Chapter - IV

EDUCATIONAL DEVELOPMENT
IN ANDHRA PRADESH
4.1 INTRODUCTION

Education is the main key for the qualitative and quantitative development of human skills in the process of Economic development. The system of education that existed prior to the attainment of independence was found to be thoroughly defective and was not related to the present days. Illiterate and general low level of education of the people are handicaps to progress. Effective education and social justice emerge as important components in all developing countries. The task before the present developing countries is to build the system of public administration and to spread popular enlightenment which is economically efficient for social justice. Education is an inevitable input essential for the growth and development of man. While growth is unidimensional and confined to accumulation of knowledge alone, development is multidimensional and enjoys a wider coverage. The system of education should facilitate and promote social change and contribute to economic growth.

4.2 HISTORICAL BACKGROUND OF EDUCATION IN ANDHRA PRADESH EDUCATION BEFORE STATE’S FORMATION

The cultural and educational history of Andhra dates back to the 3rd century B.C. when the Satavahanas regained supremacy. The kings of various dynasties including Vishnu Kundinoss, Pallavas, Chalukyas and others used
to patronage great teachers and seers. But they never had any control on the education. Aghraharams, Peethams and Sangharamas where students were trained in all disciplines, had been made independent. The student was kept under the tutorship of a teacher for 10 to 15 years before he graduated himself through a ritual ceremony.

The education was not universal; it was patronized in all parts of the state in different periods of history. The early history of Public institutions in the Nizam province was recorded through the measures adopted by Sir Salarjung in starting the Oriental College, Darul-Uloom in 1853. The curriculum consisted of Mathematics, History, Geography and the languages. An Education Secretary was appointed to look after the Education Department. In the Coastal districts, the famous grant-in-aid was introduced by the Sub-collector of Narasapur during the East India Company that became a model for the entire country.

The reorganised educational data for the State show that there were around five thousand schools and 3.6 lakh students at primary stage in 1950. There were less than 100 High schools and less than a lakh of students in the State during 1950. The number of students in high schools were found to be 3.48 lakhs in 1853-54 in around 700 schools. These figures indicate the backwardness of the state in school education at the time of independence.

The Ashrama Patasalas for socially disadvantaged groups in an educational programme run by the Department of social welfare under the guidance of Education Department.
The British government has provided aid to experiment with a comprehensive primary education programme known as Andhra Pradesh Primary Education Programme (APPED) in the state. In the meanwhile, the government has introduced the much publicised Government of India, District Primary Education Programme (DPEP) first in 5 backward districts and later extended to many of the backward districts in the state to achieve universalisation of primary education.

The Primary Education Act of 1961 had no impact in Andhra Pradesh, as 81% of the children enrolled in Class - I is misleading as they are not on the rolls by the time they reached the 5th class. The Directive Principle of the Indian Constitution, under Article 45 enjoying on all the States, the duty to provide free and compulsory education to all children upto the age of 14 by 1960 is never cared for.

Enrolment of primary school children from class 1 to 5 increased from 2.23 lakhs to 10.4 lakhs from 1956-57 to 1982-83 recording an increase of 346%. The enrolment in these classes amounted to 15% of the age group 11-13 years from the beginning to 39.4% at the end of the period.

There were about 42,054 primary schools 5,24,531 students with 93,894 teachers at the beginning of the seventh Five year plan i.e., 1985-86.

India inherited an imperialist system for which the foundation was laid in 1824 by Lord Macaulay, the law member of the then Governor-General of India’s Council. Macaulay made it clear that the new system would produce
a class of persons, "Indians in blood and colour, but English in tastes, in
opinions, in moral and in intellect". But even after five decades of
development, India is not in a position to evolve an educational system of its
own suited to the requirement of its people.

Since education plays a vital role in the development process, a lot of
emphasis has been given to the spread of education in the Five year plans.
In almost all the plans the primary task had been to tackle the problem of
universalisation of elementary education. However, despite 50 years of
independence, the goal set by the constitution to provide free and compulsory
education for all children until they complete the age of 14 years, remains
evasive. Towards this goal not only a lot of emphasis has been given in the
Five Year Plans but a number of literacy programmes have also been
undertaken. Only in 1964, serious efforts to transform the educational system
into a foot for national development started with the submission of the
Kothari Commission Report, which emphasised the importance of education
by stating that much needed social economic and cultural development in the
country is depending on the revolution in education.

4.2.1 Rise and Fall of Capitation Fee System in Private Medical
Colleges

Because of the shortage of Government pre-primary, Primary,
Secondary Schools, Junior, degree and technical colleges, students are left to
be fleeced by private institutions charging very high capitation fees, donations
and tuition fees with reduction in educational standards. The Andhra
Pradesh Government has authorised professional Medical Dental Colleges in the private sector to fill up 50 percent of the seats, by charging fees under management quota, irrespective of merit/rank required to be obtained in the qualifying Engineering, Agricultural and Medical Common Entrance Test. Examination. They passed a Government Order on 25th July, 1992 permitting 12 medical and 8 dental colleges to be started in the state on this basis without even following the government stipulated reservations of 15% seats to SCs, 6% to STs and 25% to BCs applicable to admission in similar government colleges. In Karnataka and Maharashtra private engineering and medical colleges charge huge capitation fees and very high tuition fees with the concurrence of the state governments.

On the basis of a writ petition filed before it, the Supreme Court of India in a landmark judgement struck down the system of capitation fees in Karnataka, holding the system of capitation fees as wholly adherent, as it is nothing but a price for selling education and the concept of teaching shops is contrary to Indian culture. Emboldened by the Supreme Court judgement, students, weaker sections, and other aggrieved parties filed writ petitions in the High Court of Andhra Pradesh, at Hyderabad against the Government Order. The High Court issued a stay on 5th August, 1992 against all such admissions and transferred the case to be heard by a full bench from 12th August 1992, banning capitation fee system. The president of India promulgated two ordinances on 27th August, 1992, prohibiting starting medical and dental colleges. Without the prior approval of the Indian medical and dental councils. The president of the Indian Medical Council declared there is no shortage of medical colleges in India as 1: 600 doctors - population
ratio now existing is as per the standards of the world Health organisation, though there is a shortage of dentists and nurses.

On 16th September, 1992, the full bench of A.p. High Court, in a 200 page judgement struck down section 3 A of A.p. Educational institutions (Registration of Admissions and prohibition of capitation fees) Amendment Act 1992 which facilitated 50 percent of the seats to be filled by management quota on the basis of capitation fees, at it would allow fewer seats to merit students and more seats for non-merit students which is violative the directive principle in Article 46. The high court also directed the private managements to refund the capitation fees paid by the students with in a month failing which the students will have the right to initiate civil action for the recovery of the fees paid and damages1.

4.2.2 Efforts to Improve Education

Apries-1971

Government of Andhra Pradesh has started Andhra Pradesh Residential Educational Institutions society (APREIS) in 1972, after the first school was started in Nalgonda in 1971. By 1986-87, the number grew to 67 to improve educational standards, against the recommendations of the Kothari Commission which opposed the creation of elitist schools. Out of 67 schools, 47 were general residential schools, 18 for SCs and two for unclean professions.

Andhra Pradesh Social Welfare Residential Education Institutions Society for SCs, STs and BCs was started for 5, 6, 7 classes in 1982-84, 8th class in 1984-85, 9th class in 1986-87 and 10th class in April, 1987 when the first batch appeared for SSC. In 1986-87, 18 more residential schools were ordered in all districts, two for boys, and one for girls, coming to 68 in all. In each school, there are two divisions from 5th to 10th class, with 36 students in each division. The reservations in social welfare residential schools are on the basis of 75% for SCs, 6% for STs, 5% for BCs, 12% for Harijan Christians and two for others.

12.9 Adult Education Programmes for 15-35 year old age groups

Andhra Pradesh joined the National Adult Education programme on 2nd October, 1978 to educate 110 lakhs illiterates by 1990, which is not achieved.

