



Munich Personal RePEc Archive

Privatization of School Education in Andhra Pradesh : Regional Implications

Motkuri, Venkatanarayana

Freelancer, Hyderabad

December 2009

Online at <https://mpra.ub.uni-muenchen.de/48387/>
MPRA Paper No. 48387, posted 17 Jul 2013 14:21 UTC

Privatization of School Education in Andhra Pradesh : Regional Implications

Motkuri Venkatanarayana

I. Introduction

Education is critical in the perspectives of human capital, human development and human rights. It is one of the basic rights especially of the children. It means all the school-age children have the right to education so that each and every child must be in school. But a large number of children located in many of the developing countries including India are seen out-of-schools. There are number factors that determine the child schooling.

In the supply-demand framework the level of child schooling in a region/state/nation depend upon supply and demand factors with respect to schooling. In other words, one may say, the phenomenon of educational deprivation of children arises out of lack of or inadequate demand¹ for and inadequate supply of schooling². Demand, in general, arises out of willingness and affordability and these in turn depend upon the perceived values of education and costs of schooling, both direct and indirect (opportunity cost of schooling i.e. forgone benefits out of child work) (Venkatanarayana, 2004a&b). The socio-economic conditions at the household level and its location are of paramount importance in raising demand for child schooling (Krishnaji, 2000). As regards to supply³ of schooling, it may be seen in terms of availability of and access to and the quality of schooling. However, both the demand and supply of schooling is a necessary but not sufficient condition individually for increasing the levels of schooling.

¹ In fact, the children themselves are not decision-makers of theirs schooling rather it is their parents. Hence, child schooling depends upon the parent's demand for their children's schooling.

² Both the demand and supply factors are influenced by social, economic and political structure of society or economy.

³ Given the public good nature of the education and its externalities, market may not ensure the supply of schooling. Thus, the provision of schooling is remained with the state's responsibility. Supply of Schooling has two roles. *Firstly*, meeting the manifested demand (those parents being aware the value of education and willing to send the child) for schooling. *Secondly*, as the supply has the character of inducing the demand, supply of schooling may inculcate (through role modelling, teacher's interactions with parent's etc.,) demand for schooling by motivating parent (see Venkatanarayana, 2005).

In the welfare state context, the state is prime mover in provision of schooling facilities while addressing the socio-economic differences in a society and thereby affordability. In the market economy, supply of schooling depends upon demand which in turn involved with affordability. In general, the state provided public schools are main source of schooling facility for many especially the poor and the market based private schools are source for those who are affordable. However, the increasing perceived value of education especially quality education raised the demand for private schooling due to perceived low quality of education in public schools when compared with private ones. The poor quality of public schools has created preference for private schools even among the poor parents, wherein now the choice is either to send the child to private school or no schooling at all (Venkatanarayana, 2004a). This trend has severe implications for the poor particularly it is related to the burden of private expenditure on education.

In this context the present paper explores trends in privatization of school education in Andhra Pradesh and regional variations and its implications particularly with respect to Telangana region in the state.

Data Source

The present study utilises the Census, NSSO (employment and unemployment survey and consumption expenditure survey) data and the data published in Statistical Abstract of Andhra Pradesh.

II. Educational Development in Andhra Pradesh

a. Literacy

The literacy level/rate derived in terms of number of literates divided by the total population excluding the population in the age group 0-6 years. In terms of literacy rate Andhra Pradesh has been noted as laggard state in India. The best record in literacy so far in Andhra Pradesh as well as at national levels was during the nineties. The literacy rate in India increased from 52.2 to 65.4 per cent during 1991-2001 and further 67 percent during 2001-11. Whereas the decadal improvement at the national level had been not more than 8 percentage points till 1991 the nineties witnessed an improvement of 13.8 percentage points. Literacy in Andhra Pradesh increased by 17 percentage points during the 1990s from 44.1 per cent in 1991 to 61.1 percent in 2001. The progress of literacy in Andhra Pradesh lagged substantially behind all-India during 1961 to 1981. The literacy rate of Andhra Pradesh was about three-fourths of

the all-India level in 1961. But the state has made substantial progress in subsequently, especially in the last two decades. In spite of this faster rate of growth, the literacy rate in Andhra Pradesh is still lower than the all-India average and still one of the educationally backward states in India.

Table 1: Literacy Rate in Andhra Pradesh and India

Year	Andhra Pradesh			All-India		
	Person	Male	Female	Person	Male	Female
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
1961	21	30	12	28	40	15
1971	25	33	16	34	46	22
1981	30	39	20	44	56	30
1991	44	55	33	52	64	39
2001	61	71	51	65	76	54
2011	67.0	74.9	59.1	73.0	80.9	64.6

Note: 1. Literacy is for 5 + age population till 1981 and after that, for 7 + age population.

Source: Census of India.

There exist regional disparities within the state. The state of Andhra Pradesh was formed in the year 1956 combining the Telugu speaking districts called Andhra drawn from erstwhile Madras Presidency and the region Telangana from Nizam's Hyderabad. At the time of the state formation, these two regions had different levels of educational and socio-economic development. Andhra region was comparatively better than the Telangana region in all aspects including education. However, non-Telangana region was not homogeneous in many aspects. Andhra consists of agriculturally prosperous coastal Andhra and drought-prone Rayalaseema – a backward region in terms of its socio-economic and educational development. Also, within coastal Andhra, the northern districts were more backward than the southern districts. Though much of the progress is limited to agriculturally prosperous coastal regions especially southern districts, within Andhra, the average achievement was above that of Telangana⁴. For instance, as per 1951 Census estimations the literacy rate⁵ in Telangana districts was below 9 per cent except Hyderabad and in two northern districts of coastal Andhra it was around 10 percent whereas in the southern districts of coastal Andhra (above 20%) districts of Rayalaseema (between 15 and 20 per cent) the level was high.

