

Strategy for Girl Child Education for the State of Andhra Pradesh

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Executive Summary

Executive Summary

Education has always been the priority area of the government since independence. Universalisation of Elementary Education is the State objective as stated in the Directive principles of State policy and the Fundamental Right to free education until a child attains the age of fourteen has mandated the State to provide free and compulsory education to all children.

The Government of Andhra Pradesh is committed to governance reforms and its agenda for reforms are consistent with the Millennium Development Goals adopted by the United Nations.

The education goals are:

- Achieve universal primary education
- Promote gender equality and empower women

The Government of India in its Tenth Five Year Plan (2002-2007) had set the following targets:

- All children in school by 2003; all children to complete 5 years of schooling by 2007;
- Reduction in gender gaps in literacy by at least 50 per cent by 2007;
- Increase in literacy rates to 75 per cent within the Plan period;

The social fabric of our country is an influential factor in acting as a barrier against equitable distribution of education between the boys and girls. This low level of literacy among girls not only has a negative impact on women's lives but also on their families and on their country's economic development. Numerous studies show that illiterate women are inclined to bear more children and suffer high child mortality rates, poor nutritional status, low earning potential and little autonomy within the household. A woman's lack of education also has a negative impact on the health and well being of her children. Additionally, the lack of an educated population can be an impediment to the country's economic development.

The literacy levels in any country determine the levels of well being and informed living of its people. The State has expressed a great commitment towards education for all and has evolved many programs and schemes, provided infrastructure towards universalisation of education. Though these efforts have resulted in a major improvement in literacy rates during

the 1990s, the number of children who are not in school remains high, especially so among girls. Gender disparities in education persist: far more girls than boys fail to complete even primary school.

The Fundamental right to education applies equally to both boys and girls and there is a constitutional mandated duty on the State to provide and ensure Girl child education. The present study is an attempt to analysis the current status and to suggest a strategy to improving girl's education in the state of Andhra Pradesh. This project deals with the following to evolve a strategy.

1. Universalisation of Elementary Education– A Constitutional Obligation

Universalisation of Elementary Education (**UEE**) is one of the directive principles in the Constitution. There has been various legal judgements in favour of the making UEE a fundamental right. Right to Education has been a fundamental right by the inclusion of Article 21 A in the Part –III of the Constitution. Therefore, all citizens have a right to free education until the age of 14.

At the World Education Forum in Dakar (Senegal), the Forum adopted the '*World Declaration on Education for All*' and a '*Framework for Action*' which described in phased manner the commitments of the States towards the achievement of the goals. The Dakar Forum also considered education as a development issue apart from considering it as a fundamental human right.

The 'Millennium Development Goals' include the goals of achieving universal primary education, promotion of gender equality and empowerment of women. The MDG's have set a universal target that by 2015 all children everywhere, boys and girls alike will be able to complete a full course of primary schooling. MDG's have also set the target of achieving the goal of gender equality in education by eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015. All the States have been urged to take steps in this direction to achieve the above target.

In this context, national and state level strategies are to be evolved for universalizing primary and secondary education with focus on girl's education.

2. Major Policies and Schemes paving way for Girl Child Education

The National Policy on Education, 1986 paved way for implementation of several centrally sponsored schemes which augmented the facilities in primary schools. '*Operation Black Board (OBB)*' and '*District Institutes of Education and Training (DIET)*' have facilitated improvement of primary education and teacher education at primary level. Government of Andhra Pradesh implemented '*AP Primary Education Program*' (APPEP) which focused on activity based learning, in-service teacher training programs and teacher's centers. In the last decade, District Primary Education Program (DPEP), implemented in nineteen districts of the state, has enabled universalization of access and enrolment at primary level.

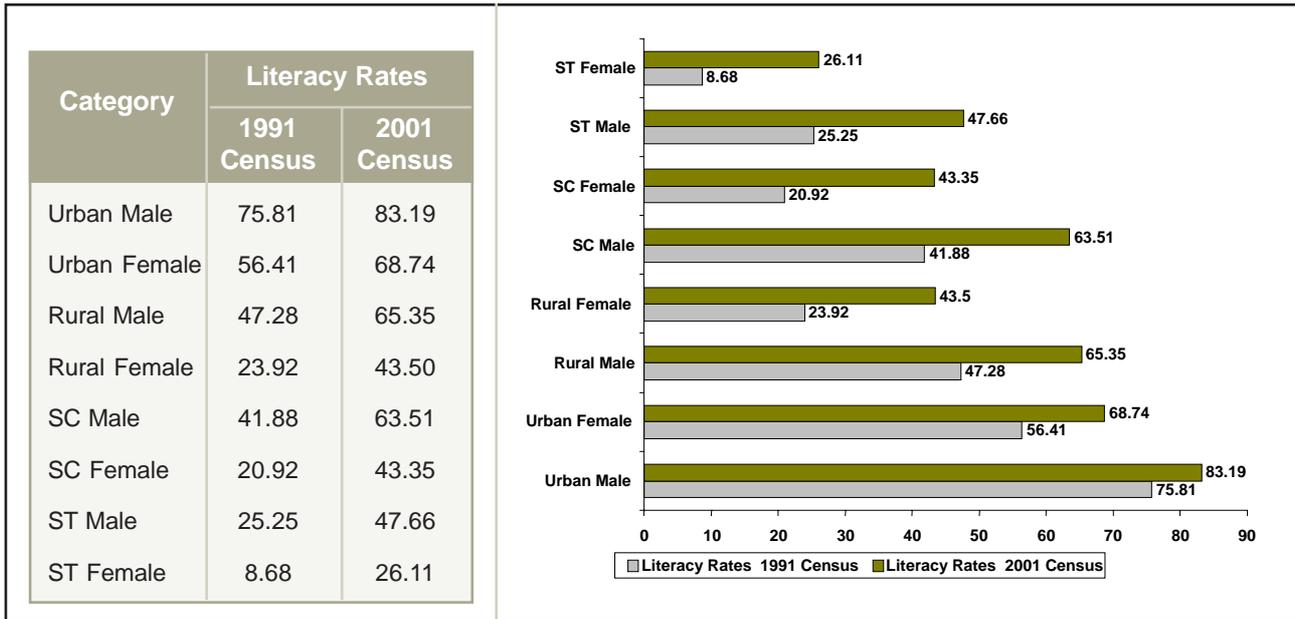
The Tenth Five Year Plan (2002-07) has recognized that the human development is an integral part of economic growth and accordingly has set targets to achieve the same. The mission mode projects formulated under the X Plan: *Sarva Shiksha Abhiyan (SSA)*, *National Programme for Education of Girls at Elementary Level (NPEGEL)* and *Kasturba Gandhi Balika Vidyalaya (KGBV)*, have set forth monitorable targets for the growth of education and are instrumental in providing greater inputs into primary and upper primary levels with an objective of achieving universalization in a definite timeframe.

3. Demographic trends in Andhra Pradesh- Focus on Girl Child

The study of demographic trends in Andhra Pradesh in literacy and population shows that girls are the most disadvantaged section and steps have to be taken to improve the same. Though there is an increase in the sex ratio of overall population (2001 Census), the decline in the sex ratio of the girls in the age group of 0-4 years is alarming. While the overall sex ratio has increased by six points from 972 in 1991 to 978, in the case of 0-4 years age group, this has declined sharply from 983 to 967 i.e. by 16 points in rural areas, which is a cause of concern. In the urban areas the sex ratio has reduced by 7 points from 965 to 958 per 1000 boys in the same period.

The increase in literacy in Andhra Pradesh, especially in rural areas is quite remarkable. The table below depicts the literacy status among different groups of population in the state during 1991 and 2001. Despite increase in literacy levels among all the population groups in the state, 50% of the female population (2001 Census) is still illiterate.

**Disparities in Literacy Rates among Male & Female in different population groups
1991 & 2001 Census**



General literacy level in the state has increased from 44.09 % in 1991 to 60.47% in 2001. With nearly 73% of the population living in rural areas, whose spatial distribution is unequal, the state has recorded a growth of 18.76 points in rural areas which is higher than the urban areas. But even then in 2001, when compared to the literacy rate in urban areas (76.9%), the rural literacy rate (54.5%) lags behind urban areas with a huge gap of 22.4 points. It necessitates us to assess the challenges in spreading education and revisit the efforts that have helped us to come so far and also to make necessary amendments to face the challenge.

4. Reaching the Girl Child

“The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality, says the National Policy on Education, 1986. It goes on to say “to promote equality, it will be necessary to provide for equal opportunity to all, not only in access, but also in the condition for success”. This is quite the essence of the universalisation task, and means that needs of educationally disadvantaged groups would have to be given maximum attention.

The largest groups are:-

- Girls and women
- Scheduled castes and Scheduled tribes
- Minorities
- The handicapped, and

- Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

The Government of Andhra Pradesh has made tremendous effort to expand schooling facilities through state-wide interventions as well as area-specific educational programmes. The number of primary schools increased nearly two times, upper primary schools by thirty times and secondary schools by fifteen times between 1956 – 57 and 2004 – 05. This has facilitated spread of both elementary and secondary education to remote areas of the state.

Participation of girls has increased at all levels of education. However, statistics reveal that though there is high enrolment of girls they exceed even in the drop out lists. The enrolment ratios in the state have increased over a period of time and are above 100% at primary level. However the retention rates are low and out of every 100 children in Class I only 69 reach Class V and 48 reach class VII and only 38 reach class X. These figures suggest the enormous problem of wastage despite considerable increase in enrolment.

Dropout Rates – 2004-05

Category	Primary Stage (%)	Upper Primary Stage (%)	Secondary Stage (%)
ST Girls	56.94	78.37	85.11
ST Boys	51.27	72.69	81.16
SC Girls	34.4	61.65	72.59
SC Boys	32.77	56.92	68.42
All Girls	32.14	54.46	65.24
All Boys	31.77	51.96	62.30

5. Child Labor

The number of child labour in Andhra Pradesh is very high and the government is working towards handling the situation. The government of Andhra Pradesh has passed a Legislative assembly resolution condemning child labour and reaffirming commitment to eliminate child labour. The government has worked towards convergence by involving various government departments to handle the problem of child labour. Programs were devised to sensitize the community and to advocate protection of child rights making school as the right place for all children as a social norm.

The government of Andhra Pradesh worked out a strategy towards bringing back to school the out-of-school children. It initially focused on the following issues to work out the strategy:

- Prioritizing and focusing on areas of high number of out-of-school children.
- Regulation of child labour - levying of fine up to Rs. 20,000 from employers.
- Care for the children - immediate rehabilitation.
- Coordinated efforts - welfare and enforcement departments.
- Admission into hostels, residential schools and bridge courses.
- Involving NGO's wherever possible.

6. Quality

The National Educational Policy of 1986 took specific note of the conditions related to basic facilities and other support systems in schools which will provide basic education of a comparable quality. These include four basic dimensions that relate to the learning environment and learning from the school namely teachers in primary schools, school building and other physical facilities, teaching-learning material and learner achievements.

Parents are deterred from sending their young girls to schools apprehending their safety and security. Long distances, sanitation facilities, lack of female teachers in the school etc. are the added apprehensions. Provision of teachers, adequate classrooms and sanitation facilities in the schools have been identified as the important factors to increase the girl's enrolment.

For the primary schools the optimum Teacher Pupil Ratio (TPR) recommended is 1: 45. In Andhra Pradesh, the state average in 2004-05 is 33 for primary schools and 30 for upper primary schools, clearly indicating that the desired levels of TPR are achieved.

The state policy of reserving 33 $\frac{1}{3}$ % of vacancies for women has brought about a phenomenal change in the gender composition of teachers. Women teachers constitute more than 40% at all levels of education, but the shortage of women teachers poses a major barrier for girls' enrolment and retention in rural areas. The scheme of '*Operation Black Board*' visualised at least one female teacher in all primary schools with two or more posts. Even after two

decades of its implementation, it is interesting to note that 51 % of the total primary, 25 % of upper primary, 16% of high schools under Government, Mandal/Zilla Parishads, do not have female teachers.

The infrastructure of the school and other facilities like playground, availability of sports and teaching materials etc. are also factors which attract and retain the children at school and lead to overall qualitative development. Augmenting sanitation facilities, particularly for female teachers and girls at upper primary and secondary levels will facilitate a long way in retaining them in schools. In 2002, it is reported that 59.5% and 90% secondary schools in rural and urban areas have sanitation facilities respectively. 46.3% and 86.5% of the above schools in rural and urban areas provide separate facilities for girls. Under Indiramma Scheme of the state government, sanitation facilities are being improved at all levels.

8. Issues and Strategies

The issues in the area of the girl child education are numerous and have to have steady approach to reach the goal of universalisation. The major demographic issues in this arena include declining girl child sex ratio in the age group of 0-5 years, low female literacy particularly among rural females, SC, ST females and early marriages of girls in rural areas. The above factors have affected enrolment and retention of girls in general and rural and SC/ST girls in particular.

Another issue to be addressed is the lack of sufficient infrastructure facilities particularly sanitation facilities in rural high schools leading to large amount of drop out rates.

While the above issues pertain to general factors the quality of teaching is also acting as a hindrance. This includes lack of proper teaching learning environment leading to reduction of motivation levels and creation of disinterest among them.

Several programs and schemes are being implemented to address the issues discussed. Strategies in addition to these efforts should be in place to achieve the broader goal of universalisation of girl child education. In this direction the strategies recommended in the study are towards increasing the enrolment and retention ratios by ensuring mobilisation and spreading of awareness at all levels. Further the Study also contains recommendations paving way for accountability measures by proposing much innovative concept of “Learning Guarantee” to be provided by school.

There are measures recommended for social audit in schools to promote participatory mechanisms.

9. Way Ahead

Efforts towards Universalisation of Elementary Education (UEE) since independence have been steady and gaining momentum particularly after 1986. The National Policy on Education 1986 reiterated the need for UEE and several national and state level programmes have been launched to augment the facilities at elementary level. Since then, though there is an increased presence of private players, elementary education in the state is still dominated by government schools. Sarva Shiksha Abhiyaan, the flagship programme of the Government of India aims to provide useful and relevant elementary education for all children in the age group of 6 to 14 years by 2010.

The gender specific programs - the Kasturba Gandhi Balika Vidyalaya (KGBV) and the National Programme for the Education of Girls at the Elementary Level (NPEGEL) are being implemented to reduce gender disparity in education. In spite of all these efforts there is still a small gap which is failing the achievement of universalisation of elementary education among girls. The need of the hour is to bridge this gap and pave way towards complete attainment of education which is practical at both normative and implementation levels.

To achieve the overarching goal of universalisation of elementary education and to reduce gender disparities at primary and elementary levels by 2010, there has to be a State Policy towards girl child education paving way for State specific interventions complementing the already existing national level initiatives. A journey starts with a single step like wise the strategy and the schemes recommended by this paper may be the starting point towards the achievement of the massive destination of achievement of the goal of universalisation of elementary education.

Chapter- I

- UEE – A Constitutional obligation
- Education for all-International conventions/ commitments/ declarations.
- Elementary Education- A Fundamental Right

1. Right to Education a Constitutional Obligation and An International Commitment

Education is the basic requirement for human development and right to education is a fundamental human right. This fact has been recognized by our Constitution, various international conventions, and declarations. Every person irrespective of their sex, caste, creed religion should be provided with opportunities to avail education to attain complete human development. Education is a concurrent subject and the Constitution of India contains the following provisions concerning it.

Directive Principles of State Policy

The Directive principles of state policy contained in the Part-IV of the Constitution are the directives for the State to follow in the manner of administration as well as in making laws. They embody the aims and objectives of the State and act as guidelines in the day to day functioning of the State but do not confer legally enforceable right. In recent years the importance of Directive principles has been raised by the judiciary, frequently as they are vital and are contained in the Fundamental Law of the land i.e., the Constitution, the magna carta of our country. The Directive principles concerned with education are:

Article 45

The Article 45 of the Constitution states that “The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

This Article lays down State’s goal of providing free and compulsory universal education to all the children until the age of fourteen. This Article in essence promotes UEE which is evident from the age group mentioned.

Article 46

Article 46 of the Constitution states that “The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation”. This Article speaks about the educational interests of the weaker sections of the society through affirmative action

These Articles have provided the justification for various judicial pronouncements in favor of right to education as a fundamental right. These have provided the platform for the UEE as basic human right. The Courts have gone a long way in promoting the right to education and making State responsible for the same which has led to the inclusion of right to education as the fundamental right in the long run.

Right to Education as the fundamental right

The question arose for the first time before a two member bench of the Supreme Court in *Mohini Jain v. State of Karnataka*¹. The main issue before the Bench was whether it would be permissible for private but government recognized educational institutions to charge capitation fees for admission of the students. The Court while striking down the notification allowing such a differential treatment observed that:

The Constitution does not expressly guarantee the right to education as such as a fundamental right but reading cumulatively Article 21 along with the Directive principles of state policy contained in Articles 38, 39(a), 41 and 45 the Court opined that “it becomes clear that the framers of Constitution made it obligatory for the State to provide education for its citizens”.

The Court took an interesting course of argument in this case. The Court argued that without making the right to education under Article 41 a reality, the Fundamental rights would remain beyond the reach of a large majority which is illiterate; the Fundamental rights including the freedom of speech and expression and other rights guaranteed under article 19 cannot be fully appreciated and fully enjoyed unless a citizen is educated and is conscious of his individualistic dignity. Further, ‘life’ in Article means right to live with human dignity. Right to life is the compendious expression for all those rights which are basic to the dignified enjoyment of life. The Court then went on to hold that right to education being concomitant to the fundamental rights the state is under a constitutional mandate to provide educational institutions at all levels for the benefit of the citizens.

In this case the Court took an expansive view of State obligation to provide education to everyone at all levels. This case can be considered as a prologue to inclusion of right to education as a fundamental right in the constitution, but it placed an impossible financial burden on the State by making right to education an absolute right. As per this case the State

¹ AIR 1992 SC 1858

is under obligation to provide education to all and have adequate number of institutions of higher and professional education as there may be need for. This case though expanded the ambit of right to life it was not practical in its approach as it laid down a theoretical and idealistic duty on the State.

The above issue came to be reconsidered in *Unni Krishnan V. State of Andhra Pradesh* wherein a more realistic view was propounded by the Supreme Court. This is a landmark judgement as it lays forth a practical approach balancing the right to education as a fundamental right on one side and the burden on the State on the other.

The Court had reiterated in this case that having regard to fundamental significance of education to the life of an individual and the nation, the right to education is implicit in and flows from the right to life guaranteed by Article 21. But the Court interestingly carved parameters within which the right is operational. The Court held that this right has to be determined in the light of Directive of Principles of State policy contained in Articles 41, 45, and 46. An important extract from the Supreme Court Judgement in the landmark this case is as follows

1. The citizens of this country have a fundamental right to education. The said right flows from Article 21. This right is, however, not an absolute right. Its content and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age of fourteen years. Thereafter his right to education is subject to the limit of economic capacity and development of the State.
2. The obligations created by Article 41, 45 and 46 of the Constitution can be discharged by the State either by establishing institutions on its own or by aiding, recognising, and/or by granting affiliation to private educational institutions. Where aid is not granted to private educational institutions, and merely recognition or affiliation is granted, it may not be insisted that the private education institution shall only charge that fee as is charged for similar courses in governmental institutions. The private educational institutions have to and are entitled to charge a higher fee, not exceeding the ceiling fixed in that behalf.

Therefore while granting right to education the status of a fundamental right the Court explicitly pronounced the limitations within which the right is operational. It clearly limited the state obligation to provide educational facilities as follows:

- Every citizen has a right to free education until he or she completes the age of 14 years
- Beyond that stage the State obligation to provide education is subject to the limits of the economic capacity and development of the State.

Thus Supreme Court has interpreted and expanded the ambit of right to life to include right to education as in the words of the same Supreme Court Right to life does not mean mere animal existence but living with dignity. Education is an important facet in everybody's life and Supreme Court has realized its role in shaping an human being from all angles to make it a fundamental right. It is true that most of the citizens in India are illiterates and not aware of their basic human survival rights, leave apart fundamental rights, educating them will change the scenario and make them ascertain their rights. The Supreme Court has rightly elevated the status of right to education to fundamental right to make the realization of achievement of Universalisation of elementary education.

The above efforts of Supreme Court have been translated in to explicit inclusion of Right to education as a fundamental right by the Parliament in the Constitution of India.

Right to Education (Article 21 A) 93rd Amendment

The founding fathers of the Constitution of India had not included Right to education in part –III of the Constitution as the situation of the country after independence was not conducive to grant such a right to its citizens. Making right to education a fundamental right meant a huge responsibility on the state as it did not have the sufficient resources at that time. Considering the economic status of the country at the time of its independence granting a fundamental right to education also meant that the state had to battle a large chunk of litigation against it filed for enforcing the fundamental right guaranteed under the Constitution.

But times have changed and India has progressed economically and is a sustainable situation than what it was at the time of independence. The government cannot still get away of its

duty to provide education to its citizens because the quality of development of the country depends on the quality of its human resources. Educated citizens really shape the country's future and it is one of the priorities of the State to ensure education to all its citizens'. Moreover the preamble to the constitution of India claims India to be Socialist and Secular republic, more so reason to take up the responsibility of creating avenues for resulting in an educated India.

The Supreme Court of India considering all the above developments, had embarked on making education a fundamental right. The parliament following the foot steps of Supreme Court and considering all the above factors has provided a fundamental right to education to its citizens within the parameters of the limitations set forth in the Unni Krishna case.

The Parliament has introduced Article 21 A which reads as follows:

“The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”

This Article clearly spells out the responsibility of the State to extent of providing free and compulsory education to all the children from the age of six to fourteen years. It vests the discretion with the state to decide the manner and means of achieving the same.

The key words in this article are

- Free and compulsory education;
- Age of six to fourteen;
- In manner as the state may determine;

“Free and compulsory education”

The article lays a duty on state to provide free and compulsory education. The word 'free' is very subjective and whether it covers only fees payable or includes also other incentives like uniforms, stationery, etc is not clear. The law should spell out in clear terns the ambit of the provision of free education.

“Age of six to fourteen”

Considering that early childhood care and development is an integral part of the overall education and well being of a child the age limit chosen is crucial as it determines the level of education in normal circumstances till the completion of class ten. In sense the State has taken up the responsibility of free and compulsory education in terms of levels of education till class X. It is well known that in order to pursue any further academic/vocational education a minimum level of 10th standard (SSC / SSLC) is expected in most institutions across the country. Further, there is no formal certification of schooling until 10th standard, in the current situation. The Convention on the Rights of the Child has been ratified by India, which obligates the country to provide education to all children up to the age of 18 years. In light of the above facts, it is strongly recommended that the upper age limit of the fundamental right be revised as follows: “...up to the age of 18 years or completion of 10th standard, whichever is earlier.

“In manner as the state may determine”

The manner in which State performs its duty under this new 21-A vests with the State. The quality of education promised by the State as a part of Article 21 A should be on par with education provided in private schools. The quality of education should not be compromised and should match with present day challenges. The students availing the free state sponsored education should be equally competent as private school students and should not be deprived of any amenities by virtue of availing state sponsored education. The State should prepare a proper scheme and impart high standards of education.

Right to education has been incorporated as a fundamental right in the Constitution with a limited scope.

Thus above is the constitutional position of right to education in our country.

In addition to the constitutional mandate there exist various international conventions, declarations laying down the importance of education and the role of state in guaranteeing the same. The various international conventions, declarations mandating education are:

Universal declaration of Human Rights (UDHR, 1948)

UDHR of 1948 the basis for international human rights law recognizing the right of every child to have a healthy childhood with special care and assistance has laid down in Article 26 that

“(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.”

UDHR has declared education as a basic human right and therefore all human beings have a natural right to education. The United Nations declaration had only moral binding on its parties and therefore to have an enforceable character UDHR has been translated into two Conventions ICCPR and ICSEER.

ICCPR and ICSEER

While ICCPR deals with civil and political rights the latter deals with social economic and cultural rights. Both these conventions take after the UDHR and have mentioned in clear terms the right to education and the role of the state in guarantying the same. Article 13 of International Covenant on Economic, Social and Cultural Rights contains the right to education as basic human right. It recognizes the role of education in the full development of the human personality and the sense of its dignity, and that it should strengthen the respect for human rights and fundamental freedoms. There is a mandatory duty on the State to have formal education systems in place and to promote access to the same.

UN Declaration of the Rights of the Child (UNDRC1959)

The UNDRC entitles every child to” affection, love and understanding, adequate nutrition and medical care, free education, free opportunity for play and recreation, a name and nationality, special care if handicapped, be among the first to obtain relief in times of disaster, learn to be a useful member of society and to develop individual abilities, be brought up in spirit of peace and universal brotherhood, enjoy their rights regardless of race, colour, sex and national origin.”. The declaration is on the overall development of child into a complete human being in which education form major role.

Convention on Child Rights, 1989(CCR)

The CCR incorporates the full range of human rights—civil, cultural, economic, political and social rights. The convention sets out the rights of children in 54 articles and 2 protocols. This convention gives out a broader definition of child as one who has not completed 18 years of age², The core principles of this convention are:

- non-discrimination;
- devotion to the best interests of the child;
- the right to life, survival and development; and
- respect for the views of the child

Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children’s rights by setting standards in health care; education; and legal, civil and social services. The convention lays down an obligation on the parties to provide for all kinds of infrastructure for the development of children including administrative, legislative measures³.

The convention rests a duty on the state to provide for educational facilities, social security and other benefits to the children. The CRC focuses on the healthy growing atmosphere for the children. It stresses on the right to education of the children as the basic human right and primary duty of the children. The following articles deal with education.

“Article 28

States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

² Article 1 of the Convention on child rights, 1989

³ Ibid Article 3

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;"

The CRC deals with the child rights comprehensively and has laid a great importance on the right to education. It is fundamental right of any child which has been stressed on by the various international instruments discussed above.

Dakar Goals (2000)

At the World Education Forum in Dakar (Senegal), the Dakar Forum agreed on six goals which were considered to be essential, attainable and affordable, given strong international commitment and resolve. Those goals were: to ensure, by 2015, that all children of primary school age would have more access to and complete free schooling of acceptable quality; that gender disparities in schooling would be eliminated; levels of adult illiteracy would be halved; early childhood care and education would be expanded; learning opportunities for youth and adults would be greatly increased; and all aspects of education quality would be improved. The forum adopted the 'World Declaration on Education for All' and a 'Framework for Action' which described in phased manner the commitments of the States towards the achievement of the above goals which are:

- By end 2002, governments to prepare national action plans, with participation of civil society, for achieving the EFA goals
- 'Increased space' for civil society in policy formulation, implementation and monitoring
- "No countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources".
- A Global Initiative to be established immediately to mobilise the additional resources needed to achieve EFA
- An authoritative annual monitoring report to assess progress

The Dakar forum considered education as a development issue apart from considering it as a fundamental human right.

Millennium Development Goals

At the Millennium Summit in September 2000, 147 world leaders agreed to a global compact known as the Millennium Development Goals (MDGs). These consisted of eight goals and were backed by an action plan with 18 quantifiable targets combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. The MDGS consisted of the following

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development

The MDG consisted of basic human rights-the rights of each person on the planet to health, education, shelter, and security. These goals have set target for the achievement of the above basic rights which are fundamental to all human beings irrespective of their nationality.

MDG's and Education

Achieving universal primary education is one of the important MDGs. The MDG's have set a universal target that by 2015 all children everywhere, boys and girls alike will be able to complete a full course of primary schooling. All the States have been urged to take steps in this direction to achieve the above target.

The MDG's has also set the promotion of gender equality and empowerment of women as one of the important goals. In most of the countries there exists blatant gender inequality leading to women deprived of most their rights including their right to education. Considering this MDG's have set the following target for the achievement of goal of gender equality in education:

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

In most of the developing countries children are unable to avail education due to poverty, which has been major or in fact the factor depriving children from their right to education. MDG's have set eradication of extreme poverty and hunger as the primary goal. Towards the achievement of the said goal the targets set are

- Reduce by half the proportion of people living on less than a dollar a day
- Reduce by half the proportion of people who suffer from hunger

This will go a great way in improving the living standards of people across the globe thereby improving their quality of life by making them avail basic necessities in life. The eradication of poverty will led to fulfilment of most of the other basic human rights including education, as poverty is one of the key hurdles in the achievement of the same.

Most of the MDG's are interconnected goals and cannot be held in isolation. They are basic human rights which every human being is entitled to and achievement of each goal is essential for the overall well being. The achievement of each goal will provide the basis for the achievement of the other.

Education is essential for the development of any state and this is evident from the above. Right to education has been considered as a human right which naturally accrues to any person by virtue of being born as a human. It is therefore the fundamental duty of all states to ensure this right to its people indiscriminately. In India women were deprived of basic education owing to various social, economic, political factors. So while creating measures for spreading education for all care has to be taken to evolve special procedure to solve the problem of girl child illiteracy and steps to be taken to bring them to the main stream. In this direction SAARC has declared the Year 1990 as the SAARC Year of the Girl Child and the decade of 1991-2000 was designated as the SAARC Decade of the Girl Child to sensitize the world governments towards girl child issues including education. All the efforts should converge at ensuring education for both genders equally.

Chapter- II

Major policies and schemes paving way for girl child education

Policies

- Education in the Concurrent List
- National Policy on Education, 1986 and Program of Action
- National policy on Women 2001
- Tenth Five Year Plan (2002-2006)
- A.P. Community Participation Act, 1998

Schemes

- Andhra Pradesh Primary Education Project (APPEP)
- Operation Blackboard (OBB)
- District Institutes of Educational Training (DIET)
- District Primary Education Programme(DPEP)
- National Programme of Nutritional Support to Primary Education (School Meal Programme) (NPNSPE)
- Sarva Shiksha Abhiyan (SSA)
- The National Programme for Education of Girls at Elementary (NPEGEL)
- Kasturba Gandhi Balika Vidyalaya (KGBV)

2. Major Policies and Schemes paving way for Girl Child Education

2.1 Key policies of the State

The key policies formulated by Government of India for the development of school education in the last two decades and the schemes launched by the state to implement these policies are briefly discussed in this chapter.

2.1.1 Education in the Concurrent List - A Meaningful Partnership

The Constitutional Amendment of 1976, which includes Education in the Concurrent List, was a far-reaching step whose implications-substantive, financial and administrative-require a new sharing of responsibility between the Union Government and the States in respect of this vital area of national life. While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country. Concurrence signifies a partnership, which is meaningful and challenging; the educational Policies will be oriented towards giving effect to it in letter and spirit.

Policy Framework

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins that "the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29 (i) provides that any citizen having a distinct language, script, special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under article 46.

2.1.2 National Policy on Education, 1986 & Program of Action (PoA), 1992

The NPE gave prominence to both enrolment and retention instead of enrolment perse. As

the POA put it crisply “enrolment by itself is of little importance if children do not continue beyond one year, many of them not seeing the school for more than a few days.” The highlight of the NPE was that it sought to address the most difficult aspect of access, viz., access to education of millions of girls and working children who, because of socio-economic compulsions, cannot participate in school system. The National Policy on Education (1986) provides a broad policy framework for total eradication of illiteracy and a commitment to make primary education free and compulsory up to V standard, besides ensuring higher government and non government expenditure on education that should constitute 6 per cent of GDP. Several schemes were launched by the Central Government to meet the needs of not only the educationally disadvantaged but also for the overall strengthening of the social infrastructure for education.

NPE also resulted in a World Conference on Education for All (EFA) held in March 1990, in Jomtien, Thailand organized by UNESCO, UNICEF, UNDP and the World Bank. Further the framework for availing external assistance for basic education was evolved at the 46th meeting of the CIBE held on 8-9 March, 1991 and reiterated in the 47th meeting of the CIBE held on 5-6 May, 1992. CIBE considered the failure to universalize elementary education and literacy as not only of a question of lack of resources but also of systemic deficiencies. The additional resources that may be available under external assistance should, therefore be suggested to be used for educational reconstruction which should go beyond the conventional measures such as opening new schools, construction of school buildings and appointing teachers. It is necessary to adopt a holistic approach, and to address:

- i. the educational needs of the working children, girls and disadvantaged groups; and
- ii. issues of content, process and quality.

NPE also stressed that the recruitment of at least 50 per cent of the teachers should be women to create conducive atmosphere for girl children in schools. This program also had laid down the concept of Minimum level of learning according to which irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. This strategy for improving the quality of elementary education is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or levels of

learning for each stage of elementary education. The strategy also prescribes the adoption of measures that will ensure achievement of these levels by children both in the formal schools as well as NFE centers. The NPE also introduced the scheme Operation Black Board in 1987 to provide minimum essential facilities to all primary schools in the country.

Elementary Education

NPE proposed to set up new primary schools according to the norms in unserved habitations. In 1986 it was estimated that there were approximately 32,000 habitations in the country with a population of 300 or more that required primary schools. Though many new schools were opened, new habitations have also come into existence, and it is estimated that 35,000 new schools will be required. These schools were supposed to be opened by the State Governments following the norms specified under Operation Blackboard. The norms of OBB specified that there should be atleast two teachers in a primary school and one of them should be a woman teacher and each primary school should have atleast two pucca classrooms. NPE also recommended the expansion of infrastructure at the upper primary level to increase enrolment at this stage. The norm of providing an upper primary school within 3 km walking distance has been relaxed to benefit the girl child and in this direction NPE has recommended the upgradation of every second primary school to the upper primary school.

Secondary Education

Access to secondary education was proposed to be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Boards of Secondary Education were also proposed to be reorganised and vested with autonomy so that their ability to improve the quality of secondary education is enhanced⁴. A program of computer literacy was implemented in secondary level institutions to ensure that the children are equipped with necessary computer skills to be effective in the emerging technological world.

Children with special talent or aptitude were provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it through the Pace-setting residential schools, Navodaya Vidyalayas. These schools, intended to serve the above purpose were established in most parts of the country on a

⁴ A Task Force was constituted by Gol under the chairmanship of Dr. Amrik Singh to study the Role and Status of Boards of Secondary Education (1997)

given pattern, but with full scope for innovation and experimentation. Their broad aim was to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential, and, most importantly, to become catalysts of a nation-wide programme of school improvement.

Non-formal Education

NPE promoted non formal education as an alternative channel for children who cannot attend full-time schools which mostly benefited the girl children. During this period the number of girls' centres in the country has increased from 20,500 to 81,600. In this programme, over 390 voluntary agencies also have participated and have been sanctioned grant-in-aid under the scheme of Non-formal Education (NFE). Alongside, 50 Experimental and Innovative Projects and 19 district Resource Units have also been sanctioned for in-depth work in NFE.

Curriculum Framework

NPE also undertook the updation and raising the standard of the text book syllabi to incorporate the contemporary trends. The positive approach of the total literacy campaigns of NPE resulted in raise in demand for primary education. The awareness generated among the parents had led to better participation of the children in primary schools, which benefited especially the disadvantaged groups- the girls of SC and ST by attending the schools. The states were advised to take up curriculum revision to incorporate proper understanding of the work ethos and of the values of a humane and composite culture.

Teachers

The policy paper envisages reorganisation of the methods of recruiting teachers to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers were proposed to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. A system of teachers' evaluation ~ open, participative and data-based – was contemplated and reasonable opportunities of promotion to higher grades were provided. Norms of accountability were proposed to be laid down with incentives for good performance and disincentives for non-performance. A larger role for teachers was visualised in the formulation and implementation of educational programmes.

The NPE, 1986 calls for a substantial improvement in the conditions of work of teachers and the quality of teacher education. The policy also emphasized Teachers accountability to the Pupils, their parents, the community and to their own profession. POA, 1992 also envisaged among other measures, “Laying down of norms for accountability of teachers” to achieve the broad policy objectives of NPE.

Policy Parameters

The policy parameters and the strategies of the NPE to promote girls’ education were aimed

- To get the entire education system to play positive interventionist role in the empowerment of women.
- To encourage educational institutions to take up active programs to enhance women status and further women development in all sectors.
- To widen women access to vocational technical and professional education at all levels breaking gender stereotypes; and
- To create dynamic management structure that will be able to respond to the challenge posed by the mandate.

The plan of action of NPE primarily dealt with the inclusion of the institutions to develop concrete actions plans. It also suggested the setting up of monitoring unit to ensure integration of gender issues into policies, programs and actions. The annual plan of the institutions and departments were required to spell out clearly the steps taken by them to enhance women and girls access to education. It also provided for research and women studies to promote better understanding of women contribution to social process within social, technological environmental change and their struggles. The program aimed to investigate and remove structural cultural or attitudinal causes of gender discrimination. It provided for gender sensitization programs for the school teachers.

The NPE and its plan of action have brought out the close relationship between the education and the status of women in the society. It has rightly established the fact that the first step towards the strengthening the position of women is to provide for proper educational facilities

to empower them. The NPE can be called as a beneficial program to the extent that it has even recognized alternative forms of training to facilitate easy access to women.

2.1.3 THE NATIONAL POLICY ON EMPOWERMENT OF WOMEN, 2001

The National Policy on Empowerment of Women, 2001 is aimed at women's advancement in different spheres. This policy is the output of various international obligations along with internal interventions. The policy states that gender disparity manifests itself in various forms, the most obvious being the trend of continuously declining female ratio in the population in the last few decades. Social stereotyping and violence at the domestic and societal levels are some of the other manifestations. Discrimination against girl children, adolescent girls and women persists in parts of the country. Therefore this policy is aimed at improving the status of women in the society by empowering them especially those belonging to weaker sections including Scheduled Castes/Scheduled Tribes/ Other Backward classes and minorities, majority of whom are in the rural areas and in the informal, unorganized sector, by providing them with educational and health benefits.

2.1.4 Tenth Five Year Plan

The tenth five year plan covering the period 2002-2006 has recognized that the human development is an integral part of economic growth and accordingly has been set targets to achieve the same. It is clearly stated in the tenth five year plan that "*The development process must be viewed in terms of the efficiency with which it uses an economy's productive capacities, involving both physical and human resources, to attain the desired economic and social ends (and not just material attainment).*" Therefore it has laid a lot of emphasis on human development wherein elementary education forms an integral part. The targets set forth for the Tenth Five Year plan to monitor the growth of education are as follows:

MONITORABLE TARGETS FOR THE TENTH PLAN AND BEYOND

- All children in school by 2003; all children to complete 5 years of schooling by 2007;
- Reduction in gender gaps in literacy and wage rates by at least 50 per cent by 2007;
- Increase in Literacy rates to 75 per cent within the Plan period.

It has been observed by the tenth five year plan that the growth rate of the economy, birth rate, death rate, infant mortality rate (IMR) and literacy rate, are all interconnected, and that the literacy rate has been the major determinant of the rise or fall in the other indicators. The tenth five year plan has conceded that the high literacy rate among women has paved way for low mortality rate and low birth rate and increase in the rate of life expectancy. This has been the fundamental point for the focus upon literacy and elementary education programmes, not simply as a matter of social justice but more to foster economic growth, social well-being and social stability.

Targets under the tenth five year plan

The tenth five year plan has laid down the following targets in elementary education under the various heads:

Universal access

- All children in the 6-14 age group should have access to primary schools, upper primary schools or their alternatives within a walking distance of one km and three km respectively.
- All children in the 3-6 age groups must have universal access to early childhood care and education centres.
- Need-based expansion of upper primary education facilities, particularly for the disadvantaged sections. There should be one upper primary school for every two primary schools.
- All schools should have buildings, toilets, drinking water, electricity, playgrounds, blackboards and other basic facilities. There must be provision of one classroom for every teacher at the elementary stage.

Universal Enrolment

- Enrolment of all children in schools or alternative arrangements by 2003.
- All children to complete five years of primary schooling by 2007.

Universal Retention

- Universal retention in the primary stage by 2007.
- Dropout rate to be reduced to less than 10 per cent for grades VI-VIII by 2007.

Universal Achievement

- Improve the quality of education in all respects (content and process) to ensure reasonable learning outcomes at the elementary level, especially in literacy, numeric and in life skills.

Equity

- Bridge all gender and social gaps in enrolment, retention and learning achievement in the primary stage by 2007 and reduce the gap to 5 per cent in the upper primary stage by 2007.
- Special interventions and strategies to include girls, SC/ST children, working children, children with special needs, urban deprived children, children from minority groups, children below the poverty line, migratory children and children in the hardest-to-reach groups.

