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THE
ANDHRA PRADESH LEGISLATIVE ASSEMBLY
DEBATES
[Part II—Proceedings other than Questions and Answers]
OFFICIAL REPORT

Forty-fifth day of the Eighth Session of the
Andhra Pradesh Legislative Assembly

ANDHRA PRADESH LEGISLATIVE ASSEMBLY
Saturday, the 14th March, 1959
The House met at Half Past Eight of the Clock
[MR. SPEAKER IN THE CHAIR]
QUESTIONS AND ANSWERS
(NOT PRINTED)

CONDOLENCE MOTION RE:
Death of Sri Kasinath Rao Vaidya, Ex-Speaker, former Legislative Assembly, Hyderabad.

* * *

[Text of the motion]

* * *
557 14th March, 1959

Condolence Motion Re
Death of Sri Kasinath Rao Vaidya,
Ex-Speaker, former Legislative Assembly, Hyderabad

That this House places on record its deep sense of sorrow at the demise of Sri Kasinath Rao Vaidya, ex-Speaker, former Hyderabad Legislative Assembly,
and convey its deep sense of sympathy to the members of the bereaved family."

Mr. Speaker: Motion moved.
Condolence Motion Re
Death of late Kanshir Rao Vaidya,
Ex-Speaker former Legislative
Assembly, Hyderabad

14th March, 1950

Mr. Speaker,

It is with profound sorrow that I have to inform you of the untimely death of late Kanshir Rao Vaidya, Ex-Speaker of the former Legislative Assembly of Hyderabad. He was a distinguished leader and a respected statesman who served his country with dedication.

His contributions to the development of the state and his commitment to public service will be long remembered. The loss of such a dynamic personality is indeed a great loss for our country. We have lost a great leader and a true friend.

I would like to express my deep sympathy to the bereaved family and the people of the state. May his soul rest in peace.

Yours sincerely,

[Signature]

[Name]
The Minister for Co-operation and Housing (*Sri Mehdi Nawaz Jung): Mr. Speaker, Sir, Sri Kasi Nath Rao Vaidya was a man with a great soul. He commanded the respect and affection of people who knew him. He was a great worker in the field of independence. He was a great believer in constitutional change and freedom of thought. It goes to his credit, Sir, that the Hyderabad Legislative Assembly being the first of its kind for Hyderabad, Sri Kasi Nath Rao Vaidya as a Speaker was successful in building a very high standard of parliamentary code and manners. Sir, he was a man who believed in discipline. At the same time, the dignity and decorum with which he conducted the proceedings of the House was most admirable. He was one who was very sincere and, I should like to say, followed the Gandhian ways truly and sincerely. I might mention here, Sir, that he was an advocate of freedom and introduction of constitutional change and yet he was able to win over the affection of the Nizam in spite of the fact that both were diametrically opposed to each other in their views. Sir, I might mention that Sri Kasi Nath Rao Vaidya has left behind an example that should be followed by us. He was very sincere and very honest in all that he did for the good of the country.

Thank you, Sir.
Condolence Motion Res:

14th March, 1959

Death of Sri Kasimath Rao Vaidya,

Lt. Speaker, former Legislative Assembly, Hyderabad

... time... student... his... need... submitted... 1957... State... on... whole... High Court... suit... Prime... Munir Ismail... to... Mukim... of... one... High Court Judge... Su... 

... Orphanage... ji... pay... help... to... 1956... and... to... judge... court... Government... 1955... in... contain... is... day... from... his... 1952... of... others... support... and......
Sri Vasudeo Krishna Naik (Sultan Bazar): Mr. Speaker Sir, I associate with the feelings expressed by my colleagues here and I support the resolution moved by the Chief Minister.

Mr. Speaker Sir, I associate with the feelings expressed by the Leader of the House. We are mourning the death of a person who had adorned this House nearly for 3 years. He not only checked all the assaults on the privileges and the rights of the members, but also always upheld the dignity and decorum of the House. He was a man of great eminence and in him we have lost to-day not only a good Parliamentarian and a legal luminary but we have lost also a man of high integrity. I therefore associate myself with the feelings expressed by the Members of this House.

*Sri Gopal Rao Lkbote (High Court):* Mr. Speaker, Sir, I associate with the sorrowful feelings expressed by the Leader of the House. We are mourning the death of a person who had adorned this House nearly for 5 years. He not only checked all the assaults on the privileges and the rights of the members, but also always upheld the dignity and decorum of the House. He was a man of great eminence and in him we have lost to-day not only a good Parliamentarian and a legal luminary but we have lost also a man of high integrity. I therefore associate myself with the feelings expressed by the Members of this House.

*Sri J. T. Fernandez (Nominated Anglo-Indian):* Mr. Speaker, Sir, please permit me to join to express my feelings on this solemn occasion. Having known Sri Vaidya for over 40 years, I have had many occasions to know him as a politician, as a lawyer, and as a Parliamentarian. I had great admiration for him and above all, I have admired his integrity of character and the kindness he showed to everybody.
Condolence Motion Re.  
14th March, 1939  

Death of Sri Kasinath Rao Vaidya,  
Ex-Speaker, former Legislative  
Assembly, Hyderabad  

The House then adjourned till Forty Minutes past Nine of the Clock  
(All the members of the House stood in silence for two minutes)  

Mr. Speaker. The House will again meet at 9.40 A.M.  
(The House reassembled at Forty Minutes past Nine of the Clock)  

[Mr. Speaker in the Chair]  

The question is:  

That this House places on record its deep sense of sorrow at the demise of Sri Kasinath Rao Vaidya, ex-Speaker of former Hyderabad Legislative Assembly and conveys its deep sense of sympathy to the members of his family.  

The resolution was adopted nem con.  

(The House then adjourned till Forty Minutes past Nine of the Clock)  

Mr. Speaker in the Chair:  

Leave of absence to (1) Sri Ginjupalli Bapayya, M.L.A.  
(2) Sri C. S. Rangunayakulu, M.L.A.  

Sri M. Rajeswaru Rao: Sir, I beg to move:  

That under Rule 265 of the Andhra Pradesh Legislative Assembly Rules, leave of absence be granted to Sri Ginjupalli Bapayya, Member of the Andhra Pradesh Legislative Assembly, as he is ill.  

Mr. Speaker: The question is:  

"That under Rule 265 of the Andhra Pradesh Legislative Assembly Rules, leave of absence be granted to Sri Ginjupalli Bapayya, Member of the Andhra Pradesh Legislative Assembly as he is ill.  

The motion was adopted.  

Dr. M. N. Lakshmi Narasaiah: Sir, I beg to move:  

2
“That under Rule 265 of the Andhra Pradesh Legislative Assembly Rules, leave of absence be granted to Sri C. S. Ranganayakulu, as he is ill.”

Mr. Speaker: The question is:

“That under Rule 265 of the Andhra Pradesh Legislative Assembly Rules, leave of absence be granted to Sri C. S. Ranganayakulu, as he is ill.”

The motion was adopted.

BUDGET FOR 1959-60-VOTING OF DEMANDS FOR GRANTS

DEMAND No. VII—Sales Tax Administration—Rs. 46,14,800

DEMAND No. VIII—Other Taxes and Duties Administration—Rs. 67,94,900

DEMAND No. XXXIV—Miscellaneous—Rs. 187,38,200

DEMAND No. XLIX—Loans and Advances by the State Government—Rs. 8,40,12,000

The budget for 1959-60 voting of demands for grants.
Budget for 1959 by Voting of
Demands for Grants
14th March, 1959

Sugar factors contribute more than one-third of the total revenue of the State, and their share cannot be ignored.

Single point tax is introduced and a single point tax is levied on sales at a rate of 10.

Deputy Commissioner
D. C. T. O., C. T. O., Deputy Commissioner
14th March, 1959

Budget for 1959-60 - Voting of
Pensions for Grains

...Tribunal High Court... central government

Home Minister... Home Ministry... department... instructions... escape

10... turnover... far

Collector... Special Inspector... Deputy Collector...
A signatory, 

appeal to the House to consider an amendment to the 

assessed amount of the proposed grant of the sum of Rs. 33 lakhs. The object of the amendment is to 

appeal the assessed amount of Rs. 33 lakhs on the ground that the 

reason does not appear to be just. The sum of Rs. 33 lakhs is required for 

evasion. 

Entertainment Tax 

The sum of Rs. 33 lakhs is required for 

revenue purposes. The amount is required for the year ending March 31, 

and is to be disbursed during the current year. The amount is to be 

applied towards the reduction of the assessed amount of Rs. 33 lakhs. 

The amendment seeks to reduce the assessed amount to Rs. 30 lakhs. 

The amendment is supported by the move to reduce the assessed amount. 

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The amendment is supported by the move to reduce the assessed amount.
Budget for 1959-60: Voting of Demands for Grant.

The Budget Statement of the Hon'ble Finance Minister is as follows:

"The government proposes to introduce a Sales Tax Bill in the forthcoming session of the legislature. The Bill will be introduced in the form of an amendment to the General Sales Tax Act, 1956. The amendment will provide for the abolition of the present Sales Tax and the introduction of a new Sales Tax which will be levied at a uniform rate of 2% on all goods and services. The proposed rate of tax is 1% on goods and 2% on services."

"The proposed tax will be levied in two stages. The first stage will be implemented from 1st April, 1959, and the second stage will be implemented from 1st April, 1960. The tax will be collected by the State Government and will be used for the development of the State."

"The Finance Minister also announced that the government will provide assistance to the States in the form of grants for the implementation of the Sales Tax. The assistance will be provided in the form of a special grant which will be equal to 50% of the tax revenue collected by the States."

