

## CHAPTER II

### EVOLUTION OF EDUCATIONAL ADMINISTRATION IN INDIA AND ANDHRA PRADESH AFTER INDEPENDENCE

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To have a better grasp of the problem in its developmental perspective, it is essential to know the evolution of educational administration in India after independence and that in Andhra Pradesh after its formation. A complete and comprehensive picture of the educational-administrative structure of Andhra Pradesh against the background of that one at the national level would enable us to view the reforms in educational administration effected in Andhra Pradesh critically and to review their success or failure objectively. Hence a brief survey of the development of educational administrative structure at the national level and state level is made in this chapter in a precise manner.

Administration of education in Andhra Pradesh closely conforms with the general pattern of the administrative

organisation of the other States of India. The pattern of educational administration at the Centre also wields much influence on the State educational administrative set up.

Below is presented a brief account of the development of educational administration at the Centre and development of the pattern of State educational administrative set up in general and in Andhra Pradesh in particular to serve as a background for the study of reforms effected in educational administration of the State of Andhra Pradesh in the next chapter.

#### DEVELOPMENT OF EDUCATIONAL ADMINISTRATION IN INDEPENDENT INDIA

The arousal of national consciousness, the impact of the National Education Movement, acceptance of democratic philosophy and secularism after the attainment of independence, the experiences of popular ministries in shouldering the responsibilities, and carrying out the great task of guiding the destinies of the nation, and the growing social awakening and consciousness have resulted ultimately in the acceptance of complete responsibility of public education by the State in Free India. This fact is evident from the study of educational administration of all democratic countries. Reeder makes the following observation on the modern educational administration :

In brief, education has come to be almost universally regarded as a State function. The assumption of educational control by the state is not fortuitous;

state control has come because of the early ever-growing belief of the people that education is the buttress of a democratic government and cannot, therefore, be left entirely to the whim of any individual or any community.<sup>1</sup>

Moehlman elaborates the view further in the following lines:

The state's responsibility to education consists of the maintenance and improvement of the education function; the removal of education inequalities due to geographic, economic, social, racial, and organisational reasons; the provision of educational leadership; the improvement, the local functioning of education through providing legal and functional means to assure an adequate programme of education.<sup>2</sup>

The Constitution of India laid responsibility of education, partly on the Centre and mostly on the States. Both are working in close co-operation aiming at the integrity of educational administration and continuity of educational policies in a consistent manner. By and large, educationists are allowed to have their say in the matter of educational policies and planning more and more rather than politicians determining the educational destinies of the nation. This has become a must because educational administration unlike other types of administration, concerns itself

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<sup>1</sup>Ward G.Reeder: The Fundamentals of Public Administration, (New York: The Macmillan Co.,1955),p.51.

<sup>2</sup>Moehlman, Op.Cit.,p.261.

with the difficult and delicate task of developing human personalities.

After August 15, 1947, India became independent, when the Department of Education at the Centre became a separate Ministry of Education in the Dominion of India, headed by a Cabinet Minister. Even after becoming a Sovereign Democratic Republic, the policy of education being a 'State' subject, however, continued. The States' autonomy with respect to educational matters remained in tact, " except in respect of those programmes for which they receive subsidies from the Central Government."<sup>3</sup> The responsibility of promoting higher scientific and technical education throughout the country is held by the Centre. It is also responsible for chalking out of all India educational policies to be pursued by the States in general. The Centre is also responsible for coordination, determination of standards, dissemination of information regarding educational facilities and opportunities in India and abroad. Notwithstanding the autonomy of States, it takes initiative, investigates, co-ordinates and gives financial assistance.

The States are free and autonomous with respect to all educational matters except for the subsidised

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<sup>3</sup> Mukerji, S.N.: History of Education in India: Modern Period. (Baroda: Acharya Book Depot, 1955), p. 261.

programmes, and accept Centre's suggestions voluntarily as and when required. Due to prevalent democratic tendency there is greater coordination between the Centre and the States in the matter of educational policies, implementation of educational plans and carrying out of educational programmes. Figure 3 gives Evolution of Educational Administration in Modern India and Figure 4 shows Different Educational Authorities in India,

#### I. Administrative Machinery of Education at the National level

It is attempted to describe briefly hereunder the pattern of educational administrative set up at the Centre.

Central Ministry of Education.- The Ministry of Education at the Centre had five divisions in the beginning:- " (1) Administration and External Relations; (2) General Education; (3) Scholarships; (4) Bureau of Development; and (5) Technical Education. "<sup>4</sup>

In 1957, the Union Education Ministry was functioning through the following departments:- " The Department of Education, the Department of Physical Education and Cultural Activities and Departments of Technical Education and Scientific Education. "<sup>5</sup>

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<sup>4</sup>Loc.Cit.

<sup>5</sup>Mukerji, (ed.), Op.Cit., p.37.

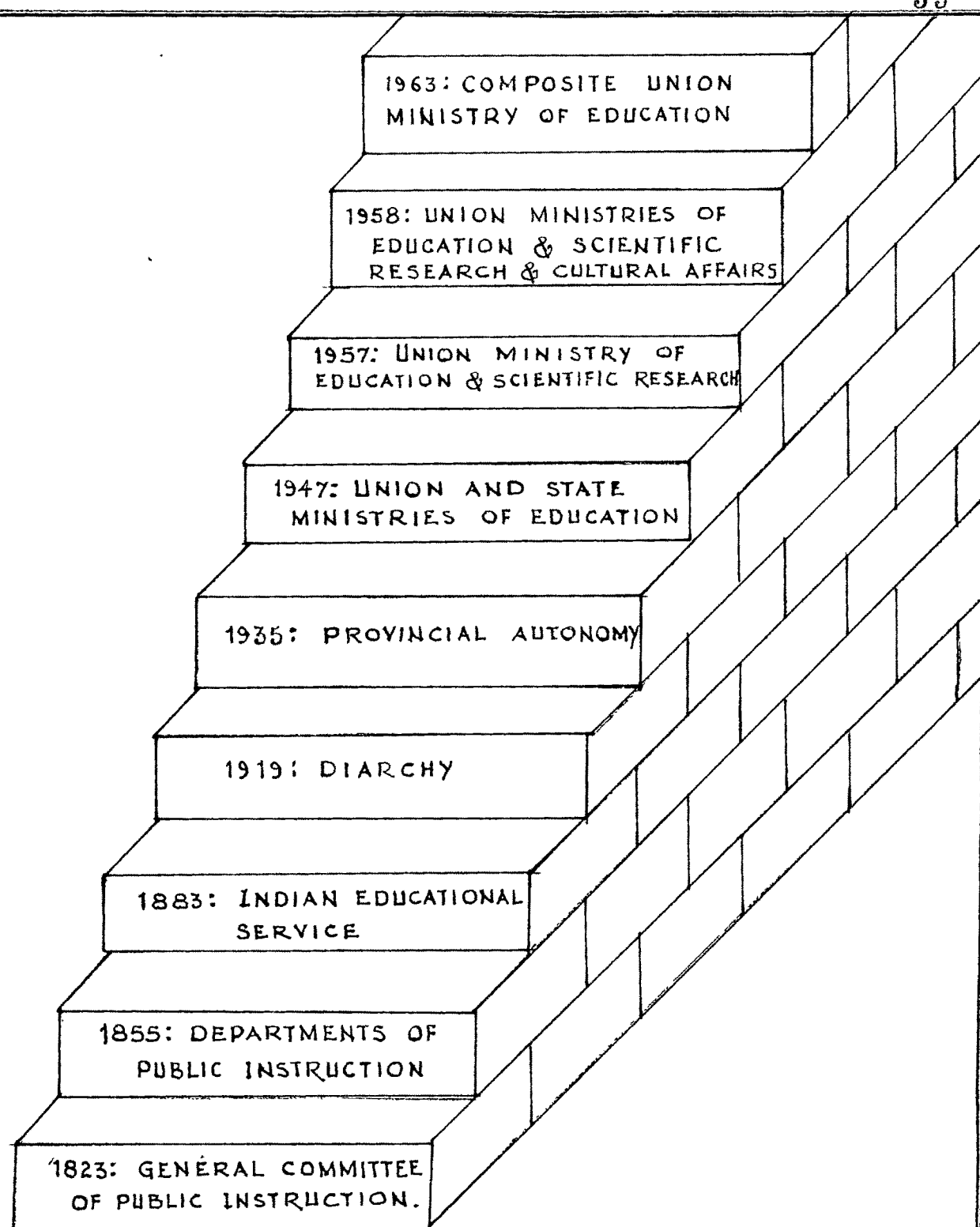


FIGURE.3

EVOLUTION OF EDUCATIONAL ADMINISTRATION IN MODERN INDIA.

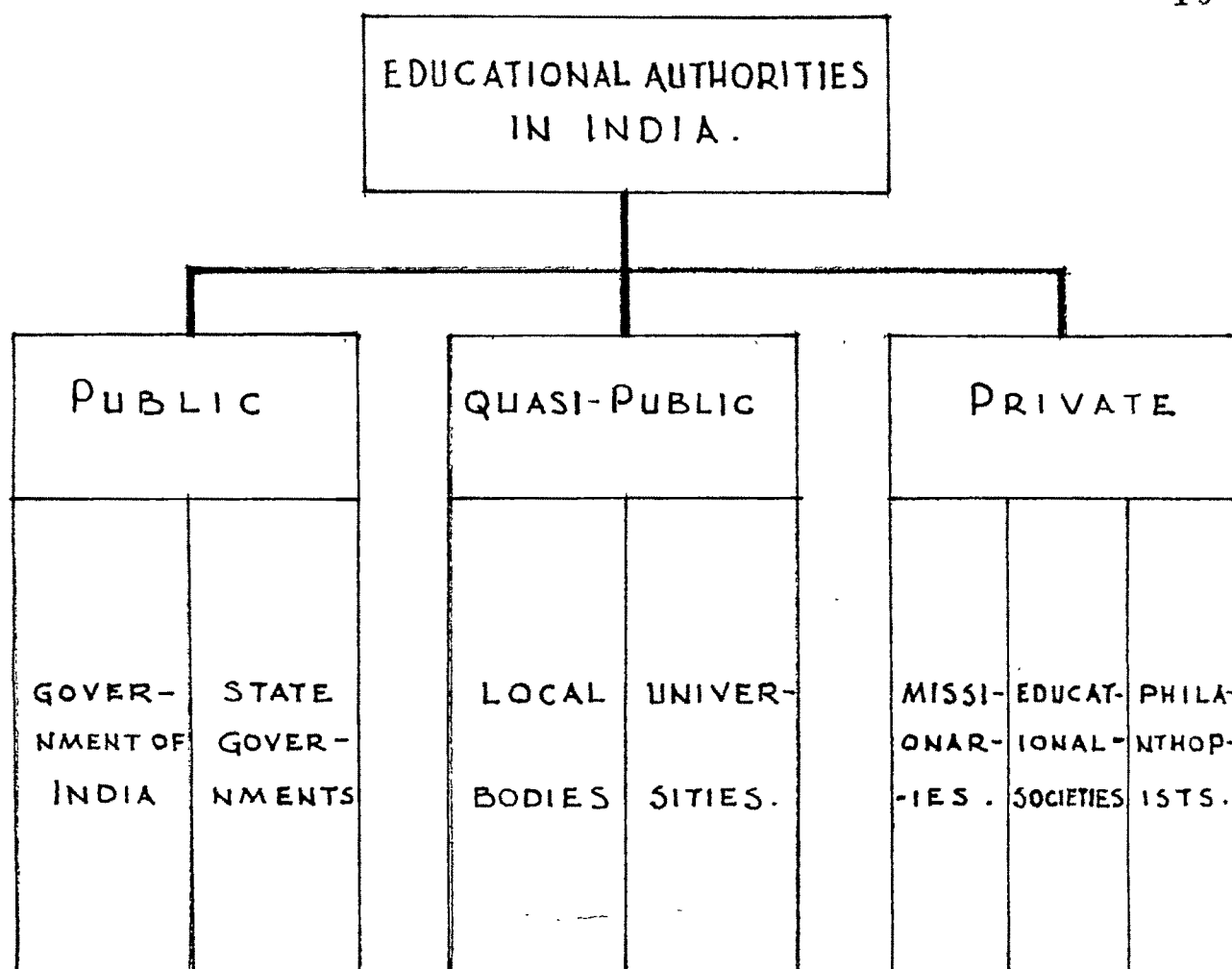


FIGURE - 4

EDUCATIONAL AUTHORITIES IN INDIA .

