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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	A STUDY ON THE RISK CULTURE IN BANKING SECTOR <i>FRANK MTAKI & DR. B. GANESH</i>	1
2.	INDIANISM AND INDIAN MANAGEMENT: A CONCEPTUAL STUDY <i>DR. RAVI.T.S</i>	5
3.	RESEARCH IN INFORMATION TECHNOLOGY: BEHAVIORAL ECONOMICS <i>DR. SOU. PARVATI BHAGWAN PATIL</i>	9
4.	A STUDY ON THE INVESTORS PERCEPTION TOWARDS INVESTMENT IN STOCK MARKET IS LUCRATIVE <i>DR. P. RAMAN</i>	12
5.	INDIA EXPORTS TO LATIN AMERICA: A STUDY IN REFERENCE TO DOING BUSINESS WITH ARGENTINA <i>DR. JAYANT SONWALKAR & CHANDAN MAHESHKAR</i>	17
6.	A COMPARATIVE STUDY OF CUSTOMER'S PERCEPTIONS OF SERVICE QUALITY DIMENSIONS BETWEEN PUBLIC AND PRIVATE BANKS IN RAIPUR CITY (WITH SPECIAL REFERENCE TO SBI AND ICICI) <i>DR. SALEEM AQUIL & NAZHAT TAHSEEN</i>	22
7.	ISLAMIC BANKING: INDIAN ECONOMIC DEVELOPMENT <i>DR. SHAKIR SHAIK & DR. SAMEERA</i>	27
8.	IMPACT OF ECONOMIC RECESSION ON THE FINANCIAL PERFORMANCE OF SELECT PRIVATE SECTOR CEMENT COMPANIES IN TAMIL NADU <i>DR. V. MOHANRAJ & DR. N. DEEPA</i>	30
9.	ROLE OF EMPLOYEE TRAINING IN CREATING A BEST PLACE TO WORK AND RETAIN THE BEST TALENT IN THE ORGANISATION <i>DR. J. K. RAJU & NAVEEN. G. NAIK</i>	33
10.	AGRO BASED INDUSTRIES IN INDIA: GROWTH, STATUS AND PROSPECTUS <i>DR. R. M. YALLATTI & A. K. JAYAPPANAVAR</i>	39
11.	A STUDY ON EXPORT PERFORMANCE OF LEATHER PRODUCTS IN INDIA <i>DR. A. MUTHUSAMY & S. KARPAGALAKSHMI</i>	42
12.	FISCAL EXPANSION AND ECONOMIC GROWTH IN MANIPUR <i>HUIDROM IMOBI SINGH</i>	45
13.	THE IMPACT OF NON-PERFORMING LOANS ON NET INCOME OF JORDANIAN BANKING SECTOR THROUGH 2003-2013 <i>DR. AHMAD SALEM ALKHAZALI</i>	56
14.	GLOBALIZATION: IS IT A HOLISTIC MODEL OF DEVELOPMENT? <i>DR. SYED HASAN QAYED</i>	62
15.	THE IMPACT OF INFLATION ON LIVING STANDARD OF HOUSEHOLDS IN HAWASSA CITY, ETHIOPIA <i>DR. P. NANDEESWARA RAO & TASSEW DUFERA TOLCHA</i>	66
16.	IMPACT OF MICROFINANCE BANKS ON POVERTY ALLEVIATION: THE CASE OF AHMADU BELLO UNIVERSITY, MICROFINANCE BANK <i>AMINU Y. USMAN & DANRAKA, N. DARI</i>	73
17.	IMPORT DEMAND, CAPITAL INFLOWS AND DUTCH DISEASE IN GHANA: THE CASE OF FOREIGN DIRECT INVESTMENTS (FDIS) <i>MUSTAPHA IMMURANA, KWAKU BOATENG & DANIEL MALIK ACHALA</i>	77
18.	PRIMARY EDUCATION IN ANDHRA PRADESH: A CASE STUDY OF GUNTUR DISTRICT <i>A.J. BHAGYA LATHA & DR. SHAIK AMEER</i>	86
19.	A COMPARATIVE EVALUATION OF PRIVATE SECTOR BANKS LENDING IN INDIA <i>SOMESHWAR PRIYA D.</i>	95
20.	HISTORY OF TOURISM IN HIMACHAL PRADESH <i>VINAY NEGI</i>	99
	REQUEST FOR FEEDBACK & DISCLAIMER	102

