Chapter - VI

EDUCATIONAL DEVELOPMENT
There are 15.9 million in the age group 6 to 14 years. The number of children attending school is 12.4 million and the attendance rate is 74 per cent. This means that 3.5 million children in the 6 to 14 year age group were out of school in 2001 in Andhra Pradesh (Census 2001). The levels of enrolment in the state had been below the national average till the early nineties. But by the late nineties the school-enrolment rate was higher than the national average, and the state has also been doing well after the 1990s among the Indian states. The increase in percentage points for the state remained the highest among the major Indian states during 1990s. However, according to the NSS Employment and unemployment Survey 61st (2004-05) round estimations, the percentage of children (6 to 14 age group) currently attending schools was around 91.7 per cent which is 6.7 percentage points above the all-India average (85 per cent). Of the population of 80 million in Andhra Pradesh, the child population in the age group 6-14 years would be around 14.63 million (as on 1st January 2005). It is to be noted that the Census projection indicated a decline in the number of children, especially in Andhra Pradesh. The number of children in the age group 6-14 years attending school based on NSS estimation would be around 13.42 million. That means there were around 1.21 million or about 12 lakh children found to be out of school (as on 1st January 2005). The trend in the percentage of children attending schools indicates that during the 1990s a dramatic change.

The index shows that Andhra Pradesh, with a rank of 15, was one of the most backward states in terms of educational attainment. Rajasthan, J&K, Uttar Pradesh, Jharkand and Bihar had lower index values. Importantly, Orissa, a poverty-stricken state and Madhya Pradesh one of the BiMaRU states, was ahead of Andhra Pradesh.
EDUCATIONAL DEVELOPMENT

In the last two decades, the State of Andhra Pradesh has made considerable progress in terms of literacy and schooling. Still it continues to remain one of the educationally laggard states in India. At present it is the level of illiteracy especially among adults in the state that keeps Andhra Pradesh in a low position among Indian states. Unless the state improves the literacy level among adults it will remain backward in overall educational attainment even if it achieves the goal of universal primary/elementary education.

Andhra Pradesh is yet to achieve the goal of universal elementary education but it has an advantage for achieving such goal. It is a fact that the state is experiencing a demographic transition whereby the growth of population is declining and total fertility is now below the replacement level. Consequently, there was negative growth in the younger age (0-5 years) population and positive growth but below one percent for the subsequent younger age groups. The Census of India projections indicated that the growth of population in the age group 5 to 14 years will be negative during 2001-2003. As a result, the number of children in the elementary school age i.e. 5 to 14 years would decline from 17.7 million in 2001 to 15.7 million in 2006 and further to 14.4 million by the year 2011. Given this fact, if the state ensures a positive growth in enrolment at elementary stages while accommodating those children (estimated at 12 lakhs in 2005) who were out of school, the state would achieve the goal of universal schooling very soon.

An important feature of educational development in the state has been the growing demand for education in the private sector. Here it is to be noted that the growth of the private sector especially in school education in Andhra Pradesh is unaided. Though most of the private schools are concentrated in urban areas, their catchment area can be extended to interior villages by providing transportation facility using improved road infrastructure.
The changing preference of parents for private schools may not be certainly attributed to their better earnings. Rather, the reason could be that public schools are not able to meet the expectations of parents in terms of the quality of education in the scenario of increasing awareness of the value of education. Therefore there is a need to improve the quality of education especially in public schools.

The performance of Andhra Pradesh has not been impressive when it comes to the financial resources available for education especially elementary education. The recommendations of the Kothari Commission that expenditure on education should be at least 6 percent of GSDP was never implemented in the state. Since the 1990s there has been a flow of funds for education, especially elementary education, in most states in India through external aid and central assistance. These are considered additional resources to the intended allocations by the state government, so that with these additional resources the share of elementary education in the total education budget must show an increase. But the actual trend does not indicate any such increase except in the recent budget estimates.

Education is the most powerful instrument of change in the society. Education brings about reduction in inequalities and also acts as a means to improve ones status both within the society and family. In order to encourage education at all levels and to reduce gender bias schools, colleges and universities were established in the State. Education measured in terms of literacy rate and schooling levels (enrolment ratios - in primary and secondary schools - mean years of schooling), is an important component of human capital. These represent the level of human capital in society and hence are important indicators for the human development index. Education is also one of the important aspects stressed in the Millennium Development Goals (MDGs), especially universal elementary education for children in the age group 5-14
years. But literacy levels in India are very low even today, despite decades of rhetoric.

