

# Educational Deprivation and Opportunity Structures in Urban Slums of Ananthapuramu City, Andhra Pradesh, India.

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**Abstract:** This study examines how access to education serves as a key driver of economic and social mobility and a fundamental catalyst for personal growth among underprivileged populations in metropolitan areas. Slum residents of Andhra Pradesh's Ananthapuramu City are the subject of the present study, which looks at their literacy rates, gender gaps, and what factors influence their decision to further their educational pursuits. Three hundred homes in six different Ananthapuramu Municipal Corporation ghetto zones were surveyed using a four-stage random selection method to gather primary data. With an overall literacy prevalence rate of 28.67 percent, the results show that academic achievement among slum residents remains considerably low. Many people have only completed elementary or upper-level primary school, and even fewer have had the opportunity to pursue further education. Across all levels of schooling, the survey found that female literacy rates were persistently inferior to male rates, highlighting the persistent gender gaps. Some of the most significant obstacles to educational advancement are low levels of awareness, inadequate educational infrastructure, and social and economic limitations. The report goes on to say that most educated parents do in fact send young children to school, thus there must be a substantial positive correlation between parenting education and school enrollment. There is some indication that the number of students dropping out of school has been going down, but many kids are still not in school because of social and economic issues. According to the report, slum residents still don't have enough educational opportunities, even if literacy rates have gone up nationally. This calls for more focused governmental initiatives. Promoting comprehensive growth in cities requires bolstering access to high-quality education, increasing female literacy, and bettering socioeconomic circumstances.

**Keywords:** Slum dwellers, Literacy, Educational inequality, Gender disparity, Urban poverty, Ananthapuramu.

**JEL Classification:** I21, I24, I25, J16, O15, O18.

## I. Introduction

Human resource development relies heavily on learning, which is why it is fundamental to a country's economic progress. There is a strong correlation between the rates of economic growth, births, deaths, premature deaths, and the ability to read and which are all important measures of social and economic progress. The other variables' increases or decreases have been mostly dictated by the literacy rate. India provides sufficient evidence that a high literacy rate—particularly among women—correlates with a low birth rate, low infant mortality rate, and an upsurge in life duration.

Because of this realization, people are starting to realize how important it is to prioritize literacy and primary education programs for reasons other than social justice. These reasons include promoting economic development, well-being in society, and societal stability. While India's level of literacy has risen significantly in recent years, the state of slum education is still in its early stages. This chapter examined requirements for learning attainment, income, spending habits, and saving habits of the slum dwellers in the research region.

## II. Review of Literature

In order to alleviate poverty and improve living conditions, education is essential, especially for disadvantaged groups like those living in slums. Multiple studies have brought attention to the ongoing problems of educational inequality and slum living in metropolitan areas.

Because low-income groups have less economic advancement and more difficulty breaking the cycle of poverty when they do not have access to excellent education, there is a significant correlation between education and alleviating poverty (Tilak, 2002). According to Sen and Drèze (2013), education is seen as a crucial competency for enhancing personal happiness and decreasing societal disparities in human development theory. A lack of education is a major factor in the growing socioeconomic gaps that characterize urban poor.

Another issue is that there are a lot of social and financial obstacles that low-income families encounter when trying to send their children to school. The availability of schools is not a guarantee of good learning results; problems like high tuition and insufficient infrastructure persist even in these cases (Banerjee & Duflo, 2011).

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Similarly, UNESCO (2015) found that educational inequality is still a big problem in marginalized populations, particularly slums, even if literacy rates have improved.

The difficulty lies not only in getting students enrolled in school, but also in achieving meaningful learning results. Despite attending school, many children from low-income urban homes do not learn the basics because of poor teachers and a lack of resources (World Bank, 2018). Slum dwellers are among the most disadvantaged in India's persistent gender, regional, and socioeconomic gaps in educational achievement (Kingdon, 2007).