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PRIMARY EDUCATION IN ANDHRA PRADESH: A CASE STUDY OF GUNTUR DISTRICT**A.J. BHAGYA LATHA****LECTURER****A. C. COLLEGE****GUNTUR****DR. SHAIK AMEER****ACADEMIC COUNSELLOR****DEPARTMENT OF ECONOMICS****CENTRE FOR DISTANCE EDUCATION****ACHARYA NAGARJUNA UNIVERSITY****GUNTUR****ABSTRACT**

The windows and doors of education are to be opened widely. So that girls and women get the bright light of knowledge in abundance. A literate mother can do wonders in building up a healthy society and a bright future for our nation. One hundred eighty-nine countries have committed themselves to eight Millennium Development Goals, aimed at eradicating extreme poverty and improving the welfare of their people by the year 2015.

KEYWORDS

education, women education, Millennium Development Goals (MDG).

INTRODUCTION

Since the dawn of history education has been considered important in Indian life. During the British rule the extensive educational surveys conducted by Thomas Munro, Mount Stuart Elphinstone and William Aden in Madras, Bombay, Bangalore, Bihar and Punjab in the 19th century provide information about the existence of a widespread indigenous system of education.

A bill in compulsory Elementary Education was moved by Gopal Krishna Gokhale in the Imperial Legislative Council in 1911. But it was rejected. Bombay Education Council passed the first law on compulsory education in 1917 at the initiative of Vithalbai Patel. A National Committee on education for girls was set up in 1958 under Mrs. Durgabai Deshmukh. It recommended the setting up of national and state level councils for the promotion of female education and allocation of resources to provide better facilities.

To impart functional literacy to persons between the age of 15– 45, The National Literacy Mission was started in 1988. This was converted into the Total Literacy Mission in 1990. The goal of the mission is to impart functional literacy and education to illiterate persons between the age group of 9-35. According to mission statistics, it has made 320 lakh persons literate and out of which 62 percent are women. 258.12 lakh children were estimated to be enrolled in these programmes out of which 37.9 percent were girls.

In spite of all these serious efforts, a majority is still without access to education. For them, education is still a forbidden fruit. The reasons for this are many. Domestic duties, employment at home and outside create an impediment to girl's access to education. She is often assigned the duty to look after the younger members of the family, as her mother has to work hard to add the family income. The main aim of the ICDs and non formal education programmes are to help her reduce this burden to household duties so that she can attend the classes along with her younger siblings and get some education and income earning skills.

Many households need the income the girl child earns as domestic helpers, from the jobs provided by small village industries, agriculture etc. As a result, her access to education and outside world is denied. The families and the girls are to be motivated to overcome such impediments.

Social development depends on good education. Female education has an impact on health and other social issues like sex ratio, birth rate, infant and mother mortality rate etc, Sex ratio is very low in almost states where female literacy rates are low.

The windows and doors of education are to be opened widely. So that girls and women get the bright light of knowledge in abundance. A literate mother can do wonders in building up a healthy society and a bright future for our nation.

PRIMARY EDUCATION IN ANDHRA PRADESH

One hundred eighty-nine countries have committed themselves to eight Millennium Development Goals, aimed at eradicating extreme poverty and improving the welfare of their people by the year 2015. The second of the goals is to achieve universal primary education, with the specific target of ensuring that, by 2015, children everywhere boys and girls alike, will be able to complete a full course of primary schooling. It echoes a commitment made by the many of the countries in Jomtien, Thailand in 1990 to achieve universal primary education by the year 2000. The Jomtien commitment was reaffirmed and extended at the World Education Forum in Dakar in 2000.

