
DALITS AND HIGHER EDUCATION IN ANDHRA PRADESH: SOCIO-ECONOMIC TRANSFORMATION

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Abstract: The present paper mainly focuses challenges to the Dalit education and the policy of reservation in private sector. Secondly what could be the emerging trends in education and its impact on Dalits would be the major concerns. Globalization has virtually made the reservation policy irrelevant as a matter of fact the new economic policy in 1991 cults the very roots of the reservation policy. The native impact of the globalization is already visible through unemployment and poverty. The education is supposed to be the important factor for enhancing one's status in society. As started welfare oriented policies of the government have certainly helped the Dalits to climb the education ladder. Historically formal education, be it literacy or higher education, was never accessible to all the sections of the Indian society. It remained a privilege and prerogative of the propertied and socially influential.

Keywords: Dalits, Globalisation, Socio-Economic transformation, Welfare State, Development.

Introduction: Historically formal education, be it literacy or higher education, was never accessible to certain sections of the Indian society. It remained a privilege and prerogative of the propertied and socially advanced. Education is the cornerstone of socio-political and cultural advancement and it is regarded as a principal means of improving the welfare of the individuals. Here again the new economic reforms have already resulted freezing the grants to many institutions and in stagnating, if not lowering, the expenditure on education. The free market ethos has entered the educational sphere in a big way. The main factor that has catalyzed this transition is the reservation policy, which has provided them a basic opportunity to enter the modern sectors of economy. Commercialization of education is no more rhetoric; it is now the established fact. Among the most deprived sections in India are the "Dalits," officially called Scheduled Castes (SCs). For centuries, they have suffered from the practice of Untouchability, segregation, and low economic status, lack of political power and low level of education. All these factors working together have worsened seriously the socio-economic mobility among Dalits.

The present paper mainly focuses challenges to the Dalit education and the policy of reservation in public and private sector. Secondly what could be the emerging trends in education and its impact on Dalits would also be the major concerns. Dr. B. R Ambedkar saw the Indian caste system as a serious obstacle in the path of democracy, equality and justice. The Caste system is an especially Indian expression of institutionalized inequality and indignity, with elevation for some and degradation for others and untouchability is a curse of the caste structure. The abolition of untouchability was a key Constitutional provision for securing human dignity for Dalits and a significant step towards equality and social justice. The Indian Constitution, as set out in the Preamble, which contains its basic philosophy could hardly be more eloquent. The pursuit of social justice is its primary objective. It is a testament to secure to all its citizens, JUSTICE, social, economic, and political; LIBERTY, of thought, expression, belief, faith and worship; EQUALITY, of status and opportunity; fraternity assuring the

dignity of the individual. Some of these objectives are guaranteed as Fundamental Rights. It was during the freedom movement, the aspirations of the oppressed people rose up and Dr. B. R Ambedkar symbolized and stimulated these growing aspirations. Given the balance of the social forces at the time of drafting of the Indian Constitution, providing education had come to be accepted as an obligation of the state. If only the democratic forces were far stronger, education, perhaps, would have been a fundamental right and got incorporated in part-III of the Constitution.

It is a well-recognized fact that education is an important means of bringing down ignorance and inequality in society. Article 15 of the Indian Constitution states that the Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth. (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them. (2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to- (a) access to shops, public restaurants, hotels and places of public entertainment; or (b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public. (3) Nothing in this article shall prevent the State from making any special provision for women and children. (4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes is argued the to fight for rational causes such as the right to equality.

India began its endeavor to establish a system of mass education more than fifty years ago. The Constitution of the country made it obligatory for the state to provide basic education for all up to the age of 14, within a period of (1950 to 1960) ten years. While literacy rates and school enrolments continued to rise, and persistent to reach the goal of education for all seem to have begun to bear some fruit. After the 86th Constitution Amendment Act in 2002, a new article 21A has been inserted. The new article deals with Right to Education and states, "The state shall provide free and compulsory education to all, from the age of six to fourteen years in such manner as the state may by law determine."

Article 51A of the Constitution deals with Fundamental Duties reads thus "It shall be the duty of every citizen of India- e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women." Despite this, the expansion of the educational system has been uneven and inadequate.

The experience of the last 50 years has shown that placing a high priority on education in policy statements does not necessarily ensure adequate resources, nor does it ensure that national programmes cover the marginalized groups. "Literacy rates are much lower among Scheduled Castes (SCs) and Scheduled Tribes (STs) than among other castes. Wage laborers have lower literacy levels than other occupational groups. There is also a marked rural urban differential. The problems of literacy are therefore neither evenly distributed across the country, nor across social groups. Lower educational achievements can be expected among Scheduled Castes or Tribes or from a family of wage laborers and in parts of the country, where general literacy levels are very low." Education is the cornerstone of socio-political and cultural advancement and it is regarded as a principal means of improving the welfare of the individuals. The Encyclopedia of Britannica defines education as the transmission of the values and accumulated knowledge of society. Dalits, who have been long deprived from this accumulated knowledge of Dalits, still have a long way to go.

