

Primary Education in Andhra Pradesh

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Abstract: *Education is the most important element of growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020. Yet we have 350 million people who need literacy and many more who have to acquire employment skills to suit the emerging modern India and globe. Children who belong to weaker sections of our society are undernourished and only a small percentage of them managed to complete eight years of satisfactory education. We need to think specially for them. Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two third of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India had also been a major concern.*

Key words: *Primary schools, Infrastructure facilities, Enrolment, Student –teacher ratios, Dropout rates and Expenditure on education.*

I. Introduction

Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two third of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India had also been a major concern.

Free and compulsory education to all children up to the age fourteen is constitutional commitment in India. The parliament of India has recently passed Right to Education Act through which education has become fundamental right of all children of age group 6-14 years. The country is yet to achieve the elusive goal of universalization of Elementary Education (UEE), which means 100 percent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the government has launched the Sarva Shiksha Abhiyan in 2001, one of the largest such programs in the world.

It is the education that it would accelerate economic growth, that it would improve the levels of living of the people and that it would encourage modern attitudes. Education is also recognized as a basic input for empowerment to individual and overall development of the society. Almost all third world nations believe that it is the rapid expansion of educational opportunities that holds the basic key for national development. Despite its importance, education continues to be a neglected area at the policy level .after many years of planning and promises total literacy in India remains to be a distant dream. The literacy rate for the country as a whole in 2001 worked out to 65.38 percent for the population aged seven years and above. The corresponding figures for males and females are 75.85 and 54.16 percent respectively. Kerala with a literacy rate of 90.92 per cent holds the first rank while Bihar with a literacy rate 47.53 percent ranks last in the country. In 2001 the overall literacy rate in Andhra Pradesh stood at 61 percent.

This paper makes an attempt to analyze the performance of primary education in Andhra Pradesh in terms of number of schools, infrastructure facilities, enrolment, dropout rates, student teacher ratios and expenditure on primary education. Here primary education .here primary education covers up to class V in Andhra Pradesh .this study mainly relies on secondary data .it also makes use of the data relating to upper primary schools, high schools and all India statistics for the purpose of comparative analysis.

Primary schools

Large number of primary schools is necessary to meet the demand and to achieve the objective of total literacy. Table 1 shows the progress of primary schools between 1986 and 2005 in Andhra Pradesh. The total number of schools increased from 44,346 in 1986 to 63,362 in 2002 and again declined to 6, 51,680 in 2005, than by 2013 it become 1,22,441. The data presented in table 1 clearly reveals that as high as 91.55 percent of primary schools are being managed by local bodies like mandal praja parishats, Zilla praja parishats and municipalities. But the percentage of schools managed by local bodies declined from 91.55 in 1986 to 80.35 in 2005 later it increasing in positive manner. The share of private aided schools in total schools is not significant.

While the percentage of government schools increased from 2.55 in 1986 to 8.24 in 2005 and 46.48 by 2013. In absolute terms the number of government schools rose from 1,131 to 5,085 in 2005 than 56,922 by 2013 during the same period it is also interesting to note that the number of private unaided schools rose significantly from 643 (1.45%) in 1986 to 4,756 (7.71%) in 2005 than 10,385 by 2013.

Table-1
Primary schools by management

Management	1986	2002	2005	2013
Government	1,131 (2.55)	5,666 (8.94)	5,085 (8.24)	56,922 (46.48)
Local bodies	40,599 (91.55)	51,268 (80.91)	49,559 (80.35)	52,150 (42.60)
Private aided	1,973 (4.45)	2,265 (3.57)	2,280 (3.70)	2,984 (2.43)
Private unaided	643 (1.45)	4,163 (6.57)	4,756 (7.71)	10,385 (8.49)
Total	44,346 (100.00)	63,362 (100.00)	61,680 (100.00)	1,22,441 (100.00)

Source: 1. Fifth all India educational survey, NCERT, New Delhi,
2. Statistical abstracts, directorate of economics and statistics, government of AP.

