by the DIETs, for the inservice teachers, teachers Working in Elementary Schools and Secondary Schools and also by the Department of S.C.E.R.T. for the other personnel:

Besides the Orientation programme to Elementary School teachers in O.B.B. teaching learning material and M.L.L.s. in a phased programme and the other training programmes in D.I.E.Ts.

Achieving well defined standards of learning by children is a powerful success indicator of any system for the progress of the country. It is in this context that N.P.E. of 1986 emphasised to provide minimum physical and teaching learning facilities in Elementary Schools. In this connection M.H.R.D. has financed the State Governments in the implementation of the
scheme phase-wise. Elementary Schools have received Science, Mathematics kits, charts and Maps, Library Books etc. proper handling of all the above equipment, training has to be imparted.

With the commitment of the Country to provide Elementary Education to all Children in school and out of school, it is necessary to have quality education for effective achievement of National goals. With this view, the M.L.Ls. are set up to provide the necessary guidance for achieving the said goals, through M.L.Ls.

For achieving the above the important goals of Elementary Education, necessary Training has to be given to improve the competency of the teacher for transacting M.L.Ls. and Operation Black Board material in the school class-room.

To organise these training programmes by S.C.E.R.T. and D.I.E.Ts. an amount of Rs. 537. 50 lakhs has been provided for VIII Five Year Plan and about 10,500 teachers will be benefitted under the programme.

v. Centrally Sponsored Schemes

a. Improvement of Science Education in Schools

As per National Policy on Education 1986, Government of India has decided to improve the quality of Science Education through "Centrally Sponsored Schemes", "Improvement of Science Education in Schools" is one among such schemes.
At present the scheme is being implemented in 23 Districts in respect of U.P. Schools and in 6 District in respect of Secondary Schools. The Scheme has been implemented in Adilabad District during 1991-92. There is every need to continue the scheme in the State in a phased manner basing on the release of funds by Ministry of Human Resource Development, Education Department of India. An amount of Rs. 18.75 lakhs is provided in the VIII Five Year Plan towards the State share for the implementation the scheme.

b. Environmental Orientation to School Education

The National Policy on Education (1986) inter alia States that 'Protection of the Environment' is a value which along with certain other values must form an integral part of curriculum at all stages of Education. Further it states that "There is a Permanent need to create a consciousness of the Environment". It must permeate all ages and all sections of society, beginning with the child. In order to strengthen the ideas of the Policy, Government of India through Ministry of Human Resources Development sanctioned a scheme of Environmental Orientation to School Education with two Projects. During 1990-91 another Project at East Godavari is also sanctioned.

Under this Scheme a State Level Cell is established with one Deputy Director and two Assistant Directors with supporting secretarial staff. In a similar way two Project Cells are established in two Project Districts with one Project Officer and two Assistant Project Officers and also with supporting Secretarial staff.
Providing work experience activities, developing scholam n series, and supplying instructional material besides organizing a series of training programmes are the main components of the scheme.

It may be better to implement the scheme in all the districts of Andhra Pradesh in a phased manner with Ministry of Human Resource Development, Government of India's Financial Support and with State Grant, for which an amount of Rs. 50.00 lakhs in the VIII Five Year Plan - is provided.

c. Supply of Audio Visual Equipment to Primary Schools

The scheme of Introduction of Audio-Visual Techniques in Primary education was introduced on a pilot basis in 1000 Primary Schools of the State during the year 1986-88 with the objectives of: (1) To Assist and enable teaching based on understanding; (2) To improve quality of Instruction; (3) To create Environmental conducive to learning etc. (4) To generate greater interest in education; Impressed with the impact of the scheme on class-room instructions the State Government took a policy decision to cover all the 40,000 Primary Schools in a phased manner. While appreciating the scheme, Government of India have sanctioned 75% cost of colour T.V. Sets under Educational Technology programme. The remaining 25% cost of the colour T.V.Sets, 100% cost of V.C.Ps., Booster-Antenna, Electrification, Software and Training is to be borne by the State Government.

By the end of 1990-91, 11,000 schools were covered, and more schools will be brought under the scheme by the end of 1992-93. It is proposed to
cover 10150 schools during the VIII Five Year Plan at 2030 schools per year, starting from the year 1992-93. An amount of Rs. 260.00 lakhs is proposed in the VIII Five Year Plan as State share for this scheme.