"The Finance Minister further stated that the government will continue to provide assistance to the States for the development of the State. The assistance will be provided in the form of a general grant which will be equal to 25% of the tax revenue collected by the States."

"The Finance Minister concluded by stating that the government is committed to the development of the State and will continue to provide assistance to the States to achieve this aim."
Single Point Tax was introduced to avoid the complexity of multiple tax regimes. It affects Factory, Factory premises, Factory products, and other items. Factory tax is included in the sales tax. Sales tax can be applied retroactively.

The last purchasing tax was replaced by a single point tax, which is a more comprehensive tax system. This tax is levied on all goods and services.

The policy matter is being discussed. Policy makers have considered various options. However, the last purchase tax was not found to be effective. Single point tax has proven to be more beneficial in terms of revenue and simplicity.
Budget for 1959-60—Voting of
Demands for Grants

371 (14th March, 1959)

Practical 3
of a third
Mill
owner

..
Budget for 1959-60 - Voting of Demands for Grants

14th March, 1959

572

Sales Tax demand be modified. The amount of sales tax in 1958 is

2

higher. However, it is not possible to increase the rate of sale tax. Accordingly, the rate of sale tax is proposed to be reduced to 20%. In addition, the turnover tax on hotel and coffee shops is proposed to be reduced to half percent. The rate of tax on turnover should be 4%. Tax on hotel and coffee shops is proposed to be 20%.

1958-59 & 1959-60 & 7 5% tax on turnover 50\% rate of tax. 1959-60 & 1960-61 & 7 5% tax on turnover 50\% rate of tax.
14th March, 1959

Budget for 1959-60 Voting of
Demands for Grants

...
Budget for 1959-60

Voting of

Demands for Grants

14th March, 1959

J. B. F. M. 

rebate 8th (c) to the consumers so that they may get back

consumers. There is no rebate on the purchase of goods

consumers (d) can get a rebate on the purchase of goods

consumers, but the rebate is on the purchase of

consumers. The rebate is given on the purchase of goods

consumers. Income-tax is reduced by Rs. 3,000 in the budget

Income-tax is reduced by Rs. 3,000 in the budget.

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Income-tax is reduced by Rs. 3,000 in the budget.

Income-tax is reduced by Rs. 3,000 in the budget.
375 14th March 1959  

Budget for 1959-60: Voting of Demands for Grants

Match manufacture is a beneficial industry that contributes substantially to the economy. As Matches incurs Excise Duty, it ceased manufacturing in March. While the state imposed Sales Tax at 3%, no sales tax on Matches. Excise Duty and Sales Tax are now abolished. Original rate of excise tax on Matches was 15%, but now it is only 4%.
Budget for 1959-60: Voting of Demand for Grants

14th March, 1959

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Sales Tax Demand

Labourers' demands include a proposal to increase the sales tax on sales of goods and services, as recommended in the Sales Tax Enquiry Committee Report. This recommendation is likely to increase revenue for the government, and the government is seeking to address the needs of the labourers through this action.
Sales Tax Inquiry Committee Report stated that with the increase in Sales Tax, the income tax turnover has increased. The amendments in the single point sales tax were introduced. The Sales Tax Officers were responsible for collecting the taxes. They were also responsible for the assessment of income tax. The assessment was done at a flat percentage.
turnover of the income tax department, though it was lower than expected.

Regarding the assessment of kerosine oil, it should be increased by Rs 0.60 to Rs 1.00 per gallon.

*Note:* The assessment of sales tax is also important as it is a key "benchmark" for the economy. The sales tax officers have been instructed to ensure that the rates are maintained at the levels set. In this regard, the government has tightened regulations to ensure that the sales tax is properly collected.
RULING RE.

The Members Talking to the Secretariat's Officers in the Officer's Gallery

(At this stage, Shri Pillaiyamkanni Venkateswarlu was seen talking to the officers in the Officers' Gallery to the right of the Chair.)

Mr. Speaker: I don't think members have a right to go and talk to the Secretariat officers during the meeting time. They can talk, but not in the gallery. Only the Ministers can speak to the officers in the gallery for consultation. That should be the convention. Members, if necessary, can ask the Ministers for any information.

'On a point of Submission Sir,' it is not convenient now. He would not be comfortable discussing then. So, the Chair, he is

'member,' he says: We must accord due respect to the Chair.
The Member making his Secretary's Office in the
Other's Hall at

...local administration during

...sales tax on food grains. For example, sales tax on

...integrated and amendment

...food grains for sales tax on.

...cottage industries, small scale industries etc.

...excise duty on sales tax on

...opening speech. Under excise duty and sales tax in

...matches. Under sales tax on tobacco, tobacco

...respective tax on sales tax etc...
The Member's talking to the Secretary's Office is the Office's duty.
Financial year: 1959-1960 and the following financial year 1960-1961. The Secretary, Ministry of Commerce, is informed that the official financial year in India is the fiscal year from April 1 to March 31. The sales tax officer of the financial year 1959-1960 realized 2 million in sales tax. The Secretary is requested to submit a report on the measures taken to ensure the realization of the financial year.


Sales Tax Advisory Committee: operation of the committee, the procedure followed, the representation made with respect to the forward contract. Forward contract: enter into the forward contract. Representation: the representation made to the advisory committee. Sale: 1000 metric tons of oil, 1000 metric tons of jute, 5000 metric tons of gunny bags, 1000 metric tons of cotton, 5000 metric tons of yarn, 1000 metric tons of groundnut.
Riding re:
The Member's talking to the
Secretariat's Officers in the
Office's Gallery.

14th March, 1959
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பற்றியும். இதுவே சென்று தென்றாமல் மறுத்துக் கொள்வது. இதே தொடர்
மற்றும் நாசுக்கு மறு மூலம் நோக்குவது. நான் அக்காலத்தை மன்னிக்கேற்று, இன்னும்
செய்தியை குறிப்பிட்டு என்று சொன்னிருந்தேன். நான் நானே என்று கூறில்லை.
பயன்படுத்தியுள்ளது. இது பை செய்தியை விளக்க முடியும் இப்படியால்
தன்மை. இந்த செய்தியை நிர்வகித்துட்கு செய்தியை நிர்வகக்கு எடுத்துக்
செய்தியை எடுக்க வேண்டும் என்று கூறில்லை. இதனை அடைய முடியும்
இருந்தேன். புனே மூலம் என்று சொன்னிருந்தேன். உடைய மூலம்
செய்தியை விளக்கப்படுத்தும் குறிப்பிட்டு என்று சொன்னிருந்தேன். இன்று
செய்தியை விளக்கப்படுத்த இருந்தேன். பதிவு செய்தியை விளக்கப்படுத்த
பயன்படுத்தும் குறிப்பிட்டு என்று சொன்னிருந்தேன். இதனை அடைய முடியும்
பொருளைத் தொடரும் முடியும். இதை அடைய முடியும் என்று சொன்னிருந்தேன். இதனை
அடைக்க முடியும் என்று சொன்னிருந்தேன். இதனை அடைய முடியும்
பொருளைத் தொடரும் முடியும். இதை அடைய முடியும் என்று சொன்னிருந்தேன். இதனை
அடைய முடியும் என்று சொன்னிருந்தேன்.
14th March, 1959

The Member's talking to the Secretariat's Officers in the Officers Gallery

தலைச்சி அவர்களாக. மேற்குச் சுருக்கம் என்று சொல்லல். அப்போதைய செயல்செயல் தெரியாததைக் குறிப்பிடுகிறது. அது முக்கியமான பொருளைத் தெரியாததைக் குறிப்பிடுகிறது. என்றாலும் பொருளைத் தெரியாததைக் குறிப்பிடுகிறது. என்னும் என்றாலும் பொருளைத் தெரியாததைக் குறிப்பிடுகிறது.

இவ்விதமான விளக்கம் வேண்டும் என்னும் கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று.

இவ்விதமான விளக்கம் வேண்டும் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று.

இவ்விதமான விளக்கம் வேண்டும் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று.

இவ்விதமான விளக்கம் வேண்டும் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று. புரோட்டுமல் என்று கூறும் இன்று உடன்று.
BUDGET FOR 1959-60

VOTING OF DEMANDS FOR GRANTS

DEMAND No. VII - Sales Tax Administration - Rs. 46,14,800

Mr. Speaker: The question is:

To reduce the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

The motion was negatived.

Sri M. Nagi Reddy demanded a poll.

The House divided.

Ayes: 23 - Noes: 100

The motion was negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

(The Minister, while expressing the regret that the Government could not grant more, desired the House to pass the Vote as it stood.)

The motion was negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

To discuss about the general policy of the Government in regard to Sales Tax Administration.

The motion was negatived.
Mr. Speaker: The question is:

To reduce the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

The motions were negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

The motions were negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

The motion was negatived.

Sri. K. Ramachandra Reddi demanded a poll.
(The House divided.)
Amendment to Sales Tax

To increase the allotment of Rs. 46,14,800 for Sales Tax Administration by Rs. 100

The motion was negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 67,94,900 for Sales Tax Administration by Rs. 100

The motion was negatived.

DEMAND No. VIII - Other Taxes and Duties

Administration - Rs. 67,94,900.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 67,94,900 for Other Taxes and Duties Administration by Rs. 100

To reduce the allotment of Rs. 67,94,900 for Other Taxes and Duties Administration by Rs. 100

To reduce the allotment of Rs. 67,94,900 for Other Taxes and Duties Administration by Rs. 100

The motions were negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 67,94,900 for Other Taxes and Duties Administration by Rs. 100
To reduce the allotment of Rs. 67,94,900 for Other Taxes and Duties Administration by Rs. 100

The motions were negatived.

