The state of Andhra Pradesh has been adopting free and compulsory education to all children up to the age of 14 years is a constitutional committee. Off late, the parliament has also passed the right of children to free and compulsory education act, 2009 this National Act came into existence from 1st April, 2010 for which a number of programmes have been implemented not only at national level but also at state in the year 2011.

The state of Andhra Pradesh government has implemented SSA-is one of the India’s major play programmes for universalization of elementary education SSA is implemented in partnership which the state government and reaches out to 194 crore children in 12.3 lakh habitation across the country including the country.

Efforts made through the SSA and the Right to Education are expected to generated demand from secondary education in view of
which the Government of India has large Rastriya Madhyamika Shiksha Abhiyam (RMSA) to improve universal access and quality secondary and higher education and higher secondary stages of education. Before 1976, education was the exclusive responsibility of the state to the constitutional Amendment of 1976 which included in concurrent list. In line with the commitment of augmenting researches for education, the unlocation for educations.¹

**Andhra Pradesh Primary Education:**

Deal with shortages one of the major causes of irregular functioning of primary schools, poor school scholcholastic standards in the high dropout rates is shortage of teachers and there absenteeism particularly in remote rural areas according to researcher observation, nearly 89 per cent schools in rural areas are functioning in multi grade situation where one or two teachers have to teach a number of classes simultaneously. It is difficult to find fully qualified features who would willing the accept postings in remote villages, far less actually take up residence there. A primary school in such a village usually trends to become dysfunctional, leading to high dropout rates and poor enrolment.²

**Andhra Pradesh**

Andhra Pradesh India’s fifth largest state in terms of area (275.608 k.m) lies in the South Eastern part of India, with its coastline stretching for over a distance of 1200 KM from Orissa to Tamil Nadu. The state was formed on 1st November 1956 by combining the old princely state of Hyderabad with the Andhra State.
The state was formed in 1953 when the Telugu speaking areas were separated from the composite Madras State. Andhra Pradesh, the Kohinoor of India is a mystical land was history has left behind the monuments and architectural ruins and dynasties as old as 300 BC. It is home to many holy temples with architectural beauty with attract large numbers of pilgrims and tourists from inside and outside the country.

The hill sites, lakes, beaches of the state offer enormous travel destinations to its tourists. The people of Andhra are simple and hard working preserving their old religious and social traditions. They celebrate festivals in traditional fervor.³

The word Andhra means “Leader in battle: Sanskrit writings reveal that the people reign. The state was a political power in the South Eastern Region between 624–1323 AD the state faced a significant change in the social religious and literacy spheres. During these periods the language Telugu was emerged as a literary medium for the people and Sanskrit was less emphasized. This alteration in the literature was made by the east and West Chalukyas.

During the emperorship of the moguls the state also built social status and communal relationship with the Muslims. The language Telugu was equally treated with the Deccan Urdu during colonial era the state had a great contribution to the freedom movement.⁴

After independence the Telugu speaking portion of the madras state demanded for a new state and it was fulfilled on 1st November India’s union.
Andhra Pradesh Government

The state of Andhra was established purely on language basis comprising the Telugu speaking areas of the erstwhile madras state. The formation took place originally at Kurnool on 1st October, 1953. The first Andhra Act, 1956 came into force in 1953 that allowed a unicameral legislature.

In the old Hyderabad state the first elected body i.e. the Hyderabad legislature Assembly came into being on 1st March, 1952. In November, 1956 the former Hyderabad state was divided into three parts and the elected members from Telangana Marathwada and Karnataka regions of the Hyderabad state joined with the elected legislatures of Andhra Pradesh, Maharashtra and Karnataka states respectively on 1st November, 1956. The Telugu speaking districts of the former Hyderabad state were added to the Andhra State and the state was renamed as Andhra Pradesh.

Geography

Andhra Pradesh is India’s fifth largest state (in terms of area) spreading over on area of 2,76,754 sq.kms. It is located between 120-31’ and 220 East Longitude and 770 and 840 -40’ North Latitude. It shares common boundaries with Madhya Pradesh and Orissa to the North, the Bay of Bengal to the East. Tamil Nadu and Karnataka to South an Maharashtra to the west the state also forms a major link west the state also forms a major link between the North and South of India. For administrative purpose the state has been divided into 23 districts. On the basis of geographical position, Andhra Pradesh can
be divided into three regions viz., coastal Andhra Telangana and Rayalaseema. Telangana lies west of the Ghats on the Deccan Plateau the Godavari River and Krishna River rise in the Western Ghats of Karnatakas and Maharastra and flow east across Telangana to empty into the Bay of Bengal in a Cumbind river delta.⁵

Coastal region occupies the coastal plain between Eastern Ghats ranges which run the length of the state and the Bay of Bengal. Rayalaseema is satiated in the South East of the state on the Deccan Plateau, in the basin of the Pennar River. It is separated from Telangana by the low Nallamala hills and from coastal Andhra by the Eastern Ghats.