2.1.5 Decentralisation - A .P. Community Participation Act, 1998

Decentralised planning and management of elementary education is a goal set by the National Policy on Education, 1986. The Policy visualises direct community involvement in the form of Village Education Committees (VECs) for management of elementary education. The POA, 1992, emphasised micro planning as a process of designing a family-wise and child-wise plan of action by which every child regularly attends school or NFE centre, continues his or her education at the place suitable to him/her and completes at least eight years of schooling or its equivalent at the NFE centre.

The 73rd and 74th constitutional amendments provide for decentralisation of the activities and facilitate transfer of power and participation of the local self-government institutions or the Panchayati Raj Institutions.

As a sequel to the constitutional amendments, the government of Andhra Pradesh enacted the A.P. Community Participation Act in 1998 and formed committees for the improvement of education at various levels—School Committees at the habitation level, Panchayat Education Committees at the panchayat level, Mandal Education Committees at the mandal level, Municipal Education Committees at the municipal level and District Committees at the district level. The School Committees are empowered to involve in the

micro planning exercise and the development of habitation education plans. The School Committees have the power to monitor the functioning of schools and also procure TLM, etc., in partnership with the government.

School Committees have created a congenial atmosphere for the people to play a more dynamic and proactive role. They have been providing voice to women, Scheduled Castes and Tribes, minorities, parents and educational functionaries to invoke greater participation. They have also been delegated with responsibilities with regard to location and relocation of existing primary and upper schools on the basis of micro planning and school mapping. In this regard, decentralisation of school management to grassroots level bodies is an important policy initiative. Financial assistance is also being provided to school committees to engage local qualified persons as vidya volunteers to augment the strength of teachers.

2.2 Schemes

2.2.1 Introduction

Since independence, the central and state governments have been expanding the provision of primary formal and non-formal education to realise the goal of UEE. The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving primary education.

Removal of systemic deficiencies in the implementation of UEE and forging ahead necessitates the creation of informed public opinion and a facilitative environment akin to that of the Total Literacy Campaign. This has to be achieved through effective and sustained advocacy, massive community mobilisation and consciousness building.

Several central and state level initiatives have been in operation from the early 1980s. While the designs of these projects vary substantially, all of them address the objectives and strategies of the National Policy on Education 1986. They pay special attention to increasing girls' enrolment, improving educational outcomes, strengthening community involvement, improving teaching and learning materials and providing in-service teacher training. The status of some of these initiatives is discussed below.

2.2.2 Major central interventions

There have been several innovative schemes in the sector of elementary education following the National Policy on Education in 1986 such as Operation Blackboard, Teacher Education, Non Formal Education, National Programme for Nutritional Support for Primary Education, State Specific Education Projects in Andhra Pradesh and also in major states like Bihar, Rajasthan and Uttar Pradesh⁵ and DPEP in 248 districts of 18 States.

2.2.3 Andhra Pradesh Primary Education Project

The Andhra Pradesh Primary Education Project (APPEP) was implemented in primary schools of state, with financial assistance of ODA of the United Kingdom in two phases between 1984 and 1996. The APPEP adopted a two-pronged strategy of improving classroom transaction by training teachers and giving a fillip to school construction activities. The project has trained an estimated 80,000 teachers in 23 districts and more than 3,000 teachers'

⁵ Andhra Pradesh Primary education Program (APPEP), Lokjumbish Project and Shiksha Karmi project, of Rajasthan, Basic education Program of Uttar Pradesh.

centres have become operational for the professional growth of teachers. The project was assisted by the ODA with an estimated outlay of Rs. 1,000 million in the 8th Plan.

2.2.4 Operation Blackboard

Operation Blackboard, a centrally sponsored scheme launched in 1987, aimed at improving the school environment and enhancing retention and learning achievement of children by providing minimum essential facilities in all primary schools. This scheme aimed to improve physical infrastructure of education whereby school space was expanded and more teachers provided. The scheme has brought about a remarkable quantitative and qualitative improvement in primary education. In all, 42,310 primary schools have been covered. Operation Black Board sought to provide a second teacher to all one-teacher primary schools. The government of India sanctioned 20286 teacher posts. It is also proposed that at least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class.

Since 1993-94, the scheme has been expanded to cover upper primary schools. More than 10000 upper primary schools have been granted central assistance of Rs. 40,000 each for purchase of teaching- learning materials. Also, primary schools with enrolment exceeding 100 have been augmented with a third teacher.

A Special Orientation Programme for Primary Teachers (SOPT) to facilitate optimum utilisation of materials supplied has also been launched to cover all primary school teachers in the state.

2.2.5 Strengthening of Teacher Education: DIETs

The centrally sponsored scheme of District Institutes of Education and Training (DIETS) was launched by Government of India in 1988 to provide academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with the following purposes: -

Elementary Education: Universalisation of Primary/ Elementary Education.

Adult Education: NLM targets in regard to functional literacy in the 15-35 age group.

The three main functions of DIETs are:

- Training (both at induction level and continuing training)
- Resource support (extension /guidance, development of materials, aids, evaluation tools, etc.) and
- Action research

The programmes of teacher education and training of instructors of adult and non-formal education in DIETs were focussed on child or learner centred approach. This approach necessitated a fundamental change in the manner of curriculum transaction which posed as a daunting challenge in view of the special characteristics of our system -high pupil-teacher ratio, multi-grade teaching, in-adequate physical facilities, and so on. The role of the teacher/instructor is visualized not just as one who transmits readymade knowledge to the learner, but as a designer and facilitator of learning experiences, a manager of instruction and learning resources, and an active contributor to the all-round development of the learner.

DIETs: Special Target Groups

It was proposed that DIETs would have to give primary attention to promotion of education of the disadvantaged groups, i.e.

- Girls and women
- Scheduled castes and Scheduled tribes
- Minorities
- The handicapped, and
- Other educationally disadvantaged groups e.g. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

DIETs in Andhra Pradesh

In Andhra Pradesh, 23 DIETs are functioning with two tribal sub- DIETs at Utnoor in Adilabad district and Paderu in Visakapatnam catering to the in-service tribal teachers in the nine tribal districts of the state. During 1999- 2000, the syllabus of DIETs was revised and a two year Diploma in Education (D.Ed.) was implemented. The intake capacity in Telugu medium is 80 in each year with Urdu medium available in nine DIETs located in West Godavari, Guntur,

Cuddapah, Kurnool, Mahabubnagar, Ranga Reddy, Hyderabad, Nizamabad and Warangal districts.

Secondary level Teacher Training

The secondary level teacher training is by and large through the private sector. Three Colleges of Education (CTE) and four Institutes of Advanced Studies (IASE) are in the government sector, six IASEs are run by the universities and one College of Teacher Education is under private aided management (Andhra Mahila Sabha), while the bulk of the colleges are under the private sector. At present about 300 private unaided colleges of Education are functioning in the state.

2.2.6 District Primary Education Programme

The DPEP launched in 1994, is considered as a forerunner for overhauling the primary education system in India. The programme aimed at operationalising the strategies for achieving UEE through district specific planning and disaggregated target setting. It draws upon the accumulated national experience of several state level initiatives started earlier. This program takes a holistic view of primary education with emphasis on decentralised management, community mobilisation and district specific planning based on contextually and research based inputs.

The basic objectives of DPEP are:

- To provide all children with access to primary education either in the formal system or through the non-formal education (NFE) programme.
- To reduce differences in enrolment, dropout rates and learning achievement among gender and social groups to less than 5%.
- To reduce overall primary dropout rates for all students to less than 10%.
- To raise average achievement levels by at least 25% over measured base line levels and ensuring achievements of basic literacy and numeric competencies and a minimum of 40% achievement levels in other competencies by all primary school children.

The Government of India financed 85 % of the project cost as a grant to the DPEP State Implementation Society while the rest is provided by the state government. The central

government's share is resourced by external funding. DPEP has been implemented in the state in two phases, Phase I (1996-2003) in five districts and Phase II (1998-2004) in 14 districts.

DPEP has been able to set up project management structures at district, state and national levels, create the environment and capacity for micro planning, take up the challenge of pedagogical innovation, create a responsive institutional base which includes both government and non-government institutions, enhance community participation and strengthen the process of catering to special focus groups such as tribals, scheduled castes, women and other marginalised sections.

Early Childhood Education:

ECE is one of the interventions to promote girls education where in elder girls who stay at homes will attend the school if the children in the age group 3-5 years were accommodated in ECE centres. Apart from the 43,900 Anganwadi centres run by the W&CW department, 3948 ECE centres are opened under DPEP and nearly 5.54 lakh children are enrolled in these two types of centres.

Programmes for out -of -school children:

Under the Back to School programme, special camps were organised during summer for the drop out children. RBC and NRBC were organised for girls. EGS centre and AS were opened to improve access.

Programmes for Girls:

Balika Swashakthi programme was implemented in all the 1120 mandals covering 5600 identified gram panchayats. This programme is implemented to encourage enrolment, retention and capacity building among girls through vocational training, short term camps for out of school girls, supply of sports and musical equipment, remedial and supportive material for slow learners and child friendly elements at schools.

Mothers' Committees:

Mothers' and Women Committees in every school were empowered to decide on financial incentives for girls upto maximum of Rs.150/- per girl child per year.

Evaluation of DPEP:

The DPEP programme is under evaluation. The initial trends of impact studies are very positive. DPEP has made a decisive impact on increasing enrolment, reducing repetition rates and improving class room processes.

The DPEP was implemented in the backward districts with female literacy below the national average and the TLCs have stirred up a demand for elementary education.

2.2.7 National Programme of Nutritional Support to Primary Education (NPNSPE) - School Meal Programme

The Mid day meals program draws a parallel between the malnutrition of children and child education. This scheme aims at universalisation of elementary education while taking care of the health of the children to develop them as complete resourceful human beings. The Mid day meal program aims at bringing the children to school by assuring them food one time everyday they attend the school thereby ensuring their prolonged attendance in schools.

This scheme is designed to give a boost to UEE in terms of increasing enrolment, retention and attendance in primary classes by supplementing nutritional requirements of children attending primary schools. The programme envisages provision of nutritious and wholesome cooked meal of 100 gms of food grains per school day, free of cost, to all children in classes I-V by 1997-98.

The scheme is intended to promote universalisation of elementary education in the following ways:

- by improving enrolment and regularity of attendance
- reducing drop-outs
- by improving children's level of learning and self-esteem and
- Simultaneously impacting upon nutritional status of students in primary classes.

The Scheme when started allowed for an interim arrangement of providing raw rice at the rate of three kilograms per child per month on having 80% attendance till the states developed their mechanism and infrastructure for providing cooked meals to these children.

It was felt that the scheme as evolved in 1995 was not successful as serving of cooking food could not be universalized in many states including the major ones while those providing cooked food could not provide quality food to the children. Therefore the scheme was revised in 2004 to overcome the shortcomings of implementing the 1995 scheme.

The Revised National Programme of Nutritional Support to Primary Education, 2004

The new revised scheme mandates the State Governments to provide a cooked mid day meal with minimum 300 calories and 8-12 grams of protein content to all the children studying in classes I-V in Government and Government aided schools and the EGS and AIE centres.⁶ This Scheme rests with the State Governments and the UT administration the overall responsibility of:

- (i) providing necessary infrastructure
- ii) making all logistic/administrative arrangements necessary for regular serving of wholesome, cooked mid day meal of satisfactory quality, and nutritive value in every eligible school/EGS-AIE Centre, and
- iii) providing financial and other inputs, over and above those to be provided by way of Central assistance, to the extent necessary for the programme.

The cost of implementation has to be shared between the State Governments and the Central Government. The Central Government provides for assistance under the revised scheme the following:

- Supply of free food grains (wheat/rice) @100 grams per child per School Day from the nearest FCI godown,
- Reimbursement of actual cost incurred in transportation of food grains from nearest FCI godown to the Primary School subject to the following ceiling (effective from 1.10.04):-
- Assistance for meeting cooking cost @Re.1.00 per child per school day w.e.f. 1.9.04 [over and above the minimum 15% of ACA under PMGY, to be earmarked for cooking cost].

⁶ The Central Government defined Government aided School and EGS/AIE centre as: "Government-aided School" means a school in receipt of regular annual recurring aid from the Central or State Government, or a competent Local Body, and recognized/categorized by it as an "aided school".

- Assistance for Management, Monitoring & Evaluation (MME) @ not less than 0.9% of the total assistance on items 1-3 above for the year, 2004-05, and @ not less than 1.8% of such total assistance from 2005-06.
- Assistance for provision of cooked Mid-Day Meal during summer vacations to school children, as per prevailing parameters, in areas declared by State Governments as “drought-affected”.
- Assistance will also be given on reimbursement basis as per parameters of NP-NSPE, 1995, to States which implemented this component in summer vacation of 2004.

Status of Implementation in Andhra Pradesh

The Supreme court of India has issued orders directing the states to implement mid day meal programme in all the primary schools. In consonance with the judgment of Supreme court of India, the Government of Andhra Pradesh started implementing the mid day meal program in twenty two districts of the state from 2nd January 2003 and from February 1st 2003 in Hyderabad district. Andhra Pradesh is not limiting the scheme to only primary schools but has extended it to upper primary schools too. The scheme is also extended to children enrolled in ECE centres, RBCs, NRBCs, NCLP centres. The State is providing sambar with rice every day and a boiled egg or a banana once a week to the children. The scheme was implemented by the state as a state scheme. The scheme is implemented in a public – private partnership model in the urban district of Hyderabad and in Vishakapatnam city. Naandi is providing cooked food in Hyderabad and Vishakapatnam cities. ISCKON is providing cooked food in Tirupathi rural mandal. In the rest of the state cooked food is provided by self help groups / Mother’s committees / School Education Committees.

2.2.8 The Tenth Five Year Plan - Programs for Achieving the UEE

The tenth five year plan has planned the following programs for UEE. These programs are more oriented to reduce the gender disparity and bring in the drop out children especially girls back to the education system to achieve the goal of UEE. It can be rightfully asserted that the achievement of UEE is impossible without the inclusion of schemes for the promotion of girl child education which fact has been recognized by the tenth five year plan and has formed the basis for the same.

Sarva Shiksha Abhiyaan

Under the tenth five year plan the SSA has to provide access and motivation to those outside the school system who are mostly girls, SCs/STs children, working children, urban deprived children, disabled children and children in difficult circumstances, without compromising on the quality of education.

Tenth Five Year Plan - Gender specific programs

The tenth five year plan has also recommended gender specific programs to reduce gender disparity in education. To achieve the above, the plan has emphasized on the existing women centric programs such as Mahila Samakhya, and two new schemes, the Kasturba Gandhi Swatantra Vidyalaya (KGSV) and the National Programme for the Education of Girls at the Elementary Level (NPEGEL). The KGSV and NPEGEL were proposed to take the following features during the plan period:

- focus on educationally backward areas in girls' education;
- focus on girls from the disadvantaged sections like those belonging to SC/ST, minorities, etc;
- tackling gender-specific issues that prevent girls and women from having access to education;
- providing women and adolescent girls with the necessary support structure, and an
- informal learning environment to create opportunities for education;
- creating circumstances for larger participation of women and girls in formal and non-formal education programmes; and
- helping girls to overcome socio-cultural and economic factors inhibiting their access to elementary education.

The tenth five year plan has laid down strategies for improvement of quality as the achievement of UEE will be hollow without ensuring quality education. In this regard the plan has stressed on:

- Improving the quality of textbooks
- Improving the quality of infrastructural facilities like toilets for girls, equipment and support services, playgrounds, classrooms. The main thrust of the tenth five year plan is to ascertain that all primary level schools have pucca buildings with all supporting infrastructural facilities.

The tenth five year plan has provisions for the improving the quality and performance of teachers education also. It has an elaborate strategy addressing the drop- outs too. The plan has identified that girls form the major chunk of the drop outs owing to various factors and has entrusted the duty of bringing them back while retaining the existing ones to various departments involved.

The tenth five year plan has laid immense importance on the UEE in general and girl child education in particular. The plan has clearly laid down strategies towards UEE. While there are general provisions applicable to both boys and girls towards UEE there are special provisions for girl child treating them as a special category.

2.2.9 Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

Objectives of Sarva Shiksha Abhiyan

All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;

All children complete five years of primary schooling by 2007

All children complete eight years of elementary schooling by 2010

Focus on elementary education of satisfactory quality with emphasis on education for life

Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010

Universal retention by 2010

Main Strategies of SSA

- Community ownership of school based interventions through effective decentralisation and involvement of various institutions at all levels
- Priority to girls – especially those belonging to SC/ ST

- Focus on special groups – inclusion and participation of children from SC/ST, Minority groups, urban deprived children and children with special needs
- Emphasis on quality – education at this level should be made useful and relevant by improving the curriculum, including child centered activities, effective and innovative teaching aids and teacher training
- Community based monitoring with full transparency – the educational MIS will correlate school level data with community based information from micro planning and surveys

Interventions under SSA

Access:

Under SSA there is provision for a School / Alternative schooling facility within one Kilometre of every habitation. Upper Primary schools/ Section as per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools. New school buildings, additional classrooms and resource centres are also to be provided as per the requirement..

Teachers:

There has to be one teacher for every 40 children in elementary schools; atleast two teachers in a primary school. There is provision for in-service training for 20 days every year for all teachers at elementary level

Quality:

Free textbooks can be given to all girls and SC/ST children worth upto Rs.150/- per child. Innovative programme for Girls' Education provides for annual allocation of Rs.15 lakhs per district. Annual school grant of Rs.2000 per school and teacher grant of Rs.500 per teacher are also provided. Annual Maintenance grant of Rs.5000 per school for maintenance and repairs of schools is also provided. (Annexure – Table 2.1)

SSA in Andhra Pradesh:

1. Improving Access and Increasing Enrolment:

In the direction of improving access for schooling, 366 new Primary Schools have been opened and 253 primary schools have been upgraded to Upper Primary Schools (UPS)

under SSA during 2005-06. As a drive towards increasing enrolment, a large number of class rooms have been constructed.

The State has made substantial progress in increasing enrolment. In the age group of 6 - 14 years, out of the total population of 117.59 lakhs currently around 113.35 lakh children are enrolled in schools (almost 96.4% of the total children in this age group). Almost 97% of habitations now have a school within one kilometre of the habitation. The state has achieved altogether 96.4% of enrolment. Out of total student population of 117.59 lakh in 6-14 age group, 113.35 lakh have already been enrolled and 4.24 lakh (about 3.6%) students were still out of school. Over 79% of these out-of-school children belonged to the rural areas. SC/ST children account for nearly 11.5% of the total out-of-school children. During 2005-6, the state planned to enroll 3.85 lakh out-of-school children.

2. Drop-outs:

The drop-out rates continue to fall over the years. Percentage of drop-outs in the state is the highest in class V. Though the dropout rates have shown overall decline in the state, some of the districts still have very high drop out rates. The drop-out rates in Mahabubnagar, Medak, Warangal (above 50%) Nizamabad and Nalgonda (above 40%) need to be reduced considerably.

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* and the final list is sent to district SSA office. Additional Project Coordinators of DPOs start the process of bringing back the identified dropouts by admitting them to RBCs. 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. This action has given very good results in most of the areas it is being followed.

3. Gender Gap:

Overall, the gender gap in the State is not as significant as is evident from the girl child enrolment which accounts for 49% of the total enrolment in primary and upper primary schools.

Female teachers represent 43% of all teachers in primary and upper primary schools. The SC/ST/OBC teachers constitute a large percentage.

4. Enhancing Quality

Children Language Improvement Programme (CLIP):

Under SSA, the state has started a very innovative programme in the name of CLIP. Based on their knowledge of Telugu (ability to read and write) and basic mathematical skills (add, subtract, multiply and divide) the students are graded as A or B. On the basis of performance of pupils, classes and schools are also graded as A, B, C and D. Special programme and learning materials have been developed for remedial teaching and special attention is being given to slow learners.

Monitoring is done on regular basis by MEOs and MRPs and progress is very closely followed. All the class rooms display grade and record of every student to track progress. Performance of the districts is monitored at the state level on regular basis.

Teacher Training:

The State has launched a rigorous training programme for all primary, upper primary teachers and Head Teachers to make teaching-learning more effective and joyful, giving emphasis on classroom transaction, evaluation process and importance of remedial teaching.

2.2.10. The 'National Programme for Education of Girls at Elementary Level (NPEGEL)

Introduction

NPEGEL has been formulated for education of under privileged/disadvantaged girls from class I to VIII as a separate and distinct gender component plan of Sarva Shiksha Abhiyan (SSA). This was started as an amendment to the scheme of SSA for providing additional components for education of girls at elementary level. It was felt that SSA had limited financial provisions for girls' education in the form of "innovations" at district level and free textbooks, and therefore this scheme was introduced to achieve Universal Elementary Education (UEE) for girls in educationally backward areas. This scheme is applicable to the educationally backward areas⁷, block districts having atleast 5% SC/ ST population and SC/ ST female literacy rate below 10%, and selected urban slums, basing on 1999 census. This scheme

⁷ Educationally Backward Blocks (EBBs): EBB means a block where the level of rural female literacy is less than the national average and the gender gap is above the national average.

allows flexibility in terms of altering the areas covered initially under scheme on the basis of 2001 census.

This scheme lays down a community based approach i.e. it involves actors at all levels following a participatory approach in its implementation. This scheme targets the following categories of girl children:

- Out of school girls
- Drop outs girls
- Overage girls , who have not completed elementary education
- Working girls
- Girls from marginalised social groups.
- Girls with low attendance
- Girls with low levels of achievement

This scheme also aims at the development of material including:

teaching learning material, CDs, films, review/ development of textbooks, development of guidelines for incorporation of gender concerns, development/ compilation of supplementary reading material for girls, including life skills, which would provide the support needed for girls' education.

Objective

The primary objective of the NPEGEL is to reduce the gender gap in enrolment at elementary level especially among the SC/STs. The objectives of this scheme include:

- To develop and promote facilities to provide access and to facilitate retention of girls and
- To ensure greater participation of women and girls in the field of education
- To improve the quality of education through various interventions and to stress upon the relevance and quality of girls' education for their empowerment.

Components of Scheme

Model cluster School

A Model Cluster School for Girls', as a model girl child friendly school at cluster level will be opened in all selected districts/blocks where the scheme is operational aimed at improving

the achievement of girls, fostering an interest in education among them, and raising the importance of girls' education in the community. An existing school having a density of SC/ST/OBC/Minority girls will be identified as model cluster school.

A 'model cluster school for girls' will have the provision of an additional classroom, supply of drinking water, electrification, and toilet for which one time grant upto a maximum of Rs.2.00 lakhs will be provided. To the extent of construction of such additional room/toilets, this amount would be over and above the 33% limit for Civil Works under SSA. The construction of additional classrooms, etc. will be carried out by the VEC/SMC of the cluster headquarter. Infrastructure development will be used for additions to schools, residential facilities, girls toilets, water supply, electrification and barrier free features etc. in the upgraded cluster schools. The scheme provides a one time grant of Rs. 30000 for teaching learning equipment, library, sports, vocational training, etc.

A cluster comprises of 5-10 villages each block in turn consisting of 8-10 clusters. The schools will consist of facilities in terms of teaching learning equipment, books, equipment, games, and facilities for learning through computers, film shows, reading material, self defence, life skills, riding bicycles, and reading. This girl child friendly infrastructure will be used by all the schools in that cluster, by rotation. The scheme also has provision for hiring instructors for the day or on contract for imparting vocational and other training.

Interventions

The following interventions may be undertaken for each cluster with an annual ceiling of Rs.60,000 per cluster.

Recurring Grant to Model Cluster Schools:

A maximum amount of Rs. 20,000/per annum will be provided to each cluster to meet the requirements of expenditure towards maintenance of the school and engagement of part time instructors hired for not more than 3 months in an academic year at the rate of Rs.1000 per month per instructor.

Awards to Schools/Teachers:

The scheme provides for one award per year @ Rs. 5,000/(in kind) for a school teacher at cluster for achievements in enrolment, retention and learning outcomes of girl students.

Student Evaluation, Remedial Teaching, Bridge Courses, Alternative Schools:

To develop alternative schooling among girls the scheme provides for a maximum amount of Rs.20,000/per annum will be provided to each cluster for student evaluation, remedial teaching, bridge course and alternative schools under the EGS &AIE component of SSA.

Learning through Open Schools:

This scheme provides for a maximum amount of Rs. 50,000/per annum to each cluster towards the payment of fees and provision of supplementary teaching to be taken up with the help of National Open School or State Open School. This grant is to facilitate bringing of girls who have dropped out of regular schools to the educational system.

Teacher Training:

There is also gender sensitisation training component to the teachers and teacher educators under the scheme. A maximum amount of Rs. 4,000/per

Annun will be provided to each cluster for annual training of at least 20 teachers specially on gender aspects.

Child Care Centres:

The scheme provides opening of additional Early Childhood Care centres to meet gaps in the Integrated Child Development Scheme and relieve girls from the burden of sibling care. Two Child Care Centres per cluster run by community may be opened in the areas where there is no Child Care Centre under any scheme of the Department of Women & Child Development and/or the State Government concerned. Each centre opened under the 'Girl Education component' of the SSA will receive a recurring grant of Rs.5000/ and a Nonrecurring grant of Rs.1000/ per annum.

Nutrition and School Health

This scheme also concerns about the health of the girl child and provides for general health check up with intensive follow up of for girls requiring medical attention. For model cluster schools nearer to the Government Hospital or Referral Hospital or PHC Centre necessary health services.

Community Mobilization

At the District and cluster (a group of about ten villages) level , mobilisation activities including the training of teachers and educational administrators, mobilisation of the community, including formation and training of resource groups (Mother Teacher Associations (MTA), Women Motivator Groups(WMG), Mahila Samakhya (MS)Sanghas etc.), activities by resource group like enrolment, retention, talking to parents etc., training & review of resource group, community follow up of enrolment, attendance, achievement etc shall be carried out.

NPEGEL in Andhra Pradesh

The State is also implementing NPEGEL programme in selected educationally backward mandals of all the districts to promote the difficult to reach and over-age girl children. Under this scheme 1,295 model cluster schools have been established. The activities also included giving work books to 74,000 slow learning girls, organizing 290 motivational camps covering 11,750 girls, mainstreaming nearly 8,000 girls from RBCs and giving vocational skills, amongst other things. Further, construction of 969 additional classrooms is taken up in the model cluster schools. 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.

2.2.11 Kasturba Gandhi Balika Vidyalaya (KGBV)

Introduction

Kasturba Gandhi Balika Vidyalaya (KGBV) is being implemented by the Government of India by setting up upto 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, BC and minorities in difficult areas. The scheme will be coordinated with the existing schemes of Department of Elementary Education & Literacy viz. Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS).

Scope

Girls residing in hard to reach, small and scattered habitations that lie at a distance from the nearest school, will be addressed by KGBV, The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the

rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with:

- concentration of tribal population, with low female literacy and/or a large number of girls out of school;
- concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for a school

The criteria for eligible EBB will be the same as in the NPEGEL scheme of SSA.

Objective

The primary objective of the KGBV is to reduce the gender gap in enrolment at elementary level especially at the upper primary level in the rural areas and among disadvantaged communities. The objective of this scheme is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

Strategies

Between 500 to 750 residential schools will be opened in the country, in a phased manner over the 10th Plan period at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non-recurring cost, per school. Initially, the proposed schools shall be opened in rented or other available Government buildings after deciding the location.

The district administration has to ensure that the residential schools are set up only in those backward blocks that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs.

Components of the scheme

- i) Setting up of residential schools where there are a minimum of 50 girls predominantly from the SC, ST and minority communities available to study in the school at the elementary level. The number can be more than 50 depending on the number of eligible girls.

- ii) To provide necessary infrastructure for these schools
- iii) To prepare and procure necessary teaching learning material and aids for the schools
- iv) To put in place appropriate systems to provide necessary academic support and for evaluation and monitoring
- v) To motivate and prepare the girls and their families to send them to residential school
- vi) At the primary level the emphasis will be on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/ upper primary schools) younger girls can also be targeted
- vii) At the upper primary level, emphasis will be on girls, especially, adolescent girls who are unable to go to regular schools
- viii) In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and only thereafter, 25% girls from families below poverty line.
- ix) Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. These residential schools can also be adopted by the corporate groups.

Implementation, Monitoring and Evaluation

The scheme is proposed to be implemented by State Governments through the Mahila Samakhya (MS) Society in MS states and through the SSA society in case of other states. Funds will be released as per SSA pattern to the State SSA societies. The monitoring and evaluation at the State and district level will be undertaken by the MS State Resource Centers and in non-MS states, through the committee created for the National Programme for Education of Girls at the Elementary Level in the SSA society.

Training for teachers and staff at the residential schools will be coordinated by the District Institutes of Educational Training, Block Resource Centres and the Mahila Samakhya Resource Groups.

KGBV in Andhra Pradesh

94 KGBV schools have been started in the state in August, 2005. The responsibility of running these KGBV residential schools is interested to the AP State Residential Educational Institutions Society (APREIS). In all the 94 KGBV schools, Principals, teaching staff and other staff are appointed and posted by APREI Society, AP, Hyderabad. 7,818 girls are enrolled in the KGBV Schools. The construction of school buildings of KGBV is proposed to be completed before the 10th Plan period. The District Collectors have been assigned the task of identifying suitable sites for construction of school buildings for KGBV schools. By March, 2006, as against 94 sites to be made available, Collectors have allotted 44 sites in 14 districts.

Chapter- III

Demographic trends in Andhra Pradesh- Focus on Girl Child

- Population
- Literacy

3. Demographic trends in Andhra Pradesh- Focus on Girl Child

3.1 Population Trends

India accounts for 2.4 percent of the world surface area and have 16.7% of the world population. According to 2001 census, it has 531 million males and 496 million females and is the second populous country next to China in the world. Though, there is an increase in absolute terms of 180.6 million population in the last decade, the net growth rate of the country has declined for the first time after 1961 and has witnessed an average decline of 1.93 percent per annum. In 1991 – 2001, the decadal growth of population in the country is 21.34 percent⁸.

According to 2001 Census of India, Andhra Pradesh is the fifth populous state with 7.37% of the Indian population living within its boundaries. In the last decade, demographically it has recorded many significant changes. It has recorded a decline in the decadal growth rate for the first time after six decades from 24.20% in 1981 - 91 to 13.86% in 1991 - 2001. As per the National Family Health Survey –1 (NFHS-1, 1989-91) in Andhra Pradesh, the Total Fertility Rate (TFR) (the average number of children born per woman) is 2.59 and as per NFHS –2 (1996-98) it is 2.25 which is nearer to the desired TFR i.e., 2.1⁹. Infant Mortality Rate has declined from 86/1000 in 1981 to 66/1000 in 1999 (1999 SRS estimates) and 59 in 2003³. There is an increase in literacy rates from 44.08 in 1991 to 61.11 in 2001. The general population trends in Andhra Pradesh over the last one decade (1991- 2001) is shown in the following table.

Population Variations in Andhra Pradesh (1991- 2001 Census)

Census	Population			Sex ratio
	Male	Female	Total	
1991	33724581	32783427	66508008	972
2001	38527413	37682594	76210007	978
% of inc/dec	14.24	14.94	14.59	

Source: Table 1.1 Statistical Abstract Andhra Pradesh 2005

⁸ Source - <http://indiabudget.nic.in/es2001-02/chapt2002/chap107.pdf>

⁹ Source - <http://www.aponline.gov.in/quick%20links/Economic%20Survey/social4.pdf>

¹⁰ Source: Statistical Abstract Andhra Pradesh 2005

3.1.1 Rural - Urban Population

The total population of Andhra Pradesh is 762.10 lakhs of which 554.01 lakhs reside in rural areas and 208.09 lakhs reside in urban areas. The urban population of Andhra Pradesh works out to be 27.08 % and is almost on par with urbanization in India (27.78 %). It happens to be the second least urbanized state in South India.

Rural - Urban Population - Andhra Pradesh (1991 – 2001 Census)

Category	1991			2001		
	Male	Female	Total	Male	Female	Total
Rural	24591875	24029007	48620882	27937204	27463863	55401067
Urban	9132706	8754420	17887126	10590209	10218731	20808940
Total	33724581	32783427	66508008	38527413	37682594	76210007

Source: Statistical Abstract Andhra Pradesh 2005

The three most urbanized districts in Andhra Pradesh are Hyderabad (100%), Ranga Reddi (53.27%) and Visakhapatnam (39.89 %) and the least urbanized districts are Mahabubnagar (10.59%), Srikakulam (11.00%) and Nalgonda (13.26 %) in that order¹¹. (Annexure – Table3.1)

The percentage of rural population in 2001 is 72.92% as compared to 73.11 in 1991. In terms of percentage of rural population to total population, Mahabubnagar ranks first with a rural population of 89.41% followed by Srikakulam (89%) and Nalgonda (86.74 %) districts. Ranga Reddi district has the least rural population of 46.73% and the district of Hyderabad does not have any villages. In absolute numbers, the largest rural population is in East Godavari (37.49 lakhs) district followed by Guntur (31.79 lakhs) and Mahabubnagar (31.42 lakhs) districts¹². (Annexure - Table 3.1)

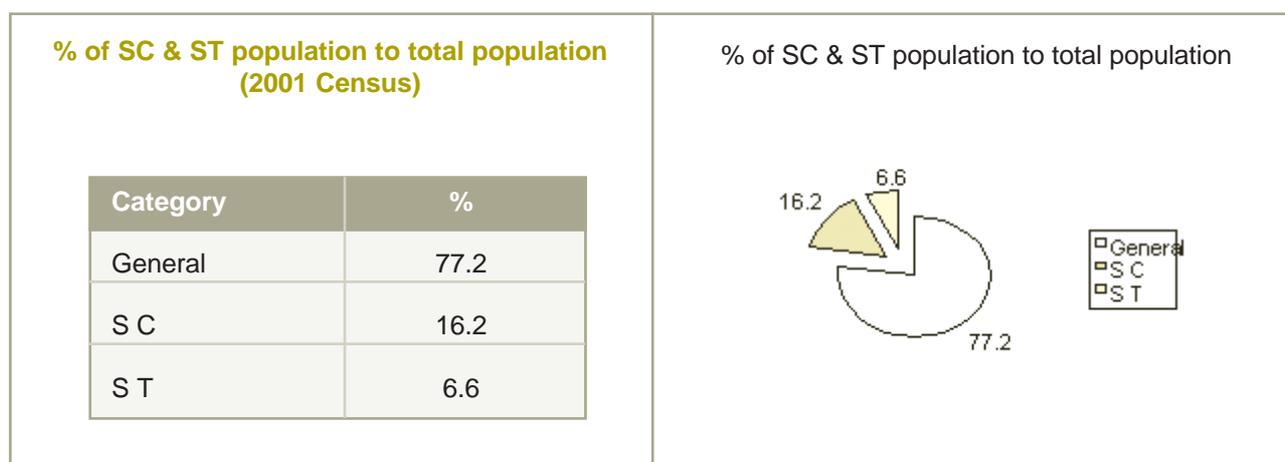
3.1.2 SC & ST Population

As disadvantaged groups in our society, the scheduled castes (SC) and scheduled tribes (ST) population deserves specific mention. The percentage of SC & ST population in the state is presented below. In 2001, there is a slight increase in both SC& ST population as compared to the 1991 census. Among the South Indian states, Andhra Pradesh ranks highest in ST population to the total population (6.6%) followed by Karnataka with the same percentage

¹¹ Source - Census of India 2001, provisional population totals paper – 2 of 2001 series -29

¹² Source - Census of India 2001, provisional population totals paper – 2 of 2001 series -29

(6.6%). Next to Tamil Nadu (19.0%), Andhra Pradesh has the second largest SC population to the total population (16.2%) in South India.



Source: Series 29, Primary Census Abstract, Census of India

In absolute terms, the SC population comprises of 123 lakhs and ST population 50 lakhs as against the total population of 762.10 lakhs. (Annexure – table 3.2) Among the districts in Andhra Pradesh, Nellore (22%) has the highest SC population followed by Prakasam (21.3%) and West Godavari (19.2%). In case of ST population, Khammam (26.5%) followed by Adilabad (16.7%) and Visakapatnam (14.5%) has reported the highest. Hyderabad being the capital city with no rural population has reported the lowest concentration of ST population and second lowest in SC population. Visakapatnam (7.6%) has the lowest SC population followed by Srikakulam (9%) and Vizianagaram (10.6%). Kurnool (2%), Cuddapah (2.4%) and West Godavari (2.5%) reported the lowest ST population. (Annexure – Table 3.3)

3.1.3 Sex Ratio

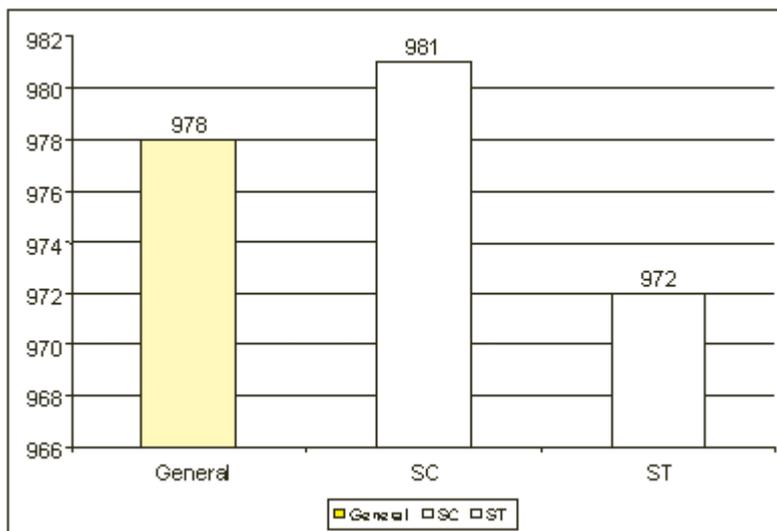
Sex ratio is one of the simple most indicators of overall status of women. It is an accepted fact that female species is stronger in survival instinct among the two human species and outnumber men in most countries. Nonetheless, the pathetic status of women in India is reflected in its low sex ratio. Since 1901, it was not only low at 972 but has declined drastically to 927 by 1991. Applauds to the conscious effort, by 2001 it was raised marginally to 933 per 1000 males. Concurrently, in Andhra Pradesh also, since 1951 for the first time in 2001, sex ratio showed an increase. It has increased from 972 in 1991 to 978 in 2001 which is remarkably higher than the all India rate of 933 per 1000 males. However, amid the Indian states, in sex ratio, Andhra Pradesh is ranked sixth among the Indian states and among the four south Indian states it stands third in sex ratio with Karnataka tailing it.

In Andhra Pradesh, the highest sex ratio is reported in Nizamabad (1017) followed by Srikakulam (1014) and Vizianagaram (1009) and the lowest in Hyderabad (933), followed by Rangareddi (944) and Anantapur (958). Though the sex ratio ranges from 1017 in Nizamabad to 933 in the urban district of Hyderabad, among the 23 districts in the state, eleven districts including Khammam, Kadapa, Medak, Warangal, Mahbubnagar, Prakasam, Nalgonda, Kurnool, Anantapur, Ranga Reddy and Hyderabad form a continuous belt of sex ratio below 978. It is quite remarkable to note that Hyderabad and Ranga Reddy are the most urbanized districts in the state and Srikakulam, Nizamabad falls under the category with largest rural population (District wise analysis of Sex Ratio is given in Annexure Table – 3.4).

Sex Ratio among different Population Groups

The state average sex ratio among general, SC & ST population is 978, 981 and 972 respectively. While in case of general population, 10 districts record sex ratio above the state average, among SC & ST population, 11 and 14 districts recorded sex ratio above respective state average. (Annexure – Table 3.5)

Sex Ratio among different Population Groups



3.1.4 Declining Girl Child Sex Ratio in Andhra Pradesh

More alarming than the overall situation is the fact that while the sex ratio for overall population has increased by six points during 1991-2001, in the age group 0 - 4 years, this has declined sharply from 983 to 967 i.e. by 16 points in rural areas. In the urban areas the sex ratio has reduced by 7 points from 965 to 958 per 1000 boys in the same period.

