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# TRENDS IN SCHOOL EDUCATION: A CASE STUDY ON KADAPA DIST

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#### 1.0 Introduction:

The importance of human resource development in general, and specifically human capital in socio-economic development has been well recognised ever since the 'human investment revolution in economic thought' was initiated by Theodore Schultz in 1960 (Schultz, 1961). Of the various components of human capital, education and health have been found to be most important. In short, human capital, counts more significantly in the development (Schultz, 1981).

After Independence, education for all (EFA) was the main mission of the Govt. India made a Constitutional ommitment with the objective to provide free and compulsory education to all children up to the age of 14 in 1950. A Constitutional amendment made free and compulsory education a fundamental right for children aged 6-14 in 2002. Education is the joint responsibility of the Central and state governments, and rights to education are provided in the constitution. Various Types of Education

Education is of various types. In a way, it is divided into three branches viz formal, informal and non-formal education. Its goals are pre-determined. It comprises direct schooling and tution intended pupils of a particular age group. For example, schools and colleges impart formal education.

# I. Formal Education

- Pre-primary Education for children below 5 years
- Primary Education class I to V
- Secondary Education -class V to X
- College Education --intermediate to graduation
- University Education 1.Post graduate course
  - 2. Research and Training 1.Inermediate level
- **Technical Education**
- 2. Degree level and
- 3. Post-graduate level.
- **Physical Education**
- 1. Diploma level 2. Degree level
- 3. Post Graduate level.

# **II. Informal Education**

It is also called as incidental education which is received by living with others. It includes (a) social education and (b) special school education at different stages for those who do not have formal education.

# **III.** Non-formal Education

It is offered to any one at any time at any convenient place at any level of understanding or psychological growth of children or adults. This includes adult education.

As quoted V.K.P.V. Rao regarding the social relevance of education to economic development, education should provide the younger generation with that knowledge which, enables them to explain many things that they see for which quite often irrational mythological explanations are given. He is also of the view that having superstition in life is the greatest obstacle to economic development. It is realized that education is an important aspect of the level of living for fuller life. In developing countries, it has definite effect on human productivity and constitutes an important form of investment. Human productivity is a form of investment. It is a highly complex, abstract and as open to many different interpretations. 'Education is one of the basic needs. The basic needs approach spells in terms of food, shelter, health, goods as well as non material needs like participation, cultural, identity and a sense of purpose in life and work which interact with the material needs'.

Any developing country has to accept all the implications of education as a form of development investment. Education as a form of national income, investment must be responsive to the changing needs of the developing country translated into curriculum and courses.

### **1.2.** Importance of Education

Education is an important source of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps to reduce poverty by mitigating, its effects on population, health and nutrition and by increasing the value and efficiency of the labour offered by the poor. Education has two main purposes; one is to reduce illiteracy and numerate population that can deal with problems encountered at home and at work and the second is to as a foundation on which feather education in built.

Elementary education forms the basis for the whole education system. Recent policy document of Government of India on education states that elementary education is very crucial because the foundation of personality, attitudes, self confidence, habits, learning skills and communication capabilities etc., are actually laid at this stage. It also further states that universal elementary education strengthens the fabric of our democracy.

#### **1.3.** Education and Economic Growth

For many years the proposition that education expansion promoted and in some cases even determined the rate of overall GNP growth remained unquestioned. The logic seemed fairly straight forward. Third world nations were very deficient in their supply of semiskilled manpower. Without such manpower which, it was assumed could be created only through the formal educational system, development leadership in both the public and private sectors would be woefully lacking.

Impressive statistics and numerous quantitative studies of the sources of economic growth in the western countries were paraded out to demonstrate that it was not the growth of physical capital rather than human capital (the "residual" in econometric production function estimates) that was the principal source of economic progress in the developed nations. Clearly, in the newly independent nations of Africa and Asia, there was an immediate need to build up the human as well as physical capital infrastructure in order to provide indigenous leadership for the major tasks of development. Rapid quantitative expansion of enrolments, therefore, appeared justified in light of the substantial manpower scarcities of the 1950s and 1960s. And although it is often difficult to document statistically, it seems clear that the expansion of educational opportunities at all levels has contributed to aggregate economic growth by (a) creating a more productive labour force and employment and endowing it with increased knowledge and skills; (b) providing widespread employment and income-earning opportunities for school teachers and construction workers textbook and paper printers and school uniform manufacturers etc; (c) creating a class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services, public corporations, private businesses and professions; and, (d) providing the kind of training and education that would not detract from the important contributions non-economic as well as economic, education can make and has made to promoting aggregate economic growth. That an educated and skilled labour force is a necessary condition of sustained economic growth cannot be denied.