⁴ According to an estimate, it was observed that in 1921, only 14 per cent of children in the school age (i.e. 6-12 years) were in schools in the Nizam's Hyderabad, in Telangana districts excluding Hyderabad it below the state average. In Telangana the socio-economic backwardness and the state's indifference led to educational backwardness in the state.

⁵ Based on Statement XII.46 (p. 666) in Census of India (1961) Andhra Pradesh, Volume II, General Report, Part I-A (iii).

The educational advancement and backwardness of Andhra and Telangana regions can be explained by two historical factors. One, the educational policy of colonial government played a proactive role compared with that of the native Nizam government. Two, the agricultural prosperity⁶ in the Andhra region responded positively to this policy and thereby substantial demand for education was generated (see Upendranath, 1994; Washbrook, 1973). The scenario was different in Telangana as it was backward in terms of socio-economic development thereby educational backwardness. During the planning era, regionally balanced development with respect to social, economic and educational development was prioritised and the state took the proactive role in educational as well as other aspects of development.

In this context one can see the performance (i.e. a change in terms decline in the levels of incidence) of regions and individual districts in this region and whether the educationally backward districts were catching up with the educationally developed regions.

Table 2: Literacy Levels across Districts in Andhra Pradesh

Sno	Districts	Males				Females				Persons			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Srikakulam	32.7	49.1	67.2	61.7	13.0	23.5	43.7	71.6	22.7	36.2	55.3	52.1
2	Vizianagaram	31.0	45.9	66.0	58.9	12.6	22.5	39.9	68.1	21.7	31.2	51.1	49.9
3	Visakhapatnam	36.5	56.1	69.7	66.9	19.0	34.6	50.2	74.6	27.8	45.5	60.0	59.3
4	East Godavari	41.7	55.3	70.0	71.0	28.9	42.3	60.9	74.5	35.3	48.8	65.5	67.5
5	West Godavari	43.6	59.8	78.0	74.6	31.6	47.0	69.0	77.9	37.6	53.4	73.5	71.4
6	Krishna	48.6	60.6	74.4	73.7	34.6	45.5	63.2	78.3	41.7	53.2	68.8	69.2
7	Guntur	45.3	56.5	71.2	67.4	26.6	35.9	53.7	74.8	36.1	46.4	62.5	60.1
8	Prakasam	40.5	53.1	69.4	63.1	18.0	27.1	45.1	72.9	29.4	40.3	57.4	53.1
9	Nellore	41.0	58.0	73.7	68.9	23.1	37.0	56.4	75.7	32.2	47.6	65.1	62.0
10	Chittore	43.1	62.6	77.6	71.5	20.2	36.4	55.8	79.8	31.9	49.8	66.8	63.3
11	Cuddapah	43.9	63.1	75.8	67.3	17.8	32.4	49.5	77.8	31.2	48.1	62.8	56.8
12	Anathapuram	40.8	55.9	68.4	63.6	16.2	27.6	43.3	73.0	29.0	42.2	56.1	54.0
13	Kurnool	40.0	53.2	66.0	60.0	17.1	26.0	40.0	70.1	28.7	40.0	53.2	49.8
14	Mahabubnagar	28.1	40.8	56.6	55.0	10.6	18.0	31.9	65.2	19.4	29.6	44.4	44.7
15	Ranga Reddy	39.1	60.4	75.3	75.9	19.3	36.9	56.5	82.1	29.4	49.1	66.2	69.4
16	Hyderabad	66.7	78.9	83.7	83.2	49.2	63.6	73.5	87.0	58.3	71.5	78.8	79.3
17	Medak	32.0	45.2	64.3	61.4	10.9	19.3	38.7	71.4	21.5	32.4	51.6	51.4
18	Nizamabad	31.9	47.3	64.9	61.3	11.7	21.4	39.5	71.5	21.7	34.2	52.0	51.5
19	Adilabad	27.8	45.1	65.0	61.0	9.6	20.6	40.3	70.8	18.8	33.0	52.7	51.3
20	Karimnagar	31.9	50.8	67.1	64.1	11.1	23.4	42.7	73.6	21.5	37.2	54.9	54.8
21	Warangal	33.1	52.0	68.9	65.1	13.6	26.1	54.1	74.6	23.6	39.3	57.1	55.7
22	Khammam	33.2	50.0	66.1	64.8	17.7	30.5	47.4	72.3	25.6	40.5	56.9	57.4
23	Nalgonda	31.6	50.5	69.2	64.2	13.0	24.9	44.7	74.1	22.4	38.0	57.2	54.2
	Andhra Pradesh	39.3	55.1	70.3	67.0	20.4	32.7	50.4	74.9	29.9	44.0	60.5	59.1

Note: 1. Literacy rate is for 7+ age Population.

Source: Census of India, Andhra Pradesh.

⁶ It is in the advent of developed irrigation infrastructure followed by a commercialisation of agriculture (see Rao, 1985 and 1988).

