



## STATUS OF EDUCATIONAL SYSTEM IN TELANGANA IN UNITED ANDHRA PRADESH

**M. Bhoopathi**

Research Scholar,

Department of History.

Osmania University.

Hyderabad,

marripallibhoopathi@gmail.com

### **Abstract**

*The telangana schooling system of today has progressed altogether, and well established traditions have gone through modernization. The telangana government is putting forth critical attempts around here for it to accomplish its objective of comprehensive development rapidly. This success was made possible by the substantial time and effort put into the education sector by the telangana government. The public authority is improving the country's school system to increase residents' expectations of living and to additional different targets like destroying destitution and joblessness, advancing social balance, appropriating pay similarly, and so on. Schooling adds to the singular's prosperity as well as the general improvement of the country. Schooling isn't just an instrument of improving productivity but at the same time is a successful device of broadening and enlarging majority rule investment and redesigning the general nature of individual and cultural life. Accordingly, the significance of instruction can't be disregarded.*

*Keywords:- Education, Government, Telangana,*

### **Primary Education:**

Education is one of the most important drivers of economic growth. Education: The level of education is associated with GDP, poverty, population growth, health, and crime. Regardless of political preference, the focus should be on education. After 20 years of teaching and hard work, the quality of education is still a dream. The decision varies from year to year. In addition to national educational differences, there are regional, gender, and educational differences, It's a big problem<sup>1</sup>. Education is integral to individual and overall societal development, including education, educational benefits, and improved spatial distribution of resources. Spending on education is less than 6% of gross domestic product (GDP).

50% of the total funding for education goes to general education and 65-70% to intensive education. The cost of self-education also depends on the economy and financial situation<sup>2</sup>. Why are some developed states like Andhra Pradesh poor in terms of education?

Andhra Pradesh ranks 22nd out of 28 for adult education (2001 census) and 11th in GDP per capita. You are alive (the world). Andhra Pradesh, in particular, has the highest GDP per capita and the lowest level of education. This shows a clear relationship between income and audit success. However, education is critical to economic growth and poverty reduction.

In this study, an attempt has been made to analyze various educational systems in Andhra Pradesh to determine the causes of underachievement in primary schools. The main issues to be considered in this regard are: a) changes like primary education and public funding of primary education and b) other factors (democratic, economic, social, etc.). How does this knowledge affect prior knowledge? Information - You are going to an unknown

country. Please stop here—public communication c) Limitations to developing regional expertise (economic, social, or political). At the district level, he (mainly) handles education matters in both rural and urban areas of Awori. It is important to focus on the different stages of adult education. But the station could be stronger. According to the 1991 census, all children under seven were considered illiterate, although some students could read and write. One reason is the long-term neglect of children under the age of five<sup>3</sup>. And according to NSS 42<sup>nd</sup> round<sup>4</sup>, a person who can speak and write a simple message in any language is called "educated", which is not possible without special training. For our research, we assume that primary education (up to Class V in Andhra Pradesh) is enough to get the education you need. Although this paper is based on secondary sources of data, it is based on other micro and macro studies conducted in other areas and locations.

**Trends in Literacy Rates:**

Over the past four decades, literacy rates in Andhra Pradesh have been among the lowest in India (see Table 3.1). Ten years ago (2001), the gap between the two countries was small. Men write differently than women. Studies by the National Agency for Economic Research (NCAER) on various aspects of literacy have found no improvement in government services during the 1990s. World's world

It is important to learn tribal and Hindu languages that reflect the rural life of Andhra Pradesh. In this group, the number of women with higher education is 10%. In rural Andhra Pradesh, 731 out of 100 households and 465 are illiterate. India has 633 families and 331 homes, so India's education is small. Your studies abroad need to be registered (cannot be counted). Goths come from the same family (more or less). Families that do this are better than families that don't. The positive effect is greater in families with a female caregiver. Women are less educated in urban areas compared to India. This may have been due to the need for more support from the Telugu rulers for public education in Telangana and the coast.