The D.I.E.T. is a vibrant instrument to bring about a qualitative change in the Elementary teacher education. It will provide facilities for qualitative improvement in the professional equipment of the teachers. It is an unique institution where elementary school teachers, non-formal and adult education functionaries are given training under one roof. It gives scope for the implementation of the latest advancements in educational curricula, methodology, and Educational Technology to be within the reach of Educational worker in villages and small towns, unhampered by distance or communication difficulties.

The 23 Teacher Training Institutes were upgraded to that of District Institutes of Education and Training in a phased manner from the year 1987-88. Government of India have released an amount of Rs. 1043.00 lakhs towards recurring expenditure. An amount of Rs. 467.50 lakhs is provided for stall over works under Central assistance for the VIII plan period.

6.7.12 Higher Education

1. Andhra Pradesh State Council of Higher Education

The A.P. State Council of Higher Education, came into existence on 29th May, 1985, by an Act of Legislation No. 1986 in tune with the National

The State Council is the focal point for planning and co-ordination of Higher Education at the State Level and a liaison between the State Government and the University Grants Commission. The Council co-ordinates State Level Programmes with those of U.G.C.'s and assists the Universities in preparing development programmes and getting financial assistance both from the State & Central Governments. The State Council conducts Common Entrance Examination for admission into Professional courses viz. Engineering, Agriculture, Medical, Law B.Ed., B.P.Ed./M.P.Ed, courses in the State.

Taking into account the evolving needs of the Council as well as of the Universities, the expected rise in demand for admissions, the introduction of new courses based on academic imperatives, and finally the need to make the system function efficiently without duplication and wastage by strengthening the existing resources, an amount of Rs. 500.00 lakhs is provided for A.P. State Council of Higher Education for the VIII Plan period. The details are explained below.
ii. **Universities**

The role of Government in Higher Education would consist in promoting academic excellence and in fostering linkage between educational system and rest of the economy and society. The following would be the thrust areas in the field of Higher Education.

1. Consolidation of existing institutions.
2. Expansion of the institutions keeping in view the educational needs of the various regions, particularly to promote Higher Education in backward and tribal areas.
4. Faculty improvement to promote excellence in Higher Education.
5. Adequate emphasis on Co-curricular activities; particularly involvement of students in adult literacy, community service, hygiene, artisan training for rural youth and other nation building programmes.

There are ten Universities in the State including JNT University, Telugu University and S.P.Mahila Vishvavidyalayam. However, the facilities and infrastructure in these institutions vary widely. Upgradation of facilities
is essential to achieve quality and excellence in the Higher Education. It will not be possible to up-date the infrastructure facilities in all the institutions immediately, but they have to be modernised/replaced over a period of time, gradually. It is imperative and essential to avail to maximum extent the assistance offered by the UGC to improve the infrastructure in the Colleges and Universities.

The UGC will approve its share of assistance for all the schemes in the Universities. On 50 : 50 or 75 : 25 basis as per their norms for different schemes. For certain schemes like equipment grant and books etc., The U.G.C. will approve schemes on cent percent basis. Hence to satisfy the U.G.C. norms it is necessary to make provision towards State share in the Budget of the Council during VIII Five Year Plan to enable the Universities to get about Rs. 21 crores towards UGC share during VIII Five Year Plan Period.

Taking into account chiefly the academic initiatives in introducing courses in emerging areas of social relevance to the State and removal of imbalances between developed and under developed Universities, Manpower requirements and skill shortages in certain key areas like Computer Education, Women’s Education, Bio-Technology, Physical facilities like Laboratories, Hostels and other academic infrastructural needs, an amount of Rs. 375.00 lakhs is provided in the VIII plan towards the programmes proposed by the Universities.
iii. Andhra Pradesh State Council of Higher Education