It may be observed that in terms of literacy rate across districts, although it is increasing over a period of time in all the districts, the backward district remained backward and better-off districts are continuing their privilege during 1981-2001 (see Table 2). There has not been any kind of catching up backward districts in the state.

b. Child Schooling

In Andhra Pradesh, in 1961, of the 9.2 million children of elementary school age (i.e. 5-14 age group) about 2.5 million were in school and the rest (6.7 million) were out of school. In other words about 27.8 per cent of the total children were attending school and the rest 72.2 were not in 1961. During the twenty years time period between 1961 and 1981 while the child population has grown to 14.2 million at the rate 2.2 per cent per annum, the number of the children attending schools have grown to 5.8 million at the rate 4.2 per cent per annum. By 1991, total number of children and those attending schools increased to 16.7 and those children attending school increased to 8.2 million respectively the state with the growth rate respectively 1.7 and 3.6 per cent per annum during the 1980s. The level of schooling has been increasing over the period, albeit at a slow pace till 1991. The state, during the 1990s, experienced a dramatic change in terms of child schooling. The number children increased to 17.7 million in 2001 with a very low growth rate 0.6 per cent per annum during the 1990s whereas the number children attending school increased to 13.1 million with a very high growth rate 4.8 per cent per annum. Over the period, the level of schooling i.e. percentage of children (5-14 age) attending school, increased from 27.8 in 1961 to 40.8 per cent in 1981 and 49.2 per cent in 1991 and further to 73.8 per cent in 2001. It is interesting to note that the improvement in the percentage of children attending schooling is very high (24.6 percentage points) during 1990s and it is higher than that of the total improvement during the past three decades (21.4 percentage points), 1961-91.

A number of programmes involving both the state machinery and civil society were initiated in Andhra Pradesh especially to eradicate child labour and enrolment drives to enhance the enrolment rate. These were probably responsible for the decline in child labour and increasing levels of child schooling in the state.

It is also interesting to examine the changes in the regional variation in the schooling levels across districts of Andhra Pradesh over a period since state formation. The pattern of educational development across districts in 1961 is that of the pre-independence and pre state

formation. Across districts the level of schooling was found highest in West Godavari (39%) of Coastal Andhra barring Hyderabad (43%) because of its cent-per-cent urban specificity. It was lowest in Nalgonda (18%) of Telangana, the state average being 25 per cent. There was almost 20-percentage point gap between the highest and the lowest level of schooling. It is also evident that in almost all the Telangana districts except Hyderabad, the schooling levels were around 20 per cent or below and in all the Andhra districts including Rayalaseema it was above 25 per cent, except in Visakhapatnam. Within these non-Telangana districts two northern districts viz., Srikakulam and Visakhapatnam, of Coastal Andhra, and four Rayalaseema districts were relatively backward compared to the southern districts of coastal Andhra but relatively better-off compared to Telangana. The schooling level in the southern districts of coastal Andhra was above 30 per cent. While Rayalaseema districts were closely following south coastal Andhra, the two northern districts of Coastal Andhra remained just below Telangana districts.

Table 3: Percentage of Children (5-14 age group) Attending School across Districts of Andhra Pradesh: Census 1961-2001

Region	Sno	District	1961	1981	1991	2001	Change		% Change of 1991-01		
							1981-01	1991-01			
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>		
Andhra	Coastal Andhra	North	1	Srikakulam	25.1	36.7	46.1	76.6	39.9	30.5	76.4
			2	Vizianagaram	-	36.4	44.4	72.3	35.9	27.9	77.7
			3	Visakhapatnam	23.3	38.3	50.5	74.8	36.5	24.3	66.6
		South	4	East Godavari	33.3	43.8	48.2	75.5	31.7	27.3	86.1
			5	West Godavari	38.3	48.3	54.0	77.6	29.3	23.6	80.5
			6	Krishna	37.4	52.8	56.5	76.6	23.8	20.1	84.5
			7	Guntur	35.5	46.8	51.2	72.5	25.7	21.3	82.9
			8	Prakasam	-	43.4	48.5	72.5	29.1	24.0	82.5
			9	Nellore	31.7	46.2	52.8	76.9	30.7	24.1	78.5
	Rayalaseema	10	Chittoor	28.0	47.5	60.5	78.9	31.4	18.4	88.6	
		11	Cuddapah	29.5	42.1	56.1	77.1	35.0	21.0	60	
		12	Anantapur	26.2	38.2	45.9	72.4	34.2	26.5	77.5	
		13	Kurnool	26.0	35.7	38.2	63.2	27.5	25.0	90.9	
Telangana	North	14	Nizamabad	18.4	31.6	41.8	71.4	39.8	29.6	74.4	
		15	Adilabad	18.4	26.8	42.8	71.7	44.9	28.9	64.4	
		16	Karimnagar	19.1	32.2	51.6	78.8	46.6	27.2	58.4	
		17	Warangal	19.3	35.3	47.1	78.5	43.2	31.4	72.7	
		18	Khammam	20.6	36.4	48.6	73.7	37.3	25.1	67.3	
	South	19	Mahabubnagar	18.4	27.4	33.0	60.0	32.6	27.0	82.8	
		20	Rangareddy	-	41.0	51.8	75.9	34.9	24.1	69.1	
		21	Medak	18.0	32.7	37.8	70.0	37.3	32.2	86.3	
		22	Nalgonda	17.7	35.2	48.1	75.5	40.3	27.4	68	
		23	Hyderabad	43.2	70.7	69.6	79.2	8.5	9.6	112.9	
<i>Co-efficient of Variation (CV)</i>			30.2	23.5	16.1	6.4	24.0	19.6	15.3		
The State Average			25.5	38.9	48.0	73.8	34.9	25.8	73.9		