Moreover, this museum is in a fertile environment, on the Godavari and Krishna deltas. Therefore, academic success does not begin at the beginning of the year. Once the government was formed in 1956, efforts were made to reform the doctrine in all parts of the country, but early Christian missionaries were supported in the region.

**Table No - 1**  
**Trends in Literacy Rates in India and Andhra Pradesh (Percentages)**

Year (Source)	All India			Andhra Pradesh		
	Persons	Male	Female	Persons	Male	Female
2001 (Census)	65	76	54	61	71	51
1997 (NSSO)	62	73	50	54	64	43
1994 (NCAER)	54	66	40	50	61	39
1991 (Census)	52	64	39	44	55	33
1981 (Census)	44	57	30	36	48	25
1971 (Census)	34	46	22	25	33	16

**“Source:** Ch. Hanumantha Rao and S. Mahendra Dev, *Andhra Pradesh Development: Economic Reforms and Challenges Ahead*, Centre for Economics and Social Studies, Hyderabad, 2006, p. 375.”

According to the 2001 census, illiteracy was 62.5 percent in coastal Andhra Pradesh, 60.7 percent, and 58 percent in Rayala Sama and Telangana, respectively. In addition, the increase in educational attainment between 1971 and 2001 also reduced regional inequality (Table 3.2).

**Rural-Urban Disparities:**

In 2001, three-quarters of the Population of Andhra Pradesh and half of the rural population were literate. Between 1991 and 2001, the growth rate of rural and urban languages was higher than in the previous decade in all states except Andhra Pradesh. The distance between cities and metropolitan areas is shrinking. Interestingly, all the states had achieved literacy levels by 1991, but by 2001, Rayalaseema lagged.

The equality index is calculated by multiplying the ratio between urban and rural areas. The scale ranges from “0” to “100”. With increasing age, these changes become less frequent. Andhra Pradesh is the most rural state in India, although it is decreasing over time (Table 3.3)<sup>5</sup>. The proportion of rural areas is very high in the four districts of Telangana. Back then, Rolla Brewery blurred the lines between downtown and downtown.

**Table No - 2**  
**Trends in Literacy Rates across the Regions of the State**

Region	Category	2001		1991		1981		1971	
		Mean	C.V.	Mean	C.V.	Mean	C.V.	Mean	C.V.
Coastal Andhra	Male	70.9	6.0	55.0	8.4	70.9	6.0	55.0	8.4
	Female	54.1	17.2	35.0	24.5	54.1	17.2	35.0	24.5
	<b>Total</b>	<b>62.5</b>	<b>10.6</b>	<b>45.07</b>	<b>14.4</b>	<b>62.5</b>	<b>10.6</b>	<b>45.07</b>	<b>14.4</b>
Rayalaseema	Male	72.9	6.6	58.7	7.3	72.9	6.6	58.7	7.3
	Female	48.1	12.5	30.6	13.4	48.1	12.5	30.6	13.4
	<b>Total</b>	<b>60.7</b>	<b>8.8</b>	<b>45.01</b>	<b>9.1</b>	<b>60.7</b>	<b>8.8</b>	<b>45.01</b>	<b>9.1</b>
Telangana	Male	69.0	9.5	52.1	19.6	69.0	9.5	52.1	19.6
	Female	47.0	22.7	28.5	45.2	47.0	22.7	28.5	45.2
	<b>Total</b>	<b>58.0</b>	<b>14.8</b>	<b>40.47</b>	<b>28.5</b>	<b>58.0</b>	<b>14.8</b>	<b>40.47</b>	<b>28.5</b>
Andhra Pradesh	Male	70.9	8.0	55.1	14.5	70.9	8.0	55.1	14.5
	Female	51.2	20.1	32.7	33.9	51.2	20.1	32.7	33.9
	<b>Total</b>	<b>61.1</b>	<b>12.7</b>	<b>44.09</b>	<b>21.1</b>	<b>61.1</b>	<b>12.7</b>	<b>44.09</b>	<b>21.1</b>

*Note:* C.V= Coefficient of Variation in percentages.