Primary Education develops the capacity to learn, read and use of mathematics, to acquire information and to think critically about information. Primary education is also the gateway to higher education. Micro-economic research has revealed that education improves individual income. Research also indicates the contribution of primary education to better natural resource management and more rapid technological adaptation and innovation. When a large share of children do not complete primary education, the productivity of labour force and the human potential from which the society and economy can draw, are limited. In several developing regions, the average level of schooling of the labour force is still less than primary education. Researches in this area have brought out that such low level of human capital is fundamentally inadequate for sustained development and poverty eradication. It has also been pointed out that without six years of schooling, the development goals cannot be achieved. The role of primary education in reducing poverty and inequality has been strongly established. Literacy is one of the strongest predictors of poverty and unequal access to educational opportunity is one of the correlates of income inequality. It is clearly visible in societies in respect to girls, ethnic minorities, orphans, people with disabilities and people living in rural areas. Extending adequate quality primary education to these vulnerable groups is crucial to equip them to contribute to and benefit from economic growth. The International Literacy Survey reveals high correlation between income inequality and inequality in the distribution of literacy.

Ultimately the case for universal primary education goes beyond economic consideration. Noble laureate Amartya Sen has called for human capabilities – the essential and individual power to reflect, make better choice, seek a voice and enjoy a better life. Primary education promotes the achievements of all the Millennium development goals. Education for girls is one of the strongest movers of improvement in fertility, health and nutritional outcomes. Its impact is also felt on infant and child mortality and enhanced family welfare. It has been found that mothers who have completed primary education are 50 percent more likely to ensure that their infants are immunized, that illiterate mothers. Research data also indicates that for boys and girl's education may be the single most effective weapon against HIV/AIDS. However, primary education completion should not be regarded as terminal education. It is only the first step towards the ultimate goal of lifelong learning.

Since independence, the country has witnessed phenomenal education development both in quantitative and qualitative terms. But the national goals of Universal Elementary Education (UEE) and the total eradication of illiteracy still remain elusive. The Government is committed to achieve the national goal and has been steadily increasing the budget allocation for education. India spent 4.02 per cent of its GDP on education during 2001-02 but about 44 percent of its adult population is still outside the educational net. In China the percentage of adult illiterate population is only 15.0 per cent and it spends 2.3 per cent of its GNP on education. Thailand whose illiterate population percentage is the same as India's spends 4.8 per cent of its GNP on education.

The expenditure on elementary education was 1.78 percent of the GDP in 1990-1991. This shows a gradual fall to 1.65 percent in 1994-95 and then a gradual rise to 2.02 per cent in 2001-02. The share of expenditure on elementary education to total education in all sectors was 6.19 per cent during 1990. This shows an irregular rise and fall and finally settled at 6.61 per cent during 2001-02. The per capita budgeted expenditure during this year was lowest in Bihar followed by Uttar Pradesh and Odisha.

EXPANSION OF SCHOOLING FACILITIES IN RURAL & URBAN AREAS

Rural primary schools increased from 44,412 in 1993 to 58,883 in 2002, while urban primary schools increased from 4,729 to 7,245 during the same period. The growth in upper primary schools is phenomenal during this period. Rural Schools increased from 4,724 to 11,904 and urban schools increased from 1,657 to 3,191. The growth in secondary schools is also significant during this period. Rural secondary schools increased from 4,762 to 8,280 and urban secondary schools increased from 2,197 to 4,085. Girls schools have also increased phenomenally in both rural and urban areas.

GROWTH OF EDUCATIONAL FACILITIES IN VILLAGES

The 1990's have been watershed decade for expansion of schooling facilities. In 1993, 23,535 (88.0 per cent) villages as against a total of 26,650 villages had facility of primary school within the villages. In 2002, 24,774 (93.0 per cent) villages out of 26,646 villages had facility of primary school within the village. While the number of villages having the upper facility within the village increased from 8,111 (30.0 per cent) in 1993 to 13,598 (51.0 per cent) in 2002, the number of villages having the secondary school's facility within the village increased from 4,317 (16.0 per cent) to 6,447 (24.0 per cent) in the same period.

EDUCATIONAL FACILITIES IN RURAL HABITATIONS

Providing elementary education to all, with an ever increasing population is not an easy task. The number of rural habitations increased from 62,905 in 1993 to 66,416 in 2002 (increase of 5.8 per cent). The facility for primary education is available within the habitation in 51,482 habitations (77.5 per cent) and within a walking distance of 1.0 km in 61,594 (92.7 per cent) habitations. 98.7 per cent of the rural population living in 66,416 habitations has access to primary school within a radius of 1km.

