

- Introduction and Diffusion of Educational Innovations', February 1982, p 9,
 5 Eklavya, *Annual Report 1982 83*, p 8.
 6 There are my deductions on studying the operational breakdown of the budget. Vinod Raina commented that these were not entirely correct, but, in the absence of further elucidations from him, I have retained my original analysis,
 7 Friends Rural Centre and Kishore Bharati, 'District Level Testing of the Hoshangabad

- Science Teaching Programme, June 1978, P2-
 8 Eklavya, *Annual Reports*.
 9 "Hoshangabad Vigyan", op cit, pp 20-21. *A Review of the HSTP*, p 2.
 10 Eklavya, 'A Background Paper on the Teaching of Social Sciences', May 1983, Appendix II.
 11 Budget estimates have been worked out by Eklavya.
 12 'Hoshangabad Vigyan', op cit, pp 18-19.

2,374 crore (46 per cent); Rayalaseema 0.96 crore (19 per cent) and Telangana 1.792 crore (35 per cent).

The percentage literacy is 33 per cent in coastal Andhra, 27 per cent in Telangana and 30 per cent in Rayalaseema. For all of Andhra it is 30 per cent. The drop out percentage in the 1-5 class stage is 59 per cent in Telangana, 57 per cent in coastal Andhra and 48 per cent in Rayalaseema, which only goes to prove that the 32 years of "development" in the united AP has not relatively improved the situation in Telangana. Further the above details conclusively show that the number of schools and teachers on per capita is lower in Telangana than in the rest of the state. In the case of SCs and ST the situation is worse.

The SC and ST population in the three regions is: Coastal Andhra 32,14 lakhs SC and 12.84 lakhs ST, Telangana 30.76 lakhs SC and 16.39 lakhs ST and Rayalaseema 14.55 lakhs SC and 2.39 lakhs ST. Whereas the literacy percentage in coastal Andhra is 23 per cent for SC and 10 per cent for ST, it is 13 per cent for SC and 6 per cent for ST in Telangana and 16 per cent for SC and 11 per cent for ST in Rayalaseema. The drop out percentage is also very high for SCs in Telangana being 72 per cent. It is 59 per cent in coastal Andhra, and 57 per cent in Rayalaseema. For the STc, surprisingly, it is more or less uniform at 69 per cent, throughout the state. This only shows that improvement at the lower stage of education is most necessary as a first step for levelling imbalances in the three regions. But the TDP government instead of looking into this aspect seriously is granting universities and colleges in different areas as such concessions satisfy the vocal sections of the people who of late have been demanding 'justice to Telangana. This is not to suggest that institutions of high education are not needed in the backward areas. But with elections not far off, the recent decision apart from being political is also clearly designed to divert the public attention from the genuine and pressing demands of the people.

It is ironical that the Telangana agitation of the late sixties though based on the genuine grievances of the people ended up with the establishment of a central university in Hyderabad (ostensibly to improve educational facilities in Telangana) and a change of political leadership from K Brahmananda Reddy to a Telangana man. It looks as though history will repeat itself this time with the sanction of a few colleges in Telangana when the masses of people in the region are denied basic educational facilities like primary education and sufficient number of teachers.

Dubious Bounty to Telangana

M Shatrugna

The Telugu Desam government has recently announced that a number of educational institutions are to be set up in Telangana. But are these what the region needs?

IN his characteristic style, NTR had suddenly announced last week a package of educational 'gifts' to some of the backward districts of Telangana region and northern districts of coastal Andhra. The 'gifts' to Telangana include a rural university at Nagarjuna Sagar (Nalgonda), an engineering college each at Mahboobnagar and Kareemnagar, a medical college at Nizamabad, a college of agriculture at Khammam and a B Ed college at Medak. Besides, Adilabad is blessed with a host of gifts. They include a polytechnic at Bellampalli, a veterinary centre at Utnoor, a girls junior college at Mancherial, another junior college for girls at Kadam and some postgraduate courses like public administration and sociology at the already existing P G centre in Nirmal.

With the finances of the government being in the doldrums it is not clear how NTR is going to mobilise funds for those schemes. Even assuming that the government will find adequate funds for such a grandiose scheme, the timing, priority and choice of the colleges and courses show the typical *ad hocism* that prevails in the functioning of the government in the state. First, the *ad hocism*. While on the one hand it is closing down well-established institutions like the evening colleges on the ground that they are not financially viable, on the other hand it is encouraging private colleges like the 13 engineering colleges where a student pays Rs 26,000 for a four-year course. This is in addition to the liberal grants-in-aid to these colleges by the government. For instance during 1987-88 it had set apart Rs 1.52 crore as grants-in-aid. At the same time it has recently passed the A P Private Education Institutions Grant-in-Aid Regulation Act, 1988 denying grant-in-aid to institutions started after March 1, 1985. As if the confusion is not enough, it has permitted junior and degree colleges in the

co-operative sector to reduce 'pressure' on the aided institutions. As the rules governing the co-operative colleges show, they are nothing more than private colleges managed by 'donors' and parents charging heavy donations from students. Though the NTR government is supposed to have banned capitation fees in the educational institutions in 1983 itself through various ordinances and acts, one finds after five years an increase in capitation fees colleges (under various guises) charging heavier donations than earlier.

The choice of introducing professional colleges and colleges of general education in the backward region indicates that the decision is more political rather than academic. For instance the necessity of a rural university in the state has not been explained. Was there any official/academic report suggesting such a set-up? Similarly the establishment of more medical and engineering colleges when the elementary education is in a pitiable condition in the state, much more so in the backward districts like Adilabad and Kareemnagar is puzzling. Whereas any social development should begin at the grassroots, just the opposite has been taking place all over the country including Andhra Pradesh.

For instance out of 45,664 primary schools (as on September 30, 1987), the Telangana region (barring Hyderabad urban) has 13,716. This is 30 per cent of the total. While coastal Andhra has 21,512 (47 per cent) schools, Rayalaseema has 10,436 (23 per cent). Now the position is no better with regard to the number of teachers in these schools. While there are 50,175 (53 per cent) teachers in the coastal Andhra out of a total of 95,452, Telangana has only 24,753 (25 per cent) and Rayalaseema 20,524 (21 per cent). The population of the three regions is (according to the 1981 census)—coastal Andhra: