Students Education in Andhra Pradesh and Telangana Region – An Asset

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Majority of students from Andhra Pradesh and Telangana who have been studying in IIT for Degree. The states have known for its prominence on education showing off the dedicated investment to students who prepare for the entrance exam for IITs. Domination of students from these states is well known for Indian Institute of Technology. But this position has been further cemented every year having the highest number of students who qualified in the IIT JEE. The aim of this paper is to find the planned education system and guidance in Andhra and Telangana and it is found to be superior.

Keywords: Dedicated, Investment, Domination, Guidance, Education System.

1. Introduction

Andhra Pradesh and Telangana states are the best places for world class education. Every year, these two states produces more number of engineers, post graduates in computers, and management students, who make world-class professionals with good communication skills. These young professionals have made a mark in the global IT industry. Quality education is offered to students coming not only from this state but different parts of the country. Some major institutions that offer high quality advanced education are NIT Warangal, Central University of Hyderabad, and SPA Vijayawada. These institutions are also renowned for conducting research work in various fields. Jawaharlal Nehru Technological University, Hyderabad (JNTUH) Jawaharlal Nehru Technological University, Kakinada (JNTUK), Jawaharlal Nehru Technological University, Anantapur (JNTUA), Sri Venkateswara University, Tirupati (SVU), Indian School of Business (ISB) and International Institute of Information Technology (IIIT) are some institutions that have gained a lot of acclaim globally for imparting high standard education to students.

Andhra pradesh and Telangana have been able to reduce the regional disparities in education to a large extent. It has been able to remove the wide disparities in literacy and enrolment at all levels. Facilities for higher education and technical education too are available to rural students in reasonable distance. The widespread transport system and the highly subsidized transport rates or students further facilitate easy access for rural students to higher educational institutions. Also, these states have been able to achieve gender equity in education to a large extent. Nearly half of the students in lower primary classes are girls. There is not much gender disparities in the nursery schools either. The proportion of girls is higher in higher classes in schools. This proportion is much higher in Arts and Science colleges both at the graduate and postgraduate levels. The representation of girls in professional courses are however, comparatively good. Among the teachers in schools, the presence of female teachers is around 70 per cent in Andhra pradesh and Telangana as against more than 50 per cent in the country. In Arts and Science colleges, female teachers constitute around 40 percent of the teachers. The education scene in both states are dominated by private agencies, both aided and unaided. 70 per cent of the schools are in the Private Aided sector and 6 per cent in the Private Unaided sector. The proportion of schools in the unaided sector is increasing. There is also rapid growth of schools affiliated to the Central Board of Secondary Education (CBSE) . The average literacy rate in the State (andhra pradesh and Telangana) is 67.66 which is a good increase from the 2001 figure of 60.47. The literacy rate among male population is 75.56, and that amongst female population is 59.74.

This paper organized as follows. Second section presents the literature review; third section describes the Model frame work, the data used to test those hypotheses. Finally, we report results and conclusions

2. Literature Review

In 1977, Ministry of Education and Social Welfare, Government of India, established a Working Group on Technical Education. This group made an in depth study of the Technical Manpower, Research and Development, Diversification and Redesigning of the existing programmes, Quality Improvement and Industry-Institutional Collaboration in Technical Education. This Working Group also emphasized the need for continually reviewing the system of technical education for "Harnessing Science and Technology to profitable and productive processes of economic growth and social well-being".

In 1979, the Government of India (GOI) published a new "Draft National Policy on Education, 1979" which advocated the need for creation of a machinery for dissemination of information relating to manpower needs in the field of technical education especially in "Polytechnics". Foreign Technical Assistance received from friendly countries contributed a great deal to the development of technical education in India, during the last three decades. It has enabled the technical institutions

in the country "to develop expertise of international standards and to build up competent Research and Development infrastructure in a wide variety of scientific and technological fields." In order to assess the impact of foreign technical assistance on the development of technical education, The Ministry of Education, GOI appointed a Review Committee in June, 1978 under the Chairmanship of Dr. A. Rama Chandaran, the then Secretary, Department of Science & Technology. From 1978-79 onwards, development programmes were carried on by different organizations and councils in the field of polytechnic education. Role of Five year plan also highlighted in this period.