The facility of upper primary education is available within the habitation in 15,917 habitations (23.9 per cent) and within a walking distance of 3.0 km in 51,605 (77.7 per cent). 91.0 per cent of the rural population have access to upper primary school within a radius of 3 km. The facility for secondary education is available within the habitation in 6,738 habitations (10.0 per cent) and within a walking distance of 5.0 km in 48,148 (72.5 per cent) habitations. 85.0 per cent of the rural population have access to secondary school within a radius of 5 km.

In the Indian Constitution, school education was included in the State list. As such it was responsibility of the State Government to provide universalization of elementary education. At the policy level the situation changed with Constitutional change made in 1976 by which school education was put in the concurrent list. UEE became a shared responsibility of the Central and State Government. The national Government realized its direct responsibility in this field after the adoption of National Policy of Education in 1986. In the 1990s there was very intensive activity in the field of literacy in elementary education. Issues of adult literacy in elementary education and its direct relationship to development entered public discourse. This led to union Government to procure and channelize funds from international agencies for initiatives and intervention in a big way in different states. The stress in recent decades is now to sustain and new management strategies. It is recognized that growth in elementary education is largely determined by State specific conditions. Mere funds and schemes from the centre will not guarantee the achievement of UEE goals. It is very much dependent on the tradition and values of local communities, commitment and enthusiasm of State level educational leadership, political will of the State Governments and the capacity to adopt innovative approaches. It is on account of these factors that differential success has been achieved in different states.

To reduce the impact of rising cost of text books and exercise books the Government has exempted writing and printing paper supplied to all the State Textbook Corporation from excise duty. This would enhance the affordability of text books for the disadvantaged section of the society.

On account of the spread of Total Literacy Campaign environment building for primary education has accelerated massive community mobilization. There is now a demand for education as one of the primary needs even among families in which there was no education earlier.

Under the Kasturba Gandhi Siksha Yojana a large number of residential schools for girls has been established in all districts, which have low level of female literacy. In addition to this, Central Government has also decided to grant financial incentive for the girl child belonging to BPL families.

Most of the State and Central Government have introduced projects to address the objectives and the strategies of National Policy on Education 1986. Special attention has been paid to increase community involvement, improving teaching and learning materials and providing in-service teacher's training for better performance.

One of the earliest such schemes known as Operation Blackboard was started in 1987. It is aimed at improving the school climate and enhancing retention and learning achievement of children by providing certain minimum essential facilities in all primary schools. The scheme has brought about remarkable qualitative and quantitative improvement in primary education. More than 5,23,000 primary schools have already been all over the country under this scheme.

Decentralized planning and management of elementary education visualize direct community involvement in the form of Village Education Committees. The action plan uses micro-planning as a tool for designing a family-wise and child-wise plan by which every child regularly attends the school or the NFE centre's, continues his education in a nearby place and completes at least eight years of schooling on its equivalent at NFE centre.

Through the introduction of Panchayati Raj which aims at the transfer of power to the people, the participation of local institutions of self government has been ensured. The Panchayati Raj institution have to play a more dynamic and proactive role in education. These structures have provided voice to women, scheduled castes and tribes, minorities, parents and educational functionaries. Panchayati Raj bodies have been delegated the responsibility of the supervision of entire educational process in their areas. They can choose the locations of the schools on the basis of micro-planning and school mapping. The decentralization of school management to grass-root level bodies is an important policy initiative.

During the Eight plan the District Primary Education Plan shifted the planning mechanism from the State to the district level. Lok Jumbish, one such initiative in Rajasthan has gone one step further by assigning decision making process to a block level committee. At the village level the VEC is mainly responsible for community mobilization, school mapping, renovation and construction of school building and improvement in school curriculum. The VEC of the Siksha Karmi Schools have been activated as a result of the Lok Jumbish effort.

On 15th August 1995, the School Meal programme was started to increase enrollment, retention and attendance in primary classes by providing supplementary nutrition to all children in primary school. The scheme has spread throughout the country. Hundred grams of food grains in the form of cooked meal is given to every child per school day in classes I to V. By 1997-98, 110 million children in primary classes were covered under this scheme. Evaluation reports have confirmed the positive impact on student's enrolment and retention.