Later in February 1958, " The Ministry of Education was bifurcated into the Ministry of Education (General) and the Ministry of Scientific Research and Cultural Affairs, and each was put under the charge of a separate Minister of State."<sup>6</sup>

This was a prominent reform and a notable feature of administration of education in Modern India, carried out with a view of harnessing the administrative machinery effectively to deal with general education, and technical and scientific education.

By 1961, the Union Ministry of Education had the following nine divisions:- (1) Administration; (2) Elementary and Basic Education; (3) Secondary Education; (4) U.N.E.S.C.O. and Higher Education; (5) Social Education and Social Welfare; (6) Scholarships; (7) Physical Education and Recreation; (8) Hindi, and (9) Research and Publication. <sup>7</sup>

Besides the above, Plan Coordination Unit and Special Reorganisation Unit were also there. When Shri M.C.Chagla took over the charge as the Union Education Minister, he had reorganised the Ministry by winding up some of the superfluous committees under the Ministry in the interest of administrative economy and efficiency.

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<sup>6</sup> Loc.Cit.

<sup>7</sup> Ibid., pp.37-38.



In 1963 and 1964, the Union Education Ministry had undergone some noteworthy changes, which are as enumerated below:-

In November 1963, the two Ministries of Scientific Research and Cultural Affairs and Education were merged to form a combined Ministry of Education with two Departments - the Department of Education and the Department of Science. The two Departments were later abolished with effect from the 29th February 1964, by a Presidential Order and the present composite Ministry of Education came into being, under the charge of an Education Minister assisted by two Deputy Education Ministers and one Minister of State, whose post now ceases to exist with effect from the 29th October, 1965. The Social Welfare Division, which formerly was part of the Ministry of Education, was transferred to the new Department of Social Security under the Ministry of Law created in accordance with the Presidential Order dated the 14th June 1964.<sup>8</sup>

Perhaps, this reorganisation was made in the interest of administrative facilitation to have an integrated approach to all matters of education - General and Science - through a composite Union Ministry of Education.

In addition, in 1966, Shri M.C.Chagla had enforced a sizable cut in the administrative expenditure of the Ministry by streamlining its functioning. Accordingly there are five divisions in the Ministry :- (1) Administration; (2) Educational Coordination; (3) Languages;

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<sup>8</sup> Government of India, Ministry of Education, Report 1965-66, (New Delhi: Government of India Press, 1966), p.1.

(4) Scientific Surveys and Activities; and (5) Physical Education, besides U.N.E.S.C.O. Unit and the Indian National Commission for U.N.E.S.C.O.

The following Bureaux share the work of the Ministry:- (1) Social Education; (2) Higher Education; (3) Cultural Activities; (4) Planning and Educational Research, and (5) Scholarships.

In the interest of administrative economy, there has been surrendering of some posts and redeploying of existing staff through rationalisation among the above mentioned bureaux and divisions.

In the reorganisation of the Union Ministry of Education, an Educational Coordination Division was set up for the first time, (i) to coordinate policies and programmes in the field of education at all levels; (ii) to organise conferences of the Central Advisory Board of Education and those of States' Education Ministers; and (iii) to mainly concern itself with processing and implementation of the recommendations of the Education Commission, which was set up in 1964, under the Chairmanship of Dr.D.S.Kothari. The Union Ministry of Education deserves credit for effecting such a novel reorganisation aiming at educational coordination.

The reorganised bureaux have the following characteristics:-

The Bureaux of School Education consists of an Elementary and Social Education<sup>Division</sup>, which deals with elementary education, basic education, women's education and social education: a Secondary Education Division which deals with all aspects of secondary education as well as education in Union Territories and a Central Schools Unit.

The Bureau of Higher Education consists of a Technical Education Division; a University Education Division which deals with the University Grants Commission, Central Universities, deemed universities and all related matters; and a Higher Education Division<sup>which</sup> deals with book development programmes, non-university institutions of Higher Learning, Indian Institute of Advanced Study, Institute of Russian Studies, and Rural Higher Education.

The Bureau of Cultural Activities consists of the present External Relations Division, Cultural Division, Libraries Division and Gazetteer Unit. They are, however, reorganised into a Cultural Activities Division - I which deals with the present work of the Culture Division( minus National Academies), Copy Right Unit, and Library Unit, and looks after the work of incoming

and general control. There are divisional heads and other subordinate officers of different ranks as assistant educational advisors, education officers, under-secretaries, section officers, assistant education officers, administrative officers, office-superintendents and other clerical staff.

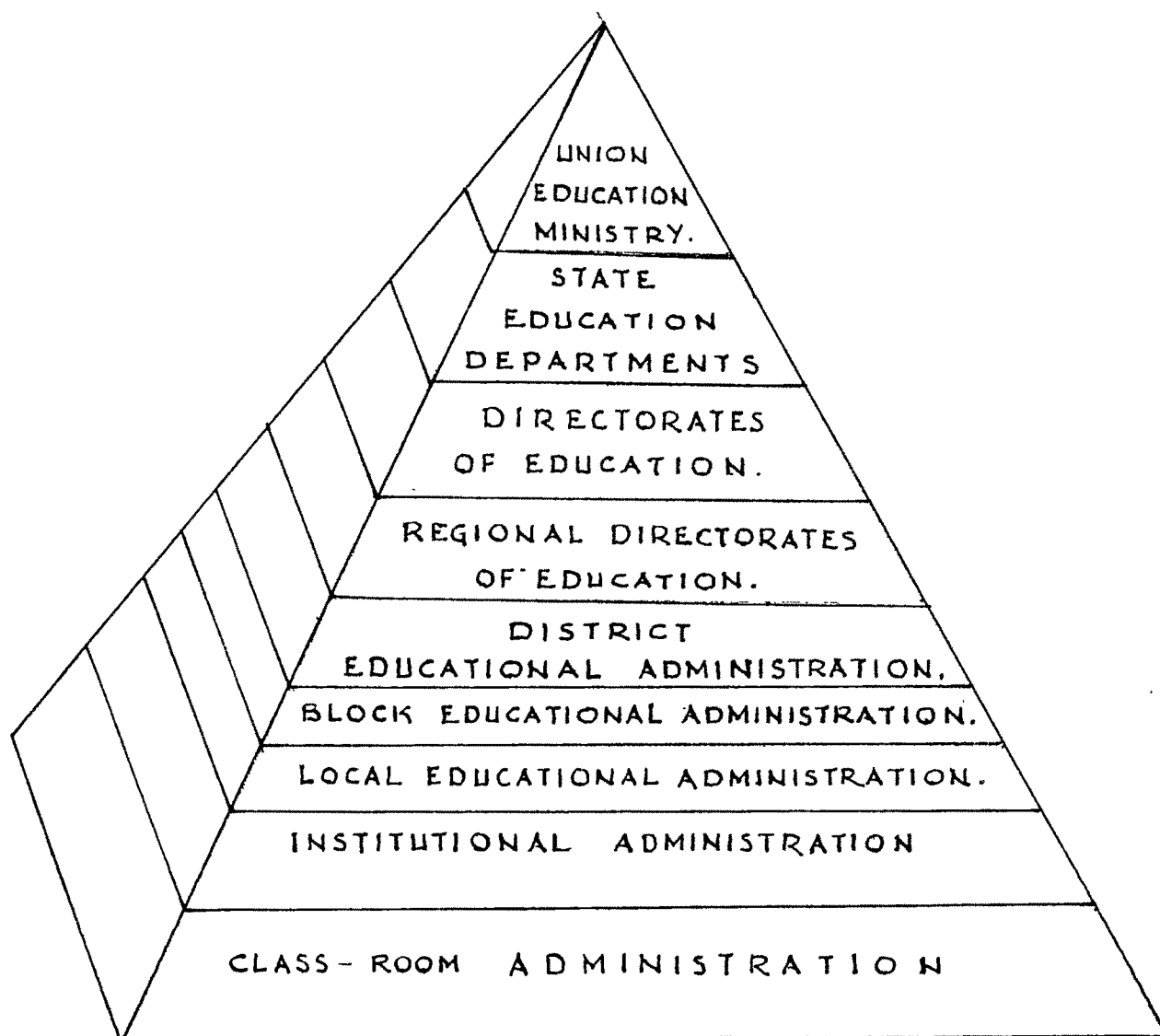
In the above described reorganisation of the Union Education Ministry effected in 1966, one post of Secretary to the Ministry has been surrendered and another of that of a Deputy Secretary has been abolished. Figure 5 gives the Pyramidal Structure of Educational Administrative Machinery in India and Figure 6 shows the Administrative Pattern of the Union Education Ministry as Reorganised in 1966.