Infrastructure facilities

Availability of teachers and infrastructure facilities in schools is necessary to provide quality education. Table 2 shows the schools having basic infrastructure facilities for different years. These basic facilities include permanent building, black-board, drinking water, toilets, library, playground and electricity. As high as eighty per cent of the primary schools have pucca buildings but nearly half of the schools have single rooms and about 31 percent of the schools are single teacher schools. It is also evident that the percentage of schools without important infrastructure facilities increased over a period of time. However there are schools without important infrastructure facilities. About 30 percent of schools do not have drinking water by 2005 later increased up to 72 per cent by 2013, nearly 74 percent of schools do not have separate toilets for girls and 58 percent of schools are not having toilets.

Only 57 percent of schools have facility and more than forty percent of schools do not have playground facility. As high as 76 per cent of schools do not have electricity facility. Unless these basic facilities are improved in all primary schools we cannot expect teachers to succeed in accomplishing even the more modest aims of primary education. In a highly competitive world all schools must have good infrastructure facilities. Otherwise they cannot attract more students and the objective of universalization of elementary education cannot be achieved.

Table- 2
Basic facilities in primary schools

Facility	Percentage of schools having			
	1979	1986	2005	2013
Pucca building	45.00	67.30	76.27	79.89
Drinking water	41.00	42.50	65.14	71.93
Toilet	5.00	10.80	42.27	73.64
Girls toilet	--	2.10	25.90	72.63
Library	34.00	--	50.06	54.36
Play ground	51.00	54.92	46.72	57.45
Electricity	--	--	15.72	76.48
Boundary wall	--	--	45.53	69.58

Source: 1. Fourth & fifth all India educational survey, NCERT, New Delhi, 1978-79&1992.
2. Elementary education in India, NIEPA department of elementary Education and literacy, government of India, 2006.

Enrolment

Accessibility of schooling facilities is no longer a major problem. As shown in table 3 the number of schools in Andhra Pradesh increased from 29,076 in 1956-57 to 70,620 in 2012-13 registering a 4.10 fold increase. Out of total primary schools 70,620 (99.11%) are for boys and 562 (0.82%) for girls, the number of children enrolled in classes I-V rose significantly from 24.54 lakh to 74.40 lakh during the same period. The rate of enrolment also improved from 57.94 percent in 1956-57 to 107.02 percent in 2012-13. Gender wise enrolment ratios for classes' I-V are calculated separately to know the differences in the enrolment ratios of

boys increased from 86.2 to 118.07 while the enrolment ratio rose from 57.94 to 107.02 during the same period. In 1990 and 2000 the enrolment ratio of girls was less than that of boys.

Table -3
Growth of primary education in Andhra Pradesh.

year	No of schools	No. of children Enrolled In (lakhs)	Rate of enrolment (in %)	No of children Per school.
1956-57	29,076	24.54	57.94	84
1960-61	34,040	29.76	68.25	87
1965-66	37,320	37.69	76.61	100
1973-74	36,984	40.40	64.55	109
1977-78	38,836	46.76	70.55	120
1981-82	40,691	54.66	85.00	134
1984-85	41,702	64.12	89.10	153
1989-90	49,000	69.21	88.52	141
1995-96	49,125	76.40	94.92	155
2002-03	63,362	63.51	117.74	100
2004-05	61,680	55.24	109.88	90
2011-12	55,570	53.09	101.28	84
2012-13	70,620	74.40	107.02	101

Source: 1. Andhra Pradesh at 50: a data based analysis, data news features, Hyderabad, 1998.
2. Statistical abstracts, directorate of economics and statistics, government of AP.

But in 2012-13 the enrolment ratios of boys and girls are more or less equal to each other and they are greater than 100 percent. It is due to the inclusion of under age and over age children, here enrolment is simply the percentage of enrolment in classes I – V to the estimated child population in the age group of 6-10 years. It is observed that there is no steady growth in the average number of children enrolled in each school. The average number of children per school varied from 84 in 1956-57 to 155 1995-96 than 101 in 2012-13. In 2012-13 the average number of children per school is 101. This implies the fact that on an average there are only 20 students I each class.