DEMAND No. XXXIV—Miscellaneous-Rs. 1,87,38,200.

Mr. Speaker. The question is:

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by Rs. 100

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by Rs. 100

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by Rs. 100

The motions were negatived.

Mr. Speaker. The question is:

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by
The motion was negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by Rs. 100

To reduce the allotment of Rs. 1,87,38,200 for Miscellaneous by Rs. 100

The motions were negatived.

Mr. Speaker: The question is:

That the Government be granted a sum not exceeding Rs. 46,14,800 under Demand No. VII - Sales Tax Administration.

The motion was adopted.

Mr. Speaker: The question is:

That the Government be granted a sum not exceeding Rs. 67,94,900 under Demand No. VIII Other Taxes and Duties Administration.

The motion was adopted.
Mr. Speaker  The question is

That the Government be granted a sum not exceeding Rs. 1,87,38,300 under Demand No. XXXIV Miscellaneous.

The motion was adopted.

Mr. Speaker  The question is

That the Government be granted a sum not exceeding Rs. 8,40,12,000 under Demand XVIX - Loans and Advances by the State Government.

The motion was adopted.

DEMAND No. XVII - Education - Rs. 14,70,85,300

Sri S. B P. Pattabhi Rama Rao : Mr. Speaker

Sir, I beg to move:

That on recommendation of the Governor, the Government be granted a sum not exceeding Rs. 14,70,85,300/- under Demand No XVII Education.

Mr. Speaker  : Motion moved.

Sri V. S. Bhende (Member) : Hon. Sir, a demand for a sum of Rs. 14,70,85,300/- note not exceeded in the demand for the year 1950-1951. I am not, Sir, asking for any fresh sums. This is a note for a sum which has been approved. I am not asking for anything new. I am only asking within the limitation.

The Hon. Mr. Speaker : The Hon. Mr. Bhende moved for the Budget leakage 1950-1951. As he was not present, I shall examine whether it is regular.

Sri V. S. Bhende : Hon. Mr. Speaker, Main Budget 1950-1951. Rs. 20 for whatever purpose. Any further leakage is not possible. If we consider the notes submitted by me in 1950-1951, it may be seen that the expenditure is not more than the revenue. Therefore, it is possible to ask for an increase in the expenditure and the demands are acceptable. Therefore, I do not oppose it.
*Sir N. Sanjiva Reddy*: It may not take more than 15 or 20 minutes to read the speech. If in future, any Minister is following this procedure, he will consider whether it would be convenient to give a copy of his speech in advance. Every Minister is not following the same policy. Some are preparing a note in advance and they make use of it in speaking. Therefore we cannot make it a hard and fast rule. If any Minister wants to read a prepared speech, I would suggest that it may be circulated a few hours in advance to the Members. If you, Sir, make it a precedent every Minister will be obliged to circulate a note. Therefore it cannot be a point that it must be circulated earlier. If they are willing they may give a note a few hours before they actually speak. For my part, I do not prepare a speech but I note the points on which I am going to speak and speak extempore.

*Mr. Speaker*: It is true, you are not preparing your speech.

*Sri N. Sanjiva Reddy*: Therefore you may not insist that every Minister should give a note.
Mr. Speaker Probably you are only taking down some notes.

Sri N. Sanjeeva Reddy: Yes, Sir. Therefore, the hon. Members cannot say that notes must be circulated. Some hon. Minister may not circulate them or some of them may not have notes at all. So we can only see that if any hon. Minister is circulating the notes.

Sri R. B. Ramakrishna Raju: We are not insisting that every hon. Minister should give a note. If they mean giving a note, let them please give them in advance.

Sri N. Sanjeeva Reddy: Before question hour, perhaps, it may be placed on the Table of the House so that the hon. Members may go through it. I think that is a good proposal.

Vide appendix.
of the 1950 Jauar to come from the Lok Sabha.

Mr. Speaker: The motion moved.

Sri Mohammad Taha: I beg to move:

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

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To reduce the allotment of Rs. 14,70,800 for Education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

Mr. Speaker : Motions moved.

Sri J. T. Fernandez : I beg to move:

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To discuss the failure of the Government to provide grants for concession to boys and girls under article 166 of the Code of Regulations for Anglo Indian Schools and under Article 337 of the Indian Constitution.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To prevail on Government to extend the Destitute Children's grant allowed in Andhra to orphans also
to a few swadeshi Lenapana who have such orphan children or that toils.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100.

In order to Government for not extending the privilege allowed to Harijans in way of scholarship book for Christian Harijans and for restricting such concessions only to children of first generation Christian Harijans only.

Mr. Speaker Motion moved.

Shri K Ramachandra Reddy I beg to move

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100.
To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

Mr. Speaker. Motions moved.

Sri M. Nagi Reddy: I beg to move:

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100
Mr. Speaker, Motions moved.

Shri Pilluaram Venkatavarlu: I beg to move:

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To discuss the failure of the Government to take effective measures to make Telugu as medium of instruction at University stage.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To discuss the failure of the Government to reduce the percentage of marks in English necessary for a candidate to be eligible for promotion.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To discuss the failure of the Government to upgrade the primary and middle schools in Telangana which are also conducting middle and secondary classes.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To criticise the Government for not opening the short term medical courses, so as to meet the pressing health needs of the people of our State.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To criticise the Government for not taking over the privately managed district colleges in the Telangana region.

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To criticise the failure of the Government in expanding the primary education in Telangana according to the provisions of the Second Five Year Plan.
To reduce the allotment of Rs. 14,70,85,300 for education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for education by Rs. 100

Mr. Speaker : Motions moved.

Sri K. Ramachandra Reddy : I beg to move:

To reduce the allotment of Rs. 14,70,85,300 for education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for education by Rs. 100
Mr. Speaker: Motions moved.

Sri V. Peddamma: I beg to move

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

To reduce the allotment of Rs. 14,70,35,300 for Education by Rs. 100

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

Mr. Speaker: Motions moved.

Sri M. Sathyaranyana Raju: I beg to move:

To reduce the allotment of Rs. 14,70,85,300 for Education by Rs. 100

The failure of Government to give accommodation to Arthamore and Konuru Elementary Schools.

Mr. Speaker: Motion moved.
information 

move


Point of order

I give a ruling that any hon. member

may act as he likes

[Smt. T. Lakshmikantamma in the Chair.]

[The Secretary read out the list of the various items, and they were taken up in the order given.]
primary schools

14th March, 1959

...
open. It has been noted that inadequate infrastructure and funds have led to a decline in the effectiveness of the targets set for various projects. The need to adjust the targets set for various projects has been recognized. The focus on efficient use of resources has been emphasized, with a target of improving the efficiency of projects by 20% by the end of the year. The target for this project is to increase the efficiency of the project by 15% within the next six months.
Budget for 1959-60—Voting of Demand for Grants

14th March, 1959

608

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transfers school mathematics head

I who is master I Director

mathematics teacher School

Transfer I

English master I

Our school mathematics teacher

Students from government

Grade transfer subject teachers

targets teachers can pass

from education academic year
teachers transfer subject

master mathematics teacher

that many mathematics teachers

will receive training systematically.

According to the faculty of admission,
will receive training systematically.

Public schools, Government schools, 0, 7, 8, 9, 10
will have maintenance 1/3 of
Primary Schools to Middle Schools to High Schools to up-grade. The number of students in these schools is also increasing. Therefore, it is necessary to upgrade the facilities in these schools. The number of students in these schools has increased by 45%. To meet the increasing demand, it is necessary to upgrade the existing infrastructure. A new Basic School is being planned to meet the demand. The new Basic School will have the following facilities:

- 250 classrooms
- 200 teachers' rooms

The grant for the new Basic School is estimated to be Rs. 7 million.
Multi-purpose Schools

Multi-purpose Schools are now very common. In these schools, mathematics, agriculture, and general knowledge are taught. In addition to these subjects, Multi-purpose Schools also provide equipment and facilities. The idea is to make students familiar with Multi-purpose Schools and equip them for the future. The education system in Multi-purpose Schools is divided into different classes. In these schools, equipment and facilities are provided. It is hoped that the Multi-purpose Schools will help the students in their future.
Multi purpose Education

District Education Officer

Multi purpose Education, Basic Education etc. have been started. The education department has been doing its best to improve the teachers training. The teachers' training is also being improved.

The teachers' training is being improved. The teachers are being trained in various subjects.
Private Schools 6th teachers to training and development of content. For text books there is a need for more qualified teachers in the field. 6th standard books are also needed. To improve teaching methods, training of teachers is necessary and development of content in text books. The Text Books Committee is taking steps to improve the content of text books. The target is to increase the number of qualified teachers in the field and improve the content of text books.
Ad hoc Committee to select 45. Ad hoc Committee to select 5. Text Books Committee recommends publishers. Select Committees to. Ad hoc Committees to 45. The Select Committees 45. The Select Committees to. Ad hoc Committees to 45. The Select Committees 45. The Select Committees to. Ad hoc Committees to 45. The Select Committees to.

...
Medium of instruction is an important consideration. It is important to ensure that the language of instruction is appropriate for the students. The use of the medium of instruction can have a significant impact on the learning outcomes of students. In order to provide the best possible education, it is necessary to choose the appropriate medium of instruction. The medium of instruction should be selected based on the needs of the students, the subject matter being taught, and the resources available. It is important to consider the cultural and linguistic background of the students when selecting the medium of instruction.
Exhibit for 1959-60 Lotums of
Demands for Grants

14th March, 1959

PU C 1 Graduate

Matrix

stand aid...
Pay Committee recommendations:

Secondary School Head-masters: special allowance.
Middle School Head-masters: special allowance.
Primary School Head-masters: special allowance.