**Universalisation of Elementary Education (UEE)**

In the last decade, there is a phenomenal expansion of schooling facilities and enrolment at all levels of education in Andhra Pradesh. However, retention of children has not shown concomitant growth with enrolment. The Constitutional commitment to provide free and compulsory education to all children up to the age of fourteen years within ten years of its promulgation remains unfulfilled. This is largely on account of the inability of the system to retain children. Mere expansion of schooling facilities will not result in enrolment and retention of the children. Issues like infrastructure facilities, quality of teaching, relevance of curriculum also play a major role not only in the universalisation of primary education but also in enrolment and retention.

**Growth in Enrolment at Various Stages of Education**

In the last four decades, there has been a phenomenal increase in enrolments at all levels of education. In comparative terms, at primary level enrolment of girls has increased about four fold, whereas the increase at subsequent levels is far higher, i.e., twenty five times for middle, forty times for secondary in the period 1956-57 to 2004-05. The growth rate of girls' enrolment is higher than that of boys on account of starting from a much lower base and also on account of sustained state effort to promote education of girls.

In the last five decades, the enrolment of girls has grown steadily. The number of girls at primary stage has gone up from 9.1 lakhs in 1956-57 to 37.98 lakhs in 2004-05. The corresponding increase at upper primary level is from 0.48 lakhs to 12.27 lakhs. The increase at secondary level is from 0.33 lakhs to 13.09 lakhs. Enrolment of girls has increased significantly at all levels of education in this period particularly at primary level.
Millennium Development Goals (MDG) – Achieving Gender Parity in Primary And Secondary Levels Of Education

The millennium development goal set a target of achieving gender parity in primary and secondary levels by 2005. In terms of enrolment at primary level, Andhra Pradesh has achieved the target by 2004 itself. The growth rate of enrolment of girls at Upper primary and secondary levels is rapid and the current boy-girl ratios are 52: 47 and 54: 46 respectively. However, attaining gender parity at upper primary and secondary levels remain to be achieved. If the current trend of growth in girls’ enrolment is maintained, particularly at upper primary (8% per annum) and secondary levels (13% per annum), gender parity can be achieved by 2008 positively.

Enrolment Ratios at Elementary Level

At primary level, the State of Andhra Pradesh in the enrolment ratio of girls is marginally above boys. This is a good indication and reflects the high awareness of parents about advantages of elementary schooling for girls. Rapid expansion of schooling facilities at primary level particularly between 2000 and 2005 has facilitated this growth.

Enrolment ratios (percentage of children to an age group) moved up constantly up to 2000-01. In 2000-01, the enrolment ratio at primary level was 110 percent for boys and 109 percent for girls. At the upper primary level girls’ enrolment ratio was only 48.62 percent compared to 58.71 percent for boys (2000-01).
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<th>Primary Girls</th>
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<td>1554039</td>
<td>910015</td>
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<td>2004-05</td>
<td>7692411</td>
<td>3894649</td>
<td>3797762</td>
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<td>48325</td>
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<tr>
<td>2004-05</td>
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<tr>
<td>Increased by</td>
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Rural urban divide is the sharpest among girls at secondary stage and higher education is a predominantly urban phenomenon. Few rural girls make it to the secondary and higher education.
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<td>Primary classes (I-V)</td>
<td>72.38</td>
<td>43.28</td>
<td>57.94</td>
<td>111.59</td>
<td>109.09</td>
<td>110.35</td>
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<tr>
<td>Upper Primary classes (V-II)</td>
<td>21.82</td>
<td>5.55</td>
<td>13.77</td>
<td>58.71</td>
<td>48.62</td>
<td>53.72</td>
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</table>

Source: Selected Educational Statistics, 2000-01, C&DSE and previous volumes

As per sixth All India Educational survey, 1993 the gross enrolment ratio at primary level was 77 and 71 percent for total children and girls respectively. In 2002, this has increased to 95 and 96 percent respectively. At upper primary level there is substantial increase from 42 and 34.7 percent to 62 and 59 percent respectively. Enrolment and retention of girls at upper primary and secondary levels continue to be issues of concern.

Dropout Rate at Elementary Stage

In the last four decades, dropouts at primary stage have declined substantially. The decline is sharp between 2000-01 and 2004-05. However, the dropouts at upper primary stage continue to be high with more than 50% of the children enrolled in class I dropping out of the system before completing elementary education.