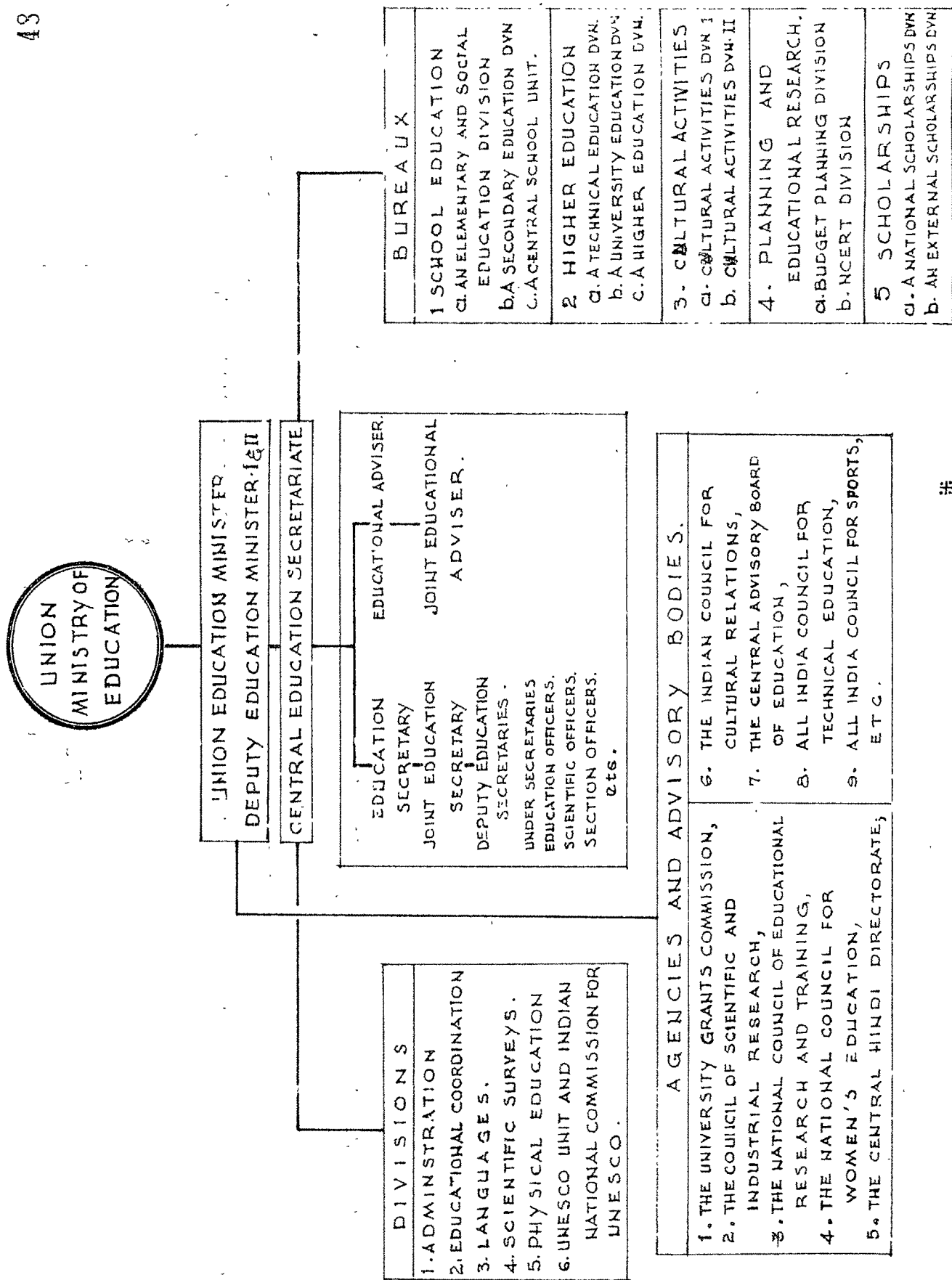
All India Educational Advisory Bodies.- There are numerous advisory bodies of education assisting the Union Ministry of Education in carrying out its varied activities and multiple functions.

(i) The Central Advisory Board of Education (CABE).- This Board was reconstituted in 1945. The Union Education Minister is its Ex-officio Chairman and the Educational Adviser, its Secretary. Each of the State is represented by a member in it. It meets once in every year to decide policies, discuss all-India problems, initiate, investigate and coordinate the activities of

PYRAMIDAL STRUCTURE OF EDUCATIONAL ADMINISTRATIVE  
MACHINERY IN INDIA.

FIGURE. 5.



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FIGURE - G

ADMINISTRATIVE PATTERN OF UNION EDUCATION MINISTRY AS IN 1966

the State Governments. It works in the capacity of an advisory body, though it has no statutory authority.<sup>10</sup>

It is assisting the Government of India in carrying on its educational functions and discharging its educational responsibilities.

It functions through the various Standing Committees formed for (1) Primary and Basic Education, (2) Social Education, (3) Secondary Education, (4) Higher Education, and (5) General purpose.<sup>11</sup>

(ii) The University Grants Commission(UGC)..- This was first started in 1945 as University Grants Committee, in pursuance of the recommendations of the Sargent Report, as an advisory committee. The University Education Commission of 1948 recommended for the establishment of a University Grants Commission with the funds of its own. Accordingly, the University Grants Commission was established in 1953. It became a statutory body under the University Grants Commission Act(1956) of the Parliament.<sup>12</sup>

The Chairman of the UGC is a non-official, nominated by the Government. It consists of nine members appointed by the Government of India. Of these two are government representatives, not more than three Vice-Chancellors of

<sup>10</sup> Nurullah Syed and J.P.Naik, A History of Education in India(Bombay:Macmillan & Company,1951),p.752.

<sup>11</sup> Mukerji(ed.,) Op.Cit.,p.44.

<sup>12</sup> Ibid.,p.45.

of Universities, and the rest, prominent educationists or academicians.

The Commission assists the Government in the following functions:- (1) Promotion and coordination of University Education; (2) Determination and maintenance of standards of teaching, examinations and research in universities; (3) Enquiry into the financial needs of the universities; (4) Allocation and disbursement of grants for the development and maintenance of universities; and (5) Advice regarding establishment of new universities.

(iii) The National Council for Educational Research and Training (NCERT). - This was set up as an autonomous organisation, registered under the Societies Registration Act (Act XXI of 1960) in September 1961. The Council is engaged in developmental programmes of research, training and extension work in the field of education since its inception. It is undertaking, promoting, aiding and coordinating educational research, organising pre-service, in-service and extension education programmes, and disseminating information regarding latest educational techniques and practices. It is sponsoring and organising surveys of national importance and laying special emphasis on problems of investigations of immediate concern to the nation.<sup>13</sup>

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<sup>13</sup> National Council of Educational Research and Training, Annual Report, 1964-65. (New Delhi: Publication Unit, 1965), p.1.





The National Institute of Education is the main agency for realising the objectives of the National Council. The different Institutes, that have been amalgamated or reorganised to constitute the National Institute of Education are- (i) National Institute of Audio-Visual Education(NIAVE), (ii) National Institute of Basic Education(NIBE); (iii) Department of Curriculum, Text Books and Methods (now known as the Department of Curriculum and Evaluation-DCE); (iv) Central Institute of Education (CIE); (v) Department of Educational Administration (DEA); (vi) Directorate of Extension Programmes for Secondary Education(DEPSE- now designated as the Department of Field Services-DPS); (vii) National Fundamental Education Centre(NFEC); (viii) Department of Science-Education (DSE); (ix) Department of Teacher-Education(DTE); (x) Department of Psychological Foundations(DPF); (xi) Department of Foundations of Education (DFE);<sup>14</sup> (xii) Regional Colleges of Education Unit(RCEU); and (xiii) Publication Unit(PU); and the Central Examination Unit that has been functioning independently has been amalgamated with the Department of Curriculum, Text Books and Methods to form the New Department of Curriculum and Evaluation from October 1966.

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<sup>14</sup> Ibid., p.3.

In brief the functions of NCERT are:- (i) Undertaking, aiding, and promoting all branches of education; (ii) Organising advanced pre-service and in-service training; and disseminating improved techniques and practices (iii) organising extension services in education institutions engaged in educational research or teacher education and (iv) developing and improving multipurpose education.<sup>15</sup>

National Council of Educational Research and Training is the highest autonomous body dealing with advanced educational research and training in the country. It has done tremendous work for the advancement of education in recent years.

Of the other advisory bodies the following are some more:- (v) The National Council for Rural Higher Education; (vi) The Central Advisory Board of Physical Education, and Recreation; (vii) The National Board for Audio-Visual Education; (viii) All India Council of Sports; (ix) The National Advisory Board for the Education of the Handicapped; (x) The National Council for Women's Education; and (xi) The National Book Trust. All these are advisory bodies having all-India character.

## II Administrative Machinery of Education at the State Level

The State Governments have developed in due course their own educational administrative machineries to carry

<sup>15</sup>India, 1963, Op.Cit., p.73.

out their functions and responsibilities associated with the education of the public. Most of them retain the traditional structures and the limited functions in education which they inherited from the British rule.

One of the prominent Indian educationists remarks on this point in the following terms:-

Years ago, during the days of the British administration, educational administration was fairly simple and was confined to administering a limited number of Government institutions of all types, supervising the working of schools under all managements, advising the local bodies on educational matters and sanctioning grants-in-aid according to rules prescribed by Government. The Education Department as a whole was not inspired by the great social purpose of educating the whole community.<sup>16</sup>

Naturally to afford administrative facilitation administrative machinery of the State Governments had undergone some changes after independence.

The note-worthy development in the educational administration which has taken place in the post-independent period can be rightly summed up as under:-

- (i) The Education Department and its hierarchy of field officers have developed from being an agency for mere inspection and supervision of schools into an active planning and organising agency in the several fields of education;
- (ii) The administration has ceased to function in isolation from the community but has moved closer to it and stimulated its active and beneficial participation in the schemes designed to make the schools the centre of Community's interests and the people, education conscious, and

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<sup>16</sup> N.D.Sunderavadivelu, 'Educational Administration in States,' "Educational Administration-A Symposium," The Educational Quarterly, Vol.XVIII, No.68, March 1966, pp.26-27.

- (iii) The administration is not only the professional guide of the teachers but is also the protector of the teachers' welfare.

How best the above stated gains may be preserved and extended must be one of the aims of future educational administration in this country.<sup>17</sup>

There is a variation in the pattern of educational administration from State to State. However some common features are not difficult to be observed. Lulla describes the broad pattern of administration of education in the States in the following words:-

.... The Secretary of the Department of Education is the permanent head and the Director of Public Instruction is the executive head who acts as an expert adviser to the Minister of Education. The Director controls the Inspecting Officers, the Teaching Staff of Government and recognised private schools, and carries out the general policy as laid down by the Ministry. In the Centrally administered areas, the Union Ministry of Education is directly responsible for administering education through local governments.<sup>18</sup>

A brief account of the general pattern of State educational administration in the States of India is given below, leaving minute deviations.

The State Executive.- The people of each State elect members to the State Legislature on the basis of adult franchise. The leader of the party having highest majority in the Assembly is appointed as the Chief Minister of the State by the Governor. On the advice of

<sup>17</sup> Lulla, Op.Cit., p. 18.

<sup>18</sup> Lulla, Op.Cit., p. 18.

the Chief Minister, other ministers are appointed by the Governor to form as the Council of Ministers, which is collectively responsible to the State Legislature. The Minister shall hold office during the pleasure of the Governor.<sup>19</sup>

The Governor is appointed by the President of India, who shall hold office during the pleasure of the President. The executive power of the State is vested in the Governor.<sup>20</sup>

The Council of Ministers is responsible for the control and execution of the State educational policies.