Student –teacher ratios

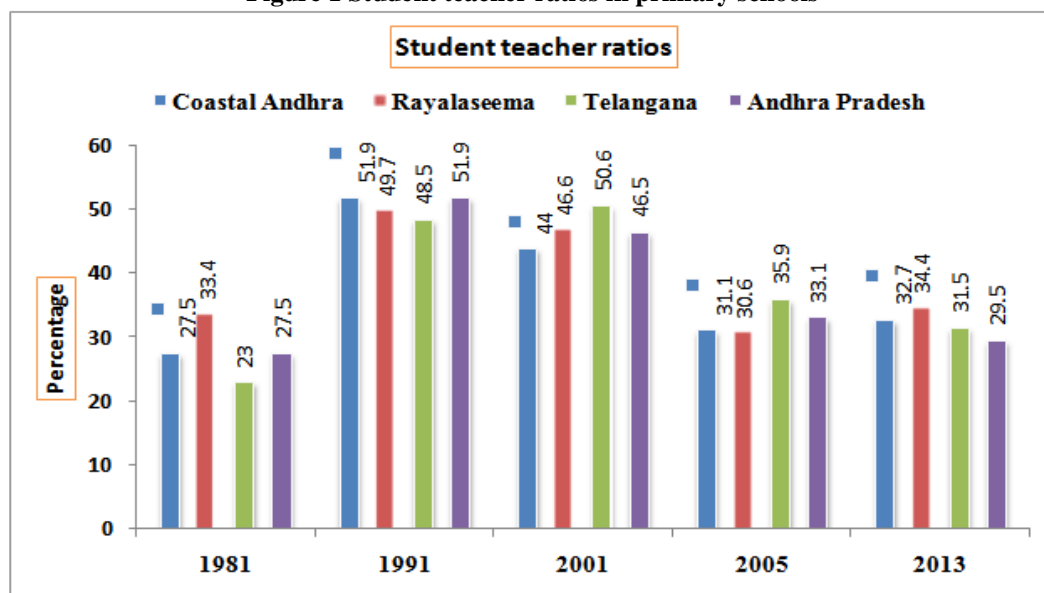
The number of teachers in the primary schools of Andhra Pradesh increased from 78,521 in 1960-61 to 1, 66,935 in 2004-05 than decreased slightly to 1, 04,772 by 2013. At the same time the percentage of women teachers also rose from 18.62 to 48.02 during the same period. One of the important indicators that influence classroom transaction is the student –teacher ratio which is presented by region in table 4. Student –ratio rose from 27.5 in 1981 to 51.9 in 1991. Afterwards the student –teacher ratio in the state as a whole started declining and reached to 31.1 in 2005 than 32.7 by 2013. Among the three regions the student-teacher ratio in 2013 ranged between 32.7 in coastal Andhra and 31.5 in Telangana. This indicates that the regional disparities in student –teacher ratios have narrowed down over a period from 1991 to 2013. The heaviest pupil –teacher ratio in primary schools is observed in Bihar (76.1), followed by Uttar Pradesh (74.1),Jharkhand(54.1) and west Bengal(50.1) .while the lowest pupil –teacher ratio is found in Sikkim (10.1), Jammu &Kashmir and Nagaland each with 15:1 (Arum C. Mehta, 2012-13).

Table- 4
Student teacher ratios in primary schools

Region	1981	1991	2001	2005	2013
Coastal Andhra	27.5	51.9	44.0	31.1	32.7
Rayalaseema	33.4	49.7	46.6	30.6	34.4
Telangana	23.0	48.5	50.6	35.9	31.5
Andhra Pradesh	27.5	51.9	46.5	33.1	29.5

Source: 1. Census and department of Education, Government of AP.
2. Statistical abstracts, directorate of economics and statistics, government of AP.