Census Years	Girls per 1000 boys in different age groups					
	RURAL		URBAN		COMBINED	
	0-4 Years	5-14 Years	0-4 Years	5-14 Years	0-4 Years	5-14 Years
1991	983	948	965	959	978	951
2001	967	947	958	962	965	951

Primary Source: Census Abstract Andhra Pradesh, Series – 29, Vol.1

Similarly, in our country the chances of girl children losing their life before reaching the age of 14 years is higher than for boys. Various socio economic factors contribute to the loss of her life. Sex ratio in the age group of 0 - 4 years and 5 - 14 years has always been skewed negatively towards girls. In 1991, sex ratio in the age group of 0 – 4 years was 978 and in 2001 it has decreased to 965 per 1000 boys. In the age group of 5 – 14 years, over the years sex ratio has remained stable at 951 per 1000 boys. (Annexure – Table 3.6)

More girls are born in rural than in urban areas of Andhra Pradesh and many more lose their life in rural areas. In 1991, the sex ratio in rural areas was 983 and that of in urban areas was 965 indicating that more girls are born in rural areas. By the time they reach the age of 14 years, the sex ratio in rural areas has declined to 948 compared to 959 in urban areas, indicating high loss of life in rural areas.

Over the decade, 1991 - 2001, the decline in sex ratio among 0 - 4 years has increased in rural areas (980 to 967) by 16 points while the decline was not so steep in urban areas and was by 7 points (965 to 958). Contrary, the sex ratio among 5 - 14 years is more or less stable in the rural areas (948 in 1991 to 947 in 2001) and has increased in urban areas (959 in 1991 to 962 in 2001).

3.1.5 Status of Women

Status of Indian women is highly disadvantageous compared to their counterparts in most countries in the world. It begins from womb and follows her till the tomb - female foeticide, female infanticide and low nutritional level because of sheer neglect of a female from birth, through adolescence to youth and poor health arising out of it, early marriage and unsafe motherhood, lack of medical attendance of childbirth and poor health, low level of illiteracy, discriminatory socio-cultural values and attitudes, beliefs and practices towards female which

compound the already precarious condition of females especially in large parts of rural India where three quarters of our population live.

Though there is a clear preference for sons, the data from NFHS - 2 conducted in 1998 - 99 in Andhra Pradesh, shows some favorable trends for girls. NFHS – 2 states that despite the existence of certain amount of son preference, there is an increasing tendency to limit the family size with two children even when they are daughters. It also states that son preference is relatively weak in urban areas, among literate women, and among women whose husbands have at least completed high school. Son preference does not vary much by religion, but scheduled caste and scheduled tribe women show more son preference than women from other backward classes.(ref: NFHS – 2 at pg no.79). Strong son preference combined with female foeticide and infanticide can lead to demographic imbalances. Even otherwise, due to poor nutritional care, low resistance to disease, subsequent ill health and lack of proper medical attention is also a major cause of loss of girl's life. It is an accepted finding that majority of the women seek medical care only when they are critically ill to carry out their regular work.

High Female Mortality

Females suffer greater loss of life in all age groups from birth to the age of 34 years, with the trend reversing after that. The Infant Mortality rate is 62 for the year 2002 and 59 for the year 2003 per 1000 live births¹³. The Maternal Mortality Rate (MMR) in Andhra Pradesh is at high end among Indian states at 130 per one lakh live births in 2001. Similarly, only 68.3% of the deliveries are attended by skilled health care personnel, depicts the plight of the women¹⁴. In Andhra Pradesh, the male Crude Death Rate (CDR) is higher than the female CDR according to the NFHS – 2 and SRS surveys, but the age specific death rates in NFHS – 2 is slightly higher for females than for males during early childhood (age 0 -4 years) and the reproductive years (age 15 – 49). The SRS, however, reports higher male than female mortality in every age group.¹⁵ The Maternal Mortality Rate in Andhra Pradesh is also one of the highest among the Indian states.

¹³ Source: Statistical Abstract Andhra Pradesh 2005 pg no 67

¹⁴ Source: <http://siteresources.worldbank.org/INTINDIA/Resources/295482-1124149238518/APBriefState.pdf>

¹⁵ NFHS – 2, Andhra Pradesh 1998 – 99 pg no 114, 121

Early Marriage & Child Birth

Early marriage of girls often leads to the beginning of miseries and is a common practice in most of the rural India. According to NFHS - 2, despite a clear cut evidence of rising age at marriage, most women at 20 – 49 ages in Andhra Pradesh were married before they had reached the legal age of 18 years. 83% of the rural women and 58% of urban women and 76% of all women married before 18 years. The median age for urban areas was recorded as 17 years and for rural areas as 15 years and no significant difference was noted for age at first cohabitation.

Since there is steady increase in the age at marriage, it will be reflected in the age at first child birth also. In Andhra Pradesh, the age at first delivery has been increasing steadily over the last 10 years. The median age at first birth in rural areas has been noted as 17.9 years and in urban areas as 19.5 years. But the remarkable feature is that among women who have completed at least high school the age at first birth is 21 - 22 years while that for illiterate women it is 17 - 18 years¹⁶. Amidst the malnutrition and ill-health, when a young girl of 17 – 18 years who has not yet completed her physical growth gets pregnant, her body starts competing with the growing fetus in her womb for nutrition putting her in unsafe high risk motherhood. This sets the long cycle of low birth weight babies, weak babies and malnutrition.

Continuous conscious effort of social activists and policy makers to tackle the above issues has resulted in several legislative measures and actions in favor of her. However, lack of proper implementation has never allowed her to move further from her plight. Several indicators like declining sex ratio, poor literacy rate, early marriage of girls etc proves it.

3.1.6 Increasing Accessibility of Education in India

Development cannot happen without the participation of the people and the fruits of development cannot be enjoyed if people are not educated. Poverty is responsible for all the social evils possible on earth. Poverty induces ill-health and illiteracy. Since India is largely a patriarchal society irrespective of religious backgrounds women suffer the most from all these social evils. To quicken the process of development literacy programmes are essential. Amid literacy rates, female Literacy is considered to be a more sensitive index of social development

¹⁶ Source: NFHS – 2, Report on Andhra Pradesh

compared to overall literacy rates. Female literacy is negatively related with fertility rates, population growth rates, infant and child mortality rates, and shows a positive association with female age at marriage, life expectancy, participation in modern sectors of the economy and above all girls' enrollment in schools.

3.2 Trends in Literacy

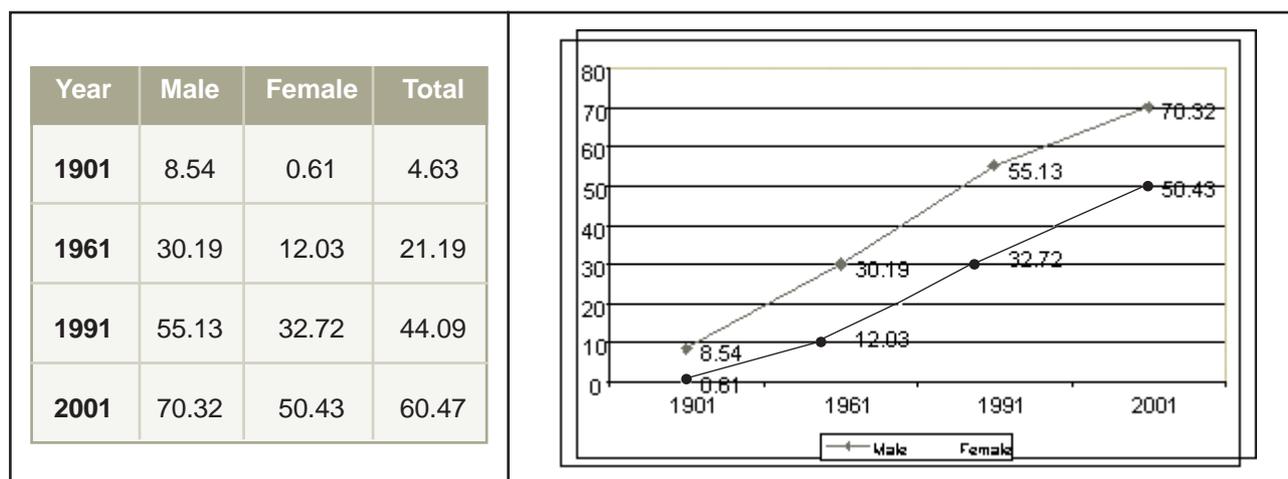
With majority of the population living in rural area, increasing education accessibility for all had always been a challenge for India. Since independence, the country has put in much of her resources to spread education. In spite of the continuous efforts, the literacy rates in the country have grown slowly. With a national literacy rate of 64.8% in 2001 which is a huge leap from 52.2% in 1991, India is moving forward in its mission to provide education for everyone.

Among the states in India, Kerala recorded the highest literacy rate of 90.9% followed by Mizoram at 88.8%. Andhra Pradesh stands 28th among the states with 60.5% literacy rate in 2001. Andhra Pradesh has the lowest literacy rate (60.47) among the four Southern states. Though Andhra Pradesh ranks last in literacy among the Southern states, there is remarkable increase of 17.03% in the state literacy rate, during the decade 1991-01 and this increase is highest when compared with increase in literacy rates of other Southern states¹⁷.

If we look at the state of literacy in Andhra Pradesh, we can see that the literacy rate was 44.09% points in the 1991 and 60.47% points in 2001. While by 1991, in three decades it could achieve only an increase of 22.9%, by 2001, the increase in growth percentage is 17.02 over a period of 10 years. The state of literacy is not stagnant in the state and there are positive signs of growth in literacy indeed.

¹⁷ Source: Selected Educational Statistics, DSE, AP 2000 - 2001

Literacy Rates in Andhra Pradesh



Source: Selected Educational Statistics DSE, AP 2000 - 2001

3.2.1 Literacy Status in Andhra Pradesh

The increase in literacy in Andhra Pradesh, especially in rural areas is quite remarkable. The below table depicts the literacy status among different groups of population in the state during 1991 and 2001.

In Andhra Pradesh, literacy level has increased from 44.09 % in 1991 to 60.47% in 2001. With nearly 73% of the population living in rural areas, whose spatial distribution is unequal, the state has recorded a growth of 18.76 points in rural areas which is higher than the urban areas. But even then in 2001, when compared to the literacy rate in urban areas (76.9%), the rural literacy rate (54.5%) lags behind urban areas with a huge gap of 22.4 points. It necessitates us to assess the challenges in spreading education and revisit the efforts which have helped us to come so far and also to make necessary amendments to face the challenge.

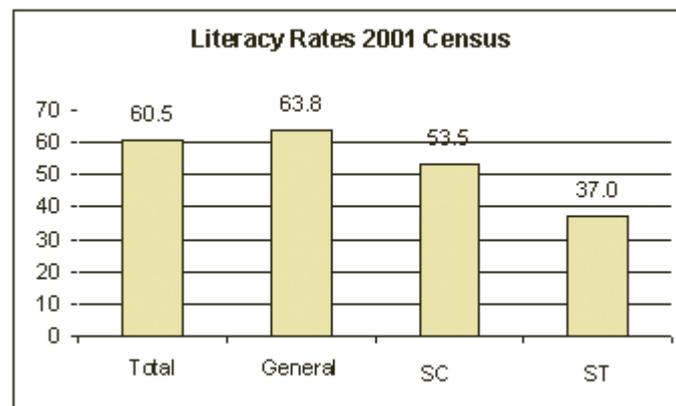
Similarly, there is a significant increase in literacy level among SC & ST population in the state. Among SCs, literacy rate has increased from 31.59% in 1991 to 53.52% in 2001 and among STs, it has increased from 17.16% in 1991 to 37.04% in 2001, which is nearly 20 points increase in both groups. Nonetheless, the fact that they are still lagging makes it essential to pay greater attention to bring them on equal status.

3.2.2 Literacy among SC & ST Population

According to 2001 Census, the SC & ST population has reported an average of 53.7 % and 37% literacy level in Andhra Pradesh. Highest literacy level among ST population is reported

from Hyderabad (55.4%) and West Godavari (50.9%) following it. Among SC population also, Hyderabad (69.4%) and West Godavari (68.7%) has reported highest literacy level. Among the districts, Nellore which has the highest SC population of 22%, reported 65.1% literacy level which is above state average. Though below state average, Khammam which has 26.5% of the state ST population has reported 57.1% literacy level. (Annexure-Table3.7)

Literacy Rates in different population groups



3.2.3 Inter district disparity in literacy rates in Andhra Pradesh

Except Mahabubnagar which has lowest literacy rate of 44.41%, all other districts in the state have recorded literacy level of more than 50% where as 10 years back, only three districts had more than 50% literacy level. According to 1991 Census data also, Mahabubnagar (29.58%) have the lowest literacy level and Hyderabad (71.52%) have the highest literacy level. The other districts which have low literacy level in the state are Vizianagaram (51.07%), Medak (51.65%), Nizamabad (52.02%) and Adilabad (52.68%). Hyderabad (78.8%) has the highest literacy followed by West Godavari (73.53%), Krishna (68.85%) and Chittoor (66.77%).

In terms of growth in total literacy rate, West Godavari ranks first among the districts in increase of literacy levels by achieving a growth of 20.16 points compared to 1991 literacy rate. Adilabad, Medak, Nalgonda and Srikakulam follow West Godavari in growth in literacy rate. Least growth in literacy rate is recorded in Hyderabad (7.28), Kurnool and Ananthapur. The average growth among the districts is recorded as 16.50 points.

The highest growth in literacy rate among men is observed in Adilabad which was only 45.04% in 1991 and rose to 64.98% in 2001. West Godavari accounts for the highest growth

in literacy rate among women. Srikakulam has shown 20.16% growth that is little less than West Godavari between 1991 and 2001.

Hyderabad has the highest literacy rate among both men & women. In spite of it being a capital city and with highest literacy rate in the state it has yet a long way to go to touch the 100% literacy mark. (Annexure – Table 3.7)

3.2.4 Female Literacy in Andhra Pradesh - At a Glance

In 2001, the female literacy level in Andhra Pradesh is recorded as 50.43% which is 17.71 points higher than the literacy level of 32.72 % in 1991. The male literacy is 70.32 % in 2001 while it was 55.13 % in 1991. As stated above, the percentage increase of literacy level among male population (15.19 points) is lesser than among the female population (17.71) in the state. Nonetheless, the below table shows that fourteen out of the 23 districts records a variation of more than 20 points between male and female literacy level even in 2001. This shows the urgency to formulate specific strategies to improve female literacy in the state.

Difference in Male/ Female Literacy Levels among Districts

Difference in male/female literacy rate in points	Number of Districts	Districts
0-10 points (range 9.06 - 10.24)	2	East Godavari, West Godavari
10-20 points (range 11.2 - 19.56)	7	Hyderabad, Krishna, Nellore, Guntur, Khammam, Ranga Reddy, Vishakapatnam
Above 20 points (range 21.84 - 26.29)	14	Chittoor, Vizianagaram, Srikakulam, Warangal, Prakasam, Karimnagar, Nalgonda, Adilabad, Mahabubnagar, Ananthapur, Nizamabad, Medak, Kurnool, Cuddapah

3.2.5 Area-wise Variations in Literacy among Population Groups

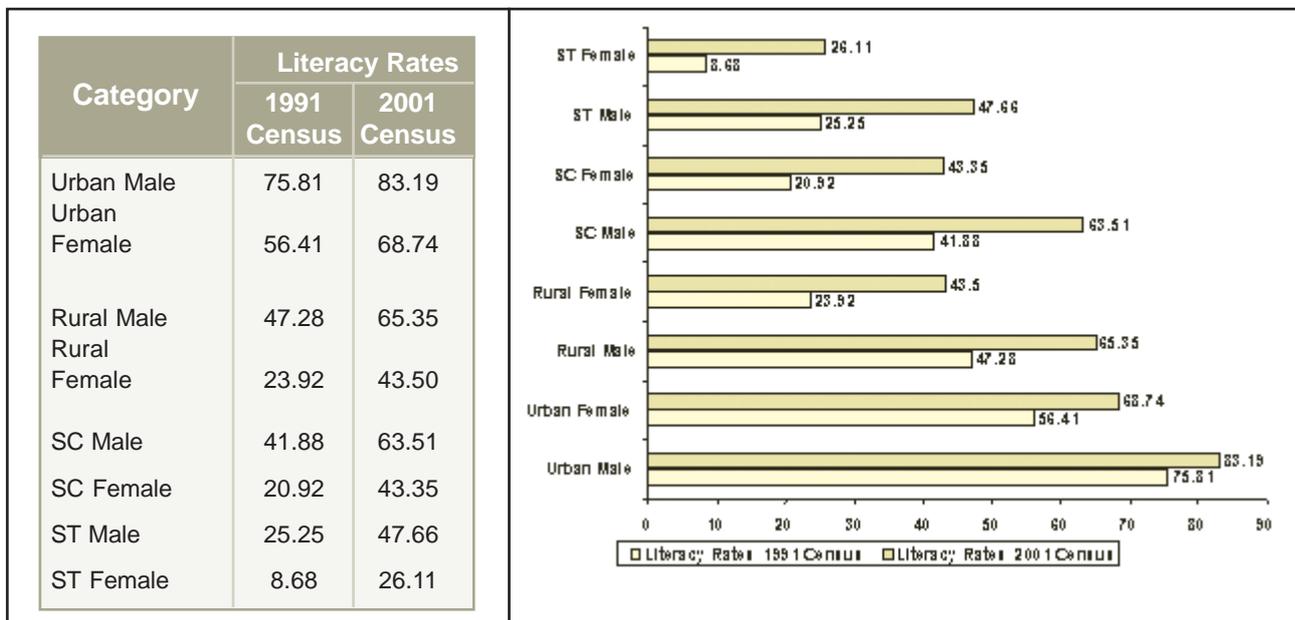
In 2001 census urban male has the highest literacy rates with 83.19% followed by urban female with 68.74%, which is 8.38 and 12.33 points more than what it had been in the 1991 census. Rural male ranks lower than both urban male & female in terms of literacy rates and rural female lagged behind rural male (who already lag behind urban male and female) both in the 1991 & 2001 census by more than 20 percent points.

Area-wise Literacy Rates

Area	1991 Census			2001 Census		
	Male	Female	Total	Male	Female	Total
Rural	47.28	23.92	35.74	65.35	43.5	54.5
Urban	75.81	56.41	66.32	83.19	68.74	76.09

Literacy rate among SC male is less than rural female and SC female ranks lower than SC male but preceded ST male who in turn is followed by ST female. The literacy rate is highest among urban males and lowest among ST female. These disadvantages children actually constitute the bulk of bonded labor.

Disparities in Literacy Rates among male & female in different population groups 1991 & 2001 Census



Low female literacy rate among these communities is primarily due to poverty compounded by their low caste status. In general, girls in Indian society have less access to every resource that generates income. In the case of SCs & STs the access in mainstream resources are further minimized because of their low social status. This is why the most disadvantages sections are the SC & ST female while the latter's condition is worst. The scheduled tribes being away from mainstream culture, the learning materials provided make little sense to them as they can hardly relate those in their daily activities and this is one of the reasons being cited for children's learning difficulties.

In the rural areas, especially in case of the dalits and the tribals, NGOs have a significant role to play in the growth and spread of literacy among these communities. The question of

reaching all parts of the state is not possible for the state alone. It requires the NGOs in fulfilling the task of spread of literacy, so the question of empowering the good NGOs can be made an issue.

3.2.6 Rural - Urban variation in Male & female literacy level in the districts 1991- 2001

The districts having maximum and minimum literacy rates among males and females in rural and urban areas of the state during 1991 and 2001 are given below for the purpose of comparative analysis on the literacy position. The literacy rates in the table reveal that the rate of literacy for male and female has never gone hand in hand. In the 1991 census, Kadapa accounted for the highest literacy rate among males (58.7%) in the rural areas. While West Godavari accounted for the highest rate of female literacy (43.31%) in the rural areas. The lowest male literacy (36.29%) in the rural areas was witnessed by Mahabubnagar, while lowest female literacy in Adilabad (13.26%). In 1991, the male and female literacy gap in highest literacy rate was 15 points while gap between lowest male and female literacy rate was 23 points.

But by 2001, West Godavari came to the leading position in rural literacy among male and female with 76.33 and 67.29 respectively with a reduced gap of 11 points. However, Mahabubnagar maintained its lowest level in male literacy level and also became lowest in female literacy level with a more or less same gender gap of 22 points.

Comparative Analysis of Male & Female literacy in Rural & Urban areas among Districts in 1991 & 2001

Rural - 1991 census					Urban - 1991 census			
	Male		Female		Male		Female	
	District	Literacy rate	District	Literacy rate	District	Literacy rate	District	Literacy rate
Maximum literacy rate	Kadapa	58.7	West Godavari	43.31	Nalgonda	81.27	Hyderabad	63.56
Maximum literacy rate	Mahbubnagar	36.29	Adilabad	13.64	Adilabad	68.63	Adilabad	44.12
Rural - 2001 census					Urban - 2001 census			
	District	Literacy rate	District	Literacy rate	District	Literacy rate	District	Literacy rate
Maximum literacy rate	West Godavi	76.33	West Godavari	67.29	Nalgonda	88.55	West Godavari	75.71
Maximum literacy rate	Mahbubnagar	53.28	Mahbubnagar	31.89	Kurnool	76.45	Kurnool	57.37

In 1991, Urban Nalgonda male (81.27%) reported the highest literacy rate while Hyderabad accounted for the highest female literacy rate (63.56%). Adilabad experienced the lowest literacy rate among men (68.63%) and not surprisingly it also accounted for the lowest female literacy rate (44.12%). The gender gap among the maximum and minimum literacy rate was 18 points and 28 points respectively.

Though, in 2001, Nalgonda maintained its highest urban male literacy rate at 88.55%, West Godavari topped female literacy level at 75.71%. The lowest urban male and female literacy level is reported from Kurnool district at 76.45% and 57.37% respectively. The gender gap among the maximum and minimum literacy rate was reduced to 13 points and 19 points respectively.

In general, there is decline in gender gap in literacy levels in rural and urban areas but the decrease is remarkably low in rural areas. It is clear that Adilabad and West Godavari have achieved clear cut edge over other districts in improving their literacy levels. A detailed analysis of Adilabad and West Godavari districts to understand the success in increasing literacy level will be worthwhile.

Chapter- IV

Reaching the Girl child

- Access
- Enrollment
- Enrollment Ratios
- Drop Outs

4. Reaching the Girl child

4.1 Access

“The concept of a National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality: says the Nation Policy on Education, 1986. It goes on to say “to promote equality, it will be necessary to provide for equal opportunity to all, not only in access, but also in the condition for success”.

This is quite the essence of the universalisation task, and means that needs of educationally disadvantaged groups would have to be given maximum attention. The largest such groups are: -

- Girls and women
- Scheduled castes and Scheduled tribes
- Minorities
- The handicapped, and
- Other educationally disadvantaged groups i.e. working children, slum-dwellers, inhabitants of hilly, desert and other inaccessible areas, etc.

4.1.1 Villages & Habitations in Rural Areas of Andhra Pradesh

Andhra Pradesh has an area of 2.75 lakhs sq. kms covering 8.37% of the total area of India. It is the largest among the Southern states of India in respect of area, and ranks fifth among the states of India in this regard. The state comprises of three natural regions which can be distinguished with one another from their historical, cultural and economic backgrounds - Coastal Andhra region, Rayalaseema and Telangana region.

Ananthapur district with an area of 19,130 sq.kms has the highest area among the districts. Hyderabad district with 217 sq.kms ranks last in respect of area. The State is divided into 23 districts¹⁸ which are subdivided into 1117 panchayat mandals (Annexure Table 4.1).

Among the districts in the state, Vishakapatnam district has highest number of villages (3107) followed by Srikakulam district with 1709 villages. Guntur has least number of villages (696) followed by West Godavari district with 834 villages.

¹⁸ Source: Census of India, 2001

* A habitation is a distinct cluster of houses existing in a compact manner with a local name. A village may consist of one or more habitations and one of the habitation may bear the name of the village itself. Andhra Pradesh is marked with small habitations which are widely spread across the state.

Chittoor district is having highest number of rural habitations (9219) followed by Visakapatnam district with 5282 rural habitations. Nizamabad has least number of rural habitations (1518) followed by Ranga Reddy district with 1529 rural habitations. However the highest rural population (38.31 lakhs) is in East Godavari district and the least rural population (17.30 lakhs) is in Ranga Reddy district¹⁹.

As per VII All India School Education Survey (2002), there are 26,646 villages and 66,416 habitations in the rural areas of the State. As on 30.09.2002, there is an estimated population of 7.69 crores in the state. Of this a population of 5.60 crores is in the rural areas constituting 73% of the total population. This indicates that the population of the state is predominantly inhabited in rural areas.

Rural Habitations in Various Population Slabs - 2002

	Population Slabs				Total
	Below 300	300 - 499	Below 500	Above 500	
No. of Habitations	27328	10176	37504	28912	66416
% of habitations	41.15	15.32	56.47	43.53	100.00
Population	4003230	3952647	7955877	48082755	56038632
% of population	7.14	7.05	14.20	85.80	100.00

86% of the rural population resides in 28912 (43.5%) habitations which have more than 500 people living in it. There are 37504 rural habitations (56%) with population less than 500 and having 14 % of the rural population. Out of these 37504 habitations, 41% of the habitations (27328 habitations) have a population of less than 300 and they have only 7% of the total rural population. Considering the geographical terrain and spatial distribution of habitations which are scattered and delinked, providing primary schooling facilities within one kilometre of all such rural habitations is a daunting task before the state (Annexure – Table 4.2).

The challenge for the state is to provide quality education to the fewer number of children in the 41.15% habitations which have population less than 300 (Annexure - Table 4.2). The villages are usually scattered and remote with poor all time weather connectivity. Even when we manage to reach the population, added to the above, the question of quality of education

¹⁹ Source -7th All India School Education Survey, 2002 – the figures are as on 30th Sept, 2002

arises. On one side, most of the children in these remote regions are first generation learners, poor and have little exposure to the outside world and have low motivation to study. On the other side, poor infrastructure and teaching facilities in the school, non availability of teachers, even when available are less skilled and less qualified and who hardly motivate the children to study.

In the traditional Indian society, according to the scriptures and customs, women are to be always under the protective wings of her father or brother, husband or son depending on her life stage. Even today, they are considered to have special needs for physical protection and the society expects protection in terms of good school buildings, schools served by lady teachers and separate toilet facilities for girls etc. The closer the school is to home the lesser the parents worry about sending them to schools, as girls can be kept under watch. In habitations which are sparsely populated and dispersed, transport facilities are difficult and expensive; there distance is likely to matter more in enrolment and retention of girl child.

4.1.2 Expansion of schooling facilities

The Government of Andhra Pradesh has made tremendous effort to address these issues through state-wide interventions as well as area-specific educational programmes. It has put in concerted efforts in the expansion of schooling facilities. The number of primary schools increased nearly two times, upper primary schools by thirty times and secondary schools by fifteen times between 1956 – 57 and 2004 – 05. This has facilitated spread of both elementary and secondary education to remote areas of the state. There has been substantial expansion of elementary schools in the state in the recent years. The number of primary schools increased from 29000 in 1956-57 to 55900 in 2000-01. The expansion of schooling facilities continued during the current decade. In 2004, primary schools have further increased to 61680, upper primary schools to 16667 and secondary schools increased to 14342 (Annexure - Table 4.3).

4.1.3 Expansion of schooling facilities in Rural & Urban areas

Rural primary schools increased from 44,412 in 1993 to 53,883 in 2002, while urban primary schools increased from 4729 to 7245 during the same period. The growth in upper primary schools is phenomenal during this period. Rural schools increased from 4724 to 11,904 and urban schools increased from 1657 to 3191. The growth in secondary schools is also significant during this period. Rural secondary schools increased from 4762 to 8280 and urban secondary

schools increased from 2197 to 4085. Girls' schools have also increased phenomenally in both rural and urban areas (Annexure – Table 4.4)

Area-wise Schooling Facilities (Total & Girl's schools) 1993 – 2002

Primary Schools

Area	1993		2002		Growth % 1993-2002	
	Total	Girls	Total	Girls	Total	Girls
Rural	44412	119	53883	614	21.33	415.97
Urban	4729	93	7245	246	53.2	164.52
Total	49141	212	61128	860	24.39	305.66

Upper primary Schools

Area	1993		2002		Growth % 1993-2002	
	Total	Girls	Total	Girls	Total	Girls
Rural	4724	29	11904	149	151.99	413.79
Urban	1657	38	3191	65	92.58	71.05
Total	6381	67	15095	214	136.56	219.4

Secondary Schools

Area	1993		2002		Growth % 1993-2002	
	Total	Girls	Total	Girls	Total	Girls
Rural	4762	139	8280	414	73.88	197.84
Urban	2197	347	4085	407	85.94	17.29
Total	6959	486	12365	821	77.68	68.93

4.1.4 Growth of Educational Facilities in Villages

90's have been watershed decade for expansion of schooling facilities. In 1993, 23535 (88%) villages as against a total of 26650 villages had facility of primary school within the villages. In 2002, 24774 (93%) villages out of 26646 villages had facility of primary school within the village. While the number of villages having the upper primary facility within the village increased from 8111 (30%) in 1993 to 13598 (51%) in 2002, the number of villages having the Secondary schools facility within the village increased from 4317 (16%) to 6447 (24%) in the same period.

Villages by population slab having facilities for Education

Level	No. of Villages		% inc / dec	No. of villages having facilities		% of villages having facilities	
	1993	2002	1993 -2000	1993	2002	1993	2002
Primary				23535	24774	88.31	92.97
Upper Primary	26650	26646	-0.02	8111	13598	30.44	51.03
Secondary				4317	6447	16.20	24.20

4.1.5 Education facilities in Rural Habitations

Providing elementary education to all, with an ever increasing population is not an easy task. The number of rural habitations increased from 62905 in 1993 to 66416 in 2002 (increase of 5.8%). The facility for primary education is available within the habitation in 51482 habitations (77.5%) and within a walking distance of 1.0 km in 61594 (92.7%) habitations. 98.7% of the rural population living in 66,416 habitations has access to primary school within a radius of 1km.

The facility for upper primary education is available within the habitation in 15917 habitations (23.9%) and within a walking distance of 3.0 km in 51605 (77.7%) habitations. 91% of the rural population have access to upper primary school within a radius of 3km. The facility for secondary education is available within the habitation in 6738 habitations (10%) and within a walking distance of 5.0 km in 48148 (72.5%) habitations. 85% of the rural population have access to secondary school within a radius of 5km (Annexure – Table 4.5).

Rural Population / Habitations served by Schools, 2002

Primary Schools													
<p>% of Population served</p> <table border="1"> <tr> <th>Distance</th> <th>Percentage</th> </tr> <tr> <td>Upto 1 Km</td> <td>99%</td> </tr> <tr> <td>More than 1 km</td> <td>1%</td> </tr> </table>	Distance	Percentage	Upto 1 Km	99%	More than 1 km	1%	<p>% of Habitations served</p> <table border="1"> <tr> <th>Distance</th> <th>Percentage</th> </tr> <tr> <td>Upto 1 Km</td> <td>93%</td> </tr> <tr> <td>More than 1 km</td> <td>7%</td> </tr> </table>	Distance	Percentage	Upto 1 Km	93%	More than 1 km	7%
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Upto 5 Km	72%												
More than 5 km	28%												

4.1.6 Education facilities in Rural Habitations in various population slabs

A close look at the habitations in various population slabs shows the expansion of schooling facilities in the densely populated habitations. 99% of the habitations with population 5000 and above are provided with primary schooling facility within one kilometre. 88% of the habitations with population below 500 and 93% of the population in this population slab have access to primary school within a radius of 1km.

Primary

Population slab	No of habitations	No of habitations served by primary education facility				% of population served	
		Within the habitation		upto 1.0 km distance		within the habitation	Upto 1.0 km distance
		No.	%	No.	%		
5000 & above	1073	1069	99.63	1072	99.91	99.71	99.92
2000 - 4999	5597	5556	99.27	5582	99.73	99.27	99.75
1000 - 1999	9789	9598	98.05	9729	99.39	98.16	99.43
500 - 999	12453	11923	95.74	12324	98.96	96.01	99.02
Below 500	37504	23336	62.22	32887	87.69	77.53	93.39
Total	66416	51482	77.51	61594	92.74	95.47	98.68

99% of the habitations with population 5000 and above are provided with middle level schooling facility within three kilometres. 68.8% of the habitations with population below 500 and 72.8% of the population in this slab have access to upper primary school within a radius of 3km.

Upper Primary

Population slab	No of habitations	No of habitations served by primary education facility				% of population served	
		Within the habitation		upto 3.0 km distance		within the habitation	Upto 3.0 km distance
		No.	%	No.	%		
5000 & above	1073	1042	97.11	1072	99.91	97.34	99.93
2000 – 4999	5597	5009	89.49	5497	98.21	90.53	98.42
1000 – 1999	9789	5884	60.11	8918	91.10	62.57	91.75
500 – 999	12453	2785	22.36	10300	82.71	23.90	83.02
Below 500	37504	1197	3.19	25818	68.84	48.00	72.85
Total	66416	15917	23.97	51605	77.70	62.10	90.97

99% of the habitations with population 5000 and above are provided with secondary schooling facility within five kilometres. 65% of the habitations with population below 500 and 68.8% of the population have access to Secondary school within a radius of 5km.

Secondary

Population slab	No of habitations	No of habitations served by Secondary education facility				% of population served	
		Within the habitation		upto 5.0 km distance		within the habitation	Upto 5.0 km distance
		No.	%	No.	%		
5000 & above	1073	961	89.56	1067	99.44	91.32	99.62
2000 – 4999	5597	3166	56.57	5100	91.12	59.90	91.94
1000 – 1999	9789	1694	17.31	7949	81.20	18.79	81.51
500 – 999	12453	592	4.75	9493	76.23	5.04	76.40
Below 500	37504	325	0.87	24539	65.43	1.25	68.84
Total	66416	6738	10.15	48148	72.49	37.99	84.91

4.1.7 Education facilities in SC habitations

Establishment of primary schools in smaller habitations had led to phenomenal growth in the primary schools facilities and enrolment of children particularly among girls, Scheduled Castes (SC) and Scheduled Tribes (ST).

The number of SC habitations increased from 6985 in 1993 to 7920 in 2002 (increase of 13.4%). 7438 SC habitations (94%) have facility of primary school within 1km. 98% of the population in these habitations have the facility within 1km walking distance. 6,650 SC habitations (84%) and 90% of the population are served by upper primary school within 3km distance. 6275 SC habitations (79%) and 85% of the population are served by secondary school within 5km distance (Annexure – Table 4.6).

4.1.8 Education facilities in ST habitations

The number of ST habitations increased from 13171 in 1993 to 16,317 in 2002 (increase of 24%). 13,736 ST habitations (84%) and 94% of the population have facility of primary school within 1km walking distance. 8,673 ST habitations (53%) and 66% of the population are served by upper primary school within 3km distance. 8270 ST habitations (51%) and 61% of the population are served by secondary school within 5km distance (Annexure – Table 4.7).

Girijan Vidya Vikas Kendras at primary level and Ashram schools at middle and secondary levels are provided in the 11 districts which have predominant tribal population.

4.1.9 Ratio among various stages

DPEP and SSA have facilitated establishment of primary schools in the un-served habitations, especially through alternative schools in habitations with low population. This has helped in raising the ratio between upper primary and primary schools to 1:2 which is one of the mandates of SSA.

Expansion in schooling facilities under the two programmes of DPEP and SSA and also the initiatives of the state government has helped to reduce the ratio between primary and upper primary schools from 1:4 in 1993 to 1:2 in 2002. State government have opened 7351 new Primary schools in school-less habitations and upgraded 4352 primary schools to upper primary schools. The ratio between upper primary and secondary schools is also 1:2 which indicates phenomenal expansion at all levels.

**Ratio of Primary -
Upper Primary Schools**

Year	Schools with		Ratio
	Primary Stage	Upper Primary Stage	
1993	49141	13340	4
2000	55901	20081	3
2002	61128	27460	2
2004	61680	31009	2

**Upper Primary Schools -
Secondary Schools**

Schools with		Ratio
Upper Primary Stage	Secondary Stage	
13340	6959	2
20081	10277	2
27460	12365	2
31009	14342	2

4.1.10 Management - wise Distribution of Schools

The 1990's in India have witnessed increase in private participation in many fields ranging from manufacturing goods, power generation, to service sectors like hospitals and schools. Private sector has made its presence felt in the field of education both in rural and urban areas. In the same period, State Government initiatives coupled with the centrally sponsored programmes of DPEP and SSA have facilitated expansion of schools in the government

sector. The massive holistic programmes of DPEP and SSA have made heavy investments in terms of providing infrastructure and teachers in the elementary schools.

Private schools have a right to exist under the Constitution. In the high literacy districts of East Godavari, West Godavari, Krishna and Hyderabad districts, the participation of private sector dates back to the early 1950s and 60s.

Educational institutions established by individuals, groups and various religious institutions continue to provide education under the private sector. However, in recent years private education institutions have gained new prominence and meaning. Increased demand for private education by parents and decline in quality of education in government schools with its massive expansion in the same period are causes of concern.

Management - wise Schools 1993 -2002

Category		Primary Schools				
		Management				
		G	LB	PA	PU	Total
1993	No.	3,486	42,174	1,997	1,484	49,141
	%	7.09	85.82	4.06	3.02	100
2002	No.	5,486	49,773	2,282	3,587	61,128
	%	8.97	81.42	3.73	5.87	100
Category:		Upper Primary Schools				
		Management				
		G	LB	PA	PU	Total
1993	No.	365	4,734	441	841	6,381
	%	5.72	74.19	6.91	13.18	100
2002	No.	544	10,244	520	3,787	15,095
	%	3.6	67.86	3.44	25.09	100

Category:		Secondary Schools				
		Management				
		G	LB	PA	PU	Total
1993	No.	656	4,636	735	932	6,959
	%	9.43	66.62	10.56	13.39	100
2002	No.	1,134	6,807	873	3,551	12,365
	%	9.17	55.05	7.06	28.72	100

G- Government, LB - Local Body, PA - Pvt. Aided, PU - Pvt. Unaided

Source: Report of VI AIES,1993 and Tables of VII All India Educational Survey, 2002 in Andhra Pradesh

The VI and VII AISES conducted in the state in 1993 and 2002 throw light on the trends in the percentage share of schools under various managements. The share of private schools in rural areas is not that significant. The rural areas in the state still depend upon government and local body schools. At primary level, government/local body schools, together form 90% of the total schools. In urban areas, however, the size of the private sector, particularly unaided schools, has increased tremendously. In urban areas, 32% of the primary, 62% of the upper primary and 58% of the secondary schools are under private unaided sector. (Area- wise, Management - wise Schools in Annexure Table- 4.4)

In terms of absolute expansion, government and local body primary schools increased from forty five thousand in 1993 to fifty five thousand in 2002 (ie, 21% increase). Similarly, upper primary schools in government and local bodies has increased from five thousands in 1993 to eleven thousand in 2002 (112% increase) and for secondary schools from five thousand to eight thousands (50% increase). In spite of the phenomenal increase in numbers, the percentage share of government/local body upper primary schools has declined from 80% in 1993 to 71% in 2002. Similarly, in secondary schools category the share has declined from 76% in 1993 to 64% in 2002. On the other hand, private unaided primary schools increased from 1484 in 1993 to 3587 in 2002 (140 % increase). The expansion in upper primary and secondary schools was also rapid in the period with an increase from 841 to 3787 (350% increase) and 932 to 3551 (280% increase) in 2002 respectively. With a declining population trend, the above said two competing bodies have increased tremendously in infrastructure. But, a brief view at the enrolment in these schools in the next session shows that the private schools are bagging away the children from government sector, both in rural and urban areas.

4.1.11 District – wise schooling facilities:

93 % of the rural habitations in the state have primary school facility within a walking distance of 1 km. In fifteen districts of the state more than 93% of the rural habitations have the facility within 1 km. While 77.7% of the rural habitations in the state have upper primary school facility within a walking distance of 3 km, 72.5% of the habitations have secondary school facility within 5 km. In case of upper primary stage, fourteen districts and twelve districts in case of secondary have recorded more than their respective state average in having the educational facility as for the norms.