Table 3.1 shows the Andhra Pradesh Census – 2011.

**Education Structure**

Andhra Pradesh inherited two systems of education, one from Andhra Region, which itself inherited a system from the erstwhile madras province and another from the princely province of Nizam. The educational backwardness of the state at the time of its formation could be seen from the fact that there were around 5000 schools and 3.5 lakh students only at the primary stage in 1950. There were less than 100 high schools and less than one lakh students during the same year. The number of students in high schools were around to be 3.48 lakh in 1953-54 in around 700 schools.⁶
Table 3.1
THE ANDHRA PRADESH CENSUS – 2011

<table>
<thead>
<tr>
<th>Particulars</th>
<th>2001</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate population</td>
<td>7.62 Crores</td>
<td>8.40 Crores</td>
</tr>
<tr>
<td>Actual Population</td>
<td>76,210,007</td>
<td>24,665,533</td>
</tr>
<tr>
<td>Male</td>
<td>38,527,413</td>
<td>42,509,881</td>
</tr>
<tr>
<td>Female</td>
<td>37,682,594</td>
<td>42,155,652</td>
</tr>
<tr>
<td>Population growth</td>
<td>13.86%</td>
<td>11.10%</td>
</tr>
<tr>
<td>Percentage of total population</td>
<td>7.41 %</td>
<td>7.00 %</td>
</tr>
<tr>
<td>Sex ratio</td>
<td>978</td>
<td>992</td>
</tr>
<tr>
<td>Child sex Ratio</td>
<td>896</td>
<td>943</td>
</tr>
<tr>
<td>Density / km2</td>
<td>277</td>
<td>308</td>
</tr>
<tr>
<td>Density/ mis</td>
<td>718</td>
<td>797</td>
</tr>
<tr>
<td>Area Km²</td>
<td>275,045</td>
<td>275,045</td>
</tr>
<tr>
<td>Area Miz</td>
<td>106,196</td>
<td>106,196</td>
</tr>
<tr>
<td>Total child population (0.6 years)</td>
<td>10,171,857</td>
<td>8,672,686</td>
</tr>
<tr>
<td>Male population (0-6 years)</td>
<td>5,187,321</td>
<td>4,448,330</td>
</tr>
<tr>
<td>Female population (0-6 years)</td>
<td>4,984,536</td>
<td>4,194,356</td>
</tr>
<tr>
<td>Literacy</td>
<td>60.47%</td>
<td>67.66%</td>
</tr>
<tr>
<td>Male literacy</td>
<td>71.16%</td>
<td>75.56%</td>
</tr>
<tr>
<td>Female literacy</td>
<td>50.29%</td>
<td>59.74%</td>
</tr>
<tr>
<td>Total literature</td>
<td>39,934,323</td>
<td>51,438,513</td>
</tr>
<tr>
<td>Male literate</td>
<td>23,444,789</td>
<td>28,759,782s</td>
</tr>
<tr>
<td>Female literate</td>
<td>16,489,535</td>
<td>22,678,728</td>
</tr>
<tr>
<td>Population (%)</td>
<td>33.49%</td>
<td>66.51%</td>
</tr>
<tr>
<td>Total population</td>
<td>28,353,745</td>
<td>56,311,788</td>
</tr>
<tr>
<td>Male population</td>
<td>14,290,121</td>
<td>28,19,760</td>
</tr>
<tr>
<td>Female population</td>
<td>14,063,624</td>
<td>128,092,028</td>
</tr>
<tr>
<td>Population growth</td>
<td>32.26%</td>
<td>1.64%</td>
</tr>
<tr>
<td>Sex ratio</td>
<td>984</td>
<td>995</td>
</tr>
<tr>
<td>Child sex ratio (0-6 years)</td>
<td>946</td>
<td>942</td>
</tr>
<tr>
<td>Child population (0-6 years)</td>
<td>2,790,402</td>
<td>5,852,284</td>
</tr>
<tr>
<td>Child percentage (0-6 years)</td>
<td>0.84%</td>
<td>10.39%</td>
</tr>
<tr>
<td>Literates</td>
<td>20,587,862</td>
<td>30,850,648</td>
</tr>
<tr>
<td>Average literacy</td>
<td>80.54%</td>
<td>61.14%</td>
</tr>
<tr>
<td>Male literacy</td>
<td>85.99%</td>
<td>70.24%</td>
</tr>
<tr>
<td>Female literacy</td>
<td>75.02%</td>
<td>52.05%</td>
</tr>
</tbody>
</table>

Table 3.2 shows the Indian population.