From 1981-86, the number of projects rose to 26 with 11.35 lakh adults admitted, incurring an expenditure of Rs. 889.10 lakhs, under the central plan and 4.83 lakh adults were admitted under the state plan, at a cost of Rs. 310.2 lakhs. There were 37 Adult Education projects in 1987 to provide necessary knowledge in day-to-day life, to know the intricacies of political, social and economic life. In the Seventh Plan, 1985-90, the A.P. government wanted to open 5760 primary level centres to nearly 1.44 lakhs, 5520 middle level centres to nearly 1.38 lakhs and 2040 centres for girls to enrol nearly 0.51 lakhs, in all 13,320 centres to nearly 3.33 lakhs.
4.3 EFFORTS TO ENCOURAGING MERIT IN EDUCATION

4.3.1 Telugu Intellectual Gift

Students who pass 7th class with highest total marks are offered an amount of Rs.500 irrespective of caste, creed or economic criteria. They are not debarred from getting any other scholarships concessions. Students who pass SSC public examination obtaining high total marks are also given scholarship of Rs.750 per year for two years, and Inter students Rs.1000/- per year for three years.

4.3.2 Physical education facilities

These were started in high schools, as national fitness course centres in eight centres. Female and male physical education inspectors were appointed at Hyderabad, Kakinada, Cuddapah, Warangal.²

4.3.3 State Government Computer Education

Government offers computer education in teacher training institutes and B.Ed. Colleges for functionaries in State Council of Educational Research and Training, to enable them to oversee the computer education in schools and colleges.

4.3.4 A Commissionerate of Examinations

An Additional office was created to conduct SSC examinations (i) Teacher training, (ii) Pandit training (iii) Merit Scholarship examinations; for

¹ Government Order, Education dated 21.12.1957

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9th class students, (iv) National Talent Search Examinations and (v) Recruitment Examinations which could very well be done by the existing educational administrative set up, and save lot of needless additional expenditure.

Directorate of Libraries was created to supervise school libraries (which hardly exist anywhere) to give grants, arrange for training of libraries, giving authority for purchase of books, which is another wasteful creation, without making the education department to do this work.

4.3.5 University Education

There are about 15 universities in Andhra Pradesh like (1) Andhra University, Waltair; (2) Osmania University, Hyderabad; (3) Sri Venkateswara University, Tirupati; (4) Sri Padmavathi Mahila University, Tirupati; (5) University of Hyderabad, Hyderabad; (6) Nagarjuna University, Guntur; (7) Kakatiya University, Warangal; (8) Sri Krishnadevaraya University, Ananthapur; (9) N.T.R. University of Health Sciences, Vijayawada; (10) Telugu University, Hyderabad; (11) Dr. B.R. Ambedkar Andhra Pradesh Open University, Hyderabad; (12) Jawaharlal Nehru Technological University, with Architecture, Engineering, Hyderabad; (13) A.P. Agricultural University, Rajendra Nagar, Hyderabad; (14) Rashtriya Sanskrit Vidyapeeth (Deemed University) Tirupati and (15) Dravidian University, Kuppam.

There are 287 colleges for males, 46 colleges for females in all 313 with 2,88,699 students and 12,886 teachers in 1986-87, 1465 junior colleges with 1,68,306 students and 6,872 teachers.
There are 62 oriental colleges for teaching Telugu and Sanskrit with 609 students and 474 teachers at Maharaja's College at Viswanagam, Circat College, Chirapat, since 1920, and Yadana Varadani Mahavidyalaya at Alur near Hyderabad.

4.3.6 Commissionerate for Higher Education

This was created on August 3, 1986 to look after higher education, conducting of entrance examinations, supervision of text books, Salaries and service conditions of teachers in addition to the existing educational establishments, with no additional advantage, except increasing administrative expenditure in the name of Education, by creating more superfluous bodies, which do not exist even in Kerala.

The Commissionerate has a Chairman, a Vice-chairman and 10 members. The chairman and vice-chairman are appointed by the Government for three years from candidates under 62 years of age.

4.3.7 College Service Commission

This is another duplication, besides the public service commission, brought into force from September 6, 1985 exempting from its jurisdiction institutions started by minorities or religious institutions or private managements. Its narrow jurisdiction is restricted to recruit teachers only for Government colleges.

Indian Express, July 18, 1991.

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4.3.9 Women's Education

Several Committees are appointed to enquire into girls education like Durgabai Committee in 1955, Bhakthavatsalam Committee in 1965, Kothari Commission in 1966. None of the recommendations of these committees were ever implemented. In 1975 Andhra pradesh Government had once again appointed another committee under the Chairmanship of Professor S. Sreedevi.

(1) To examine and make recommendations from primary to University level and to make recommendations to strengthen women's education; (2) to increase the education of girls and (3) to examine the present quality of education and (4) steps to improve it.

Sridevi Committee made many useful recommendations like (1) giving increasing attention to women's education in accordance with the resolutions of the International Women's Conference in Mexico and Copenhagen (Denmark) (2) Spreading Women's Education for the first five years, under a well educated lady Director. (3) Women Officers in each district to look after girl's education. (4) Strengthening pre-primary education by establishing schools with trained teachers, independent buildings, standard service conditions as pre-primary education is totally absent from the governmental level (5) Appointing joint committees of parents and teachers and citizens to watch the progress of women's education. (6) Appointing as far as possible women teachers in pre-primary, primary, upper primary schools in Andhra Pradesh (7) Reduce the dropout rates; (8) Scholarships for bright students; (9)
Part-time teachers jobs for educated women; (10) Separate employment exchanges for women; (11) Refresher Courses for women teachers; (12) Nursing Courses in all women Institutions; (13) Special Attention to handicapped women, and girls with scholarships.

4.3.9 Correspondence Courses

There were started in Andhra University in 1972, Sir Venkateswara University, Centre for English and Foreign Languages in 1973, Osmania University in 1977, and Kakatiya University later.

4.3.10 Medical Colleges

There are 10 Medical Colleges like Osmania and Gandhi Medical College at Hyderabad; (2) Kakatiya Medical College, Warangal; (3) Guntur Medical College, Guntur; (4) Rangaraya Medical College, Kakinada; (5) Andhra Medical College at Visakhapatnam; (6) S.V. Medical College, Tirupati; (7) Kurnool Medical College, Kurnool; (8) Siddartha Medical College at Vijayawada; (9) Dental Medical College, Hyderabad and (10) And a Veterinary College at Rajendra Nagar, Hyderabad. There are four Ayurvedic Colleges one each at Hyderabad, Warangal, Vijayawada and Tirupati besides four Homeopathic colleges one each at Hyderabad, Gudivada, Cuddapah and Rajahmundry.

Smt. Koteswaramma, V. "Women's Education in Andhra Pradesh Darshini", pp. 1208 to 1218.
COMPOSITE INDEX OF EDUCATIONAL LEVEL

Andhra Pradesh is one of the nine educationally backward states in the country as per the 1981 census literacy figures. The state has the dubious distinction as the only state in the south to have a literacy rate of less than national average. In a study undertaken by P.R. Panchamukhi, it is established that Andhra Pradesh is the third from the bottom in the educational standard development in the country. The composite index of educational development is a measure in terms of five indicators of (a) average expenditure per student, (b) Percentage of schools (c) Number of teachers per 100 pupils (d) Schools per lakh people and (e) enrolment as percent of population in the relevant age group. He has used the average of the inter correlation of each variable with others as the weight for that variable to construct weighted indices. The data shows that out of the 18 states for which the weighted indices are presented in Table 4.1 Andhra Pradesh ranks thirteenth along with Karnataka.

The performance of Andhra Pradesh in education is well compared with that of the neighbouring Karnataka state because of its recent emphasis on the enrolment at the primary stage and fast growth in higher education, through the difference between the two states in literacy around 10.0 percent. The difference between Andhra pradesh and Kerala, which has the highest literacy rate in the country, is 39.23 percent that itself is more than the national average. A number of historical conditions could be enumerated here to explain the difference. Traditionally, the indigenous education for children in the country was provided by the family. Though it was restricted to the twice born, the spread of education was uniform in all regions. But the
British regime who ruled this country for 200 years have taken away this function from the family in the name of democratisation and secularisation. As a result, the indigenous education has almost disappeared from the country.