#### 1.4. Need of the Study

Kadapa district is very back-ward and drought district in the Andhra Pradesh state. The socio-economic and educational conditions of the district also lying at bottom point because of one-third of population are depending op on the agriculture sector. It is well known to all that agricultural sector is depending up on nature especially, on monsoons. The monsoons are gambling to agriculture sector. So, socio-economic conditions of the district are poor. The district is at bottom point also in the view of education. Nearly, fifty percent of people in the district are illiterates. So, it is highly needed to remove the illiteracy among the people. The present study is aimed to study the trends in education, effectiveness of various developing schemes like Mid-Day-Meal Scheme by Central and State governments. It is observed that one-third of illiterates in the district are in the community of Back-ward Castes, Scheduled Castes and Scheduled Tribes. So, the Castewise analysis is also needed to find out which points are causing to their illiteracy and suggests improving the education of the above said Castes. It is also much needed to find out the trends in expenditure on education by Central and State governments.

The district has been served by 3312 primary schools, 537 upper primary schools, 730 high schools, 126 junior colleges, 46 Degree Colleges and Yogi Vemana University offering P.G. courses for general education. For Technical education the District has 9 polytechnics and 26 Engineering colleges, Rajiv Gandhi Institute of Medical sciences, 1. Dental college, 1 Homoeopathic Medical college, 1 Veterinary college and 1 IIIT centre at Raji Knowledge Vally.

#### 1.5. Objective:

The objective of the present study is , to study the trends in school education in district and State.

#### 1.6 Methodology

To fulfill the objective 'trends in school education' in three aspects namely, primary, upper-primary and high schools in the district, it is proposed to estimate the linear and log-linear (i.e., exponential) growth rates with the help of graphs. The function to estimate the linear growth rate is

Y = a + bt

where,

Y = dependent variablet = time in years a = intercept b = slope

In the study of trends in school education, it is considered that the dependent variable, Y is number of schools, total enrolment, boys enrolment, girls enrolment, total dropouts, boys dropouts, girls dropouts, total teachers and teacher-pupil ratio in primary schools, upper-primary schools and high schools.

The linear growth rate is calculated by LGR =

x<sub>b</sub>100

Similarly, the log-linear growth rate (i.e., exponential) is estimated with the help of the function

y = abt

Where,

y = dependent variable

t = time in years

a = interceptb = slope

The compound growth rate is calculated by the formula  $CGR = (1-b) \times 100$ .

The linear and log-linear growth rates are tested by t-test statistic for its significance.

Estimated regression co-efficient

$$t = \frac{b}{S. E. of regression co-efficient}$$
$$t = \frac{b}{c} \sim t (n-k)$$

Where,

$$S.E(\underline{b})$$
  
n = number of observations

k = number of variables.

#### Data

The present study is totally depended on secondary data. The relevant secondary data of variables relating to the present study are given in the tables.

Table-2.1: Primary Schools: Kadapa District

Years	No. of	Total	Boys	Girls Enrolment	Total Dropouts	Boys Dropouts	Girls Dropouts	Total Teachers	Teacher- Pupil
	Schools	Enrolment	Enrolment		Dropouts	Dropouts	Dropouts		Ratio
1995- 96	2974	297423	155644	141779	52.61	50.17	55.05	8745	30
1996- 97	2998	328975	170731	158244	48.57	47.73	49.41	8554	34
1997- 98	3016	357464	186072	171392	56.68	54.57	58.79	8643	38
1998- 99	3074	373919	191768	182151	57.76	54.51	61.01	9530	39
1999- 00	3159	390509	199774	190735	54.38	51.98	56.78	9317	42
2000- 01	3214	362264	189690	172574	48.24	46.58	49.91	9576	38
2001- 02	3246	340149	175451	164698	35.47	32.29	38.65	9208	37
2002- 03	3212	300356	160094	140262	23.21	23.14	23.28	9630	31
2003- 04	3187	279966	140353	139613	27.73	27.74	27.73	10087	28
2004- 05	3212	263197	132455	130742	19.42	19.72	19.12	9909	27
2005- 06	3093	230581	116219	114362	19.66	14.43	24.39	9036	26
2006- 07	3052	227085	114443	112642	16.92	16.81	17.03	9759	26
Table-2	2. Unner_n	rimary School	s: Kadana Dist	rict					