*Source:* Population Census.

**Table No - 3**  
**Rural-Urban Disparity Index across Regions of the State**

Region	2001	1991	1981	1971
Telangana	35.0	54.4	63.4	67.3
Coastal Andhra	23.3	41.2	49.5	50.4
Rayalaseema	21.8	38.7	49.4	55.4
<b>All India</b>	-	<b>38.9</b>	<b>46.4</b>	<b>60.1</b>
<b>Andhra Pradesh</b>	<b>27.6</b>	<b>46.2</b>	<b>54.8</b>	<b>58.2</b>

Source: Population Census.”

**Gender and Social Disparities:**

Telangana has been lagging in education for both boys and girls for the past four years. During this period, the region’s education level was lower for women than for men. It declined in the 1990s to emphasize female education. That’s 55%. 28%, although not uniformly (Table 3.4)<sup>6</sup>. In all states and Rayalaseema-Telangana, inequality is higher than in Andhra Pradesh, which has less inequality between states. Population diversity is also decreasing but remains high (Table 3.5)<sup>7</sup>.

**Table No - 4**  
**Gender Disparity Index across Regions of the State**

Region	2001	1991	1981	1971
Telangana	31.9	45.3	53.3	60.9
Coastal Andhra	23.7	36.4	42.4	45.1
Rayalaseema	34.0	47.9	57.3	62.8
<b>All India</b>	<b>29.0</b>	<b>38.7</b>	<b>46.8</b>	<b>52.2</b>
<b>Andhra Pradesh</b>	<b>27.8</b>	<b>42.3</b>	<b>47.8</b>	<b>54.7</b>

Source: Population Census.

**Table No - 5**  
**Social Disparity Index**

Region	1991		1981		1971	
	SC	ST	SC	ST	SC	ST
<b>All India</b>	<b>50.0</b>	<b>60.7</b>	<b>58.6</b>	<b>68.3</b>	<b>63.5</b>	<b>72.5</b>
<b>Andhra Pradesh</b>	<b>46.2</b>	<b>60.8</b>	<b>47.2</b>	<b>71.1</b>	<b>60.8</b>	<b>74.5</b>
Telangana	43.4	64.7	53.4	74.4	69.4	71.2
Coastal Andhra	26.9	60.5	36.0	68.3	50.8	76.9
Rayalaseema	39.1	52.1	57.7	69.0	66.7	74.7

Source: Population Census.

Overall, the literacy rate in Andhra Pradesh does not reflect its impact on economic growth. According to the 2001 census, the company was ranked 28 out of 35 public and private companies. This index increased slightly from 1981 to 1991 (25 to 26) and remained stable in 2001. Scores in all subjects except T.S. subjects were low and comparable to the Indian average. The government information managed by I.T. will be good. In the short term (91-91), enrollment fell below 91-81 in all districts during the period reviewed. If there is a huge social and urban disparity in Telangana, there is a huge disparity in Rayalaseema.

**Access to Education:**

Illiteracy affects supply and demand. These aids are related to access to schools, housing, quality of education, etc. Issues include opportunity, cost of education, impact on education, and more. The basic questions are given first, but the application questions are also important to go through.

The problem with economic development is that all groups succeed in social and economic development, which clearly shows that success is not guaranteed by the availability of knowledge in all organizations. The organization's work is described in the article<sup>8</sup>. This situation occurred in rural and poor areas, where benefits were not applied and distributed equally between rural and urban areas. Here, we are dealing with supply and demand.

Exercising at School is an important part of need and demand. Universal access means the opportunity for every student to go a mile. The School's current location was also an important enrollment factor. We can say that children with disabilities should not go to high school without them<sup>9</sup>. In this section, we will discuss the world economy. It also intends to review the measures taken by the government and the Union to meet the budget deficit.

