

AN OVERVIEW STATUS OF LITERACY AMONG RURAL ANDHRA PRADESH

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ABSTRACT:

In India, its organization and the progress that has been made Since independence. Different components that constitute Rural education infrastructure are evaluated for their relative Importance in the delivery of effective learning. We also examine the current status of rural education infrastructure in the country and gaps in the provisioning. the education policies of successive governments have built on the substantial legacies of the Nehruvian period, targeting the core themes of plurality and secularism, with a focus on excellence in higher education, and inclusiveness at all levels. In reaching these goals, the issue of funding has become problematic; governments have promised to increase state spending while realizing the economic potential of bringing in private-sector financial support. Paper also focus on Crude Literacy Rate in India by 2011, Literacy rate in Andhra Pradesh of India 2011 and Steps taken by government in accelerating Education planning in India.

Keywords: *infrastructure, substantial, planning.*

1. BRIEF OVERVIEW OF THE EDUCATION SYSTEM IN INDIA

Under the Constitution of India, education is a concurrent subject, with a sharing of responsibilities (including legislation) between the Centre (Ministry of Human Resource Development) and States (Departments of Education). Management of schooling has been traditionally controlled by the mainstream state and district administrations. The last two decades have seen the emergence of a number of education-specific support institutions, such as the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) State Implementation Societies, State Councils of Educational Research and Training (SCERT), State Institutes of Educational Management and Training (SIEMAT), District Institutes of Education and Training (DIET), Block Resource Centres (BRC), Cluster Resource Centres (CRC), and, in rural areas, Village Education Committees (VEC), as well as There are broadly four stages of school education in India: namely, primary, upper primary, secondary education (SE), and higher secondary education (HSE). The combination of primary and upper primary schooling is termed elementary education. It is important to note that there is also a programme of pre-school education (for three to six year olds), early childhood care and education (ECCE), mostly provided through the Department of Women and Child Development (DWCD), GOI through *Anganwadi* Centre infrastructure. There are also a few other, government and private providers of pre-school and nursery education in rural areas. At the other end of the system, there is technical and vocational education as well as training and higher education involving universities and undergraduate and postgraduate institutions.

India's education system faces numerous challenges. Successive governments have pledged to increase spending on education to 6 per cent of GDP, but actual spending has hovered around 4 per cent for the last few years. While, at the top end, India's business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities produce globally competitive graduates, primary and secondary schools, particularly in rural areas, struggle to find staff.

¹Census of India is decennial i.e it is conducted every 10 years. Next Census will be conducted in 2021. India's Literacy rate is at **74.04%**. Kerala is the most literate state in India, with **93.91%** literacy, followed by Lakshadweep at **92.28%**. Bihar is the least literate state in India, with a literacy of **63.82%**.

Literacy Rate in India by Sex: 1901-2011

Table 1. Crude Census Year	Persons	Male	Female
1901	5.35	9.83	0.60
1911	5.29	10.56	1.05
1921	7.16	12.11	1.81
1931	9.5	15.59	2.93
1941	16.1	24.9	7.30
1951	16.67	24.95	7.93
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.23	46.39	24.82
1991	42.84	52.74	32.17
2001	54.51	63.24	45.15
2011	64.32	71.22	56.99

The overall increase in enrolment in primary education during the period 2000-01 to 2013-14 was 18.6 million while the overall increase in enrolment of boys and girls respectively was 4.6 million and 14.0 millions. On during this period. The enrolment in primary education is stabilizing in many States and declining in some of the States. One of the reasons for the decline in enrolment in primary education is the declining child population age 0-6 years. The child population in the age Group 0-6 years has declined by 5.05 million between 2001 and 2011 (Census of India, 2001 & 2011).

2. Universalisation of Elementary Education

The principal for universalisation of primary education is the *Sarva Shiksha Abhiyan (SSA)*. The overall goals of the SSA are: (i) all children in schools; (ii) bridging all gender and social category gaps at primary and upper primary stages of education (iii) universal retention; and (iv) elementary education of satisfactory quality.

Progress towards universal access and enrolment:

During the period 2000-01 to 2013-14, the number of primary schools (schools with only primary section) has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796. Nationally, about 98 per cent of the rural habitations have a primary school within a distance of 1 km. The enrolment in primary education during the period 2000-01 to 2013-14 has increased by 18.6 million (from 113.8 million to 132.4 million) and the enrolment in upper primary education has increased by 23.7 million (from 42.8 million to 66.5 million). The NER in primary education has improved to about 88.1 per cent in 2013-14. The relatively lower level of NERs in upper primary and secondary education continue to a cause for concern. The NERs, however, vary widely among States/UTs. A major development relating to education sector in India in the past few years has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operative on 1 April 2010, has laid a solid foundation on which future policies and programmes relating to elementary education could be built. Aligning the policies and practices with the objectives of the RTE Act and achieving the goal of providing good quality free and compulsory education to all children in the age **group 6-14 years will continue to be one of the key education development priorities.**

3. Structure of education in India from pre-school to higher education.

ⁱⁱWithin this structure there are four basic types of school

1. Government schools, including those run by local bodies
2. Private schools, aided by the government;
3. Private unaided schools; and
4. Unrecognized private schools (the first three being recognized by the government). Eighty-seven per cent of the schools in India are in the Country's villages. Government statistics and independent Surveys have revealed that over 90 per cent of the rural schools.