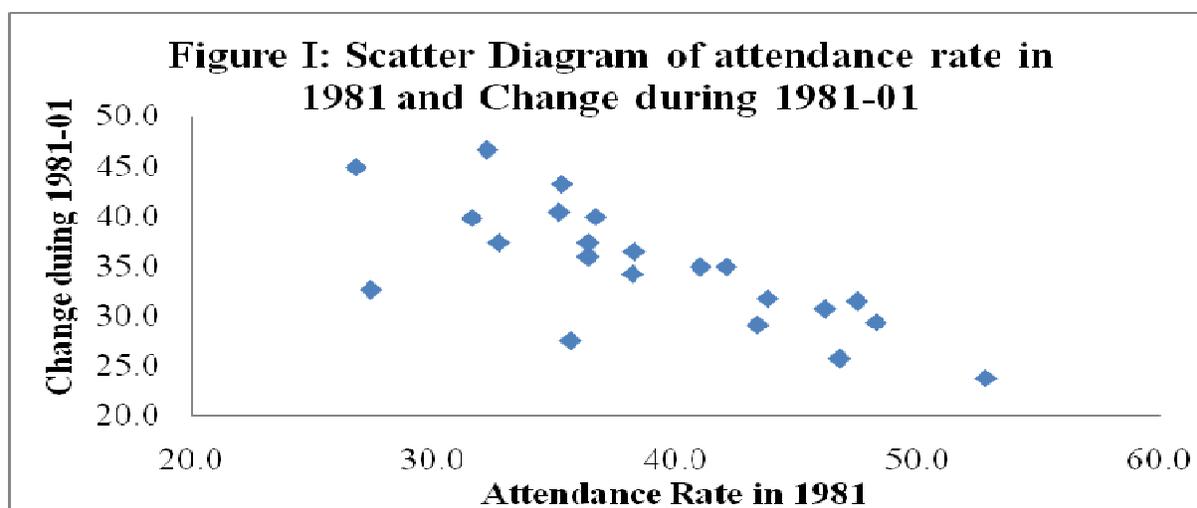
Note: 1. Figures refer to children in the 5-14 age-group and presented in percentages i.e. percentage of children who are not attending school to the total child population; **2.** Figures in the Col. 10 represents percentage of change during 1991-2001 in the change during 1981-2001.

Source: 1. Venkatanarayana (2004a&b); **2.** Census of India, 1961, 1981, and 1991.

Even after 20 years (i.e. in 1981), the dominance of coastal (especially southern) districts and the backwardness of Telangana districts in educational development continued. The average level of schooling increased in 1981 to 40 per cent. There was break up in Rayalaseema districts where two districts viz., Chittoor and Cuddapah were closely following southern districts of coastal Andhra and the rest two (viz., Anantapur and Kurnool) were lagging behind and joined ranks of Telangana districts. Adilabad of Telangana stood at the bottom of this list with a staggering 27 per cent of children attending schools. Excluding Hyderabad, the districts with relatively higher levels of schooling were Krishna (47.2%), West Godavari (49.3%), Chittoor (47.5%), Guntur (46.8%) and Nellore (46.2%) respectively. Most of them are south coastal Andhra districts except Chittoor. The districts with schooling levels above 40 per cent (i.e. below the state average), were the three northern districts of Coastal Andhra (viz., Srikakulam, Vizianagaram and Visakhapatnam) and two of Rayalaseema (viz., Kurnool and Anantapur). Barring Hyderabad, all the 9 districts of Telangana continued to stand below the state average.

Over the period 1961-91 and 1981-91, all the districts experienced a change in terms of increase in the level of child schooling except Hyderabad for the later period. In other words, the percentage of school going children in the child population has increased. The average level of child schooling increased to around 50 per cent in 1991. A sharp increase in the schooling levels occurred in those districts, which had high levels of deprivation at the initial stage. Districts like Karimnagar and Adilabad of the Telangana and Chittoor and Cuddapah of Rayalaseema experienced dramatic increase in the level of schooling over the period. Interestingly, in 1991, barring Hyderabad it was not Krishna or West Godavari - districts from the agriculturally prosperous delta region - but Chittoor, a district from the backward Rayalaseema region, which showed the highest level of schooling (60.5%) in the state. Nevertheless all the southern coastal Andhra districts continued to exhibit higher schooling levels. By 1991, the districts like Chittoor and Cuddapah of Rayalaseema and Karimnagar and Rangareddy of Telangana were catching up with the south coastal Andhra districts. However, three northern districts of Coastal Andhra along with two Rayalaseema districts viz., Kurnool and Anantapur, and the rest of the Telangana districts (except Hyderabad) continued to exhibit lower levels of schooling. Mahabubnagar emerged as one of the most backward districts in terms of child schooling with 33 per cent of children attending school in 1991.

It seems that the dramatic change took place across all the districts during the 1990s. The figures for the year 2001 present remarkable changes in relative positions in terms of levels of schooling across districts. The change during this period is higher than that during last 40 years across all the districts barring Hyderabad. Interestingly, districts from the backward regions of Rayalaseema and Telangana stood ahead of districts from developed region especially South Coastal Andhra. Also the most backward districts namely Mahabubnagar and Kurnool in terms of school attendance rate are located in these regions. Barring Hyderabad, Chittoor of Rayalaseema followed by Karimnagar and Warangal of Telangana were the top three districts with relatively high levels of school attendance rate in 2001. Moreover, the relative advantage of Hyderabad district with respect its urban specificity disappeared. When Hyderabad district is compared with the urban school attendance rate of the most backward district like Mahabubnagar, it is lagging behind.



In addition to the above analysis, a few important observations can be made. *Firstly*, the regional disparities (shown by coefficient of variation) across districts declined over the period. The leaders and laggards in terms of educational development during pre-independent or pre-state formation retained their relative positions in the post-independent period till 1981 and thereafter the relative positions have changed by 2001. *Secondly*, the rate of change in terms of decline in the level of educational deprivation in backward districts (of Telangana and Rayalaseema) is higher than that of the developed districts (South Coastal Andhra). It could be due to low initial level of schooling in backward districts. Few of the districts from backward regions (Karimnagar and Warangal in Telangana and Chittoor in Rayalaseema) were catching up the developed districts in southern Coastal Andhra by 1991, even forging ahead of districts in the developed region. *Thirdly*, surprisingly a century old educational

advancement of Coastal Andhra especially southern districts slowed down that made other districts from backward regions surpass them⁷.