Figure 1 Student teacher ratios in primary schools



Dropout rates

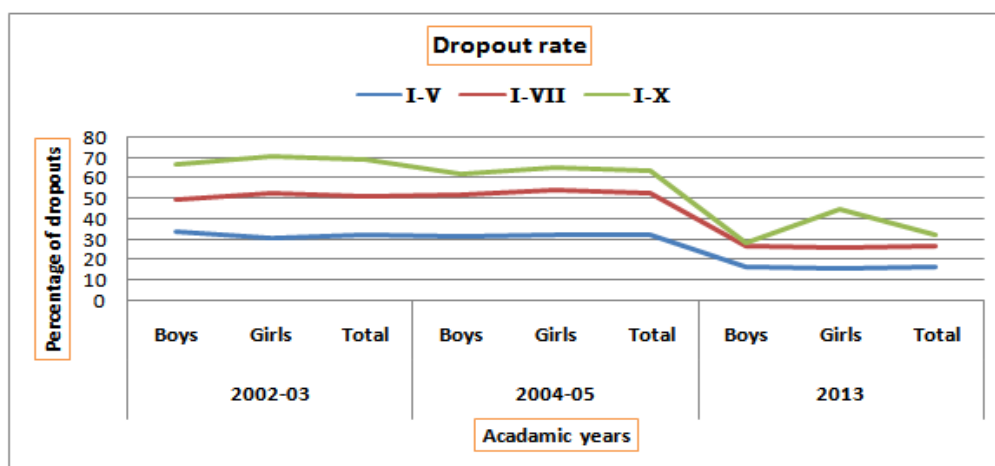
The ratios of students going out of the school system to the enrolment in class I in the base year is termed as dropout rate. Dropout rates in classes I-V, I-VII and I-X are shown in table 5. In Andhra Pradesh the dropout rate in classes' I-V was recorded at 31.95 percent in 2004-05 and declined to 16.17 by 2013. It is observed that the differences in the dropout rates of boys and girls declined. For instance in 2012-13 the dropout rate of boys and girls were recorded at 16.69 percent and 15.62 percent respectively. In 2012-13 the dropout rates in classes I –VII and I-X were recorded at 26.83 percent and 31.95 percent respectively. It means only 32 percent of the total students enrolled in class I reached class X. the dropout rate of girls in classes' I-VII and I-X is high compared to that of boys. The dropout rates of both boys and girls are increasing from primary to upper primary and to high school.

Table-5
Dropout rates in Andhra Pradesh

Classes	2002-03			2004-05			2013		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I-V	33.74	30.91	32.39	31.77	32.14	31.95	16.69	15.62	16.17
I-VII	49.93	53.22	51.52	51.96	54.46	53.17	27.24	26.41	26.83
I-X	67.46	71.02	69.12	62.30	65.24	63.69	28.36	45.24	31.95

Source: 1. statistical Abstracts, Directorate of Economics and Statistics, Government of AP.

Figure 2 Dropout rates in Andhra Pradesh



District wise data for 2012-13 reveals that the dropout rates in classes I-V are very high in Mahaboob Nagar district (49.02%) followed by Medak district (52.34 %) and Warangal district (52.13). while the dropout rates in Classes I-V are very low in Kadapa district (8.34%) followed by Hyderabad district (8.53%) and Chittoor district (9.71 percent). gender wise dropout rates are also high in the districts of Mahaboob Nagar, Medak and Warangal.

Expenditure on education:

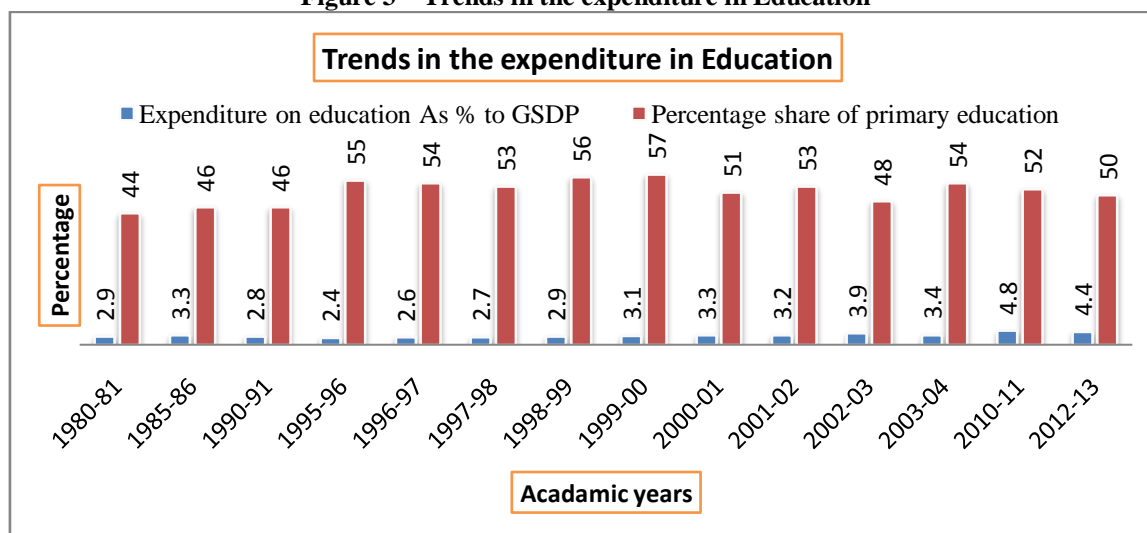
The analysis of public expenditure and financial resources is recognized as an important variable in understanding the status of education only recently after the 1990 conference in jominten, South Africa and the revised national policy on education in 1992. Table 6 shows the trends in the expenditure on education in Andhra Pradesh. Of the total expenditure on education the percentage share of primary education are below the requirements (above 60 percent). The ratio of total expenditure on education to G.S.D.P. remains more or less at three percent. (V. Ratna Reddy & R. Nageswara Rao, 2012) therefore the investment in education needs to be increased and a greater allocation to primary education is necessary if every child is to be got into school.