Table 4.1
Composite Index of Educational Level

<table>
<thead>
<tr>
<th>State</th>
<th>Index</th>
<th>Index with top state 100</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>204.8</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>Assam</td>
<td>232.0</td>
<td>46</td>
<td>10</td>
</tr>
<tr>
<td>Bihar</td>
<td>196.9</td>
<td>39</td>
<td>14</td>
</tr>
<tr>
<td>Gujarat</td>
<td>246.9</td>
<td>49</td>
<td>8</td>
</tr>
<tr>
<td>Haryana</td>
<td>288.2</td>
<td>47</td>
<td>9</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>434.9</td>
<td>86</td>
<td>2</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>269.4</td>
<td>51</td>
<td>7</td>
</tr>
<tr>
<td>Karnataka</td>
<td>208.6</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>Kerala</td>
<td>608.6</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>228.6</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>237.7</td>
<td>46</td>
<td>10</td>
</tr>
<tr>
<td>Manipur</td>
<td>239.7</td>
<td>47</td>
<td>9</td>
</tr>
<tr>
<td>Orissa</td>
<td>218.6</td>
<td>43</td>
<td>12</td>
</tr>
<tr>
<td>Punjab</td>
<td>326.9</td>
<td>64</td>
<td>3</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>272.9</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>291.4</td>
<td>57</td>
<td>5</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>296.4</td>
<td>58</td>
<td>4</td>
</tr>
<tr>
<td>West Bengal</td>
<td>153.7</td>
<td>30</td>
<td>15</td>
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</table>

It is pointed out in some studies that the literacy levels in Kerala, Maharashtra, Gujarat, and Tamil Nadu are higher than the national average because of the early start of universal primary education in the state of Cochin, Travancore, Baroda etc. It is in these states that primary education was provided and encouraged by the state along with the voluntary missionary work. As against this experience, the present state of Andhra Pradesh which was under the control of Madras Presidency and the Nizam during the British India had no such advantage. Bhatnagar has reported that, in the collectors reports to Board of Revenue of the Madras Presidency, 93,301 students were enrolled in schools in the year 1926 in the Telugu speaking areas of Madras presidency as against 1,57,185 students in the Tamil speaking districts. The zamindaris of the Telugu speaking areas appeared to have not encouraged universal education either in the coastal districts or in the Telangana region. Further, the missionaries who were working in the education field had concentrated only in the rich Godavari and Krishna delta. Therefore, educational development in Andhra Pradesh did not get the advantage of an early start or the patronage of feudal lords. It was only after the State’s formation in 1956 that a systematic attempt has been made for universalisation of education in all the districts of the state through the delta region had always not a benefit of early Christian missionary work.

4.5 STRUCTURAL INEQUALITIES IN DEVELOPMENT

Literate learning in India and also in Andhra Pradesh has been a prerogative of a few groups in the society. After the advent of the secular and democratic liberal education, groups which are close to the power structure
have enjoyed the patronage of the government. As a result the regions and
groups which are at a distance and disadvantage position are further
marginalised.

The literacy rates of a group of people depend upon the enrolment into
various educational institutions during the preceding years. A minimum of
4 years of schooling is essential for any one to satisfy the census definition of
’literate’ However, the dropout rates at primary education, particularly at the
5th standard, indicated that the socially disadvantaged groups and the
districts inhabited by these groups are found to be educationally backward.
It is reported that the crude dropout rate among the disadvantaged groups
is the highest in Nizamabad district. It is disheartening to note that out of
every 100 scheduled tribe female children enrolled in Medak district at Class
I, 79.24 of them will dropout by the time they reach Class V. Similarly in the
Ranga Reddy district the dropout rate among scheduled caste girls is 96.48
at Class 5. Among the districts in the state, Srikakulam and Vizaynagaram
in Constal Andhra and Anantapur in Rayalaseema region are found to have
a highest dropout rate of around 70.0 per cent. These districts are generally
categorised as the most backward districts in the state. The situation in 1995-
96 is shifted from Medak district to Nizamabad district which is now found
as the most backward in terms of the highest dropout rate among the SC and
ST Children.

The above analysis indicates only the flow aspects of enrolment in
education. But, the stock of educated people in the productive age group of
20-29 and 30-59 can also be observed from census data. The proportion of
people possessing different educational qualifications at different age groups are analysed in 1981 census. In the productive age group of 20-29 years, it is observed that 72.14 percent females and 17.58 percent of males are illiterate. People with technical diplomas are found to be negligible. However people with degree and above qualifications are found to be 4.87 percent among men and 1.39 percent among women. The corresponding figure for people in the 30-39 age group is little. And the illiterate population in this age group is said to be 58.64 percent among men and 94.93 percent among women.

It is a known fact that there is a relationship between the level of educational development and the economic structure. As long as the economy derives a major proportion of its domestic product from the Traditional Primary sector (that needs very little modernisation of skills) the demand for education would be less. Apart from other socio-economic factors, the requirements of the industry for skills is the major contributor for the educational development of a country. Further, the nature of the economy and its relations with the market forces provide further linkages with the education system. It is observed in some studies that the state income from secondary sector is around 20 percent of which the medium and registered manufacturing units contribute the maximum. In such a situation, the service sector is slowly expanding and the demand for liberal degrees remains to be very much limited. Studies in the area of economics of education have established that rates of literacy and development are positively correlated. But, in the absence of other complementary economic factors like investment, machinery and infrastructure, mere production of skills alone does not bring any development. However, literacy rates and awareness among the people may create a situation for development.
The real signals for development strategy for education should come from various sectors of the economy. Education derives its policy from the overall development policy of an economy. But the Government of India and Andhra Pradesh have already committed to a policy on Education, 1986 and the programme of action shall provide broad outlines under which the educational policies need to be laid down. Further, the NPE,1986, speaks of operation Black Board for consolidation and retention rates at school education, open learning systems at higher education and mass literacy by 1995 as the priority areas. But in practice, it has given impetus for the opening up on Navodaya Vidyalayas, creation of new institutional structures like Councils of Higher education, Accreditation and Assessment council and so on. These initiatives should provide the broad perspectives for the development of education in the years to come in Andhra Pradesh.

4.6 PRIMARY EDUCATION

In a developing country like India, Primary education has an important place for mass literacy, a basic requirement for economic development of the nation. Some of the children who belong to the lowest strata of the society, instead of attending the school, assist their parents in order to supplement their income. Moreover, there is a dire necessity of inculcating concepts such as national integration, secularism and socialism at primary level. Primary education is absolutely necessary for creating equality of opportunities to all the citizens and to eradicate illiteracy.
In order to achieve the goal of Universalisation of Elementary Education (UEE), the non-formal education programme was launched in 1979-80. It offers education to children who do not attend school, school dropout, girls and working children. The scheme was reorganised and expanded in 1987-88 and also in 1993.

The National Policy on Education 1986 also underlined the need for decentralised planning in education to achieve UEE. The District Primary Education Programme, initiated in 1993, with funds from external agencies, is a major step in strengthening the primary education network in India. The programme covers 64 districts in 12 states (Economic Survey, 1985-86-p.175). An attempt is being made to extend the programme to at least 110 districts in the Eight Five Year Plan.

The District primary Education Programme (DPEP) focussed on decentralised planning with strong participation of local bodies, NGOs and the community (Varghese, 1996). The Districts selected under DPEP were those educationally backward districts where female literacy was below the national average. The programme laid stress on education for girls and socially disadvantaged groups. The programme also laid stress on improving the quality of education by providing teaching aids and training to teachers.


It is a certainty that the beginning of higher orientation of education at the primary level. Since 1985-86, primary education has been made free and compulsory to all children of 6-11 years age group. During this period, there was a fantastic progress in the field of education. The Government passed a compulsory primary education Act in 1981 making it obligatory for parents to send their children of 6-11 years age group to schools. In addition to this, the Government's Zilla Parishad and Panchayat Samithi Act in 1989 entrusted the expansion and management of primary education to Panchayat Samithi. Consequently, there is an increase in the enrolment rate in primary schools. This progress in primary education led to the removal of illiteracy in the State of Andhra Pradesh.