III. Trends in Privatization of Schooling

The recent performance of the state in terms of child schooling has been more promising. Demand for education has been increasing in the recent past and which is reflected in literacy and schooling levels (i.e. percentage of children in the 5-14 years of age attending schools) in the state. It is to be noted that there has been growing demand⁸ for private schools in Andhra Pradesh, especially since the late 1980s, and more so in the 1990s. The general perception is that the quality of public (i.e. government) schools is very poor. The growing awareness about the value of education with rising expectations from the parents about the quality of schooling, and the general feeling that public schools are not offering good quality education has led to an increasing demand for private schools. The failure of public schools in maintaining quality is attributed to many factors from teachers to infrastructure. Because of the parents' interest in better quality, they prefer private schools if they can afford it. If they cannot afford a private school some parents prefer to keep send their children to work rather than to a public school (Venkatanarayana, 2004a).

Schools in India come in three basic forms in terms of management – Government schools, Private Aided (PA) schools (almost fully government financed but privately managed), and Private Unaided (PUA) schools. Most of schools under these three management system are recognised by the respective state governments in India. In addition another variant schooling system one may find in India is private unaided school which are not recognised by the government but run successfully. In fact these types of school management system in Indian education evolved during pre-independent period especially in the Colonial regime. Unlike the situation in independent India the then British government did not show interest in establishing more government own school rather it used encourage the private management schools while providing them with government aid. The financing of both the government and aided schools was met out of the revenue from the local bodies.

⁷ It would be interesting to know why in these districts the progress is slowed down despite of their historical legacy with respect to educational development.

⁸ As a matter of fact the increasing number of private school indicates the increasing demand for private schools. In Andhra Pradesh between 1987 and 1993 the share of private schools in total schools at the upper primary level increased from 16 per cent to around 33 per cent.

Initially the government aided private management schools outnumbered the government schools in the British India. Over a period of time the number of government schools were getting increased. Though there were also private management schools with recognition but without aid and pre-colonial type of single teacher-centred learning centres, their contribution to school education system especially in terms total number of schools and enrolment was negligible at least on record. The pre-independent pattern of schooling system in terms of management continued initial years of post-independent India especially during 1950s. However, the recognition of goal of universalisation of primary education and the problem of lack of access to schooling for many Indians after a while, more and more government schools have been established since 1960s. As a result the share of public schools did shoot up suddenly and a corresponding sharp decline in the share of private (aided and unaided) schools. In addition to government schools, the state governments of India also encouraged private management schools with aid and without aid. In the subsequent decades since 1960s, the contribution of private (aided and unaided) schools in terms of number of schools and enrolment increased.

A very large increase in the number of schools and enrolment in PUA schools at the primary school level has been noted in recent years. This is in stark contrast to earlier trends, where PUA schools were important only at the secondary education level. A deterioration of the “public” school system (including a decline in the quality of PA schools, which tend to be very similar in most respects to government schools) has caused PUA schools to emerge even in areas that already had government of PA schools. One has to note that the enrolment in PUA schools tend to be very expensive relative to other types of schools. There are enormous school to school variations in unaided (PUA) school’s fee. The quality conscious parents from a few poor households, if possible and fee is affordable, think of to send at least one of their children to such schools.

In Andhra Pradesh, the number of private schools and enrolment in these schools has been increasing rapidly, especially since the 1990s. There were about 62 thousand primary and 17 thousand upper primary schools in the state in 2005. Of these about 7 thousand primary and 5 thousand upper primary schools are under private management, constituting 11 and 29 percent of the total primary and upper primary schools respectively. About 30 and 34 per cent of the total children enrolled were respectively in private primary and upper primary schools in 2005 (see Table 4). Private primary and upper primary schools together account for about

15 per cent of the total schools whereas their share in total enrolment is around 32 per cent. The intake capacity of the schools under private management and the area they cater to seems to be high. The large number of children enrolled per private school when compared to a public school proves this. Increasing demand for private educational institutions is also very prominent in higher education, especially technical education.

Table 4: Percentage Distribution of Schools and Enrolment between Public (Govt.) and Private Management in Andhra Pradesh

Stage/ Management	<i>Schools</i>					<i>Enrolment</i>				
	1970-71	1980-81	1993-94	2004-05	2007-08	1970-71	1980-81	1993-94	2004-05	2007-08
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
Primary										
Public	94.3	94.2	92.6	88.6	86.8	90.9	90.7	86.7	69.5	60.4
Private (A&U)	5.7	5.8	7.4	11.4	13.2	9.1	9.3	13.3	30.5	39.6
Private (U)	0.3	0.7	3.3	7.7	9.6	0.7	1.6	6.0	23.3	33.4
Upper Primary										
Public	88.9	86.0	80.0	70.8	66.5	83.6	80.0	74.5	65.3	56.3
Private (A&U)	11.1	14.0	20.0	29.2	33.5	16.4	20.0	25.5	34.7	43.7
Private (U)	2.2	4.6	13.2	26.3	31.1	3.3	6.6	15.3	30.4	40.3
Primary & Upper Primary										
Public	93.9	93.4	91.2	84.8	82.3	89.5	88.0	83.7	68.0	58.9
Private (A&U)	6.1	6.6	8.8	15.2	17.7	10.5	12.0	16.3	32.0	41.1
Private (U)	1.7	3.7	13.8	11.7	14.4	4.4	8.4	20.7	27.0	36.0

Note: *A* – Aided; *U* – Unaided.

Source: Statistical Abstracts of Andhra Pradesh.