Table-6
Trends in the expenditure on education

Year	Expenditure on education As % to GSDP	Percentage share of primary education
1980-81	2.9	44
1985-86	3.3	46
1990-91	2.8	46
1995-96	2.4	55
1996-97	2.6	54
1997-98	2.7	53
1998-99	2.9	56
1999-00	3.1	57
2000-01	3.3	51
2001-02	3.2	53
2002-03	3.9	48
2003-04	3.4	54
2010-11	4.8	52
2012-13	4.4	50

Source: I.Andhra Pradesh Development, Centre for Economic and Social Studies, Hyderabad, 2003.

Figure 3 Trends in the expenditure in Education



Summary

The numbers of primary schools in Andhra Pradesh rose significantly from 29,076 in 1956-57 to 61689 in 2004-05 than 70,620 by 2013 majority of the primary schools (70.30%) are managed by local bodies, it is evident that the percentage share of private schools had shown increasing trend from 1.45 in 1986 to 7.75 in 2005 and 8.51 by 2013. The study clearly reveals that many schools do not have basic facilities like drinking water, toilets, library, playground, electricity etc. it is quite impressive to note that the enrolment ratio exceeded 100 percent and recorded at 07 percent in 2013. Not only that the gap between the enrolment ratios of boys and girls declined substantially over a period of time. It is also observed that the number of schools established for girls is only 487 which account for 0.72 percent of total primary schools in Andhra Pradesh.

As far as student – teacher ratio is concerned Andhra Pradesh is in better position. Because the student –teacher ratio declined from 51.9 in 1991 to 33.1 in 2005 and 31.2 by 2013. Region wise statistics reveal that the student –teacher ratio in 2001 was low in coastal Andhra compared to that of Telangana and Rayalaseema regions. The gap between the dropouts’ rates of boys and girls narrowed down considerably. But the dropout rates of both boys and girls are very high in classes’ I-VII and I-X. for instance in 2012-13 the dropout rates of boys and girls in I-VII were recorded at 26.41 to 26.83 45.24 respectively, similarly in classes I-X the dropout rates of boys and girls were recorded at 45.24 to 31.95 respectively .it is also found that there are some districts like Kadapa, Hyderabad and Chittoor where the dropout rates in classes I-V are very low and ranged between 8.34 and 9.71 percent, it is observed that the share of primary education in total expenditure from 44 percent 1980-81 to 57 percent in 2000 than declined to 50 per cent by 2013. But the expenditure on education as per cent to GSDP of AP. Remained more or less around 4 percent. It implies the fact the education was not given much importance.

Suggestions

Since majority of the primary schools are not having the basic facilities there is dire need for providing infrastructure facilities in all schools. Despite several efforts the dropouts continue. This must be checked by implementing the existing programs effectively and by encouraging the parents who lack motivation and capacity to send their children to school regularly. As the primary education is the base for higher education and achieving total literacy its performance must be improved. The retention at primary level is the main concern. Economy should be addressing the problems of disadvantage groups. Financial allocations for education are to be increased to solve its problems and to improve the performance of primary education. Otherwise the performance of primary education may not be up to our expectations.

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