The Government has implemented several schemes and projects between 1996 and 2005. District Primary Education Programme (DPEP), and Sarva Shiksha Abhiyan (SSA) are the major programmes funded by Government of India which focused on the elementary education. Joint UN programme, Janashala provided support in the backward mandals of four high literacy districts of East Godavari, West Godavari, Krishna and Hyderabad. These schemes have provided the much required inputs in terms of new
EDUCATIONAL DEVELOPMENT

schools, buildings, equipment, TLM and the much required recurring grant in the shape of school grant and teacher grant. Sarva Shiksha Abhiyan is being continued during the tenth plan period.

Efforts of the Government from 2004

The Government of A P initiated innumerable educational programmes at all level of education by increasing budget provision and to cater to all the socio-economic groups. In other words, it may be said that YSR government went all out to achieve equity in education from primary to professional level. The most important of them which changed the educational scenario from 2004 are discussed in the following pages.

Additional Allocation for Minorities and BCs in Education

The budget allocation for BC and Minorities has been increased to Rs.423 crore in 2008 (as against Rs.287 crores in the year 2007). Similarly the tuition fee reimbursement allocations have also been increased from Rs.50 crore to Rs.185 crore for all sections of the society. For the first time the facility is extended to minority students as well. The Government has taken care to increase the diet charges of students of 3-7 Standard by 40 percent and by 30 percent for those in 8-10 Standards besides four pairs of uniforms, bed-roll etc. A hostel for college going BC girls in each assembly constituency is also being started and budget allocation was made for the year (2008-09).

The State Government’s Midday meal programme was launched long back to provide much needed nutritional support to primary school children. However, these programmes could not bring down the dropouts as planned and envisioned. Dropout rates of girls, SCs and STs are still high particularly at upper primary and secondary levels. The YSR government has hiked the budgetary allocation for mid day meal to Rs.853 Crore in 2008 as against Rs.240 Crore in 2004. The State Government also hiked the allocation per child for mid day meal scheme to Rs.2.50 as against 1.50 per child per day. In the
year 2008-09 it has further increased the allocation per child by over Rs. 1 to facilitate quality food provision for children in the schools. The State Government introduced the mid-day meal scheme in schools up to 10th standard with an allocation of Rs.853 crore.

During 2005-06, the State has made concerted efforts to improve access and enrolment. 366 new Primary Schools were opened and 253 primary schools were upgraded to Upper Primary Schools (UPS) under SSA. As a special drive towards increasing enrolment, a large number of class rooms were constructed. Almost 97 per cent of habitations now have a school within one kilometre of the habitation. In the age group of 6 - 14 years, out of the total of 117.59 lakhs currently around 113.35 lakh children are enrolled in schools (almost 96.4 per cent of the total children in this age group). The state has achieved altogether 96.4 per cent of enrolment.

More Infrastructure for Schools and Computer Education

A sum of Rs.250 Crore has been earmarked for revamping of selected high schools with full-fledged infrastructure under a new scheme called SUCCESS (Scheme for Universal Access and Quality at Secondary Stage). Government of India contributed Rs.750 Crore for the project. A beginning has been made from this academic year (2007-08) to provide tuition fee reimbursements to students of all deprived classes in the state including SC/ST/BC and minority communities.

For the purpose of providing computer education, the Government of Andhra Pradesh has selected 5000 schools with a provision of Rs.60 crore in the academic year (2007-08) to give computer education to 63000 students. For improving the quality of education and infrastructural facilities in 636 residential schools in Government sector a project with an outlay of Rs.5350 crore is taken up for which Rs.400 crore is provided in the current budget. The
allocation for the school education department has been increased to Rs.8655 crore from Rs.6181 crore, a 40 percent increase from 2007-08 to 2008-09.

Quality and Free Education

An unprecedented silent revolution is being rolled out in Andhra Pradesh to provide quality education to rural youth and give them a level playing field in competitive employment sector. Students in remote villages and school drop outs can now cut across the barrier of age-bar and dream of passing out of the SSLC exams without the pain of regular attendance in government schools.

To bring more children, especially from marginalized BPL families, into the main stream of education, Government has been providing a package of concessions in the form of free supply of books, uniform, boarding and lodging, clothing for hostellers mid-day meals, scholarships, free by-cycles and so on. An initiative called Badi Bata has been started under SSA, to address the problem of drop outs and out of school children. As part of the programme volunteers take up house to house survey to identify the dropouts. The consolidated list is discussed by the Gram Sabha, rallies and processions are also taken out as part of this programme in habitations to create awareness. People having child labour in their houses are identified and targeted activities are also undertaken to sensitize them. Children freed from these places are sent to RBC or mainstreamed directly depending on their levels of learning.