Another important factor is the function of institutional and infrastructural barriers. Key variables impacting educational participation and attainment among disadvantaged populations include inadequate infrastructure for schools, instructor absences from school, and a scarcity of parental awareness (PROBE Team, 1999). Furthermore, slums have grown in number as a result of fast urbanization; in these areas, children face several obstacles to schooling, including migration, substandard housing, and a lack of essential services (UN-Habitat, 2016).

Insufficient resources, low levels of consciousness, gender inequalities, a lack of resources, and other interconnected variables all contribute to educational deprivation in slums, according to the research. The results of this study in Ananthapuramu support the

goals of the current research by highlighting the need of tailored policy interventions and better educational opportunities for slum communities.

**Objectives of the Study**

To evaluate the extent to which residents in Ananthapuramu City's slums lack access to education, specifically looking at literacy rates, gender disparities in education, and overall educational attainment.

secondly, to look at the main things that affect schooling options

**III. Database and Research Methodology**

The current research made use of a 4-stage random sampling procedure. As a first step, we've chosen Andhra Pradesh, which contains thirteen districts. We have chosen one district, the Ananthapuramu district of the Rayalaseema area, which includes twelve municipalities, for the following one stage. The third phase included selecting one with the twelve municipalities in the district to serve as the district headquarters; the chosen municipality was Ananthapuramu. There are 61 slums spread over 50 municipal wards in the Ananthapuramu Municipal Corporation. Six wards have been treated as chosen from sixty-one slums.

Table 1: Ananthapuramu Municipal Corporation of Andhra Pradesh Slum Dwellers Sample

S. No.	Ward / Division No.	Name of Slum Area	Total Slum Population	No. of Sample Slum Dwellers
1	02	Rani Nagar	1262	40
2	22	Munna Nagar	1784	55
3	24	Buddappa Nagar	1729	55
4	41	Janashakthi Nagar	2031	65
5	42	Indira Nagar	1354	45
6	48	Rajak Nagar	1224	40
<b>Total</b>	<b>06</b>	<b>06</b>	<b>9384</b>	<b>300 (100%)</b>

Source: District Census Hand Book, Ananthapuramu

**IV. Results and Discussion**

The majority of slum children attend schools that have very poor levels of education and severely inadequate classroom resources. Due to financial constraints, essential textbooks for older students are either unavailable or unaffordable. The majority of families living in slums do not prioritize their children's education. When it comes to expanding a country's economy, education is king. A major issue with growing urbanization is the proliferation of urban slums caused by urban migration. People with lower levels of education and training make up the bulk of the urban poor. The incapacity to compete economically with the talented working

class and maintain a respectable level of life is the major cause of the urban poor's bad condition in slum neighborhoods.

There is an immediate need to raise the educational backgrounds level of urban impoverished people in order to boost economic development, since the level of education held by slum dwellers in India is very low. Residents of six different slum sections in the Andhra Pradesh town of Ananthapuramu are listed in Table 2 according to their level of education. According to the data, the illiteracy rate in the S1 and S6 slum regions is 27.50 percent, while in S2 and S3 slum areas it is 25.45 percent. Nearly 40% of people living in slums in S4 and 26.7% of those living in slums in S5 are illiterate, according to the study.

**Table: 2 Educational Status of Slum Dwellers under Study**

Slum Area	Illiterate	5th Class	7th Class	10th Class	Intermediate	Degree & Above	Total
S1	11 (27.50)	9 (22.50)	7 (17.50)	5 (12.50)	4 (10.00)	4(10.00)	40 (100)
S2	14 (25.45)	11 (20.00)	9 (16.36)	9 (16.36)	7 (12.73)	5 (9.09)	55 (100)
S3	14 (25.45)	11 (20.00)	10 (18.18)	8 (14.55)	6 (10.91)	6 (10.91)	55 (100)
S4	24 (36.92)	10 (15.38)	7 (10.77)	9 (13.85)	8 (12.31)	7 (10.77)	65 (100)
S5	12 (26.67)	8 (17.78)	7 (15.56)	7 (15.56)	6 (13.33)	5 (11.11)	45 (100)
S6	11 (27.50)	10 (25.00)	8 (20.00)	6 (15.00)	3 (7.50)	2 (5.00)	40 (100)
<b>Total</b>	<b>86 (28.67)</b>	<b>59 (19.67)</b>	<b>48 (16.00)</b>	<b>44 (14.67)</b>	<b>34 (11.33)</b>	<b>29 (9.67)</b>	<b>300 (100)</b>