Across India, two-thirds of villages have a population of less than 500, one-fifth of most villages (1991). It is the sixth largest city, with over 2,000 inhabitants or 50% of the population. As a result, many people living in rural areas need access to education and assistance. Andhra Pradesh is a beautiful place. 70% of the rural population lives in urban areas, and 32% (2000). Only 10.5% live in communities with a population of less than 1,000. Most of India's rural population is part of this sector (in the form of the food chain). Although the distribution of families reflects differences between people, it does not necessarily mean that the population is literate.

Every education system in India talks about the difference between primary and secondary. Primary school numbers have increased in Andhra Pradesh (Table 3.6). This can be seen in the primary school enrollment (Table 3.7). However, only 82 percent of families have a public school within two miles of their home, compared to 97 percent of all working families, even in high school. According to the 6th Indian Education Survey, primary education is available in 70% of households in 93% of the population. For children, the distance between home and School is long. 89% of families and 98% of the population have access to education (Tables 3.7 and 8).

**Table No - 6**  
**Expansion of Primary and Upper Primary Schools**

Survey No.	Upper Primary School			Primary School	
	Within 3 km	% of Habitations	% of the population Served	% of population Served	% of Habitations
VI(1993)	79.4 (85.0)	13.5 (-)	43.0(37.1)	92.5 (77.8)	69.7 (49.8)
V (1986)	97.3 (84.0)	15.5(13.1)	42.4(36.9)	92.7 (80.4)	72.1 (51.2)
IV(1978)	71.2(78.8)	10.3 (10.7)	36.0(33.5)	91.8 (78.5)	64.0 (46.8)
III(1973)	64.6(72.0)	9.3 (8.7)	31.3(28.9)	87.5 (76.1)	61.1 (44.3)
II (1965)	55.4(-)	6.1 (7.1)	25.7 (-)	90.7 (71.5)	60.8 (38.0)

I (1997)	- (-)	2.2 (3.1)	- (-)	81.1 (60.0)	44.8 (48.1)
----------	-------	-----------	-------	-------------	-------------

*Note:* Figures in brackets pertain to all India.

*Source:* All India Education Survey 1997 (NCERT).

**Table No - 7**

**Availability of Primary Schools in Andhra Pradesh by Social Groups (1993)**

Category	Primary School in		Primary School within 1 km	
	% of Habitations	% of the Population Covered	% of Habitations	% of the Population Covered
<b>All</b>	<b>69.7 (49.8)</b>	<b>92.5 (77.8)</b>	<b>88.6 (83.3)</b>	<b>97.6 (93.8)</b>
Scheduled Caste	50.0 (37.0)	82.1 (64.3)	93.2 (82.3)	97.2 (91.3)
Scheduled Tribe	46.7 (45.9)	69.8 (71.4)	67.5 (76.3)	82.0 (88.6)

*Note:* Figures in brackets pertain to all India.

*Source:* All India Education Survey 1997 (NCERT).

**Table No - 8**

**Access to Primary Schools by Regions and Social Groups**

Category	Primary School in		Primary School within 1 km	
	% of Habitations	% of the Population Covered	% of Habitations	% of the Population Covered
<b>All</b>	<b>69.7 (49.8)</b>	<b>92.5 (77.8)</b>	<b>88.6 (83.3)</b>	<b>97.6 (93.8)</b>
Scheduled Caste	50.0 (37.0)	82.1 (64.3)	93.2 (82.3)	97.2 (91.3)
Scheduled Tribe	46.7 (45.9)	69.8 (71.4)	67.5 (76.3)	82.0 (88.6)

*Note:* Figures in brackets indicate the range across the districts.

*Sources:* All India Education Survey 1997.