Legally or constitutionally, the Dalits are no longer called as untouchables, but in practice, many of them still bear this stigma. This work is a modest attempt to understand and explain the phenomenon of educational advancement among Dalits, which is to be considered as one of the major factors in formulation of attitudes and shaping of individual personality, as well as an indicator of socio- political

and economic status. Assessment of education is also important to understand the concept of social change among Dalits.

Policy Perspectives on Higher Education: The education in 50s and 60s, was in the social sector fully supported by the state. The private educational institutions were run either by philanthropist or Christian missionaries without any profit motive. It was in 1963 for the first time in Andhra Pradesh there was the move to encourage private education, by introducing technical education through private sectors but it was stoutly opposed by the national commissions. The mood of the Nation at that point was captured by Kothari Commission (1966-68). This Commission report is one of the most democratic advancements in post-independent India. Its overall direction was inspired by egalitarian concerns as the Commission emphasized equality of opportunity in higher education and common school in school education.

By 1980s balance of democratic forces got upset with the rise of a neo rich class coupled with the other class forces. These classes got better organized. In contrast the poor got fragmented and their elite remained less articulate and less assertive. The propertied and privileged classes succeeded in tilting the approach in favor of dualism in education giving rise to 1985 New Education Policy which brought in the elite schools within the state and active encouragement of private sector which degenerated into commercialization of education.

In the decade of 1990s, with the onslaught of globalization, the larger social concerns like the question of equity and equality in education-withered away. The more tragic development was that education has come to be treated as a commodity. The products of this profit hunting education in all walks of life have become more self-centered and started approaching the resources of the society leaving the vulnerable people to their own fate. The knowledge commission headed by Sam Petroda is an attempt to institutionalize and legitimize the inequalities. From Radhakrishna Commission to Sam Pertoda's undemocratic approach is no advancement in the sixty years of democratic journey of the Country. It is a journey back to an iniquitous, unfair and unjust society.

The crucial decade of 1990s in order to probe the developments within the education of Dalits is a problem. It seeks interventions of the state government in order to assess their impact on the field of education especially in its relation to different sections of the population that aspires for education. Government allocation of funds for the education sector as a whole is decreasing. While funded programmes in the form of loans, especially for school education, is increasing but Dalits are not in a position get those kinds of facilities. Larger sections of the people are from daily wage agricultural background. At this juncture, basic education is still far away for Dalit communities

The Department of Higher Education in Andhra Pradesh in its official web portal gives the description of various levels of higher education i.e., college education, technical education and universities. Objectives of the department are development of Undergraduate and Post graduate education, Increasing Access to Higher Education, encouraging private participation in the expansion of Collegiate Education, development of infrastructure in Government Colleges, ensuring maintenance of high standards of education in colleges. The details of the matters concerning to the higher education are presented in the form of table:1 AP State portal on Higher Education in the Appendix.

As per the 2011 Census, the population Andhra Pradesh in 4.94 crore of which 2.47 crore (50.1%) are males and 2.46 Crore (49.9%) females. The total number of households is 1.26 crores. It accounts for 4.08% of the country's population and make it the 10 most populous State in the country. 70.40 % of the population is living in rural areas; Srikakulam, Praasam, West Godavari, Vijayanagaram, East Godavari, Anantapur, Kurnool, Nellore and Chittoor districts have more than state average rural population. Visakhapatnam and Krishna districts have more than 40.00% urban population. The population Growth Rate as per 2011 Census has come down to 9.21% compared to 11.89% in 2001. While 70.42% of the total

population lives in rural areas 29.58% lives in urban areas of the state. When it comes to the total population of the State, Scheduled Castes constitute 17.10% and Scheduled Tribes constitute 5.33%.