Table-2.2: Upper-primary Schools: Kadapa District

Years	No. of	Total	Boys	Girls Enrolment	Total Dropouts	Boys Dropouts	Girls Dropouts	Total Teachers	Teacher- Punil
	Schools	Enrolment	Enrolment	Linoment	Dropouts	Diopouts	Diopouts	1 cacher 5	Ratio
1995- 96	487	156472	79864	76608	62.43	60.78	64.08	4740	33
1996- 97	496	160449	84017	76432	61.08	60.04	62.11	5036	32
1997- 98	514	149288	77946	71342	58.86	56.74	60.98	4947	30
1998- 99	549	160734	83053	77681	58.92	57.75	60.08	5108	31
1999-	574	154916	80672	74244	56.17	53.93	58.4	4783	32

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00									
2000-	608	164749	84486	80263	54.61	52.38	56.83	4956	34
01									
2001-	673	162375	84213	78162	52.69	50.79	54.58	5228	31
02									
2002-	710	170278	88617	81661	49.01	45.11	52.91	5272	32
03	70.6	150000	70055	72220	42.20	40.01	16.51	5051	20
2003-	726	153293	79955	73338	43.38	40.31	46.51	5251	29
2004	749	150042	78004	72028	40.12	20.10	42.07	5617	27
2004-	/40	130942	78904	72038	40.12	36.16	42.07	5047	27
2005-	981	169418	87855	81563	41 38	39.98	42 79	6899	25
06	201	109110	07055	01505	11.50	37.70	12.79	0077	25
2006-	997	171606	89382	82224	33.62	32.51	34.73	7354	23
07									
Table-2.3: High Schools: Kadapa District									
Years	No. of	Total	Boys	Girls	Total	Boys	Girls	Total	Teacher-
				Enrolment	Dropouts	Dropouts	Dropouts	Teachers	Pupil
	Schools	Enrolment	Enrolment						Ratio
1995-	368	110468	63776	46692	76.14	72.19	80.09	4724	23
96									
1996-	374	124596	68384	56212	75.98	71.63	80.33	4878	26
97		100015			- 1 0 -				
1997-	386	139845	77864	61981	74.82	72.06	77.58	5061	28
98	200	149621	90754	(7077	75 (9	72.50	70 77	6007	24
1998-	380	148031	80754	0/8//	/5.08	12.59	/8.//	6097	24
1000_	403	15871/	86482	72232	76.94	71.42	82.46	5554	29
00	105	150714	00402	12232	70.94	/1.42	02.40	5554	27
2000-	423	169619	92288	77331	74.23	69.57	78.89	5588	30
01									
2001-	450	176481	97317	79164	70.67	69.27	72.07	5692	31
02									
2002-	465	190857	105207	85650	73.09	71.25	75.21	5786	33
03									
2003-	491	207492	112858	94634	72.75	70.27	75.49	5338	39
04	<b>510</b>	000110	117011	105105	60.15	65.45	70.01	6151	2.6
2004-	518	222148	117011	105137	68.17	65.45	/0.96	6151	36
05	592	227012	110142	100770	(2.92	(0.2	(5.25	(155	25
2005-	383	221913	119145	108770	02.82	00.5	05.55	0433	33
00									
2006-	614	231867	120965	110902	58.92	57.26	60.62	6440	36

# 1.7 Limitations of the Study

The present study is based on only secondary data. The data related to school education is drawn from the 'Hand Books for Educational Statistics', published by Commissioner and Director of School Education, Government of Andhra Pradesh.

During the last decade there were significant enrolments occurred in education system. There were increasing enrolments in all aspects of school education in country. The Kadapa district is no exemption from this. In this chapter, an attempt made to calculate the enrolments in school education (primary, upper-primary and high schools) in Kadapa district. In the district, the numbers of schools are increased in school education. The enrolments in primary, upper-primary and high schools are decreased. The dropouts rates decreased in primary, upper-primary and high schools. But the numbers of teachers are increased in the district.

In this chapter, enrolment trends are calculated by covering all aspects i.e., number of schools, total enrolments, gender-wise enrolments, total dropouts, gender-wise dropouts, total teachers and teacher-pupil ratio stage-wise in school education. The status of school education examined with the help of the statistical enrolments formulas and graphs. To test the enrolments values, both the linear model and log-linear models (i.e., exponential) are adopted. To find average annual growth rates in all aspects the linear growth (LGR) and log-linear growth (CGR) models are adopted. To test the significance in enrolments t-test of statistic carried out (given in methodology).