Table 4.2 depicts the regional variations with regard to primary schools in Coastal Andhra, Telangana, Rayalaseema and also in the State. The same increasing trend is visible in the other regions also. Coastal Andhra tops with 25,287 primary schools, 28,87,164 enrolment of children and 65,620 teachers during 2000-01. It can be seen that there is a two-fold increase in the enrolment of children in Telangana from 1980-81 to 2000-01. But the increase of institutions and teachers is not in the same ratio. The only difference that can be observed is that while the student-teacher ratio is decreased to 44:1 and 47:1 in Coastal Andhra and Rayalaseema, it is increased to 51:1 in Telangana during 2000-01. But it is decreased to 47:1 even in the state of Andhra Pradesh. However, the student-teacher ratio is to be reduced 80 as to enable the teacher to concentrate on each individual's progress and to improve the standards of education.
### Table 4.2

Educational Development in Three Regions of Andhra Pradesh (Primary Schools)

<table>
<thead>
<tr>
<th>Year</th>
<th>Coastal Andhra</th>
<th>Rayalaseema</th>
<th>Telangana</th>
<th>Andhra Pradesh</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>No. of Institutions</td>
<td>Enrollment</td>
<td>Teachers</td>
<td>S.T Ratio</td>
</tr>
<tr>
<td>1969-70</td>
<td>18340</td>
<td>14025278</td>
<td>49755</td>
<td>30.1</td>
</tr>
<tr>
<td>1970-71</td>
<td>17911</td>
<td>14306324</td>
<td>42935</td>
<td>31.1</td>
</tr>
<tr>
<td>1971-72</td>
<td>18553</td>
<td>2660880</td>
<td>42302</td>
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<tr>
<td>1972-73</td>
<td>22764</td>
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<tr>
<td>2000-01</td>
<td>25287</td>
<td>2987104</td>
<td>65620</td>
<td>44.1</td>
</tr>
</tbody>
</table>

**Note:** S.T Ratio = Student : Teachers Ratio

**Source:** Directorate of Economics and Statistics "Statistical Abstracts", Govt of Andhra Pradesh, Hyderabad
4.7 UPPER PRIMARY EDUCATION

The upper primary schools cover 11-13 years age group belonging to classes VI and VII. It is observed that these two classes both in upper primary schools, where class VII is in the apex and in High schools, Where class VI is in the base.

Table 4.3 gives a vivid picture of regional variations with regard to upper primary schools. There has been a steady increase in the number of schools, students and teachers in all the three regions of Andhra Pradesh. Telangana region the list with 4121 upper primary schools, 37,74,228 students and 37,532 teachers while Rayalaseema region has 1271 upper primary schools, 4,40,718 students and 12,360 teachers during 2000-01. Even in student-teacher ratio also, there is a variation during 2000-01. In Telangana region it is 37:1 while in Rayalaseema region it is 36:1 and in Coastal Andhra it is 42:1. Coastal Andhra has 2,661 upper primary schools, 7,99,583 students and 19,225 teachers during 2000-01. The effect of these variations is conspicuous in the state of Andhra Pradesh which has 8,063 upper primary schools, 26,14,524 students and 69,117 teachers during 2000-01. Stagnation was somehow or other eliminated by way of non-detention policy, where a student faces the first common examination only in Class VII.
Table 4.3

Educational Development in Three Regions of Andhra Pradesh (Upper Primary Schools)

<table>
<thead>
<tr>
<th>Year</th>
<th>Coastal Andhra</th>
<th></th>
<th>Rayalaseema</th>
<th></th>
<th>Telangana</th>
<th></th>
<th>Andhra Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Institutions</td>
<td></td>
<td>Teachers</td>
<td>S.T Ratio</td>
<td>No. of Institutions</td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>1973-74</td>
<td>1324</td>
<td>392979</td>
<td>10161</td>
<td>38.1</td>
<td>446</td>
<td>103826</td>
<td>2596</td>
</tr>
<tr>
<td>1974-75</td>
<td>1294</td>
<td>457258</td>
<td>12511</td>
<td>32.1</td>
<td>623</td>
<td>144994</td>
<td>4576</td>
</tr>
<tr>
<td>1980-81</td>
<td>1800</td>
<td>561748</td>
<td>14545</td>
<td>39.1</td>
<td>670</td>
<td>173074</td>
<td>4790</td>
</tr>
<tr>
<td>1990-91</td>
<td>2033</td>
<td>691011</td>
<td>15218</td>
<td>43.1</td>
<td>1160</td>
<td>263673</td>
<td>6557</td>
</tr>
<tr>
<td>2000-2001</td>
<td>2081</td>
<td>796663</td>
<td>19225</td>
<td>42.1</td>
<td>1271</td>
<td>446718</td>
<td>12380</td>
</tr>
</tbody>
</table>

**Note:** S.T.Ratio : Student - Teachers Ratio

**Source:** Directorate of Economics and statistics - "Statistical Abstracts, Government of Andhra Pradesh, Hyderabad"
Secondary Education provides the link between elementary and higher education. Standards of higher education depend upon secondary education. In 1971, the Government of Andhra Pradesh has adopted a policy that a student can be promoted to the next higher class provided he puts up 75 percent of attendance in all the classes. The District common Examination Board conducts examinations at the end of VII class with a definition system. At the end of X class, the student again faces public examination, which determines pass or failure on the basis of his performance in the examination. The system on non-detention in all the classes except VII and X was introduced to abolish wastage and stagnation, to reduce the dropout rate and to motivate the students to continue their further education.

During 1972, residential schools from Class VI onwards were started at places like Kodigahalli, for the benefit of rural talented children and it was afterwards extended to all the districts. During 1976-77, it was planned to open schools in certain selected centres and night schools in blocks. In addition to these, children are allowed for admission in any class of any academic year provided they have required knowledge for that class as well as the required age.
Table 4.4 elucidates regional variation with regard to high schools in the State of Andhra Pradesh Telangana region with 4,813 high schools, 22,01,027 students and 66,503 teachers during 2000-01 whereas Rayalaseema with 1,628 high schools 6,36,853 students and 19,067 teachers. The student teacher ratio is 33:1 in Telangana which is equallant to student - Teacher Ratio in Rayalaseema. Coastal Andhra with 8,218 high schools, 13,39,551 students and 37,821 teachers and the Student-Teacher ratio is 36:1 during 2000-01. The spectacular increase in the number of high schools, enrolment of students and teachers in all the three regions of Andhra Pradesh is visible during 1980-81 and 2000-01.

The secondary Education Commission recommendations led to the Setting up of the all India Council for Secondary Education in 1955 and four Regional Colleges of Education (later taken over by the NCERT). Secondary schools were converted into higher secondary schools with the addition of a year of schooling and conduct of examinations were transferred from the Universities to Boards of Intermediate and Secondary Education.
### Table 4.4

**Educational Development in Three Regions of Andhra Pradesh (High Schools)**

| Year  | Coastal Andhra | | Rayalaseema | | Telangana | | Andhra Pradesh | |
|-------|----------------|----------------|-------------|----------|-----------|----------------|-----------|
|       | No of Institutions | Enrolment | Teachers | S.T Ratio | No of Institutions | Enrolment | Teachers | S.T Ratio | No of Institutions | Enrolment | Teachers | S.T Ratio | No of Institutions | Enrolment | Teachers | S.T Ratio |
| 1965-66 | 538 | 54169 | 12183 | 5:1 | 150 | 75066 | 3476 | 22:1 | 396 | 211572 | 9275 | 23:1 | 1221 | 553181 | 24937 | 22:1 |
| 1970-71 | 1272 | 412219 | 21484 | 19:1 | 514 | 183277 | 7655 | 20:1 | 1221 | 438570 | 22388 | 19:1 | 5047 | 1008875 | 52452 | 19:1 |
| 1980-81 | 1575 | 629351 | 24415 | 26:1 | 660 | 263727 | 6909 | 27:1 | 1547 | 628830 | 28370 | 24:1 | 3911 | 1581879 | 62564 | 26:1 |
| 1990-91 | 3378 | 1295722 | 35396 | 31:1 | 1534 | 469170 | 15889 | 31:1 | 3784 | 1719632 | 55220 | 31:1 | 7896 | 3414324 | 100513 | 32:1 |
| 2000-2001 | 9218 | 1336551 | 37321 | 36:1 | 1620 | 405883 | 19067 | 33:1 | 4813 | 2200127 | 95620 | 33:1 | 9658 | 4177141 | 123981 | 34:1 |

**Note:** S.T. Ratio : Student-Teachers Ratio

**Sources:** Directorate of Economics and statistics, "Statistical Abstracts", Government of Andhra Pradesh, Hyderabad
The Mudaliar Commission had made some criticisms of secondary education as it was at that time, many of them are applicable even today. It had concluded that education is narrow and one-sided and fails to bring out the personality of the student. It provided only academic instruction which meant teaching a certain number of subjects that adults considered useful. The "non-cognitive aspects of his physical aptitudes, his emotion, his appreciation and his tastes were largely ignored. In other words, the education in India concerned only to a segment of the student's personality. The Education Commission of 1964-66 (Kothari Commission) made further sweeping changes and introduced the 10+2 system which is prevalent at present. It has been argued that secondary education in India still remains "the weakest link" in the education system. The all India dropout rates are alarming. Around 70 percent children at the secondary stage dropout before completing class X and the share of girls is even higher, nearly 74 per cent. Secondary education in India is mainly a responsibility of the State Governments. The state education departments play a leading role in the adoption of curriculum and various policy matters.