Ministry of Education.- In every State, there is a Minister for Education. He may be a Cabinet Minister or a 'State' or Deputy Minister. When the Minister of the Cabinet rank holds many portfolios, a Deputy Minister of Education is appointed to assist him.

Department of Education.- The Minister of Education, being a non-technical person, is assisted by the Department of Education in carrying out all his functions and responsibilities with respect to education in the State. Political vicissitudes may be upsetting the set up of ministries. So a permanent Department exists to advise the Minister for Education and to adopt and execute

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<sup>19</sup>The Constitution of India, Part VI, Arts.163,164 & 168.

<sup>20</sup>Ibid.,Arts.153 to 156.

educational plans and policies. Hence the Department of Education is rightly conceived to serve the said purpose. The Education Department in each State has two broad divisions:- (i) The Education Secretariate and (ii) The Directorate of Education.

(i) Education Secretariate. - The Secretariate of education is directly under the Ministry of Education. It is headed by an Education Secretary, a member of the Indian Administrative Service, There are Joint Secretaries, Deputy Secretaries, and Assistant Secretaries to assist the Education Secretary, besides a large number of Section Officers and other Ministerial Staff.

Education Secretariate frames general policies of education in the State. It is also responsible for the continuity of educational policies despite ministerial changes. Proposals of the Directorate are studied by the Secretariate before they are passed on to the Minister. All the Government Orders are passed by Education Secretary on behalf of the Government. The Secretariate also controls the Superior Educational Service.

In some States, the Director of Education carries out the functions of the Education Secretary.

Whether Education Secretariat is superfluous in the administrative hierarchy is a problem taxing the

minds of the educational administrators, on which varied opinions are expressed by different Committees and Commissions. The General Pattern of the State Educational Administrative Set Up is given in Figure 7.

(ii) Directorate of Education.— The Directorate of Education or Public Instruction is the executive body carrying out the educational policies of the Government. It is, ipso facto, a connecting link between the State Government and the different educational institutions in the State. Mukerji commends the function of the Directorate of Education in the following terms:-

It keeps government well-informed about the conditions obtaining in different branches of education, the progress achieved therein, peoples reactions to the state policy, their needs and requirements etc., The Directorate of Education is the eye, ears and feet of the State government in the field of education.<sup>21</sup>

The Director of Education or the Director of Public Instruction, as he is sometimes designated, is the Head of the Directorate. He is usually drawn from the State Educational Service according to the seniority or on the basis of merit by selection from among the senior officers. In some States, the policy is to fill up the post by one of the Indian Administrative Service Personnel working in the State.

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<sup>21</sup>Mukerji(ed.), Op.Cit., p.80.

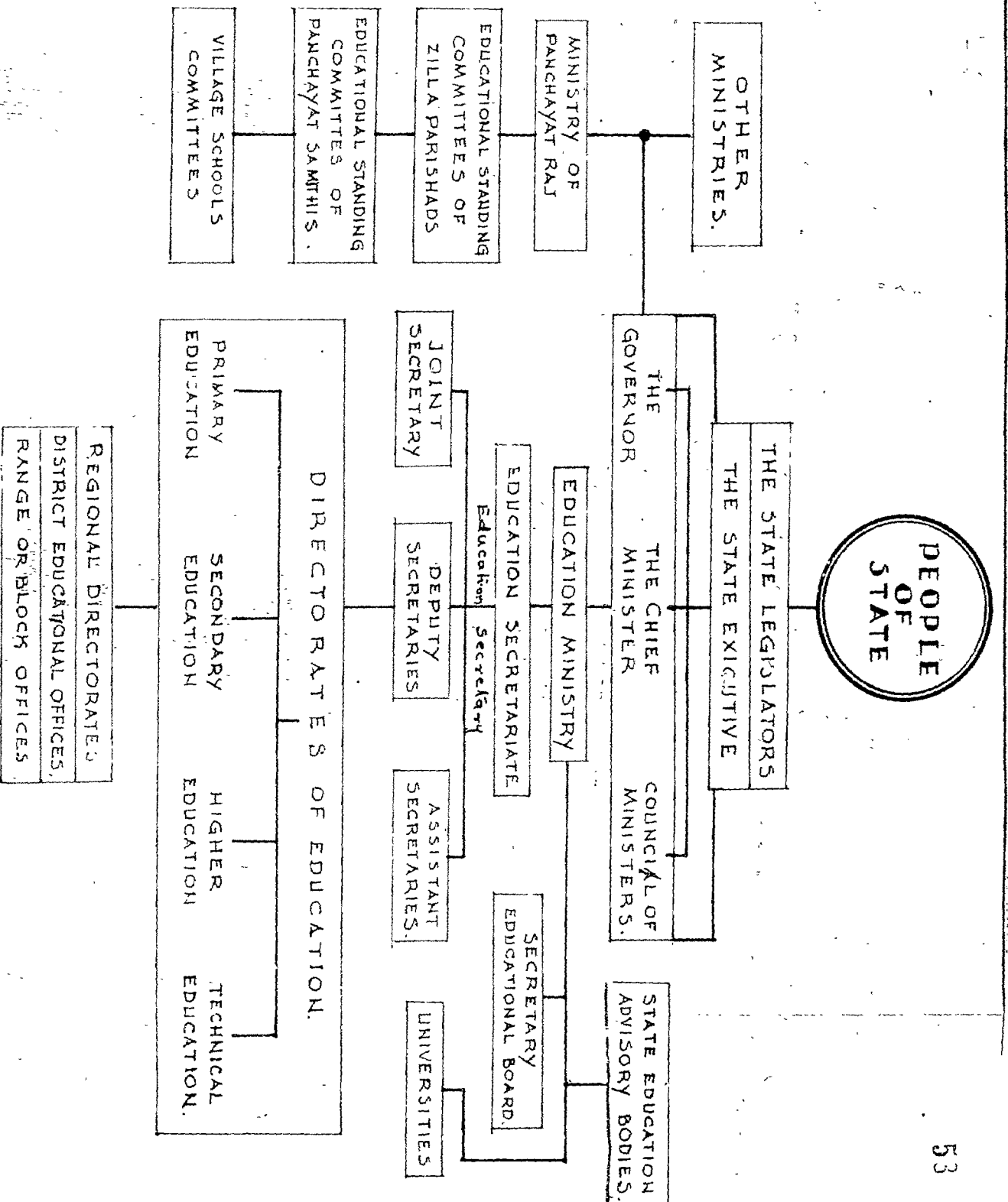


FIGURE -7 #

THE GENERAL PATTERN OF STATE ADMINISTRATIVE MACHINERIES OF EDUCATION.  
(Source: Mukerji, (ed.), op.cit.)



Whether the I.A.S. personnel can be appointed as the Directors of Education has also been a problem of much discussion. However, views are divergent in this regard too. Perhaps, establishment of Indian Educational Service will solve the problem. Some educationists emphasize the necessity of the departmental experience for the post of Director of Education. Mukerji writes -

..... the Director of Education should be an experienced person from the Department. There is no harm in appointment of an I.A.S. to such a post. But prior to his appointment to the post, it would be desirable that he picks up some experience in the Department either as the Joint or the Additional Director of Education.<sup>22</sup>

The Director is the highest executive authority and expert adviser in education. He is responsible for effective educational administration in the State. He is also concerned with all types of education and educational institutions from the primary level to the university stage. He is an ex-officio member of the governing bodies of universities in the State.

The Director of Education is assisted by a Joint Director or Additional Director, Deputy Directors, Regional Deputy Directors, Assistant Directors, District Educational Officers, Inspectors and Inspectresses of Schools, Deputy Secretaries for Education in Zilla

<sup>22</sup> Mukerji, 'Educational Administration - A Symposium', The Educational Quarterly, Op.Cit., p.21.

Parishads, Deputy Inspectors of Schools, Extension Officers for Education in Panchayat Samities and a huge army of Section Officers and Ministerial Staff.

For the sake of administrative facilitation, each State is divided into some regions or divisions and further into educational districts. The Regional Deputy Directors of Education will be in the over-all charge of education in their respective regions or divisions, while the District Educational Officers, for their respective districts. Educational districts may be either revenue districts themselves or formed on the basis of number of Secondary Schools spread over in an area. Deputy Secretaries, Education, look after the educational matters in the respective Zilla Parishads, wherever decentralisation of education is in existence.

In some States, there is a tendency to bifurcate or trifurcate educational executive activity of the State and create new Directorates as the Directorate of Technical Education, Directorate of Higher Education and Directorate of Primary Education. Madras and Mysore had been forerunners in this regard in the South India and Andhra Pradesh followed suit.

The question, whether there should be only one Directorate of Education or a number of Directorates considering the unprecedented expansion and growing

specialization of each field of education, has also been subjected to elaborate discussion, on which too divergent views are expressed as emphatically as possible by numerous educationists.

At the State level, the functions and responsibilities of the Education Directorates have so vastly increased that it is no longer possible for one Director to cope up with them. But, at the same time, the setting up of separate Directorates for each stage of education would have little advantage. Education, including technical education, is one whole and must remain under integrated control at the top level though there may be separate wings in the Directorate for each important units as elementary education, secondary education etc.<sup>23</sup>

State Advisory Boards of Education.- In recent years to advise the State Governments in all educational matters, State Advisory Boards of Education or Consultative Committees of Education have been formed, perhaps in pursuance of the recommendations of the Secondary Education Commission, which says :-

The Board may function on lines similar to the Central Advisory Board of Education and should be composed of representatives of the teaching profession, the Universities, managements of high schools and higher secondary schools, heads of the departments dealing with different spheres of education, representatives of industry, trade and commerce, and the legislatures and the general public.<sup>24</sup>

These Boards were formed so as to serve as the agencies of coordination of different types of educational

<sup>23</sup>.Sunderavadivelu, Op.Cit., p.28.

<sup>24</sup>Report of the Secondary Education Commission, 1952-53, Op.Cit., p.193.

activities carried out by different departments connected with education. They pay attention to the educational needs of the State and help for the improvement of education both quantitatively and qualitatively.

Certain States like Bihar and Kerala have established State Advisory Boards of Education while others like Andhra Pradesh have formed Consultative Committees of Education on the above lines.

In addition, there are also States Councils for Women's Education and for Technical Education.

#### Impact of the above Developments on the State of Andhra Pradesh

It is worthwhile noting that the development of educational administration in Andhra Pradesh has been influence<sup>d</sup> very much by the changes that have occurred at the Centre and, in the other States after independence. No State in India can develop in isolation, being a part of the Indian Union. The progressive measures of the Union Government are motivating all the States to make suitable changes in all fields of administration including education. The persuasion for change from the Centre has been of two types - moral and material. The Centre gives financial support for some reforms in administration of education in the States, while for others it offers expert advice.

To illustrate this point, some of the changes in Andhra Pradesh as in the other States that have been influenced by the Centre, are given hereunder:-

Creation of the State Consultative Committee of Education is on the lines of the Central Advisory Board of Education. This trend is necessary for demonratisation of education in the country.