The State has launched a rigorous training programme for all primary, upper primary teachers to make teaching-learning more effective and joyful, giving emphasis on classroom transaction, evaluation process, importance of remedial teaching and value education.
Model Cluster Schools for Girls were opened in all selected districts/blocks where the scheme was operational. These were aimed at improving the achievement of girls, fostering an interest in education among them, and raising the importance of girls' education in the community. Existing schools having density of SC/ST/OBC/Minority girls were identified as model cluster schools.

Model cluster schools for girls have the provision of an additional classroom, supply of drinking water, electrification, and toilet for which one time grant up to a maximum of Rs.2.00 lakhs was provided. The schools will have of facilities in terms of teaching learning equipment, books, games equipment, and facilities for learning through computers, film shows, reading material, training in self defence, life skills, riding bicycles etc., This girl child friendly infrastructure will be used by all the schools in the clusters, by rotation. The scheme also has provision for hiring instructors for the day or on contract for imparting vocational and other training.

The State is implementing NPEGEL programme in selected educationally backward mandals of all the districts to promote the difficult to reach and over-aged girl children. Under this scheme 1,295 model cluster schools have been established. Model cluster centres are also supplied with library books, music equipment and uniform for girls. Two cycles were supplied to each model cluster centre to train all girls in cycling. Under Sarva Siksha Abhiyan (SSA), 1,886 new primary schools have been opened in school-less habitations and 4,528 primary schools were upgraded into upper primary schools. Further, construction of 969 additional classrooms was taken up in the model cluster schools.
Rural Public Schools

After the successful Self Help model in empowering women (Self Help Groups) in the state, the government has made bold and comprehensive move to involve the corporate houses in the Public Private Participation in progress model to improve the standard of education in rural areas. The Under "Public partnership in Progress" the state government is all set to sign MoU's with one hundred odd big companies to run residential corporate schools in rural areas to benefit moffusil students with quality education.

The new Rural Public Schools in the state will provide English medium education on CBSE syllabus and groom students from the VIth to Xth standard. All that the government provided was free land and a share in the recurring expenses annually. The core of the scheme was aimed at bridging the great urban and rural divide in the present education system which drove thousands of families from villages to cities and towns in pursuit of education of their children. Such schools were proposed in each of 250 odd rural assembly segments of the state and the admissions for which will be made through a common entry examinations.

Residential Care Centres (RCCs)

Seasonal hostels known as Residential Care Centres (RCCs) are tried in places where it is possible to retain at least 20 school-going children of migrating families. The aim is not only to help the children continue schooling but also to prevent child labour. The RCCs provide free lodging and boarding to the children till their parents return after a few months. Health check ups are also carried out and Rs. 21 is spent on every child per day for two meals and two snacks. Funds are placed with the HM or the VEC well in advance. The SSA makes an expenditure plan for each item and communicates this to RCCs. The RCCs are run in village community centres or in the school buildings which become hostels at night. The arrangements for the girls are made in the houses of villagers. The RCCs are made operational on the first of December
and usually continue up to mid-June every year by which time the families would have returned.

Every centre has one caretaker-cum-remedial teacher who takes care of educational, health and hygiene issues. A daily routine from 5.30 in the morning to 8.30 at night has stabilized. At the RCCs the children also get to participate in co-curricular activities. Each RCC also has one cook-cum-helper. The daily menu is put on display for everyone to see, so that monitoring is possible in a transparent manner. Monitoring has been entrusted to the Self-help Groups in the villages, and the CRC/ BRC coordinators. The year 2005-06 saw 99 such RCCs in operation directly under the SSA, covering 2759 children, and 68 RCCs of NGOs, covering 1263 children. These 4000 children at least have had a chance to continue their education, uninterrupted by socio-economic difficulties and migration.

Non-residential and Residential Bridge Courses in Andhra Pradesh.

This strategy has been adopted for children migrating with their parents. Medak and Rangareddy districts in Telangana have been identified as receiving migrant labour for the provision of bridge courses. The bridge courses for these children provide the necessary linkages with school education, so that on their return to their native places, there is no break in their educational experience. This solution has been possible only because of the partnership that was evolved among the OPEPA, the SSA Andhra Pradesh and Action Aid, an international NGO.