**Source:** Field Survey Data,

**Note:** Figures in Parentheses indicates percentages to their total

In the S1 slum area, 22.50 percent of the residents have completed primary school (up to the fifth grade), 20 percent have completed secondary school (up to the fifth grade), 15.38% have completed elementary school, 17.78% have completed secondary school, and 25 percent have completed elementary school in the S6 slum area. Table 2 shows that the following percentages of slum dwellers and respondents have completed elementary school: 17.50% in S1 slum area, 16.36% in S2 slum area, 18.18% in S3 slum area, 10.77% in S4 slum area, 15.56% of sample households in S5 slum area, and 15% of respondents in S6 slum area.

The following statistics can be observed: 12.50 percent of people living in slum in the S1 area, 16.36 percent in the S2 area, 14.55 percent in the S3 area, 13.85 percent of the sample households in the S4 area, 15.56 percent in the S5 area, and 15% of the responses from the S6 area have completed education up to the tenth grade. Intermediate slum residents make up about 10% of respondents in S1 slum area, 12% in S2 slum area, 10.91% in S3 slum area, 12.31% in S4 slum area, 13.33% in S5 slum area, and a meager 7.50% of the sample in S6 slum area. According to Table 2, it can be observed that 10% of the slum dwellers in the S1 area, 9.09% in the S2 area, 10.91% in the S3 area, 10.77% in the S4 area, 11.1% in the S5 area, and a meager 5% of the slum dwellers in the S6 area have been studied to degree level or higher. Two, the research area's slum residents' educational standing is graphically shown in diagram 2.

#### The Literacy Rates of Men and Women Living in Slums

Especially in Andhra Pradesh, women are now pursuing education at the same level as males. However, there are communities where fewer women than men are literate. The levels of schooling of the

male and female slum populations in the research region are shown in Table 3. Results show that in the S1 slum area, illiteracy rates are 10% for men and 18% for females. Additionally, just ten percent of females complete elementary school, while thirteen percent of males do. Within the same slum region, only 5% of females have completed secondary school, compared to 13% of males. Only 8% of men complete middle school, while 5% of girls do the same. Only 3% of women and 8% of men in the S1 slum area have completed secondary school. There is no female slum population in the S1 slum region, and only 10% of males have been educated up to degree level.

The results show that 11% of men and 15% of women in the S2 slum area are illiterate. It was also noted that 13% of males and 7% of females in the S2 slum area have completed 5th standard education, 9% of males and 7% of females have completed 7th class education, the same percentage of males and females have completed 10th class education, 9% of males and 4% of females have completed intermediate in nature education, and 7% of males and 2% of females have completed degree-level education or higher in the S2 slum area under review.

While 16% of women in the S1 slum area are illiterate, just 9% of men are unable to read or write. Among the Samalese population, 11% of men and 9% of women have completed secondary school. A further 11% of men and 7% of females in the S3 slum region have completed seventh grade schooling. Once again, only 4% of males and 9% of females in the S3 slum area have completed secondary education, while 7% of males and 2% of females in the same area have completed university or higher.