**Density of Primary Schools:**

Density was calculated as the number of school buildings per 1,000 square feet. Also relevant are mileage and use by children (6-11 years), average seat per School and child (6-11), number of students/teachers, and specific schools. And beautiful. Enter the School. Rayalaseema has the highest number of students, followed by Andhra Pradesh (Table 3.9). The center of the square represents the mean value of the distance function. Fortunately, the schools in Andrew Harbor are crowded (enrollment depends on the number of children), so there are plenty of schools. On the other hand, schools in Rayalaseema and Telangana are poor and overcrowded.

**Table No - 9**

**School Density and Catchment Area across the Regions (1999-2000)**

Region	Total Schools	School Density		Catchment area		
		Children	Share of Private	Share of Private	Children	Area in Sq. km

			School	School		
<b>Andhra Pradesh</b>	<b>55398</b>	<b>191</b> (113-1551)	<b>5.9</b> (0.7-43.9)	<b>5.9</b> (0.7-43.9)	<b>191</b> (113-1551)	<b>5.0</b> (0.6-9.3)
Telangana	<b>17794</b>	<b>228</b> (121-1551)	<b>2.8</b> (0.7-43.9)	<b>2.8</b> (0.7-43.9)	<b>228</b> (121-1551)	<b>6.0</b> (0.6-8.2)
Rayalaseema	<b>12317</b>	<b>161</b> (113-247)	<b>4.5</b> (2.8-7.9)	<b>4.5</b> (2.8-7.9)	<b>161</b> (113-247)	<b>6.1</b> (3.4-9.3)
Coastal Andhra	<b>25287</b>	<b>178</b> (117-242)	<b>8.8</b> (1.3-25)	<b>8.8</b> (1.3-25)	<b>178</b> (117-242)	<b>3.6</b> (1.9-6.0)

*Source:* Department of Education, Government of Andhra Pradesh.

The share of private schools is 5.9%, but it is concentrated in the Andhra delta region. Krishna district recorded the highest percentage (25.6%) in private schools. The availability of teachers and school premises reflects the quality of education. The number of students and faculty increased in 1981, 1999, and 2000, reflecting the decline in higher education. However, this situation changed between 1991 and 1999–2000 due to improvements in adult education during the 1990s. Despite the increased inequality in Telangana, regional inequality has declined significantly over the past 20 years (Table 3.10).

**Table No - 10**  
**Trends in Student-Teacher Ratios at the Primary Level**

Region/year	1981	1991	2001	Percentage Change	
				1981-91	1991-01
<b>All India</b>	<b>54.0</b>	<b>59.4</b>	<b>58.8*</b>	<b>10.0</b>	<b>-10.4</b>
<b>Andhra Pradesh</b>	<b>27.5</b>	<b>51.9</b>	<b>46.5</b>	<b>88.7</b>	<b>-10.4</b>
Telangana	23.0	48.5	50.6	110.9	4.3
Coastal Andhra	37.5	56.3	44.0	50.1	-21.8
Rayalaseema	33.4	49.7	46.6	48.8	-6.2

*Note:* \* Pertains to the year 1998-99.

*Source:* Census and Department of Education, Government of Andhra Pradesh.

75% of primary schools have good infrastructure, while less than 40% of private schools have teachers. This School has drinking water, toilets, fuel for cars, etc. Minimum requirements met. Only 30% of schools have running water, and 14% have bathrooms. Additionally, 8% of schools have separate toilets for girls.

To fill funding gaps and increase access to education, the Nonprofit Education Center (NFEC) distributes funds to organizations and sponsors. In 1996-97, there were 31,245 NECs in the country, with a population of 63.8 million. But it was only 23.9 percent. This indicates a significant gap between supply and demand for AEP: 25,400 NEFEC government agencies and other non-governmental organizations (NGOs). Between 1992-1993 and 1996-1997, although the number of public organizations did not increase, the number of non-governmental organizations increased by 92% (GDI, 1998). In 1992-1997, local

organizations reached 16 million - 6280% of the outstanding funds for NNFC implementation regardless of funds. The full performance of the NFCC is more complex than India's. In 1996, only 13.5 percent had graduated. (girls section) all over India. The course does not change the basic education system. NFEC countries also have structural problems in the sector, which may explain unemployment. More than 80% of the teachers in these schools have completed high school or are graduates<sup>10</sup>.