The volunteers got an honorarium of Rs. 1500 per month, which is supplemented by Action Aid India. Now the Present Chief Minister Dr. Y.S. Rajasekhara Reddy has increased the honorarium to Rs. 3,000/- per month during the academic year (2008-09). Books are provided by OPEPA whereas the SSA, AP provides the mid-day meal, TLMs and buildings for bridge course centres. Most of the NRBC /RBC centres run in the worksites. Brick kiln
owners in a few cases have been providing support for accommodation to run these schools. In 2004-05, 1761 children were enrolled in 27 NRBCs and one RBC and 1184 of them were mainstreamed. In 2005-06 1884 children were enrolled in 30 NRBCs, and 1481 of them have been mainstreamed. However, it may be said that still a large number of children of migrant families are not being mainstreamed. Some of the reasons identified by OPEPA are: sudden migration to another work place, abrupt return to their native states which makes follow-up difficult, distant location of NRBC centres affecting attendance, obstructive behaviour of kiln owners. OPEPA carried out the following activities to overcome these difficulties.

- Awareness campaigns have been undertaken to persuade the families to leave the children in their native villages.
- A number of new villages have been taken up.
- NGOs help is being taken to locate such children.
- Efforts are being made to cover more areas in the State.

Strengthening and Universalisation of Quality and Access to Secondary Schools

The department issued an order introducing English as medium of instruction with CBSE syllabus from class VI in 6,500 select schools, covering over 250,000 students. The move is part of the World Bank-aided project for Strengthening and Universalisation of Quality and Access to Secondary Schools (SUCCESS). According to the new order, students of classes VI and VII of upper primary schools which are within two kilometre radius of high schools where English would be introduced as medium of teaching would be shifted to the nearby high schools along with teachers and other administrative staff. The authorities have also made arrangements to train the teachers in English currently teaching Telugu medium syllabus. They would undergo training in English at reputed universities and institutes in the country.
Interestingly, while the government's move to introduce English as medium of instruction has been welcomed by the teaching community and students, the decision to adopt CBSE syllabus has drawn flak from many. The Andhra Pradesh United Teachers Federation (UTF) and the Andhra Pradesh Teachers Federation (APTF) have also fear that the merger of schools would also result in closure of many schools in rural areas.

Children can have access to secondary schools within five km and to higher secondary schools within seven to 10 km of their homes by 2010. This is the target set for the third year of the 11th Plan. Universalisation of access to secondary education would be ensured by the end of the 11th Plan period. Expansion of secondary education would involve upgradation of physical infrastructure, recruitment and training of teachers and extensive use of ICT, besides incentives to girls and weaker sections, including the Scheduled Castes, the Scheduled Tribes and the minorities According to Chief Minister YSR other important components of universalisation includes strengthening of existing schools to achieve prescribed norms, expansion of the capacity of existing schools, upgradation of higher primary schools to secondary level, expansion of facilities for open distance learning and stepping up allocation to secondary education from 0.9 per cent of the Gross Domestic Product to 1.5 per cent of the GDP.

Expansion of secondary education would involve upgradation of physical infrastructure such as classrooms, playgrounds, libraries, science laboratories, toilet, drinking water, electricity and telephone facilities besides recruitment and training of teachers and incentives to girls of weaker sections, curriculum revision and examination reforms. The Prime Minister's Independence Day announcement of 6000 new high quality schools would be opened — one each in every block — of which 2,500 would be run on public-private partnership models. There was also a proposal for establishment of one girls' hostel with a capacity of 100 each in Educationally Backward Blocks.
**EDUCATIONAL DEVELOPMENT**

**Computer Education for 10,000 More Schools**

Encouraged by the rapid strides in the Information Technology sector, the Andhra Pradesh Government is chalkling out plans to introduce computer education in 10,000 Zilla Parishad and Government high schools. The Government is also evolving ways to change education curriculum to suit the needs of the industry. The new facility, being developed at a cost of Rs.100 crores on 100 acres, will have 5,000 employees in the first phase with a capacity to train 1,200. Wipro already employs over 5,000 people in the city.

The Andhra Pradesh Randomized Evaluation Study (APREST)

The Andhra Pradesh Randomized Evaluation Study (APREST) is a partnership between the government of Andhra Pradesh and the Azim Premji Foundation to study the effectiveness of various policy options to improve the quality of primary education in rural government schools in Andhra Pradesh. The financial support for the project was provided by the Department of International Development of the United Kingdom (DFID) through the World Bank which is also providing technical support for the research. In addition, the Government of Andhra Pradesh is providing financial support to the research projects to the tune of Rs 20 million. It is perhaps for the first time that the state government is also providing financial support to such projects. All research activities are being carried out with high technical and ethical standards.