4.10 VOCATIONAL EDUCATION

The Five Year Plans had emphasised the need to vocationalise the final years of secondary schooling. However, serious effort in this direction was only made after the adoption of the National Policy on Education of 1986 which reinforced the 10+2+3 pattern as also vocationalisation (NPE 1986, 1992, p.5). In 1986, the Apprentices Act Administered by the Ministry of Labour was amended to provide training to vocational students in about 20 subjects under the guidance of four regional Boards of Apprentice Training.
The main objectives of vocationalisation schemes are: to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative to those pursuing higher education without particular interest of purpose. A centrally sponsored scheme of prevocational education at lower secondary stage has also been introduced during 1993-94, primarily to impart training in simple marketable skills to the students of class IX and X and to develop vocational interest to facilitate choice of vocational courses at the higher secondary level.

The NPE-86 wanted 10 percent of higher secondary students to be shifted to the vocational stream by 1996 and 25 percent by 2000 A.D. (Ministry of I and B, 1996, India 1995, P.86).\(^7\)

An analysis of secondary school vocationalisation shows that schemes have not progressed at the desired pace. Courses selected are neither based on scientific surveys of the employment potential and manpower requirements nor they answer adequate involvement of the prospective employees in government departments or industry in planning of vocational courses. The prime objective of any vocational programme is to enable the students to become self-employed, but there are no sufficient programmes aimed at helping students after they have passed out. Non-formal vocational training courses are also organised by various government departments, polytechnics, Shramik Vidyapeeths, Janshikshan Nilayams and NGOs for middle school drop-out who are in the age group of 14 to 18.

\(^7\) Government of India, Ministry of Information and Board casting, 1996
4.11 NATIONAL OPEN SCHOOL

The Eighth Five year plan as well as the Chitra Nulik committee of the planning commission recommended open upper primary education through National open schools (NOS). The National Open School, which was established in November 1989, was conceived as a unique autonomous organisation that performs three roles; the delivery role of a board and resource agency and the role of an apex national institution. The erstwhile open school of the CBSE created in 1978 was merged with National Open School.

The National Open School has an important role to play in the universalisation of secondary education among girls, children, youth from SCs, STs, and minority communities, especially from the rural areas, who dropout of schools due to poverty, social taboos or inability to cope with the rigid demands of formal education. These school drop outs take to unskilled wage employment or become engaged in household work. The NOS could provide these school drop-outs with a fresh learning opportunity.

The National Open School attempts to provide opportunities for continuing open education upto the pre-degree level. It also serves as a consultancy agency to states in open schooling with a special focus on target groups.

Due to its flexible an life-related programme, the popularity of NOS has grown over the years.
4.12 NAVODAYA VIDYALAYAS

The National policy on Education, 1986 envisaged the establishment of "Pace-Setting Schools" in different parts of the country to provide quality education to children with special aptitude or talent at a faster pace than in normal schools, irrespective of their capacity to pay for schooling. The schools were also intended to promote national integration by providing opportunities to talented children largely rural, from different parts of the country, to live and learn together, to develop their full potential and most importantly to become catalysts in a nationwide programme of school improvement. Accordingly, a scheme was formulated to set up residential schools called Navodaya Vidyalayas in each district during the Seventh Five year plan.

The Vidyalayas were also meant to Serve as focal points to bring about an improvement in the quality of school education through the sharing of expenses and library facilities with village schools.

The target of at least one Vidyalaya in each district the Seventh plan period could not be achieved due to financial constraints non-receipt of suitable proposals from the State Government/Union Territories for the setting up of vidyalayas and uncertainty regarding the future of the scheme due to review of the Education policy of 1986. Till March 31, 1994, 377 Vidyalayas were sanctioned (M.H.R.D. Annual Report, 1995-96, p. 68).

While the states of West Bengal and Tamil Nadu had not accepted the scheme till that date, Assam started implementing the scheme only from 1992-93. Migration is one of the unique features of the scheme, 30 percent of children from the vidyalayas are shifted to another at the class IX level. The
The objective of the migration policy is to achieve national integration by involving students from Hindi to non-Hindi speaking districts and vice-versa. The students to be shifted are selected by the District Magistrates who are Ex-officio chairman of the Vidyalayas. This is done on the basis of student’s will. When there is reluctance on the part of students, lots are picked to decide where the students will go.

4.13 HIGHER EDUCATION

At the time of independence, there were 19 universities in India (NCERT, 1962). Following independence, a flow of new colleges and universities were set to serve the needs of the increasing number of students bearing high schools. The number of universities increased from 27 in 1950-51 to 46 in 1961 to 231 (including 34 deemed universities in 1995). Like wise, the number of colleges providing general as well as professional education increased from 578 (370 colleges for general education and 208 colleges for professional education) to 7,319. At the beginning of 1995-96, the student enrolment in the university departments was 1.1 millions and in affiliated colleges it was 5.1 millions (MHRD, Annual Report, 1995-96, p.71). The University education grew at a very fast rate.

In 1995, there were 12 Central Universities including the Indira Ganchi National Open University, which is one of the largest open universities in the world. The remaining Universities function under the state Acts.

Indian Universities have been growing in number without the consideration being given to their financial viability. The fact remains that besides extending facilities to the backward regions, the new universities have been established either to serve local interests or to lessen the burden on the existing universities.

Also the mushrooming of educational institutions has led to a decline in the standard of education offered. The NPE-1986 deplored the unplanned proliferation of ill-equipped and inadequately staffed colleges churning out students with degrees that are of no value at all. It proposed that a beginning be made in de-linking degrees from jobs in selected areas (NPE, 1992, p.27)\(^{10}\).

The growth of post-secondary education has been so uncontrolled and chaotic that there is a feeling that deteriorating standards have led to the rise of student indiscipline, excessive political activism and corruption in college management.

Universities in India have been classified as unitary, federal or affiliated. A university is one, usually localised in a single centre, in which teaching is conducted by teachers appointed by and under the control of the university (Mukherji, 1989, p. 173).\(^ {11}\) A federal university is one, where the teaching work is shared by the university with the constituent colleges. An affiliated university is one which has a number of colleges under its academic control (But not administrative or financial control).


Higher Education in India has passed through various stages of development within one year of the attainment of independence, the Government of India appointed the Indian Universities Commission, 1948, headed by Dr. S. Radhakrishna to make recommendations for reorganisation of university education. The commission laid down what it regarded as a wider conception of the duties and responsibilities of universities. "They have to provide leadership in politics and administration. The professions, industry and commerce, have to meet the increasing demand for every type of higher education, Scientific technical an professional. It is for the universities to create knowledge and train minds who would bring together the two, material resources and human energies".

The Education Commission (Kothari Commission) of 1964 also expressed its concern at the unsatisfactory and even alarming situation in higher education and its declining quality. The Commission opined that universities must learn to serve as the conscience of the nation; encourage individuality, variety and dissent within a climate of tolerance; develop programmes of adult education for the wider community around them; assist schools in their attempts at qualitative self-improvement, improve standards all round by a symbiotic development of teaching and research; and create a few centres which would be comparable to those of their type in any part of the world and thus help to bring back a "Centre of gravity of Indian academic life within the country itself".

However, even after 50 years of independence, the higher education system continues to impart theoretical knowledge to students which is of very little help to them either in getting jobs or becoming self-employment. Needless to say, if India is to cope with the mounting problems of unemployment and under employment, greater attention as well as emphasis will have to be given to widening the scope of vocational education.

While calls have been made repeatedly for reorientation and reform of universities, both in terms of their role in serving India’s manpower requirements in diverse fields and in those of improving academic standards, little has been done to reorganise the structures adopted over a hundred years ago. A sort of "structural inertia" seems to have set in mainly due to lack of finance, continuous pressure to expand, and lack of consensus on alternative models (Amrik Singh, 1991)\(^a\).