**Table – 3.2**

**INDIAN POPULATION**

<table>
<thead>
<tr>
<th>Population</th>
<th>Population</th>
<th>1,21,01,93,422</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62,37,24,248</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>58,64,69,174</td>
<td></td>
</tr>
</tbody>
</table>

**DECADAL Population growth 2001-2011**

<table>
<thead>
<tr>
<th>Population</th>
<th>Absolute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>12,14,55,986</td>
<td>17.64</td>
</tr>
<tr>
<td>Male</td>
<td>9,15,01,158</td>
<td>17.19</td>
</tr>
<tr>
<td>Female</td>
<td>8,99,54,828</td>
<td>18.12</td>
</tr>
</tbody>
</table>

Density of population (Per sq. k.m) 940

<table>
<thead>
<tr>
<th>Population in the age group 0.6</th>
<th>Absolute</th>
<th>Percentage to total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>15,87,89,287</td>
<td>13.12</td>
</tr>
<tr>
<td>Male</td>
<td>8,29,52,135</td>
<td>13.30</td>
</tr>
<tr>
<td>Female</td>
<td>7,58,37,152</td>
<td>12.93</td>
</tr>
</tbody>
</table>

Literate Population

<table>
<thead>
<tr>
<th>Population</th>
<th>Absolute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>77,84,54,120</td>
<td>74.04</td>
</tr>
<tr>
<td>Male</td>
<td>44,42,03,762</td>
<td>82.14</td>
</tr>
<tr>
<td>Female</td>
<td>33,42,50,358</td>
<td>65.46</td>
</tr>
</tbody>
</table>


With the formation of the new state, attempts were made to restructure and integrate the educational system in both the regions and formation of committees both at the state and central level. Suffice it to say that following the Kothari commission report in 1964 and its acceptance by central government, the state introduced the 10+2+3 structure in 1969 and become the first state in the country to implement the new educational structure. According to this structure, a student will have a minimum of 15 years of education to obtain a bachelors degree (general). Under this system, students will have two terminal examinations, one common examination at the 7th standard and other public examination at the end of 10 years of
schooling. Yet another stream in this structure is a student can divert from secondary school and take professional education ITI, junior engineering schools, etc.\textsuperscript{8}

The 10+2 stage of education is provided through junior colleges specially created for this stage in the state in 1969. In addition to the independent junior colleges some of them are attached to high schools and some are attached to the degree colleges the education commission (1964-66) has recommended to transfer the pre university (intermediate) course to secondary schools by 1975-76 but the state has preferred to establish the junior colleges separately.\textsuperscript{9}

**Primary and Upper Primary**

Primary education period is variously interpreted. Though first to fifth class is considered as primary education and 6\textsuperscript{th} to 7\textsuperscript{th} as upper primary education it is commonly understood that primary education covers from 1\textsuperscript{st} to 7\textsuperscript{th} class.

While Telugu general science, social science, mathematics are taught from 1\textsuperscript{st} to 5\textsuperscript{th} standard, English teaching underwent many changes originally, it was from fifth standard, later from third standard and now it will be from first standard itself with Hindi as second language. Foundation for education is laid in the primary classes. The numbers of primary schools which were 29,076 in 1956-57 shop up to 62,159 and of upper primary schools from 329 to 17,290 making a total of 79,449 by 2005-06. The number of schools ranged below 30,000 during the first two years, since when they ranged between 30,000 and 40,000 between 1958-59 to 1979-80,
between 40,000 and 50,000 till 1998-99 since then the pace of starting schools increased. It took only four years to cross the 50,000-60,000 mark.\textsuperscript{10}

The upper primary schools were below the range of one thousand shorter periods since then, touching 17,290 in 2005-06.

Management wise 25 primary schools were under central government, 5,061 under state government directly, 4.81, 698 under mandal/Zilla parishads, 1,409 under municipalities, 2,274 private aided and 5,202 private – unaided as on 2005-06. The respective numbers of upper primary schools were 1,578,11143, 384, 430 and 4,754, making a total of 17,290.