### **1.8. Primary Schools**

In primary school education, enrolments are calculated by the both linear and log-linear models of statistic for all aspects namely, number of schools, total enrolments, gender-wise enrolments, total dropouts, gender-wise dropouts, total teachers and teacher-pupil ratio disjointedly.

Table – 3.1:	Enrolments in	Primary S	chools

	Linear Mo	del		Log-linear Model			
Variables	Slope	Intercept	LGR	t	Slope	Intercept	CGR
Number of Schools	13.4001	3032.4545	0.4305	0.8764	1.0044	3031.271	0.4368
	-15.6672						
Total	-10774.4*	382690.79	-	3.8726	0.9634	391983.63	3.6407
Enrolments	-2782.234		3.4461				
Boys	-5977.25*	199909.92	-	2.8395	0.9605	205840.59	3.9499
Enrolments	-2105.03		3.7112				
Girls	-4797.133	182780.86	-	1.4863	0.9668	186222.22	3.3169
Enrolments	-3227.567		3.1643				
Total	-0.7221*	28.3592	-	4.3276	0.9675	29.0049	3.2476
Dropouts	-0.1668		3.0511				
Boys	-0.8651*	28.3992	-	3.1839	0.9593	29.2378	4.0661
Dropouts	-0.2717		3.7985				
Girls	-0.5945*	28.3818	-	7.8637	0.9734	28.8947	2.6507
Dropouts	-0.0756		2.4248				
Total	96.8881	8703.0614	1.0381	1.2503	1.0105	8705.7371	1.0548
Teachers	-77.4918						
Teacher-pupil Ratio	-0.9860*	39.4091	-	2.2687	0.9691	39.9145	3.0894
	-0.4346		2.9879				

\* Significant at 5 percent probability level. Figures in the parentheses are standard errors of the estimates Table – 3.2: Enrolments in Upper-primary Schools

	lel		Log-linear Model				
Variables	Slope	Intercept	LGR	t	Slope	Intercept	CGR
Number of Schools	45.3531 <sup>*</sup>	377.1212	6.7498		1.0678	426.2674	6.7876
	-12.0313			3.7696			
Total	927.5524*	154347.65	0.5783	4.5263	1.0056	154439.95	0.5665
Enrolments	-204.924						
Boys'	538.5245*	79746.59	0.6469	2.4906	1.0064	79804.22	0.6364
Enrolments	-216.225						
Girls'	389.028	74600.98	0.5044	1.6676	1.0049	74625.86	0.4915
Enrolments	-233.272						
Total	-0.7198*	48.6053	-1.6386		0.9824	49.0648	1.7871
Dropouts	-0.3026			2.3787			
Boys'	-0.4193*	43.1627	-1.0368		0.9888	43.3826	1.1206
Dropouts	-0.1864			2.2495			
Girls'	-1.0187*	54.0441	-2.1481		0.9769	54.8041	2.3028
Dropouts	-0.3896			2.6147			
Total	$184.8776^*$	4233.38	3.4015		1.0322	4380.4186	3.2236
Teachers	-1.7636			4.8352			
Teacher-pupil Ratio	-0.7238*	34.6221	-2.4193	3.7483	0.9746	35.1427	2.5393
	-0.1931						

\* Significant at 5 percent probability level. Figures in the parentheses are standard errors of the estimates.

	Linear model				Log-linear Model			
Variables	Slope	Intercept	LGR	t	Slope	Intercept	CGR	
Number of	21.8496*	313.0606	4.8012	2.7453	1.0479	331.0499	4.7893	
Schools	-7.9589							
Total	11325.03*	102106.5	6.4449	2.9857	1.069	110904.1	6.9032	
Enrolment	-3793.09							
Boys'	5530.29 <sup>*</sup>	59223.86	5.8109	2.3584	1.0619	63001.59	6.1999	
Enrolments	-2344.89							
Girls'	5794.74 <sup>*</sup>	42816.01	7.1941	2.2693	1.0775	47969.91	7.7515	
Enrolments	-2553.54							
Total	-1.3432*	80.4153	-1.8738	3.6561	0.9806	81.1325	1.9335	
Dropouts	-0.3674							
Boys'	-1.1359*	75.9886	-1.6557	3.2463	0.9828	76.5648	1.7144	
Dropouts	-0.3499							
Girls'	-1.5395*	84.8251	-2.0576	6.2157	0.9788	85.672	2.1187	
Dropouts	-0.2476							
Total	120.2937*	4840.09	2.1397	3.8271	1.0221	4656.524	2.2082	
Teachers	-31.4321							
Teacher-	1.2867*	22.4697	4.1731	5.1283	1.0436	23.0627	4.3619	
pupil Katio	-0.2509							

Table –	- 3 3.	Enro	lments	in	High	Schools

\* Significant at 5 percent probability level. Figures in the parentheses are standard errors of the estimates.