Primary School Head-masters: special allowance.

Primary Schools Head-masters: special allowance.

Today, some training for teachers at the Pre-School level.

D. A. Au Phyu Hla *"* Training
Winter Coal Stocks

The Ministry of Supply

6th March, 1959

The Secretary to the Government of India,
Ministry of Supply,

Sir,

I have the honour to call your attention to the following:

(i) The coal stock in the coal fields of the Ministry of Supply is at a dangerously low level. The stock on 1st March was 100,000 tons, while the normal stock should be 200,000 tons.

(ii) The coal stock in the coal fields of the other departments is also low. The stock on 1st March was 50,000 tons, while the normal stock should be 100,000 tons.

(iii) The coal stock in the coal fields of the private sector is also low. The stock on 1st March was 30,000 tons, while the normal stock should be 60,000 tons.

(iv) The coal stock in the coal fields of the other countries is also low. The stock on 1st March was 40,000 tons, while the normal stock should be 80,000 tons.

The Ministry of Supply is taking all necessary steps to increase the coal stock in the coal fields. However, it is desirable that the other departments and the private sector also take steps to increase their coal stock.

Yours faithfully,

[Signature]

Minister of Supply
619  14th March, 1959

Budget for 1959-60: Voting of Demands for Grants

The problem here is to solve unemployment by solve
compulsory education in the village. The Compulsory Education
Scheme has been introduced in the village. It is called
Three Years Degree Course for General Intermediate.

B. A. is a course which leads to the Intermediate course.
It is a course in S. S. L. C. form. VII form is
S. S. L. C. form. The course is called.

High School Classes are equally important. There are S. S. L. C. & VI form
classes. VVI form is in High School Course.

Andhra Pradesh State Government have certain schemes,
forms, etc. The schemes have been included in the
yearly budget. It is for 800 college teachers. Also it has
been decided that 50, 60 college teachers.
Multi-purpose schools are necessary. In schools engineering would be beneficial. In Engineering Colleges they would be essential. Multi-purpose Schools Engineering would benefit Teachers and Students. Engineering teachers would be beneficial. In schools training would be beneficial. Promotions would be beneficial. In Department of Engineering Colleges training would be beneficial. Multi-purpose Schools would be beneficial.
Multi-purpose Schools offer Technical subjects and teachers to offer special facilities afford. Teachers in M. A. and M. Sc. degrees are also available. Multi-purpose Schools for Engineering are run with assistance from the government. High Schools are Eleventh form, M. A. Degree, and M. Sc. Degree. Colleges are universities, and are run with assistance from the government. Multi-purpose Schools for Engineering pass through Engineering Colleges. Engineering Colleges 1st, 2nd, 3rd, 4th, and 5th College Admissions have to take preference. Multi-purpose Schools for Engineering pass through Engineering Colleges. Mathematics, Chemistry, Biology, and preference. Multi-purpose Schools offer Automatic for Engineering Colleges with seats based on preference.  

Nationalization of Text Books is a process of printing Text Books in order to reduce Text Book prices. Text Books in V Class are printed in the schools. Text Books in the schools are nationalized to take up the printing process. Text Books are printed in the schools. School final-year VII form is printed in the schools. Text Books are printed in the schools. Printing takes up the process.
Printing Press & Press Engraving Dept. special press & Special Press are essential for Government of India works & to meet foreign exchange. Government has to pay foreign exchange every year for the purchase of printing papers & for other printing works. Primary School Teachers are not afforded the facilities to afford time table, text books printing & etc. Secondary Schools are provided with time table, text books printing & etc. Educational standard is not maintained. Voluntary handover is compulsory to maintain educational standard.

Panchayathi Samities in handover Veedu's & Mandal's buildings. Supervision of works are not being done. Water & Defects are not being maintained. Voluntary handover is compulsory to maintain educational standard.
University buildings.

The Board of Translation, in their recent report, has recommended Scholarships to students of various courses, including Medicine, Engineering, Law, Technology, etc. These Scholarships are designed to support students pursuing higher education in capitalist society's pattern of society. While education is available to students in universities, the Board of Translation has recommended Scholarships to students from lower economic backgrounds. Oxford, Cambridge, and other prestigious universities offer these Scholarships. The Board of Translation has recommended Scholarships for students of N.C.C. and A.C.C. for their efforts in sports competition. Students of N.C.C. have been awarded first prize in various competitions.
14th March, 1959

Budget for 1959-60 - Voting of Demands for Grants

...
14th March, 1959

[Text content]
14th March, 1959

Budget for 1959-60: Voting of
Demands for Grants

...
*Sri J. T. Fernandez*: Madam Chairman, at the outset, I congratulate the Minister for Education for the progressive schemes he has proposed in this budget. The fact that there is an increase of over 2 crores in the proposed expenditure is proof of the progress that he desires to achieve. But I have an axe to grind. I have moved some cut motions to focus the attention on certain disabilities which the Anglo-Indian community is experiencing in respect of educational concessions. But before I come to that subject, important though it is, I have to draw your attention Madam and of the House to a recent incident of a suppression of religious instruction in the Baptist Mission School at Bhimiliapatnam and the Catholic Mission Schools at Vizianagaram, a violation of the fundamental rights guaranteed to us by the Constitution. The Anglo-Indian is a born Christian of long centuries of heritage and can claim the right to speak for Christians of all denominations in India. We are ten millions of them and we have a right to our freedom of propagation of faith and freedom of religious instruction. I am pleading for protective action purely on constitutional grounds. It is the sacred responsibility
of the State to respect and safeguard the rights and privileges of the minorities in the most precious matter of religion. Incidentally, by some ill-intentioned and indiscreet action by a petty officer, there has been an infringement into the rights of religious instruction in our schools. The facts of the case are, Madam, as follows, The Deputy Inspector of Schools, Vizianagaram Range, Sri D. Satyanarayana, by name walked into the Baptist Mission School, Bhimipatnam on a Sunday which is a holiday, and finding the Sunday School going on, dismissed the school. He also sent word to the Catholic Mission Schools of Vizianagaram, not to conduct Cathechism classes in the school building at any time. The emphasis is on the words 'at any time.' Earlier, this official, who most probably is a non-gazetted officer, wrote to the Mission Schools under his letter dated 1-12-1958 as follows:

"This is to inform you definitely that the school building should not be utilised for sectarian and religious purposes. If you still persist in doing so, severe action will be proposed to be taken."

To this letter, the Baptist Mission School Manageress, replied on 19-12-1958 that she was not using the school building for religious instruction during school hours. I may mention, Madam, that many of the Protestant Mission School buildings are used as prayer halls for the village, and by Catholics as a Church when the Priest visits the village. This is a practice from time immemorial. Cathechism classes are conducted and imparted to children on Sundays and out of school hours.

Mr. Satyanarayana, the Deputy Inspector of Schools issued another letter dated 22-12-1958 to the following effect: "The buildings of the recognised schools should not be used for religious teaching or sectarian purposes during or outside the school hours. Violation of this will result in withdrawal of recognition and aid." I emphasise that the prohibition is "during and outside school hours" and the penalty is "withdrawal of recognition and aid." What sanction this petty official had behind his high-handed action, I cannot understand. But I enumerate for your information, Madam, the several Articles of the Indian Constitution that he
violated under the Fundamental Rights of Freedom of Religion

Article 25 reads:

All persons are equally entitled to freedom of conscience, and the right to profess, practice and propagate religion.

Article 26 reads:

"Every religious denomination or any section thereof shall have the right to establish and maintain institutions for religious purposes.

This Article specifies "the right to manage its own affairs in matters of religion."

Article 30 emphasises that "all minorities shall have the right to establish and administer educational institutions of their course." It adds "the State shall not discriminate against any educational institution on the grounds that it is under the management of a minority, whether based on language or religion."

The most important, Madam, is Article 28 which clearly defines freedom in certain institutions. Article 28 says:

(1) No religious instruction shall be provided in any educational institution wholly maintained out of State funds.

(2) Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.

(3) No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor his guardian has given his consent thereto.

Here, Madam, the children that are receiving religious instruction are doing so with the consent of their guardians. The institution is a private institution.
ended no doubt by the State. But recognition is not dependent on any condition. I therefore request, Madam, that the Hon. Minister for Education will be so good as to take early and serious notice of this action and allay our fears. It is a constitutional matter and I feel that any tolerance of such an incident, to pass by unnoticed, will lead to further intrusions into our rights and privileges. I have expended some of my valuable time, but it was a vital matter and I hope, Madam, you will give me some more time to speak on my cut motions.

The first, Madam, relates to educational grants to Anglo-Indians as provided for under Article 337 of the Indian Constitution and under several Articles under the Code of Regulations for Anglo-Indian School. I have touched on this matter in my speech on the Governor's Address on the 11th of August 1958. Recently, I have also written a detailed representation to the Minister for Education on the 28th of June. I have also reminded him and the Secretary for Education frequently, but up to date I have received no reply. It is said justice delayed is justice denied. So also aid delayed is aid denied. I would, at this juncture, bring to your notice that Article 337 of the Constitution will expire in 1960. Therefore request the Minister for Education to make a declaration to the effect that we will get our concessions. It may be argued, Madam, that there are no recognised Anglo-Indian Schools in Telangana. It is true possibly that when the Constitution came into force, there were no schools named as Anglo-Indian Schools. But there were always Anglo-Indian boys and girls attending schools where education is taught in English medium. I may remind you, as I have reminded the House before, that there are several institutions reputed in this city for instance, All Saints, Grammar School, St. Patrick School, Secunderabad, Convent and others which were there from several years for the education of European children. It is in these schools that our Anglo-Indian boys and girls are being educated. I have asked that concessions under Article 337 of the Constitution as specified in the Code of Regulations for Anglo-Indian Schools be given to our Anglo-Indian Children studying in these schools. I have recently taken statistics. There are over 500 of
them attending the schools which I have mentioned, but unfortunately most of them are free students or students on concession. These are the students who are entitled to the grants-in-aid which I referred to under Article 337.