**Table3: Educational Attainment of Slum Dwellers, Both Male and Female (Field Survey)**

Slum Area	Illiterate		5th Class		7th Class		10th Class		Intermediate		Degree &Above	
	M	F	M	F	M	F	M	F	M	F	M	F
S1	4	7	5	4	5	2	3	2	3	1	4	0
%	10	18	13	10	13	5	8	5	8	3	10	0
S2	6	8	7	4	5	4	5	4	5	2	4	1
%	11	15	13	7	9	7	9	7	9	4	7	2
S3	5	9	6	5	6	4	5	2	4	2	5	1
%	9	16	11	9	11	7	9	4	7	4	9	2
S4	10	14	6	4	4	3	5	4	6	2	5	2
%	15	22	9	6	6	5	8	6	9	3	8	3
S5	5	7	6	2	4	3	5	2	4	2	4	1
%	11	16	13	4	9	7	11	4	9	4	9	2
S6	4	7	7	3	5	3	4	2	2	1	2	0
%	1	18	18	8	13	8	10	5	5	3	5	0
<b>Total</b>	<b>34</b>	<b>52</b>	<b>37</b>	<b>22</b>	<b>29</b>	<b>19</b>	<b>27</b>	<b>16</b>	<b>24</b>	<b>10</b>	<b>24</b>	<b>5</b>
%	11	17	12	7	10	9	9	5	8	3	8	2

Source: Field Survey

In the S4 slum subject matter, one-fifth of the male population is illiterate, compared to 22% of the female population. Among the slum dwellers, 9% have completed elementary school, 6% have completed middle school, 5% have completed primary school, 8% have completed secondary school, 3% have completed intermediate school, and 3% have completed bachelor's degree programs.

Eleven percent of men and sixteen percent of women in the S5 slum area do not have a high school diploma or equivalent. Thirteen percent of men and four percent of women have completed elementary school, nine percent of men and seven percent of women have completed middle school, eleven percent of men and four percent of women have completed high school, nine percent of men and four percent of women have completed intermediate school, and nine percent of men and two percent of women have completed bachelor's degrees or above.

Table 3 shows that in the S6 slum area, 10% of males and 18% of females are illiterate. Of those slum dwellers, 18% are male and 8% are female. 13% of males and 8% of females have completed secondary education up to the seventh grade. 10% of males and 5%

of females have completed high school. 5% of males and 3% of females are intermediate standard students, and only 5% of males have completed bachelor's degrees or higher. Diagram 3 shows the educational levels of male and female slum inhabitants in the research region graphically.

**Effects on the Education of Low-Income Residents on Their Children**

In most societies, parental education is the foundation for a child's future success in school. In a similar vein, this research polled slum residents for their thoughts on how parental education levels affected their children's schooling in the region under investigation. Based on the data in Table 4, it can be seen that throughout the S1 slum area, 70% of parents choose to send their children to school, 25% fail to send them, and 5% are unsure if parental education has an effect on school attendance. Sixty-7.27% of parents in the S2 slum region think that their children's access to quality education is a direct result of the educational opportunities available to slum parents; 25.45% say they refrain from sending their children to school; and 7.27 % say they don't know the answer.

**Table4: Impact of Education on Children's Education in Slum Areas**

Slum Area	Sending to School	Not Sending to School	No Answer	Total
S1	28 (70.00)	10 (25.00)	02 (5.00)	40 (100)
S2	37 (67.27)	14 (25.45)	04 (7.27)	55 (100)
S3	34 (61.82)	13 (23.64)	08 (14.55)	55 (100)
S4	45 (69.23)	15 (23.08)	05 (7.69)	65 (100)
S5	29 (64.44)	12 (26.67)	04 (8.89)	45 (100)
S6	24 (60.00)	13 (32.50)	03 (7.50)	40 (100)
<b>Total</b>	<b>197 (65.67)</b>	<b>77 (25.67)</b>	<b>26 (8.67)</b>	<b>300 (100)</b>

Source: Field Survey Data, Note: Figures in Parentheses indicates percentages to their total

**Diag.4: Effects of Schooling on K-12 Education in Low-Income Communities**

The researcher asked educated parents in the S3 slum region if they send their children to school, and 61.82 percent said yes, 23.64% said no, and 14.55% said they didn't know. Of the parents in the S4 slum area, 69.23% are bringing their children to school, 23.18% are not communicating, and 7.69% did not answer the question. While 64.44 percent of parents in the S5 slum area are sending their children to school, 26.67 percent refrain from sending them, and 8.89 percent don't know. Around 60% of slum dweller families in the S6 region send their children to school, while 32.50% do not and 7.50% did not respond. Figure 4 provides a visual representation of the data presented above.