Girls schools received little attention even at the primary stage. In 1956-57, there were only 490 girl’s schools as against 28,586 for boys. As on 2004-05, the number, in fact, got reduced to 464. Note worthy is the fact that this reduction was shared during 2002-03 to 2004-05 from 564 to 464.\textsuperscript{11}

\textbf{Andhra Pradesh New Programme}

The performance of Andhra Pradesh in attaining literacy has been dismal. Despite its better economic status in comparison with number of other states, its position it terms of literacy levels is sliding. It compares poorly with all India averages in all most such as rural urban disparities, gender disparities, etc. It is doing better only in terms of ST literacy rates. The poor performance of the state is somewhat puzzling it we look at the other indictors for the state is doing better in access indicators like school density, size and
distribution of habitations, student teacher ratios, etc. However, in terms of expenditure, the states budgetary allocations to education are lower in comparison with all states taken together.

The declining allocations to primary education may further aggravate to situation on a comparative scale the state may slide further if the increasing trend at the aggregate level (all states) in terms of the two indicators, viz, the share of primary education and per pupil expenditure at the primary level, is any indication.\(^\text{12}\)

The vision 2020 document rightly identifies the problems ailing the education system in the state. The document identified low literacy levels of parents, poverty lack of access to school and poor infrastructure facilities as the main causes of low literacy rates. These are in tune with our findings. Though it emphasizes increasing access to schooling by building more schools, employing more teachers, etc, the declining allocations go against this objective.\(^\text{13}\)

Moreover any increase in allocation is due to the salary component. Expenditure is further diluted due to the allocations towards non-formal system, which is neither effective non-sustainable. The impact of these non-formal modes is moderate at the best the emphasis ought to be on formal education in order to achieve genuine literacy.

The three major important programmes initiated in tune with the new education policy (1986), are Operation Black Board (OBB). Andhra Pradesh Primary Education Project (APPEP) and District Primary Education Project (DPEP). The OBB programme, focuses on
supportive infrastructure such as construction of school buildings, providing teaching aids, playgrounds and creation of additional teacher posts.\textsuperscript{14}

The APPE project was assisted by the Overseas Development Authority (ODA) with the objective of improving the quality of schooling, construction of additional class rooms and teachers training centres. This programme was merged with the DPEP after 1995. DPEP in Andhra Pradesh was launched initially in five backward districts in 1996 and later extended to 14 districts with an objective of involving local community and NGOs in designing, implementation and participation in the education programmes through education committees. This programme has many incentive schemes such as midday meal/supply of dry rations to enhance enrolment, regular attendance of the students and to reduce dropout and also to maintain the nutritional status of the students.

The Andhra Pradesh government has also designed schemes such as ‘Ma badi’ (our school) ‘chaduvkundam’ (Back to school) and ‘akshara sankranti’ to improve access to children, women and of disadvantaged communities in tiny habitations. The ‘vidya volunteer’ scheme was started to support single teacher schools educational technology institutions at the district level were established to improve the teachers ‘training quality’.\textsuperscript{15}

The recent programmes seen to have undue focus on enrolment resulting in high dropouts. The dry ration programme has encouraged fictitious enrolment [Dev 2001]. Even the District Primary
Education Programme (DPEP) initiated in 1993 did not appear to be effective in the state.

Instead the stress needs to be on meeting the social needs of rural population, which inhibits access to education such as elder children participating in economic activities looking after younger siblings or attending domestic chores, etc. Equal importance should be given to retention of the enrolled tribes and scheduled caste children. This calls for a balanced approach to tackle supply as well as demand problems pertaining to primary education.\textsuperscript{16}

The schemes designed to solve these problems such as residential schools, anganwadi centres, pre-primary schools, supply of dry ration, text books, uniform, etc, are more supply sided in nature. The state government has also adopted the ‘bridge school’ concept of MV foundation in the name of ‘back to school’ programme.

However in order to make the schemes effective, intensive institutional innovative approaches are followed by NGOs such as MV foundation [Dev, 2001]. These institutional arrangements could be replicated with suitable modifications.\textsuperscript{17}

From the demand side generation of productive employment and minimum wages go a long way in reducing the household’s dependence on children. In other words, rural economy has to be liberated from the vicious circle of agricultural involution, that is, low employment, low wages and high participation rates. Only through creation of productive employment with a decent (Minimum) wage rate could one reduce the work participation rates.
As rightly argued in the recent human development report [UNDP - 2000] good health, education and jobs cannot be attained by legislation. Economy should be strong enough to provide them for that people should be productively (economically) engaged. The role of state is to provide conductive environment for such activities. Specific policies are required to address the problems of the disadvantaged groups such as gender and social disparities employment of more female teachers appears to be an effective instrument in improving the female literacy and enrolment. This would take care of the cultural taboos surrounding female education to some extent- socio cultural aspects ought to be taken into account while planning more schools for SC and ST populations even designing of the curriculum for these groups needs special attention.18

Table 3.3 shows management-wise distribution of Primary school in Andhra Pradesh.