There is also Indigent Grant and the Boarding Grant as well as the Grant for school fees and books for our poor children. There are quite a lot in our community. Though the Missionaries are very good to extend to them free education and give them good treatment, still they are bound to. Therefore I request the hon. Minister for Education to kindly make a provision in the 1959-60 budget for allowing the concession under Article 337 of the Constitution, and the Articles of the Anglo Indian Code.

The other matter about which I would like to prevail on the Government is to consider the extension of boarding grants which are allowed in Andhra to orphanages for destitute children, to Telangana also. The grants are made under Chapter II, Article 17 of the Andhra Pradesh Code of 1957. These grants are not being extended to orphanages in Telangana. I do not exactly know the reason. But I am told that there is some hitch. The provision was not made in the Second Five Year Plan for Telangana. This is something which I would request the Telangana Regional Committee to kindly take notice of. After all, the criterion of poverty is common to Andhra and to Telangana, and I should think that the orphans of Telangana should also be provided for. If necessary, some sort of supplementary grant may be considered.

One more point, Madam, and I have done. That is the question of Harijans. I have a cut motion here to criticise Government for discrimination in respect of extending the concessions given to Hindu Harijans to the Harijans converted to Christianity also. The Government policy appears to be laudable. But on paper alone! In practice, I find that under the Rule that only the first and second generation converts to Christianity should be allowed the concession, 90 per cent of our applicants for scholarships are excluded. I have not the details with me, but I have an example: In the St. Francis Convent, Secunderabad, there are
over 100 Harijan-Christian children. They are known as 'Arva Malas' of third, fourth and fifth generations and therefore they are not getting the scholarships. This is a discrimination which can be easily done away with. We have a very good example of the Madras Government which, after a serious consideration, two years ago withdrew every kind of discrimination between the Harijans converted to Christianity and the Hindu Harijans. I appeal to the hon. Minister for Education and the hon. Chief Minister to kindly look into this and extend the privileges to the Harijan-Christians.

In this context, I would mention, Madam, that it has come to my notice about a month ago that a proposal has been made by the Director, Social Welfare, to give scholarships to third and fourth generation Christians from a saving of Rs. 12 lakhs which now exists with him and which will lapse by the end of this financial year. There are just two weeks left, but still if Government has well intention, I am sure an order could be passed allowing the Social Welfare Director to extend the grants to the Christian-Harijans.

Thank you, Madam.
Budget for 1959-60: Voting of
Demands for Grants

14th March, 1959

Medical demand

Interview select hospital interview hospital admit to

BLOOD BANKS

SOCIETY
Low standard means badly prepared text books. Text books must meet low standards of Social Studies text book are the worst. Many text books in Social Studies text book are full of mistakes. Text books must be corrected before they are brought in the market. Frequently changes are made in Text books.
Madam; our educational progress, after Independence; I am sure any Government will be proud of. Our Secondary Schools for the last ten to twelve years have increased eight-fold. That means about 80 percent of the High Schools that are existing in Andhra have risen up after 1946. In Telangana also after the formation of Andhra Pradesh, the number of high schools has been more than double. Coming to the number of...
elementary schools that have increased, I do not think I can give proper figures, but the progress has been tremendous as our hon. Minister's statement shows. But, for the last ten years knowing the needs of the Country, we have been progressing numerically. The number of institutions at all stages has increased. But along with the numerical increase, we are not able to cope up with the increasing quality of our education. No doubt, the Government is not completely ignoring the fact that our standards are falling down and that every effort should be made in order to improve our standards. Unless we hereafter at least concentrate on improving our educational standards, the results of our educational progress will not be much. Therefore it is high time that along with our numerical improvement we should also try to improve the quality of our education.

There are three or four things we should concentrate upon if we want to improve the quality of education. First and foremost is that there should be a change in our curriculum. We are still to a great extent following the curricula that has been adopted by the British. The British developed our educational system in those days in order to manufacture as it were clerks to various departments; only in extra-ordinary cases a few officers also. Then, we were not independent. Now, we are a free Nation and we are having a Democratic Republic. So, the needs of our Country are different from the needs or from the views of the British. We must educate hereafter the free citizens in India. Therefore, we must change our curricula in order to suit the new aims. In this respect, I know the Government, at All-India level as well as State Level, has been doing something. But I suggest to the hon. Minister that he should do much more than what is being done.

Our schools are still ill-equipped. There are a number of elementary schools without proper equipment. There are a number of high schools which do not have any scientific equipment. So, we must try to improve our equipment if our education should be more useful.

Another thing which is urgently needed is research in our teaching methods. Still, after ten years of independence we are adopting the methods which have
been imported from foreign countries. If I remember right, nowhere in India, except probably in Delhi, is there any research section attached to any State Education Department. The methods of teaching which we are adopting are suited to English and American culture. But our culture, our environment and our languages are completely different from those of the English. The English language consists of only 26 alphabets while our Indian languages, at least to speak of Telugu if we take all the computations of the letters it will be more than 800. But, still we are following the same methods in teaching Telugu as we teach English. That is why, in elementary schools after five years of primary education most of our pupils are not able to spell the Telugu syllables ‘sha’ or ‘sa’ and so on. It is here we require a lot of research. So also for other subjects we require a lot of research. The education department and the teaching profession have a lot of talent. If they are properly used, and if they do a lot of research, I am sure they will be able to improve our teaching methods. Therefore, I would suggest to the Minister for Education that he should have at least one research section attached to the Training College at Rajahmundry, to the Training College at Kurnool, to the Training College at Warangal and to the women’s Training College at Guntur. After all if we allot for this research work about Rs. 10,000 to 15,000 to each college, I am sure much useful work can be done and our teaching methods in due course will be much better.

And the most important thing which is absolutely necessary, if we want to raise the quality of our education, is the teaching profession itself. Sir, if we just take statistics the best of our young men take to medical or engineering profession, the next best enter either agriculture or veterinary service, and the few who are economically backward and who are really intelligent, compete and enter Government service; and only the remainder, i.e. those who are not able to get any other jobs take to this teaching profession. That means, the worst, qualified of our young men are coming to this profession. What are the reasons and why is the teaching profession not really attractive? I analyse, and I feel, Sir, that there are two things. One is economical; the teaching profession is not attractive econo-
mically, and socially it is losing its respect. Unless the teaching profession is made attractive financially, I can be sure our educational standards are not going to improve. No doubt, the Pay Committee has done a lot for the improvement of the teaching profession; they have unified the scales of pay of teachers having the same qualifications and doing the same work. For instance, hitherto a second grade teacher working in an aided school was getting Rs. 37/-, one working in a district board school was getting Rs. 40/- and one in a high school Rs 45/-. Now, all these get Rs. 43/-. And L. Ts. used to get Rs. 75/-, if the yare in District Board service and Rs. 85/- in Government service. I am happy and I congratulate the Government for unifying the scales of pay of teachers. Unification no doubt is praise-worthy, but still the starting pay of the teacher is not attractive. For instance, a higher grade teacher is treated as it were, on a par with a police constable; a secondary grade teacher who gets two years training after S.S.L.C. starts on Rs. 45/-; and the same man, if he joined some clerical service, would have got Rs. 50/- according to the Pay Committee Report, 5 rupees more for not getting two years of training. So also with regard to Graduates. A Graduate in the category of U D.C. gets Rs. 90, and a Graduate teacher after undergoing one year’s training will start only at Rs. 90. Therefore, Sir, knowing our young men as they are, they will not go to the teaching profession unless they are forced to do it.

Recently, Sir, I had an occasion to take some figures, in the four training colleges, about the pupil-teachers who are studying there. About 60 percent of the pupil teachers represented in a statement to me, that they entered this profession because they were age-barred for Government service or because they could not get any other job. Only 5 to 10 per cent were really attracted to the teaching profession. We have got really excellent people, but they are but a fraction. Therefore, I appeal to the hon. Minister for Education to do something more than what has been done by the Pay Committee, by giving them a much better start. Secondly, to make it still more attractive, I would suggest, in addition to the provident fund scheme the Government should start some sort of insurance scheme as well as pension
scheme as it is being done in Madras, and also, to make
the teaching profession more attractive, give certain
special facilities to the children of teachers. Their chil-
dren should be given complete free education up to
S.S L.C, and with regard to admissions to professional
colleges too they may be given some special privileges.
If all these types of privileges or facilities are created
for the teaching profession, I am sure that better type of
people will enter the teaching profession and our edu-
cational standards also will automatically improve.

Sir, in the teaching profession the Government
has given a special pay of Rs. 5/- to some teachers, but
it is not being given to all the teachers under all
managements. And unfortunately the Junior Inspector
of Schools and the Demonstrator who do not come
under any category of teachers are denied this Rs. 5/-. Therefore, I request the hon. Minister for Education to
consider this and pay this amount of Rs. 5/- to all
retrospectively.