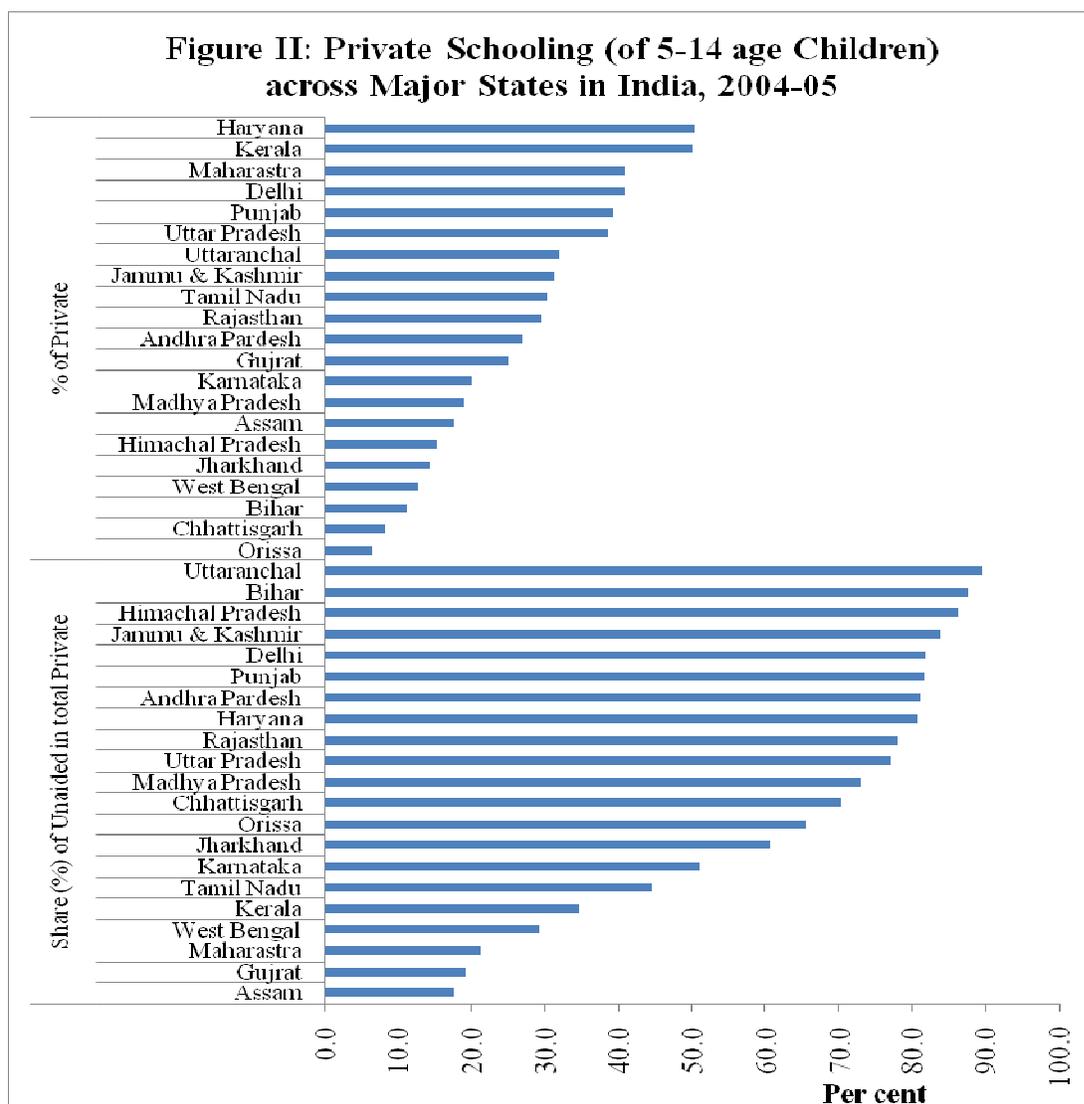
In the all-India context, the share of enrollment in private school to the total enrolment is moderate in Andhra Pradesh but increasing over a period, when compared to many other states. For instance, another south Indian state Kerala stands top where it has more 60 than per cent of the total school enrolment is in the private schools (according to MHRD records). The other south Indian state Tamil Nadu also ahead of Andhra Pradesh in terms of percentage of enrolment in private schools.

Figure II is derived from data of NSS 61st (2004-05) round employment and unemployment survey unit record data⁹. It indicates that the highest level of private schooling (of 5-14 age children) is observed in Haryana followed by Kerala, Maharashtra, Delhi, Punjab, and Uttar Pradesh. And Andhra Pradesh stands in the middle (at 11th position) in the order among 21 major states in India. The least percentage of school attending children in the private

⁹ The NSS 61st (2004-05) round employment and unemployment survey record the information related current attendance status (in educational institutions) of 5 to 29 years age group. Also it collected the information related to type of institution (public or private) for those who are attending educational institutions.

management school is observed in Orissa followed by Chattisgarh, Bihar, West Bengal, Jharkhand and Himachal Pradesh.

As mentioned above one has to note that private management schools are basically two types: Aided and Unaided. In majority of the states, the unaided schools hold the major share of enrolment in the all private schools (aided and unaided). When we examine the share of school attending children in unaided schools to that of total private schools across major Indian states in 2004-05, Uttaranchal stands the tops the list Bihar, Himachal Pradesh, Jammu & Kashmir and Delhi follows (Figure II). And Andhra Pradesh stands at 7th position in the order. Relatively the lowest share of unaided schools is observed for Assam followed by Gujarat, Maharashtra, West Bengal and Kerala.



It is interesting to note that state listed as high level of total private schooling (aided and unaided combined) are not listed in the high level of private unaided schooling. For instance Haryana and Kerala are the top ones in the list of total private schooling but they are not top ones in the list of private unaided schooling (Figure II). It indicates that in these states, major contribution accounted with private aided schools. Similarly the case of Bihar where it was listed as the low level of total private schooling but it was ranked second in terms of the private unaided schooling.