All the research studies under the project use Randomised Evaluation research design which is considered to be the best methodology for measuring the impact of social intervention projects. This is perhaps the largest such scientific and systematic research effort in India.

This evaluation is being conducted in five districts of Andhra Pradesh. These five districts are Vishakhapatnam and East Godavari in coastal AP, Medak and Nizamabad in Telangana and Kadapa in Rayalseema.
Transport Facility for Girls

As a social obligation on the part of the Andhra Pradesh State Government, APSRTC, is extending various types of free/concessional bus pass facility to different categories of students in general and girl students in particular, to travel by its buses operating both in cities / towns and mofussil areas. Free bus passes are issued by APSRTC to all girls of classes I to X and boys of classes I-VIII. This facility is extended for travel between the residence and school by ordinary services upto a maximum distance of 20 Kms. in rural areas and 22 Kms. in cities / towns. The APSRTC’s scheme of providing free bus passes to children studying in State government schools has come as a boon to many. This scheme has not only reduced the number of dropouts and child labourers in rural areas, but has also led to an increase in the number of children attending school regularly. This facility has encouraged the poor to send their children to upper primary and high schools outside their village. Girl students too have benefited from the free bus passes allowing them to continue their education instead of looking after domestic work or agriculture operations.

HIGHER EDUCATION

There is a tremendous increase in the participation of students at all levels of education. The participation of girls in diploma level technical education is 31% in technical, industrial; arts and crafts courses and in polytechnics. Girls form nearly half of those receiving primary teacher training in DIETs. In higher education, women form about 40 percent of the Arts and Science students. Commerce education is emerging as another strong area with women forming 40% at the graduate level and more than half at the post graduate level. In the three major professional courses at the first degree level, women form 44% in B. Ed., 35% in MBBS and 31% in B.E./ B.Sc. (Engg.)/ B.Arch).
EDUCATIONAL DEVELOPMENT

Introduction of Professional Courses

AP was ranked number one in the country for professional courses in the 5th Joint Review Mission held by World Bank. AP state is one among the seven states selected to participate in the 2nd phase of technical Education Quality Improvement Programme (TEQIP) of Government of India. The programme addresses the major issues like quality improvement, modernization of laboratories, faculty development, curriculum improvement etc., in engineering colleges and polytechnics. In 2004-07 an amount of Rs 152.853 crores was allocated for Implementation of TEQIP funded by the World Bank. In the State, 8 university Engineering Colleges, 3 Private Engineering Colleges and one Polytechnic college have been selected for the TEQIP.

The Government of Andhra Pradesh began to give importance to technical education and announced several schemes and development programmes as mentioned below.

1). Industry- Institution tie ups.
2) Matching Job relevant courses
3). Accessibility to technical education in remote areas.

A couple of engineering colleges should consider introducing nanotechnology and aero space engineering. The Government of Andhra Pradesh is seriously pursuing this matter. Industries and engineering colleges should work out a strategy to evolve technologies which have societal and economical impact.

Jawahar Knowledge Centres (JKCs)

The focus of the Youth Services Department is to encourage students to take up vocational training and also skill development programs through the Jawahar Knowledge Centres and empower them in soft skills for easy absorption in IT, ITES jobs. As against, below one lakh students trained by JKC's in 2004, almost three lakh students have now been trained in soft skills.
JKCs have been set up in 777 centres to facilitate 2393 colleges all over the state. The JKC model has been emulated by both Karnataka and Orissa to benefit their freshers from engineering colleges. As per statistics, 11,558 students were trained in the JKC's and the target for 2008 is 48017. As many as 1.5 lakh students trained in JKC were absorbed in 2008 in the Infosys, IBM, Wipro, Satyam, IEG and others.

This is an unique experiment in Andhra Pradesh to prepare the engineering graduates in soft skills needed for placement in ITES and IT sector jobs.

Reservation in Educational Institutions and Jobs to Muslims

The path has been cleared for the extension of 4 per cent reservation in educational institutions and jobs to Muslim with Backward Classes Commission submitting its report to Chief Minister Dr. YS Rajasekhara Reddy on June 14th 2008

The State Government had constituted the commission in 2005 after the AP High Court had directed the government to look into the number of providing reservation to Muslims as a backward community. However, the Congress government soon after coming to power in 2004 itself had issued an order providing 4 percent reservation to Muslims in education and jobs fulfilling a key election promise.