In first plan period, the Central Government established the Indian Institute of Technology, Kharagpur which was declared by an Act of Parliament as an Institute of National Importance in 1957.The Indian Institute of Science, Bangalore was further developed for the post graduate studies in Engineering and in 1959, it was to be a deemed University under the statutory provision of University Grants Commission (UGC). During the 2nd Plan, Institutes of Technology were also established at Madras, Bombay (now Chennai and Mumbai) respectively and Kanpur. The post graduate courses in Industrial Engineering and Industrial Management were started at the Indian Institute of Technology, Khargpur, Victorial Jubilee Technical Institute (VJTI) Mumbai and the Indian Institute of Science, Bangalore. The Administrative Staff College was established at Hyderabad as a joint and cooperate enterprise of government and private industry and commerce for the training of senior administrators. At this time, there was only one institute for the training of technical teachers at Bilaspur that was established by Ministry of Labour.

During the 2nd Five Year Plan, Ministry of Iron and Steel had set up a directorate of training to coordinate the personnel requirements of steel plants and to arrange for the necessary training facilities. The private enterprise played a vital role, as in 1960, 296 institutes for first degree and 177 diploma courses were set up by Central and State Governments and 31 by universities and 88 by private agencies. A definite policy was followed by Central Government to encourage and assist the private agencies.

Mihalas, et al. (2009) write about the importance of good relations between teachers and students. They notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to his or her students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well. There is not so much written about learners attitudes to their relationship to their teachers. This investigation hopes to add something to this discussion.

Sedwal (2008) traces the development of technical education from pre-independence India to the India of today. This is an attempt to map out the development of technical education in India. It is divided into four major sections, namely pre-independence era, post-independence era, future prospects and conclusion. The sections are further divided into subsections that describe the growth pattern of technical institutes in Andhra Pradesh. It also demonstrates the pattern of financing in technical education.

Based on the review of literature the following certain specific critical factors are identified such as Promotional activities and recreational quiz, and frequent innovative tests to built an integrated frame work to examine the influence student education in Andhra pradesh and Telangana region.

3. Model Frame Work

Based on the references and hypotheses mentioned above, the research frame work and the relationship between the student and faculty are to be improved in education system in Andhra pradesh and Telangana and the relationship between independent and dependent variables are shown in figure 3.1.

Figure 3.1 *Model Frame Work.*

3.1 Operational Definitions

The questionnaire is based on the model frame work with five constructs. Students in Andhra Pradesh and Telangana are examined to determine the output that affects quality education and decision making. Faculty/staff are included are independent variables included to better understand for the students beliefs and attitudes. Number of promotional activities such as recreation, online test, quiz and mental ability tests are conducted to improve the effects of the students in their JEE competitive examinations. Finally, higher number of students of Andhra Pradesh and Telangana are qualified in JEE based on the 2013-2014 statistics followed by the other states such as Uttar Pradesh, Rajasthan, Maharastra and Bihar.

3.2 Sampling Data

JEE (Main) is the first step in the two step process of India's first common exam for all high school students for admissions to professional courses like engineering, medicine and others in the IIT's and other centrally funded institutes like the NIT's. It's the dream of every student to get into the best engineering college in the country. Due to the tough competition, the best

brains get admissions in the premier institutes.

The questionnaire pre-test was conducted using a convenience data collection method with five states in the various branches. The subsequent data collection procedure adopts top states as the quality education with a total of three hundred questionnaires being distributed in the above states. Table 3.1 shows number of students qualified in Top Five States.

Table 3.1 *Top Five States Students Qualified in IIT-JEE 2014*

S.No	Top Five States	No. of Students Qualified
1	ANDHRA PRADESH TELANGANA	21818
2	UTTAR PRADESH	19409
3	RAJASTHAN	16867
4	MAHARASTRA	13626
5	BIHAR	10987

3.3 Validity and Reliability Tests

Assessment of model is used in MS Excel compared with Bar charts and Pie charts for academic years 2013 and 2014 are shown in the figure 3.2. and figure 3.3. The figures indicates that significant effects on high quality education in Andhra Pradesh and Telangana states followed by other states such as Uttar Pradesh, Rajasthan, Maharastra and Bihar. These findings indicate the existence of student education in Andhra and Telangana based on the relationship between student and faculty, promotional activities such as recreation, online tset and quiz to improve high quality education. Andhra Pradesh and Telangana states again showing a lead that has been maintained by the states for some years now