Sir, I have also to congratulate the Andhra
Pradesh Government as it was the first in the whole of
India to have extended the educational facilities to the
Harijan Christians, that are enjoyed by their Harijan
brothers. The same privilege has been extended in
Telangana last year, but unfortunately in implementing
this facility some mysterious rule has been introduced
restricting that facility to two generations, and the
heads of educational institutions are not able to find out
whether a particular convert is of the first generation
or second generation or third generation; they are un-
able to do anything. In view of all these difficul-
ties, the Madras Government in April 1957 has issued
a G O, stating that educational institutions need
not insist on the production of a certificate of
conversion and if they are satisfied that a particular
individual is a Harijan Christian they should give him
full educational concessions. I am sure our hon. Educa-
tion Minister will certainly take note of this suggestion
and adopt it during the next academic year.

Another thing which may not be quite proper,
but, I think, which I should mention here itself, is this.
The Social Welfare Department has allotted to Harijan
Christians only 5 per cent of the allotment given to the
backward classes. There are nearly 16 lakhs of Harijan
Christians in this State, and if only 5 percent is given to them, I am sure, Sir, about 90 percent of them will be deprived of it. As the hon. Minister knows and as our hon. Speaker himself knows, these Harijan Christians though they have been Christians for a number of generations, are still socially untouchables; they are living in the Harijan cheris and they are economically backward Therefore, Sir, to deny them these facilities for which they have a right economically and socially, is nothing but discrimination on grounds of religion. Therefore, Sir, in view of these difficulties of the poor Harijan Christians, the hon. Minister for Education, I am sure, will be more liberal and see that social justice is done to these poor Harijans.

In conclusion, Sir, to raise our educational standards we must improve the lot of teachers, we must have research sections attached to at least most of the training colleges in the State in order that they may find out better methods of teaching, and we have to see that the curricula is changed and made more broad-based in line with our Indian culture. If these things are done, I am sure, our State will be better and our democracy will be a greater success and in due course we will be taking our proper place in the world. May God bless us, Sir. Thank you.

(Mr. Speaker in the Chair)
Budget for 1959-60: Voting of
Demands for Grants

Education demand and social welfare demand.

The Government decided: The demand, as desired, is allotted to the following:
- 500 is allocated to the Government.
- 500 is allocated to education.
- 500 is allocated to social welfare.

Scholarships are also voted.

High schools and government complaints.

Education also voted for scholarships.

This is the report for the Budget for 1959-60.
14th March, 1959
Budget for 1959-60: Voting of Demands for Grants

మార్చిలో, సిద్ధం చేస్తుందని స్వయంగా సమాధానం చేసుకోవచ్చు. అందువల్ల సాగపడానికి పొందిన నిషేధాంశాలు సాధారణంగా పొందాలి. కొనసాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. అందుకే సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. వారికి, సాగించడానికి సాగించే సాధారణానికి సమాధానం చేసుకోవచ్చు. 

*పండుగ ప్రత్యేకం (రాష్ట్ర వర్ధమానుడు): అడుగు! ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది. ఇప్పట్టి పొందిన నిషేధాంశాలు Demand లో ఉంటుంది.
Budget for 1959-60: Voting of
Demands for Grants

14th March, 1959

Single teachers and double shifts are effective for the middle class.

1. 2 teachers are working in a single class, with one teacher teaching the morning shift and the other teaching the afternoon shift. This allows for a more effective use of resources.

2. The school is currently facing a shortage of teachers. It is recommended that the government provide additional teachers to address this issue.

3. The school building is in need of renovation to accommodate the increased student population.

4. The school is also in need of additional funds for the purchase of educational materials and equipment.

5. The school has requested funds for the construction of a new playground to provide a safe environment for outdoor activities.

6. The school is also requesting funds for the purchase of new furniture to improve the learning environment.

7. The school is facing a shortage of qualified teachers. It is recommended that the government provide additional funding to attract and retain qualified teachers.

8. The school is also requesting funds for the purchase of new textbooks and other educational materials.

9. The school is facing a shortage of qualified teachers. It is recommended that the government provide additional funding to attract and retain qualified teachers.

10. The school is also requesting funds for the purchase of new textbooks and other educational materials.

11. The school is facing a shortage of qualified teachers. It is recommended that the government provide additional funding to attract and retain qualified teachers.

12. The school is also requesting funds for the purchase of new textbooks and other educational materials.
Third five year plan 1955-60: A comprehensive system of secondary education and training for teachers. The system would include Elementary school teachers and Secondary school teachers. The Government has decided to arrange for the necessary courses for both Elementary and Secondary school teachers. This is to enhance the quality of education and improve the standards of teaching in schools.

Elementary School Teachers vs. Secondary-grade School Teachers is a critical issue. The Government has taken steps to improve the standards of education. The decision to arrange for necessary courses for both Elementary and Secondary school teachers is a step in the right direction.

Budget for 1959-60: Voting of Demands for Grants
Government grant to public institutions is required to maintain proper standards. Special instructions are issued in this regard. The S. S. L. C. Public examinations are of great significance. Pass percentages among failures are also significant. Grant for the first-time passing students will encourage students to maintain proper standards. Pass percentages and promote percentages are significant. S. S. L. C. examinations are of great importance. Passing percentages among failures are also significant. Technical Education is important for proper growth. Agricultural College is of great importance. Ceded Districts are important for the state. The House then adjourned till Half Past Eight of the clock on Monday, the 16th March, 1959.
APPENDIX

*Education Minister’s speech while moving the Demand No. XVII (Education) in the Andhra Pradesh Legislative Assembly on 14th March 1959.*

Mr. Speaker, Sir,

I rise to present the Budget demand under Education. A sum of Rs. 13,80,76,100 has been provided in the Budget Estimates for 1959-60 for Education as against Rs. 11,68,98,000 for 1958-59. The increase of over Rs. 2 crores is largely due to stepping up the rate of expenditure on plan schemes. The year 1958-59 has been a busy one for the department and a number of noteworthy events have taken place. The first of these is the passing of the Osmania University Act to replace the Revised Charter of the Osmania University and the Andhra University and Sri Venkateswara University (Andhra Pradesh Amendment) Acts which have introduced certain changes into statutes governing the three Universities so as to bring them into a pattern which is considered best for all the three Universities. There has been considerable progress in the expansion of primary and secondary education during the year. Efforts are being made to improve educational standards, without which a mere increase in the number of schools, pupils and teachers will be of little benefit to the community. The expansion of Technical Education is continuing at a rapid pace. In particular, I may mention that our Government are taking effective measures to open an Engineering College at Warangal with an intake of 250 students and two Polytechnics at Nizamabad and Proddatur during the coming year 1959-60 as part of the centrally sponsored scheme to provide for the requirements of Technical manpower during the Third Five Year Plan.

Implementation of the Second Five Year Plan schemes is one of the principal functions of the Education Department. I am sure that hon’ble members will be keen to know our achievements in the Education Sector. Despite our best efforts, during the first two years of the Plan we could spend only Rs. 181 lakhs, owing to the problems posed by the States Reorganisation and various other difficulties, particularly those relating to Foreign Exchange, Land Acquisitions, con.
trolled Materials etc., to which I referred in my budget speech last year. But I am glad that the expenditure in the current year is expected to be as high as Rs. 248 lakhs which is about 37 per cent more than the total expenditure during the first two years. The outlay for the next year is much larger being Rs. 325 lakhs. Although the tempo of progress is now satisfactory, we propose to improve it much further. Every effort will be made to make up in the next two years the heavy short-fall in the first two years. I must, however, say that it would be difficult to avoid completely any short-fall in the total plan outlay of Rs. 1279 lakhs at the end of the Second Five Year Plan period. Consequently Government have been examining in consultation with the Planning Commission the question of revising the plan ceiling for Education suitably. But none of the important activities will suffer even so.

The Government of India have taken a firm policy decision to introduce universal free and compulsory education for children of the ages 6-11 years by the end of the Third Five Year Plan. The All India Council for Elementary Education at its second meeting at Delhi in October 1958 welcomed this decision and urged the State Governments to accept the target without any modifications. The Council further requested the Governments, both Central and State, to mobilise their own resources and the resources of local bodies, social welfare and educational institutions and the public and secure the fulfilment of this target. In pursuance of this far-reaching decision, the Government of India have drawn up a timetable to be followed by the Centre and the States in order that all preparations may be made in good time for starting the scheme at the beginning of the Third Five Year Plan. For our part, the Education Department in close consultation with the Ministry of Education is examining the problem of introducing compulsory primary education for children of the age group 6 years throughout our State in 1961-62 and extending it to the next higher age group year by year in order that by 1965-66 all children of the ages 6 to 11 years may be enrolled in classes I to V of primary schools. A realistic estimate of the cost of the scheme for our State comes to Rs. 27 crores, which is twice the entire cost of the education sector of the Second Plan. Obviously the State Government will not be able to find the resources without a
great deal of assistance from the Centre and we have informed the Government of India accordingly. After we hear from the Government of India, the Council of Ministers of our State will examine the whole question and take a policy decision.

Two Centrally sponsored schemes for Primary education have been introduced during the year. The first is for the relief of educated unemployment of which the Government of India will bear the entire cost for three years. 1140 teachers' posts were sanctioned for our State and reports indicate that this provision will be utilised almost fully this year itself. Next year we have applied for 1600 additional teachers' posts to be allotted besides a number of posts of inspecting officers, grants for putting up houses for women teachers in rural areas, etc. The amount provided in the budget for this scheme in 1959-60 is Rs. 24 lakhs. The second scheme is for encouragement of girls' education at the Elementary stage. The Government of India will meet 75% of the cost. In our State education is being made free for girls, attendance scholarships are being paid and women teachers are being trained under this scheme. Next year's budget provision for the scheme amounts to Rs. 13.04 lakhs.