More Universities and Advance Learning Institutes

The State Government has set up new universities at Srikakulam, Mahbubnagar, Kurnool, Rajahmundry, Kadapa, Nizamabad and Nalgonda. The State Government has initiated job oriented courses in three universities - Financial services and Medical transcription to provide the rural students the cutting edge over their counter-parts in cities. In the same exercise the Government has set up three new Indian Institute of Information Technologies
EDUCATIONAL DEVELOPMENT

(IIIIs) - each at Idupulapaya (Kadapa), Basara (Adilabad) and Nuziveedu (Krishna) district with an allocation of Rs. 320 crore in the 2008-09 budget.

There are 282 engineering colleges, 112 B.Pharmacy, 273 institutes for MCA, 197 institutes for MBA, 142 Polytechnics in the state. In the year 2008 the centre has approved setting up of 50 more engineering colleges in the state. As per a recent official study Andhra Pradesh produced 1.26 lakh Engineers and Pharmacy Graduates, 4.26 lakh General Graduates, 46,212 post-graduates, 4100 Medicine Graduates, 10,800 Law, 38,529 - B.Ed., 16,875 –MBA and 21,850- MCA’s every year (source 2006- Official Records of Higher Secondary Education).

21st Century Gurukulam

The aim of the 21st century Gurukulam project was to pick up bright students from the countryside and train them in the Information Technology-related subjects and make them employable in the burgeoning IT and IT-enabled service sectors and help to bridge to gap between the urban and the rural students. The rural students selected in the Post Graduate Residential IT Academy Common Entrance Test (PRITACET), especially those qualifying from the mandal-level toppers, would be picked up and admitted to the Gurukulams for further training. They would be thoroughly trained in academic issues and soft skills, keeping in view the large number of openings in the IT sector and to meet the grossly insufficient human resources available at present. Education department officials said this was to ensure that students from rural schools are at par with their counterparts studying in private English medium schools.

Skill Development Programs

The YSR government has taken several milestone initiatives which prepared the students to not only acquire new skills but also become employment solvent. Skill development training is one of the major initiatives
of the Department Of Youth Services. The department involves reputed corporate houses like Dr. Reddy's Foundation, APITCO, APPC, SRTRI, SETWIN and NIIT after signing MOUs with them for organizing skill development training in job oriented trades for the educated youth. The government paid a fee of Rs.2500 per candidate towards institutional charges in instalments with an assurance that the youth were provided placements by the institutions.

Educational Development of TRIBAL Communities

The components of educational facilities for the educational progress of the Tribal Communities in the state are as follows:

Hostels

There are 441 hostels (332 for Boys and 109 for Girls) with a strength of 75,258 boarders. Accommodation and boarding are provided to the children free of cost. Other material required for the children and also for the institutions are being provided.

Integrated Hostels

From 2006-07 onwards Government of Andhra Pradesh has started Integrated hostels. Out of 120 hostels sanctioned during 2006-07 14 hostels have been entrusted to Tribal Welfare for management. During 2007-08 it is proposed to start 240 hostels out of which 28 will be entrusted to Tribal Welfare for management. Each of the Integrated Welfare Hostel Complexes will provide accommodation for 400 boarders belonging to SC, ST & BC. For each adequate complex buildings and other amenities are being provided.

Ashram Schools

There are 599 ashram schools (451 for Boys and 148 for Girls) functioning in the tribal concentrated areas. The schools provide both school and hostel facilities under the same roof. There are 99 ashram primary schools, 209
Ashram Upper Primary Schools and 291 Ashram High Schools functioning providing schooling boarding and lodging to 1,40,611 Tribal students. During 2007-08 it is proposed to appoint additional teachers to all the upgraded Upper Primary Schools and High Schools.

Post-Matric Hostels

There are 65 hostels have been opened to facilitate Scheduled Tribe college students with free accommodation and the utility charges being borne by the Department. It is proposed to open 50 more hostels during 2008-09. The students staying in these hostels receive post matric scholarship of Rs. 526/- each per month and it is proposed to enhance the amount to Rs. 926/- in 2008-09.

Tribal Welfare Primary Schools

There are 4,317 Tribal Welfare Primary Schools (earlier known as GVVKs) functioning in the tribal areas. Out of them 940 schools are being run under this scheme (GVVKs) and remaining are funded by School Education Department. Coaching is provided to tribal children for competitive examinations through 5 Pre-Examination Training Centers (PETCs). Part of the coaching cost is provided by Government of India under ‘Coaching and Allied’ Scheme.