The lack of autonomy of colleges is also a contributory factor. The NPE of 1986 had suggested autonomous colleges and autonomous departments within universities on a selective basis. But the progress in this direction is very slow (NPE p. 25). Colleges are affiliated to universities which determine the syllabi, examination methods and admission procedures, with the exception of a few designated autonomous colleges individual colleges have no authority to change curriculum or admission policy or evaluation procedures. There is therefore, a strong case for extending autonomy to more and more colleges and grading them in terms of their facilities, faculty and performance as exists in other parts of the world. The Government expenditure on higher education

came down to 8 per cent of plan expenditure on education in 1997. Colleges
dependent on aid are feeling the crunch. In the Ninth Plan period further cuts
are envisaged; grants to colleges may be based on performance to be evaluated
by the national assessment and accreditation council. Colleges are being asked
to raise tuition fees which have remained stagnant for decades and generate
their own resources from research grants sponsorship, other contributions and
support from industry (India Today, 23 June, 1997)\textsuperscript{14}.

As most of the Universities cannot afford the high cost of purchasing
and maintaining the State - of - the - art scientific equipment, three inter-
university centres have been setup under the UGC to provide services and
facilities to Universities. These include the Nuclear Science Centre in New
Delhi, the Centre in Astronomy and Astrophysics in Pune, and a Centre
utilising the facilities of the department of Atomic Energy at Indore. The
crystal growth centre at Chennai also provides assistance to universities.

4.14 UNIVERSITY GRANTS COMMISSION

The constitution makes higher education the responsibility of both the
centre and the states. However, co-ordination and determination of standards
in institutions of higher education or research, scientific and technical
education is exclusively the responsibility of the Centre. In keeping with these
Provisions, the University grants Commission (UGC) was established in 1956
to regulate standards and allocate funds for higher education.

\textsuperscript{14} India Today, Weekly Magazine, June 23, 1997.
The University Grants Commission (UGC) is the apex body in the field of higher education. The UGC is entrusted with the task of financing, promoting and coordinating higher education in the country. At the beginning of 1995-96, UGC had provided grants to over 107 eligible universities (excluding agricultural universities) amounting to Rs. 966.5 millions as part of the total commitment for the Eighth Plan Period (MHRD, Annual Report, 1996, P.76)\(^6\).

The University Grants Commission has also understand a number of programmes for the advancement of higher education. These include establishment of autonomous colleges, administrative staff colleges, centres of advanced studies, schemes to improve higher education in science and technology and social sciences, award of national fellowships and research grants, adult education programmes and education for minorities, scheduled castes, scheduled Tribes, handicapped students and women. It has also introduced an education programme that is screened across the country on the Doordashan network.

The National Policy on Education - 1986 had been voiced concern at "the existing schism between the formal system of education and the country's rich and varied cultural traditions". It stated that "de-culturisation de-humanisation and alienation must be avoided at all costs", and that the preoccupation with modern technologies should not be allowed to alienate new generations of students of their cultural roots. In consonance with this policy, the University

Grants Commission supports a number of centres of higher learning in Vedic, Jain, Buddhist and Islamic studies, including Gurukulas, Vidyapeethas and centres for the study of classical regional and tribal languages.

4.15 TECHNICAL EDUCATION

During the past four decades, there has been considerable expansion of technical education facilities. Six Indian Institutes of Technology (IITs) were set up at Kharagpur, Bombay, Madras, Kanpur, Delhi and Guwahati as institutes of national importance. They provide education and training in engineering and applied sciences at the undergraduate level and study and research facilities at the post-graduate level. Over the years, the IITs have succeeded in developing world class undergraduate curricula. Their facilities continue to contribute to India's import substitution efforts in developing new products and processes for the industry.

However, since post-graduate facilities cannot compare with world standards, most IIT graduates leave the country for higher training. This is an unfortunate situation for the IITs spend an estimated Rs.1 lakh per annum per student (Ghosh 1992). Suggestions have recently been made to raise fees in such institutions and introduce a system of bonds requiring graduates to serve at least for three years in India.

In addition to the IITs, the Indian Institute of Science Bangalore and Indian Institute of Management at Ahmedabad, Lucknow, Kanpur, Calcutta,


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Bangalore, Indore and Calicut provide training and research facilities in several areas. The Government has also assisted in setting up premier private institutions such as the Birla Institute of Technology (BITs). The All India Council of Technical Education, given statutory status in 1987, was set up to maintain standards in technical education.

Apart from University Grants Commission and technical education institution, there are a number of specialised research organisations in the field of social science and technology. The Indian Council of Social Science Research (ICSSR), the Indian council of Philosophical Research (ICPR) and the Indian Council of Historical Research (ICHR) are a few of these institutions.

The Institutional structure for higher education in science and technology is provided by organisations such as the council of Scientific and Industrial Research (CSIR), Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR) and various departmental laboratories. In addition, state agricultural universities and in house research units of industries support research work in their respective fields.

4.16 COLLEGIATE EDUCATION IN ANDHRA PRADESH

It is also called as Higher Education, consisting of Junior colleges for Intermediate, Degree Colleges and Post-graduate colleges.

4.16.1 Junior Colleges

In september, 1968, the Government of Andhra Pradesh established Adhoc Board of Intermediate studies as a representative body of the
Government and the Universities. It deals with curriculum, syllabi, examinations and all other academic matters while the Director of Higher Education manages Junior Colleges on behalf of State Government. Telugu has been declared as medium of instruction for intermediate course with effect from 1966-70 to be taken up to Degree level in the succeeding years. For the other media students, Parallel sections are provided in selected junior and Degree Colleges in the State. During 1979-80, 34 vocational courses were started in selected colleges in the State. Since then has gained importance, 80 vocational Courses in 33 Colleges were started during 1985 - 86. This scheme of vocationalisation will be extended in the State in the coming years in a phased manner.

4.16.2 Degree Colleges

In the beginning of the State formation, there were 7 Government Degree Colleges and 37 private Degree Colleges in the State. Several second grade degree colleges were raised to the status of the first grade degree colleges. A major reform in the University Education introduced during the Second Plan Period was the introduction of 3 year degree course and introduction of pre-university course. Under this new scheme, the colleges were received assistance from Government of India up to 50 percent. Encouragement was given to women education by starting several colleges exclusively for women. The medium of language had become an important talk in the late sixties and as a result, Telugu language was introduced on a medium by Government in Junior Colleges in 1969-70 which was extended in 1971 - 72 even to degree colleges. However in order to satisfy the people of other languages (as mother tongue) parallel sections were run in other language like
...innumerable. Number of index vies were also provided to students who wish to pursue collegiate education. The above-mentioned, like scholarship for meritorious students, special scholarships to the physically handicapped students and scholarships to children of deceased Government servants etc., have attracted the attention of students towards collegiate education. In addition to this, the State Government has encouraged the children of Telugu speaking persons of Indian origin domiciled termed by way of special scholarships. Scholarships were given to the students studying Sanskrit, Arabic Persian, Telugu and Hindi. The Government of Andhra Pradesh started an autonomous college at Kurnool in 1974 as a mark of Silver Jubilee of Indian Independence in 1974, on the basis of Kothari Commission's recommendations. This led to the starting of Silver Jubilee Government college with state-wise jurisdiction and restricted admissions on the basis of entrance test. A special attention in recruitment of teachers on merit basis, challenging methods of instruction and residential facilities were the main features of the college. In pursuance of the Socio-economic policy encouraging working men and women to avail themselves of higher education facilities, several evening colleges were also started in district head quarters.

4.17 UNIVERSITY EDUCATION

The Andhra Pradesh Government has envisaged an intensive task of establishing an Open University in 1985 with a view to meet the demands of employed, unemployed and uneducated people. Later, this has been renamed as Dr. B.R. Ambedkar Open University, head quarters at Hyderabad and it has branches in different areas of the State.
Out of 15 universities in the state of Andhra Pradesh, 5 in Rayalaseema region, 2 in coastal Andhra and 8 in Telangana region. The total strength of these universities is 1,82,185 men and 1,06,126 Women. A new strategy adopted to take higher education to more aspirants is the starting of Distance Education Centres and the Open universities. Dr. Ambedkar Open University in Andhra Pradesh is a pioneer in this field.

4.19 PROFESSIONAL EDUCATION

Life General Education, professional Education plays a significant role in the economic development of a country. It consists of courses such as Engineering, Medical, Agriculture, Teacher Education, physical Education, Nursing etc.