TABLE 1: CLASS WISE GIRLS ENROLEMENT FROM 2001-14 IN ANDHRA PRADESH

S. No.	Year	Class-I	Class-II	Class-III	Class-IV	Class-V
01	2001-02	9,65,480	9,54,121	8,32,434	7,68,636	7,23,532
02	2002-03	9,57,880	8,70,153	8,67,186	7,70,186	7,44,591
03	2003-04	8,16,523	8,20,805	7,87,904	7,79,104	7,27,175
04	2004-05	7,69,705	7,40,494	7,73,946	7,48,460	7,65,157
05	2005-06	8,01,798	6,98,889	7,04,405	7,18,745	7,25,387
06	2006-07	8,13,747	7,46,531	6,83,850	6,74,235	7,08,085
07	2007-08	7,82,132	7,22,128	7,10,312	6,52,985	6,65,660
08	2008-09	7,69,369	7,03,515	6,98,803	6,83,673	6,53,127
09	2009-10	7,69,013	6,94,935	6,88,675	6,78,461	6,79,613
10	2010-11	7,52,683	7,09,846	6,83,132	6,68,319	6,77,596
11	2011-12	7,37,755	7,03,559	6,96,741	6,63,101	6,62,718
12	2012-13	7,16,425	6,81,337	6,85,236	6,68,437	6,50,476
13	2013-14	7,12,907	6,81,311	6,82,413	6,76,466	6,72,148
	Combined	1,03,65,417	7,27,723	94,91,965	1,01,50,808	90,54,270

Source: Educational Statistics of Andhra Pradesh 2013-14

The table-01 presents that class wise Girls enrolment in Andhra Pradesh. Majority of child joining year wise 2001-2014 academic year. Lowest enrolment in 2013-14 and highest in 2001-02 of First class. Second class child enrolment in 2013-14 and highest 2001-02 year. Third class enrolment lowest recorded 2013-14 and highest recorded in 2002-03 year. The class fourth Girls enrolment lowest 2007-08 year and highest recorded 2003-04 year. Fifth class enrolment lowest recorded 2012-13 year and highest 2004-05 year.

TABLE 2: GROSS ENROLEMENT RATIO FROM 2001- 14 OF PRIMARY EDUCATION IN ANDHRA PRADESH

S. No.	Year	Boys	Girls	Combined
01	2001-02	114.24	112.65	113.48
02	2002-03	118.07	117.41	117.74
03	2003-04	108.50	108.83	108.66
04	2004-05	109.26	110.52	109.88
05	2005-06	109.80	111.65	110.70
06	2006-07	97.21	97.54	97.37
07	2007-08	96.19	96.62	96.40
08	2008-09	96.61	97.54	97.07
09	2009-10	98.85	99.23	99.04
10	2010-11	100.58	100.34	100.46
11	2011-12	101.33	100.72	101.02
12	2012-13	100.98	99.76	100.38
13	2013-14	98.54	98.98	98.76

Source: Educational Statistics of Andhra Pradesh 2013-14

The table-02 shows that gross enrolment ratio boys and girls in Andhra Pradesh. 2007-08 academic year boy's ratio 97.19 and girls 96.62, combined ratio is 96.40 this is the very lowest ratio recorded in the combined state.

TABLE 3: DROP-OUT RATES FROM 2001-14 IN PRIMARY EDUCATION ENROLEMENT OF ANDHRA PRADESH

S. No.	Year	Boys	Girls	Combined
01	2001-02	35.36	33.64	34.54
02	2002-03	33.74	30.91	32.39
03	2003-04	42.42	42.80	42.61
04	2004-05	31.77	32.14	31.95
05	2005-06	24.61	24.85	24.73
06	2006-07	26.76	27.32	27.04
07	2007-08	19.10	18.48	18.79
08	2008-09	16.14	15.15	15.65
09	2009-10	16.34	15.24	15.80
10	2010-11	18.10	16.73	17.43
11	2011-12	15.92	15.27	15.60
12	2012-13	15.13	15.45	15.29
13	2013-14	12.88	12.60	12.74

Source: Educational Statistics of Andhra Pradesh 2013-14

The table-03 shows that dropout rates in the primary schools in Andhra Pradesh. The dropout rates of 2003-04 academic year boys (42.42 per cent) and girls (42.80 per cent) and combined rate (42.61 per cent). 2013-14 academic year boys dropout rate (12.88 per cent) and girls dropout rate (12.60 per cent).