**Table 3.3**

**MANAGEMENT-WISE DISTRIBUTION OF PRIMARY SCHOOL IN ANDHRA PRADESH**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Type of Management</th>
<th>Primary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Central Government</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>State Government</td>
<td>5081</td>
</tr>
<tr>
<td>3.</td>
<td>Mandals</td>
<td>48168</td>
</tr>
<tr>
<td>4.</td>
<td>Municipal</td>
<td>1409</td>
</tr>
<tr>
<td>5.</td>
<td>Private Aided</td>
<td>2274</td>
</tr>
<tr>
<td>6.</td>
<td>Private un – aided</td>
<td>5202</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>62159</strong></td>
</tr>
</tbody>
</table>

Source: Directorate of School Education, Andhra Pradesh, Hyderabad.
More over, the primary education not only under the control of mandal parishads in the state of Andhra Pradesh but also municipal administration as well as government aided schools administration and also a number of primary school under private management.

To strengthen the primary education and to achieve universalization of primary education adequate numbers of teachers are required. In A.P. the number of teachers have increased substantially from 1958 -59 in all types of schools. Further for the part two decades the Government of A.P has been undertaken a massive recruitment drive of teachers. During these decades more than twenty five thousand teachers were recruited on this state year 2013.

**Primary Education in Andhra Pradesh**

The National Institute of Educational Planning and Administration (NIEPA) developed the District Information System for Education (DISE), which had been adopted by the Twenty eight state and UTs by the year 2005. Report for the year 2004-05 titled “Elementary education in India where do we stand-state report cards”, which was based upon the DISE 2004-05 data presented the state report cards on more than four hundred variables across these states. The report cover all the 23 districts is A.P.19

In Andhra Pradesh, almost all primary schools under the administration by local self Government both Panchayat Raj and municipal bodies as well as state Government including aided schools.
There are only 500 Mandal educational officers in Andhra Pradesh every district is having 50 per cent of MEO pasts are kept vacant. As per administrative point of view the entire primary education will be improved by Mandal educational officers exclusively. They are the main heads for primary education. They are not only supervising the schools but also prepare proposals for development of primary education. Further, they are supervising the mid-day-meals programmes, payment of bills, grants from the state government to the primary schools.

These funds should be utilized on a systematic manner by MEOs only it is very difficult to control and supervise the primary education in his mandals but also other mandals of primary education.

In the Rayalaseema region there are four districts; having more or less 237 mandals consists of not less than 150 MEOs. In Anantapur District, 63 Mandals out of which 33 MEOs, in Chittoor district out 66 Mandals 33 MEOs, in Kadapa district out of 51 Mandals 26 MEOs, in Kurnool district out of 54 mandals 27 MEOs pasts are vacant. The same position is existing in Telangana district. In Adilabad district, 33 MEOs in Karimnagar 38 MEOs, in Prakasam District 56, 28 MEOs are vacant Guntur, Krishna, West Godavari, East Godavari districts facing the same problems. Almost all mandal primary schools in Andhra Pradesh are dilapidated stage.

More over, the Primary education only under the control mandal parishads in the state Andhra Pradesh but also municipal
administration as well as government aided schools administration and also a number of primary schools under private management.

**Expenditure on Primary Education**

The importance of demand factors on drops and non-enrolment is conspicuous in our analysis of household level data. Reasons expressed by households are grouped under demand and supply factors. Supply related problems are captured under school problems and others (Includes gender).²⁰

Rastriya Madyamika Shiksha Abhiyan (RMSA) to improve universal access and quality at the secondary and higher secondary stages of education. Before 1976 education was a exclusive responsibility of the states. The constitutional amendment 19 which included in the concurrent list. In line to the commitment of argument resources for education the allocation for education was 151 crore in the first year plan they 11th 5 year plan (2007-12). Is Rupees 2,69,873 crores of which rupees Two lack sixty nine thousand eight hundred seventy three crores is for the department of school education.