The Technical Education is designed with a view to meet the technological needs of the developing economy. All India Council of Technical Education was set up in 1955 to advise the Government on all matters relating to Technical Education at all levels. In order to train the base level industrial workers, Industrial Training Institutes were started. The Kothari commission stressed the need to have two distinctive streams - one, preparing students for university and professional colleges and the other, preparing them to vocational courses like polytechnics, Industrial Training Institutes, Colleges of Music and Dance etc., have come under the jurisdiction of State Technical Education Department.
4.19 ADULT EDUCATION

Literacy figures, however, continue to remain depressing India's illiterate population increased by 36 millions during 1951-61 period. This number went up by another 20 millions by 1991. Although literacy in the country increased from 14 per cent in 1947 and 18.33 percent in 1961 to 62.21 percent in 1991, it could not keep pace with population growth. According to census figures, the number of illiterates increased from about 300 millions in 1951. Fifty years after independence in 1991, only 52 Indians out of every 100 were able to read and write.

Even more disturbing factor is the disparity between men and women. While 64 out of every 100 men could read and write, only 39 women could also do so. These figures are also not uniform across the country. In Rajasthan, only 20 out of 100 women could read and write, whereas in Kerala, as many as 93 out of 100 women were literate. The wide prevalence of illiteracy despite phenomenal expansion of primary education has partly been caused by the large proportion of children who relapse into illiteracy after dropping out of primary schools. India has the largest pool of world's illiterate people. The tradition of adult education in India is very long and varied. Initially, it was known as social education but later it took various forms like farmers functional literacy programme (FPLP) of the 1960s, Polyvalent Adult Education Programme (PAEP), National literacy mission (NLM), Jana Sikshan Nilayam (JSN) etc.
The national Literacy Mission (NLM) was launched in 1989, with the specific purpose of removing illiteracy. It was aimed at bringing 80 million illiterates in the 15-35 age group within the literacy circle by 1996. The adult literacy programme got a new shape in 1989, when NLM adopted a mass campaign approach to literacy.

The largest age group for adult literacy programme in India is 15-35 years. They account for almost half the total number of adult illiterates in the country.

4.20 MASS CAMPAIGN APPROACH

In the mid-sixties, the Education Commission realised the inadequacy of the adult literacy programme and recommended direct state intervention. It advocated two strategies: the selective approach and the mass approach. Normally, Total Literacy campaigns (TLCs) are planned, organised and carried out by Committees formed at different levels (Varghese, 1995, P.16-17).17

During the Eight Plan (1992-97), Funds amounting to Rs.1400 crores in the Central Sector and Rs.407.64 crore in the State Sector were given for literacy and adult education (Saini, R.K. (1992) the Turning point, P.17).18

The National Adult Education Programme (NAEP) was launched on October 2, 1978 as a nationwide campaign to eradicate illiteracy, aimed at


covering a population of nearly 100 million in the age group of 15-35 within a period of 5 years. After reformulating its targets in the Sixth Plan, the NAEP was given high priority in subsequent years as it was realised that literate parents were more likely to provide the motivation and support needed to retain children in school.

By 1988, 44 million learners had been enrolled under NAEP against the target of 100 million learners. It has been estimated that only 45 percent of those enrolled became literate in spite of the participation of several NGOs in the campaign. Seven rural-urban, regional and gender-based disparities persist in the programme. As of December 1995, 368 districts have been covered under the post-literacy campaign. Under all the schemes of NLM, 49.87 million persons have so far been made literate as per the NLM norms against an enrolment of 78 million.

The National Literacy Mission (NLM) inaugurated in 1988, now aims at making 100 million adults literate by 1999. It plans to target women, SCs and STs, particularly in rural areas, through the Total Literacy Campaign (TLC). The organizational structure of TLC is partly based on the Ernakulam experience. It will be run by Zilla Sahitya Samithi (ZSS) constituted under the chairmanship of district collectors. Besides NGOs and Literacy voluntary, it will be supported by post-literacy and continuing education campaigns for neo-literates.

4.21 EDUCATIONAL STRUCTURE IN THE STATE

Andhra Pradesh is one of the few States which has the advantage of a sound education structure at present. This structure of the educational system
of the State is derived from two sources, one from the former Madras State from which it was separated in 1953, the second is from the former princely State of Hyderabad. Part of which is called Telangana was incorporated under the States Reorganisation in 1966. As a result of these historical factors, the structure of the educational system remained to be dual till 1966. Before, the introduction of the Andhra Pradesh Educational Rules 1966, the State was following the Madras Educational Policy in respect of Andhra Region and the rules and regulations or erstwhile Hyderabad state in respect of the Telangana Region.

The structure or the pyramid or the pattern of education indicates the skeleton of the system. The Education Commission (1964-66) of India has noted that "the standards in any given system of education depend upon the structure or the division of educational pyramid into different levels of stages and their inter-relationships". The Commission has also noted that it has received the largest volume of advice and suggestions on this aspect.

Though there was no uniformity in the course work in the two regions of the State at the time of state’s formation in 1956, the duration of the course of study have remained the same. The 11+1+3 system, i.e., eleven years of SSLC (Metric Standard) plus one year for PUC plus 3 years for the Degree course was followed both in Telangana and Andhra Region of the state. However, the scheme of the course work was difference between the regions. The high school Education was non elective in Andhra Region, where as it was elective in Telangana region. After the State’s formation the Government of Andhra Pradesh decided to introduce integrated course work common to the entire state at the school level. The new syllabus was introduced from first
standard in 1963-65. When the introduction of the course reached the 6th year (10th class) in 1964-65, the Government had appointed a High Level Committee consisting of eminent educators and administrators along with representatives of the University Grants Commission and the Ministry of Education. The Committee had recommended the 10+2+3 system of education. At the same time, the Government of India, appointed the Kothari Commission in 1964 which had recommended similar structure to the entire nation. The recommendations of the Kothari Commission were approved and the Government of India had issued a policy statement approving this structure as a national structure in 1965. Under these circumstances, Andhra Pradesh had introduced the 10+2+3 structure in 1969 and had become the first state in the country to implement the new educational structure.

In the system of school education, the students take two terminal examinations, one common examination at 10th standard and the other public examination at the end of 10 years of schooling. There is another stream in this structure through which the student can divert from Secondary School and take Professional Education, the Industrial Training Institutes (ITI), Junior Engineering Schools etc. Intermediate is the basis to enter into the first degree course both in general stream and professional stream of education, the +2 stage of education is provided through junior colleges. Some of them are attached to High schools and some are attached to the Degree Colleges. The Education Commissioner (1964-65) has recommended to transfer the pre-university (Intermediate) course to secondary school by 1976-78. But the State has preferred to establish junior colleges separately.
India is a vast country. As in other democracies different states have different patterns of education. In some states the schools are of ten years duration while in others of eleven and still in others of twelve years duration. This can be attributed to the supremacy of states up to secondary education. Scholars have since long been thinking of having a uniform pattern of education. This pattern was first recommended by Calcutta University Commission, in 1919. The University Education Commission (1948-49) also was of the same view.

As a result of the recommendations of the secondary Education Commission which undermined the intermediate colleges and high schools eleven year schooling was introduced, without much preparation for its proper introduction. The results were not been quite encouraging. The Education Commission (1964-66) has therefore recommended the pattern of 10-8-3 for the first degree. The outlines of the pattern is as below:

- a pre school stage of one to three years.
- a primary stage of seven or eight years, a lower primary stage of four or five years and a higher primary stage of three years.
- a lower secondary of high school stage of three or two years in general education or one to three years in vocation education.
- a higher secondary stage of two years of general education and one to three years of vocational education.
- a higher education stage having a course of three years or more for the first degree, followed by a course for the second or research degree of varying durations.
It was in 1968 that the Government of India issued the National policy statement on education, which confirmed the above pattern with ultimate objective of adoption of a uniform 10+2+3 pattern throughout the country.

In September 1972, Central Advisory Board of Education (CABE) under the chairmanship of Prof. S. Nurul Hasan the then Union Minister of Education, Social welfare and culture passed the resolution in favour of 10+2+3 Pattern which in its crude form was being practiced in three states, i.e., Mysore (now Karnataka), Kerala and Andhra Pradesh recommended that it should be implemented during the Fifth Five Year Plan. For this purpose 'The National Committee on 10+2+3 Educational Structure' was appointed by the Central Ministry under the chairmanship of P.D. Shukla, to suggest practical steps to be taken for implementation of the uniform pattern of 10+2+3 for the school and college classes in all states and union territories of the country and workout the estimate of the cost of implementing it.