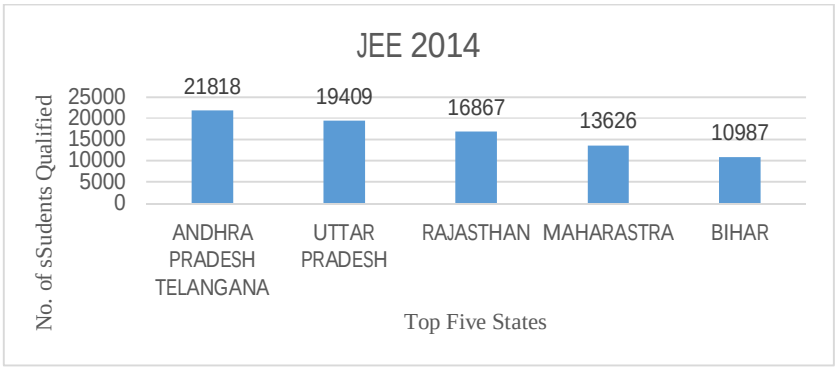

Figure 3.2 *State-Wise No. of Students Qualified in IIT-JEE 2014*

Figure 3.2. and Figure 3.3 shows that first position has been firmly held by Andhra Pradesh and Telangan with 21,818 students (26%) qualified for JEE Advanced 2014. The state has always been known for its emphasis on education showing off the results of dedicated investment of the students who start early and prepare for years for the entrance exam to the IITs.

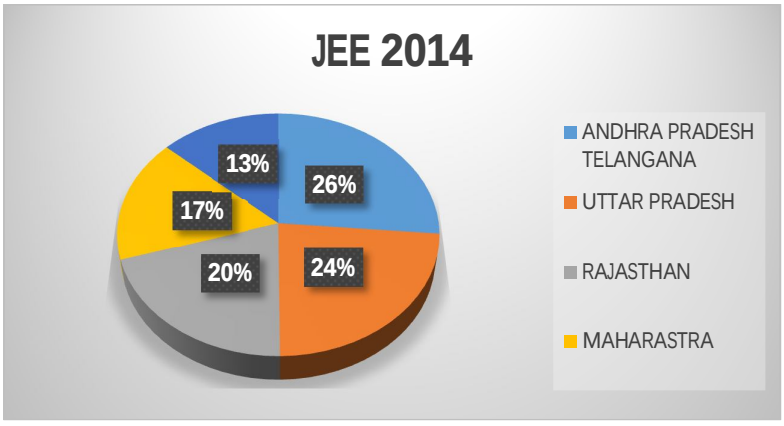

Figure 3.3 *State-wise Percentage of Students Qualified in IIT-JEE 2014*

The subsequent data collection procedure adopts top states as the quality education with a total of three hundred questionnaires being distributed in the above states. Table 3.1 shows number of students qualified in Top Five States.

Assessment of model is used in MS Excel compared with Bar charts and Pie charts for academic years 2013 are shown in the figure 3.4. and figure 3.5. (Telugu states) students have excelled in the overall pass percentage in the JEE 2013 results.

Table 3.2 *Top Five States Students Qualified in IIT-JEE 2014*

S.No	Top Five States	No. of Students Qualified
1	ANDHRA PRADESH	18242
2	UTTAR PRADESH	16557
3	RAJASTHAN	15759
4	MAHARASTRA	9274
5	BIHAR	9777