State Economy and Higher Education Scenario: The Gross State Domestic Products of Andhra Pradesh for 2017-18 was estimated to be Rs.7,68,546 crore with a projected increase of 12.59% increase over the Rs. 6,83,233 crore GSDP estimated for the financial year 2016-17 against GSDP Growth Rate of 11.61% for the financial year 2016-17. At the beginning of the first quarter of the financial year, the government of Andhra Pradesh estimated Rs.7,93,138 GSDP and continued with the same estimate till the beginning of the fourth quarter. (Service Sector- 46%, Agriculture-31.77% and Manufacturing 22.3%) One of the major objectives of education in the post independence era, specifically since in 1950 was to cater to the educational developmental needs and promotion of Scheduled Castes and Scheduled Tribes children who have remained outside from the ambit of educational for ages. It was only after independence that the initiated systematic efforts to raise the educational standard to Dalits. Because of different constraints the result has not been satisfactory in terms of its implementation and outcome. Notwithstanding the failure, education was an attempt to promote integration of Dalits with the rest of the society, as they continue to remain out of mainstream of life. It is only during the last three decades that there has been some reorientation and acceptance.

Challenges to the Reservations in Education: In Andhra Pradesh, the proportion of SCs in state population has increased marginally from 13.8% in 1961 to 15.9% in 1991. In Andhra Pradesh urbanization among SCs is 17.3 % and STs is 7.6%, this is almost at par with their counterparts in the country. However, there is raising trends in urbanization among these communities, both in Andhra Pradesh and the country as a whole. In Andhra Pradesh, the percent of SCs living in urban areas has gone up to 17.3% in 1991 from 9.7% in 1961. The corresponding figures for STs are much lower at 7.6 % and 4.3 % respectively. The given data shows clearly that still most Dalits are living in rural area.

The first plan accorded a high priority to elementary education and nearly 56% of the allocations were earmarked for this sector. Consequently the share of resources for higher education was only 9%. However, its share in the second plan doubled to 18% reaching a high of 25% in the fourth plan. From the 1970s onwards one finds a consistent decline in the share of allocation to higher education reached the lowest share of 7% in the eighth plan. The trends clearly indicate that allocation to higher education increased consistently from the first to fourth plans and declined consistently thereafter. However, the argument is not nor that too many resources were allocated to elementary education. Universalisation of elementary education requires more resources than what is currently allocated. With the expansion of school education, the pressure on higher education to expand will continue. Since both sectors require more resources, a reprioritisation in allocation between primary and higher education the same level of public funding will leave both sectors.

In line with the commitment of augmenting resources for education, the allocation for education has, over the years, increased significantly. Plan outlay on education had increased from Rs 151 crore in the first five year plan to Rs 43,825 crore in Tenth five plan (2002-2007). The expenditure of GDP also rose from 0.64% in 1951-52 to 3.98% in 2002-2003. the outlay for Education in the tenth Five Plan, i.e Rs 43,825 crore, is higher than the National Plan outlay of Rs. 42,908 crore by 1.76 times. Rs 30,000 crore has been provided for the Department of Education and literacy and Rs 13,825 crore for the Department of Secondary and Higher education.

Reservations in the educational institutions become unimplemented in collegiate and technical educations, and universities in Andhra Pradesh. The financial assistance in the form of scholarships and freeships constitute perhaps the most importance factor in the development schemes for Dalits. For, it is the primary responsible to make the basic input of education available and affordable to them. Without education, all the constitutional safeguards including the reservation in services would be in fructuous. Under this scheme the Dalit students whose parental income is below a specified level, get freeship, reservation in admissions to all the colleges getting grants in aid from the government, and scholarships.

Without this assistance, even today, it would be difficult even for the second generation educated Dalits to send their children to school. Reforms have already resulted in freezing the grants to many institutions and in stagnating, if not lowering, the expenditure on education. The free market ethos has entered the educational spheres in a big way. Commercialization of education is no more a mere rhetoric it is now the established fact. Commercial institutions offering specialized education that signify essential input from utilitarian viewpoint, have come up in big way from cities to small towns. Their product prices are not only based on the demand supply consideration in their market segment but also are manipulated by their promotional strategies.

Even the sphere of primary education the coverage of which has been so miserably inadequate as to leave out multitude of children in villages as literate, could not remain unaffected, not withstanding its already existing divide between the vernacular and English schools. Andhra Pradesh has the dubious distinction of being ranked at the 26nd position as far as all India literacy levels are concerned. In fact, Andhra Pradesh has the lowest literacy rates among the four southern states of the country.

Conclusion: The new economic policies will not in itself solve the problem since the reservations in education is, as of now, absent in many places. When government is unable to solve the question of minimum levels of learning at the school level how can the state redress the problem of quality education? The implications of accessing knowledge in this form also require evaluating existing methods of advancing knowledge, some of which might have to be discarded. At the same time we are introducing what are described as traditional Indian methods of handling knowledge, through the curriculum at both school and university. As educators we should apprise these and other innovatory methods; else we may end up in further reinforcing the divide even through the kind of education that we impart, as knowledge advances the methods of advancing knowledge change. What does remain constant is an attitude of mind that encourages the questioning of theories of explanation and places knowledge in a social context.