Creation of State Council for Women's Education is on the lines of National Council for Womens' Education. This has become inevitable in our country where women's education was neglected for generations. Establishment of such councils draws the attention of the State Governments to the problems of this aspect of education.

Establishment of special educational institutes, units and bureaux, like the State Institute of Education took place on the lines of National Council of Educational Research and Training, which have blossomed into the State Council of Educational Research and Training in recent past. Such arrangements make co-ordination between the Union and State Governments very effective. Many other States have followed suit in establishing State Institutes of Education and other units.

It will be noted that the administrative pattern of education in the State of Andhra Pradesh is, more or less, in conformity with the general pattern of the State Educational Administration given above.

With this background it will be convenient to study the evolution of educational administration in Andhra Pradesh after formation of the State, in greater details.

#### DEVELOPMENT OF EDUCATIONAL ADMINISTRATION IN ANDHRA PRADESH AFTER ITS FORMATION

##### Formation of Andhra Pradesh

To have a clear-cut perspective of educational administrative set up in Andhra Pradesh it is essential to have a bird's eye view of historical development of the State and its educational administration.

The Andhras have a great culture and tradition. Their history can be traced back to times immemorial. " It is known from the Buddhist literature that on the banks of Godavari there existed a State by name 'Andhakarakatta' (Andhra Rastra), and that Asukulu and Alakulu were Andhra kings. It is clear that Andhras were residing by the side of Godavari during the time of Buddha."<sup>25</sup>

Andhra Desamu had its name after the Andhra rulers who ruled over the areas. Also their language came to be

<sup>25</sup>M.Someswara Sarma(ed.,) Vignana Sarvaswamy, Vol.3. (Madras: Telugu Bhasha Samiti, 1959), p.1.

known as Andhra Bhasha. It was also known as Trilinga Desam for it was the land surrounded by the three great lingas :- (1) Lord Bhimeshwara of Dāksharamam; (2) Lord Kaleshwara of Kaleshwaram; and (3) Lord Mallikarjuna of Srisailam. Trilinga Desamu came to be known as Teluga Desamu and Telanganamu in due course of time and the language spoken by the people as Telugu and Tenugu. "Andhra Desamu, Andhra Bhasha were the names of the nation which was developed from the word 'Andhra'. Andhras belong to the Aryan tribe; they belong to Northern India...."<sup>26</sup>

The land of Andhras came to be known as the Andhra Desamu. "The single piece of land where Andhras resided from ancient times and which became their residential land is Andhra Desamu."<sup>27</sup>

The Andhras have faced many a political struggle. Andhra State had been a single unit under Satavahanas, Ikshwakas, Pallavas, Chalukyas, Kakatiyas, and Vijayanagar and Golkonda kings. The period of Vijaynagar empire is known as the golden age in the History of Andhras.

In due course, due to many political vicissitudes, it was split up into three parts:- (1) Sarkars; (2) Rayala Seema; and (3) Telangana. Sarkars and Rayala

<sup>26</sup> Ibid., p.26.

<sup>27</sup> Lakshmiranjanam and Balendusekharam; Andhrula Charitra-Sanskriti, (Kurnool; Blissaraswati Book Depot, 1957), p.16.

Seema came under the British rule, as part of the Madras Presidency, while Telangana remained under the domination of the Nizams.

#### Birth of Andhra Pradesh

The struggle for a separate State for Andhra had a long history of 40 years. No one had accepted the demarkations of provinces made by the British regime for their administrative convenience, and as a political expediency, as final, natural and rational. With the growth of the national movement, the problem of reorganisation of States on a rational basis to meet the national needs and interests came to the forefront.

The Calcutta Session of All India Congress in 1919 approved the policy of linguistic redistribution of the country in principle, since language forms a very important part of our culture. In 1928 the resolution had the support of the Motilal Nehru Committee's Report.

In 1910, the first agitation for a separate State for the Andhras was made in Guntur. Three years later, Andhra Mahasabha was formed as the spearhead of the movement for the linguistic re-distribution of the country. This movement of linguistic redistribution had the blessings of Mahatma Gandhi too.

Though the Dhar Commission of 1947 <sup>negotiated</sup> ~~negotiated~~ the linguistic redistribution of the States, The Jawaharlal-



Vallabhbhai-Pattabhi (J.V.P.) Report of 1949 favoured the formation of the Andhra State, provided the Andhras abandoned their claim for the city of Madras. Swami Sitaram's fast and martyrdom of Shri Potti Sriramulu on December 15, 1952 ( which was acclaimed by the British-born pugnacious editor of the Mail of Madras, late Shri A.A.Hayles as " the greatest act of self-immolation since the crucifixion " ) after 52 days of fasting unto death, the Government of India have declared their decision to form an Andhra State. Following Justice Wanchoo's report, Pandit Jawaharlal Nehru declared in the Parliament on the 25th March 1953 " that the Infant State of Andhra would be ushered in on October 1st." Consequently, the Andhra State had its birth on 1st October 1953 with Kurnool as the capital after the enactment of Andhra State Act of 1953, marking the historical beginning of linguistic reorganisation of States in the Republic of India. In 1956, the States' Reorganisation Commission had recommended the formation of Andhra Pradesh. As a result of the Parliament's States' Reorganisation Act of 1956, Andhra State had undergone further changes and was reorganised giving birth to Andhra Pradesh on the 1st November 1956, combining the Andhra State and the Telangana region of the erstwhile

Hyderabad State, to be the biggest unilingual unit of South India. Figure 8 shows Formation of Andhra Pradesh.

#### Geographical Conditions of Andhra Pradesh

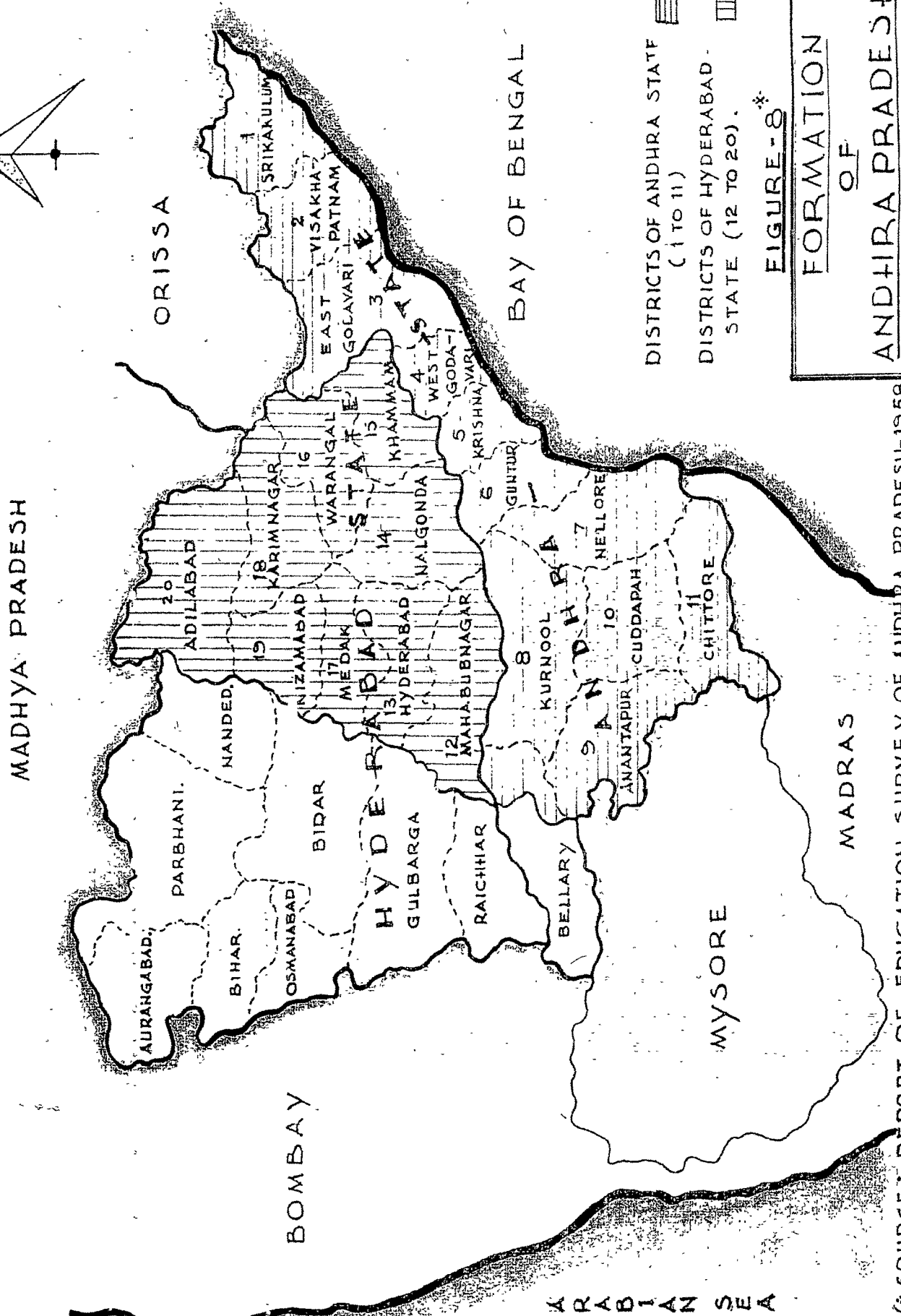
A brief description of the geographical conditions of the newly formed State are given below :-

The state of Andhra Pradesh has an area of 1,06,052 square miles with a population of 3,59,77,999 and a density of population of 339 according to 1961 Census.

The districts of which the Andhra Pradesh is comprised of are 20 in all, 11 districts of the former Andhra State and 9 of the erstwhile Hyderabad State.

The districts in Andhra Pradesh are:- (1) Srikakulam, (2) Vishakhapatnam, (3) East Godavari, (4) West Godavari, (5) Krishna, (6) Guntur, (7) Nellore, (8) Kurnool, (9) Anantapur, (10) Cuddapah, (11) Chittore ( of the Andhra State) and (12) Adilabad, (13) Hyderabad, (14) Karimnagar, (15) Khammam, (16) Mahbubnagar, (17) Medak, (18) Nalgonda, (19) Nizamabad, and (20) Warangal (of the former Hyderabad State).

The newly-born State of Andhra Pradesh ranks as the third amongst the States of India in population, the fourth in area, and the seventh in the density of population. It covers 8.4% of the total area of the country and 8.6% of the total population of the



(\*SOURCE: REPORT OF EDUCATION SURVEY OF ANDHRA PRADESH-1958

nation.<sup>28</sup>

Andhra Pradesh has on the East a coastal line of 540 miles along the Bay of Bengal, on the North, Orissa and Madhya Pradesh, on the West, Bombay State, and on the South, Madras and Mysore States.