REVIEW OF LITERATURE

According to Ghost (1998) education is an important social resource and a means of reducing inequality in society. It helps in the individual to raise his social status in various ways. Knowledge, skills, values and attitudes acquired through education helps one to achieve a desired quality of life. With the realization the union and state Governments after Independence have adopted policies and programmes for improvement of education. Consequently, there has been enough progress in the field of education. In this rising trend various states and population groups have unequal results. States like Kerala, Himachal Pradesh and Maharashtra are leading while Bihar, Uttar Pradesh and Rajasthan are trailing behind. Within the states different population groups have unequal share in this progress. Communities like SC's and ST's are still logging far behind others in many states despite special facilities and protective discrimination in favor of them. After about five decades of planning and in the context of liberalization and structural adjustment it may be of interest to make a comparative assessment of the progress made by SC's and ST's vis-a-vis other in different states.

According to Denzil Saldanha (1998) discusses the status of literacy and primary education in the country based on data organized according to gender, region and community. The characteristics of the literacy campaign approach its strengths and weakness and impact are highlighted. The focus is on what are considered to be crucial issues emerging from the data and suggestions for a greater contextualization of the strategy.

According to Uma Devi. K. (2000) education brings perfection to life which means the growth and development of personality. It qualifies a person to fulfil certain economic, political and cultural functions and thereby improve the socio-economic status of the people. It also helps to equalize the status of individuals who belongs to different social strata. The Constitution of India contemplates a social change to be brought in through the use of law of the objectives which is implicit in the preamble, fundamental rights and the change is not always true to the Constitutional directives.

According to Nandula Venkateswarlu (2000) discussed the importance of the role of education in socio-economic development of a Nation has been recognized since long. By increasing Knowledge, Education transforms human material into human capital. Education plays a crucial role International Development by providing the required manpower to the economy.

According to Neelima and Shayam Swaroop (2000) education improves the quality of life. It promotes a better health, expands access to employment, increases market productivity and facilities, social and economic participation. It is an important form of human capital that improves personality, health and education of the people of a country and slows down population growth. Education is an important tool of mobility of identity, recognition and self-worth.

BRIEF HISTORY OF ANDHRA PRADESH

In February 2014, the Andhra Pradesh Re-Organization Act, 2014 bill was passed by the Parliament of India for the formation of Telangana state comprising 10 districts and in Andhra Pradesh 13 districts. Hyderabad will remain as a joint capital for 10 years for both states.

Andhra Pradesh is one of the country's southeastern coasts. The state is the 8th longest state in India covering an area of 61,855 sq.m. According to 2011 census the state is 10th largest by population with 49,386,799. The state has the 2nd longest coastal line of 972 k.m. There are 2 Regions which are more often referred as Seemadhra by the news media. There are 13 districts with 9 in coastal Andhra and 04 in Rayalaseema. The GSDP of Andhra Pradesh was Rs.2953.3 billion in 2014-15. The growth in state was mainly driven by the Agriculture, Industry and Service sectors.

OBJECTIVES

The present research work is framed on the basis of the following objectives.

- 1- To study the primary education in India and Andhra Pradesh
- 2- To analysis the socio-economic and demographic Conditions of the parents.
- 3- To explain the enrolment rate and causes of drop-outs rates of the primary education in the study area.
- 4- To suggest measures to improve the primary education enrolment and suitable measures for improvement of primary education.

SOURCES OF DATA

The sources of data divided into two types namely are broadly primary sources and secondary source. Research studies can be conducted either through primary or secondary data. In the present paper both primary and secondary data are used.

PRIMARY DATA

Primary data also collected through field survey either through interview schedule or a questionnaire. In the present paper an attempt is made to collect the primary data on Primary Education Schools Girls in Krishna and Guntur Districts of Andhra Pradesh through a structured questionnaire framed for this paper.