Indian Education system is the one of the largest in the world as it caters to the needs of more than one million people in view of size 190 million children of 6-14 years and 187 million enrollment in classes 1 to 8, the information system has certain limitations both administrative and non administrative.
In classes (1 to 8), the information system has certain limitation, both administrative (35 states and union more than 7,000 blocks and 70,000 clusters) and non administrative. Some of these limitations

i. multiple data collection agencies and directorates (primary and secondary) involved in data collection and lack of coordination among them;

ii. Lack of understanding of the concept and definition of educational statistics;

iii. Lack of adequate, qualified and trained staff at different levels;

iv. Problems in distribution and collection of data – capture formats

v. Lack of district specific time – series data;

vi. Time – lag in data;

vii. Reliability of education data;

viii. Data gaps;

ix. Lack of computers at lower levels;

x. 2011 census, presently 23 districts;

xi. Poor dissemination and utilization of data; and

xii. Lack of accountability of different levels. Not with standing these limitations, the school statistics form the basis of planning, monitoring and evaluation of various aspects of education. In general, and primary and elementary education, in particular. The manual system
of information collection under the MHRD even does not have a uniform school format.

Rather, it has got consolidated sheets at different levels in view of this, it is not possible to undertake validation of data at any level. The first consolidation of data takes place at the block level and in large number is view of a large under of schools; it is not an easy task to consolidate the data manually, especially when officers at this level are generally not properly trained to deal with huge amount of data. The Review committee on Educational statistics (2008) has taken not of most of these.

Limitations and has made recommendation accordingly. It has recommended creation of a central bureau of educational statistics outside the ministry of human resource development. Further, to develop a unified school education statistics system, the MHRD has recently constituted a committee under the chairmanship of Vice-Chancellor, NUEPA, to suggest modalities to develop such a system.22

All of which play a crucial role in achieving the global of universalisation of elementary education. However, among these components, universal access is the most important one though which access to both primary and upper primary schooling facilities is assessed. Universal access in India is measured in terms of availability of primary and upper primary schools within a distance of one and three kilometers. Respectively, from the habitation apart from distance penning of school is also linked to the habitations size of the population, which is at least.
300 and 500 respectively, in the case of primary and upper primary schools. The national norms of distance and population size are indicative in nature as the states have their own norms in view of factors like hilly areas bordering districts, difficult areas, scheduled castes (SC) and Scheduled Tribes (ST) dominant areas, etc., Availability of schools can also be assessed through a number of other indicators among which the ratio of primary to upper primary schools is the most important one.

Efforts made towards creating schooling facilities can also be viewed in terms of number of new schools opened; especially after the nation – wide programme such as the Sarva Shiksha Abhiyan was launched.

Since independence the state of AP has made significant progress towards making available schooling facilities in general and primary and upper primary schools in particular. Hence, over a period of time, the number of schools across the country has increased many – fold that is also evident from the percentage of habitations served by the primary and upper primary schools.

Of the total schools that important elementary education in the AP in 2013-14 and the total of 62159 thus clearly showing the opened in rural area of which 75-67 per cent under government management.

As has already been mentioned the percentage of independent upper primary schools in 2008-09 is reported to be 9.74 compared to 9.27 per cent in 2007-08. Across the states, the percentage of such type of schools is low however in a few states like Mizoram (32.48 per
cent); Assam (15.43 per cent); Chhattisgarh (26.55 per cent); Meghlaya (15.20 per cent); Himachal Pradesh (13.40 per cent); Madhya Pradesh (21.54 percent); Uttar Pradesh (25.13 per cent) and Uttara Khand (16.86 per cent); the percentage of such schools is comparatively high than the national average (9.74 per cent). The percentage of independent upper primary schools in Delhi is only 1.70 while Andaman and Nicobar Islands, Arunachal Pradesh, and Jammu & Kashmir have negligible number of such schools. Andhra Pradesh and Puducherry did not report any independent upper primary school operating in 2008-09 which is also true for 2007-08.  

In states such as Bihar, Gujarat, Jharkhand, Karnataka, Maharashtra, and Rajasthan, the percentage of independent upper primary schools to total number of schools is also very low.

In 2008-09 elementary education in the country is only 3.07 of the total schools; this percentage was 2.88 in the previous year. Except the Andaman and Nicobar Islands, (19.44 per cent), Haryana (11.57 per cent), Goa (12.73 per cent), Manipur (14.26 per cent), Chandigarh (74.01 per cent), Delhi (23.53 per cent).

Tripura (16.70 percent) Puducherry (25.58 percentage), and Sikkim (14.60 per cent), most of the other states and UTS have below 10 per cent integrated higher secondary schools. On absolute terms, the country had a total of 39,440 integrated higher secondary schools in 2008-09.
The percentage of upper primary schools attached to secondary and higher secondary school in low at 6.01 (77,225 schools) it was 5.53 in the previous years.