It is centrally situated in the South India in respect of communications and extends over a part of Deccan Plateau and the Eastern coast. The territory of the State is generally consisted of uplands in the West which slope down to the fertile low land of the East. " The major occupation of the State is Agriculture.... The principal crop is rice. The delta areas of the Krishna and the Godavari are said to be the rice bowl of Andhra Pradesh. Other crops grown in the State are millet, sugarcane, tobacco, groundnut etc."<sup>29</sup>

The climate is quite hot for most part of the year and in certain parts of the State, the summer and winter are quite severe during short periods of the year. Rainfall varies from 45.7" to 22.4". The humidity is high in the East relatively due to forests and lakes.<sup>30</sup>

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<sup>28</sup> Basavaraju, D. 'Administration of Education in the States and Union Territories: Andhra Pradesh', Mukerji (ed.), Op.Cit., p.296.

<sup>29</sup> Report of the Educational Survey in the Andhra Pradesh State, 1958. p.11-13.

<sup>30</sup> Loc.Cit.,

Minerals like Iron, Manganese, Mica and Coal deposits are found in abundance. Textile mills, paper industry, film industry, sugar, vanaspati and tobacco factories, oil mills etc. are flourishing in the State.

The socio-economic conditions of the people are below average standards found in many States in India. The per capita income of Andhra Pradesh is Rs.287/- as against the All India average of Rs.335/- as reported in the statistics for 1960-61. The maximum per capita income is reported to be Rs.469/- in Maharashtra and the minimum, Rs.221/- in Bihar. The people are generally civilized except a few of aboriginal types like Chenchus, Koyas, Yenadis, Lamabadas etc.

Telugu is the main language of the people. Yet other languages are widely spoken in the State due to the influence of neighbouring States and floating and migrating population. Of them Urdu, Kannada, Marathi and Tamil are considered as the regional languages of the State, while Bengali, Gujarati and Lambada are also not uncommon.

Figure 9 gives the Map of Andhra Pradesh indicating the Districts and Table III gives pertinent facts about Andhra Pradesh at a glance.

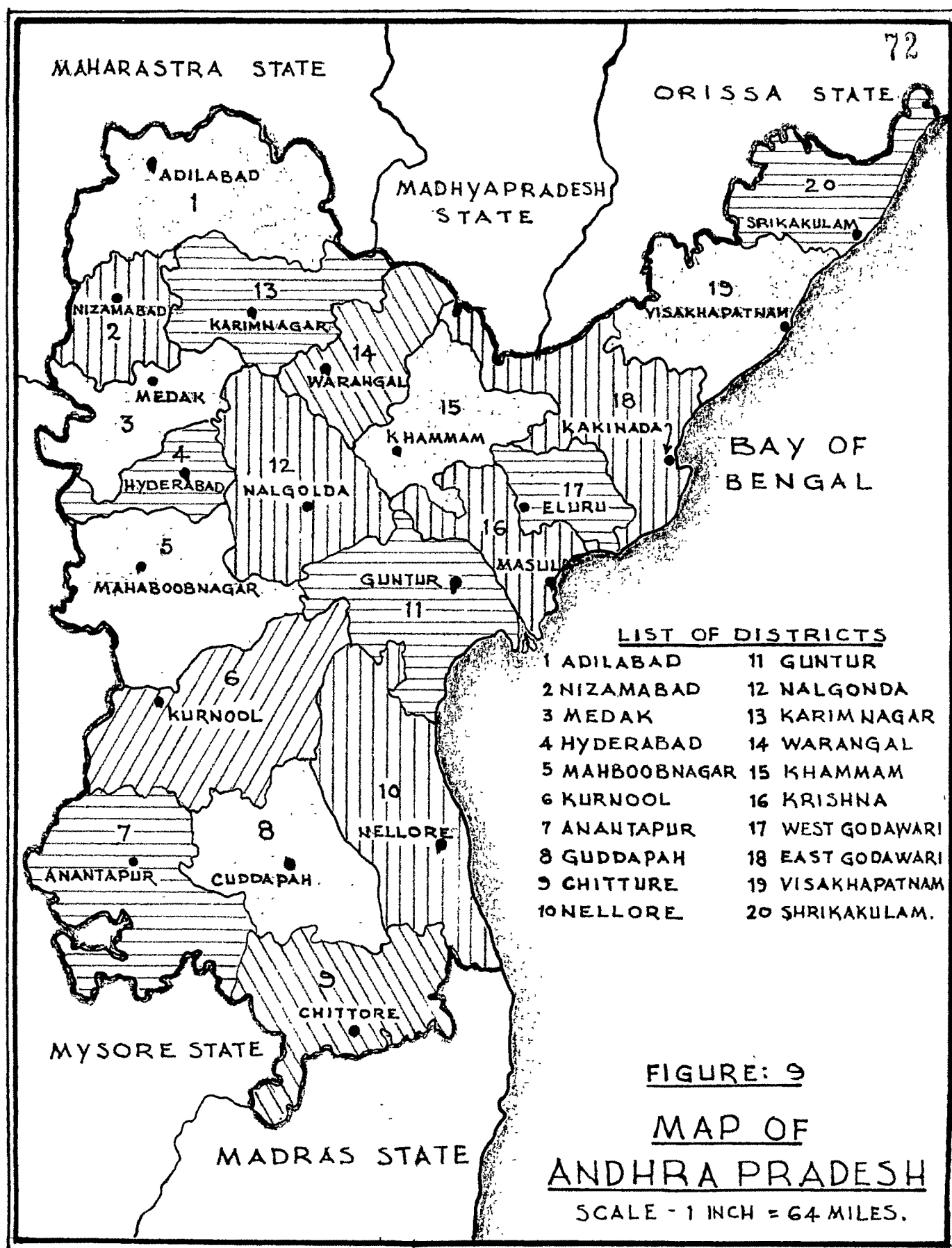


TABLE : III : ANDHRA PRADESH AT A GLANCE \*

S.No.	Item	Details
1.	Area	1,05,858 sq.miles
2.	Districts	20
3.	Taluks	189
4.	Towns and <del>cities</del> with a Population of 20,000	223
5.	Villages	28,997
6.	Total Population(1961)	359.75 Lakhs
7.	Density of Population	359 per sq.mile
8.	Literate Persons(1961)	74.90 Lakhs
9.	Net Area Sown(1959-60)	10,889,000 Hectors
10.	Live Stock (1961)	327 Lakhs
11.	Colleges (1960-61)	119
12.	High Schools (1960-61)	1,224
13.	Schools for Professional Education	431
14.	Panchayat (1959-60)	14,552
15.	Development Blocks (1962)	378
16.	Estimated Income at Current Prices (1960-61)	Rs.1,007.51 Crores
17.	Members of Parliament	61
18.	Members of Legislative Assembly	301
19.	Members of Legislative Council	90
20.	Registered Factories (1959)	4,083
21.	Electricity Generated(1961)	1,026,072 Million K.W.H.
22.	Electrified Towns and Villages	4,084

(\* Based on "Facts About Andhra Pradesh," Andhra Pradesh, Vol.VII, No.12, October 1963, Wrapper iii.)

### Educational Administrative Pattern in Andhra Pradesh at the time of Its Formation

To study the ~~refrains~~ of educational administration in the State of Andhra Pradesh, it is essential to review the evolution of the administrative pattern of education in the State. The set up of educational administration in Andhra Pradesh is the result of legacies of the both regions - Andhra State and Hyderabad State. " When the present Andhra Pradesh came into existence in 1956, these two areas stood at different levels of educational development. They also differed in their administrative patterns.

To have a clear and comprehensive picture of evolution of the pattern of educational administration in Andhra Pradesh, a brief description of educational administrative machineries, in the Andhra and Hyderabad States is presented below. This would also enable us to take a correct perspective of contemporary happenings and current trends of reformation of educational administration, carried out in the State.

Educational Administrative Set up in Andhra State.- The administration of education in the former Andhra State ran parallel to that of the composite Madras State as it had its legacy. The pattern of education in the Madras State was in conformity with that of the rest of British



India, described earlier in detail. The Report on Public Instruction for the year 1955-56 being last of its kind in the Andhra State gives a vivid description of the administrative set up of education in the former Andhra State.

State Department of Education.- There existed no separate Ministry for Education. The Chief Minister, Shri B.Gopala Reddi, was in charge of Home, Finance, Education and Press and Stationery.<sup>31</sup>

There was also no separate Secretariate for Education. Education, Health and Local Administration were grouped together and placed in charge of a Secretary to the Government. There was an Assistant Secretary to the Government looking after Education and Health.<sup>32</sup>

Directorate of Public Instruction.- The organisation of the Directorate of Public Instruction had the following pattern :-

(i) Organisation.- The Director of Public Instruction was the Head of the Department. In the Head Office, he was assisted by three Deputy Directors of Public Instruction, one Personal Assistant and one

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<sup>31</sup>The Times of India Directory including Who's Who, 1955-56, p.287.

<sup>32</sup>Loc.Cit.,

and one Special Officer for Public Libraries and Audio-Visual Education. The Director of Public Instruction was also the Director of Public Libraries and the Commissioner for Government Examinations. There was a separate office for the Commissioner for the Government Examinations and it consisted of one Deputy Commissioner for Government Examinations and one Secretary to the Commissioner for Government Examinations. There was also one post of Assistant Secretary to the Commissioner for Government Examinations from 1-10-1953 to 1-1-1956.

The State was divided into two divisions - Godavari and Anantpur - for the purposes of administrative convenience. Each Division was placed in charge of a Divisional Inspector of Schools, who supervised the work of the District Educational Officers. The Posts of these Divisional Inspectors of Schools and the Deputy Directors of Public Instruction in the Head Office were of the same cadre. The Head quarters of these two Divisions were at Kakinada and Anantapur respectively.

There were thirteen Educational Districts in the State, the Revenue Districts of Krishna and Guntur had two Educational Districts in each. Each Educational District was under the control of a District Educational Officer. The District Educational Officers inspected the Secondary Schools for Boys and Training Schools, ordinary, for men and supervised the work of Deputy Inspectors of

Schools of different Ranges. In nine out of thirteen Districts Educational Offices, exception being Visakhapatnam, Krishna East, Cuddapah<sup>and Anantapur</sup> Offices, there were Personal Assistants for assisting the District Educational Officers in the office work and in the issue of monthly teaching grants bills to aided elementary schools. There were also two Joint District - Educational Officers, attached to the District Educational Offices of West Godavari and Guntur North for assisting the District Educational Officers of the six Educational Districts of East Godavari, West Godavari, Krishna East, Krishna West, Guntur North and Guntur South, in the inspection of the large number of Secondary Schools in those districts. The posts of Joint District Educational Officers had been in existence from 26-1-1955 and 17-1-1955 respectively.