As a part of the Planning exercise the State Council arranges as a regular feature, conference of the Vice-Chancellors and also other eminent Academicians from time to time. The Council has entered into bi-lateral academic Link Exchange Programme with 'Lough Borough University United Kingdom with British Council in the field of Institutional Management, Staff Development, and Preparation of Audio Visual software and also organises workshops on 1) Management of Higher Education and 2) Educational Technology and Audio-Visual Education for the teachers of the Universities in the State. The A.P. State Council of Higher Education has to establish a reliable and valid data base. The Council is temporarily located in a small portion of the old building vacated by the Director of Higher Education and it is an expanding Institution, which could cater to the needs of the entire State covering Universities, Colleges and P.G. Centers. For evolving a more effective functional structure for the development of four broad branches in the State Council viz. (1) UGC related (2) AICTE related (3) Academic and (4) Administration with a suitable senior officer in charge each branch with the supporting staff there is every need for employment of additional staff during the current Plan period. Besides, there is great need to have a building specifically designed to suit the evolving need of the Council in relation to its obligations to the Universities and Colleges in the State. However, keeping in view of resources of the Government and other priorities, an outlay of Rs. 125.00 lakhs is provided towards Recurring/Non-Recurring expenditure of the Council for the VII Five Year Plan period.

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5.7.18  Collegiate Education

i. Strategy for Development during the VIII Plan

Based on the implementation of schemes introduced in VII Plan period and the targets achieved and those that are yet to be achieved, schemes for the VIII Plan have been formulated. Care has been taken to emphasise quality and relevance in the content of courses at first degree level while providing planned expansion based on community needs, especially in the backward areas and the remote areas in the State. The entire thrust during the VIII Plan period is based on the principle of consolidation, conservation, decentralisation and implementation of all objectives envisaged in the challenge of Education and the programme of action circulated by the Government of India. Special emphasis is laid on such schemes which are designed to promote flexibility and relevance of courses and those that would bring together industry and the University, the needs of the community and academic skills.

ii. Major Thrusts

As outlined in the assessment of the VII plan targets and achievements, it is the responsibility of the department to intensively encourage re-designing and restructuring of courses offered in the conventional colleges. Special effort will be made to strengthen the requirements of all those colleges, which are identified for academic innovation and experimentation in the matter of diversification of courses, vocationalisation of components or comprehensive preparation of curriculum plans and learning materials.
Towards the implementation of the programme for the development of Collegiate Education an amount of Rs. 660.00 lakhs is provided in the VIII plan.

iii. **State Awards to University & College Teachers**

Government of Andhra Pradesh with a view to honour the meritorious teachers working in Universities and Colleges in the State have instituted this Scheme with effect from 1979-80. Each teacher selected for the award is given a Silver Medal, a certificate of Merit and a cash of Rs. 1,000/- Every Year 52 teachers have been getting the Awards. An amount of Rs. 5.00 lakhs has been provided in the VIII Five Year Plan.

iv. **Book Bank Scheme for Scheduled Caste Students, Government Degree College (SCP)**

This scheme contemplates to prepare Scheduled Caste students on par with the other advantaged groups of students by providing them with the required essential text books to enable them to pursue their studies. Three copies of essential books are purchased keeping in view the number of Scheduled caste students taking various options in the College. An amount of Rs. 30.00 lakhs is provided in VIII Five Year plan.

v. **Economically Poor Persons Scholarship**

Economically Poor Persons Scholarships are awarded on the basis of means cum-merit. Students studying out-side the State are not eligible for
these Scholarships. Students whose Parental / Guardian's Income is Rs. 12,000/- or less per annum are eligible for getting these Scholarships. The Regional Joint Directors of Higher Education, the Principals of identified Government Degree Colleges and the Registrars of Universities are the sanctioning authorities of these scholarships and applications for these scholarships should be submitted to them. An Amount of Rs. 175.00 lakhs is provided in VIII Five Year Plan.

vi. Conduct of In-service Training

The Collegiate Cell - the academic wing of the Department of Collegiate education. They are organizing Refresher/Orientation courses, seminars, Workshops and Conferences for the newly recruited and promoted teachers to update their knowledge with modern concepts and latest innovation methods of teaching in their respective fields. An amount of Rs. 15.00 lakhs is provided in the Eighth Five Year Plan.

vii. Special Coaching to Scheduled Caste Students of Degree Colleges (SCP)