**Enrolment Vis-À-Vis Dropouts:**

Registration is required to complete the course, but it is worth it. An increase in the number of students leads to a rise in education, that is, an increase in the number of students graduating. According to the Ministry of Education, it reached 90% in 2000, up from 73% in 1991-92 (Table 3.11). When Andhra Pradesh was trained, Rayalaseema was lowest in two categories, while Telangana slipped from third to second place.

Another interesting feature is that many immigrants can also register on the site. Differences can be seen between weeks (7-63) of pre-school retirement (Table 3.12). Telangana has the highest solid waste, followed by Andhra Pradesh and Rayalaseema. Rayalaseema has the highest number of applicants and the lowest number of participants. As the number of girls has decreased over the years, the number of girls has increased and decreased, indicating the benefits of teaching and learning. Overall, enrollment is down 19%, and attendance is down 31%. Telangana has high school enrollment and low migration. At Lake Andrews, enrollment was low, while dropouts increased by 41%. Registration was suspended in coastal Andhra and Rayalaseema districts. On the other hand, the number of girls increased significantly (false and incorrect), but the number of decreases decreased (inaccurate and wrong).

**Table No - 11**  
**Enrolment Ratios in Primary Schools (5-9 age group)**

Region	2000			1992		
	Boys	Girls	Total	Boys	Girls	Total
<b>Andhra Pradesh</b>	<b>87.7</b> (67-116)	<b>84.8</b> (71-106)	<b>86.3</b> (69-111)	<b>86.2</b> (68-122)	<b>58.9</b> (45-91)	<b>72.7</b> (59-96)
<b>Telangana</b>	<b>92.6</b> (67-103)	<b>87.0</b> (72-98)	<b>89.8</b> (69-101)	<b>81.0</b> (68-102)	<b>53.9</b> (45-76)	<b>68.1</b> (59-79)
<b>Coastal Andhra</b>	<b>82.0</b> (70.101)	<b>81.2</b> (71-97)	<b>81.6</b> (71-99)	<b>86.4</b> (75-96)	<b>78.3</b> (68-91)	<b>82.6</b> (73-94)
<b>Rayalaseema</b>	<b>97.5</b> (81-116)	<b>94.8</b> (80.106)	<b>96.1</b> (81-111)	<b>99.2</b> (88-122)	<b>70.4</b> (64-79)	<b>84.9</b> (76-96)

*Note:* Figures in brackets indicate the range across the districts.

*Source:* Department of Education, Government Andhra Pradesh.

Despite the uncertainty in our state of Andhra Pradesh, there was still a lot of excitement surrounding the latest election<sup>11</sup>. The error rate is also very low in three cases (10-



15%). However, each location is unique. Although the regional differences in school choice are small, they are evident. It is used in developing countries and developing regions. Part of it is good writing. By doing this, you can save a lot of money.

### **Expenditure on Education:**

Government spending on education is important for promoting education. Furthermore, economic variables such as GDP per capita cannot explain class differences. This suggests that government spending on education has a significant impact on success. However, more than government spending on education is needed to cover these costs. In both countries, youth education is not an economic risk but a political risk. This includes primary schools, secondary schools, vocational schools and universities. This chapter examines the flow of educational support from one setting to another to see if this factor can explain regional differences. However, the need for more information on public expenditure at the national or regional level limits the expenditure analysis at the national or regional level. More recently, the study of public spending and resources at the provincial and local level has become important in understanding the quality of education 1992 (1992) and others<sup>12</sup>.