The Senior Deputy Inspectors of Schools were in charge of Ranges, who inspected Elementary, Basic and Adult Schools in their jurisdictions. The Senior Deputy Inspectors of Schools and the Assistant lecturers and the School Assistants in the Government Training and Secondary Schools belonged to the combined cadre in the Andhra Educational Subordinate Service. There were also Junior Deputy Inspectors of Schools attached to many

of these Range Offices, who shared the inspection work by inspecting a sufficient number of Elementary, Basic, and Adult Schools in the respective Ranges. The strength of the Subordinate inspecting Staff was as follows:-

Deputy Inspectors of School (Propaganda) -	2	Combined Cadre
Personal Assistant to D.E.O's .....	9	
Senior Deputy Inspectors of Schools....	152	
School Assistants.....	382	
Junior Deputy Inspectors of Schools....	132	

The Inspectresses of Girls' Schools inspected the Girls' Secondary Schools and Training Schools (ordinary) for Women. There were two inspectresses of Girls' Schools of Gazetted status in charge of the I and II circles with Headquarters at Nellore and Rajmundry.

Basic Education was under the charge of Basic Education Officers. There were two Basic Education Officers of Gazetted status for the two circles of Godavari and Anantapur corresponding to the two Educational Divisions of the Andhra State with Head-quarters at Kakinada and Anantpur. The Basic Education Officers inspected the Basic Training Schools, both men and women, and the Central Craft Equipment Stores attached to the Government Basic Training Schools.

The Chief Inspector of Physical Education, who was a Gazetted Officer, was in charge of Physical Education in the State. He had his Headquarters at Kakinada. He was assisted

by two Regional Inspectors of Physical Education, who had their Headquarters at Kakinda and Anantapur.

The Inspector of Oriental Schools, a non-gazetted officer, inspected Oriental Institutions in the State, having his Headquarters at Kakinada.<sup>33</sup>

(ii) Educational Services.-- There were three categories of Education services :-

(a) State Educational Service.-- This was of Gazetted status. However, there was no classification of posts as Class I and Class II, but "posts carrying a scale of pay, the minimum of which is Rs.500/- have been shown under Class I and the rest, under Class II."

The Director's grade was Rs. 1,500-150/2-1800. In the State Educational Service there were 112 Gazetted Officers in the Men's Branch and 14, in the Women's Branch. The Deputy Directors of Public Instruction, the Divisional Inspectors of Schools, Principal of Government Training College, Rajmundry, and the Deputy Commissioner for Government Examinations, were of the same cadre, i.e., they were in the scale of pay of Rs. 600-100/2-1000. There was a special pay of Rs.50/- for the Deputy Directors and the Deputy Commissioner for Government Examinations. The other Gazetted Officers were in the Grade of Rs. 230-30/2-260-40/2-500.

<sup>33</sup>Report on Public Instruction in the Andhra State for the Year 1955-56, pp.5-7.

(b) The Junior Andhra Educational Service.-There were other officers, who were in the Junior Andhra Educational Service in the Scale of Pay of Rs.230-340, who were designated as the Joint District Educational Officers.

(c) The State Educational Subordinate Service.- There were the following categories of officers in the State Educational Subordinate Service:- Senior Deputy Inspectors of Schools, School Assistants, Deputy Inspectors of Schools of Propaganda, who belonged to the combined cadre. In addition, there were Junior Deputy Inspectors of Schools. The Scales of Pay were in two grades:- Grade - I : Rs.165-5-205-10-245; Grade II: Rs. 85-5-125-10-175.

Educational Administrative Set Up in the Hyderabad State.- The pattern of educational administration in the former Hyderabad State may be briefly described as follows:-

State Department of Education.- In the Hyderabad State in 1955-56, there was a Minister in charge of Local Self-Government and Education. The Minister was assisted by a Deputy Minister in the matter of Portfolio of Education.<sup>34</sup>

There was no separate Education Secretariate. The Education Department and Jagir Administration were placed

<sup>34</sup>The Times of India Directory and Yearbook, 1955-56, p. 808

under the charge of a Secretary.<sup>35</sup>

Directorate of Public Instruction.- The Director of Public Instruction (Nazim, Talimath) was the chief executive head of the Directorate implementing all the educational policies of the Government and controlling the whole Department of Education. Persons from the Hyderabad Civil Service were also appointed as the Directors.

In the Head Office, the Director was assisted by a Deputy Director (Naib Nazim), Assistant Directors (Madadgarē Nazim), and other Ministerial Staff Members, besides his Personal Assistant. The Secretary, Board of Secondary Education, was looking to the conduct of examinations and certification procedures, being direct subordinate to the Director.

The State was divided into two Regions as (a) The Telangana Region; and (b) The Maratwada Region. The Regional Deputy Directors (Naib Nazim, Sāmith) were in charge of respective Regions. They were of the cadre of Deputy Directors of Public Instruction.

The two Regions were again divided into four Divisions; viz., (1) Medak, (2) Warangal, (3) Gulbarga and (4) Aurangabad. The first two belonged to the Telangana Region and the latter two, to the Maratwada Region. These Divisions were called as 'Subahs'. The Headquarters of the Medak Division

<sup>35</sup> Ibid., p. 809.

was located in Hyderabad, while the others were located in the cities, after which they were named.

The Divisional Inspectors of Schools (Sadar Mohitmim, Talimath) were in charge of these Divisions. They were responsible for administration of education in the respective Divisions, besides supervision and inspection. They were inspecting the schools headed by Gazetted officers and the Normal Schools.

Attached to each Division was an Inspectress of Girls' Schools (Mohitmim Niswan) who inspected the Girls' Schools in the Division. Under each of them were Deputy inspectresses of Girls' Schools (Nazire Niswan).

Each of the Revenue District was considered as a separate Educational District. An Officer was placed in charge of the Inspectoral work of the District, who was designated as the District Inspector of Schools (Mohitmim, Talimath).

The Inspectors of Schools, who were of the Gazetted Cadre were inspecting all schools in the district, which were headed by the non-gazetted headmasters. Assisting the District Inspectors of Schools, there were the Deputy Inspectors of Schools (Nazire, Talimath) at the Taluq level, who were looking to the elementary education, their jurisdiction being limited by the number of schools under inspection.<sup>36</sup>

<sup>36</sup> Report of the Educational Survey in Andhra Pradesh State, 1958, Op.Cit., p.19.



Senior Deputy Inspectors of Schools in the Headquarters were assisting the District Inspectors of Schools and were also functioning in the officiating capacity whenever they happened to be away from duty.

The Director of Public Instruction was the appointing and controlling authority. All the disciplinary measures, transfers, promotions and confirmations were effected by the Director himself. Strict seniority was considered as the criterion for the promotion of all officers for all post except that of the Director which was a selection post. Later recruitment to the Gazetted cadre was also partly done by the Hyderabad Public Service Commission for certain posts.

Educational Service was of two categories:- (a)Gazetted and (b) Non-gazetted. In the Gazetted Service, there were two classes :- Class I and Class II. The men and women were having separate seniority lists and promotions were given separately on the basis of their seniority. Women Officers were given a higher grade than men of equal qualifications to encourage employment of women. Service conditions were comparatively liberal with pensionary and insurance benefits.

#### Divergencies in the Educational Administrative Patterns of the two Regions

After the formation of Andhra Pradesh on the 1st Nov., 1956, the new educational administrative machinery was to be

attained by integrating the patterns with two different traditions and lagacies as described above. The following remark is pertinent in this respect:-

The new State of Andhra Pradesh faced a very intricate and difficult task of integrating the two divergent administrative patterns and practices and evolving a pattern which would bring about uniformity in educational administrative pattern, enable the educationally advanced areas to maintain their advance in development and assist the educationally backward areas to develop rapidly so that the disparity in educational opportunities in different parts of the State could be eliminated. It is to the credit of the State Education Department that in vital aspects of educational administration, integration has been effected and a common educational administrative pattern for the State as a whole is being established.<sup>37</sup>

Before the integrated educational administrative set up of Andhra Pradesh is considered, it is essential to go through some of the vital divergencies of the patterns of the two regions:-

1. The Education Departments:- In the Andhra State, a few institutions were maintained by the State, whereas in the erstwhile Hyderabad State almost all the educational institutions were managed by the Education Department except for a few institutions.

2. Patterns of the Directorates.- There were differences in the administrative pattern of the Directorates of Public Instruction, such as Regional Directorates, Divisional

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<sup>37</sup> Basavaraju, Op.Cit., p.297.

Directorates, District Educational Administration and also in the Organisational Pattern of Inspectorates.

3. Divisions and Educational Districts.- Another divergency pertained to the division of the State into Regions and Educational Districts. In Hyderabad, Revenue Districts were considered as the Educational Districts, whereas in the Andhra State, there was the custom of forming the Educational Districts on the basis of number of schools existing in an area. In Andhra, there were only two Divisions, while in the Hyderabad State, there were Regions, which were again subdivided as Divisions and Educational Districts.

4. Organisation of Inspectoral Work.- There was also variation in organisational pattern of inspectoral work. For instance, there were neither Joint District Educational Officers, nor Junior Deputy Inspectors of Schools in the Hyderabad State. Personal Assistants to the District Educational Officers were also not in existence.

5. The Local Bodies and Municipalities.- In the Andhra area, the Local Bodies and Municipalities have played prominent role in the administration of education, while in the Hyderabad State, all education was solely maintained and managed by the State Government. The District Boards of Andhra were given the responsibility of administering

primary and secondary education and they had great achievements to their credit, while in Telangana Region, the Local Bodies remained away from the educational endeavour. Municipalities of the Andhra Region are running educational institutions even today to the satisfaction of the public.

6. The Private Agencies.— There was a great divergency with regard to role of private educational agencies. Educational enterprise in the Telangana region by the private agencies did not receive enough encouragement at the hands of the State Government, whereas there had been vast scope of the private educational enterprise to blossom in the Andhra region through grants-in-aid schemes. However a few institutions flourished in the Hyderabad State also, thanks to the efforts of Christian Missionaries, and Hindu, and Muslim Educational Societies.

7. Service Conditions.— Yet another diversity pertained to the service conditions and salaries and grades of the educational service and subordinate service. The mode of appointments and regularisation of services, confirmation procedures and promotional prospects also varied very much. They were liberal in the Hyderabad State comparatively.

8. University Administration.- There existed another major variation regarding the administrative pattern of universities. Administrative pattern of Osmania University had been quasi-governmental in nature, whereas ~~the~~ <sup>these</sup> universities in Andhra were statutory bodies with complete academic and administrative freedom and autonomy. The Andhra University is of Affiliating and Teaching type, while Osmania University remained as a Federal Teaching University for a long time. Now it has also switched over to the affiliating and teaching pattern.

#### EDUCATIONAL ADMINISTRATIVE SET UP IN ANDHRA PRADESH AFTER INTEGRATION

The State Educational Administrative Machinery, soon after formation of Andhra Pradesh, can be described briefly as follows:-

State Department of Education.- The State Ministry of Education came to shoulder the responsibility of education in the State, as is the case with the other States of India. The Minister for Education became responsible for determining the educational policies and plans, duly assisted by the Education Secretariate and the Directorate of Public Instruction. He was also responsible for initiating legislation on educational matters.

The State Educational Secretariate was giving all the technical assistance to the Education Minister. An I.A.S. person acted as the Education Secretary, who issued orders on behalf of the Government in the name of the Governor. He was duly assisted by Deputy Secretaries and Assistant Secretaries, besides a sufficient number of Ministerial Staff members.