METHODOLOGY

The Primary data needed for the present paper was collect through a small survey conducted in 3 district in Andhra Pradesh out of 13 districts in the state. Only 01 districts are selected randomly from Capital Regional Development Authority(CRDA). In the district 4 Revenue Divisions and 57 Mandals. Each Division 03 Mandals were selected and each Mandal 25 responds were selected. The total number of schedules covered is 300.

PROFILE OF THE GUNTUR DISTRICT

At present the district is administratively divided into 4 Revenue Divisions namely Guntur, Tenali, Narasaraopet and Gurazala and constitute 57 Mandals, 729 villages and 706 panchayats. The district has got a coastal line of 42 kms. The total population of the Guntur district according to 2011 census is 48,89,230 with a literacy rate is 67.99 per cent.

In Guntur district 4 Mandals were selected as 4 divisions. They are from Guntur division from Guntur rural mandal. Tenali division from Tenali mandal. Narasaraopet division from Narasaraopet mandal and Gurazala division from piduguralla mandals were selected from each mandal 25 respondents were selected.

SOCIO-ECONOMIC PROFILE OF SAMPLE RESPONDENTS

TABLE 4: SEX OF THE RESPONDENTS

S. No.	Gender	Frequency	Per cent
01	Male	110	36.67
02	Female	190	63.33
	Combined	300	100.00

Source: Primary Data

An analysis of Table-04 shows the sex of the respondents out of 300 respondents majority 63.33 per cent are females. In a country like India, generally male members are the head of the household and only exceptional cases where male member is not present alive, the family member will act as head of the household. In the present study 36.67 per cent of the respondents are males.

TABLE 5: MARITAL STATUS OF THE RESPONDENTS

S. No.	Marital Status	Frequency	Per cent
01	Unmarried	067	22.33
02	Married	172	57.33
03	Widowed	028	09.33
04	Separated	022	07.33
05	Divorced	011	03.68
	Combined	300	100.00

Source: Primary Data

In the present study out of 300 respondents the big majority 172 (57.33 per cent) are married. 67 (22.33 per cent) respondents are unmarried followed by 28 (09.33 per cent) of the respondents are widowed. There are 22 (07.33 per cent) respondents who are separated. There are 11 (03.68 per cent) respondents are divorced. Divorce is an uncommon phenomenon in India more especially in the labour families. Even there are problems between wife and husband they will not go to the extent of divorce. In such cases separation is common. But in the present study about 03.68 per cent of the respondents are divorced which is a peculiar situation in the study area.

TABLE 6: AGE DISTRIBUTION OF THE RESPONDENTS

S. No	Age (in years)	Frequency	Per cent
01	Below 15	005	1.66
02	15-18	010	3.33
03	18-25	043	14.33
04	25-35	057	19.00
05	35-45	133	44.34
06	45-55	033	11.00
07	55-65	010	03.33
08	65 above	009	03.00
Combined		300	100.00

Source: Primary Data

An analysis of Table-06 shows that out of the 300 respondent's majority 133 (44.34 per cent) are in the age group 35-45 years followed by 57 (19.00 per cent) in the age group 25-35 years. There are only 05 (01.66 per cent) respondents who are less than 15 years of age. About 43 (14.33 per cent) of the respondents are 18-25 years. 33 (11.00 per cent) respondents are 45-55 years are followed by 10 (03.33 per cent) respondents are above 65 years. The average age of the respondent is 45 years.

TABLE 7: EDUCATIONAL LEVEL OF THE RESPONDENTS

S. No	Educational Level	Frequency	Per cent
01	Illiterate	058	19.33
02	Can Sign only	045	15.00
03	Primary	028	09.33
04	Upper Primary	052	17.34
05	High School	054	18.00
06	Inter	039	13.00
07	Graduate	024	08.00
Combined		300	100.00

Source: Primary Data

Table-07 shows that out of the 300 respondents, majority of the respondents are illiterates (19.33 per cent). The percentage of the respondents who studied up to upper primary level are 52 (17.34 per cent), who studied up to primary level are 28 (09.33 per cent), 45 (15.00 per cent) of the respondents can sign only. The percentage of the respondents who studied inter level are 39 (13.00 per cent). Out of the total respondents 08.00 percent studied graduate level.