It is curious that the Dalits, which has been so clued into making demands of various kinds, including the virtual reversal of the economy in the last decade, has been the silent about the appalling situations regarding schooling. Nor has there been much concern about the quality of what goes into the college curriculum. The intention seems to focus on ensuring high marks in examinations to carry a student forward into higher education. This has been taken to almost self-defeating lengths as the criterion for university entrance. Such an indifference to the potential of the meaning of education result from attitudes that support education as largely an avenue to privilege. Where students come from diverse backgrounds, and are encouraged to observe the world around them and where education is treated as a form of self-expression, the exploration of knowledge carries a richer promise. Recent activity relating to education of women in general and Dalit women in particular and understanding their concerns had provided challenging insights into society as a whole, resulting in a more realistic exploitation of knowledge.

Governments have repeatedly denied appropriate budgets for education. One explanation is that this points to the fear of an educated electorate, and of people understanding and demanding their rights and calling for the accountability of governments. We have ample funds for financing nuclear bombs but not for setting up schools, even though it has been said time and again that the fallout effect of more schools will bring about an infinite improvement of our society.

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Appendix:**Table 6:** AP State Portal on Higher Education

S no	Department	Link
1	Director of Technical Education	http://dteap.nic.in
2	State Board of Technical Education & Training	http://sbtetap.gov.in
3	Director of College Education -	
4	Commissionerate of Intermediate Education	http://cie.ap.gov.in
5	Board of Intermediate Education	https://apbie.apcfss.in/home.do
6	Director Telugu Academy	http://teluguuniversity.ac.in/
7	AP State Council of Higher Education	http://www.apsche.org/
8	AP School Education Society -	
9	Commissioner of Collegiate Education (CCE)	http://www.apcce.gov.in
10	Commissioner of Technical Education	http://sbtetap.gov.in
11	Director of Intermediate Education	http://bieap.gov.in
12	A.P. State Archives & Research Institute	http://apstatearchives.ap.nic.in/
13	A.P. Govt. Oriental Manuscripts Library and Research Institute	http://manuscriptslibrary.ap.nic.in
14	Director, Hindi Academy	http://aphindiacademy.org
15	National Service Scheme Cell -	

Source: https://www.ap.gov.in/?page_id=313

Figure 2: Collegiate Education in A.P

SL NO	District/University Affiliation	Activities of Commissionarate of Higher Education	Govt. Colleges	Aided Colleges	Total
1	Anantapur/ Sri Krishna Devaraya	Jowahar Knowledge Centre	13	03	16
2	Chittoor/ Sri Krishna Devaraya	NAAC	16	05	21
3	East Godawari/ Adikavi Nannaya	District Resource Centre	15	10	25
4	Guntur/ Acharya Nagarjuna	SQAC; State Level Quality Assurance Coordination Committee	06	26	32
5	Kadapa/ Yogi Vemana	Mana TV	12	09	21
6	Krishna/ Krishna	ELF; English Language Learning Program	09	23	32
7	Karnool/ Rayalaseema	Autonomous	14	08	22
8	Nellore/ Vikram Simhapuri	COE; Centre of Excellence	09	08	17
9	Prakasam/ Acharya Nagarjuna	KPI	08	08	16
10	Srikakulam/ Dr. B. R. Ambedkar	API and KADPI	12	01	13
11	Visakhapatnam/ Andhra		12	08	20
12	Vijayanagaram / Andhra		05	10	15
13	West Godavari / Adikavi Nannaya		15	14	29
Total			146	133	279

Figure 3: Department of Technical Education

SL NO	District	University	No of Colleges	Average Enrollment College wise (60-320)	Population in the District
1	Anantapuram	Sri Venateswara University	19	3400	40,81,148
2	Chittoore	Sri Venateswara University	29	5220	41,74,064
3	East Godavari/	Andhra University	33	5940	51,54,296
4	Guntur/	Andhra University	32	5760	48,87,813
5	Kadapa/	Sri Venateswara University	21	3780	28,82,469
6	Krishna/	Andhra University	22	3960	45,17,398
7	Kurnool/	Sri Venateswara University	13	2340	40,53,463
8	Nellore/	Sri Venateswara University	14	2520	29,63,557
9	Prakasam/	Andhra University	16	2880	33,97,448
10	Srikakulam/	Andhra University	12	2160	27,03,114
11	Visakhapatnam/	Andhra University	23	4140	42,90,589
12	Vijayanagaram /	Andhra University	18	3240	23,44,474
13	West Godavari /	Andhra University	22	3960	39,36,966
Total			274	49300	4,93,86,799