Regional Disparities in Andhra Pradesh

The privatization of school education in the state is unequally distributed across regions where it is relatively highly concentrated in Telangana region when compared to both the Coastal Andhra and Rayalaseema regions. It is explicitly evident any aspect of school education either schools or enrolment or teachers and in all the types of schools – primary, upper primary and high school.

Table 5: Percentage Distribution of Schools, Enrolment and Teachers by Management across Prime Regions of Andhra Pradesh, 2005-06

Region	% of Public			% of Aided (A)			% of Unaided (UA)			% of Private (A&UA)		
	Sch	Enr	Teach	Sch	Enr	Teach	Sch	Enr	Teach	Sch	Enr	Teach
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
Primary												
Andhra	90.0	75.7	72.5	6.25	11.07	7.40	3.73	13.3	11.3	10.0	24.3	18.7
Telangana	84.3	56.5	57.5	1.87	5.03	3.77	13.9	38.5	38.7	15.7	43.5	42.5
Rayalaseema	91.0	69.6	75.4	1.99	4.73	2.97	7.02	25.6	19.3	9.0	30.4	22.3
State	88.0	65.4	66.4	3.66	7.06	4.96	8.37	27.5	25.0	12.0	34.6	29.9
Upper Primary												
Andhra	78.3	71.6	66.8	3.8	6.3	4.8	17.9	22.1	28.5	21.7	28.4	33.2
Telangana	63.6	56.6	47.4	1.7	2.2	1.9	34.7	41.3	50.7	36.4	43.4	52.6
Rayalaseema	69.6	61.8	50.8	1.9	3	2.5	28.6	35.2	46.8	30.4	38.2	49.2
State	70.0	62.7	54.5	2.5	3.7	3	27.5	33.6	42.5	30.0	37.3	45.5
High School												
Andhra	71.5	71.5	64.9	7.99	10.1	10.1	20.5	18.4	25.1	28.5	28.5	35.1
Telangana	55.2	56.8	44.8	4.06	4.92	4.99	40.7	38.3	50.2	44.8	43.2	55.2
Rayalaseema	63.9	69.3	56.8	4.8	6.24	6.23	31.3	24.5	37.0	36.1	30.7	43.2
State	61.6	64.1	53.2	5.38	6.97	6.82	33.0	28.9	40.0	38.4	35.9	46.8

Note: 1. Sch – Schools; Enr – Enrolment; Teach – Teachers; 2. % of Private – is total contribution of private aided (A) and unaided (UA) management schools.

Source: Statistical Abstract: Andhra Pradesh, Directorate of Economics and Statistics, Hyderabad.

About 10 per cent of primary schools in Coastal Andhra, 9 per cent in Rayalaseema and 15.7 per cent in Telangana region during 2005-06 are in the private management including both the aided and unaided private schools (see Table 5). In case of enrolment 24.3, 30.4 and 43.5 per cent of the total enrolment at primary school level respectively in Coastal Andhra,

Rayalaseema and Telangana is in the private management schools. Likewise the case of teachers, where about 18.7, 22.3 and 42.5 per cent of total teachers in primary schools respectively in Coastal Andhra, Rayalaseema and Telangana were working in private management schools. Similarly is the case of upper primary and high schools for which the private management contribution of more high.

It is interesting to note that the most of the private schooling is in the hand private unaided management (PUA) schools in the state as well as across all the regions within the state (Table 5). The contribution PUAs at primary level is 8.37% of schools, 27.5% of enrolment 25% per cent of Teachers in the state. At upper primary and high schools the PUA's contribution has increased.

With respect to regional variations, it indicates that in the all the three aspect of schooling: schools, enrolment and teachers, the contribution of private management schools (aided and unaided combined) across regions is distinctively high in Telangana region followed by Rayalaseema whereas it is the relatively the lowest in Coastal Andhra region. In other words when compared with relatively high percentage of school-going (or enrolled) children in Telalangana are attending private schools.

Table 6: Percentage of Private in Total number of Schools, Enrolment and Teachers with respect to Elementary Schooling across Regions of Andhra Pradesh, 2005

Region	Schools		Enrolment		Teachers
	All	Rural	All	Rural	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Telangana	24.4	11.9	38.2	20.2	41.0
Andhra	13.6	9.2	23.8	14.6	22.0
Rayalaseema	16.2	9.5	28.5	17.8	28.9
State	18.6	10.3	31.3	17.6	32.2

Note: in %.

Source: DISE, 2005.

Usually private schooling is higher in urban areas when compared to that of rural areas. Data collected through District Information on School Education (DISE) indicates same situation in Andhra Pradesh as well as across regions of the state (Table 6).

Private Expenditure on Education: Household Expenditure

Allocation of adequate financial resources is necessary for the improvement of educational level in a country or region. There are two stakeholders in raising investment in education.

They are parents at micro level and the government at macro level. When we consider the education especially elementary schooling is public good the intervention of the state/government is an essential factor. In the Indian context, it is constitutional obligation to provide education especially that of elementary level at free of cost. But it is observed in many of empirical studies in India, the school education is not at all free even state run (public) schools, leaving aside the private management school most of which run on fee collection from the student (Krishnaji, 2000; Tilak, 1995). In other words parents' have spent at least some money out of their pocket to get their child educated.

The increased perceived value of education through various channels viz., commercialization of agriculture, urbanization, increased access to markets etc., raised the demand for education especially that of quality education. Given the inadequacy facilities in the public schools and the quality of education imparted in these schools resulted in parents' perception as incompetent which in turn resulted in increasing demand for private schooling. Also over the period the household's priorities of competing demands over its precious resources (expenditure) have changed. Health and education tops the priority list of competing demands of the household expenditure even for poor households. A multifold increase of private management educational institution from primary to higher and professional education have witnessed a multifold increase in the cost of education especially in private sector. The increasing cost of education is reflecting the raising share of expenditure on education to the total consumption expenditure of the household. It is observed from the NSS consumption expenditure survey reports that the share of expenditure on education has increased over a period of time at all India level.