Collegiate Cell of the department is organizing Special Coaching for Scheduled Caste students appearing for Final Degree (B.A., B.Sc., and B.Com) Examinations at select Centres with a view to improve the standard of S.C., students on par with other advantageous students. The scheme will improve the academic performance of the S.C., students in their Degree Examination and enable them to get admission in Post-graduation courses and to face other Competitive Examinations. An amount of Rs. 30.00 lakhs is provided for this scheme in the VIII Five Year Plan.
viii. **Post-Graduation Courses - Govt Degree Colleges**

An amount of Rs. 20.00 lakhs is provided in the VIII Five Year Plan to strengthen the existing post-Graduation courses in Govt. Degree Colleges by way of procuring equipment, Chemicals, books and Furniture.

ix. **Strengthening of Restructured courses - Govt. Degree Colleges**

An amount of Rs.22.50 lakhs is provided in the VIII Five Year Plan to strengthen the Restructured courses started in Government Degree Colleges purchasing equipment, books and Furniture.

x. **Furniture to Office of the Director of Collegiate Education**

As the office of Director of Higher Education has been bifurcated into Director of College Education and Director of Intermediate Education, the Office is experiencing much difficulty due to inadequate furniture. An amount of Rs.5.00 lakhs is provided for this purpose in VIII Five Year Plan.

xi. **Additional Accommodation to the Directorate**

The present building was originally designed for Six Floors and only three Floors have been completed. As both the Offices of Director of Collegiate Education and Director of Intermediate Education are functioning in the same building and there is a dire need for the additional accommodation for the office of the Director of Collegiate Education, an amount of Rs. 3.00 lakhs is provided in the VIII Five Year Plan.
xii. Creation of post of Teaching Staff in Government Degree Colleges

The Govt. Degree College without the posts of Librarian and physical Directors are being deprived of getting permanent affiliation. Further, restructured courses and conventional Science courses were started in many colleges, Lecturer posts have to be sanctioned to those colleges, an amount of Rs.30 00 lakhs is provided in the VIII Five Year Plan for this purpose.

xiii. Creation of posts of Non-teaching Staff to Govt. Degree Colleges

Many Govt. Degree Colleges are run with insufficient No.of Non-teaching staff, and for certain Colleges which were started recently, Government did not sanction required Non-teaching posts. As the student enrolment is increasing day by day and as new courses are being introduced in the colleges, there is every need to sanction new posts of Non-teaching Staff to Government Degree Colleges as per the requirement. An amount of Rs. 10.00 lakhs is provided for this purpose in the VIII Five Year Plan.

xiv. Construction/Extension of Hostel Building to S.C. Students of Govt. Degree Colleges

Scheduled Caste students being economically poor are unable to prosecute their higher studies at distant colleges as they are not able to meet expenses for their stay in rented houses, where congenial atmosphere for studies may not be available. hence, they may stop their studies due to their
in capacity to defray huge expenses. So far the benefit of S.C. students on
hostels exclusively for Scheduled Castes are proposed to be constructed or it is
proposed to extend the existing hostels. An amount of Rs. 40.00 lakhs is
provided in the VIII Five Year Plan to provide extension of Hostel buildings
proposed during 1991-92, and also to construct Hostel Buildings for S.C.
students in the needy places.

xv. Strengthening of Degree Colleges Located in Tribal Area

As Scheduled Tribes students cannot prosecute their higher studies by
going to a distant College, Govt., have started Degree College at Paderu and
Bhadra chalam. In the Year 1991-92 two more colleges were sanctioned in
Tribal areas at Yellandu and Palvancha. To strengthen these Colleges with
all the required infrastructure and equipment, an amount of Rs.40.00 lakhs
is provided for strengthening of Degree Colleges located in Tribal Areas
during VIII Five Year Plan.

xvi. Starting of Restructured courses in Govt. Degree Colleges

Amount one of the priority areas identified by the Department for close
attention and monitoring is the redesigning and restructuring of courses at
the first Degree level. It proposed to offer restructured courses at least in
some more colleges, for which an amount of Rs. 20.00 lakhs is provided in
VIII Five Year Plan.
Educational planning is part of the general Economic planning of the country. Educational planning in a State in part of National Planning and State Government can take up the order of educational planning through Five Year Plan in the country. The Educational planning at a state level is mainly depending over the resources to the spend for the development of educational institutions nook and corner in the area of the State. Proper educational Planning is required to maintain balance between demand and supply aspects of education. Different approaches are also analyzed for educational planning at the national level.