4. Andhra Pradesh Population 2011

As per details from Census 2011, Andhra Pradesh has population of 8.46 Crores, an increase from figure of 7.62 Crore in 2001 census. Total population of Andhra Pradesh as per 2011 census is 84,580,777 of which male and female are 42,442,146 and 42,138,631 respectively. In 2001, total population was 76,210,007 in which males were 38,527,413 while females were 37,682,594.

The total population growth in this decade was 10.98 percent while in previous decade it was 13.86 percent. The population of Andhra Pradesh forms 6.99 percent of India in 2011. In 2001, the figure was 7.41 percent.

5. Andhra Pradesh Literacy Rate 2011

Literacy rate in Andhra Pradesh has seen upward trend and is 67.02 percent as per 2011 population census. Of that, male literacy stands at 74.88 percent while female literacy is at 59.15 percent. In 2001, literacy rate in Andhra Pradesh stood at 60.47 percent of which male and female were 70.32 percent and 50.43 percent literate respectively. In actual numbers, total literates in Andhra Pradesh stands at 50,556,760 of which males were 28,251,243 and females were 22,305,517.

Growth of schools imparting primary education:

During the period 2000-01 to 2013-14, the total number of primary schools (schools with only primary section) has increased by 34.5 per cent (from 638,738 to 858,916 schools). The total number of schools imparting upper primary education has increased by 185.9 per cent (from 206,269 to 589,796), while the total number of schools imparting elementary education (schools with primary or upper primary sections, schools with primary and upper primary sections, and secondary/higher secondary schools with primary and or upper primary section) has increased by 71.4 per cent (from 845,007 to 1,448,712) during the same period.

ⁱⁱⁱ***SC children enrolled as percentage of total enrolment in elementary education:*** During the year 2013-14, the number of SC children enrolled as percentage of total enrolment in elementary education was 19.72 per cent while the share of SC population in the total population was 16.6 per cent in 2011 (Census 2011). Girls constituted 48.46 per cent of the total SC children enrolled in Elementary education during the year 2013-14 (U-DISE, NUEPA). The number of SC girls enrolled as Percentage of total SC enrolment has increased from 47.76 percent in 2007-08 to 48.76 percent in 2013-14.

6. INFRASTRUCTURE NEEDS FOR PROVIDING EFFECTIVE RURAL EDUCATION

^{iv}Education infrastructure broadly includes teachers, teachers' guides to the curriculum and syllabus, non-consumable learning materials (such as curriculum materials for students, textbooks, visual aids, and equipment), consumable learning materials such as chalk, paper, pencils, exercise books), school buildings, including water facilities, latrines, and school furniture.² A highly qualified, experienced, and competent teacher could probably be an effective educator with fewer resources than an untrained, poorly educated, and inexperienced teacher (DFID, 2001). To be effective, teachers must be competent and knowledgeable about the subjects that they teach. But they must also love learning and be able to pass on skills and knowledge to their students. In countless assessments. Furniture, in India, is not provided to primary schools as a matter of policy and it seems to have wide acceptance among teachers, students, and parents. However, in many developing countries furniture is used and is often badly designed, badly made and maintained, and of the wrong size. Good furniture will assist the learning process but poor furniture and especially, the wrong size furniture can actually be a barrier to learning.

One of the world's largest Mid Day Meal program provides 108 million children school meals daily to help retention. In the EFA pantheon, of goals, India has added its own resolve to focus on quality education and to understand whether children's achievements are improving over time in an equitable manner. Three rounds of National Achievement Surveys (NAS) have been completed for class III, V and VIII levels. In the latest NAS report on class III overall Class III Children were able to answer 64% of language item correctly and 66% of mathematics questions correctly.

7. Lack of Awareness

People in rural areas have only a limited awareness of the job Market or career options, and this is becoming a major obstacle to development, particularly as work opportunities are changing rapidly. Traditionally, the employment outlook in rural areas has been limited to government jobs and there has been little guidance in respect of the latest developments in employment Opportunities in the private sector (formal and informal). Therefore, more emphasis should be given to the provision of Information about training that is being provided, including the results of any appropriately validated evaluations of this training.

Conclusions:

1. To initiate the District elementary Education Plan.
2. Free education programs poor to people living in villages and towns
3. Setting up of new school and colleges at district and state levels.
- 4 Several committees have been formed to ensure proper utilization of funds allotted to improve literacy rate.

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ⁱ <http://www.census2011.co.in/census/state/andhra+pradesh.html>

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ⁱⁱⁱ *Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI; Statistics of School Education, 2010-11, MHRD, GoI; and U-DISE, NUEPA.*

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