Chitoor(9218), Visakapatnam(5282), Cuddapah(3999), Srikakulam(3867), Adilabad(3378),

Mahaboobnagar(3247) districts have high number of rural habitations. Whereas Nizamabad(1517), Kurnool(1528), Rangareddy (1529), Guntur(1738) and Krishna(1761) have less than two thousand rural habitations. Krishna, Rangareddy, Nizamabad and West Godavari districts which have fewer habitations have almost universalised access at elementary level and to a great extent at secondary level. In districts of Visakapatnam(5282), Adilabad(3378) and Khammam(2911) which have of high number of rural habitations and which are predominantly inhabited by tribals, access to schools, particularly upper primary and secondary levels is a matter of concern (District- wise schooling facilities in Annexure Table -4.8).

4.2 Enrolment

4.2.1 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 in universalisation of enrolment and retention. A strong gender focus has shown positive results in enrolment of girls at elementary level.

4.2.2 Growth in Enrolment at Various Stages of Education

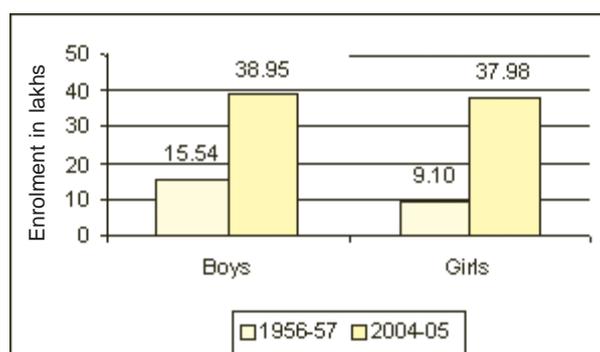
There has been a phenomenal increase in enrollments at all levels of education in the last four decades. In comparative terms, primary enrollment for girls has increased about four fold, whereas the increase at subsequent levels is far higher, i.e., twenty five times for middle, forty times for secondary 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 the account of sustained state effort to promote education of girls.

The enrolment of girls has grown steadily in the last five decades. 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. The enrolment of girls has increased significantly at all levels of education in this period particularly at primary level.

Enrolment by stages 1956-57 to 2000-01

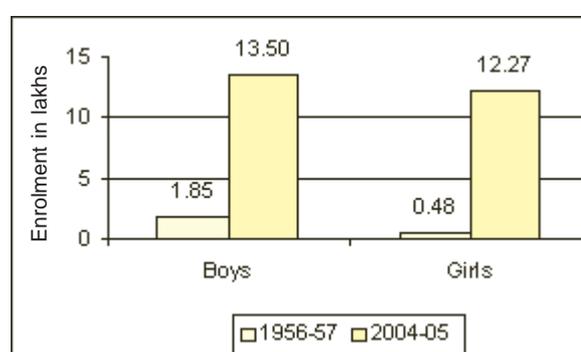
Primary Stage (I-V)

Year	I –V		
	Boys	Girls	Total
1956-57	1554039	910015	2464054
2004-05	3894649	3797762	7692411
Increase by	3	4	3



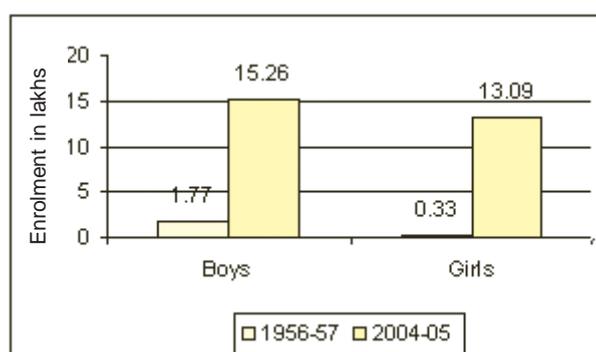
Upper Primary Stage (VI-VII)

Year	VI- VII		
	Boys	Girls	Total
1956-57	184961	48325	233286
2004-05	1349585	1226599	2576184
Increase by	7	25	11



Secondary Stage (VIII-X)

Year	VIII- X		
	Boys	Girls	Total
1956-57	177064	32894	209958
2004-05	1525743	1309430	2835173
Increase by	9	40	14



Source: Selected Educational Statistics, 2000-01, and 2004-05 C&DSE.

4.2.3 Millennium Development Goals (MDG) – Achieving Gender Parity in Primary and Secondary Levels of Education

The millennium development goal sets 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.

Gender Parity in Enrolment

Year	Percentage of Enrolment to Total Enrolment					
	Primary Stage		Upper Primary Stage		Secondary Stage	
	Boys	Girls	Boys	Girls	Boys	Girls
1956	63.07	36.93	79.29	20.71	84.33	15.67
2000	51.12	48.88	55.26	44.74	57.15	42.85
2004	50.63	49.37	52.39	47.61	53.81	46.19
Target Year 2006	51	49	51	49	52	48
Target Year 2008	51	49	51	49	51	49

4.2.4 Stage -wise Enrolment in rural-urban areas

The enrolment has increased in both rural and urban areas in the period 1993 to 2002. The enrolment in all stages (classes I – X) has increased from 100.39 lakhs to 134.45 lakhs in this period. The enrolment has increased by 37.5% in rural areas and 25.7% in urban areas. However the growth in rural enrolment is significantly high in upper primary (84.6%) and secondary (84.7%) levels (Annexure Table - 4.9).

Considering that 73% of the state population lives in rural areas, educational opportunities after the primary level are disproportionately bagged by urban girls. Rural girls constitute

75% of all girl students at the primary level. This drops to 67% at middle level and 59% at secondary level.

Stage-wise, Area-wise Enrolment of Girls

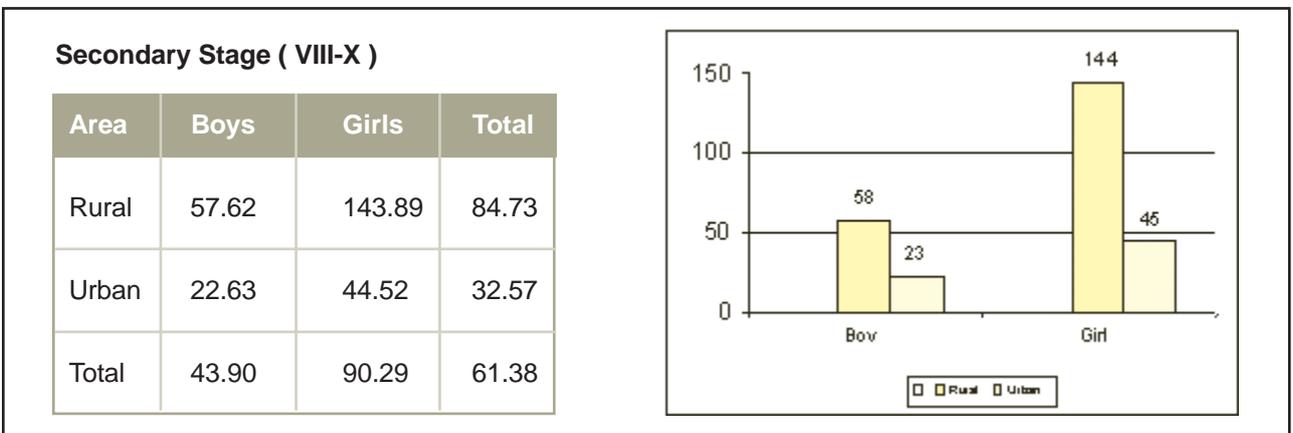
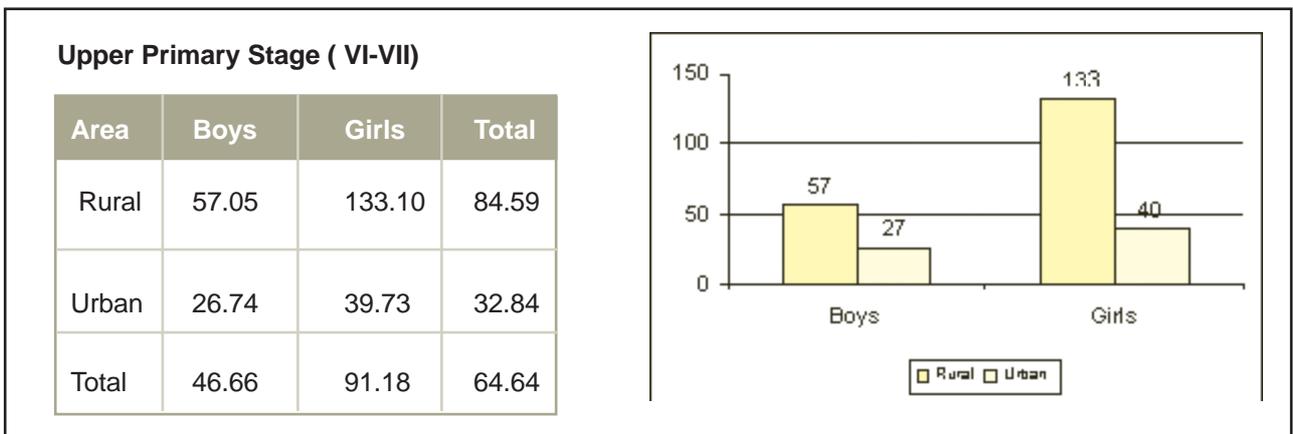
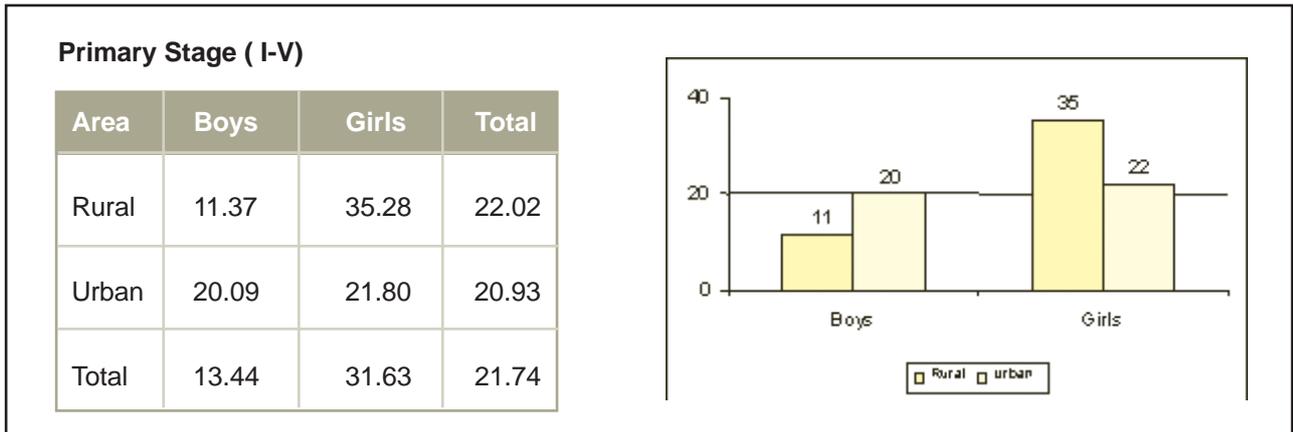
Sl. No.	Stage	1993		2002	
		Girls	% of Girls to total girls	Girls	% of Girls to total girls
1.	Primary Stage (I-V)				
	i) Rural	2354032	72.88	3184521	74.90
	ii) Urban	875917	27.12	1066909	25.10
2.	Upper Primary Stage (VI-VII)				
	i) Rural	333225	55.11	776733	67.19
	ii) Urban	271414	44.89	379236	32.81
3.	Secondary Stage (VIII- X)				
	i) Rural	254394	46.07	620432	59.04
	ii) Urban	297845	53.93	430446	40.96
4.	All Stages (I- X)				
	i) Rural	2941651	67.06	4581686	70.94
	ii) Urban	1445176	32.94	1876591	29.06

Source: Tables of Seventh All India Education Survey, 2002

4.2.5 Growth Rate in Enrolment

The growth rate of girls enrolment at primary stage between 1993(VI AIES) and 2002(VII AIES) is 32% as compared to 13% for boys. The growth rate of girls enrolment at both upper primary and secondary levels has crossed 90% while the boys growth rate is 47% and 44% respectively. The growth in enrolment of rural girls in upper primary and secondary stages is phenomenal in this period, with growth rates of 133 and 144 percent respectively.

Area wise Growth rate in Enrolment 1993 - 2002



4.2.6 Percentage share of girl's enrolment to total

The percentage share of girls has shown a steady increase at all levels. During 1956-57 to 2000-01, the share of girls in primary stage went up from 37 to 48 percent. At upper primary stage, the percentage share of girls went up from 20.7 to 44.7%, in this period and has further increased to 47.6 in 2004 -05. Similarly, at secondary stage their share has risen from 15.6 in 1956-57 to 42.8 in 2000-01 and further to 46.1 in 2004 - 05. A close look at the data shows that, girls lag behind boys at all levels. The proportion of girls declines with every successive higher level. Although girls' enrollment has grown at a faster rate than that of

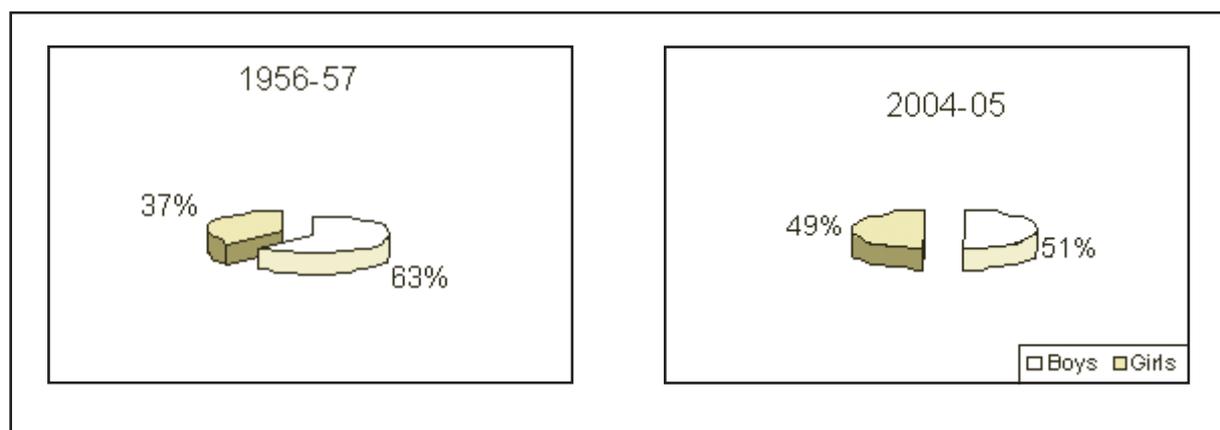
boys, they continue to lag behind, with their proportion to the total enrolment going down with every successive higher level.

Percentage of girls in school enrolment 1956-57 to 2004-05

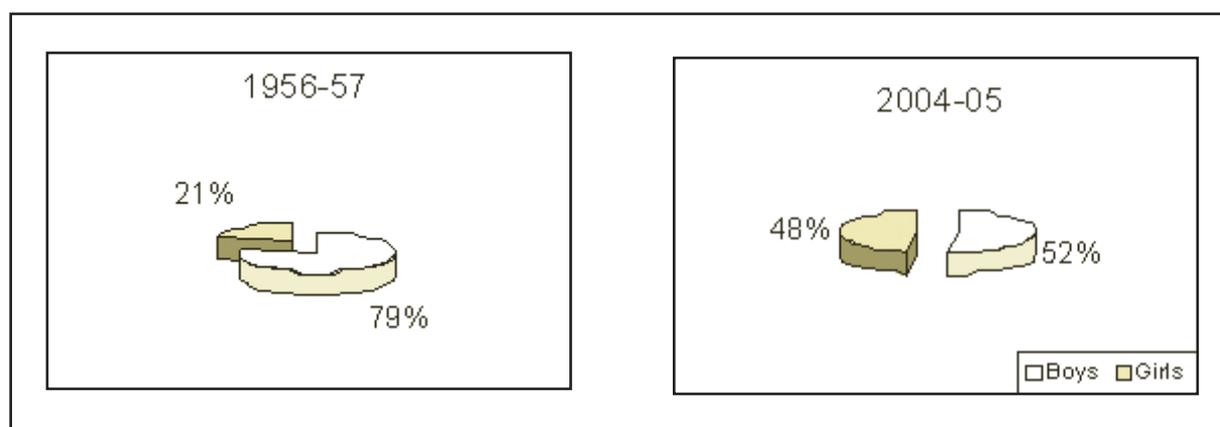
Year	Primary (I-V)	Upper Primary (VI-VII)	Secondary (VIII-X)	Total (I-X)
1956-57	37.08	20.71	15.67	34.22
2000-01	48.88	44.74	42.85	47.29
2004-05	49.37	47.61	46.19	48.34

Percentage of girls in school enrolment 1956-57 to 2004-05

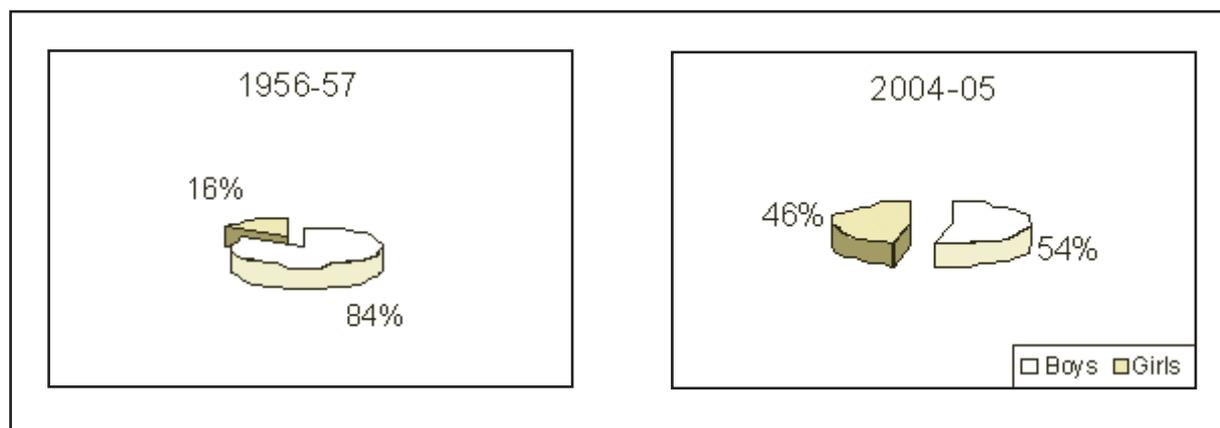
Primary Stage (I-V)



Upper Primary Stage (VI-VII)



Secondary Stage (VIII-X)



4.2.7 Area - wise Percentage share of girl’s enrolment to total

A close look at rural-urban growth between 1993(VI AIES) and 2002(VII AIES) clearly shows a marked improvement in girls enrolment and their percentage share in all stages of education. At primary level, percentage of rural girls is on par with urban girls. However, percentage of rural girls at upper primary and secondary levels remain at 45.7 and 41.5 respectively, while the percentage share of girls at all levels in urban areas has crossed 49 percent. Male-female gaps are closing in urban areas but continue to be wide in rural areas. Strategies are to be focussed on enrolment and retention of rural girls at upper primary and secondary levels.

Area - wise Percentage of Girls Enrolment 1993-2002

Stage	1993			2002		
	Rural	Urban	Total	Rural	Urban	Total
Primary Stage	44.54	48.89	45.64	49.38	49.25	49.35
Upper Primary Stage	36.22	47.00	40.38	45.74	49.44	46.89
Secondary Stage	31.43	45.40	37.68	41.49	49.49	44.43

Source : Report of VI AIES,1993 and Tables of VII All India Educational Survey, 2002 in Andhra Pradesh

4.2.8 Management - wise Enrolment

Private unaided schools, which by and large run from classes I to X make their presence felt in upper primary and secondary schools, with percentage share of 24% and 26% respectively. Nearly one fourth of the total enrolment in these two types of schools is in private unaided sector. In rural areas, their share in enrolment is 5.5%, 15.3% and 11.9% in primary, upper primary and secondary schools respectively. However, in urban areas, their share is 42, 51.9

and 51.4% respectively. In urban areas of the state, more than 51% of the children in upper primary and high schools are captured by the fee- charging private unaided schools (Management wise distribution of students in Annexure Table 4.10).

4.2.9 Participation of Girls in Higher levels of Education:

There is a tremendous increase in the participation of girls 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% of the Arts and Science students. Commerce education is emerging as another strong area with women forming 40% of the graduate level and more than half of the post graduate students. In the three major professional courses at the first degree level, women form 44% of the B. Ed. students, 35% in MBBS and 31% in B.E./ B.Sc. (Engg.)/ B.Arch (Annexure – Table 4.11).

4.2.10 Declining Enrollment in Schools – A cause of concern:

Reaching the children in the remote rural areas is no more a challenge for the state. According to the norms, primary schools are provided in almost all the habitations and villages in the state. But the problem lies in isolation of schools, irregularity in teacher attendance, lack of teaching facilities and retention of children from far off and remote villages. This scenario is aggravated by the increase in private schools even in villages and decrease in population since last decade. The percentage of primary schools without even fifty school children enrolled has increased from 26 % in 1993 to 49 % in 2004. Similar is the case of upper primary schools, the percentage has increased from 2.55 % in 1993 to 15% in 2004. However, the secondary schools are showing stability in enrollment throughout the decade. As seen in the earlier sections, lack of suitable access for schooling of rural girls at secondary level of education and lack of proper access for schooling of S.T. girls at Upper Primary and Secondary levels are also issues to be addressed.

In this scenario, increasing the number of primary schools may not be an answer to address the issue of increasing literacy level and girl's education, in fact what we may have to address is to increase the monitoring and quality of education. Efforts should be raised to ensure that the children in these primary schools are not dropped out and are enrolled at higher levels. Special attention needs to be given to upgrade primary schools into upper primary and

secondary levels in areas with predominantly SC and ST population. Further in other rural and urban areas, residential schools and enhancement of bus facilities can provide a viable alternative to the smaller schools catering to the rural remote habitations at Upper Primary and Secondary levels.

Category: Primary Schools

Area		Schools With Size Of Enrolment					Total
		Upto 50	51-100	101-200	201-400	Above 400	
1993	No	12782	17304	13422	4859	774	49141
	%	26.01	35.21	27.31	9.89	1.58	100
2002	No	25183	16397	14280	6123	1379	63362
	%	39.74	25.88	22.54	9.66	2.18	100
2004	No	30011	13706	12143	4608	1212	61680
	%	48.66	22.22	19.69	7.47	1.96	100

Category: Upper Primary Schools

Area		Schools With Size Of Enrolment					Total
		Upto 50	51-100	101-200	201-400	Above 400	
1993	No	10	163	2001	3443	764	6381
	%	0.16	2.55	31.36	53.96	11.97	100
2002	No	158	1172	6062	6674	1044	15110
	%	1	7.8	40.1	44.2	6.9	100
2004	No	271	2445	7835	5447	669	16667
	%	1.6	14.7	47	32.7	4	100

Category: Secondary Schools

Area		Schools With Size Of Enrolment					Total
		Upto 50	51-100	101-200	201-400	Above 400	
1993	No	10	163	2001	3443	764	6381
	%	0.16	2.55	31.36	53.96	11.97	100
2002	No	135	824	3251	5194	3166	12570
	%	1.07	6.56	25.86	41.32	25.19	100
2004	No	169	962	3760	5747	3704	14342
	%	1.18	6.71	26.22	40.07	25.83	100

Source: Report of VI AIES,1993 and Tables of VII All India Educational Survey, 2002 in Andhra Pradesh & Selected Educational Statistics -2004, Director of School Education, AP, Hyderabad

4.3 Enrolment Ratios

At primary level, 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.

The gap in enrolment ratios at upper primary and secondary levels continue to remain but are gradually narrowing down. However, intra female disparities between rural-urban areas

and among general population - scheduled castes and scheduled tribes are sharp.

4.3.1 Enrolment ratios at Elementary level

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 111% for boys and 109% for girls, At the upper primary level girls' enrolment ratio was only 48.62% compared to 58.71% for boys (2000-01). 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.

Enrolment Ratios 1956-57 to 2000-01

Stage	1956-57			2000-01		
	Boys	Girls	Total	Boys	Girls	Total
Primary Classes (I-V)	72.38	43.28	57.94	111.59	109.09	110.35
Upper Primary Classes (VI-VII)	21.82	5.55	13.77	58.71	48.62	53.72

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

As per sixth All India Educational survey, 1993 the gross enrollment 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. Enrollment and retention of girls at upper primary and secondary levels continue to be issues of concern.

Gross Enrolment Ratio

Classes	1993		2002	
	Total	Girls	Total	Girls
I- V	77.20	71.40	95.00	96.00
VI- VII	42.00	34.70	62.00	59.00

In 2004-05, enrolment ratios have gone up substantially at upper primary level. 110% girls are enrolled in primary classes (6-11 year age group) compared to 109% boys. At the upper primary level 76% girls and 82% boys (11-13 years age group) have been enrolled. At secondary level though there is a steady increase the ratios are still below 60% with girls enrolment ratio at 50%.

Enrolment Ratios 2004-05

Stage	2004-05		
	Boys	Girls	Total
Primary Classes (I-V)	109.26	110.52	109.88
Upper Primary Classes (VI-VII)	82.27	76.07	79.20
Secondary Classes (VIII-X)	57.13	50.25	53.73

As gross enrolment ratio includes an estimated 25 to 30% over age and under age children, it would take considerable time to reach net enrolment ratio of 100 in age group 6-14 years.

4.3.2 Inter District Disparities in Enrolment Ratio of Girls

The inter-district disparities in enrolment ratios are wide. All the telangana districts have enrolment ratios higher than the state average (110%) at both primary and upper primary levels. As gross enrolment ratio includes an estimated 25 to 30% over age and under age children, it would take considerable time to reach net enrolment ratio of 100 in age group 6-14 years.

The inter district disparities are wide. High female literacy districts (above 50%) have universalised primary enrollments among girls. However enrolment ratios in these districts are below the state average both at primary and upper primary levels. The child population estimates of these districts may not be close to the actual figures (Inter District Disparities in Enrolment Ratio of Girls in Annexure Table 4.12).

4.4 Dropouts

In the earlier sections the progress in enrolment at all levels is discussed. But many children who are enrolled in the first class dropout and lapse into illiterates. In Andhra Pradesh, as in several other states in the country, the majority of children who leave school without completing the primary cycle are girls. Among girls, drop out rates are much higher among the scheduled castes and scheduled tribes who are economically and educationally the most disadvantaged in our population.

4.4.1 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.

Dropout Rate at Elementary Stage in Andhra Pradesh 1970 - 71 to 2004 – 05

Year	Primary stage (classes I-V)			Elementary stage (classes I-VII)		
	Boys	Girls	Total	Boys	Girls	Total
1970-71	69.34	72.53	70.65	77.8	86.91	81.59
1980-81	58.48	62.87	60.31	64.4	73.19	67.98
1990-91	52.64	57.47	54.74	61.62	69.56	65.07
2000-01	37.15	37.12	37.14	54.34	58.79	56.43
2004-05	31.77	32.14	31.95	51.96	54.46	53.17

Source: Selected Educational Statistics, AP, 2000-01 & 2004-05

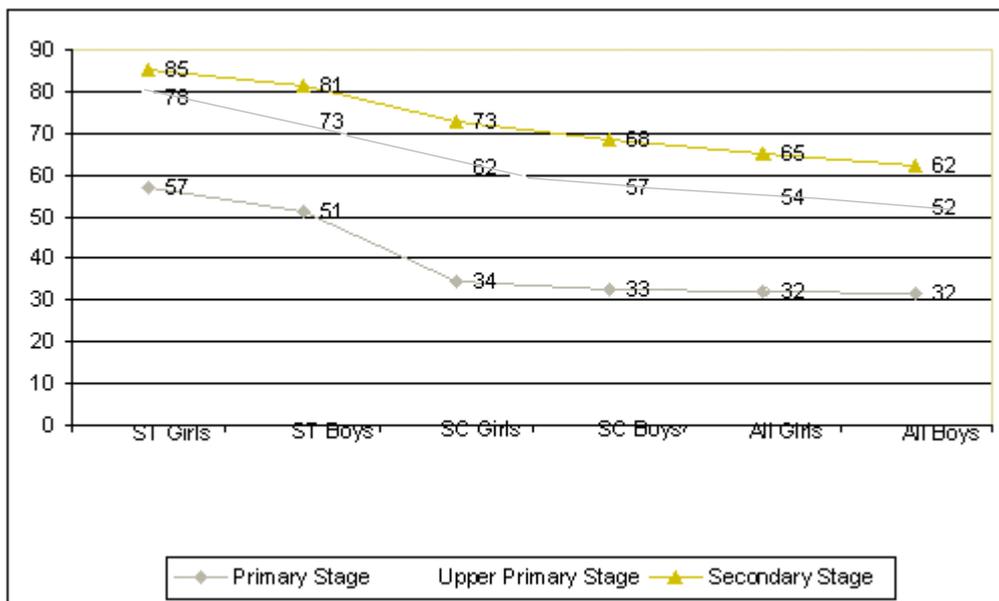
The Government has implemented several schemes and projects between 1996 and 2005. District Primary Education Programme (DPEP), and Sarva Shiksha Abhiyan (SSA) are the major programmes funded by Government of India which focused on the elementary education. Joint UN programme, Janashala provided support 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 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. Midday meal programme of the state government provided the 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.

4.4.2 Enrolment and Wastage at various levels

The enrolment ratios in the state have increased over a period of time and are above 100% at primary level. However the retention rates are low and out of every 100 children in Class I only 69 reach Class V and 48 reach class VII and only 38 reach class X. These figures suggest the enormous problem of wastage despite considerable increase in enrolment.

Dropout Rates – 2004-05

Category	Primary Stage (%)	Upper Primary Stage (%)	Secondary Stage (%)
ST Girls	56.94	78.37	85.11
ST Boys	51.27	72.69	81.16
SC Girls	34.4	61.65	72.59
SC Boys	32.77	56.92	68.42
All Girls	32.14	54.46	65.24
All Boys	31.77	51.96	62.30



Source: Selected Educational Statistics, 2004-05, Director of School Education, AP

The dropouts at primary stage are declining in the general category and among Scheduled castes. However, the dropouts among Scheduled Tribes, both, boys and girls continue to be high with more than 50% of the children enrolled in class I dropping out of the system before completing Class V.

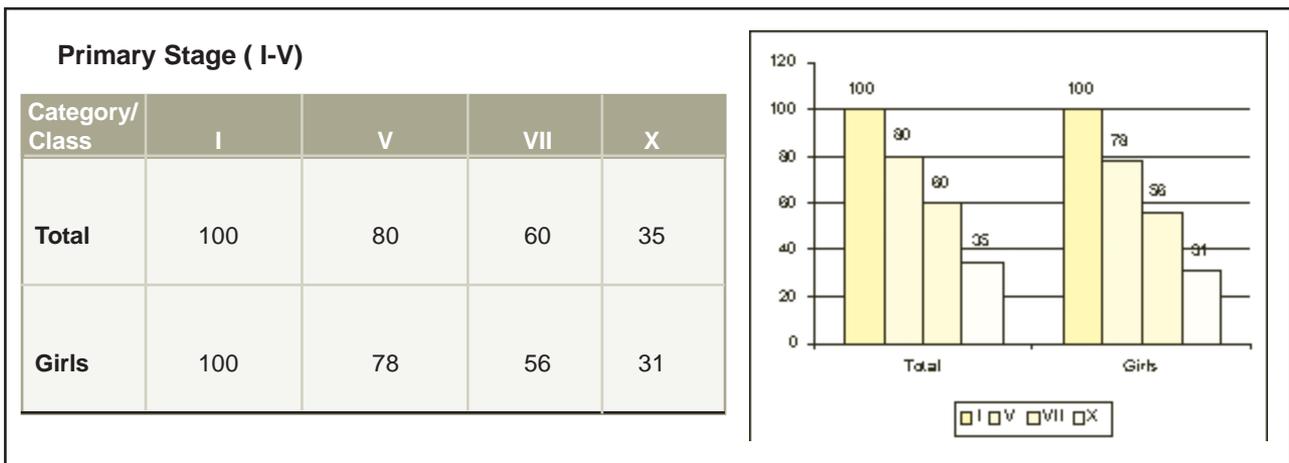
At upper primary stage, more than 50% of the children drop out of the system before completing Class VII. The trend in upper primary dropouts is similar to the primary stage, with Scheduled Tribes girls at 78% and boys at 72.6%. The dropout rates of Scheduled castes girls and boys are also high with 61% & 56% respectively.

The dropouts at secondary level are more than 60% in general category and among SCs & STs the rates are above 70 and 80 percent respectively.

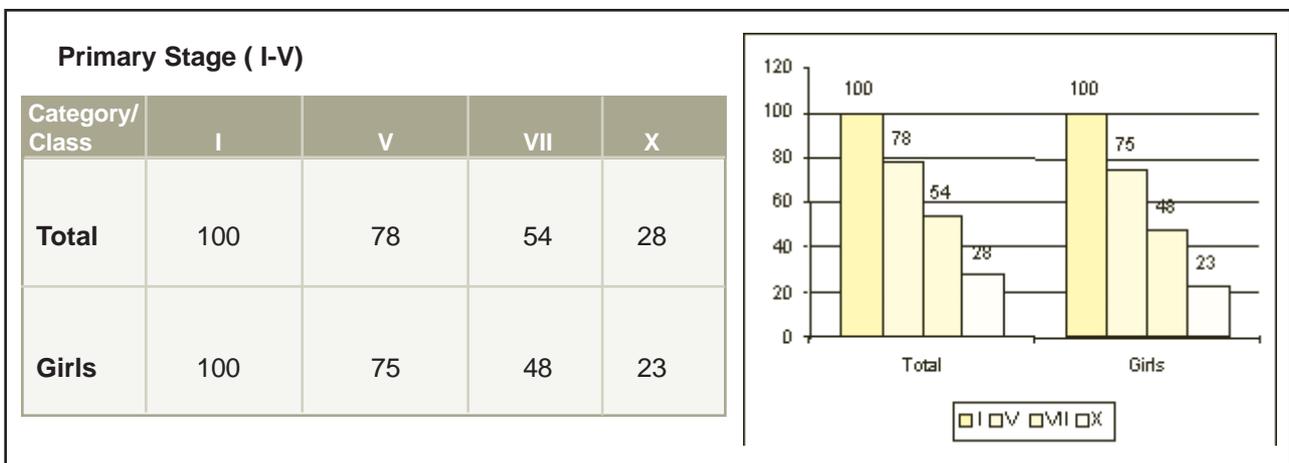
4.4.3 Area- wise Dropouts of Girls

A rough measure of retention is enrolment in Classes V, VII, X and XII as percentage of Class I enrolment at any given point of time. As shown in the following Table, among rural girls out of 100 children enrolled in Class I, barely 57 make it to Class V, 37 to Class VII, 17 to Class X and only six to Class XII, the entry point for general and technical higher education including teacher training, hence the perennial shortage of rural women teachers.

Area: Combined Year : 2002



Area: Rural Year : 2002



Source: Seventh All India Education Survey, 2002

4.4.4 Inter District Variations in dropout rates, of girls at Primary & Upper Primary levels

The districts of Mahaboobnagar, Warangal, Medak, Nizamabad, and Adilabad have high dropout rates at both primary and upper primary levels, even though these districts have high enrolment ratios, at these stages of education. The districts of Kurnool and Ranga Reddy are having both high enrolment ratios as well as high dropout rates at primary level.

Districts of Hyderabad (3.9% and 12.6%), Cuddapah (15.8% and 42%) & Chittoor (15.8% and 31.4%) have low dropout rates at both primary and upper primary levels. The dropout rates at primary and upper primary stages of education in Guntur district (32 and 60.5%) and dropout rates at upper primary stage in West Godavari, East Godavari and Krishna districts (more than 45%) is a cause of concern as these are socially and economically developed districts.

Inter-District Disparities in Dropout rates of Girls 2004-05

A) Primary Stage (I- V)

Districts above State Average		
Sl.No.	District	Dropout rates
1	Mahabubnagar	54.90
2	Medak	52.67
3	Warangal	52.54
4	Nizamabad	48.26
5	Nalgonda	43.16
6	Kurnool	39.68
7	Adilabad	37.39
8	Prakasam	36.49
9	Ranga Reddy	32.47
10	Guntur	32.26
State Average		32.14

Districts above State Average		
Sl.No.	District	Dropout rates
1	Visakhapatnam	27.76
2	Karimnagar	25.19
3	East Godavari	22.49
4	Srikakulam	21.14
5	Nellore	20.9
6	Vizianagaram	19.39
7	Krishna	19.24
8	Ananthapur	19.12
9	Khammam	19.01
10	West Godavari	17.63
11	Chittoor	10.46
12	Cuddapah	9.66
13	Hyderabad	4.97
State Average		32.14

B) Upper Primary Stage (I- VII)

Districts above State Average		
Sl.No.	District	Dropout rates
1	Mahabubnagar	73.20
2	Prakasam	69.23
3	Adilabad	67.58
4	Medak	66.33
5	Warangal	65.63
6	Kurnool	63.67
7	Nalgonda	62.52
8	Guntur	60.50
9	Nizamabad	58.54
10	Khammam	57.61
State Average		54.46

Districts above State Average		
Sl.No.	District	Dropout rates
1	Vizianagaram	53.88
2	Nellore	51.62
3	Karimnagar	50.93
4	Visakhapatnam	49.59
5	Krishna	47.97
6	Ranga Reddy	47.49
7	Srikakulam	45.89
8	West Godavari	45.39
9	East Godavari	45.36
10	Cuddapah	45.23
11	Ananthapur	42.07
12	Chittoor	34.66
13	Hyderabad	7.42
State Average		54.46

Source: Selected Educational Statistics, 2004-05, Director of School Education, AP

The retention rates of girls at both primary and upper primary levels are fairly good in all Rayalaseema districts except Kurnool. Similarly, all coastal districts barring Guntur, Prakasham and Vizianagaram show higher retention rates.

4.4.5 Dropout rates among SC girls at primary and upper primary levels.

The state average dropout rate of SC girls is 34.4% at primary level (Table). However the dropout rates of SC girls exceed 50% in the districts of Medak (56.21%), Mahaboobnagar (55.83%), Warangal (53%) and Nizamabad (51.48%) districts.

The retention rates of SC girls at primary level are significantly higher in districts of Chittoor (90.38%) and Srikakulam (87.4%), while it is fairly high in the districts ranging from 80.32% in Nellore to 85.06% in Vizianagaram.

The state average dropout rate of SC girls is 61.65% at the upper primary level. The dropout rate is less than 50 % only in the five districts of Anantapur, Srikakulam, Visakhapatnam, Chittoor and Hyderabad ranging from 48.59% in Anantapur to 25.62% in Hyderabad which indicate moderate retention rate of SC girls in these districts at upper primary level (District wise dropout rates of SC at Primary and Elementary levels are given in Annexure tables 4.13 and 4.14).

4.4.6 Dropout rates among ST girls at primary and upper primary levels.

Mahabubnagar (76.8%), Medak (74.32), Nizamabad (74.11), Warangal (72.52) and Nalgonda (71.12) have high dropout rates of ST girls at Primary level even though State average dropout rate is 56.94. The retention rates of ST girls at primary level is notably high in the Districts of Vizianagaram, Cuddappah, Ananthapur and Hyderabad, ranging from 79.88% in Vizianagaram to 70.22 in Hyderabad.

At the upper primary level the State Average drop out rate of ST girls is 78.37 and the drop out rate is more than 70% in most of the district except Khammam, Chittoor, Cuddappah, West Godavari, East Godavari, Ananthapur and Hyderabad ranging from 68.45 in Khammam to 26.57 in Hyderabad. The retention rate is noteworthy only in Hyderabad District (73.43) (District wise dropout rates of ST at Primary and Elementary levels are given in Annexure tables 4.13 and 4.14).

4.4.7 Factors constraining Backward Classes from schooling – A Study

The Social Assessment Survey of Backward Caste Communities²⁰ study conducted by DPEP of Andhra Pradesh in October, 2002 explains the various factors constraining backward classes from schooling. The study was conducted in 19 districts of Andhra Pradesh, eliciting data from 3040 families covering a total of 64 backward class communities out of the enumerated 92 backward class communities in the State. The families included both the school going and non schooling families.