There was a Consultative Committee for Education with the Education Minister as the Chairman and the Vice-Chancellors of the three Universities were its members among others. The Committee was to advise the Government on all matters relating to policies and planning of education in the State.

Directorate of Public Instruction.— The Directorate of Public Instruction was one of the two chief executive wings of the Education Department, the Executive Head being the Director of Public Instruction. He was offering all technical advices and carrying out the educational policies of the State Government. The Director of Public Instruction was also the Director of Public Libraries and the Commissioner for Government Examinations.

The Director was, assisted in the Head office by four Deputy Directors for Secondary Education, Primary Education, Finance and Personnel, and three Assistant

Directors. "Besides these Officers, there is one Deputy Director for Compulsory Primary Education, one Statistical Officer, one Special Officer for the propagation of Hindi and one Special Officer for Nationalisation of Text Books, attached to the Directorate. There is also a separate Audit Branch with the Chief Auditor for auditing the accounts of the colleges and schools."<sup>38</sup>

There was a separate special officer of Public Libraries to assist the Director, in the Head Office. He also was in charge of Audio-Visual Education. The following officers were assisting the Director by 1958 in addition to the above mentioned:- (1) A Special Officer for Basic and Social Education, (2) A Special Officer for Three-Year Degree Courses, and (3) A Senior Officer for Peripatetic Team.

There was a separate office for the Commissioner for Government Examinations, where the Commissioner was assisted by the Deputy Commissioner for Government Examinations and three Assistant Commissioners, who were Class I and Class II Officers respectively.

Regional Directorates of Public Instruction.- The State of Andhra Pradesh was divided into five regions.- (1) Kakinada, (2) Anantapur, (3) Guntur, (4) Warangal, and

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<sup>38</sup> Ibid., p. 298.

(5) Hyderabad for the sake of administrative convenience.

The first two Regions comprised of seven Educational Districts and the rest, five each. A Regional Deputy Director of Public Instruction was in charge of a Region, who controlled the District Educational Officers and inspected the Secondary Schools and Training Institutions headed by the Gazetted Head-Masters. The Regional Deputy Directors of Public Instruction were also Class I Officers like the Deputy Directors of Public Instruction in the Head Office.

Inspectresses of Girls' Schools.— There were five Inspectresses of Girls' Schools, who were directly under control of the Director and independent of Regional Directors. They were controlling, administering and inspecting Secondary and Training institutions for girls in their respective jurisdictions.

In the Andhra area, there were three Inspectresses for the three circles with Headquarters at Rajahmundry, Guntur and Nellore, and for Telangana, there were two Inspectresses with Headquarters at Hyderabad and Secunderabad.

District Educational Administration.— To effect effective administration of education in the State, the twenty Revenue Districts of the State were <sup>divided as</sup> twentyfive Educational Districts.



A District Educational Officer was in charge of the administration of education at the Educational District level. He was responsible for the effective functioning of Primary, Secondary and Special education in the District. The number of Secondary Schools in each of the Educational District were roughly about forty. There were Deputy Inspectors of Schools in charge of education in each of the Ranges into which each of the Educational District was divided, inspecting Primary Schools of about sixty each.

There were 15 Educational Districts in the Andhra area; the Revenue Districts of Krishna and East Godavari were divided into two, and Guntur, into three. There was one Agency Educational Officer with Headquarters at Kakinada in charge of schools of Agency areas in the Districts of Srikakulam, Visakhapatnam, East Godavari and West Godavari. Also there were two Joint Educational Officers, attached to the Offices of West Godavari and Nellore for assisting the District Educational Officers of the five Educational Districts of West Godavari, Krishna East, Krishna West, Nellore and Kurnool in the inspection of Secondary schools in those districts.<sup>39</sup>

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<sup>39</sup>Report on Public Instruction in Andhra Pradesh for the Year 1958-59, Part I, pp.8-9.

In Telangana area, there were ten District Educational Officers, nine for the nine Revenue Districts, and one for the Hyderabad City. These were provided with the Personal Assistants during 1958-59. These District Educational Officers were inspecting Middle Schools, and High Schools headed by the Non-gazetted Headmasters. The Deputy Inspectors of Schools inspected the Primary Schools and also assisted the District Educational Officers in the inspection work. The Personal Assistants assisted them in the office work and in the issue of monthly Teaching Grants to the aided elementary schools. There were Junior Deputy Inspectors of Schools, attached to some of the bigger ranges, who also conducted inspection of Elementary Schools and assisted the District Educational Officers in the inspection of Secondary Schools along with the Senior Deputy Inspectors of Schools.

The strength of the Subordinate Inspecting Staff of the entire State was as follows:-

Personal Assistants to the District Educational Officers.....	25
Senior Deputy Inspectors of Schools...	363
Junior Deputy Inspectors of Schools...	142

Oriental Education. - In the Andhra area, there was an Inspector of Oriental Schools, who was a Class II Gazetted

Officer, for inspecting Oriental Institutions. His Headquarters was situated in Vijayawada. For the Telangana area, there was no separate officer to inspect Oriental Schools.<sup>40</sup>

Basic Education.- In the Andhra area, there were two Basic Education Officers with Headquarters at Kakinada and Anantapur, who were in charge of Basic Education, the Andhra area being divided into two circles for this purpose. They were inspecting the Basic Training Schools for Men as well as those for women. In the Telangana area, a Special Officer for Basic Education, who was attached to the Director's Office, was in charge of Basic Education.

Physical Education.- For effective guidance and inspection of Physical Education Activities, there were two Gazetted Officers under the direct control of the Director of Public Instruction. The Chief Inspector of Physical Education was stationed at Kakinada for the Andhra area and the Inspector of Physical Education, Hyderabad, for the Telangana area. There were three Regional Inspectors of Physical Education for the Andhra area with Headquarters at Kakinada, Guntur, and Anantapur, and one, for Telangana area. Similarly for girls, there was an Inspectress of Physical Education for the entire State, stationed at Hyderabad, who was assisted

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<sup>40</sup> Ibid., p.10.

by two Regional Inspectresses of Physical Education, each one stationed at Rajahmundry and Nellore respectively. There was an Inspector of Games and Sports under the direct control of the Director, who had his Headquarters at Hyderabad and who was organising youth welfare activities, games and sports.

The Commander, 12th Circle, N.C.C., Hyderabad, was controlling the N.C.C. and A.C.C. activities in Schools and Colleges throughout the State.

Figure 10 gives Hierarchy of Educational Administration in Andhra Pradesh in 1956 and Figure 11 shows Educational Administrative Jurisdictions in Andhra Pradesh as in 1956.

### SUMMARY

An attempt is made in this chapter to give a relevant description of developments in educational administration in India and in Andhra Pradesh. It is clear that the course of discussion has been confined to the post independence period.

This brief study of evolution of educational administration, both at the national level and the State level and the existing patterns of educational administration described would enable one to comprehend the educational-administrative reforms effected during the last decade in Andhra Pradesh, which are to be surveyed

# DIRECTOR OF PUBLIC INSTRUCTION

## HEAD OFFICE

DEPUTY DIRECTORS - 4.  
ASSISTANT DIRECTORS - 3.  
SPECIAL OFFICERS - 7.

COMMISSIONER'S OFFICE.  
DEPUTY COMMISSIONER - 1  
ASSISTANT COMMISSIONERS - 3

## ORIENTAL AND BASIC EDUCATION

INSPECTOR OF ORIENTAL -  
SCHOOLS - 1

BASIC EDUCATION OFFICERS - 3

## WOMEN'S AND PHYSICAL EDUCATION

INSPECTRESSES OF GIRLS' SCHOOLS - 5  
INSPECTRESSES OF PHYSICAL EDUCATION - 1  
INSPECTOR OF GAMES - 1  
REGIONAL INSPECTORS AND INSPECT-  
RESSES OF PHYSICAL EDUCATION - 3 & 2

## REGIONAL DEPUTY DIRECTORS OF PUBLIC INSTRUCTIONS - 5

DISTRICT EDUCATIONAL OFFICERS - 25  
AGENCY EDUCATIONAL OFFICER - 1  
JOINT DISTRICT EDUCATIONAL OFFICERS - 2  
PERSONAL ASSISTANTS TO THE DISTRICT  
EDUCATIONAL OFFICERS - 25

SENIOR DEPUTY INSPECTORS OF SCHOOLS - 363  
JUNIOR DEPUTY INSPECTORS OF SCHOOLS - 142

FIGURE - 10

HIERARCHY OF EDUCATIONAL ADMINISTRATION IN ANDHRA PRADESH AS IN 1956.

DIRECTORATE OF PUBLIC INSTRUCTION,  
ANDHRA PRADESH  
HEADQUARTERS :: HYDERABAD.

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REGIONAL DIRECTORATES OF PUBLIC INSTRUCTION--5.

1. KAKINADA,
2. ANANTAPUR,
3. GUNTUR,
4. WARANGAL AND
5. HYDERABAD.

EDUCATIONAL DISTRICTS--25.

ANDHRA REGION -- 15.

1. SRIKAKULAM--1,
2. VISAKHAPATNAM--1,
3. EAST GODAVARI---2,
4. WEST GODAVARI---1,
5. KRISHNA ----2,
6. GUNTUR----3,
7. NELLORE---1,
8. KURNOOL---1,
9. CUDDAPAH---1,
10. ANANTPUR---1, AND
11. CHITTORE ---1.

TELANGANA REGION ---10.

1. ADILABAD--1,
2. NIZAMABAD--1,
3. KARIMANAGAR--1,
4. MEDAK---1,
5. HYDERABAD--1,
6. MAHBOOB NAGAR--1,
7. NALGONDA--1,
8. WARANGAL--1,
9. NALGONDA--1, AND
10. KHAMMAM ---1,

EDUCATIONAL RANGES - 363

(EACH OF THE EDUCATIONAL DISTRICT HAS BEEN DIVIDED  
INTO EDUCATIONAL RANGES, EACH OF WHICH CON-  
-SISTED OF ABOUT 60 ELEMENTARY SCHOOLS.)

FIGURE . 11.†

EDUCATIONAL ADMINISTRATIVE JURISDICTIONS IN ANDHRA PRADESH.  
AS IN 1956.

† (SOURCE:- REPORT ON PUBLIC INSTRUCTION IN ANDHRA PRADESH, OP.CIT.)

in greater details in the next chapter. Also it is essential to study the reforms introduced in Andhra Pradesh in the context of reforms introduced at the National level.

It is earnestly hoped that this much perspective would facilitate the understanding of prospective discussion, precisely and progressively, and clearly and critically, in the next chapter.

It may be summarised that administration of education either at the State level or at the national level has one remarkable feature reflecting that the developments in educational administration at the national level have influenced similar changes and trends in educational administration in States. Andhra Pradesh is no exception to it. The administrative pattern in Andhra Pradesh after integration has been evolving on the progressive lines as in any other State.

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