With respect to Andhra Pradesh, it is observed from the recent NSS consumption expenditure survey (2004-05) that on an average about Rs. 12.4 per capita per month or Rs. 148.8 per capita per annum are spent on education (Table 7). It is private expenditure from the household's private purse. The share of expenditure on education is about 2 per cent of total household consumption expenditure in the state. Although it appears low but there is increasing trend over a period.

The household level private expenditure on education is lower than when compared with the state government annual budget expenditure on education (it is about Rs. 312 per capital per annum). However its contribution is significant for the educational of the state. The private

expenditure is contributing about 32.3 per cent of the total per capita expenditure on education (private and public) in the state.

Table 7: Per Capita Consumption Expenditure (Rs. 0.0) in General and Education in Particular across Regions of Andhra Pradesh, 2004-05

Region		All the Household			Household with non-zero Education Expenditure			
		MPCE	Edn. Expr.		MPCE	Education Expenditure.		
			Monthly	Yearly		Monthly	Yearly	% in MPCE
<i>1</i>		<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
1	Andhra	745.5	10.9	130.8	955.6	35.2	422	3.7
2	Telangana	687.9	15.6	187.2	900.1	45.2	542	5.0
3	Rayalaseema	576.5	9.8	117.6	614.4	25.6	307	4.2
Andhra Pradesh		693.4	12.4	148.8	861.8	36.9	443	4.3

Note: 1. Figures presented (in col. 2 to 6) are in Rupees (in current prices); **2.** Per capita budget (government) expenditure in Andhra Pradesh for the 2004-05 financial year is **Rs. 2128**; in Social Sector it is **Rs. 823**; on Education it is **Rs. 312**.

Source: NSS 61st (2004-05) Round Consumer Expenditure Survey unit record data.

Within the state there are regional variations in terms of household monthly consumption expenditure in general and household expenditure on education in particular (Table 7). It is observed that the per capita household (private) expenditure on education is relatively higher in Telalagna region in comparison with the other regions in the state. The higher household (private) expenditure on education and higher share of private management in school enrolment are reflecting each other.

IV. Conclusion

The recent performance of Andhra Pradesh especially since 1990s in terms of child schooling is promising. The state of AP has registered with the one of the best performers among the Indian states with respect to improvement in the percentage of children (5-14 age) attending school. In addition there is an increasing trend of private schooling in the state; about 40 per cent of school-going children are attending private schools. Moreover the regional variations in private schooling indicate that Telanagana region is most infected with the privatization in school education in the state.

* * *

Reference

- APHDR (2008) **Andhra Pradesh Human Development Report 2007**, Centre for Economic and Social Studies and Government of Andhra Pradesh, Hyderabad.
- Dev, S. Mahendra; C. Ravi; and M. Venkatanarayana (2009) "Overview", in **Human Development in Andhra Pradesh: Experiences, Issues and Challenges**, edited by same authors, Centre for Economic and Social Studies, Hyderabad.
- Krishnaji (2000) "Poverty and Gender in Child Schooling: A Study of Two District in Andhra Pradesh" in Vaidyanathan and Gopinath Nair (eds.) **Elementary Education in India**, Sage, New Delhi.
- Tilak, J B G (2002) "Financing Elementary Education in India", in Govnda, R (ed.) **India Education Report: A Profile of Basic Education**, O U P, New Delhi.
- Tilak, J B G (1995) "How Free is 'Free' Primary Education in India?" *Economic and Political Weekly*, February 3 & 10.
- Upendranath, G (1994) **Growth of Education in Andhra: A Long Run View**, *Occupational Paper Series*, Centre for Development Studies, Trivandrum.
- Venkatanarayana, M (2004a) "Educational Deprivation of Children in Andhra Pradesh", **Working Paper No. 362**, Centre for Development Studies, Trivandrum.
- Venkatanarayana, M. and Jain, Varinder (2004b) "Telangana's Agricultural Growth Experience" (Discussion), *Economic and Political Weekly*, May 29.
- Venkatanarayana, M. (2005a) "On the Heterogeneities in the Incidence of Educational Deprivation of Children in Andhra Pradesh", in G. K. Karanth (ed.) **Dimensions of Social Development: Status, Challenges and Prospects**, *Social and Economic Change Monograph Series 8*, Institute of Social and Economic Change, Bangalore.
- Venkatanarayana, M. (2005b) "On the non-Random Distribution of Educational Deprivation of Children in India", **Working Paper No. 372**, Centre for Development Studies, Trivandrum.
- Venkatanarayana, M. (2005) "(Supply Creates) Demand for Schooling: A Note", in esocial science at http://www.esocialsciences.com/articles/displayArticles.asp? Article_ID =116.
- Venkatanarayana, M. (2006) "Child Schooling in a Community in Transition: A Case of ST Community in Andhra Pradesh", *Journal of Educational Planning and Administration*, Vol. ().
- Venkatanarayana, M. and Salla Satyanarayana (2007) "Regional Disparity in Irrigation in Andhra Pradesh: With Particular reference to Telangana Region" in **Sustainable Agriculture in Drought Prone Regions**, K. Dasaratharamaih and M. Jayaraj (eds.), Serials Publications.
- Venkatanarayana, M.; P. Rajanarender Reddy and S. Satyanarayana (2007) "Regional Disparities in the Andhra Pradesh: With Reference to Sources of Irrigation", *The ICFAI Journal of Public Administration*, Vol.3 (2).
- Washbrook, David (1973) "Country Politics in Madras, 1880-1930", *Modern Asian Studies*, Vol. 7(3).