The study covered a total population of 12150 persons of which school age child population was 6430 persons. The findings of the study are as follows:

- Most of the communities are numerically small and are region specific
- Adherence to traditional caste occupation persists.
- Thirty two castes suffer from schooling participation.
- Teachers and VEC are the major source of encouragement sustained by community support
- The non school going families are characterized by
 - Large family
 - High sex ratio(1123 girls per 1000 boys)
 - Low income(average annual income Rs.13624 , with 50% less than Rs.12000)
 - Landless, marginal farmers
 - Illiterates
 - Non access to teachers and VEC sources
- The school going families are characterized by
 - Low sex ratio(885 girls per 1000 boys)
 - Village education committees reach and coverage limited only to School going families.
- Incentives played a minimal role in enrolment.
- Constraints to schooling

²⁰ 'Constraints to Schooling – Social Assessment Survey on Backward Caste Communities, AP' by Prof. Ch. Uma Mohan, Dept. of Sociology, S.K. University, Anantapur

- Poor economic conditions
- Home environment
- Gender bias
- Factors relating to constraints
 - Amplifying factors: Socially poor and economically marginalized caste status, poor communication channels, existing structure of grass root collectives (like VECs, SHGs), lack of networking of these collectives with non school going families, unattractive school, strong sense of relative deprivation.
 - Restraining factors: gender bias, higher sex ratio, poor school environment, inability to fulfill school related formalities.
 - Constraining factors: unstable employment leading to poor economic conditions, poor earnings, lack of focus on vulnerable and marginalized sections.
- Access to primary school satisfactory due to efforts of DPEP.
- Suggestions
 - The role of DPEP to be shifted from that of provider to facilitator
 - Multidimensional intervention policy in the form of convergence of departments, coordination of ministries, to be adopted to boost schooling the school age children.
 - Schooling to be expanded with stress on retention.
 - Vocational orientation to be created through workshops
 - Community involvement and networking of collectives

Chapter- V

Girl Child Labor- Forced Illiterates

- Forms of Child Labor
- Factors responsible for Child Labor
- Magnitude of Child Labour
- International efforts
- National Interventions
- State Interventions curbing Child Labour

5. Girl Child Labour - Forced Illiterates

Child Labour

The practice of child labour is a prominent feature in India. It is a major hurdle in the development of the child at the micro level and development of the country at the macro level. “Child labor” is, generally speaking, children made to work hard at their early ages of growth that harms them or exploits them in some way (physically, mentally, morally, or by blocking access to education).

There is no universally accepted definition of “child labor”. Varying definitions of the term are used by international organizations, non-governmental organizations, trade unions and other interest groups. The child labour Act in India does not define what child labour is. It just gives the definition of a child and the lists of activities prohibiting appointment of child labour in them. Writers and speakers don’t always specify what definition they are using, and that often leads to confusion²¹. In general we can explain child labour as a practice which forces child to engage in activities which include manual labor or work for wages which recedes their development and harm their growth. It is a practice which deprives them of childhood and subjects them to unusual exploitative way of life.

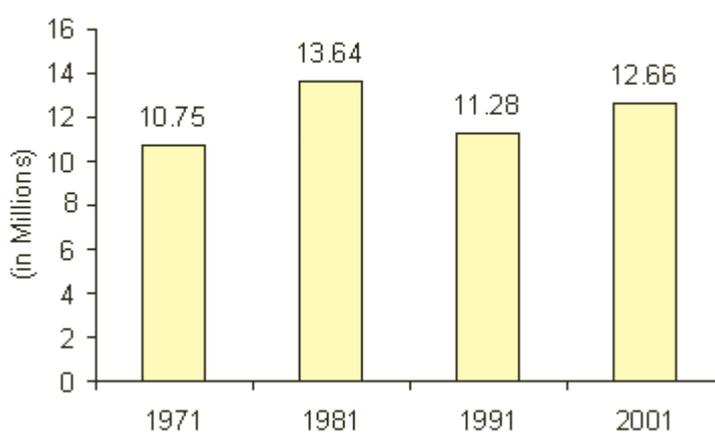
It deprives them of education and human development. Right to education is a universal right and every child should have access to it. The spread of formal education among children may prevent the occurrence of child labour and potential child labourers from accepting the practice.

Working children are the objects of extreme exploitation in terms of toiling for long hours for minimal pay. Their work conditions are especially severe, often not providing the stimulation for proper physical and mental development. Many of these children endure lives of pure deprivation. There must be an economic change in the condition of a struggling family to free a child from the responsibility of working. Family subsidies can help provide this support²².

²¹ <http://www.childlaborphotoproject.org/childlabor.html>

²² “CHILD LABOR: ISSUES, CAUSES AND INTERVENTIONS”; Faraaz Siddiqi, Harry Anthony Patrinos; http://www.worldbank.org/html/extdr/hnp/hddflash/workp/wp_00056.html

Child Labor in India



Source : Census of India of relevant years

Forms of Child Labour

Child labour can be classified into main workers and marginal workers. In India out of the 12.66 million working children in 2001 about 5.77 million children were classified as main workers and rest 6.88 million children were as marginal workers²³. Most of the workers were engaged in agricultural activities as wage labourers or cultivators. Manufacturing, processing, servicing and repairs in the household industries engaged 3% child workers, while 3% child workers were engaged in factory work and the other 15% working children were engaged in service sector, mostly as domestic workers, and in

small trade activities²⁴. Working children are usually classified in terms of work situations in domestic work, non-domestic and non-monetary work, bonded labour work, wage work in hazardous and non-hazardous occupations and commercial sexual exploitation work. Each work situation has deep-rooted consequences on their human rights, healthcare and future economic production processes. Some of the hazardous processes and occupations, where child labourers are found in large numbers are:

"Case Study of Hybrid Cotton Seed Production in Andhra Pradesh"

Hybrid cottonseed production is characterized as highly labour-intensive method, and girl children are engaged in most of its operations. Children are employed on a long-term contract basis through advances and loans extended to their parents by local seed producers, who have agreements with the large national and multinational seed companies. Children are made to work long hours and are paid less than market and official minimum wages. They are also exposed to poisonous pesticides used in high quantities in cottonseed cultivation. The India Committee of the Netherlands study indicated that, the situation of child labour in the farms producing hybrid seed for multi national companies (MNCs) is not significantly different from other farms producing seed for local companies. "Out of 174 farms surveyed, 44 farms produce seed for MNCs. A total of 272 children were employed in these farms during 2003-04 crop seasons. Children constitute 53.5% of total workforce. On an average 5.5 children were employed in one acre seed farm. Girls account for nearly 72% of the total child labour population".

²³ "Review of Child Labour, Education and Poverty Agenda, India Country Report, 2006"; ICCLC; Washington

²⁴ Ibid

- Agriculture hybrid cotton seed production
- Agricultural allied processes
- Bidi making, making thread from silk cocoon Mining Mica and slate Manufacturing processes
- carpet weaving, silk and other cotton weaving,
- leather, electric bulb making,
- glass and bangle making ,
- sports especially ball stitching,
- Gem and diamond cutting and polishing, lock making
- Construction- manual labour, brick making and chipping, stone breaking
- Service industries domestic services, transport and garages, hotels and restaurants, sexual abuse and exploitation²⁵

Factors responsible

Children work for a variety of reasons the most pressing being poverty. Children work to ensure the survival of their family and themselves. Though children are not well paid, they still serve as major contributors to family income²⁶. Children are often prompted to work by their parents owing to their poor economic positions.

Education deprivation among the parents and children, food deficit at home, unemployment status of any family member for more than 6 months and families with no or less land are the contributing factors for child labour²⁷. Lack of proper education system is also an important factor promoting child labour.

Highest Concentration of Child Labour

In India 11.2 million working children were recorded by the 1991 census of India which figure has risen to 12.66 million in the 2001 census.

²⁵ Ibid

²⁶ Supra note 2

²⁷ Supra note 6

Child Labour Population, 1991-2001

State	Child Workers 1991	Child Workers 2001	% Workers 1991	% Workers 2001	Change 1991-2001
Andhra Pradesh	1661940	1363339	9.98	7.7	-2.28
Arunachal Pradesh	12,395	18482	5.65	6.06	0.41
Assam	327598	351416	5.46	5.07	-0.39
Bihar	942,245	1117500	3.99	4.68	0.69
Chattisgarh		364572		6.96	6.96
Delhi	27351	41899	1.27	1.35	0.08
Goa	4656	4138	1.95	1.82	-0.13
Gujarat	523585	485530	5.26	4.28	-0.98
Haryana	109,691	253491	2.55	4.78	2.23
Himachal Pradesh	56438	107774	4.55	8.14	3.59
Jammu & Kashmir		175630		6.62	6.62
Jharkhand		407200		5.47	5.47
Karnataka	976247	822665	8.81	6.91	-1.90
Kerala	34800	26156	0.58	0.47	-0.11
Madhya Pradesh	1352563	1065259	8.08	6.71	-1.37
Maharashtra	1068418	764075	5.73	3.54	-2.19
Orissa	452394	377594	5.87	4.37	-1.50
Punjab	142,868	177268	3.04	3.23	0.19
Rajasthan	774199	1262570	6.46	8.25	1.79
Sikkim	5598	16457	5.18	12.04	6.86
Tamilnadu	578,889	418801	4.83	3.61	-1.22
Tripura	16478	21756	2.29	2.79	0.50
Uttar Pradesh	1410086	1927997	3.81	4.04	0.23
Uttranchal		70183		3.24	3.24
West Bengal	711691	857087	4.16	4.5	0.34
INDIA	11285349	12666377	5.37	5	-0.37

Source: Census of India, 1991 and 2001

The above table reveals the child labour population in India. Most of the children fall between the age group of 5-14 years. Andhra Pradesh is one of the States with largest child labour. The state of Andhra Pradesh state witnessed synergy of efforts between government, ILO, trade unions and NGOs during 1991-2001 in scaling up education initiatives for out-of-school children, but the strategy was not effective enough as the children dropped-out without completing the full cycle of elementary education and joined back in the workforce²⁸. The 2001 census reported marginal decline in the magnitude of child labour during 1991-2001, but it still recorded the second highest magnitude of child workers after Uttar Pradesh. A

²⁸ Ibid p-12

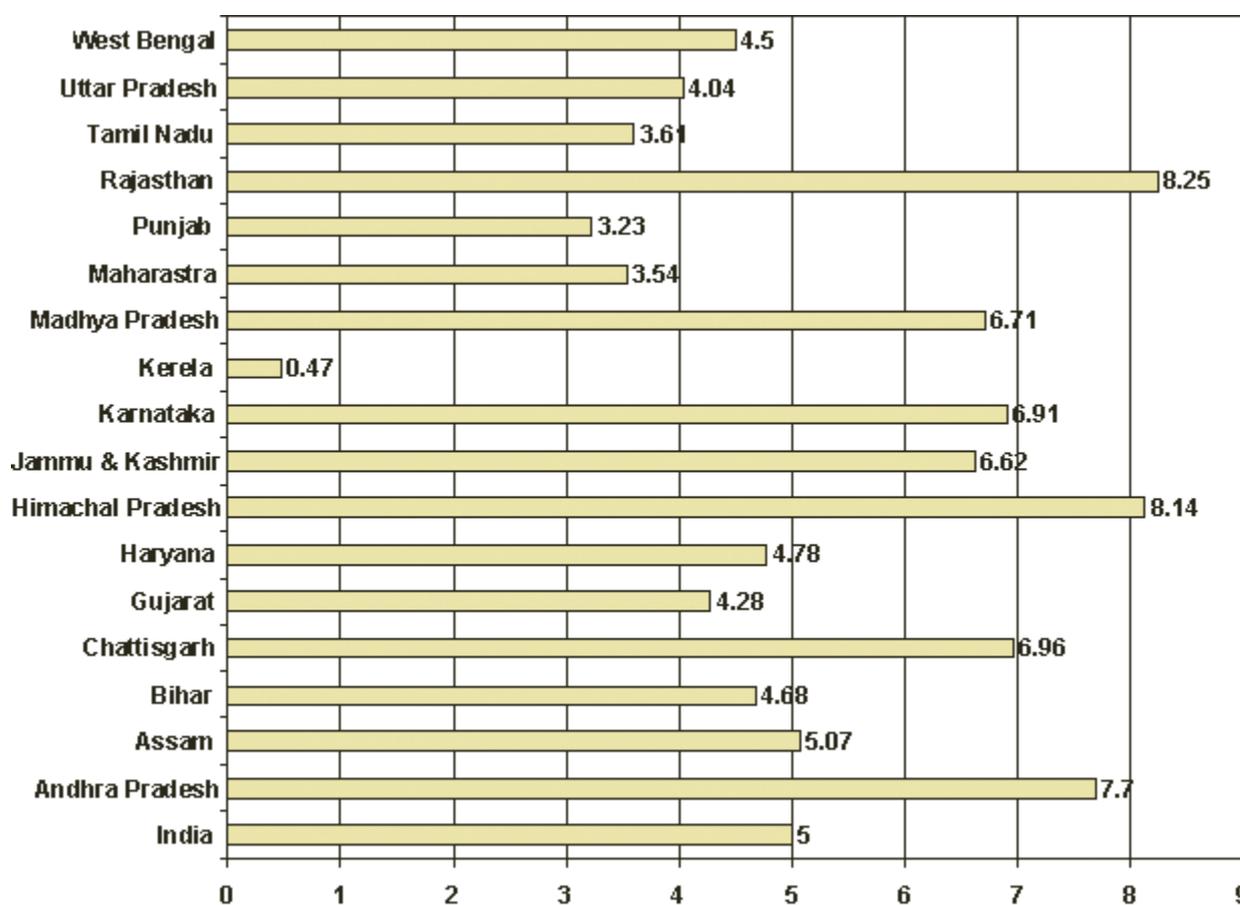
significant proportion of children who have dropped out from schools without completing full cycle of elementary education were from extreme poverty families and preferred children to work for family sustenance.²⁹

Among the larger states the proportion of working children in the age group of 5-14 years was high in Andhra Pradesh, Madhya Pradesh, Rajasthan and Karnataka. This increase was inspite of tremendous efforts by government, United Nations and other international agencies and NGOs for universalizing primary and elementary education and removing children from work through education and other rehabilitative interventions. The results depict that only education interventions without integrating poverty alleviation programmes in the policy may not yield desired results of reducing child labour³⁰. The following depicts the percentage of child workers added between 5-15 years in the country.

Child Workers

Percentage of Child Workers (Aged 5-15 Years)-2001 Census

Source: Census of India, 2001



²⁹ Ibid

³⁰ Ibid

Interventions curbing child labour:

There have been lot of initiatives existing at national and state level to prohibit child labour.

National Interventions

India has all along followed a proactive policy in the matter of tackling the problem of child labor. India has always stood for constitutional, statutory and development measures required to eliminate child labor. The Indian Constitution has consciously incorporated provisions to secure compulsory universal elementary education as well as labor protection for children. Labor Commissions in India have gone into the problems of child labor and have made extensive recommendations.

In India, the post-independence era has seen an unequivocal commitment of the government to the cause of children through constitutional provisions, legislation, policies and programs. The Constitution of India in Article 39 of the Directive Principles of State Policy pledges that “the State shall, in particular, direct its policy towards securing ... that the health and strength of workers, men and women, and the tender age of children are not abused, and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength, that children are given opportunities and facilities to develop in a healthy manner, and in conditions of freedom and dignity, and that childhood and youth are protected against exploitation, and against moral and material abandonment.”

As a follow-up of this commitment, and being a party to the UN Declaration on the Rights of the Child 1959, India adopted the National Policy on Children in 1974. The policy reaffirmed the constitutional provisions and stated that “it shall be the policy of the State to provide adequate services to children, both before and after birth and through the period of growth to ensure their full physical, mental and social development. The State shall progressively increase the scope of such services so that within a reasonable time all children in the country enjoy optimum conditions for their balanced growth.”

India has also ratified on December 2, 1992, the Convention on the Rights of the Child which came into force in 1990. This ratification implies that India will ensure wide awareness about issues relating to children among government agencies, implementing agencies, the media, the judiciary, the public and children themselves. The Government’s endeavor is to meet the

goals of the Convention and to amend all legislation, policies and schemes to meet the standards set in the Convention.

India is also a signatory to the World Declaration on the Survival, Protection and Development of Children. In pursuance of the commitment made at the World Summit, the Department of Women and Child Development under the Ministry of Human Resource Development has formulated a National Plan of Action for Children. Most of the recommendations of the World Summit Action Plan are reflected in India's National Plan of Action.

Legislations

India's first act on the subject of Child labour was the enactment of the Children (Pledging of Labor) Act of February 1933. This was followed by the Employment of Children Act in 1938. Subsequently, twelve additional legislations were passed that progressively extended legal protection to children. Provisions relating to child labor under various enactments such as the Factories Act, the Mines Act, the Plantation Labor Act etc. have concentrated on aspects such as reducing working hours, increasing minimum wage and prohibiting employment of children in occupations and processes detrimental to their health and development.

The Child Labor (Prohibition & Regulation) Act 1986

The Act as the name suggests prohibits and regulates child labour in the country but does not abolish. The Act in particular:

- bans the employment of children, i.e. those who have not completed their 14th year, in specified occupations and processes
- lays down a procedure to make additions to the schedule of banned occupations or processes;
- regulates the working conditions of children in occupations where they are not prohibited from working;
- lays down penalties for employment of children in violation of the provisions of this Act,, and other Acts which forbid the employment of children;

- brings uniformity in the definition of the “Child” in related laws.

Ironically this Act does not define Child labour but gives the definition of a child.

Policies

National Policy on Child Labour

The Government of India adopted a National Child Labor policy in 1987, in accordance with the constitutional provisions and various legislation on child labor. The idea of adopting a separate policy on child labor was not only to place the issue on the nation’s agenda, but also to formulate a specific program of action to initiate the process of progressive elimination of child labor. The policy consists of three complementary measures:

- Legal action plan: This policy envisages strict enforcement of the provisions of the Child Labor (Prohibition & Regulation) Act, 1986 and other child-related legislation.
- Focus on general development programs benefiting children wherever possible: The policy envisages the development of an extensive system of non-formal education for working children withdrawn from work and increasing the provision for employment and income generating schemes meant for their parents. A special cell - Child Labour Cell - was constituted to encourage voluntary organizations to take up activities like non-formal education,- vocational training, provisions of health care, nutrition and education for working children.
- Area specific projects: To focus on areas known to have high concentration of child labour and to adopt a project approach for identification, withdrawal and rehabilitation of working children

Authorities

National Authority for the Elimination of Child Labour (NAECL)

India has established the NAECL under the Chairmanship of the Labor Minister, Government of India. The NAECL, comprising representatives from the Central Ministries, meets the need for an umbrella organization to coordinate the efforts of the different arms of the

Government for the progressive elimination of child labor.

Central Advisory Board on Child Labor

The Central Advisory Board on Child Labor was constituted on March 4, 1981. The following are the terms of reference of the Board:

- Review the implementation of the existing legislation administered by the Central Government.
- Suggest legislative measures as well as welfare measures for the welfare of working children.
- Review the progress of welfare measures for working children.
- Recommend the industries and areas where there must be a progressive elimination of child labor.

Child Labor Technical Advisory Committee:

Under Section 5 of the Child Labor (P&R) Act 1986, the Government of India is empowered to constitute a Child Labor Technical Advisory Committee for the purpose of addition of occupation and processes in the Schedule to the Act. The Committee consists of a Chairman and members not exceeding ten.

National Child Labor Projects (NCLP)

Under the action plan of the National Policy on Child Labor, there have been National Child Labor Projects (NCLP) set up in different areas to rehabilitate child labor. A major activity undertaken under the NCLP is the establishment of special schools to provide non-formal education, vocational training, supplementary nutrition etc. to children withdrawn from employment. Under the project based action plan of the policy, 12 NCLPs were started in the States of Andhra Pradesh (Jaggampet and Markapur), Bihar (Garwah), Madhya Pradesh (Mandsaur), Maharashtra (Thane), Orissa (Sambalpur), Rajasthan (Jaipur), Tamil Nadu (Sivakasi) and Uttar Pradesh (Varanasi-Mirzapur-Bhadohi,, Moradabad, Aligarh and Ferozabad).

Andhra Pradesh Efforts towards Curbing Child Labour

The Government of Andhra Pradesh realizing the magnitude of child labour problem passed a Legislative assembly resolution condemning child labour and reaffirming commitment to eliminate child labour by 2005.

The government has worked towards convergence by involving the education department, labour department, social welfare department, BC welfare department, ITDA/ST welfare department, Minority welfare department, Women and Child welfare department, Velugu, NCLP, SHG's to handle the problem of child labour. Programs were devised to sensitize the community and to advocate protection of child rights making school as the right place for all children as a social norm.

The government of Andhra Pradesh has taken several innovative measures for elimination of child labour in the State. The subject of child labour is transferred from Labor department to school education department and officers of education department are appointed as inspectors for the purpose of implementation of child labour Acts.

Measures like relaxation of minimum attendance criterion, exemption of examination fee and attendance exemption fee for VII and X Public Exams and VI, VII and IX common exams have facilitated easy entry for non starters and dropouts. Prohibition of Corporal Punishment in schools has resulted in making the school environment conducive for these children.

The centralized scheme of SSA extends support to the state through various interventions to release child from work and mainstream the. NRBS, PBC and campaign for the relaease of child labour are some of the initiatives in this direction. Every year before the reopening of schools the state government is taking up a massive community mobilizing program to release the child labour employed in the factories, dhabhas, hotels. These Employers are fined and the money collected is deposited in a vidya nidhi and used for rehabilitation of the children employed as child labour.

Case study of Velpur

The Velpur mandal in Nizamabad district has been declared as 100% child labour free mandal in 2001, and has achieved 100% enrolment thanks to the efforts of DPEP and NCLP. The drive for enrolment started in June 2001. The team stayed in the mandal for 69 days and devised a working plan to eliminate child labour there. The team followed mass awareness programs spreading their cause. It held frequent meetings with parents, village head and teachers, sensitizing them about the problem of child labour. It followed an individual child wise action plan and they used to visit the villages in the early mornings and late nights to counsel the children, parents, employers. VDC passed resolutions and oaths taken by village elders to eliminate child labour. The out of school children were adopted by VDC and village elders and were sent to school. The child employers were warned and frequent raids were conducted. Employers allowing children to go to school were felicitated. The MoJ's were entered into with sarpanchs of gram sabha to involve their participation which has resulted in the elimination of child labour in the mandal.

The government of Andhra Pradesh worked out a strategy towards bringing back to school out of school children. It initially focused on the following issues to work out the strategy:

- Prioritizing and focusing on areas of high number of out of school children.
- Regulation of child labour- Levy of fine up to Rs. 20,000 from employers.
- Care for the children- Immediate rehabilitation.
- Coordinated efforts- welfare and enforcement departments.
- Admission in to hostels, residential schools, bridge courses.
- Involving Ngo's wherever possible.

Strategies for bringing out of school children/ child labour into schools:

- Availability of database for out of school children/ child labour.
- Conduct of intensive community mobilization programs.
- Direct enrolment of children in 5-8 years in to regular schools.
- Running of Bridge courses
- Enrolling all out of school children in bridge courses.
- Running of NRBC for 6-10 months in school premises.
- Running of RBC camp for 6-10 months.
- Unit cost for running of NRBC Rs. 1200/- per child per annum.

MV Foundation

MV Foundation in Secunderabad, Andhra Pradesh made efforts to bring over 15,000 out of school children in 300 villages of Rangareddy district to main stream into schools. The main thrust of this program is to reach out to the children who are either in bonded labor or used by their parents in helping out with the family; children who had hitherto no childhood and had to work for their food and board. Through active recruiting of young teenagers and school teachers in the government schools around the area, the program gathered enough volunteers who worked in different villages and convinced parents and caretakers through one-on-one meetings and street plays to release the children to go to school. The foundation started the concept of bridge courses to facilitate these kids to join the mainstream schooling. The program in this direction operates special summer camps different parts of the district. Children are grouped and housed, fed and educated according to their age and abilities. The camps prepared them to pass a government-qualifying exam for entry into regular government run schools. As no privately run school can absorb all the students, the foundation has worked successfully with the Andhra Pradesh government to beef up the government run schools by training and supplying additional teachers. Over the last seventeen years over 15,000 children in 300 villages have benefited from the M.V.F program of withdrawing children from work and enrolling them in schools. Over the years the program has been supported by the Government of India, CRY, IPEC-ILO, UNICEF, and HIVOS among others.

- Unit cost for running of RBC Rs. 4800/- per child per annum.
- Mainstreaming all out of school children in regular schools from bridge courses.

The government of Andhra Pradesh followed a strict implementation of the Child Labour Act:

- It released hardcore child labour from employers
- Booked cases against employers and collected penalty amounts which was used towards the creation of Child labour welfare fund.

- It worked towards the rehabilitation of child labour by joining them in schools and bridge courses.

Child and Police (CAP)

Child And Police (CAP) is a DRFHSD programme of Dr. Reddys lab conducted in partnership with the police. The CAP project is a community-based program that aims to rehabilitate children-at-risk with the support of the state police and education departments. Members of the CAP conduct street-by-street surveys to identify and rehabilitate economically disadvantaged children. Families are then convinced to send their children to the Foundation's bridge school where they are put through child-friendly syllabi. 4-8 months later, depending on the age and prior literacy level, they are integrated into the mainstream public education system.

- During 1998, the CAP Project was initiated with 300 former child workers.
- In 2003-04, CAP commissioned residential and non-residential bridge schools, benefiting over 3000 children.
- The programme now covers over 7000 children removed from working conditions, 130 urban poor communities, 115 schools, 600 teachers, and over 25,000 students.
- The programme directly mobilized and mainstreamed 6234 children - 62% girls - through a bridge school leading to a formal government school.
- The project reaches out to over 20,000 children in 120 government schools and 150 slum communities in Hyderabad and Urban Ranga Reddy districts with a quality education programme.

In addition to the efforts of the government of Andhra Pradesh, 915 (471 RBCs and 444 NRBCs) bridge course centers are functioning in the 23 districts under NCLP with an enrolment of 51,094 out of school children including 27,140 girls for the purpose of mainstreaming them in schools(see Annexure Table 5.2).

Besides, NCLP identified 2,24,222 children employed in hazardous occupations in the state and made efforts to mainstream them through 1708 NCLP centers(see table below).

Children Employed in Hazardous Occupations

S.No.	District	No. of Children
1	Mahabubnagar	82313
2	Guntur	25521
3	Prakasam	19858
4	Vizianagaram	13262
5	Kurnool	12150
6	Chittoor	9126
7	West Godavari	8261
8	Cuddapah	6731
9	Krishna	6628
10	Warangal	4810
11	Nalgonda	4500
12	Nizamabad	4200
13	Nellore	3912
14	Ranga Reddy	3722
15	East Godavari	3645
16	Khammam	3011
17	Hyderabad	2363
18	Medak	2354
19	Visakhapatnam	2282
20	Adilabad	1699
21	Karimnagar	1520
22	Srikakulam	1361
23	Ananthapur	993
Total		224222

Child Labor covered through NCLP centers

S.No.	District	Children Employed in Hazardous Occupations	No.Of Centers	No. of children covered	No. of children main streamed
1	Srikakulam	1361	31	1376	5746
2	Vizianagaram	13262	239	11900	10359
3	Visakhapatnam	2282	70	3500	13764
4	East Godavari	3645	26	3958	2300
5	West Godavari	8261	154	8613	6200
6	Krishna	6628	68	3400	6
7	Guntur	25521	30	7300	4646
8	Prakasam	19858	20	12864	6778
9	Nellore	3912	30	4738	3238
10	Chittoor	9126	260	12909	6883
11	Cuddapah	6731	77	9951	6520
12	Ananthapur	993	14	14562	11210
13	Kurnool	12150	93	29372	16679
14	Mahabubnagar	82313	40	9517	4957
15	Ranga Reddy	3722	60	37840	24091
16	Hyderabad	2363	103	175086	88550
17	Medak	2354	50	7793	3602
18	Nizamabad	4200	34	8602	4662
19	Adilabad	1699	60	3174	1213
20	Karimnagar	1520	50	6481	4024
21	Warangal	4810	60	3312	9215
22	Khammam	3011	116	9730	4644
23	Nalgonda	4500	23	8850	3760
	Total	224222	1708	394828	243047

Chapter- VI

Quality

- Availability of teachers
- Teacher pupil ratio
- Instructional facilities/ class rooms
- Other Physical Amenities for girls
- Incentives & Concessions
- Enhancing the achievements – learning of the children

6. Quality

6.1 Quality - The Invisible Component in Education

Efforts for providing elementary education since independence have been steady and gaining momentum particularly after 1986. The National Policy on Education 1986, reiterated the need for Universalisation of Elementary Education (UEE) and several national and state level programmes have been launched to augment the facilities at elementary level. Since then, though there is an increased presence of private players, elementary education in the state is still dominated by government schools. Under the Operation Blackboard project in early 90's, the minimum requirement for a primary school was specified for the first time in the country. However, very often establishing a school meant no more than posting a teacher to work in the school.

The National Educational Policy of 1986 took specific note of the conditions related to basic facilities and other support systems in schools which will provide basic education of comparable quality. These include four basic dimensions that relate to the learning environment and learning from the school namely (i)teachers in primary schools, (ii)school building and other physical facilities, (iii)teaching-learning material and (iv)learner achievements. In reality, existence of these facilities need not necessary mean that children are learning, it is also dependent on many other factors outside the purview of government like supportive family atmosphere, learning capacity of the child etc which will also contribute to the scope of learning.

The education policies, can flower only through the teachers whose actions shape the learning environment in the institutions, thereby influencing the teaching –learning processes and the learning outcomes. To facilitate the above, two pronged approach has been initiated, one in the formal and the other in the non formal sector to reach the never unenrolled and dropouts. Under the Operation Black Board (1988 - 1994) project, a tremendous impetus was endowed by providing a second teacher preferably a female teacher in all the single teacher primary schools. There has been a substantial increase in the number of teachers during the last one and half decade.

6.2 Teachers in Schools

The number of teachers in primary schools increased from 77025 in 1956 to 166935 in 2004. The years between 1988 and 1994 are the years of rapid expansion, wherein all single teacher primary schools were supported with provision of second teacher under the centrally sponsored scheme of OBB. The growth in teachers at primary level in a span of about thirty five years since 1956 to 1990 is 1.4 times where as the growth in number of teachers in the last decade and half was 1.5 times. In upper primary level there is a tremendous growth in schools and teachers and the increase between 1956 and 1990 was 9.5 times and thereafter 2.5 times. In the secondary level also there is increase in number of teachers, with a sharp increase of 4.6 times and 1.9 times respectively (See Annexure 6.1).

Number of Teachers in Primary Schools - 1956-57 to 2004-05

Year	Primary		Upper Primary		Secondary	
	Teachers	Increase by no. of times	Teachers	Increase by no. of times	Teachers	Increase by no. of times
1956-57	77025		4421		16166	
1990-91	110857	1.4	41837	9.5	74751	4.6
2004-05	166935	1.5	103985	2.5	140399	1.9

Source: Selected Educational Statistics, Director of School Education, 2000-01 and 2004-05

6.2.1 Availability of Teachers in Schools

As stated earlier, there has been a tremendous increase in the number of schools during the last decade and half. By 2002, the number of schools was increased by 1.2 times. Concurrently there was an increase in the number of teachers also.

In 1993, maximum primary schools were managed by local bodies (86%) at both rural and urban areas followed by government schools (7.09%). The private aided schools (4.9%) and private unaided schools (3.8%) were minimal. Similarly, in 1993, maximum number of schools in the rural schools (45%) and the urban schools (23%) reported to have two teachers. 3% of the rural schools and 0.74% of the urban schools reported to have no teachers and nearly 3% of the rural schools and 22% of the urban schools have more than five teachers.

Though, even now, maximum schools are managed by local bodies (81.4%), followed by government schools (8.9%), there was an increase in private unaided schools (5.8%) compared to private aided schools (3.7%). Likewise, in the rural areas maximum number of

schools (44.38%) reported to have two teachers followed by one teacher schools (19.58%). The percentage of schools without teachers was reduced to 0.92% while schools with more than five teachers were increased to 6% from 3% in 1993.

Contrary to this, in the urban areas there is an increase in the percentage of schools with more than five teachers from 22% in 1993 to 37.29%. In the urban schools, 10% increase is reported in the number of schools (51%) having five or more than five teachers in position. Meanwhile, the schools with out even one teacher have also increased to 1.49% from 0.74% in 1993 (Annexure Tables- 6.2A and 6.2B).

Area- wise Schools with number of teachers in position in 1993 & 2002

Area	Year	Number & percentage of schools with teachers in position					
		No	0	1	2	2 & more	Total
Rural	1993	No	1341	15932	19888	7251	44412
		%	3.02	35.87	44.78	16.33	100
	2002	No	35	523	1078	3093	4729
		%	0.74	11.06	22.8	65.4	100
Urban	1993	No	494	10548	23912	18929	53882
		%	0.92	19.58	44.38	35.13	100
	2002	No	108	575	1325	5237	7245
		%	1.49	7.94	18.29	72.28	100

Source: Report of VI AIES, 1993 and Tables of VII All India Educational Survey, 2002 in Andhra Pradesh

6.2.2 Gender Composition of teachers

The state policy of reserving $33\frac{1}{3}$ % of vacancies for women has brought out a phenomenal change in the gender composition of teachers. The percentage of female teachers at primary level increased from 17 % in 1956 to 35% in 2000 and further to 45% in 2004. Women teachers constitute more than 40% at upper primary and secondary levels also. (Annexure Table- 6.3)

Percentage of Female Teachers to Total Teachers 1956-57 to 2000-01

Year	Primary Schools	Upper Primary Schools	High Schools
1956-57	17.58	22.91	13.65
1990-91	28.54	32.43	30.76
2000-01	35.31	43.32	43.01
2004-05	45.02	41.43	40.10

Source: Selected Educational Statistics, Director of School Education, 2000-01 and 2004-05

6.2.3 Female Teachers at different stages of education in different areas

From 1993 to 2002, the composition of female teachers in the service has increased tremendously at all stage of education. In the rural areas, primary (34.11%) and upper primary schools (34.34%) have reported 10% increase in female teachers services while at the secondary school level it has increased nearly 15% (15.85% to 29.19%). In the urban areas, though the increase has not been that significant, women constitute 68% of the total urban teachers at primary level and more than 55% both at upper primary and secondary levels.

However, the noticeable factor is the huge gap between the rural and urban areas in its percentage share of female teachers. In total, urban areas have nearly two times more female teachers than rural areas in 2002. In 1993, rural urban gap in female teachers in the secondary levels is nearly four times, upper primary level is nearly two times, primary level is three times. By 2002, substantial number of female teachers has been added to the rural areas and in the primary and secondary levels the gap has been reduced to two times.

Percentage share of Female Teachers to Total Teachers - 1993 & 2002

Area	Primary		Upper Primary		Secondary		Total	
	1993	2002	1993	2002	1993	2002	1993	2002
Rural	24.65	34.11	23.4	34.34	15.85	29.19	21.58	32.80
Urban	60.95	67.77	56.91	59.25	55.91	57.55	54.61	61.22
Total	31.38	41.81	36.76	41.03	34.87	40.67	33.39	41.24

Source: Report of VI AIES, 1993 and Tables of VII All India Educational Survey, 2002 in Andhra Pradesh

6.2.4 Female teachers in position in different Types of Schools

Female teachers have been allocated to most schools especially in government (education dept), Mandal Parishad and Zilla Parishad Schools in the state. Even after all the efforts, it is quite interesting to note that 51 % of the total primary schools do not have female teachers. 28% of the schools have one female teacher in the school. In the case of upper primary schools, 25% schools do not have female teacher and 24% have only one female teacher. In case of high schools 16% of the schools have no female teachers and 23 % have one female teacher. This analysis is based on the data from 2003 computerised employee database maintained by the education department (Annexure Table 6.4).

Schools with female teachers in position – 2003 **Government, Mandal Parishad, Zilla Parishad Schools**

Type of School		0	1	2 & more	Total
Primary Schools	No	24413	13561	9870	47844
	%	51.03	28.34	20.63	100
Upper Primary Schools	No	2578	2487	5070	10135
	%	25.44	24.54	50.02	100
High Schools	No	1174	1641	4397	7212
	%	16.28	22.75	60.97	100

Source: Computerised Employee Database, 2003, Education Department, AP

6.2.5 Women in Administrative Posts in Department of Education

Sensitiveness to women's issue is easier to be identified and rectified if women are involved in the decision making. It is clear from the table given below that role of women in most of the decision making levels in the department of education is limited. The position of District Education Officer which is the key post at the district level has hardly any woman in position. Similar is the position of availability of Mandal Education Officer and Head Mistress at primary and secondary school levels.

Representation of women in Administrative posts at various levels in the Education Department – 2003

Post	Total	Female	% of Female
District Educational Officer / Deputy Director	30	3	0.1
Deputy Educational Officer	84	18	21.43
Mandal Education Officer	892	22	2.47
Head Master, Primary Schools*	7547	900	11.92
Head Master, High Schools*	4018	673	16.75

* Data consists of teachers in Government, Mandal Parishad and Zilla Parishad Schools only and the data source is Computerised Employee Data base, 2003 of Education Department, AP

6.3 Teacher-Pupil Ratios

The state is committed to provide teachers at a ratio of 1:45. The transparent recruitment policy and the regularity in which teachers are recruited has facilitated in recruitment of teachers as per the growing requirement. Apart from the posts sanctioned under OBB by GOI, Government of Andhra Pradesh has sanctioned nearly 30,000 posts in the last decade.

Though, the teacher pupil ratios in total is favourable at the primary level, the size of villages and habitations in A.P. are very small and many schools in the state are so small that it is difficult to get a minimum enrolment of 50 students in classes I to V. This leads to inevitable multi grade teaching at the primary level reducing the scope for individual attention and quality instruction. This is one of the major hurdles which the state should address to increase the quality of education.

Over the last thirty five years, though the teacher pupil ratio has varied slightly here and there, but the ratio is always around 30. This was initially due to low enrolment, then due to increase in the number of teachers and enrolment and later due to decrease in enrolment. (Annexure Table 6.5).

Teacher-Pupil Ratios from 1956-57 to 2004-05

Year	Primary Schools	Upper Primary Schools	High Schools
1956-57	31	34	23
1990-91	53	47	37
2004-05	33	31	33

Source: Selected Educational Statistics, Director of School Education, 2000-01 and 2004-05

6.3.1 Teacher-Pupil Ratios in different Management Schools

Compared to 1993 where the teacher pupil ratio was quite unfavourable in local bodies and private aided schools, but by 2002 a favourable or optimum teacher-pupil ratio was attained in all management schools. (Annexure Table 6.6)

6.3.2 Inter-district Comparison of Teacher Pupil Ratio at the Primary & Upper Primary School Level in 2002 -03

For the primary schools the minimum Teacher Pupil Ratio (TPR) recommended is 1: 45. In Andhra Pradesh, the state average in 2004 -05 is 33 for primary schools and 30 for upper primary schools.

Average Teacher -Pupil Ratio in different types of schools in 2002-03

Type of school	Area	Teacher Pupil Ratio
Primary	Rural	33
	Urban	36
	Total	33
Upper primary	Rural	31
	Urban	28
	Total	30

All districts have achieved a TP ratio of below forty five, except rural Kurnool. Thirteen districts (50%) in the state have better than the state average TPR of thirty three. But its range varies from twenty four in Nellore to forty seven in Kurnool which is almost double.

For the primary schools in the rural areas, the teacher pupil ratio for the state is thirty three and thirteen districts reported the average TP ratio of thirty three or less. However, the ratio varies from twenty three in Nellore to forty nine in Kurnool which is double. In the urban scenario, average ratio is thirty six for the state with the range of twenty five in Warangal to forty five in Viskhapatanam. Here, ten districts have TP ratio better than the state average of 36.

In the Upper Primary schools in the state, the average TP ratio is reported as thirty. Sixteen districts reports below the state average and the range starts from twenty one in Chittoor to forty one in Kurnool. In the rural upper primary schools, the state average is reported as thirty one and fifteen districts have a favorable TP ratio of better to state average. In the urban

upper primary schools, the average TPR at the state level is twenty eight and the range varies from nineteen in Chittoor to thirty nine in Prakasam. Twelve districts have reported an urban TP ratio better than state average of twenty eight (Annexure Table 6.7).