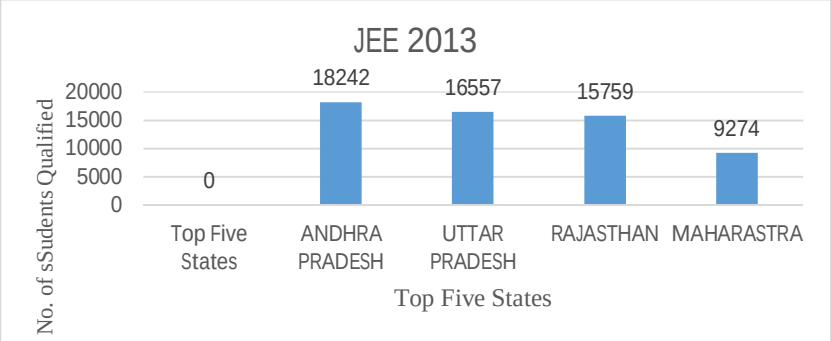

Figure 3.4 *State-Wise No. of Students Qualified in IIT-JEE 2013*

The figures 3.4 shows that declining popularity and dropping success rates of Rajasthan with states like AP and UP claiming the top positions with their dedicated bunch of students who have taken to preparations for the exam from Class 8 or 9 itself. AP has this trend more than any state in the country. Integrated coaching centres have actually claimed the success rates as can be seen from the toppers list who have made it in JEE Main 2013 and 2014.

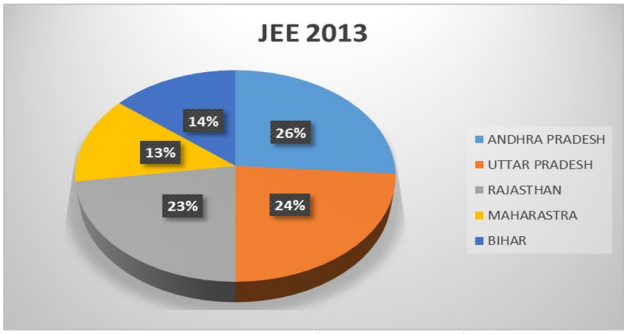

Figure 3.5 *State-Wise Percentage of Students Qualified in IIT-JEE 2013*

The institute distribution explained the number of students who got into the major IITs in the country. According to an estimate, more than 2,800 students from both Telangana and Andhra Pradesh have joined into undergraduate engineering course in the prestigious IITs. Table 3.3 shows that top five states such as Andhra, Uttar Pradesh, Rajasthan, Maharastra and Bihar students who joined in the top IIT's.

Table 3.3 *State-Wise No. of Students Joined in IIT's.*

S.No	Top Five States	Top Five IIT's				
		IIT Bombay	IIT Delhi	IIT Gawhati	IIT Kanpur	IIT Madras
1	ANDHRA PRADESH	802	464	138	316	588
2	UTTAR PRADESH	722	328	128	297	424
3	RAJASTHAN	602	201	95	238	294
4	MAHARASTRA	571	218	86	159	326
5	BIHAR	241	109	19	79	65

According to the findings, figure 3.6 shows that more number of Andhra students got seats in top IIT such as IIT Bombay, IIT Delhi, IIT Gawhati, IIT Kanpur and IIT Madras followed by Uttar Pradesh, Rajasthan Maharastra, and Bihar students.

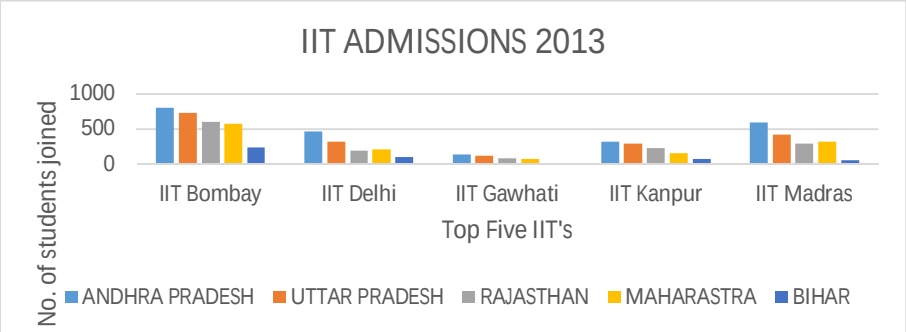

Figure 3.6 *State-Wise No. of Students Joined in Top Five IIT's*

4. Conclusion

Conducting of examination pattern in Andhra Pradesh and Telangana involves the support and cooperation of lecturers and experts. Online test, daily test and weekly revision test are conducted regularly with support of experts. Frequent encouragement and guidance will be given separately for JEE coaching.

Every one hour monitoring for students, entertainment programmes related quizzes are conducted in evenings. The success of IIT- JEE was no small measure due to hard work, but every student was willing to think innovatively and take path-breaking decisions. Several faculty members, technical and administrative staff members took part in many activities ranging from confidential work to serving the students.

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