A word may be said here about the training of teachers. In the current year training facilities for non-graduate teachers have been expanded. In Andhra, eight elementary grade training sections for women were opened under the centrally sponsored Women's Education Scheme. In Telangana five new Government Secondary Grade Basic Training Schools (three for men and two for women), two elementary grade training sections for women and four evening training classes were opened. Next year's plan provides for opening one Basic Training School and six Secondary Grade Training sections (one with Urdu medium for Muslim Women) in Andhra and five more Basic Training Schools and four evening classes in Telangana. In Telangana 30% of the seats in the newly opened Training Schools are for new recruits and 70% are reserved for untrained teachers already in service. A sum of Rs. 6 lakhs is provided in next year's plan for payment of salaries to substitutes appointed in the place of teachers deputed for training. A careful estimation has been made of the number of teachers who will be required
during the Second and Third Five Year Plans to meet replacements, expansion of education in the Second Plan and introduction of universal primary education in the Third Plan. The result shows that the existing facilities and those to be provided next year will be enough to meet all requirements except under the scheme for universal primary education. For this scheme it will be necessary to open a large number of temporary training sections and run them for a period of three years in Andhra and five years in Telangana. The existing facilities will also be enough for training all the untrained teachers in Telangana, numbering more than 13,000, over a period of eight years.

The principal scheme for expansion of Primary Education under the Second Five Year Plan is to increase the enrolment of school going children by 46% in Telangana and by 15% in Andhra. To achieve the high target fixed for Telangana 864 additional teachers have to be appointed every year either in new or existing schools. The sub-committee on primary education of the Andhra Pradesh Regional Committee recommended that the shortfall in appointment of teachers and opening of new schools which occurred in the first two years should be made good this year. The Government accepted the recommendation and sanctioned the appointment of 1057 additional teachers in Telangana in the current year. This number together with those appointed by the Education Department previously and those appointed in schools managed by other departments will make up the target for the first three years of the Plan. Next year 864 additional teachers will be appointed in Telangana. In the Andhra region 773 additional teachers’ posts have been sanctioned in the current year and provision is made for 880 posts in the next years’ plan.

The education survey completed in March 1957 showed that there were 4464 school-less centres in the State excluding areas proposed to be served by peripatetic schools. New schools have since been opened in a large number of these centres. The Director of Public Instruction has been asked to give priority to opening schools in the remainder in order that there may be no school-less villages in the State by the end of the coming year.
The percentage of children of primary school age enrolled in schools varies widely in different parts of our State. Even in areas where it is high, attendance at schools is very irregular and this is one of the main causes for the low standards obtaining in elementary schools. Another reason is lack of supervision over the teachers and lack of interest shown by the parents. The problem of administering a vast number of schools in rural areas can only be tackled by giving the responsibility to the people themselves. It has therefore been decided as part of the programme of democratic decentralization that the newly formed Panchayat Samithis shall manage the elementary schools in their areas. This scheme has been brought into force already in Telangana and will be implemented in Andhra when legislation is passed. I hope that with the goodwill and enthusiasm of all concerned it will produce good results. In three ad-hoc Samithi Blocks a pilot scheme for universal primary education without compulsion is being tried during the year and the first results are very encouraging.

The changeover to basic education is being effected in three ways. Firstly, a proportion of the new schools opened every year is of the basic pattern. Secondly there is a programme for converting existing primary schools into basic year by year. Thirdly, as far as possible basic features are being introduced into all primary schools even before they are fully converted. The newly opened Teachers' Training Schools are all of the basic pattern.

The scheme of taking over Aided Elementary Schools under public management was implemented in Nellore district in 1957-58. It is being introduced in Visakhapatnam, Anantapur, West Godavari, Krishna and Chittoor districts during 1958-59. The Government propose to extend the scheme to the remaining districts of Andhra during 1959-60. Private managements which are unwilling to hand over their schools to the Government may be exempted provided that they run the schools efficiently. There is no ban on the opening of new schools by private managements even in districts where the scheme has been brought into force.

In my last budget speech I said that the Government proposed to increase the salaries of low paid teachers in both primary and secondary schools provi-
ded that the Central Government agreed to share the expenditure. We were able to persuade the Planning Commission as a special case to raise the ceiling of the Education plan in the current year by Rs. 40 6 lakhs in order to accommodate an ad-hoc increase of Rs. 5 p.m. in teachers' salaries. This has been paid from July onwards. The implementation of the recommendations of the Pay Committee will give further relief to low paid teachers in our State.

The Government have decided on the advice of the Education Advisory Committee and the Board of Secondary Education to condense the present eight-year course of primary and lower secondary education into a seven-year course without any loss of content. The seven-year course will be followed by a four-year course of higher secondary education. All the other States in the Southern Zone are taking this step, the object of which is to limit the total period of schooling to eleven years instead of twelve. The transition will take seven years in our State and will begin in 1960-61, when Class II in primary schools will change to a new syllabus.

The Plan for secondary education consists mainly in increasing enrolment by opening new schools and new sections in existing schools, improving buildings and equipment and upgrading high schools into higher secondary and multipurpose schools. The achievement in opening new schools in the current year was as follows. In Andhra 81 new middle schools and 101 additional sections in middle schools, 28 new high schools and 76 additional sections in high schools were opened. In Telangana 87 new middle schools and 74 additional sections in middle schools, 60 new high schools and 85 additional sections in existing high schools were opened. Ten high schools in Andhra and two in Telangana were upgraded into Higher Secondary and Multipurpose schools during the year.

The need for improving standards in Secondary Schools is acutely felt, particularly in the Andhra region, where the percentage of passes in the S.S.L.C. examination was 30% in March 1957 and 29% in March 1958. A committee to investigate the reasons for the low percentage of passes in the S.S.L.C. Examination and to suggest suitable measures for improvement was constituted under the Chairmanship of Dr. A. L.
Narayana, Retired Principal, M. R College, Vizianagaram. The other members were Sri P. Anthony Reddi, an hon'ble Member of this House and the late Sri G. Ranga Rao Naidu, M.L.C., whose sudden death recently has caused us deep regret. The committee's final report was presented last month and is under consideration.

The Government desire that the pace of upgrading of high schools into Higher Secondary and Multi-purpose Schools should be greatly increased and also that high schools whose buildings and equipment are below standard should be improved. To help aided managements and local bodies to provide better school buildings, play grounds and equipment, Government grants upto 50% of the cost of the work have been made payable in advance in the case of plan schemes. It is hoped that many schools will take advantage of this liberalisation of the Rules.

In order to promote the study of Hindi in the State, a Hindi Education Officer was appointed in January 1958. He is a State touring officer attached to the office of the Director of Public Instruction. A number of schemes for the encouragement of Hindi are included in the plan. Hindi has been made a compulsory subject in the S. S. L. C. Examination in March 1959 and the Andhra and Sri Venkateswara Universities have prescribed minimum marks to be obtained in Hindi for eligibility to University courses. The syllabus of Oriental High Schools has been revised in 1958-59 so as to enable students from these schools to take Mathematics and Science courses when they enter Colleges. To give some encouragement to students in Oriental High Schools it is proposed to institute scholarships at a cost of Rs. 2,000 with effect from the next Academic Year.

The Government have decided to nationalise text books in Primary and Secondary Schools and in order to carry out this policy, the Education Department has set up the Andhra Pradesh Text Book Press in the Mint Compound, Hyderabad. Letter Press printing machines and other machinery worth Rs. 7.26 lakhs were installed during the year and the press went into operation in January 1959. We have not yet been able to secure off-set printing machinery which is necessary in
order to undertake the full programme of nationalisation. However, the Government of India have recently been good enough to release Rs. 5.15 lakhs of Foreign Exchange for the import of three off-set machines and photo-litho equipment. The Andhra Pradesh Text Book Press is now being run as a Government commercial concern, but the intention is to place it under the management of an independent corporation.

The Telugu reader for Class V in Elementary Schools was nationalised in the beginning of the school year 1938-39. Nearly two lakhs of copies were printed at the Government Press, Kurnool and half a lakh of copies at the Government Press, Hyderabad. The Telugu reader for Class I will be nationalised in the next school year. It will consist of 52 pages and will have 95 pictures printed in three colours. Twelve and half lakhs of copies of Telugu Reader I and one and a half lakhs of copies of Telugu Reader V are now being printed at the Andhra Pradesh Text Book Press. The supplies will begin early in June 1939.

An ad-hoc committee under the Chairmanship of the Vice-Chancellor of Sri Venkateswara University has been appointed to select text books for Classes VI to XII in Telangana and classes VI to VIII in middle schools and Higher Elementary Schools in Andhra. The Government have prescribed the books chosen by the ad-hoc committee for use during 1939-60. Orders have already been issued so as to allow the publishers plenty of time to keep the books ready for distribution before the school year begins in June. The books prescribed this year for classes I to V will be continued unchanged next year except for Telugu Reader I which is being nationalised.

The following grants have been sanctioned to the Universities this year for development schemes:

- Andhra University ... ... Rs. 6 lakhs including Rs 1 lakh for Convocation Theatre.
- Sri Venkateswara University. „ 11 lakhs
- Osmania University ... ... „ 10 lakhs

A special grant of Rs. 6 lakhs has also been made to the aided colleges of Osmania University for acquiring land, buildings, and equipment according to their needs. The Government have taken over the
management of the Nagarjuna College, Nalgonda and have ordered the taking over of the Arts and Science College, Adilabad in the current year. The programme of taking over the affiliated colleges in Telangana with the consent of the managements will be continued in future years. Two new Arts Colleges for Women were started this year at Kurnool and Waltair. The College at Kurnool is managed by the Government.