States, such as Andhra Pradesh (16.68 percent), Delhi (11.97 per cent), Goa (11.39 percent), Haryana (19.15 per cent); Himachal Pradesh (11.58 per cent), Kerala (11.91 per cent), Lakshadweep (17.95 per cent) Maharashtra (17.32 per cent), Punjab (15.26 per cent) and West Bengal (10.78 per cent) are states that have a high percentage of such schools. The remaining states have only few upper primary schools attached to secondary and higher secondary schools.

In the state of Andhra Pradesh these on 51,836 primary schools having 87,97,662 enrolment pupils from the age of 6 to 14 in addition to these there are 13,5,690 teachers – the ratio is 1.46.

In Andhra Pradesh most of the single- class room schools have only one teacher and that makes the teacher even more teaching problems to teach the students. 37 per cent of primary schools in A.P still they have one class room only. It is more difficult to that this number has increased during the period from 2009-2010 in primary schools. Although it is much better then the national average of 16.6 per cent a lot needs to be done in this regard to bring A.P on par with the other states like. Delhi which was only 0.3 per cent of single – teacher schools.

The girl students are the unavailability of the girl’s toilets. It is a major problem for the girl students. Only 28.1 per cent of primary
schools and 40.5 per cent all the schools in A.P. have girls toilets and although this number has improved marginally from 2004-05.

The pupil teacher ratio and the student class room ratio are quite healthy and reflect better quantitative aspects about learning environment in the schools. It helps the improving quality of teaching in the class rooms in different schools in Andhra Pradesh.

The government of Andhra Pradesh put a special emphasis is being laid as the physical infrastructure of the school which was open in the last 15 years in Andhra Pradesh. 27,826 schools have opened since 1995 and most of the schools 80% have a pucca building. Moreover, more than 90 per cent schools are integrated higher secondary schools in Andhra Pradesh have a pucca buildings this is perhaps the reason why more then 76.4 per cent class rooms in primary schools in Andhra Pradesh.

These schools are in good condition but where as 40.5 per cent of the primary schools are still without boundary. These are the schools which have built before 1995. Hence the government should consider the improving the conditions of infrastructure of the existing schools.

A recent survey report 2008-09 conducted in the more then 16000 villages covering all major states in the country, one of the civil society organizations paints out 52 per cent children in Andhra Pradesh are still out of schools.

The Andhra Pradesh government should try to reduce this number the survey also says that at an all India level.
Sex Ratio in Andhra Pradesh Literacy Rate Data Andhra Pradesh

The census over the years has been the state grows by steadily in terms of population. Located in the southern region of the country, the state shares its borders with states like Tamilnadu, Orissa and Karnataka. The capital of the state is the vibrant city of Hyderabad that has been the rule of the Nizams for a very long time.25

Andhra Pradesh has been one of the oldest states in the country and finds mentions in many ancient works of literature. The state has a population of about 84 million according to the Andhra Pradesh Census 2011. The growth rate of the population of Andhra Pradesh is about 11.1 which is below the national average. The state has grown in terms of its technological infrastructure and is among the major states that houses development in sectors like IT and telecom.

The state has some of the most important places of religions worship including the world famous deity Lord of Seven Hills, Tirupati, Chittoor district. Andhra Pradesh has a population density of 308 which is below the national average and thus the population is spread well over the entire area of the state. According to the Andhra Pradesh census 2011, the literacy rate in the state is about 67 per cent and is a cause for concern. The literacy rate in the state has gone up in recent years but is still below the national average of about 74 per cent. The sex ratio is way above the national average at about 990. Andhra Pradesh has some of the important ports in the country and is thus of great important with regards to trade.
The capital city which is also the largest city in the state of Andhra Pradesh is Hyderabad. The languages spoken in the Andhra Pradesh state includes Urdu and English. In total Andhra Pradesh (AP) state comprises 23 districts. The ISOCODE assigned by international organization for standardization for Andhra Pradesh state is AP.26

Expenditure on Primary Education

Social discrimination while all other reasons reflect the demand side problems. Poverty and low income activity are the most important reasons for dropout/non-enrolment among male as well as female children, though male children dropout rates are more dependent in these reasons. Here economic activities include wage labour as well as unpaid labour such as work on own, farm supporting the parents in their activities while poverty appears to have greater influence in the backward regions, economic activity seems to play a greater role in the developed regions. This may be due to the pull factors consequent to greater labour demand.

Especially during the peak seasons in the developed regions domestic activity and lack of interest among parents are important deterrent, especially in the case of females. On the other hand, school problems seem to be secondary as far as dropout/non enrolment of children is concerned in backward as well as developed regions.27

The cost of education further accentuates demand problems. The costs of education at the primary level scheme to be much higher when all the costs such as uniform, transport costs, pocket money,
etc., are included the costs range from about Rs. 400 to about Rs 800 per annum in the case of government schools.