Our commitment to early childhood education needs to be funded, and politicians need to understand the importance of early childhood education<sup>13</sup>. International companies have taken the financial crisis upon themselves<sup>14</sup>. Since 1986, the government has tried to support adult education, especially by supporting efforts to improve the quality of education. Formal and informal systems have been established (World Bank, 1997). Total expenditure on education in India is 3.1% of GDP. As education at all levels is twice India's GDP (3.1%), there is a need to invest more in primary education. In this case, all Indians will study in India for five years<sup>15</sup>. The results indicate that training costs have decreased due to the proposed changes. Scholarships include grants from federal and state governments, nonprofit organizations, and community education organizations. The results of the two latter companies are insignificant. For adult education to be well-financed, it must be accessible to the public.

### **Determinants of Literacy:**

The above study thus highlights the trends and development of public debt. But while supply and demand affect learning, research focuses on collection. This chapter aims to explain the variation in literacy rates across the country using secondary data to explore the factors contributing to literacy rates.

We investigated why children miss three weeks of School in Familjebutiken. It is based on information from 3 thousand families from 12 villages in Andhra, Rayalaseema, and Telangana<sup>16</sup>.

For example, we compared the demographics of each subject using secondary data: rural, urban, male, female, S.C., and S.T. Different types of data are used in distribution differences in context.

Lace should explain the finding of a close relationship between educational variables and self-efficacy context and location<sup>17</sup>. Access to literature and research should be published regularly. Others attribute the decline in education to this policy to a lack of education. These

ideas are supported by several studies showing that young children's habits and behaviors are associated with academic achievement, participation, and dropout. This indicates that families prevent their children from attending School due to lack of money. Not only is it important to spend more time (with your children), but it is also important for family life. This means that young families cannot send their children to School, not because the children have lost money, but because there are no older children at home.

Feeding chickens does not increase their diet. Go to School, earn money. A family can send their children to School not only based on their income but also based on the family. It's a good one. If an adult cannot work and can do household chores such as supporting the family, the family does not want the children to attend school. At School, at home. About half of the people experiencing poverty can afford to send their children to school. A study of 93 schools in Karnataka found that the quality of primary education and dropout rates are associated with caste, class, and gender inequality in the country<sup>18</sup>. In addition, education is expensive for low-income people. Considering the direct costs, it will be high. The success of the competition is that parents only need a little. If the content of the curriculum is relevant and meaningful, learning will be more productive and meaningful. Remember what happened with the parents.

After extensive research in four provinces, the General Report on Basic Education (1999)<sup>19</sup> summarizes various concepts and dispels many misconceptions. iii) "Free basic education" and iv) "Free schools." This is often considered important because it does not affect the interdependence, as mentioned above, of parents' desire and interest in involving their children in informal activities. On the other hand, family status is known. The more research is done, the easier these ideas become to understand. When your children go to School, do you want your children to learn? Child labor: Children cannot enter the market directly and get paid, but they have to do household chores such as cleaning, carpentry, and animal care and have the opportunity to learn about children, etc<sup>20</sup>. It is estimated that 20% of boys and 22% of girls work more than eight hours a day, while 5% of boys and girls do not work<sup>21</sup>. These governments say that one percent of girls work less than eight hours daily, so child labor undermines their education and employment.

## Conclusion

It is well known that education helps adults. The average cost of education in this city is Rs 20 to 85 per year. These costs are very high for a low-income group. Besides child abuse, this is another big problem. Although access to physical education (international schools outside the home) is not a major problem, cultural and social norms contribute to the problem. There should be limits to social and cultural participation, not just money. This may explain the ignorance of people experiencing poverty in society, but it is not the main reason for limiting public education. Below are some of the challenges in Andhra Pradesh.

The accuracy of this information is high (sometimes over 90%). This situation is more common in rural areas, and women still need to receive an education. The estimates from this study were consistent and reliable between 1981 and 1991. Overall, our results partially support data from Krishnaji's 1981 study (1996). Both results point to the need for further research. Socio-economic status and gender also matter. There was a significant change in the proportion of households with primary education and income (%HWS) in 1980-81 but not in

1990-91. No, the same applies to student-to-teacher (ST-T) transfers. Only in 1991 was a greater gender gap in the proportion of female teachers (% FTECH) than in 1981<sup>22</sup>.