Education evaluates the skills and knowledge of the work force. Strong local education system attracts and retains business and pay large economic returns through higher productivity and incomes. Education may not be mothered of economic development, but it matters as much as anything else and probably a lot more. Not surprisingly, the business community is often one of the most supporters of education. Clearly, it needs an improving stock of human capital to complete in the increasingly knowledge based economy. Business leaders know that one must invest in education because the economy will grow and prosper the future only to the extent that the community cultivates its human capital stock today. During the last decade there were significant trends occurred in education system. There were increasing trends in all aspects of school education in country.

Food is one of the most important considerations in children's physical and mental development. The speed of growth and development being rapid, it is essential that child's diet be both balanced and administered at the proper time. Food insecurity and the threat it poses to the health and development of children, is of critical concern to government is developing countries. Though critical, the developing countries implementing several programes like school meal Scheme, which have a multi-pronged impact on a nation's overall social and economic development. Moreover, while such Scheme adders immediate, short-term hunger, they also in corporate a nutritional education component to educate children and families on health, nutrition and attaining food sufficiency.

Education was exclusively the responsibility of governments of states and the central government was only conducted with certain areas like co-ordination and determination of standards in technical and higher education etc., before 1976. In 1976 through a constitutional amendment education became a joint responsibility. However, the Union government has a clear responsibility regarding the quality and character of education. In addition to policy formulation, the ministry of Human Resource Development Department of Education shares the responsibilities of educational planning with the state governments.

### 1.9. Findings:

The study concludes that, in the case of trends in education, in the view of primary schools, there is an increasing trend in number of schools. This increase is insignificant. The average annual growth rate is 0.4305 percent in number of schools. But there are decreasing trends in total enrolments, boy's enrolments, girls' enrolments, total dropouts, boys' dropouts, girls' dropouts, total teachers and teacher-pupil ratio. This decrease is significant in total enrolments, boy's enrolments, total dropouts, boys' dropouts, girls' dropouts, girls' dropouts, girls' enrolments and teacher-pupil ratio but insignificant in girls' enrolments and total teachers. The average annual decreasing rates are 3.45, 3.71, 3.16, 3.05, 3.8, 2.42, 0.01 3.0 percents in total enrolments, boy's enrolments, boy's enrolments, girls' enrolments, total dropouts, boys' dropouts, girls' dropouts, girls' dropouts, girls' and teacher-pupil ratio but insignificant in girls' enrolments and total teachers. The average annual decreasing rates are 3.45, 3.71, 3.16, 3.05, 3.8, 2.42, 0.01 3.0 percents in total enrolments, boy's enrolments, boy's enrolments, girls' enrolments, total dropouts, boys' dropouts, girls' dropouts, total teacher-pupil ratio respectively.

In the view of upper-primary schools, there are increasing trends in number of schools, total enrolments, boy's enrolments, girls' enrolments, and total teachers. This increases are significant but in girls' enrolments insignificant. The av-

erage annual growth rates are 6.76, 0.59, 0.65, 0.50 and 3.4 percents in number of schools, total enrolments, boy's enrolments, girls' enrolments, and total teachers respectively. But there are decreasing trends in total dropouts, boys' dropouts, girls' dropouts and teacher-pupil ratio. This decrease is significant. The average annual decreasing rates are 1.64, 1.0, 2.15 and 2.42 percents in total dropouts, boys' dropouts, girls' dropouts and teacher-pupil ratio.

In the view of high schools, there are increasing trends in number of schools, total enrolments, boy's enrolments, girls' enrolments, total teachers and teacher-pupil ratio. These increases are significant. The average annual growth rates are 4.80, 6.44, 5.81, 9.91, 2.14 and 4.1 percents in number of schools, total enrolments, boy's enrolments, girls' enrolments, total teachers' and teacher-pupil ratio respectively. But in total dropouts, boys' dropouts and girls' dropouts there are significant decreasing trends in high school education. The average annual decreasing rates are 1.81, 1.65 and 2.06 percents in respectively.

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