**Districts with Better & Poor TPR in Rural & Urban Areas
in different types of schools - 2002-03**

Area	Types of School	Better TP Ratio		Poor TP Ratio*	
		District	Ratio	District	Ratio
Rural	Primary	Nellore	23	Kurnool	49
		Chittoor	25		
		Srikakulam	27		
	Upper Primary	Chittoor	22	Kurnool	46
		Nellore	25		
		Cuddapah	27		
Urban	Primary	Warangal	25	Prakasam	41
		Karimnagar	28	Krishna	42
		Mahbubnagar	30	Visakhapatnam	45
	Upper Primary	Chittoor	19	Prakasam	39
		Ranga Reddy	21		
		Warangal	21		
Total	Primary	Nellore	24	Kurnool	47
		Chittoor	26		
		Srikakulam	28		
	Upper Primary	Nizamabad	21	Krishna	41
		Nalgonda	25		
		Khammam	26		

Source: Tables of VII AISES, 2002

* Districts with TPR above 1:40 are indicated

Though, no direct relation can be established between female literacy level and teacher pupil ratio, it is quite worthy to notice that the districts of Nellore, Chittoor, Cuddaph and Krishna which shows remarkable TPR at the primary school level, also have female literacy level above the state average. Similarly, all districts which have reported female literacy better than the state average in the urban areas also have a TPR below the state average.

6.4 Instructional Facilities/ Class Rooms

The infrastructure of the school and other facilities like playground, availability of sports and teaching materials etc are also factors which attract and retain the children at school and lead to overall qualitative development. The classrooms and instructional facilities available

in the school is an indicator of the quality of the education system. Over the decade from 1993 to 2002, the changes in the rural and urban areas regarding the availability of classrooms are quite interesting. The percentage of schools without any instructional facilities or class room in rural areas has increased from 6.58% to 8.6% and has also increased in urban areas from 2.78% to 4.17% (Annexure Table 6.8A and B).

Availability of Classroom Facilities in Rural & Urban Primary schools 1993 & 2002

Year	Area		Number & percentage of schools with Classrooms				
			No classroom	One classroom	Two classrooms	2 & More classrooms	Total
1993	Rural	No	2924	23530	12575	5383	44412
		%	6.58	52.98	28.32	12.12	100
	Urban	No	131	812	1069	2717	4729
		%	2.78	17.17	22.6	57.45	100
	Total	No	3055	24342	13644	8100	49141
		%	6.21	49.54	27.77	16.48	100
2002	Rural	No	4674	19828	13707	15674	53883
		%	8.67	36.8	25.44	29.09	100
	Urban	No	302	817	879	5247	7245
		%	4.17	11.28	12.13	72.43	100
	Total	No	4976	20645	14586	20921	61128
		%	8.14	33.77	23.86	34.22	100

Source: Report of VI AIES,1993 and Tables of VII AISES,2002

In 1993, maximum number of schools in rural areas has one room (53%) followed by two rooms (28%). In 2002, though the one room (37%) and two room schools (25.4%) are leading major increase has come in three room schools (6 % to 16%). The percentage of schools having more than five rooms has also increased from 1.35% to 5.31%.

In the urban areas, in 1993, 22.6% schools had two rooms for instruction facilities and were closely followed by five room schools (20%) and more than five room schools (19%). By 2002, the number of two room schools and five room schools has declined to 12.13% and 7.07%. More remarkable the percentage of schools having more than five rooms has increased from 18.93 to 46.49%.

In general even though, the problem of schools having no classrooms still persist, the percentage of schools having two or more rooms has more than doubled during this period which is a noteworthy effort of the government.

6.5 Gender Sensitivity in Schools

One of the reasons for not sending young girls to schools by the parents is the apprehension about the safety and security of them. This includes long distance, sanitation facilities, the absence of female teachers in the school etc. Provision of sanitary facilities in the school has been identified as one factor to increase the girl's enrolment and funds for construction of sanitation facilities in schools comes through different schemes of other departments like Rural Development, Panchayat Raj and Irrigation etc.

6.5.1 Sanitation Facilities for girls in schools

At the primary stage level, between 1993 and 2002, the sanitation facilities, in general and for girls in specific, have increased only marginally from 7.3% and 5% to 17.02% and 11.22% respectively. Similarly, the difference between the schools with sanitation facilities in rural and urban areas is also very wide. In 1993, 3.7% and 41.5% of the schools in rural and urban areas had reported sanitation facilities in the school. Of the above schools, only 2.2% in rural and 31.5% in urban areas provide separate facilities to girls.

Ten years later, in 2002, the percentage of schools providing sanitation facilities has increased to 13.10% and 54.48% in rural and urban areas respectively. However, of the above only 6.67% of rural and 45.09% of urban area schools have separate sanitation facilities for girls. The increase in the sanitation facilities is minimal in general and only 11% of the primary schools have separate sanitation facilities for girls. The schools which provide separate sanitation facilities for girls have also not increased significantly.

The upper primary schools report a better picture in the provision of sanitation facilities than primary levels. There is an increase to 48.2% from 33% in 1993. Even in 1993, 17.6% schools in rural areas and 76.5% schools in urban areas had sanitation facilities. Separate sanitation facilities for girls are available in 12% rural schools and 65% of urban schools. By 2002, the number of schools providing this particular facility has increased to 41% and 80% in rural and urban areas respectively. Though, it presents a better picture than primary schools, the gap between rural - urban and separate facilities for girls has not shown much improvement. In general 37.6% of the Upper primary schools in the state are having separate sanitation facilities for girls by 2002.

The secondary schools in the state reported to have a healthier picture than other schools. Though by 2002, the number of schools in rural and urban areas has almost doubled, the increase in sanitation facilities has increased only marginally from 65.2% in 1993 to 69.6%. Similar is the case of separate facilities for girls (57.7% to 59.5%). In 1993, 55% of schools in rural areas and 89% schools in urban areas have sanitation facilities. Of the above, 44.5% schools in rural areas and 88.5% in urban areas have separate facilities for girls.

In 2002, it is reported that 59.5% and 90% secondary schools in rural and urban areas have sanitation facilities. 46.3% and 86.5% of the above schools in rural and urban areas provides separate facilities for girls. However, it could be interpreted that very few new schools added over the decade (1993-2002) provides separate sanitation facilities for girls as the percentage figure has decreased by two points (from 88.5% to 86.5%). This indicates that about 60% of secondary schools have sanitation facilities by 2002 which is an essential facility required for the girls at this stage of education (Annexure Tables 6.9-A, B, C).

Availability of Sanitation Facilities in different Types of Schools -1993 & 2002

Type of school	Year	Total No. of Schools	Schools Having Facility for		No. of Schools With Girls Enrolment	Schools Having Separate Facility for Girls	
			Urinal	% of Schools with Facility		Urinals	% of Girls Schools with Facility
Primary Schools	1993	49141	3609	7.3	48749	2429	5.0
	2002	61128	10402	17.02	60817	6824	11.22
Upper Primary schools	1993	6381	2100	32.9	6305	1602	25.4
	2002	15096	7272	48.2	15061	5663	37.6
Secondary Schools	1993	6959	4540	65.2	6519	3759	57.7
	2002	12365	8604	69.6	11911	7089	59.5

Source: Report of VI AIES, 1993 and Data Tables of VII AIES, 2002

It is a common practice in the rural areas that once a girl attains puberty she is forbidden to go outside the house. As already seen in the earlier chapters the marriage age of girls in rural Andhra Pradesh is 15 years and the age at which first birth is given is 17.9 years. This social issue can be addressed only if the parents are ensured with minimum facilities and safety of their daughters in the school.

If we read the drop out rates and availability of sanitation facilities together, it is quite clear that the drop out rates are higher particularly for girls in secondary and higher secondary schools especially in rural areas and among SC & ST population groups. Providing basic separate sanitation facilities will go a long way in reducing drop out rates among girls. Under Indiramma Scheme of the state government, sanitation facilities are now being improved at all levels.

6.5.2 Drinking Water Facility in Schools

Similar to sanitation facilities one of the equally important issues is availability of drinking water facility in the school. Over the decade(1993-2002), in general, there is an increase in the facility for drinking water in schools. In 2002, 58% of the primary schools and 79% of the upper primary schools in rural areas have drinking water facilities compared to 29% primary and 55% of upper primary schools in 1993. Similarly, by 2002, 78% of the primary schools and 93% of the upper primary schools in urban areas have drinking water facilities compared to 56% primary and 81% of the upper primary schools in 1993.

The secondary schools have fared better than elementary schools in the matter of drinking water. But the increase in facilities over the decade is lower than compared to the increase in the elementary level. In 1993, 77% of the rural schools and 92% of the urban schools recorded drinking water facility. Compared to the above, in 2002, the secondary schools in the rural areas have recorded drinking facilities in 83% of the schools while it is 95% in urban schools (Annexure Tables 6.10-A,B,C).

Availability of drinking water facility in different types of schools - 1993 & 2002

Type of school	Year	Total No. of Schools	Schools Having Drinking Facility	% of Schools with Facility
Primary School	1993	49141	15439	31.42
	2002	61128	36931	60.42
Upper Primary school	1993	6381	3917	61.39
	2002	15096	12307	81.52
Secondary School	1993	6959	5720	82.2
	2002	12365	10730	86.78

On the whole the above scenario reveals that about 60% of primary schools, 81% of upper primary schools and 86% of secondary schools are having drinking water facilities in the schools.

6.6 Incentives & Concessions

One of the major limitations for poor people to send their children to school is to provide adequate educational support which includes text books, uniforms, school fees, travel cost etc.

6.6.1 Text Books

Government of Andhra Pradesh has the policy of providing free text books to the school children. All children of classes I to V studying in government and local body schools are provided with free text books. SC, ST, BC and Physically Handicapped children of classes VI to X studying in government and local body schools are also provided with free text books. The benefit is extended to the SC/ST/BC/PH children studying in Classes I to X in the Private Aided Schools.

SSA has provision for providing free text books to all girls of classes I to VIII provided the state governments have not extended such benefit to the classes. As part of this scheme, free text books are given to girls of classes VI- VIII also.

Priced Text Books, which are highly subsidised by the state, are supplied to the children other than reserved categories studying in Classes VI – X in all the schools(Government/ Local Body/Private Aided) and to the Private Unaided Schools/Recognised Schools/Social Welfare Hostels and also to the general public throughout the year.

6.6.2 Scholarships

The National Scholarship Scheme (1961-62) is implemented with the objective of providing scholarships for post matric studies to the brilliant but poor students. The Scholarship Scheme for Talented Children from Rural Areas at the Secondary Stage (1971 -72) is introduced with the objective to achieve equalisation of educational opportunities and to provide fillip to the development of talent from rural areas by educating talented rural children in good schools. These two schemes are merged during the Tenth Five Year Plan and are implemented through state governments with financial support from central government. In Andhra Pradesh, under the scheme nearly 28,000 children are benefited every year. Currently, scholarship is provided

to rural children in Classes IX & X, children in Classes XI & XII and Graduate courses at the rate of scholarship amount of Rs.250/-, Rs.300/-, Rs. 500/-, Rs. 750/- respectively.

The state government is also awarding Pratibha scholarships @10 under each examination for every district to the toppers of VII, X, Intermediate and for the toppers of all state level entrance tests in various categories viz, Girls(2), SC(one),ST(one), BC(2),.Minorities (one), PH(1) and OC(2).

6.6.3 Transport Facility for Girls

As a social obligation on part of the Andhra Pradesh State Government, APSRTC, is extending various types of free/confessional bus passes facility to different categories of students in general and girls 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. The details such as various types of passes under issue and their tariffs are given below.

Students below 12 years

In pursuance of the policy of the State Government, Road Transport Corporation, since 1984, has implemented the facility of issuing free bus passes to all the students below 12 years of age to travel free from the residence to school and back, irrespective of whether the Institution is of Government, aided or private one. There is no distance restriction for availing the bus pass. The facility is available in cities / towns and in rural areas.

Free travel facility to all girl students upto Class X

The AP State Road Transport Corporation is implementing free travel facility to all girl students upto an upper age limit of 18 years, studying Class X and below from August, 2000. 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 above categories of concessions are extended to the students studying in Govt., Govt. aided or private registered schools / Institutions and on the basis of certification of the date of birth and bonafides of the students by the Head of the school.

Students Passes in cities / towns

The students studying in the colleges located in cities / towns are issued with slab rated quarterly route bus passes for a minimum slab of 4 Kms. to 22 Kms. maximum. These students are also issued with Monthly as well as Quarterly General bus tickets on the strength of which they are allowed to perform unrestricted journeys. The school / college / higher educational and Technical institution where the student is studying shall have recognition of the State or Central Govt.

Student Exclusive Bus Pass

Students numbering not less than 60 willing to avail exclusive student special are also provided with exclusive bus facility. The minimum route length for operating the service is 16 KMs. in cities / towns and 20 KMs. in rural areas. The tariff is collected extra on pro-rata basis, depending upon the additional distance involved.

'Free passes – Ticket to Success for School kids' – A success story

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.

D. Blaram, father of Class VI student Nitin, of Yenka village in Utanoor mandal said that had it not been for the free bus pass, he couldn't have sent his son to the high school in Utanoor. APSRTC, Adilabad region, has issued 16,342 free bus passes to school-children for 2005-06 from six bus depots in the district. Free passes have been issued to girl students up to the age of 18 or till they reach their SSC, while boys below 12 will be issued the free passes.

The 'punch passes' with nominal charges are being issued to boys above 12. Punch passes enable the poor to send their children outside the village for high school education. In all, 7,220 free bus passes were issued to boys while 9,122 were given to girls. The bus fare amount would be between per one student depending on the distance from 5 km to 20 kms. District education officer said the free bus passes are helping the poor parents to send their children to the schools at nearby towns.

Source: News item in Deccan Chronicle, dated 27-03-2006 Utanoor (Adilabad), March 26:

6.7 Enhancing Quality – Performance of Students

6.7.1 Children Language Improvement Programme (CLIP)

The state has started a very innovative programme in the name of CLIP. Based on their knowledge of Telugu (ability to read and write) and basic mathematical skills (add, subtract, multiply and divide) the students are graded as A,B,C or D. On the basis of performance of pupils, classes and schools are also graded as A, B, C and D. Special programme and learning materials have been developed for remedial teaching and special attention is being given to slow learners.

Monitoring is done on regular basis by MEOs and MRPs and progress is very closely followed. All the class rooms display grade and record of every student to track progress. Performance of the districts is monitored at the state level on regular basis.

6.7.2 Teaching and Learning

The State is focusing on quality aspects of teaching, learning and school environment. The teacher grant (sanctioned under SSA) is being effectively utilised for the preparation of teaching- learning material keeping in view the needs of children including the disabled.

As part of the SSA programme, the State has launched a rigorous training programme for all primary, upper primary teachers and Head Teachers to make teaching-learning more effective and joyful, giving emphasis on classroom transaction, evaluation process and importance of remedial teaching.

Chapter- VII

Public Expenditure on Elementary Education

7. Public Expenditure on Elementary Education

Sustainable development and growth in a country is achievable through universal education. Effective participation of people in various social and economic concerns in the society can be ensured through increasing literacy level. To ensure the above, the Constitutional Amendment Act of 2002 (86th Amendment Act) was introduced and Right to education is made a fundamental right in Part III of the Constitution. Primary education is a key fundamental human right in India. Consistent huge financial investment is required to make this right meaningful and effective. Investment in education is incurred at two domains: individual and public. Both investments are consequential and complimentary to bring in good results. The public spending on education reveals the commitment of government in universalizing education. It is an officially accepted fact that there should be commitment to increase the spending on total education to 6% of GDP. However, increase in public resources for education in general and for elementary education in particular has been relatively modest over the decade and has not been commensurate with the requirements of many states that are educationally backward³¹.

7.1 Expenditure on Education in India – An Overview

Even after five decades of development planning through different strategies, programmes and schemes launched, and constitutional commitment to provide elementary education, the goal remains still elusive. Financial constraints have always been assessed as one of the reasons for the above. In absolute terms, the increase in expenditure on education at the national level is very impressive: from Rs. 1.1 billion in 1950/51 to Rs. 412 billion in 1997/98 (budget estimates). The increase is by staggering 360 times. But this impressive growth is belittled by (i) rapid growth in population, (ii) phenomenal increase in student numbers, and above all (iii) escalation in prices.

While total expenditure on education increased by 360 times, in per capita terms the increase during 1950/51 to 1997/98 has been by about 130 times. Similarly, the expenditure per pupil increased by only 62 times during the same period, from Rs 35.60 to Rs. 2224³².

³¹ Source: Dr. Sajitha Bashir: Government Expenditure on Elementary Education in the nineties

³² Source: Tilak J B G Financing Elementary Education in India – India Education Report

However, the share of education in Gross National Product (GNP) in the country has increased significantly from 1.2% in 1950/51 to 3.6% of GNP in education in India (1997-98). But it is a proportion less than what is required to achieve universal elementary education.

The share of education in state domestic product (SDP) by states in India for selected few years is presented in the below table. Compared to the south Indian states and the neighbouring states, the share of education in SDP in Andhra Pradesh is the lowest.

Share of Education in State Domestic Product (SDP) by Few States in India

State	1960 - 61	1980 -81	1983-84	1985 -86	1990-91	1995-96
Andhra Pradesh	2.3	3.8	3.7	4.7	4.6	2.4
Karnataka	2.6	3.4	3.3	5.2	4.3	3.8
Kerala	4.2	5.7	4.3	6.5	6.5	6.3
Maharashtra	3	3.5	3.3	3.5	3.1	2.8
Orissa	1.9	3.8	2.9	4.7	5.4	5.1
Tamil Nadu	2.8	4.3	4.1	4.8	5	3.7

Source:Tilak J B G Financing Education in India

The resource flow to the education from other departments, apart from education department is also quite significant. Over the years, the latter has increased in relative proportion from 8.5% in 1971/72 to about 20% of the total education budget in 1997/98.

7.1.1 Sectoral outlays in Five Year Plans in India

Allocation of finance according to five year plans shows an interesting trend. It has grown from Rs 1.5 billion in first five year plan to Rs. 254 billion in eighth five year plan. But, in real price terms, expenditure on education declined from the third five year plan onwards to the fifth five year plan, though there is reverse trend from sixth plan, the real effect has come only from eighth five year plan. But, the irony is that it is still lower than the proportion allocated in the first five year plan.

Expenditure on Education in the Five Year Plans

Five Year Plans	Period	At current Prices	At constant prices	% of total Plan Outlay
First Five Year Plan	1951-56	153	754	7.86
Second Five Year Plan	1956-61	273	1192	5.83
Third Five Year Plan	1961-66	589	2076	6.87
Fourth Five Year Plan	1966-74	786	1623	5.17
Fifth Five Year Plan	1974-79	912	1257	3.27
Sixth Five Year Plan	1980-85	2619	2498	2.7
Seventh Five Year Plan	1985-90	7633	3549	3.5
Eighth five Year Plan	1992-97	25414	9927	4.5

Source: Tilak J B G Financing Education in India

The relative share allocated for education among different sectors has been remarkably low through out the five year plans. In fact, it is the lowest next to the health sector and has never risen to its initial allocation level and the same is presented in the following table.

Sectoral Outlays in Five Year Plans in India (per percent)

Sectors	First Plan	Second Plan	Third Plan	Fourth Plan	Fifth Plan	Sixth Plan	Seventh Plan	Eighth Plan
Agriculture & allied	14.8	11.8	12.7	14.7	12.3	13.7	14.3	14.7
Irrigation and flood control	22	9.3	7.8	8.6	9.8	10	7.5	7.5
Power/energy	7.7	9.5	14.6	18.6	18.8	28.3	28.4	26.6
Industry and minerals	4.9	24.1	22.9	19.7	24.3	15.8	13.5	10.8
Transport & communications	26.4	27	24.6	19.5	17.4	16.1	17.4	18.7
Social sectors of which	24.1	18.3	17.4	18.9	17.3	16.2	15.8	18.2
Education	7.9	5.8	6.9	4.9	3.3	2.7	3.5	4.5
Health	5	4.9	2.9	3.9	3.2	3.1	3	3.2

Source: Tilak J B G Financing Education in India

7.1.2 Intra-sectoral allocation of plan expenditure in education in India

In the first five year plans, 56% of the total plan resources to education were allocated to elementary education, 13% to secondary, 9% to university education and 13% to technical education. Since then till sixth plan, there was a steady decline in the allocation for elementary education. Though it is still lesser than the allocation in first five year plan period, it is only again during the seventh and eight plans (42%) significant efforts were made to increase the allocation substantially. So many reasons has been quoted for the shift in the allocation like the change in the overall developmental policies, increased emphasis on industrial growth leading to more inputs for technical education etc.

7.1.3 Plan and Non Plan Expenditure on Elementary Education

It is known fact that in the budgetary allocation for education, the share of education in revenue budget is reasonably large and the capital budget share is infinitesimally small with the net result of being pushing down the share of education in the total budget. The share in the central budget has increased from 1.6 % in 1967/68 to 3.1% in 1995/96 and in the state budgets; it has remained around 20 percent even in 90s.

Plan expenditure on education, including elementary education, is relatively small compared to non-plan expenditure. Since 1980/81, the proportion of plan expenditure in the total has increased from 5.9 to 7.5 percent in 1990/91 and then jumped to 24 percent in 1996/97.

7.1.4 Inter-functional allocation of expenditure on education by objects/minor heads - time trend

It is a known fact that more than 90% of the recurring expenditure in elementary education is spent on salary of the teachers followed by salary of non-teaching staff. All other items like teaching learning materials, games and sports, books and libraries, financial incentives etc gets a negligible amount³³.

7.1.5 Per student Public Expenditure by Primary Level of Education

The time trends in expenditure on education per student which is indicative of quality of education in terms of physical and human infrastructure facilities available to students on average is indeed quite low. In the four decades from 1951/51 to 1990/91, expenditure per pupil on primary education increased at a very modest rate of 2.1% at real prices and middle level education at a rate of growth of less than 1%.

7.1.6 Budgeted Expenditure on Education in the four Southern States

An expenditure analysis study conducted as a part of State Financial Accountability Framework study by Centre For Good Governance in the Education Department of Andhra Pradesh provides a brief comparative glance at the statement of budgeted expenditure on Education (Revenue Expenditure and Capital Outlay as ratio to aggregate Disbursements (in Percent)) of four southern states. The budgeted expenditure on education in the four southern states from 2000-01 to 2004-05 is given in the following Table.

³³ Source: Tilak J B G : Financing Education in India

Budgeted Expenditure on Education: (Revenue Expenditure and Capital Outlay as Ratio to Aggregate Disbursements (In Percent)

Name of State	2000-01	2001-02	2002-03	2003-04	2004-05	Literacy Rate***
Kerala*	20	19	17.6	15.6	17.1	90.92
Tamil Nadu *	18	17.3	13.8	13.5	14.3	73.47
Karnataka*	17.7	16	14.8	12.5	13.8	67.04
Andhra Pradesh*	13.3	12.5	11.7	10.7	11.4	61.11
Andhra Pradesh Actuals **	9.85	9.06	10.43	9.55	****	

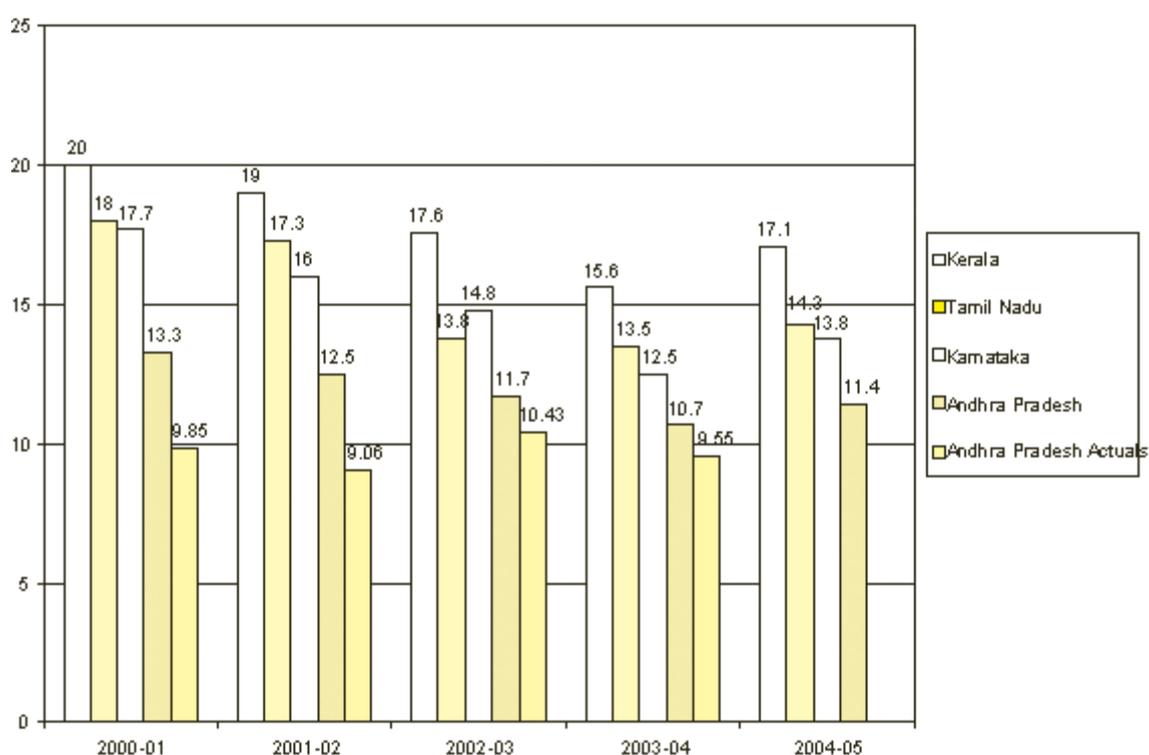
* State Finances: A Study of Budgets of 2004-05 , RBI December , 2004.

** Based on the Finance Accounts of Government of Andhra Pradesh

*** Census of India, 2001.

**** Figures will be available only after the closure of Annual Accounts

Budgeted Expenditure on Education: (Revenue Expenditure and Capital Outlay as Ratio to Aggregate Disbursements (in percent)



The analysis states that the percentage of budgeted portion for Education (including Technical Education) to aggregate Disbursement in Andhra Pradesh is the lowest among the four southern states viz., Kerala, Tamil Nadu, Karnataka and Andhra Pradesh. The highest literacy rate of Kerala corroborates with the highest budgetary allocation at 90.92 and 20 percent respectively. The actual position revealed by the finance accounts of the respective years indicates that the percentage of total expenditure on education is further reduced due to surrenders and non-utilization of budgeted provision. It is pertinent that the reduced expenditure on education is further corroborated by the literacy rate which is also lowest at 60.47% when compared with other southern states.

7.2 Expenditure on Elementary and Secondary Education in A.P

Number of schools, enrolment, number of teachers, A.P. government expenditure on elementary & secondary education and per-capita expenditure in respect of state government funded schools is indicated in the Table given below.

Enrolment, Number of Schools, AP Government Expenditure on Elementary and Secondary Education and Per capita Expenditure in respect of State Government

Year	No. of Schools	Enrolment	No. of Teachers	AP Govt. Exp. on Elem. and Sec.Edu. in Crores of Rs. *	Per Capita Revenue Exp. In Rs.
1999-00	68053	10842982	244209	2396.40	2210
2000-01	72010	10661851	240940	2675.69	2510
2001-02	73266	10650329	255884	2770.01	2601
2002-03	79381	10727902	287191	2947.78	2748
2003-04	79642	10185947	281528	3360.33	3299

Source: 1. Hand book of Educational Statistics – Commissioner and Director of School Education, AP.

2. Finance Accounts 1999-00 to 2003-04 Government of Andhra Pradesh.

There was a decrease of 6,57,035 pupils from 1999-00 to 2004-05. However, per capita expenditure increased from Rs.2210 in 1999-2000 to Rs. 3299 in 2004-05. There was an increase of expenditure of Rs.963 crores on elementary & secondary education from 1999-00 to 2003-04.

7.3 Expenditure on General Education and Percentage of GSDP

The number of schools, enrolment, SSC examination pass percentage etc forms indicators of performance of schools. It is obvious that the government aided schools are poor in performance compared to the private schools. Is it only because the money allotted is not properly spent or is it also because of poor allocation for the sector? The expenditure incurred on general education and percentage of total expenditure and GSDP for the years 1999-2000 to 2003-2004 is given in the following Table.

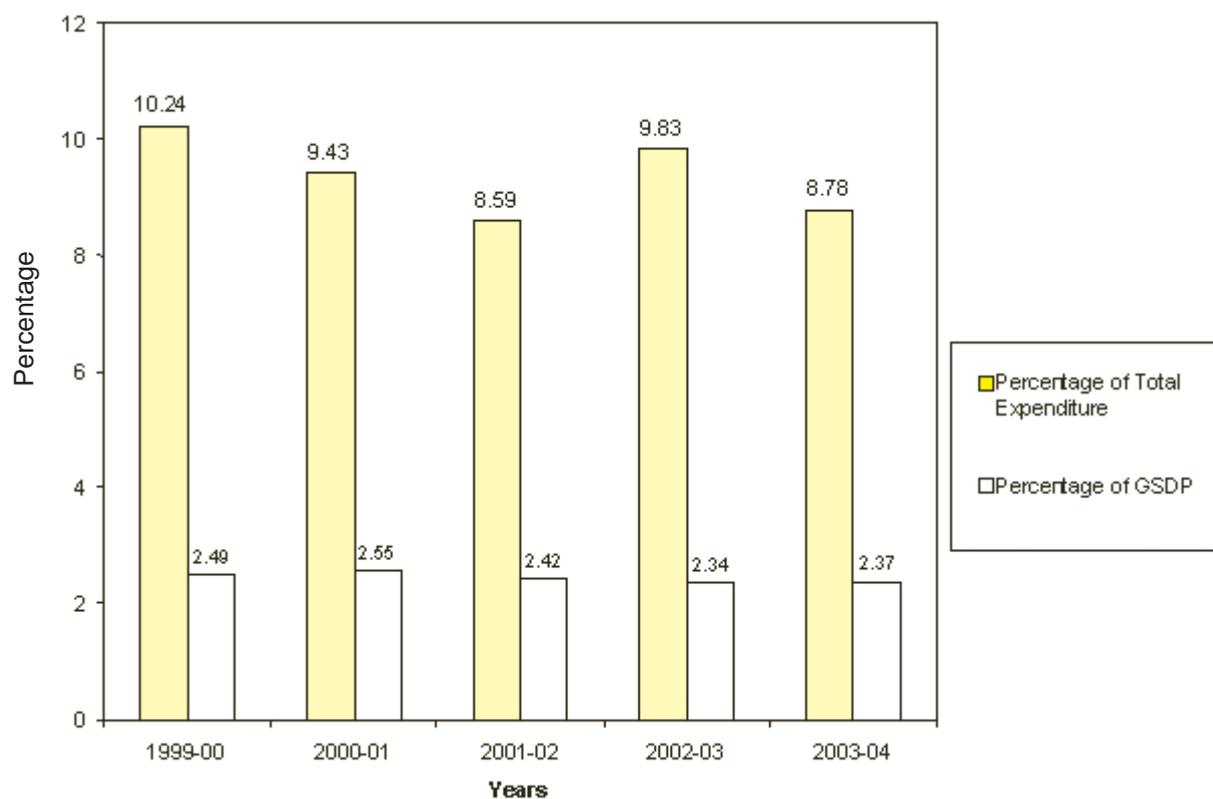
Expenditure data on general education and percentage of total expenditure and GSDP for the past 5 years

Years	GSDP*	Total Exp Rs. In crores**	Exp. on Gen. Edu. Rs. In crores**	Percentage of Total Expenditure	Percentage of GSDP
1999-00	125236	30426	3116.23	10.24	2.49
2000-01	140119	37956	3578.55	9.43	2.55
2001-02	151396	42747	3670.17	8.59	2.42
2002-03	162310	38597	3792.35	9.83	2.34
2003-04	180812	48855	4291.63	8.78	2.37

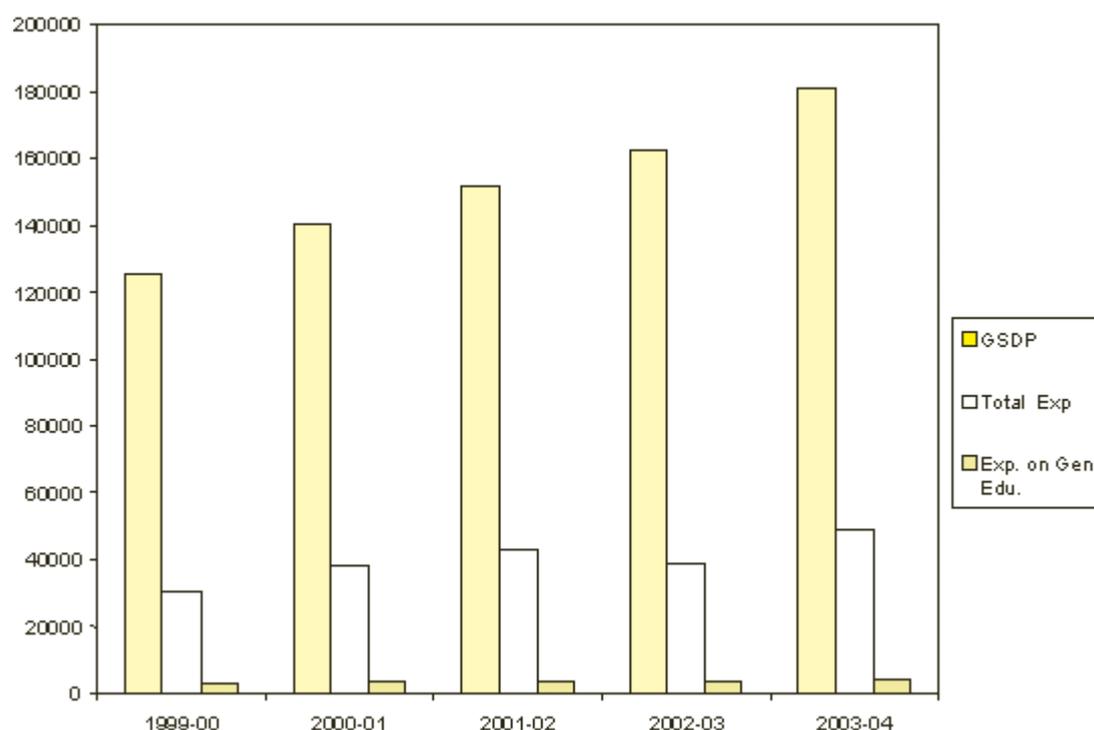
* Economic Survey 2004-05 (Planning Department).

** Finance Accounts GoAP

Comparison of Percentage of expenditure to GSDP



Comparison of Expenditure on Education to Total Expenditure and to GSDP



Though in actual terms expenditure on education has increased from 1999 to 2004, the percentage of expenditure on education to the total expenditure in the state has decreased from 10.24 to 8.78. Percentage of expenditure to the gross State Domestic Product has also shown a slight decline. In effect, the expenditure on education has not increased remarkably.

7.4 Total Grant, Actual Expenditure and Amounts Surrendered

Total grant, actual expenditure, and the amounts actually surrendered during the year under general education grants are given in the following Tables.

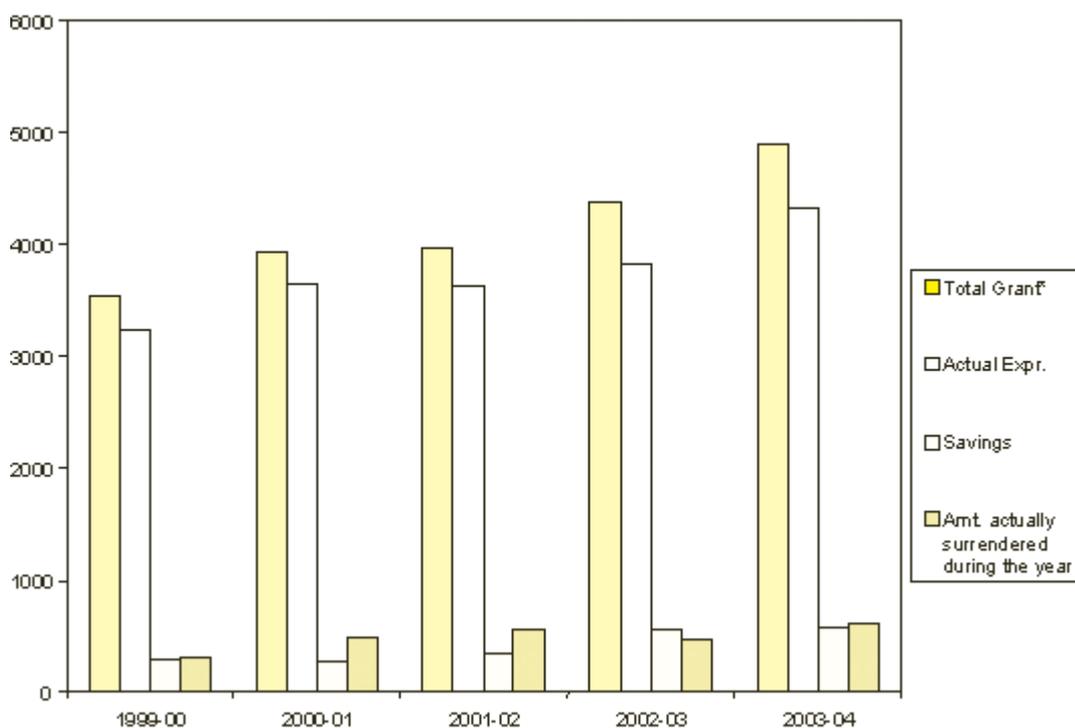
Rs. In crores

Year	Total Grant*	Actual Expr.*	Savings	Amt. actually surrendered during the year	Percentage Savings in Total Grant
1999-00	3538.89	3243.54	295.35	301.61	8.35
2000-01	3925.65	3647.20	278.35	488.64	7.09
2001-02	3961.42	3628.48	332.94	570.45	8.40
2002-03	4374.40	3816.28	558.12	464.70	12.76
2003-04	4906.28	4321.02	585.25	617.18	11.93

Source: Appropriation Accounts of GoAP

* Includes other than the Functional Major Heads of Education but Budget provided for under Education Grants

Grant, Expenditure and Savings under General Education (Rs. in Crores)



In all the years examined above the actual expenditure is less than the budgeted outlay. This was mainly due to surrenders and savings. There were 7.09 to 11.93 percent savings in total grant during the years 1999-2000 to 2003-04. Broadly the continuous savings and surrenders indicate that the process of budgeting is defective and requires re-examination and revamping. It would be pertinent to mention budget indicates the level of activity based on the human resources and managerial resources apart from financial resources. For yielding desired results it is necessary that these resources are utilized in a judicious manner. Unrealistic budgetary provision indicates that the resources are not being utilized properly. Moreover excess budgetary provisions in one sector and under utilization will lead to inadequacy of the provisions in the needy sector, thereby hampering growth and targeted development. Minor head-wise expenditure details on Education are given in Annexure Table 7.1.