The gender differences are marginal as for as casts are concerned. The costs are about four times higher in the case of private schools. More than a third of this expenditure goes towards uniform followed by notebooks, pocket money, etc., on the other hand, direct costs of schools free and text books account for less than 3-4 per cent of the total costs in the public schools while it is above 40 per cent in the case of private schools.²⁸

**Objective of Basic Education**

We have to do physical intellectual and moral development of children through job oriented education. To day system of education has given less emphasis on the physical, intellectual and moral values; we have to prepare such type of curriculum for the children that they identify themselves as ideal inhabitants of villages. The syllabus should be prepared on the theories of basic education. Up to the highest class, education should be work oriented. Students should utilize their hands viz students should do a job up to highest class. To day the school syllabus has very little relevance to child’s life. Education is very costly. There is no place of cost and creed or religion in the syllabus. It fails to generate national spirit. The curriculum should promote sensitivity about the evils of dehumanization, destruction resulting from creation of atomic weapons adaptation of faculty economic policy and the like.²⁹
Akhara Dnyan is neither the last goal of education nor the beginning it is only aspect of it. It should include all kinds of problem and their solutions related to humanity and social environment. Teacher’s sensitivity with regard to the above social issues to be generated. They may be equipped with the skills to inculcate such values among the student. India is basically a country of villages livelihood of 80 per cent of population is based on agriculture.30

**Agencies of Education**

According to B.D. Bhatia, Society has developed number of specialized institution to carry out their functions of education. These institutions are known as the agencies of education.

**Kinds of Agencies**

The agencies of education are generally divided in two classes.

1. Formal
2. Informal

**Formal Agencies of Education**

The formal agencies of education are those which are set up by men and less deliberately by society.

**Kinds of Formal Agencies**

1. School
2. Literacy
3. Recreation centers
4. Reading rooms
5. Religions institutions
Informal Agencies of Education

The word education has a wide connotation. It should be understood in terms of learning. There is certain institutions other than schools, colleges and Universities, where informal educations is imparted, which educates people without definite rules or special curriculum. Here people are educated with their own activities. They are called informal agencies of education following are the informal agencies of education.

Following are the informal agencies:

1. Home or family
2. Religions organization
3. Drama and Cinema
4. News papers
5. Radio
6. Library

Non Formal Education

Lastly, non-formal education can be imported at any suitable place, time and is geared to the level of understanding or the psychological growth of children. In India, the system of education can be divided into various types.

New Trends in Literacy Rates of A.P

Literacy rate in Andhra Pradesh has been much below the all India level during the last four decades the gap between the two has narrowed down during the last decade (2001). The gap is more in the case of male literacy than that of female literacy. The estimates of
literacy rates from different sources, especially National Council for Applied Economic Research (NCAER), during the 1990s have also shown some improvement in the state’s performance. Female literacy has recorded a significant improvement as the state when compared to the all India level.

This could be attributed to the literacy campaign focused on women “akshara sankranthi” in the state during 2000.

The literacy rate of scheduled tribe and scheduled caste population at the all India level are relatively high indicating a social gap in rural Andhra Pradesh. The female literacy rates of these groups are still only around 10 per cent. In rural Andhra Pradesh, there are 731 households for every thousand households without a female literate and 465 households without any literate in the family at the all India (rural) level.

These figures are 633 and 331 households respectively. As a result, the effective literacy rate will be much below that of all Indian level. For an illiterate in a household with at least one literate will be much better off than an illiterate in a household without any literate person due to the externality effect of literacy. The externality effect will be stronger in the household in which at least one female member is literate. The female literacy in the state is low even in urban areas as compared to all India.

This may be because the zamindars of the Telugu speaking areas have not encouraged universal education in the coastal as well as Telangana regions. Further, the missionaries who were working in
the education field had concentrated only in the rich Godavari and Krishna delta region. Therefore, educational development in Andhra Pradesh did not take off during the early years. It was only after the state’s formation in 1956 that a systematic attempt was made towards universalization of primary education in all the districts of the state, though the delta region had always had the benefit of early Christian missionary work.\footnote{31}

As per 2011 Census, Coastal Andhra Pradesh region attained 62.5 per cent while Rayalaseema and Telengana regions have attained 60.7 and 58 per cent literacy levels. Between 1971 and 2001, along with the increase in the literacy rates, the regional disparities have come down substantially.
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