Table 7: Central Institutions under Higher Education AP

	Universities	Location	Established	Specialization
1	All India Institute of Medical Sciences	Mangalagiri	2018	Health care
2	Indian Institute of Management	Visakhapatnam	2015	Management
3	Indian Institute of Technology	Tirupati	2015	Technology
4	Indian Institute of Information Technology	Kurnool	2015	Technology
5	Indian Institute of Information Technology	Sricity	2013	Technology
6	Indian Institute of Petroleum and Energy	Visakhapatnam	2016	R&D in the hydrocarbon
7	Indian Institute of Science Education and Research	Tirupati	2015	Science
8	Indian Maritime University - Visakhapatnam Campus	Visakhapatnam	2008	Naval Architecture
9	National Institute of Technology Andhra Pradesh	Tadepalligudem	2015	Technology
10	National Institute of Oceanography	Visakhapatnam	2018	General
11	School of Planning and Architecture, Vijayawada	Vijayawada	2008	Planning , Architecture
12	National Institute of Design, Vijayawada	Amaravati	2015	Design
13	Indian Culinary Institute, Tirupati	Tirupati	2016	BBA-Culinary
14	Indian Institute of Packaging	Kakinada	2018	
15	Indian Institute of Foreign Trade	Kakinada	2018	Mba-IB
16	National Institute of Disaster Management	Vijayawada	2016	disaster management
17	Indian Institute of Tourism and Travel Management	Nellore	2016	Tourism MANGEMENT
18	National Institute of Ocean Technology	Nellore	2015	Ocean Technology

Table 8: State Universities in A.P

University	Location	Established	Specialization
Acharya Nagarjuna University	Guntur	1976	General
Acharya N.G. Ranga Agricultural University	Guntur	1964	Agriculture
Adikavi Nannaya University	Rajahmundry	2006	General
Andhra University	Visakhapatnam	1926	General
Damodaram Sanjivayya National Law University	Visakhapatnam	2008	Legal
Dr. B.R. Ambedkar University, Srikakulam	Etcherla	2008	General
Dr. Y.S.R. Horticultural University	Tadepalligudem	2007	Horticulture
Dr. NTR University of Health Sciences	Vijayawada	1986	Health care
Dravidian University	Kuppam	1997	Dravidian languages
Gurazada Apparao University	Vizianagaram	2019	General
Jawaharlal Nehru Technological University, Kakinada	Anantapur	1946 (2008)	Technology
Jawaharlal Nehru Technological University, Kakinada	Kakinada	1946 (2008)	Technology

Krishna University	Machilipatnam	2008	General
Rajiv Gandhi University of Knowledge Technologies, Nuzvid (RGUKT Nuzvid)	Nuzvid	2008	Technology
Rayalaseema University	Kurnool	2008	General
Sri Krishnadevaraya University	Anantapur	1981	General
Sri Padmavati Mahila Visvavidyalayam	Tirupati	1983	Women's only
Sri Venkateswara University	Tirupati	1954	General
Sri Venkateswara Institute of Medical Sciences	Tirupati	1993	Medical
Sri Venkateswara Vedic University	Tirupati	2006	Vedic studies
Sri Venkateswara Veterinary University	Tirupati	2005	Veterinary school
Vikrama Simhapuri University	Nellore	2008	General
Yogi Vemana University	Kadapa	2006	General
Dr. Abdul Haq Urdu University	Kurnool	2016	General

Table 9: Deemed Universities in A.P

University	Location	Established	Specialization
Gandhi Institute of Technology and Management (GITAM)	Visakhapatnam	1980 (2007)	Technology, management
Koneru Lakshmaiah Education Foundation	Guntur	1980 (2009)	Technology
Rashtriya Sanskrit Vidyapeetha	Tirupati	1961 (1987)	Sanskrit
Sri Sathya Sai Institute of Higher Learning	Puttaparthi	1981 (1981)	General
Vignan's Foundation for Science, Technology & Research	Guntur	1997 (2009)	Technology

Table 10: Private Universities in A.P

University	Location	Established	Specialization
Gandhi Institute of Technology and Management (GITAM)	Visakhapatnam	1980 (2007)	Technology, management
Koneru Lakshmaiah Education Foundation	Guntur	1980 (2009)	Technology
Rashtriya Sanskrit Vidyapeetha	Tirupati	1961 (1987)	Sanskrit
Sri Sathya Sai Institute of Higher Learning	Puttaparthi	1981 (1981)	General
Vignan's Foundation for Science, Technology & Research	Guntur	1997 (2009)	Technology