Capital Expenditure on Education

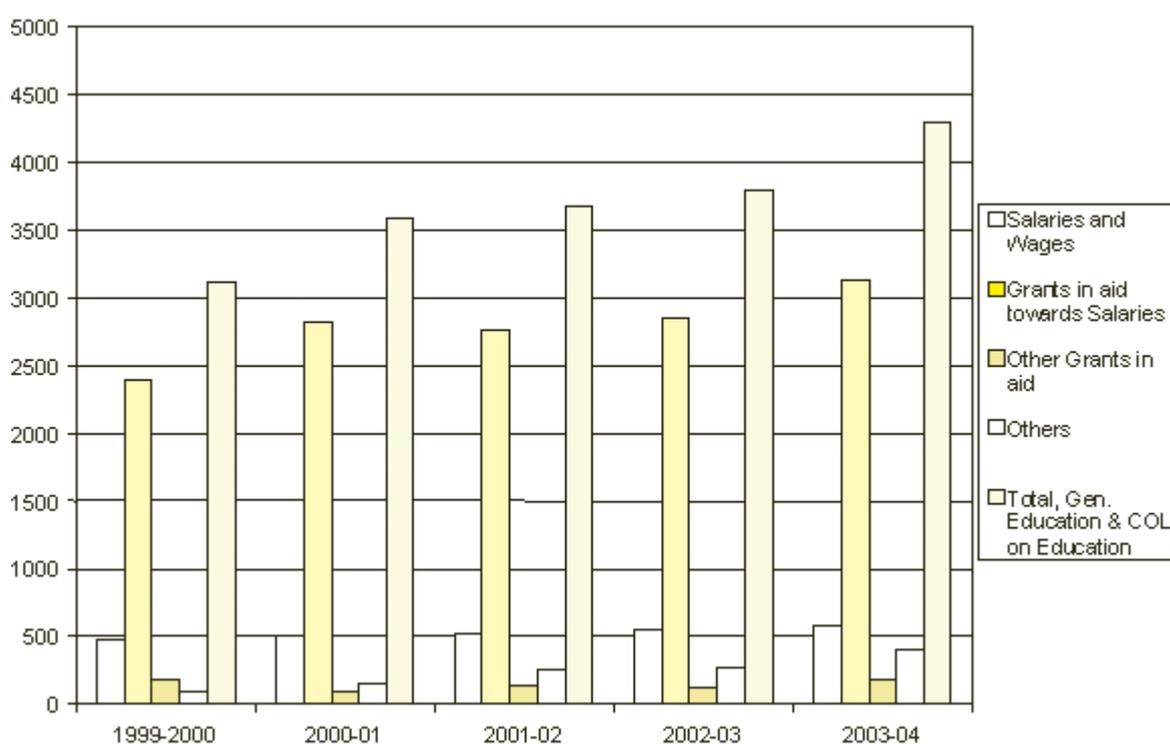
There has been poor allocation of funds towards capital outlay on General Education especially towards construction and upgradation of school buildings. The expenditure of capital outlay (COL) on General Education is abysmally low as indicated below:

Capital Expenditure on Education

Year	Total Expr. on Education in Rs. crores	% increase over previous year Expr.	Total Expr. on COL on Education Rs. in crores	% of Capital Expr. to Total Expr. on Education
1999-00	3116.23	—	8.25	0.260
2000-01	3578.55	14.84	1.49	0.042
2001-02	3670.17	2.56	76.84	2.090
2002-03	3792.35	3.37	1.44	0.038
2003-04	4291.63	13.17	2.07	0.048

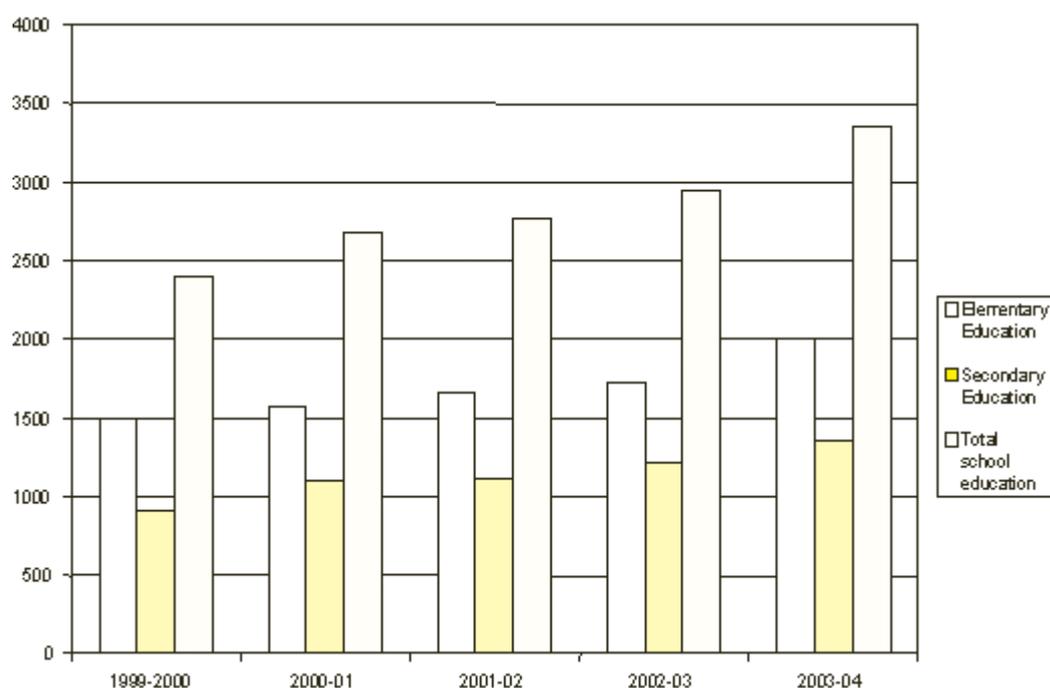
There is a steady increase in the school expenditure on General Education from Rs. 3116.23 crores to Rs 4219.93 crores during the past five years 1999-00 to 2003-04. It is significant to mention that capital expenditure is abysmally low. Details of GoAP expenditure on salaries, wages, grants-in-aid towards salaries, other grants-in-aid and others are given in Annexure Table 7.2. As may be seen from the table the expenditure on salaries, wages, and grants in aid towards salaries has decreased from 91.73 % in 1999-2000 to 86.63 % in 2003-04. The decrease is primarily due to retirement of teachers, non-appointment of new teachers and direct funding from DPEP and SSA programmes by the central government.

Details of Expenditure - Non-Plan and Plan (Rs. in Crores)



A review of the pattern of expenditure indicates that a majority of about 90% is spent towards salaries and wages. This pattern indicates that the human resource component is the vital input in the field of education. A teacher pupil ratio of 1:40 has been considered ideal for effective implementation of the delivery system, which in the present context is imparting education to the students in an effective manner.

Expenditure on Elementary Secondary and Total school Education (Rs. In Crores)



Pattern of Expenditure and Interventions for Minimizing Expenditure

The expenditure on General Education rose from Rs. 3116 crores to Rs. 4292 crores during 1999-2000 to 2003-04. The major component of expenditure was salaries of teachers and para-teachers (Vidya Volunteers). There was an increase in the number of government and aided schools from 68,053 to 79,642 during the period of 1999-2000 to 2003-04 and a corresponding increase in teachers from 2,44,209 to 2,81,528. This partly contributed to the increase in expenditure on education. It is significant to note that the enrolment during the same period has fallen from 1,08,42,982 to 1,01,85,947. The per capita investment works out to Rs 2210 in 1999-2000 and Rs.3299 during 2003-04. Despite the increase in per capita investment and expenditure the literacy rate continued to be low at 61.11% compared to the other 3 southern states and the all India rate of 65.38%. This scenario leads to the inferences that the increase in expenditure was to some extent due to increase in cost of living and adoption of technological developments especially electronic media. Additionally despite the interventions of mid-day meal scheme, community participation and para-teachers the increase in literacy rate was not significant.

Chapter- VIII

Issues in Perspective

8. Issues in Perspective

The issues and the concerns which emanate from the overall scenario presented in the strategy paper for Girl Child Education are mentioned hereunder:

8.1 Demographic

- Declining girl child sex ratio
- Low Female literacy rates particularly among rural female, S.C. female and S.T. Female.
- Parental apathy towards girls' education.
- Dowry system, a social evil forcing parents for the early marriage of school age girls in rural areas and socially and economically down trodden communities.

8.2 Access

- Parental fear of insecurity for out-station schooling of girls.
- Lack of suitable access for schooling of rural girls at secondary level of education.
- Lack of proper access for schooling of S.T. girls at Upper Primary and Secondary levels.
- Lack of proper access for schooling of out of school girls in work situations.

8.3 Enrolment and Retention

- Low Enrolment Ratios of girls in general and S.C. and S.T. girls in particular at Upper primary and Secondary levels.
- High dropout rates among ST girls at Primary level.
- High Dropout rate among girls at Upper primary level.
- Very High dropout rate among S.C. and S.T girls at Upper primary level.
- Thirty two castes among the Backward Caste Communities³⁴ suffer from schooling participation.

³⁴ 'Constraints to Schooling – Social Assessment Survey on Backward Caste Communities, AP' by Prof. Ch. Uma Mohan, Dept. of Sociology, S.K. University, Anantapur (A study conducted by DPEP of Andhra Pradesh in October,2002)

- Adherence to traditional caste occupation persists among the Backward Caste Communities.

8.4 Child Labour

- Lack of adequate machinery for the effective implementation of prevention of child labour Act and their schooling.
- The subject of child labour is transferred from Labour Department to the School Education Department. Officers of the Education department are designated as enforcement officers however their capacity building towards this new role is not taken care of.
- Inadequate follow up of mainstreaming of the children attending RBCs and NRBCs.
- Lack of needed attention in the effective organisation of alternative schooling system for mainstreaming of out of school children.

8.5 Quality

- Increase in cadre strength of teachers due to provincialisation of services of teachers and increased administrative work load of the District Education Officers and Mandal Education Officers leaving little scope for academic supervision of schools and monitoring of school programmes.
- Massive educational program being handled by junior level officers who lack adequate managerial capabilities.
- MEO is the nodal officer responsible for monitoring and implementation of various schemes and programs along with regular academic responsibilities. Precedence over the former is leading to low quality of teaching.
- No direct recruitment in the cadre of Mandal Education Officer.
- Low percentage share of female teachers in rural areas at primary, upper primary and secondary stages of education.

- Lack of female teachers' in-position in about 51% of Primary schools 25% of Upper primary schools and 16% of secondary schools.
- Lack of at least 2 classrooms still (2002) in about 40% of primary schools which include 8% of schools with no classrooms.
- Lack of adequate sanitary facilities for girls at Upper primary and secondary levels
- Lack of adequate teacher motivation to provide opportunities for girls in all the programmes related to UEE where more physical strain is not involved
- Lack of proper learning environment in teaching-learning situations due to overcrowded classrooms, lack of proper school buildings etc.
- Lack of adequate infrastructural facilities like teaching aids, furniture, equipment, games and sports material etc.
- Lack of adequate concern for children with special education needs.
- Lack of special attention to the enrolment, retention and learning achievements of children of focused groups like children of S.C., S.T., religious and linguistic minorities, street children etc.
- Inadequate involvement of the community in school programmes like enrolment, attendance, retention and pupil achievement.

Chapter- IX

Strategies for Girl Child Education

9. Strategies for Girl Child Education

The strategies that address the issues concerning the education of the girls in the State are suggested below:

9.1 Demographic

- Building up public awareness on the threats of declining girl child sex ratio and its impact on the social life.
- Awareness campaigns on educating girls atleast upto class X and the fallout would be increase in the age of marriage and resultant decrease in maternal mortality rate which is a Millennium Development Goal.
- Encouraging competitions among populations of different habitations in achieving total literacy through monetary and other resource incentives.
- Giving boost to the total literacy programs in all areas of the state by involving the entire academic faculty from primary to university level atleast for a period of 2 years in a concerted manner.

9.2 Access

- Providing secondary school facility in each gram Panchayat having high SC population, within a radius of 3 km (in relaxation of the present norm of 5 Km) to enable the enrolment and retention of rural and SC girls in a phased manner.
- Provision of atleast Upper primary facility closer to remote ST habitations through upgradation of GVVVs / Primary schools / Alternative schools for the enrolment and retention of ST girls.
- Providing free bus service to all elementary school children and girls up to higher secondary by improving the bus connectivity and also the frequency.
- Building up public awareness on the need and importance of girls education through community mobilisation, awareness campaigns, media etc.
- Common school system and neighbourhood schools to be introduced.

9.3 Enrolment and retention

- Community mobilisation through awareness campaigns, enrolment drives and gram sabhas for the enrolment of the girls particularly at Upper primary and secondary levels.

- Parent Teacher Associations and School Committees to ensure that all girls in the village attend schools by enlisting the help of Self Help Groups and Mahila Mandals.
- Enrolment drive in June to mobilise enrolment of girls. The program to be repeated every year before reopening of schools.
- Special awards to schools/ School Committees which achieve total enrolment and total retention of girls in the village.
- Preference to habitation/ villages which have achieved 100% enrolment and retention of girls in Schools in sanction of public facilities like post offices/ e-Seva centres/ primary health centre/ cooperative bank etc.
- The current policy of the State is bifurcation of Primary sections from Secondary schools as when they are upgraded in to secondary schools. Clubbing of Primary and Secondary schools which are functioning in the same premises to ensure total retention of girls.
- Focus on the disadvantaged castes among the Backward Caste Communities

9.4 Child Labour

- Capacity building for the officers of the education department who are designated as enforcement officers
- All incentives provided for girls by different departments like education social welfare, tribal welfare, women and child welfare, projects like SSA, Velugu, NCLP etc to be disbursed to the beneficiaries in the gram sabhas.
- Every Primary school to have a pre- primary section in villages where Anganwadi centres are not available, which will relieve the girl child of the sibling burden.

9.5 Quality

- **Administration**
 - Restructuring of the district administration and upgradation of the post of District Educational Officer into Joint Director cadre who would be assisted by two District Educational Officers one in charge of Primary education (including SSA, Mid day meal programme) and the other for Secondary education.

- Direct recruitment in the cadre of Mandal Education Officer
- Capacity building courses to be offered to all officers involved in massive educational programs to ensure efficiency and optimum utilisation of resources.
- Sensitizing functionaries on girl child education.
- **Teachers**
 - To ensure atleast one female teacher in every Primary, Upper Primary and Secondary School.
 - Sensitizing teachers on gender issues and steps to be taken by the teachers encouraging girls' student participation in the classroom activities, co-curricular activities to ensure equity in participation and attainment.
 - Ensuring the availability of all subject teachers all through out the year.
- **Accountability**
 - Norms of accountability for teachers to be formulated and implemented with incentives for good performance and disincentives for non-performance as laid down in NPE, 1986 and POA 1992.
 - Ensuring women teachers in all schools by Rationalisation and by linking up promotions with placements for all teachers. Promotions once declined cannot be provided again (necessary amendments to the existing rules).
 - Introducing the clause of fixed tenure of 2 to 3 years for all newly recruited teachers in areas of low female literacy
 - Learning guarantee to be provided by the school at large to the children, parents and community.
- **Infrastructure**
 - Infrastructural facilities to be enhanced for schools with high Girls enrolment. Provision of adequate classrooms and sanitation facilities in all secondary schools to facilitate retention of girls.
 - Provision of sanitation facilities in all Primary, Upper Primary and Secondary schools by convergence of various departmental initiatives like SSA, Indiramma, PMGY etc. A need based approach to be followed.

- Periodic review of the existing facilities in the residential schools and annual replenishment of the facilities
- **Towards better learning leading to empowerment of girls**
 - Teachers to be made responsible to pay special attention for better learning of children particularly girls.
 - Tutorial classes for slow learners including girls of Classes VII and X in Mathematics and Science.
 - School level physical education activities are to be organised and separate events are to be organise for girls.
 - Launching of confidence developing measures through various monetary and material incentives for the continuation of girls education atleast till secondary level.
 - Cash incentives to SC/ST girls with more than 80% aggregate in SSC
- **Social Audit**
 - The school charter to be displayed by all schools at a prominent place in the school.
 - Periodic evaluation of the performance of the school by the community.
 - Participatory appraisal of the performance of all the schools is to be taken up at mandal level involving headmasters, members of School Committees Gram Panchayats and Self Help Groups (SHGs). Mechanisms of grading of schools based on the enrolment and retention of children, performance of students, conducive school environment for girl child etc.

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Annexures

Annexures
Table 2.1
Interventions under SSA

SI.No.	INTERVENTION	NORM
1	Teacher	One teacher for every 40 children in Primary and upper primary At least two teachers in a Primary school One teacher for every class in the upper primary
2	School / Alternative schooling facility	Within one Kilometre of every habitation Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.
3	Upper Primary schools/ Sector	As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools
4	Classrooms	A room for every teacher in Primary & upper Primary, with the provision that there would be two class rooms with verandah to every Primary school with at least two teachers. A room for Head-Master in upper Primary school/section
5	Free textbooks	To all girls/SC/ST children at primary & upper primary level within an upper ceiling of Rs. 150/- per child State to continue to fund free textbooks being currently provided from the State Plans.
6	Civil works	Ceiling of 33% of SSA programme funds. For improvement of school facilities, BRC/CRC construction. CRCs could also be used as an additional room. No expenditure to be incurred on construction of office buildings Districts to prepare infrastructure Plans.
7	Maintenance and repair of school buildings	Only through school management committees/VECs Upto Rs. 5000 per year as per specific proposal by the school committee. Must involve elements of community contribution
8.	Upgradation of EGS to regular school or setting up of a new Primary school as per State norm	Provision for TLE @ Rs 10,000/- per school TLE as per local context and need Involvement of teachers and parents necessary in TLE selection and procurement VEC/ school-village level appropriate body to decide on best mode of procurement Requirement of successful running of EGS centre for two years before it is considered for upgradation. Provision for teacher & classrooms.
9	TLE for upper-primary	@ Rs 50,000 per school for uncovered schools. As per local specific requirement to be determined by the teachers/ school committee School committee to decide on best mode of procurement, in consultation with teachers School Committee may recommend district level procurement if there are advantages of scale.

SI.No.	INTERVENTION	NORM
10	Schools grant	Rs. 2000/- per year per primary/upper primary school for replacement of non functional school equipment Transparency in utilisation To be spent only by VEC/SMC
11	Teacher grant	Rs 500 per teacher per year in primary and upper primary Transparency in utilisation
12	Teacher training	Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70/- per day Unit cost is indicative; would be lower in non residential training programmes Includes all training cost Assessment of capacities for effective training during appraisal will determine extent of coverage. Support for SCERT/DIET under existing Teacher Education Scheme
13	State Institute of Educational Management and Training (SIEMAT)	One time assistance up to Rs. 3 crore States have to agree to sustain Selection criteria for faculty to be rigorous
14	Training of community leaders	For a maximum of 8 persons in a village for 2 days in a year - preferably women @ Rs. 30/- per day
15	Provision for disabled children	Upto Rs. 1200/- per child for integration of disabled children, as per specific proposal, per year District Plan for children with special needs will be formulated within the Rs. 1200 per child norm Involvement of resource institutions to be encouraged
16	Research, Evaluation, supervision and monitoring	Upto Rs. 1500 per school per year Partnership with research and resource institutions, pool of resource teams with State specific focus Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS Provision for regular school mapping/micro planning for up dating of household data By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation. Rs. 100 per school per year to be spent at national level Expenditure at State/district/BRC/CRC/ School level to be decided by State/UT, This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided.

SI.No.	INTERVENTION	NORM
		Involvement of resource institutions willing to undertake state specific responsibilities
17	Management Cost	<p>Not to exceed 6% of the budget of a district plan</p> <p>To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.;</p> <p>Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district</p> <p>Management costs should be used to develop effective teams at State/ District/Block/Cluster levels</p> <p>Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.</p>
18	Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST community, computer education specially for upper primary level	<p>Upto to Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district per year will apply for SSA</p> <p>ECCE and girls education interventions to have unit costs already approved under other existing schemes.</p>
19	Block Resource Centres/ Cluster Resource Centres	<p>BRC/CRC to be located in school campus as far as possible.</p> <p>Rs. 6 lakh ceiling for BRC building construction wherever required</p> <p>Rs. 2 lakh for CRC construction wherever required - should be used as an additional classroom in schools.</p> <p>Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.</p> <p>Deployment of up to 20 teacher in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs.</p> <p>Provision of furniture, etc. @ Rs. 1 lakh for a BRC and Rs. 10,000 for a CRC</p> <p>Contingency grant of Rs. 12,500 for a BRC and Rs. 2500 for a CRC, per year</p> <p>Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.</p> <p>As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kind of interventions</p>
20	Interventions for out of school children	<p>Setting up Education Guarantee Centres in unserved habitations</p> <p>Setting up other alternative schooling models</p> <p>Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.</p>
21	Preparatory activities for microplanning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.	<p>As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.</p>

Source: Sarva Shiksha Abhiyaan, Framework for Implementation, M'HRD

Table 3.1
District -wise Rural Urban Population in Andhra Pradesh, 2001

Sl.No	District	Population			Percentage	
		Rural	Urban	Total	Rural	Urban
1	Srikakulam	2258934	278659	2537593	89.02	10.98
2	Vizinagaram	1836859	412395	2249254	81.67	18.33
3	Visakhapatnam	2301437	1530899	3832336	60.05	39.95
4	East Godavari	3749535	1151885	4901420	76.50	23.50
5	West Godavari	3052630	750887	3803517	80.26	19.74
6	Krishna	2844394	1343447	4187841	67.92	32.08
7	Guntur	3179384	1285760	4465144	71.20	28.80
8	Prakasam	2592055	467368	3059423	84.72	15.28
9	Nellore	2069521	599043	2668564	77.55	22.45
10	Chittoor	2934845	811030	3745875	78.35	21.65
11	Kadapa	2014044	587753	2601797	77.41	22.59
12	Ananthapur	2720915	919563	3640478	74.74	25.26
13	Kurnool	2712030	817464	3529494	76.84	23.16
14	Mahabubnagar	3142579	371355	3513934	89.43	10.57
15	Ranga Reddy	1637227	1937837	3575064	45.80	54.20
16	Hyderabad	3829753	3829753			100.00
17	Medak	2286573	383524	2670097	85.64	14.36
18	Nizambad	1920947	424738	2345685	81.89	18.11
19	Adilabad	1827986	660017	2488003	73.47	26.53
20	Karimnagar	2813010	678812	3491822	80.56	19.44
21	Warangal	2622792	623212	3246004	80.80	19.20
22	Khammam	2068066	510861	2578927	80.19	19.81
23	Nalgonda	2815304	432678	3247982	86.68	13.32
	A P	55401067	20808940	76210007	72.70	27.30

Source: Table 1.7 Statistical Abstract of Andhra Pradesh 2005

Table 3.2
SC, ST population of Andhra Pradesh, 1991 - 2001 Census

Scheduled Caste Population Variations - (1991 - 2001 Census)

Census	Population			Sex ratio	%of SC popln to total popln
	Male	Female	Total		
1991	5379654	5212412	10592066	969	15.9
2001	6228011	6111485	12339496	981	16.2
% of inc/dec	15.77	17.25	16.5		

Scheduled Tribe Population Variations - (1991 - 2001 Census)

Census	Population			Sex ratio	%of SC popln to total popln
	Male	Female	Total		
1991	2142817	2056664	4199481	960	6.3
2001	2548295	2475809	5024104	972	6.6
% of inc/dec	18.92	20.38	19.64		

Source: Table 1.17 Statistical Abstract of Andhra Pradesh 2005

Table 3.3**District wise percentage of General, SC, ST population of Andhra Pradesh, 2001 Census**

Rank	State/District	Percentage of Total Population		
		General	SC	ST
1	Adilabad	64.7	18.5	16.7
2	Nizamabad	78.1	14.8	7.1
3	Karimnagar	78.8	18.6	2.6
4	Medak	77.4	17.6	5
5	Hyderabad	91.1	8	0.9
6	Rangareddi	81.4	14.5	4.1
7	Mahabubnagar	75	17.1	7.9
8	Nalgonda	71.7	17.7	10.6
9	Warangal	68.9	17	14.1
10	Khammam	57	16.5	26.5
11	Srikakulam	85	9	6
12	Vizianagaram	79.9	10.6	9.6
13	Vishakapatnam	77.9	7.6	14.5
14	East Godavari	78.1	18	3.9
15	West Godavari	78.3	19.2	2.5
16	Krishna	79.6	17.8	2.6
17	Guntur	77	18.3	4.7
18	Prakasam	74.8	21.3	3.9
19	Nellore	68.9	22	9.1
20	Cuddapah	81.9	15.7	2.4
21	Kurnool	80.2	17.8	2
22	Anantapur	82.4	14.1	3.5
23	Chittoor	77.8	18.7	3.4
	Andhra Pradesh	77.2	16.2	6.6

Source: Primary Census Abstract Andhra Pradesh, Series – 29, Vol.1

Table 3.4
District wise analysis of Sex Ratio - 2001 Census

Districts above State average					Districts above State average				
Sl. No.	District	Male	Female	Females/ 1000 males	Sl. No.	District	Male	Female	Females/ 1000 males
1	Nizamabad	1162905	1182780	1017	1	Khammam	1305543	1273384	975
2	Srikakulam	1260020	1277573	1014	2	Kadapa	1318093	1283704	974
3	Vizianagaram	1119541	1129713	1009	3	Medak	1352446	1317651	974
4	Karimnagar	1747968	1743854	998	4	Warangal	1644985	1601109	973
5	East Godavari	2459640	2441780	993	5	Mahbubnagar	1782340	1731594	972
6	West Godavari	1910038	1893479	991	6	Prakasam	1552332	1507091	971
7	Adilabad	1250958	1237045	989	7	Nalgonda	1651990	1595992	966
8	Visakhapatnam	1930197	1902139	985	8	Kurnool	1796214	1733280	965
9	Guntur	2250279	2214865	984	9	Anantapur	1859588	1780890	958
10	Nellore	1344935	1323629	984	10	Ranga Reddy	1839227	1735837	944
11	Chittor	1889690	1856185	982	11	Hyderabad	1981173	1848580	933
State Average 978					State Average 978				

Source: Table No.1.4 Statistical Abstract Andhra Pradesh 2005

Table 3.5
Sex Ratio of Total, General, SC, ST Population: 2001 Census

Rank	State/District	Sex Ratio			
		GEN	SC	ST	TOTAL
1	Adilabad	989	990	987	989
2	Nizamabad	1014	1046	994	1017
3	Karimnagar	999	996	979	998
4	Medak	972	992	951	974
5	Hyderabad	929	985	935	933
6	Rangareddi	939	973	946	944
7	Mahabubnagar	974	973	947	972
8	Nalgonda	971	972	921	966
9	Warangal	980	970	944	973
10	Khammam	973	969	984	975
11	Srikakulam	1014	1019	1009	1014
12	Vizianagaram	1009	998	1025	1009
13	Vishakapatnam	982	984	1003	985
14	East Godavari	992	993	1011	993
15	West Godavari	992	985	1018	991
16	Krishna	980	974	949	978
17	Guntur	988	972	962	984
18	Prakasam	972	971	949	971
19	Nellore	987	986	961	984
20	Cuddapah	975	975	939	974
21	Kurnool	967	961	929	965
22	Anantapur	959	956	935	958
23	Chittoor	982	987	969	982
	Andra Pradesh	978	981	972	978

Source: Primary Census Abstract Andhra Pradesh, Series – 29, Vol.1

Table 3.6
Literacy Rate of Total,General,SC,ST population:2001

Rank	State/District	GEN	SC	ST	TOTAL
1	Adilabad	57.3	47.6	39.7	52.7
2	Nizamabad	56	40.6	30.7	52.0
3	Karimnagar	57.5	46.5	34.2	54.9
4	Medak	55.7	39.8	28.1	51.6
5	Hyderabad	79.9	69.4	55.4	78.8
6	Rangareddi	70.1	51.9	34.5	66.2
7	Mahabubnagar	48.9	32.6	25.8	44.4
8	Nalgonda	61.8	50.7	35.2	57.2
9	Warangal	63.1	50.8	34.4	57.2
10	Khammam	66.3	53.4	37.9	57.1
11	Srikakulam	56.5	52.9	41.9	55.3
12	Vizianagaram	53.1	49.3	35.3	51.1
13	Vishakapatnam	64.3	62	34.3	60.0
14	East Godavari	67.5	61.1	44.6	65.5
15	West Godavari	75.4	68.7	50.9	73.5
16	Krishna	70.7	63.9	43.7	68.8
17	Guntur	65	58.3	37.3	62.5
18	Prakasam	59.6	52.9	38.2	57.4
19	Nellore	70.4	59.3	37.4	65.1
20	Cuddapah	65.1	54.2	41.2	62.8
21	Kurnool	55.1	45.8	42.7	53.2
22	Anantapur	58.6	44.5	44.5	56.1
23	Chittoor	69.3	60	44.4	66.8
	Andra Pradesh	63.8	53.5	37	60.5

Source: Primary Census Abstract Vol.1 AP

Table 3.7
District-wise Growth in Literacy Rates 1991-2001 Census

		<i>Male</i>			<i>Female</i>			<i>Total</i>		
		<i>1991</i>	<i>2001</i>	<i>% Inc.</i>	<i>1991</i>	<i>2001</i>	<i>% Inc.</i>	<i>1991</i>	<i>2001</i>	<i>% Inc.</i>
1	Srikakulam	49.14	67.19	18.05	23.52	43.68	20.16	36.22	55.31	19.09
2	Vizianagaram	45.93	62.37	16.44	22.47	39.91	17.44	34.19	51.07	16.88
3	Visakhapatnam	56.13	69.68	13.55	34.6	50.12	15.52	45.51	59.96	14.45
4	East Godavari	55.32	70	14.68	42.26	60.94	18.68	48.79	65.48	16.69
5	West Godavari	59.75	78.05	18.3	46.98	68.99	22.01	53.37	73.53	20.16
6	Krishna	60.54	74.39	13.85	45.54	63.19	17.65	53.16	68.85	15.69
7	Guntur	56.54	71.24	14.7	35.85	53.74	17.89	46.35	62.54	16.19
8	Prakasam	53.14	69.35	16.21	27.06	45.08	18.02	40.3	57.38	17.08
9	Nellore	58.4	73.67	15.27	36.99	56.38	19.39	47.76	65.08	17.32
10	Chittoor	62.61	77.62	15.01	36.44	55.78	19.34	49.75	66.77	17.02
11	Cuddapah	63.14	75.83	12.69	32.35	49.54	17.19	48.12	62.83	14.71
12	Ananthapur	55.92	68.38	12.46	27.61	43.34	15.73	42.18	56.13	13.95
13	Kurnool	53.24	65.96	12.72	26.04	40.03	13.99	39.97	53.22	13.25
14	Mahabubnagar	40.8	56.63	15.83	18.03	31.89	13.86	29.58	44.41	14.83
15	Ranga Reddy	60.43	75.26	14.83	36.91	56.49	19.58	49.07	66.16	17.09
16	Hyderabad	78.9	83.74	4.84	63.56	73.5	9.94	71.52	78.8	7.28
17	Medak	45.15	64.33	19.18	19.25	38.66	19.41	32.41	51.65	19.24
18	Nizamabad	47.33	64.91	17.58	21.35	39.48	18.13	34.18	52.02	17.84
19	Adilabad	45.04	64.98	19.94	20.6	40.3	19.7	32.96	52.68	19.72
20	Karimnagar	50.97	67.09	16.12	23.37	42.75	19.38	37.17	54.9	17.73
21	Warangal	51.98	68.88	16.9	26.08	45.09	19.01	39.3	57.13	17.83
22	Khammam	50.04	66.11	16.07	30.53	47.44	16.91	40.5	56.89	16.39
23	Nalgonda	50.53	69.23	18.7	24.92	44.68	19.76	38	57.15	19.15
	A.P	55.13	70.32	15.19	32.72	50.43	17.71	44.09	60.47	16.38

Source: Statistical Abstract Andhra Pradesh, 2005

Table 3.8 Literacy Rates -2001 census

		Area: Rural				
		Male		Female		
Above state level	1	West Godavari	76.33	1	West Godavari	67.29
	2	Chittoor	74.7	2	Krishna	58.76
	3	Kadapa	73.86	3	East Godavari	57.76
	4	Nellore	70.62	4	Nellore	52.02
	5	Krishna	70.51	5	Chittoor	51.18
	6	Guntur	67.39	6	Guntur	48.66
	7	Prakasam	67.01	7	Kadapa	45.73
	8	East Godavari	66.64			
	9	Nalgonda	66.15			

		Area: Urban				
		Male		Female		
Above state level	1	Nalgonda	88.55	1	West Godavari	80.34
	2	Warangal	88.49	2	Chittoor	80.24
	3	Chittoor	87.94	3	Nalgonda	80.2
	4	Visakhapatnam	85.49	4	Warangal	79.17
	5	Medak	85.1	5	Hyderabad	78.8
	6	Khammam	85.1	6	Visakhapatnam	78.16
	7	West Godavari	85.07	7	Nellore	77.68
	8	Srikakulam	84.1	8	Krishna	77.58
	9	Nellore	84.06	9	Khammam	77.56
	10	Ranga Reddy	83.88	10	Ranga Reddy	77.34
	11	Mahbubnagar	83.77	11	Medak	76.46
	12	Hyderabad	83.74			

Below state level	1	Srikakulam	65.05	1	Khammam	41.74
	2	Anantapur	64.65	2	Prakasam	41.52
	3	Ranga Reddy	64.58	3	Srikakulam	41.06
	4	Warangal	64.07	4	Nalgonda	40.57
	5	Karimnagar	63.05	5	Ranga Reddy	40.05
	6	Kurnool	62.72	6	Warangal	39.11
	7	Nizamabad	61.39	7	Anantapur	37.85
	8	Khammam	61.31	8	Karimnagar	37.58
	9	Medak	60.73	9	Visakhapatnam	36.46
	10	Adilabad	59.55	10	Kurnool	34.67
	11	Visakhapatnam	58.67	11	Nizamabad	34.54
	12	Vizianagaram	57.93	12	Vizianagaram	34.37
	13	Mahbubnagar	53.28	13	Medak	33.86
				14	Adilabad	33.04
				15	Mahbubnagar	31.89

Below state level	1	Karimnagar	83.17	1	East Godavari	75.92
	2	Krishna	82.59	2	Mahbubnagar	74.89
	3	Kadapa	82.58	3	Srikakulam	74.26
	4	Prakasam	82.2	4	Karimnagar	73.9
	5	Vizianagaram	81.77	5	Guntur	73.42
	6	East Godavari	80.87	6	Prakasam	73.32
	7	Guntur	80.72	7	Vizianagaram	72.71
	8	Nizamabad	80.23	8	Kadapa	72.62
	9	Anantapur	79.36	9	Nizamabad	71.4
	10	Adilabad	79.29	10	Adilabad	69.88
	11	Kurnool	76.45	11	Anantapur	69.5
				12	Kurnool	67.07

Male State Average for Rural 65.4
Female State Average for Rural 43.5

Male State Average for Urban 83.19
Female State Average for Urban 68.74

Table 4.1
District –wise Mandals, Villages and Habitations in Andhra Pradesh

Region	Districts	No of		
		Panchayat Mandals	Villages	Habitations*
Coastal Andhra	Srikakulam	38	1709	3867
	Vizianagaram	34	1443	2753
	Visakhapatnam	42	3107	5282
	East Godavari	57	1319	2440
	West Godavari	46	834	2053
	Krishna	49	962	1763
	Guntur	57	696	1738
	Prakasam	56	1030	2451
	Nellore	46	1158	2675
Rayalseema	Chittoor	66	1482	9219
	Cuddapah	51	872	4001
	Ananthapur	63	924	3231
	Kurnool	54	894	1531
Telangana	Mahabubnagar	64	1472	3248
	Ranga Reddy	33	848	1529
	Hyderabad	16	0	0
	Medak	45	1219	2267
	Nizamabad	36	853	1518
	Adilabad	52	1584	3378
	Karimnagar	57	1047	2293
	Warangal	50	983	3099
	Khammam	46	1076	2911
	Nalgonda	59	1134	3184
Andhra Pradesh	1117	26646	66431	

Source : 7th All India School Education Survey, 2002

Table 4.2
Number of Habitations in Various Population slabs and their Population

	Population Slabs							Total
	>= 5000	2000-4999	1000-1999	500-999	300-499	100-299	<100	
No. of Habitations	1073	5597	9789	12453	10176	18576	8752	66416
% of habitations	1.62	8.43	14.74	18.75	15.32	27.97	13.18	100.00
Population	9196398	16310488	13724613	8851256	3952647	3498488	504742	56038632
% of population	16.41	29.11	24.49	15.79	7.05	6.24	0.90	100.00

Table 4.3
Growth of Recognised Educational Institutions 1956-57 to 2000-01

Year	Pre-Primary	Primary	Upper Primary	High schools	Total
1956-57	17	29076	329	705	30127
1960-61	47	34523	1569	1084	37223
1970-71	62	37013	3123	2903	43101
1980-81	125	40611	4621	4065	49422
1990-91	34	48731	6118	6116	60999
2000-01	27	55901	9804	10277	76009
2004-05	-	61680	16667	14342	92689

Source :Selected Educational Statistics,2001 and 2004 DSE

Table 4.4
Management - wise, Area - wise Schools 1993 and 2002

MANAGEMENT - WISE, AREA - WISE SCHOOLS 1993**CATEGORY: PRIMARY SCHOOLS**

Area		Management				
		G	LB	PA	PU	Total
Rural		3,043	39,508	1,446	415	44,412
Urban		443	2,666	551	1,069	4,729
Total	No.	3,486	42,174	1,997	1,484	49,141
	%	7.09	85.82	4.06	3.02	100.00

MANAGEMENT - WISE, AREA - WISE SCHOOLS 2002**CATEGORY: PRIMARY SCHOOLS**

Area		Management				
		G	LB	PA	PU	Total
Rural		4,380	46,803	1,468	1,232	53,883
Urban		1,106	2,970	814	2,355	7,245
Total	No.	5,486	49,773	2,282	3,587	61,128
	%	8.97	81.42	3.73	5.87	100.00

CATEGORY: UPPER PRIMARY SCHOOLS

Area		Management				
		G	LB	PA	PU	Total
Rural		144	4,280	124	176	4,724
Urban		221	454	317	665	1,657
Total	No.	365	4,734	441	841	6,381
	%	5.72	74.19	6.91	13.18	100.00

CATEGORY : UPPER PRIMARY SCHOOLS

Area		Management				
		G	LB	PA	PU	Total
Rural		293	9,609	198	1,804	11,904
Urban		251	635	322	1,983	3,191
Total	No.	544	10,244	520	3,787	15,095
	%	3.60	67.86	3.44	25.09	100.00

CATEGORY: SECONDARY SCHOOLS

Area		Management				
		G	LB	PA	PU	Total
Rural		275	4,121	182	184	4,762
Urban		381	515	553	748	2,197
Total	No.	656	4,636	735	932	6,959
	%	9.43	66.62	10.56	13.39	100.00

CATEGORY: SECONDARY SCHOOLS

Area		Management				
		G	LB	PA	PU	Total
Rural		606	6,235	273	1,166	8,280
Urban		528	572	600	2,385	4,085
Total	No.	1,134	6,807	873	3,551	12,365
	%	9.17	55.05	7.06	28.72	100.00

G- Government, LB - Local Body, PA - Pvt.Aided, PU - Pvt.Unaided

Source: Report of VI AIES,1993 and VII AISES, 2002

Table 4.5
Rural Habitations/ Population served by Primary, Upper Primary & Secondary Schools - 2002

Primary

Type of Habitations	No of habitations	No of habitations served by primary education facility				% of population served	
		Within the habitation		up to 1.0 km distance		within the habitation	Up to 1.0 km distance
		No.	%	No.	%		
General	66416	51482	77.51	61594	92.74	95.47	98.68
SC	7920	5241	66.17	7438	93.91	88.83	97.83
ST	16317	10918	66.91	13736	66.91	69.82	82.08

Upper Primary

Type of Habitations	No of habitations	No of habitations served by primary education facility				% of population served	
		Within the habitation		up to 3.0 km distance		within the habitation	Up to 3.0 km distance
		No.	%	No.	%		
General	66416	15917	23.97	51605	77.7	62.1	90.97
SC	7920	1087	13.72	6650	83.96	40.82	89.90
ST	16317	842	5.16	8673	53.15	21.09	66.27

Secondary

Type of Habitations	No of habitations	No of habitations served by primary education facility				% of population served	
		Within the habitation		up to 5.0 km distance		within the habitation	Up to 5.0 km distance
		No.	%	No.	%		
General	66416	6738	10.15	48148	72.49	37.99	84.91
SC	7920	366	4.62	6275	79.23	20.02	85.08
ST	16317	297	1.82	8270	50.68	9.97	61.33

Table 4.6
SC Rural Habitations/ Population in A.P. served by Primary, Upper Primary & Secondary Schools - 2002