4.21.1 First Ten Years

During the first ten years the curriculum will have the following structure:

a) Class I to II: Mother tongue, arithmetic, Social Science, Work experience and art along with Physical education and games.

b) Class III to V: Mother tongue, arithmetic work experience, Social Science, General Science, along with physical education and games.
c) Class VI to VIII: Mother tongue, mathematics, Social Science, Science, arts and work experience along with physical education, health education and games.

d) Class IX to X: Languages (three), Mathematics, Social sciences, arts, work experience along with physical education, and games.

The new curriculum will be flexible as the contents can vary according to the local needs and conditions. It is comprehensive as it is hoped that it will bring social consciousness, modernisation, improve productivity along with inculcating moral and spiritual values.

It is also hoped that it will facilitate learning through work experience on the basis of learning by doing. It will also help in the harmonious development of personality, i.e., Physical, social psychological and spiritual. It will also improve discipline, restore, confidence in evaluation and be helpful in the training of emotions.

4.21.2 Curriculum

It is based on the enhancement of standards of education at all stages. Upto the 8th class the curriculum prepared by NCERT should be adopted with the addition that 15 percent of the time should be rationally devoted to work experience, 10 percent to physical education and 5 percent to moral education. Work experience should be an integral part of the curriculum at levels of schooling. It has been termed as equally useful productive work.
In the higher classes, i.e., IX and X classes curriculum will include compulsory subjects like teaching of language, modern mathematics, sciences, social sciences, moral education and craft or trade. That may be added one additional subject and practical subjects relevant to the stage of education. Each school must work for 223 days and 1200 hrs. in an year.

4.21.3 Plus two Stage

In higher secondary classes i.e., XI and XII, there should be two streams, i.e., academic and vocational. The academic education will prepare students for higher education both general and professional. Each student of academic stream must study language and literature and in addition four more subjects which might be grouped, keeping in view the university admission. The participation in co-curricular activities, namely, NCC, NSS, physical education and Social and community services should be compulsory. The students who want to study some subject at higher level may be provided with such facilities while others may study them at ordinary level.

The Vocational stream is to supplement the facilities provided by HSSs, Polytechnics and Vocational schools. It should mostly include non-engineering subjects and may be chosen out of the areas of local orientation and on the basis of area skill surveys carried out by the Directorate General of Employment and Training, Government of India (1) Agriculture (Including Animal Husbandry and dairying), (2) Industry, (3) Trade and Commerce; (4) Public services (Secretarial, paramedical, insurance, marketing, banking); (5) Educational and others.
The duration of courses may be 1 to 3 years. The student of the vocational stream must at least one language out of regional languages, Hindi or English. Local industries be involved in the education process or practical training internship and syllabus making.

Education should also be one of the streams of vocational education as an alternative channel to train primary school teachers. The proficiency aimed at the end of the course should be to enable the students to enter the world of work in the chosen field in self-employment.

4.21.4 Examination

The quality of the written paper must be improved. There should be no examination in moral education, physical education and craft or trade. The first public examination should take place at the end of class X and Second at the end of class XII. The State Boards of School Education should conduct them. Appropriate steps should be taken to formulate scheme of examination in the vocational stream. Regular periodical examinations should be arranged and internal assessment planned out and expressed in the certificate in separate parallel columns of subjects. In place of total examination at a stretch, facilities should be provided for appearing in one or two or more subjects to the students who are desirous to do so and credits allowed as such. Evaluation will be made in terms of grades in place of marks.

4.21.5 University Courses

The committee has recommended that the first degree in General Education should be of three years duration, after twelve years of Schooling.
Universities should open new professional courses in Engineering, Medicine, Agriculture and Veterinary to which the admission requirement should be class XII pass. The period of instruction for degree of B.E., B.Tech., B.Sc., (Engg) and B.Arch should be reduced to four years duration. Similarly, other degree courses such as Home Science, B.V.Sc., and B.Pharm should be reduced by a duration of one year.

4.21.6 Location

In the three states, in which this scheme is being operated, different parts of the location of classes XI and XII are being held. Mysore (now Karnataka) has a plan to locate them in independent institutions as junior colleges, although for the time being the classes are being held in selected higher secondary schools, composite colleges as well as newly started colleges in Kerala. These classes are the part of colleges affiliated to the universities in Andhra Pradesh the plan is to have separate institutions but for the time being are being operated in schools as well as colleges.

4.21.7 Teachers

The Committee is of the view that the teachers who teach the XI and XII classes must have either second class or 45 per cent marks in their masters degree of their subject and should either have a teacher's training degree or undergo a short turn condensed course of training. Teachers in vocational stream must be given orientational training by Regional colleges, colleges of Education and Institutes of Teachers of the Polytechnics.
The teachers already in service should be protected from being thrown out of job and provided facilities to appear in examinations privately or through universities or should be given condensed courses to make them up to date. Inservice Training for teachers must be strengthened and every teacher must undergo a refresher course at least once in 3 to 5 years. For the teachers, presently in service suitable summer institutions, vocational courses or refresher courses should be planned. All the teachers who teach higher secondary classes in the new systems should be given the same salary pattern. The teacher-pupil ratio should also be worked out in the changed system.

4.21.8 Production of Reading Material

Every text book should be revised and supplemented with suitable reading material for students and literature for reference by teachers.

4.22 NON-FORMAL EDUCATION

For the higher secondary classes facilities for non-formal education through correspondence courses, morning and evening institutions, part-time institution should also be planned and so as to equalise educational opportunities for those who are not in a position to join regular institutions. Self study kits, goods and inexpensive popular literature and public libraries should be made available to all such students. Non-formal education should be strengthened by radio, T.V. Satellite communication, etc. There should be no distinction in the degrees or diplomas awarded through regular classes and non-formal channels.
4.23 SCHOLARSHIPS

The schemes of scholarships and stipends should be so managed that a good proportion should go to vocational streams, so that students feel encouraged to join them and students with better background only should get into them.

4.24 FINANCES

During the Fifth Five Year Plan it was estimated that 60 crores of rupees would be needed to change over to the new pattern and all this should be provided by the central Government at least in this plan. It was also estimated that about Rs.100 crores should be saved in the field of higher education as a result of the introduction of this scheme in the Fifth-Five Year Plan and almost the same in the Sixth and Subsequent plans. Special funds will have to be allocated by the Union Government for the specific purpose and that in future all education should be on these lines.

4.25 POLICY OF THE GOVERNMENT

During Janatha Government (1977-80) the scheme went to the background and its success was doubted. Iswari Bhai Patel Committee which received the Educational policy of the Government did not favour it. However, the Committee appointed under the Chairmanship of Dr. Malcolm S. Adisheshaiah the then Vice-Chancellor of Madras University, to review the curriculum of +2 stage of school education. The Committee submitted its report
in 1978 and recommended the two spectrums of Higher secondary Education with the following weightages. The report is known as 'Learning to do'.

a. General Spectrum Courses
   i) Languages
   ii) Social Useful productive Work
   iii) Electives (three)

   Time allotted
   15 percent
   15 percent
   70 percent

b. Vocational Spectrum Courses
   i) Languages
   ii) General foundation course
   iii) Elective vocational subject

   Time allotted
   15 Percent
   15 Percent
   70 Percent

It was also recommended that vocational subjects should be distinguished from the technical vocational education imparted in ITPs, technical high schools, agricultural schools and industrial polytechnics.

However, with the congress government coming into power the switch over to 10-2-3 has been activated and states are being put to different types of pressures to change over to it and almost all states have now agreed. However, some are still doubtful and are going slow. The scheme is being mostly favoured by school lecturers who think that it will elevate their status to college and university lecturers.

4.26 CONCLUSION

Since the formation of the State of Andhra Prades in 1956, education is expanding rapidly from all angles. Different levels of education expanded
sparadically with cumulative effect. Inspite of this rapid strides, still the literacy rate is not upto the expectations due to various constraints as the system of education can never stand apart from the political, social and economic problems that exist at all times in the State. Further it will take some more time to remove the obstacles that are coming on the way of the development of education in the State, because the economic prosperity of the state depends upon its educational level, technological capabilities and industrialization. Education training and updating of technical personnel in the emerging areas of engineering, science and technology play a vital role in the development of the state and has therefore, be given high priority in economic educational planning in the State.