**School Dropout Rate for Students Living in Slum Areas**

An abandonment is defined as a student who does not return to the institution to complete the course of study. Children in slum neighborhoods are more likely to drop out of school than their urban counterparts for a variety of economic and social variables. Table 5 shows that parents' opinions on school dropout rates in the study area. In the S1 slum area, for example, 72.50 percent of parents thought their children's rate of dropping out had decreased, 5% thought it improved, and 22.50 percent hadn't answered. While 25.45% of parents in the S2 slum region did not provide a response, 67.27 percent felt that the number of dropouts had reduced.

**Table5: My Views on the School Dropout Rate for Students Living in Low-Income Areas**

Slum Area	Decreased	Increased	Can't Say	Total
S1	29 (72.50)	02 (5.00)	09 (22.50)	40 (100)
S2	37 (67.27)	04 (7.27)	14 (25.45)	55 (100)
S3	39 (70.91)	03 (5.45)	13 (23.64)	55 (100)
S4	45 (69.23)	07 (10.77)	13 (20.00)	65 (100)
S5	31 (68.89)	06 (13.33)	08 (17.78)	45 (100)
S6	28 (70.00)	03 (7.50)	09 (22.50)	40 (100)
<b>Total</b>	<b>209 (69.67)</b>	<b>25 (8.33)</b>	<b>66 (22.00)</b>	<b>300 (100)</b>

**Source:** Field Survey Data, **Note:** Figures in Parentheses indicates percentages to their total

Among parents in the S3 slum region, 70.91 percent think school dropouts have dropped, 5.45 percent think they've increased, and 23.64% don't know either way. In the S4 slum area, 69.23% of people think that school dropout rates are decreasing, 10.77% think that they are rising, and 20% didn't answer the query in question.

In the S5 slum region, 68.89% of parents have reported a decline in abandonment, 13.33% have reported a rise, and 17.78% have given no response at all. Seventy percent of parents in the S6 slum region think school dropout rates have fallen, 7.5 percent think they've increased, and 22.5 percent didn't say either way. The graphic graphically displays the parents' viewpoint on the slum area children's attrition rate.

**V. Conclusion**

The educational deprivation and a restricted chance frameworks experienced by slum inhabitants in Ananthapuramu are examined in this research, which offers empirical data on the subject. Significant educational disparities remain within urban slum areas, the results show, even if collective literacy indices have improved at the national and state levels. A fundamental lack of access to excellent education and restricted upward mobility is reflected in the general illiteracy rate of 28.67 percent and the concentration of educational achievement at elementary and upper primary levels.

In addition, the research shows that there are significant gender differences; for example, women always have lower levels of reading and creativity than men do. This suggests that women in slum environments still face economic limitations and social norms

that limit their educational options. Furthermore, the fact that there is a substantial positive correlation amongst parental education and children's school enrollment highlights how educational advantages and disadvantages are passed down through generations, which only serves to amplify existing disparities.

Additionally, there is some indication that dropout rates are going down, but a lot of kids still aren't in school because of things like poverty, child labor, bad facilities, and lack of understanding. Based on these results, it's clear that improving education's convenience, quality of education, and inclusivity is more important than just building more schools.

According to the study's policy implications, there is a critical need for immediate, situation-specific solutions. Increasing learning outcomes requires tackling socio-economic shortcomings, bolstering public educational facilities in slum regions, and encouraging female education via incentives and awareness raising programs. Reducing child labor and increasing school retention are two additional benefits of combining economic assistance with educational initiatives. Poverty in income is just one factor contributing to educational deprivation in metropolitan slums; systemic and organizational obstacles also play a significant role. If we want to see fair human capital generation and inclusive urban growth, we must remove these multifaceted obstacles. To further comprehend the complex interplay of education, poverty in urban areas, and upward social mobility, researchers may conduct interdisciplinary and creative longitudinal studies in the foreseeable future.

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