Primary

Population slab	No of habitations	No of SC habitations	No of habitations served by primary education facility				% of population served	
			Within the habitation		upto 1.0 km distance		within the habitation	Upto 1.0 km distance
			No.	%	No.	%		
5000 & above	1073	52	51	98.08	51	98.08	98.14	98.14
2000 - 4999	5597	332	327	98.49	331	99.70	98.27	99.74
1000 - 1999	9789	923	899	97.40	917	99.35	97.35	99.35
500 - 999	12453	1603	1465	91.39	1577	98.38	91.90	98.39
Below 500	37504	5010	2499	49.88	4562	91.06	64.84	93.83
Total	66416	7920	5241	66.17	7438	93.91	88.83	97.83

Upper Primary

Population slab	No of habitations	No of SC habitations	No of habitations served by primary education facility				% of population served	
			Within the habitation		upto 3.0 km distance		within the habitation	Upto 3.0 km distance
			No.	%	No.	%		
5000 & above	1073	52	49	94.23	51	98.08	94.26	98.37
2000 - 4999	5597	332	267	80.42	326	98.19	81.60	98.36
1000 - 1999	9789	923	435	47.13	837	90.68	49.16	91.29
500 - 999	12453	1603	236	14.72	1366	85.22	16.09	85.80
Below 500	37504	5010	100	2.00	4070	81.24	28.10	82.32
Total	66416	7920	1087	13.72	6650	83.96	40.82	89.90

Secondary

Population slab	No of habitations	No of SC habitations	No of habitations served by primary education facility				% of population served	
			Within the habitation		upto 5.0 km distance		within the habitation	Upto 5.0 km distance
			No.	%	No.	%		
5000 & above	1073	52	38	73.08	51	98.08	75.71	98.37
2000 - 4999	5597	332	146	43.98	312	93.98	47.16	94.38
1000 - 1999	9789	923	123	13.33	767	83.10	14.59	83.75
500 - 999	12453	1603	38	2.37	1306	81.47	2.50	81.43
Below 500	37504	5010	21	0.42	3839	76.63	0.55	77.59
Total	66416	7920	366	4.62	6275	79.23	20.02	85.08

Source: VII AISES, 2002

Table 4.7
ST Rural Habitations/ Population in A.P. served by Primary, Upper Primary & Secondary Schools - 2002

Primary

Population slab	No of habitations	No of SC habitations	No of habitations served by primary education facility				% of population served	
			Within the habitation		upto 1.0 km distance		within the habitation	Upto 1.0 km distance
			No.	%	No.	%		
5000 & above	1073	11	11	100	11	100	100	100
2000 - 4999	5597	115	114	99.13	115	99.13	98.16	100
1000 - 1999	9789	414	404	97.58	410	97.58	94.38	97.95
500 - 999	12453	1454	1397	96.08	1433	96.08	86.49	92.48
Below 500	37504	14323	8992	62.78	11767	62.78	55.43	72.99
Total	66416	16317	10918	66.91	13736	66.91	69.82	82.08

Upper Primary

Population slab	No of habitations	No of SC habitations	No of habitations served by primary education facility				% of population served	
			Within the habitation		upto 3.0 km distance		within the habitation	Upto 3.0 km distance
			No.	%	No.	%		
5000 & above	1073	11	11	100	11	100	100	100
2000 - 4999	5597	115	99	86.09	109	94.78	86.98	94.8
1000 - 1999	9789	414	213	51.45	344	83.09	52.66	84.14
500 - 999	12453	1454	273	18.78	1023	70.36	20.17	71.22
Below 500	37504	14323	246	1.72	7186	50.17	29.80	55.48
Total	66416	16317	842	5.16	8673	53.15	21.09	66.27

Secondary

Population slab	No of habitations	No of SC habitations	No of habitations served by primary education facility				% of population served	
			Within the habitation		upto 5.0 km distance		within the habitation	Upto 5.0 km distance
			No.	%	No.	%		
5000 & above	1073	11	10	90.91	11	100	94.66	100
2000 - 4999	5597	115	63	54.78	105	91.30	57.05	91.38
1000 - 1999	9789	414	66	15.94	308	74.40	16.01	74.80
500 - 999	12453	1454	83	5.71	907	62.38	5.94	62.93
Below 500	37504	14323	75	0.52	6939	48.45	0.89	52.39
Total	66416	16317	297	1.82	8270	50.68	9.97	61.33

Source: VII AISES, 2002

Table 4.8
District – wise Schooling Facilities – 2002

Sl. No	% of Habitations with					
	Primary Schools Within 1 km		Upper Primary Schools within 3 km		Secondary Schools Within 5 km	
1	Krishna	98.98	Krishna	93.02	West Godavari	90.79
2	Rangareddi	98.82	Karimnagar	90.18	Krishna	85.69
3	Nizamabad	98.29	Nizamabad	89.58	Karimnagar	83.86
4	Kurnool	97.71	West Godavari	89.04	Rangareddi	83.71
5	West Godavari	97.61	Rangareddi	87.31	Guntur	82.68
6	Medak	97.4	Srikakulam	86.01	Srikakulam	81.61
7	Guntur	97.18	Warangal	84.99	Chittoor	79.69
8	Prakasam	96.74	Guntur	84.41	Nizamabad	78.31
9	Anantapur	96.04	Medak	83.94	Medak	77.64
10	East Godavari	95.86	Nellore	83.36	East Godavari	75.65
11	Nellore	95.78	Chittoor	83.35	Nalgonda	74.68
12	Karimnagar	95.72	Cuddapah	81.55	Warangal	73.2
13	Warangal	93.99	East Godavari	80.73	Cuddapah	71.99
14	Cuddapah	93.95	Anantapur	79.94	Nellore	71.89
15	Khammam	93.85	Kurnool	76.7	Prakasam	71.52
17	Mahbubnagar	92.64	Prakasam	76.58	Anantapur	68.93
18	Nalgonda	91.64	Mahbubnagar	76.01	Vizianagaram	68.69
19	Chittoor	91.34	Nalgonda	75.81	Mahbubnagar	66.52
20	Adilabad	91.03	Khammam	72.17	Khammam	66.44
21	Vizianagaram	90.37	Vizianagaram	67.02	Kurnool	64.66
22	Srikakulam	89.97	Adilabad	62.02	Adilabad	53.79
23	Visakhapatnam	77.62	Visakhapatnam	44.55	Visakhapatnam	49.7
	A.P	92.74	A.P	77.7	A.P	72.49

Source: VII AISES, 2002

Table 4.9
Stage- wise Enrolment

Sl.No.	Stage	1993	2002	Growth %
1	Primary Stage (I-V)			
	i) Rural	5285553	6449220	22.02
	ii) Urban	1791453	2166388	20.93
	iii) Total	7077006	8615608	21.74
2	Upper Primary Stage (VI-VII)			
	i) Rural	919922	1698120	84.59
	ii) Urban	577443	767075	32.84
	iii) Total	1497355	2465195	64.64
3	Secondary Stage (VIII-X)			
	i) Rural	809449	1495318	84.73
	ii) Urban	656105	869789	32.57
	iii) Total	1465554	2365107	61.38
4	All Schools			
	i) Rural	7014924	9642658	37.46
	ii) Urban	3025001	3803252	25.73
	iii) Total	10039915	13445910	33.92

Source: 1. 1993 & 2002 Seventh All India Education Survey
2. Report of VI th all India Education survey in Andhra Pradesh

Table 4.10
Percentage Distribution of Students in Primary Schools – 2002

S.No	Management	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1	Government and Local Body	89.3	91.4	90.4	38.5	44.8	41.7
2	Private Aided	4.2	4.1	4.1	14.9	17.7	16.3
3	Private Unaided	6.5	4.5	5.5	46.6	37.5	42
		100	100	100	100	100	100

Percentage distribution of Students in Upper Primary Schools – 2002

S.No	Management	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1	Government and Local Body	79.9	84.7	82.2	32.4	38.2	35.2
2	Private Aided	2.5	2.4	2.5	12.4	13.5	12.9
3	Private Unaided	17.6	12.9	15.3	55.2	48.3	51.9
		100	100	100	100	100	100

Percentage distribution of Students in High Schools – 2002

S.No	Management	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1	Government and Local Body	83	85.4	84	27.3	34.9	31.1
2	Private Aided	4	4.2	4.1	15.9	19.2	17.5
3	Private Unaided	13	10.4	11.9	56.8	45.9	51.4
		100	100	100	100	100	100

Source:- VII AISES,2002

Table 4.11

Higher Education

Type	Boys	Girls	Total	% of girls
Junior Colleges				
Intermediate	771215	517169	1288384	40.14
Degree Colleges				
BA	60667	46912	107579	43.61
B.SC.	167399	112402	279801	40.17
B.COM.	99543	72581	172124	42.17
BCA	3299	2145	5444	39.40
Total	330908	234040	564948	41.43
Post Graduation				
MA	1165	791	1956	40.44
M.SC.	5458	4336	9794	44.27
M.COM.	1141	1330	2471	53.82
MBA&MCA	4949	3619	8568	42.24
Total	12713	10076	22789	44.21
Professional Courses				
Engineering	33600	15241	48841	31.21
Medical	NA	NA	NA	35.00
Polytechnic	11330	5205	16535	31.48
DIETs	2484	2120	4604	46.05
B.Ed.	6924	5523	12447	44.37

NA: Not Available

Source: Statistical Abstract, 2005, Dept. of Economics & Statistics
Selected Educational Statistics, DSE

Table 4.12
Inter-District Disparities in Enrolment Ratio of Girls 2004-05

A) Primary Stage (I- V)

Districts above State Average		
Sl.No.	District	Enrolment Ratio
1	Rangareddy	146.5
2	Adilabad	133.84
3	Mahbubnagar	131.41
4	Kurnool	129.95
5	Medak	127.69
6	Warangal	125.29
7	Hyderabad	124.57
8	Nalgonda	123.15
9	Cuddapah	120.39
10	Nizamabad	120.11
11	Karimnagar	118.62
	State Average	110.52

Districts above State Average		
Sl.No.	District	Enrolment Ratio
1	Vizianagaram	108.71
2	Anantapur	109.47
3	Khammam	106.62
4	Chittoor	100.00
5	Prakasam	109.41
6	Srikakulam	97.22
7	Visakhapatnam	97.04
8	Nellore	95.13
9	East Godavari	93.49
10	West Godavari	85.27
11	Krishna	85.09
12	Guntur	85.01
	State Average	110.52

B) Upper Primary Stage (I- VII)

Districts above State Average		
Sl.No.	District	Enrolment Ratio
1	Rangareddy	99.44
2	Hyderabad	97.28
3	Karimnagar	90.88
4	Adilabad	89.95
5	Khammam	87.60
6	Warangal	87.11
7	Nalgonda	86.40
8	Chittoor	82.81
9	Anantapur	82.63
10	Cuddapah	78.86
11	Srikakulam	73.68
	State Average	76.07

Districts above State Average		
Sl.No.	District	Enrolment Ratio
1	Nizamabad	76.26
2	East Godavari	75.49
3	Medak	75.16
4	Nellore	68.82
5	Visakhapatnam	68.17
6	West Godavari	67.82
7	Vizianagaram	67.54
8	Kurnool	67.34
9	Mahbubnagar	63.53
10	Krishna	62.28
11	Prakasam	57.41
12	Guntur	53.20
	State Average	76.07

Source:-Selected Educational Statistics,2004-05,DSE,AP,Hyderabad

Table 5.1
Residential Bridge Courses – SSA, 2005

S.No.	District	No. of Centers	Enrollment		
			Boys	Girls	Total
1	Srikakulam	12	460	269	729
2	Vizianagaram	13	26	429	455
3	Visakhapatnam	24	703	643	1346
4	East Godavari	41	1509	1023	2532
5	West Godavari	18	323	374	697
6	Krishna	1	60	41	101
7	Guntur	23	987	618	1605
8	Prakasam	5	125	269	394
9	Nellore	38	1170	868	2038
10	Chittoor	15	612	809	1421
11	Cuddapah	7	313	298	611
12	Ananthapur	3	52	36	88
13	Kurnool	129	3228	3569	6797
14	Mahabubnagar	166	5033	3234	8267
15	Ranga Reddy	20	460	415	875
16	Hyderabad	4	0	0	0
17	Medak	62	2682	2406	5088
18	Nizamabad	20	769	316	1085
19	Adilabad	11	227	314	541
20	Karimnagar	12	370	156	526
21	Warangal	0	518	479	997
22	Khammam	29	889	744	1633
23	Nalgonda	15	628	474	1102
	Total	668	21144	17784	38928

Table 5.2**Child Labor covered through NCLP centers in 2005**

S.No.	District	Children Employed in Hazardous Occupations	No.of Centers	No. of children covered	No. of children main streamed
1	Srikakulam	1361	31	1376	5746
2	Vizianagaram	13262	239	11900	10359
3	Visakhapatnam	2282	70	3500	13764
4	East Godavari	3645	26	3958	2300
5	West Godavari	8261	154	8613	6200
6	Krishna	6628	68	3400	6
7	Guntur	25521	30	7300	4646
8	Prakasam	19858	20	12864	6778
9	Nellore	3912	30	4738	3238
10	Chittoor	9126	260	12909	6883
11	Cuddapah	6731	77	9951	6520
12	Ananthapur	993	14	14562	11210
13	Kurnool	12150	93	29372	16679
14	Mahabubnagar	82313	40	9517	4957
15	Ranga Reddy	3722	60	37840	24091
16	Hyderabad	2363	103	175086	88550
17	Medak	2354	50	7793	3602
18	Nizamabad	4200	34	8602	4662
19	Adilabad	1699	60	3174	1213
20	Karimnagar	1520	50	6481	4024
21	Warangal	4810	60	3312	9215
22	Khammam	3011	116	9730	4644
23	Nalgonda	4500	23	8850	3760
	Total	224222	1708	394828	243047

Table 5.3**Various government orders issued by Government of A.P. for Elimination of Child Labour in the State**

Allocation of the subject of Child Labour to School Education Department	GO Ms. No.47 Education Dated 25.1.2001
Appointment of officers of education department as inspectors for the purpose of implementation of Child Labour Acts	GO Ms. No. 80 Education dated 3.7.2001
Exemption of examination fee and attendance exemption fee for VII and X Public Exams and VI , VII and IX common exams	Procs. RC No. 887/C&DSE/E1/2001-1, dated 8.11.02 of C & DSE
Towards relaxation of minimum attendance	GO Ms. No. 53 Education dated 20. 4. 01
Revision of minimum attendance criterion	Proc. Rc. No. 272/B4-1/2001, dated 1.4.01 of DSE, AP
Prohibition of corporal punishments in schools	G.O. Ms. No. 16 Education (Service-V) Department dated 18.02.02
Prohibition of Corporal Punishment in schools. Amendment to Rule 1222 of the AP(Integrated) Educational Rules 1966	Proc.Rc. No.1375/S4/2001 dated 1.3.02 of DSE, AP

Table - 6.1**Teachers - 1956-57 to 2004-05****Primary Schools**

Year	Male	Female	Total	Increase by No. of times
1956-57	63446	13579	77025	
1990-91	79219	31638	110857	1.4
2004-05	91782	75153	166935	1.5

Upper Primary Schools

Year	Male	Female	Total	Increase by No. of times
1956-57	3408	1013	4421	
1990-91	28270	13567	41837	9.5
2004-05	60900	43085	103985	2.5

High Schools

Year	Male	Female	Total	Increase by No. of times
1956-57	13959	2207	16166	
1990-91	51761	22990	74751	4.6
2004-05	84102	56297	140399	1.9

Source: Selected Educational Statistics, Director of School Education, 2000-01 and 2004-05

Table –6.2

A) Primary schools according to number of teachers in position - 1993

Area	Management		Schools with No. of Teachers in position							
			0	1	2	3	4	5	More than 5	Total
Rural	Government		74	2364	339	69	62	88	47	3043
	Local Body		1256	13245	18914	2933	1252	1012	896	39508
	Pvt.Aided		9	308	612	297	109	63	48	1446
	Pvt.Unaided		2	15	23	21	33	174	147	415
	Total	No	1341	15932	19888	3320	1456	1337	1138	44412
		%	3.02	35.87	44.78	7.48	3.28	3.01	2.56	100
Urban	Government		4	98	104	65	39	50	83	443
	Local Body		26	392	854	444	308	280	362	2666
	Pvt.Aided		3	19	84	88	78	115	164	551
	Pvt.Unaided		2	14	36	58	64	483	412	1069
	Total	No	35	523	1078	655	489	928	1021	4729
		%	0.74	11.06	22.8	13.85	10.34	19.62	21.59	100
Total	Government		78	2462	443	134	101	138	130	3486
	Local Body		1282	13637	19768	3377	1560	1292	1258	42174
	Pvt.Aided		12	327	696	385	187	178	212	1997
	Pvt.Unaided		4	29	59	79	97	657	559	1484
	Total	No	1376	16455	20966	3975	1945	2265	2159	49141
		%	2.8	33.49	42.66	8.09	3.96	4.61	4.39	100

Source: VI AIES, 1993

Table –6.2

B) Primary schools according to teachers in position - 2002

Area	Management		Schools with No. of Teachers in position							
			0	1	2	3	4	5	More than 5	Total
Rural	Government		77	2278	1159	428	207	125	106	4380
	Local Body		375	7859	22214	8423	3791	1998	2143	46803
	Pvt.Aided		7	399	506	248	119	87	102	1468
	Pvt.Unaided		35	12	33	47	53	293	759	1232
	Total	No	494	10548	23912	9146	4170	2503	3110	53883
		%	0.92	19.58	44.38	16.97	7.74	4.65	5.77	100
Urban	Government		30	137	371	147	104	104	213	1106
	Local Body		37	407	833	563	393	288	449	2970
	Pvt.Aided		11	26	93	100	125	143	316	814
	Pvt.Unaided		30	5	28	44	77	447	1724	2355
	Total	No	108	575	1325	854	699	982	2702	7245
		%	1.49	7.94	18.29	11.79	9.65	13.55	37.29	100
Total	Government		107	2415	1530	575	311	229	319	5486
	Local Body		412	8266	23047	8986	4184	2286	2592	49773
	Pvt.Aided		18	425	599	348	244	230	418	2282
	Pvt.Unaided		65	17	61	91	130	740	2483	3587
	Total	No	602	11123	25237	10000	4869	3485	5812	61128
		%	0.98	18.20	41.29	16.36	7.97	5.70	9.51	100

Source: VII AISES,2002

Table – 6.3**Availability of Teachers by sex in different Types of Schools 1956- 57 to 2003-04****Stage : Primary**

Year	Male	Female	Total	% of Female to Total
1956-57	63446	13579	77025	17.63
1960-61	63897	14624	78521	18.62
1970-71	62050	17122	79172	21.63
1980-81	59461	21492	80953	26.55
1990-91	79219	31638	110857	28.54
2000-01	86391	47155	133546	35.31
2004-05	91782	75153	166935	45.02
Stage : Upper Primary				
1956-57	3408	1013	4421	22.91
1960-61	6761	1956	8717	22.44
1970-71	18685	6252	24937	25.07
1980-81	24928	10496	35424	29.63
1990-91	28270	13567	41837	32.43
2000-01	39256	30009	69265	43.32
2004-05	60900	43085	103985	41.43
Stage : Secondary				
1956-57	13959	2207	16166	13.65
1960-61	20789	4136	24925	16.59
1970-71	39641	9787	49428	19.80
1980-81	44534	14115	58649	24.07
1990-91	51761	22990	74751	30.76
2000-01	74841	56483	131324	43.01
2004-05	84102	56297	140399	40.10

Source : Selected Educational Statistics, Director of School Education, 2000-01 and 2004-05

Table – 6.4

(Government (Education Department), Mandal Parishad, Zilla Parishad Schools)

A) Primary Schools with Female Teachers in Position

Teachers in Primary Schools	Primary Schools with Female Teachers in Position(in numbers & %)											
	0	1	2	3	4	5	6	7	8	>=9	Total	%
1	8452	2795	0	0	0	0	0	0	0	0	11247	23.51
2	11409	6540	3153	0	0	0	0	0	0	0	21102	44.11
3	3202	2623	1779	655	0	0	0	0	0	0	8259	17.26
4	951	1018	914	555	223	0	0	0	0	0	3661	7.65
5	235	351	420	360	222	82	0	0	0	0	1670	3.49
6	76	152	159	196	157	96	36	0	0	0	872	1.82
7	24	48	53	76	74	60	29	14	0	0	378	0.79
8	10	19	34	34	42	34	26	24	3	0	226	0.47
>=9	54	15	35	32	49	49	54	41	28	72	429	0.90
Total	24413	13561	6547	1908	767	321	145	79	31	72	47844	100
%	51.03	28.34	13.68	3.99	1.60	0.67	0.30	0.17	0.06	0.15	100	

B) Upper Primary Schools with Female Teachers in Position

Teachers in UP Schools	Upper Primary Schools with Female Teachers in Position(in numbers & %)											
	0	1	2	3	4	5	6	7	8	>=9	Total	%
1	145	59	0	0	0	0	0	0	0	0	204	2.01
2	323	219	78	0	0	0	0	0	0	0	620	6.12
3	639	455	296	124	0	0	0	0	0	0	1514	14.94
4	526	458	373	164	50	0	0	0	0	0	1571	15.50
5	357	431	360	230	127	34	0	0	0	0	1539	15.19
6	342	427	427	325	198	83	10	0	0	0	1812	17.88
7	185	310	339	306	231	117	50	10	0	0	1548	15.27
8	47	93	111	123	113	80	49	17	5	0	638	6.30
>=9	14	35	47	92	110	103	89	62	52	85	689	6.80
Total	2578	2487	2031	1364	829	417	198	89	57	85	10135	100.00
%	25.44	24.54	20.04	13.46	8.18	4.11	1.95	0.88	0.56	0.84	100.00	

Table –6.4 (contd.)

C) High Schools with Female Teachers in Position

Teachers in High Schools	Secondary Schools with Female Teachers in Position(in numbers & %)											
	0	1	2	3	4	5	6	7	8	>=9	Total	%
1	132	39	0	0	0	0	0	0	0	0	171	2.37
2	90	67	12	0	0	0	0	0	0	0	169	2.34
3	132	94	36	21	0	0	0	0	0	0	283	3.92
4	99	118	84	33	20	0	0	0	0	0	354	4.91
5	115	126	99	46	18	11	0	0	0	0	415	5.75
6	117	156	107	73	36	10	14	0	0	0	513	7.11
7	115	141	132	92	41	21	10	11	0	0	563	7.81
8	110	233	207	131	58	34	13	10	10	0	806	11.18
>=9	264	667	758	621	511	327	181	110	117	382	3938	54.60
Total	1174	1641	1435	1017	684	403	218	131	127	382	7212	100.00
%	16.28	22.75	19.90	14.10	9.48	5.59	3.02	1.82	1.76	5.30	100.00	

Source: Computerised Employee Database, Education Department, AP, 2003

Table 6.5

Teacher Pupil Ratios from 1956-57 to 2000-01

Year	Primary	Upper Primary	High School
1956-57	31	34	23
1960-61	36	24	22
1970-71	39	31	18
1980-81	50	38	27
1990-91	53	47	37
2000-01	45	38	34
2004-05	33	31	33

Source :Selected Educational Statistics, Director of School Education, 2000-01 and 2004-05

Table 6.6**Management - wise, Area - wise Teacher Pupil Ratio 1993****Category: Primary Schools**

Area	Government	Local Body	Private Aided	Private Unaided	Total
Rural	30	51	57	32	50
Urban	43	56	56	31	47
Total	33	52	56	32	49

Category: Upper Primary Schools

Area	Government	Local Body	Private Aided	Private Unaided	Total
Rural	31	52	47	31	50
Urban	31	48	43	32	38
Total	31	52	44	32	45

Management - wise, Area - wise Teacher Pupil Ratio 2002**Category: Primary Schools**

Area	Government	Local Body	Private Aided	Private Unaided	Total
Rural	27	33	47	29	33
Urban	42	41	47	29	36
Total	32	33	47	29	33

Category: Upper Primary Schools

Area	Government	Local Body	Private Aided	Private Unaided	Total
Rural	32	33	39	23	31
Urban	33	37	39	21	28
Total	33	33	39	22	30

Source: VI and VII AIES

Table 6.7

Teacher Pupil Ratio at various stages of Schooling in Rural & Urban areas

SI No	Teacher Pupil Ratio at the Primary School Level - 2002-03			
	Rural			
	Name of the district	TP ratio	Name of the district	TP ratio
	Below		Above	
1	Nellore	23	Mahbubnagar	34
2	Chittoor	25	West Godavari	34
3	Srikakulam	27	Prakasam	34
4	Cuddapah	28	Guntur	37
5	Khammam	31	Ranga Reddy	37
6	Krishna	31	Medak	39
7	Warangal	31	Nizamabad	39
8	Visakhapatnam	32	Kurnool	49
9	Adilabad	32		
10	Vizianagaram	33		
11	East Godavari	33		
12	Karimnagar	33		
13	Anantapur	33		
14	Nalgonda	33		
	AP	33		

SI No	Teacher Pupil Ratio at the Primary School Level - 2002-03			
	Rural			
	Name of the district	TP ratio	Name of the district	TP ratio
	Below		Above	
1.	Chittoor	22	Prakasam	34
2.	Nellore	25	Vizianagaram	35
3.	Cuddapah	27	Anantapur	35
4.	Warangal	28	West Godavari	35
5.	Khammam	28	East Godavari	35
6.	Krishna	29	Guntur	36
7.	Karimnagar	29	Visakhapatnam	36
8.	Srikakulam	29	Kurnool	46
9.	Mahbubnagar	30		
10.	Nizamabad	30		
11.	Ranga Reddy	30		
12.	Medak	30		
13.	Nalgonda	31		
14.	Adilabad	31		
	A.P	31		

SI No	Teacher Pupil Ratio at the Primary School Level - 2002-03			
	Urban			
	Name of the district	TP ratio	Name of the district	TP ratio
	Below		Above	
1	Warangal	25		
2	Karimnagar	28	East Godavari	37
3	Mahbubnagar	30	Anantapur	37
4	Ranga Reddy	32	Nizamabad	37
5	Nalgonda	33	Hyderabad	38
6	Nellore	33	Cuddapah	38
7	Adilabad	34	Guntur	39
8	Chittoor	34	Khammam	40
9	Medak	35	West Godavari	40
10	Srikakulam	36	Kurnool	40
11			Vizianagaram	40
12			Prakasam	41
13			Krishna	42
14			Visakhapatnam	45
	A.P	36		

SI No	Teacher Pupil Ratio at the Primary School Level - 2002-03			
	Urban			
	Name of the district	TP ratio	Name of the district	TP ratio
	Below		Above	
1.	Chittoor	19	Anantapur	29
2.	Ranga Reddy	21	Nellore	29
3.	Warangal	21	Kurnool	29
4.	Mahbubnagar	22	Khammam	30
5.	Karimnagar	22	East Godavari	30
6.	Vizianagaram	24	West Godavari	30
7.	Adilabad	24	Krishna	33
8.	Nalgonda	26	Visakhapatnam	34
9.	Nizamabad	27	Srikakulam	34
10.	Cuddapah	27	Guntur	38
11.	Medak	27	Prakasam	39
12.	Hyderabad	28		
	A.P	28		

Source: VII, AISES, 2002-03

Table 6.8

A) Primary schools with Classrooms available for instructional purpose - 1993

Area	Management		Schools with No. of Rooms used for Instructional Purpose							
			0	1	2	3	4	5	More than 5	Total
Rural	Government		875	1736	213	68	49	89	13	3043
	Local Body		2004	20981	12043	2332	1037	744	367	39508
	Pvt.Aided		42	798	306	100	53	90	57	1446
	Pvt.Unaided		3	15	13	11	30	179	164	415
	Total	No	2924	23530	12575	2511	1169	1102	601	44412
		%	6.58	52.98	28.32	5.66	2.63	2.48	1.35	100
Urban	Government		23	62	103	53	60	84	58	443
	Local Body		82	658	892	381	261	249	143	2666
	Pvt.Aided		11	74	53	44	47	160	162	551
	Pvt.Unaided		15	18	21	17	23	443	532	1069
	Total	No	131	812	1069	495	391	936	895	4729
		%	2.78	17.17	22.6	10.47	8.26	19.79	18.93	100
Total	Government		898	1798	316	121	109	173	71	3486
	Local Body		2086	21639	12935	2713	1298	993	510	42174
	Pvt.Aided		53	872	359	144	100	250	219	1997
	Pvt.Unaided		18	33	34	28	53	622	696	1484
	Total	No	3055	24342	13644	3006	1560	2038	1496	49141
		%	6.21	49.54	27.77	6.12	3.17	4.15	3.04	100

Source: VI AIES, 1993

Table 6.8

B) Primary schools with Classrooms available for instructional purpose - 2002

Area	Management		Schools with No. of Rooms used for Instructional Purpose							
			0	1	2	3	4	5	More than 5	Total
Rural	Government		771	2152	616	454	142	66	179	4380
	Local Body		3876	16984	12809	7900	2470	1343	1421	46803
	Pvt.Aided		14	677	260	147	74	80	216	1468
	Pvt.Unaided		13	15	22	26	19	90	1047	1232
	Total	No	4674	19828	13707	8527	2705	1579	2863	53883
		%	8.67	36.80	25.44	15.83	5.02	2.93	5.31	100
Urban	Government		54	197	211	215	107	68	254	1106
	Local Body		237	563	609	614	308	257	382	2970
	Pvt.Aided		2	50	46	58	39	93	526	814
	Pvt.Unaided		9	7	13	14	12	94	2206	2355
	Total	No	302	817	879	901	466	512	3368	7245
		%	4.17	11.28	12.13	12.44	6.43	7.07	46.49	100
Total	Government		825	2349	827	669	249	134	433	5486
	Local Body		4113	17547	13418	8514	2778	1600	1803	49773
	Pvt.Aided		16	727	306	205	113	173	742	2282
	Pvt.Unaided		22	22	35	40	31	184	3253	3587
	Total	No	4976	20645	14586	9428	3171	2091	6231	61128
		%	8.14	33.77	23.86	15.42	5.19	3.42	10.19	100

Source: VII AISES,2002

Table 6.9

A) Availability of Sanitation Facilities at Primary School Level

1993						
Area	Total No. of Schools	Schools Having Facility For		No. of Schools Having With Girls Enrolment	Schools Having Separate Facility For Girls	
		Urinal	% of Schools with Facility		Urinal	% of Schools with Facility
Rural	44412	1645	3.7	44103	967	2.2
Urban	4729	1964	41.5	4646	1462	31.5
Total	49141	3609	7.3	48749	2429	5.0

2002						
Area	Total No. of Schools	Schools Having Facility For		No. of Schools Having With Girls Enrolment	Schools Having Separate Facility For Girls	
		Urinal	% of Schools with Facility		Urinal	% of Schools with Facility
Rural	53883	7059	13.1	53616	3577	6.67
Urban	7245	3947	54.48	7201	3247	45.09
Total	61128	10402	17.02	60817	6824	11.22

B) Availability of Sanitation Facilities at Upper Primary School Level

1993						
Area	Total No. of Schools	Schools Having Facility For		No. of Schools Having With Girls Enrolment	Schools Having Separate Facility For Girls	
		Urinal	% of Schools with Facility		Separate Urinals For Girls	% of Schools with Facility
Rural	4724	833	17.6	4682	552	11.8
Urban	1657	1267	76.5	1623	1050	64.7
Total	6381	2100	32.9	6305	1602	25.4

2002						
Area	Total No. of Schools	Schools Having Facility For		No. of Schools Having With Girls Enrolment	Schools Having Separate Facility For Girls	
		Urinal	% of Schools with Facility		Separate Urinals For Girls	% of Schools with Facility
Rural	11905	4843	40.7	11874	3386	28.5
Urban	3191	2550	79.9	3187	2277	71.4
Total	15096	7272	48.2	15061	5663	37.6

C) Availability of Sanitation Facilities at Secondary School Level

1993						
Area	Total No. of Schools	Schools Having Facility For		No. of Schools Having With Girls Enrolment	Schools Having Separate Facility For Girls	
		Urinal	% of Schools with Facility		SeparateUrinals For Girls	% of Schools with Facility
Rural	4762	2589	54.4	4570	2034	44.5
Urban	2197	1951	88.8	1949	1725	88.5
Total	6959	4540	65.2	6519	3759	57.7

2002						
Area	Total No. of Schools	Schools Having Facility For		No. of Schools Having With Girls Enrolment	Schools Having Separate Facility For Girls	
		Urinal	% of Schools with Facility		Urinals	% of Schools with Facility
Rural	8280	4923	59.5	7997	3703	46.3
Urban	4085	3681	90.1	3914	3386	86.5
Total	12365	8604	69.6	11911	7089	59.5

Source: VI and VII AISES

Table 6.10**A) Availability of Drinking Water Facility in Primary Schools**

1993			
Area	Total No.of Schools	Schools Having Drinking Facility	% of Schools with Facility
Rural	44412	12768	28.75
Urban	4729	2671	56.48
Total	49141	15439	31.42

2002			
Area	Total No.of Schools	Schools Having Drinking Facility	% of Schools with Facility
Rural	53883	31265	58.02
Urban	7245	5666	78.21
Total	61128	36931	60.42

B) Availability of Drinking Water Facility in Upper Primary Schools

1993			
Area	Total No.of Schools	Schools Having Drinking Facility	% of Schools with Facility
Rural	4724	2577	54.55
Urban	1657	1340	80.87
Total	6381	3917	61.39

2002			
Area	Total No.of Schools	Schools Having Drinking Facility	% of Schools with Facility
Rural	11905	9348	78.52
Urban	3191	2959	92.73
Total	15096	12307	81.52

C) Availability of Drinking Water Facility in Secondary Schools

1993			
Area	Total No.of Schools	Schools Having Drinking Facility	% of Schools with Facility
Rural	4762	3689	77.47
Urban	2197	2031	92.44
Total	6959	5720	82.20

2002			
Area	Total No.of Schools	Schools Having Drinking Facility	% of Schools with Facility
Rural	8280	6834	82.54
Urban	4085	3896	95.37
Total	12365	10730	86.78

Source: VI and VII AISES

Table 7.1**Minor head-wise Expenditure details under 2202 - General Education and 4202 - COL on Education**

Amount in Rs. Crores

2202-General Education-Exp. Details	1999-2000	2000-01	% change	2001-02	% change	2002-03	% change	2003-04	% change
01-Elementary Education-									
001-Direction and Administration	146.94	49.32	-66.44	9.22	-81.31	9.88	7.16	5.50	-44.33
101-Govt.Primary Schools	47.72	54.01	13.18	56.60	4.80	79.28	40.07	83.00	4.69
102-Assistance to Non-Govt Pri Schools	94.53	111.55	18.00	119.82	7.41	118.16	-1.39	113.67	-3.80
103-Assistance to Local Bodies for Pri. Edn.	1004.85	1101.31	9.60	1162.05	5.52	1221.29	5.10	1459.05	19.47
800-Other Expenditure	155.32	185.62	19.51	291.70	57.15	261.46	-10.37	306.71	17.31
Others	37.26	70.61	89.51	20.04	-71.62	38.62	92.71	42.39	9.76
Total, 01-Elementary Education	1486.62	1572.42	5.77	1659.43	5.53	1728.69	4.17	2010.32	16.29
02-Secondary Education-									
106-Text Books	50.69	60.57	19.49	63.07	4.13	70.26	11.40	78.01	11.03
108-Examinations	20.19	19.17	-5.05	19.68	2.66	18.20	-7.52	21.74	19.45
109-Govt.Secondary Schools	97.28	120.47	23.84	117.44	-2.52	125.16	6.57	132.83	6.13
110-Assistance to Non-Govt.Sec, Schools	142.11	194.42	36.81	219.59	12.95	215.13	-2.03	212.06	-1.43
191-Assistance to L.Bs for Secondary Edn.	575.64	679.69	18.08	651.90	-4.09	728.21	11.71	821.49	12.81
Others	24.87	28.95	16.41	38.90	34.37	62.13	59.72	83.88	35.01
Total, 02-Secondary Education	910.78	1103.27	21.13	1110.58	0.66	1219.09	9.77	1350.01	10.74
03-University and Higher Education-									
102-Assistance to Universities	210.11	247.34	17.72	191.03	-22.77	199.67	4.52	220.40	10.38
103-Government Colleges and Institutes	248.07	308.17	24.23	313.72	1.80	319.23	1.76	334.08	4.65
104-Assistance to Non-Govt.Colle. and Ins.	218.69	283.04	29.43	245.20	-13.37	248.47	1.33	301.56	21.37

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2202-General Education-Exp. Details	1999-2000	2000-01	% change	2001-02	% change	2002-03	% change	2003-04	% change
Others	5.62	19.09	239.68	15.07	-21.06	16.98	12.67	14.16	-16.61
Total, 03-University and Higher Edu.	682.49	857.64	25.66	765.02	-10.80	784.35	2.53	870.20	10.95
Other Heads	28.09	43.73	55.68	58.30	33.32	58.78	0.82	99.03	68.48
Total, 2202-General Educaton —	3107.98	3577.06	15.09	3593.33	0.45	3790.91	5.50	4289.56	13.15
4202 COL on Education									
01 General Education	2.04	1.49	-26.96	75.84	4989.93	1.00	-98.68	2.02	102.00
others	6.21	0.00	-100.00	1.00		0.44	-56.00	0.05	-88.64
Total, 4202	8.25	1.49	-81.94	76.84	5057.05	1.44	-98.13	2.07	43.75
Total General Education+COL on Edu,	3116.23	3578.53	14.84	3670.17	2.56	3792.35	3.33	4291.63	13.17

Source: Finance Accounts of GoAP 1999-2000 to 2003 -2004

Table 7.2 Details of expenditure (Non-plan + Plan)

Rs. In crores

Particulars	1999-2000	% of Total. Expr.	2000-01	% of Total. Expr.	2001-02	% of Total. Expr.	2002-03	% of Total. Expr.	2003-04	% of Total. Expr.
2202 - General Education & 4202 COL on Education :										
1. Salaries and Wages	466.61	14.97	507.94	14.19	523.09	14.25	548.36	14.46	584.93	13.63
2. Grants in aid towards Salaries	2391.93	76.76	2821.77	78.85	2763.28	75.29	2852.03	75.20	3132.75	73.00
Total Salaries, Wages & Grants in aid towards salaries	2858.54	91.73	3329.71	93.04	3286.37	89.74	3400.39	89.66	3717.68	86.63
3. Other Grants in aid	172.06	5.52	92.18	2.58	137.07	3.73	122.50	3.23	171.52	4.00
4. Others	85.63	2.75	156.66	4.38	246.73	6.72	269.46	7.11	402.43	9.38
Total, Gen. Education & COL on Education	3116.23	100.00	3578.55	100.00	3670.17	100.00	3792.35	100.00	4291.63	100.00

Source: Compiled from Appendices to the Budget Estimates 2001-02 to 2005-06 and Finance Accounts of GoAP 1999-00 to 2003-04

Table 7.3

Elementary Education and Secondary Education Minor Head-Wise Expenditure Details

In Rs. crores

2202-General Education-Exp. Details	1999-2000	2000-01	2001-02	2002-03	2003-04
01-Elementary Education-					
001-Direction and Administration	146.94	49.32	9.22	9.88	5.50
101-Govt.Primary Schools	47.72	54.01	56.60	79.28	83.00
102-Assistance to Non-Govt Pri Schools	94.53	111.55	119.82	118.16	113.67
103-Assistance to Local Bodies for Pri. Edn.	1004.85	1101.31	1162.05	1221.29	1459.05
800-Other Expenditure	155.32	185.62	291.70	261.46	306.71
Others	37.26	70.61	20.04	38.62	42.39
Total 01, Elementary Education	1486.62	1572.42	1659.43	1728.69	2010.32
02-Secondary Education-					
106-Text Books	50.69	60.57	63.07	70.26	78.01
108-Examinations	20.19	19.17	19.68	18.20	21.74
109-Govt.Secondary Schools	97.28	120.47	117.44	125.16	132.83
110-Assistance to Non-Govt.Sec, Schools	142.11	194.42	219.59	215.13	212.06
191-Assistance to L.Bs for Secondary Edn.	575.64	679.69	651.90	728.21	821.49
Others	24.87	28.95	38.90	62.13	83.88
Total, 02-Secondary Education	910.78	1103.27	1110.58	1219.09	1350.01
Total school education	2397.40	2675.69	2770.01	2947.78	3360.33

Source: Finance Accounts of GoAP