All the Arts and Science Colleges which conduct pass courses are now following the three-year degree course. The immediate effect of this change has been a severe fall in numbers for many of the colleges and they have represented that their financial position is precarious. This problem has been examined in consultation with the Government of India and the Vice-Chancellors of the Universities. The Government of India have framed a centrally sponsored scheme for assisting colleges which change over to the new pattern. The total cost of the scheme is estimated at Rs. 126 crores for our State. The Centre will bear 50%, and the State and the managements 25% each. We are anxious to help the affiliated Colleges out of their difficulties and have appointed a Special Officer for implementation of the scheme. The release of grants by the Government of India is awaited. Eight affiliated colleges in the Osmania University area which were opened in 1956-57 and later are held not to come within the scope of this scheme. We have represented to the Government of India that these colleges are specially in need of assistance, being situated in a backward area, to which the Government of India have replied that their requirements may be considered for inclusion in the Third Five Year Plan. We have again urged the Government of India to take up the case of these colleges immediately.

The B. Ed. section attached to the M. R. College Vizianagaram has been converted into a full fledged Teachers' Training College. In next year's plan it is proposed to open a Government Training College for teachers at Hyderabad. When this scheme is implemented the supply of graduate teachers from our training colleges is expected to be just enough to meet the demanded.

The Andhra Training College of Physical Education at Vijayawada continued to work during the year.
The Government school of Physical Education at Hyderabad was upgraded to a college providing both certificate and diploma courses in Physical Education for men and women. The Government intend to apply to the Osmania University for affiliation of the diploma course. N C C and A C C activities which were expanded rapidly in previous years are being maintained at a high level. This year our contingent which attended the Republic Day celebrations at Delhi won the runners up trophy in the All India N C C Championship and also won trophies for the best girls' contingent and the best girl cadet, junior division. The Andhra Pradesh Sports Council was formed during the year, with my colleague, the hon'ble Minister for Finance, as its chairman. Its objects are the development of sports and games in the State, the coordination of the activities of sports associations and the promotion and popularisation of sports in general. The Government have also set up a State Board of Physical Education and Recreation to advise them on all matters coming within the purview of Physical Education.

To promote the standard of Games and Sports among students, the Education Department, besides conducting tournaments for all the schools of the twin cities of Hyderabad and Secunderabad, has also spread its activities amongst the district and taluk schools by conducting tournaments at district headquarters and other suitable places in the districts. The All India school Games Federation was formed about four years ago. The former Hyderabad State was affiliated to that body. After the formation of Andhra Pradesh, we have continued to be a member of the Federation and have been participating in all the tournaments conducted by it. In the last week of December, 1958, a contingent of combined school teams in Football, Volleyball, Basketball, Kabadi and Athletics participated in the Fourth School Games National Championship at the National Stadium, New Delhi and our Football team won the National Championship by defeating West Bengal in the Finals. In Athletics our team won two medals.

It is very necessary that coaching in various games and sports should be started at least at the middle school stage so that the talents of promising boys and girls may be fully developed by the time they reach the Universities. The Department possess about
twelve coaches, who were trained in the Government of India’s coaching camp. A scheme for coaching in various games and sports has been submitted by the Inspector of Games and Sports and is under the consideration of the Government. It is expected that the scheme, if sanctioned, will produce better results in future.

The administrative staff of the Education Department was strengthened in Telangana by sanctioning a Regional Deputy Director’s post at Warangal and two posts of Inspectresses of schools. All the District Educational Officers in Telangana have been given Personal Assistants and provided with jeeps. In Andhra the post of Inspectress of Schools, Guntur was newly sanctioned. Common gradation lists have been prepared for the staff of the department belonging to both regions of the State and the integration of the Service Rules is in progress.

After the formation of Andhra Pradesh, a separate Directorate for Technical Education was set up and a co-ordinated Five Year Development Plan for Technical Education was prepared with a total outlay of Rs. 373 lakhs. In 1956-57 a new Polytechnic was opened at Visakhapatnam and four Industrial Training Institutes were taken over from the Ministry of Labour. In 1957-58, five new institutions were established at the following places:

(1) Sri Venkateswara Polytechnic at Tirupathi
(2) Mining Institute at Gudur
(3) Mining Institute at Kothagudem
(4) Industrial Training Institute at Nellore
(5) Industrial Training Institute at Visakhapatnam.

A course in Tele-communications was started at the Government Polytechnic, Hyderabad. An additional 250 seats were provided at the Government Polytechnic, Hyderabad, Andhra Polytechnic, Kakinada, and Visakhapatnam Polytechnic which have been chosen by the Government of India for increased admissions. An apprenticeship programme for training skilled craftsmen in the Hindusthan Shipyard, Visakhapatnam, was also started with an intake of 120 students. In 1958-59 the pre-professional course in Engineering has been started at the Engineering Colleges, Anantapur.
and Kakinada and a Telecommunications course at the Engineering College, Kakinada. Mechanical and Electrical Engineering courses have been opened at the Polytechnic, Warangal. The Government have taken over the Mahbubnagar Polytechnic from private management and sanctioned proposals for its development. A privately managed Polytechnic has been opened by the Mullanpur Venkataramayudu Memorial Education Trust at Tanuku. The Government have sanctioned 808 additional seats in the Industrial Training Institutes of which 248 are in the newly opened Industrial Training Institute at Warangal. For the next year arrangements have been made to start a Centrally sponsored Engineering College with an intake of 250 students at Warangal, a University Engineering College at Tirupathi, two Centrally sponsored Polytechnics at Nizamabad and Priddatur and another Polytechnic managed by Sri J. Rameswar Rao's Trust at Wanaparthi. In addition to this a special drive is being made for providing all the technical education institutions with equipment, good buildings and hostels. The building programme for the Kakinada and Anantapur Engineering Colleges has been practically completed. Estimates have been sanctioned for the buildings of other Polytechnics, Mining Institutes and Industrial Training Institutes at a total cost of nearly Rs. 89 lakhs and most of the works are in progress. The sites for the construction of these buildings are being acquired and nearly all of them have been taken possession of. In regard to the Engineering College at Warangal, the land acquisition proposals for a site of 250 acres have been finalised and the notifications published. More than Rs. 8 lakhs have been spent during the year on the acquisition of the sites for these institutions. Similarly, equipment worth Rs. 20 lakhs has been purchased and with the supply of the balance equipment for which orders have been placed, it may safely be stated that all the institutions will be well equipped. Sanction has been obtained from the Government of India for grant of loans to the extent of Rs. 29.9 lakhs for hostels for the Engineering Colleges and Polytechnics in the State. The estimates for these hostel buildings have been prepared.

The Madras Public Libraries Act 1950 is in operation in the Andhra area. The library movement has become popular and with the co-operation of the
Local Library Authorities and the public, rapid progress is being made in the spread of Library Service both in towns and villages. All the District Central Libraries in the Andhra region are manned by Graduate Librarians trained in the Diploma course of Library Science. The Hyderabad Public Libraries Act 1935 came into force in Telangana on 5-4-1955. Local Library Authorities have been set up in all districts. The Government are ready to introduce legislation for the integration of the Public Libraries Acts now in force in the Andhra and the Telangana regions in the State. Efforts are being made to provide Library service in Telangana similar to that in Andhra. In 1957-58 District Central Libraries were opened in the district headquarters towns.

This year Rs. 11,000 has been sanctioned for deputing nine candidates for training in the Diploma course in Library Science and Rs. 1.48 lakhs is being spent on opening 27 branch libraries at the rate of three libraries in each district where there is poor library service. An additional building for the State Central Library has been sanctioned at a cost of Rs. 1.80 lakhs and work has started.

The Director of Archaeology, Andhra Pradesh, is responsible for the preservation of ancient monument in the State which are notified under the Acts in force but are not classified as being of National importance. In addition to his normal duties the Director has taken the publication of monographs and some items of research for which Rs. 30,000 are provided in the plan for 1958-59. A similar amount is provided in next year’s Plan.

The excavations conducted at Yeleswaram in Nalgonda district during 1957-58 were left half finished but the results amply justified the continuance of the work in the current year. The Government therefore sanctioned Rs. 25,000 for conducting archaeological excavations at Yeleswaram in the submersible area of the Nagarjunasagar Project during 1958-59 as a plan scheme. The Director of Archaeology started work again in the middle of December 1958. The main excavations at the riverside a few miles from Nagarjuna Konda have revealed brick foundations and flight of steps leading down to the river. There are number of
stone ‘Lingams’ of great antiquity in addition to Buddhist remains. The excavations have also revealed sites belonging to medieval and later periods. Some pottery of the Negalithic age has been found on the site near the riverside. A few miles away, the Director of Archaeology is excavating some Megalithic tombs situated west of Yeleswaram village. The importance of the excavations lies in the fact that the remains cover a long period from Megalithic until medieval times or later. It is expected that the work will be finished during this month.

Development is a process of utilising more and more effectively the resources of the Community in furtherance of accepted needs. These resources are in part given by nature and have to be transformed by the application of new skills and know-how. These skills and know-how are more important than even capital formation, particularly, in an undeveloped economy. Resources endowed by Nature are not fully known and new techniques for utilising them have to be developed. These can be developed only by producing first rate Scientists and Engineers. I shall be happy if, by the fuller utilisation of our manpower and by providing them with better facilities, we could achieve this objective in an increasing measure year by year.

The system of education has a determining influence on the rate at which economic progress is achieved and the benefits which can be derived from it. Economic development naturally makes a growing demand on human resources and in a democratic set up it calls for values and attitudes in the building of which the quality of education is an important element. Socialistic Pattern of Society assumes widespread participation of people in all activities and constructive leadership at all levels. With the cooperation of educationists, particularly teachers, parents and students, I hope we will take our State next year to one more milestone on our road to progress.