Post-Matric Scholarships

The objective of the scheme is to provide scholarships to ST students studying post matriculation or post-secondary stage to enable them to complete their education and also to provide books under Book Banks Scheme to ST students studying Professional Courses. The sanction and disbursement of post matric scholarships to ST students is as per the procedure laid down under G.O.Ms.No.90, SW (Edn.II) Department, dated 30-07-2002. Since 2007-08 is the beginning of the XI Five Year Plan, the entire expenditure on the scheme at the end of X Five Year Plan (2006-07) has become the committed liability of
State Government. The allocations during 2007-08 have been proposed accordingly.

Pre-Matric Scholarships:

Under pre-matric scholarships bright ST children are identified and provided opportunity to receive quality education in reputed institutions and institutions of excellence. The various components are as follows:

Best Available Schools:

Bright children among STs are selected by the District Selection Committee under the Chairmanship of Collector in each district and the selected ST children are being admitted in the Best Available Schools. Government have decided that from 2006-07 whatever the additional seats are going to be sanctioned shall be earmarked 100% for Primitive Tribal Groups.

English Medium Schools for STs

Government has started four English Medium Residential Schools for Boys during 2006-07 at Hyderabad, Warangal, Tirupathi and Visakhapatnam.

Schools of Excellence

During 2005-06, the Government have started three Schools of Excellence at Parvathipuram, Bhadrachalam and Srisailam with a long term objective of preparing the students for IITs and competitive exams. During 2007-08 it is proposed to re-designate the existing (4) English medium schools also as Schools of Excellence and to start another (4) Schools of Excellence for PTGs to enable them to get qualified to compete for admission into professional courses.

College of Teacher Education Bhadrachalam

A college of teacher education was started at Bhadrachalam to provide B.Ed. training to the STs of Andhra Pradesh in 2000. The college has an intake capacity of (100) per year and the training is being imparted as per NCTE
EDUCATIONAL DEVELOPMENT

norms. The college is also providing distance mode training to in-service teachers. This College is also functioning as a study centre of IGNOU for B.Ed courses through distance mode.

Residential Schools for Tribals and Construction of Buildings for School Complexes

With a view to impart quality education to ST students, Government is maintaining 84 residential institutions with a strength of 52,404. A separate Society in the name of AP Tribal Welfare Residential Educational Institutions Society (Gurukulam) was established in 1999 for managing these institutions. Out of 84 institutions 52 are for boys and 26 for girls and 6 Co-ed. There are 10 institutions exclusively for Primitive Tribal Groups and 2 for Yanadis. Out of 84 institutions 38 are having Jr. College sections and Government have permitted to bifurcate them in 2006-07. Apart from this 6 full fledged Junior Colleges are functioning. Gurukulam is also managing 41 Educational Complexes in female low literacy pockets (Mini-Gurukulams) sanctioned by Government of India and (40) Kasturba Gandhi Balika Vidyalayas (KGBVs) sanctioned by MHRD, Government of India for ST drop-out girls. The institutions have achieved 88.38% pass in SSC and 64.85% in Intermediate in 2006. Gurukulams are also bestowing special attention towards scouting, computer education, yoga, physical education, cultural activities and EAMCET coaching. Gurukulam is now proposing to intensify monitoring on the quality of curricular practice by taking up panel inspections of academic practice every quarter and also to strengthen career guidance counselling. It has proposed to provide adequate infrastructure to all the residential institutions during 2007-08.

This chapter only provided a glimpse of innovative educational programmes covering from primary education to Higher and Professional education from 2004 under the stewardship of the Chief Minister of Andhra Pradesh Dr. Y.S.Rajasekhara Reddy. These programmes not only tried to bring
about gender parity in education but also schemes like 'Badi Bata' not only increased enrolment at primary level but also decreased the drop-out rate both among boys and girls. Starting of Gurukul Schools has helped many a rural students to acquire knowledge on par with urban students and prepare them to face competition in the employment market. Free scholarships, reimbursement of fees have not only helped the families and students not only from SCs, BCs and minorities but also from economically backward families in other castes. 4 percent reservation in educational institutions for Muslims has led to their educational advancement substantially. Special educational programmes specifically for the Tribal Communities in the State have advanced the status of education in these communities.

However it may be said that in the field of education still the state has to travel a long way in achieving Universalisation, gender parity and inclusiveness.