Quality indicators such as percentage of irrigated area (%GIA) and yield per hectare (SANGA) have been widely used in the literature. But in 1991, 1981% GIA was considered important - money. On the other hand, literacy is more common in affluent areas due to the need for education. Conversely, the percentage of private schools (% P.S.) significantly affects the district's education level. Its strength increased in 1991. The growing number of private schools strongly indicates the demand for education.

In addition, its main strength is the improvement of the quality of public schools. This should be something other than a learning experience with your superiors. These practices (especially in small schools) increase the gap between the district and the central district and do not improve the general policy. In 1991, the percentage of female teachers among all teachers (% FTECH) was significantly influenced by interdisciplinary education. Some studies show that women teachers are important in increasing teacher quality.

## References

- <sup>1</sup> A. Sharif and P.K. Ghosh, "Indian Education Scene and Public Expenditure Gap", *Economic and Political Weekly*, 15-4-2000, pp. 1396-1406.
- <sup>2</sup> J.B.G. Tilak, 'student Loans as the Answer to Lack of Resources for Higher Education', *Economic and Political Weekly*, Vol. 34 – 1 &2, 2-8, January 1995.
- <sup>3</sup> *Census of India 1991, Andhra Pradesh, Series-2, p.5.*
- <sup>4</sup> *NSS 42nd Round (Sarvekshana), Vol. XVI, No. 4, April-June, 1993.*
- <sup>5</sup> *Ibid., p. 376.*
- <sup>6</sup> *Ibid., p. 376.*
- <sup>7</sup> *Ibid., p. 377.*
- <sup>8</sup> *UNDP, Human Development Report, Oxford University, Press, 2000.*
- <sup>9</sup> R. Aruna, "learn Thoroughly: Primary Schooling in Tamilnadu", *Economic and Political Weekly*, Vol. 34 –18, 1999.
- <sup>10</sup> *Government of India, Evaluation Study of Impact of Non-Formal Education, Planning Commission, New Delhi, 1998.*
- <sup>11</sup> **R. Nageswara Rao**, *Determinants of Demand for Primary Education in Rural Andhra Pradesh*, CESS, Hyderabad, 2002.
- <sup>12</sup> *after the 1990 conference in Jomtien, South Africa and the revised National policy on education in 1992*
- <sup>13</sup> **J.B.G. Tilak**, *Op.Cit., Vol. 34 - 1 &2, 2-8, January 1995.*
- <sup>14</sup> **N.V. Varghese**, "Primary Education: Priorities for Public Intervention", *Labour and Development*, Vol. 3, No. 1 & 2, 1998.
- <sup>15</sup> **A. Sharif and P.K. Ghosh**, *Op.Cit., pp. 1396-1406.*
- <sup>16</sup> **Ch. Hanumantha Rao & Mahendra Dev**, *Op.Cit., p. 387.*
- <sup>17</sup> **Kiran Bhatta**, "Education Deprivation in India: A Survey of Investigations", *Economic and Political Weekly*, Vol. 33, Nos. 27-28.
- <sup>18</sup> **Rekha Kaul**, "Beyond Classroom", *Economic and Political Weekly*, Vol. 36 – 2, 13-19 January, 2001.



<sup>19</sup> *PROBE (Public Report on Basic Education in India)*, Oxford University Press, New Delhi, 1999.

<sup>20</sup> As quoted in Kiran Bhatti, *Op.Cit.*

<sup>21</sup> *PROBE (Public Report on Basic Education in India)*, Oxford University Press, New Delhi, 1999, p.16.

<sup>22</sup> Ch. Hanumantha Rao & Mahendra Dev, *Op.Cit.*, pp. 388-89.