TABLE 8: COMMUNITY OF THE RESPONDENTS

S. No	Caste Status	Frequency	Per cent
01	General	071	23.66
02	SC	045	15.00
03	ST	032	10.66
04	BC	096	32.00
05	Others	056	18.68
Combined		300	100.00

Source: Primary Data

Table-08 had shows that out of 300 respondents covered by the present study, majority 96 (32.00 per cent) belong to BC category and any 71 (23.66 per cent) belong to general, 56 (18.68 per cent) belong to others, 45 (15.00 per cent) belong to SC and 32 (10.66 per cent) belong to ST category. There is representation to all community groups in the present study.

TABLE 9: RELIGIOUS COMPOSITION OF THE RESPONDENTS

S. No	Religion	Frequency	Per cent
01	Hindu	169	56.33
02	Muslim	097	32.33
03	Christian	023	03.67
04	Others	011	07.67
Combined		300	100.00

Source: Primary Data

The data presented in Table-09 shows that out of 300 respondents the big majority i.e. 169 (56.33 percent) belong to Hindu religion 97 (32.33 percent) respondents belongs to Muslim religion 23 (07.67 percent) respondents belongs to Christians followed by 23 (03.67 percent) respondents are Other religion.

TABLE 10: PREVIOUS OCCUPATION OF THE RESPONDENTS

S. No	Previous Occupation	Frequency	Per cent
01	Unemployed	065	21.66
02	Agricultural Labourers	096	32.00
03	Domestic Labourers	026	08.67
04	Agriculture	083	27.67
05	Construction Laborers	030	10.00
Combined		300	100.00

Source: Primary Data

Table-12 clearly indicates that the previous occupation of the respondents. Out of 300 respondents 96 (32.00 per cent) are agricultural labourers and another 83 (27.67 per cent) are Agriculture. 65 (21.66 per cent) are unemployed followed by 10.00 per cent respondents are Construction Laborers. 26 (08.67 per cent) respondents are domestic workers.

TABLE 11: FATHER'S OCCUPATION OF THE RESPONDENTS

S. No	Father's Occupation	Frequency	Per cent
01	Unemployed	009	03.00
02	Agricultural Laborers	076	25.34
03	Wage Worker	083	27.66
04	Migrated Laborers	132	44.00
Combined		300	100.00

Source: Primary Data

Table-11 clearly indicates that 132 out of 300 (44.00 per cent) respondents are Migrated Laborers and another 83 (27.66 per cent) respondents are wage workers followed by 76(25.35 per cent) respondents are agricultural laborers. Only 03.00 per cent respondents are unemployed.

TABLE 12: MOTHER'S OCCUPATION

S. No	Mother's Occupation	Frequency	Per cent
01	Agricultural Laborers	032	10.67
02	Migrated Laborers	096	32.00
03	Unemployed	172	57.33
Combined		300	100.00

Source: Primary Data

The Table-12 highlights that out of 300 respondents, majority of the 172 (57.33 per cent) respondents are unemployed. 96 (32.00 per cent) respondents are migrated laborers followed by 32 (10.67 per cent) respondents are agricultural laborers of mother's occupation side.

TABLE 13: TYPE OF HOUSE

S. No	Household Type	Frequency	Per cent
01	Permanent (RCC)	103	34.33
02	Temporary (Penku)	197	65.67
Combined		300	100.00

Source: Primary Data

The Table-13 clearly indicates that out of 300 respondents, majority 197(65.67 per cent) of the respondents are living in Temporary houses and the remaining 103 (34.33 per cent) of the respondents living in Permanent houses.

TABLE 14: OWNERSHIP OF HOUSE

S. No	Household Type	Frequency	Per cent
01	Rent	173	57.66
02	Own	092	30.67
03	Government House	035	11.67
Combined		300	100.00

Source: Primary Data

From the Table-14 it is deduced that out of 300 respondents, majority 173 (57.66 per cent) are living in rented houses and remaining 92 (30.67 per cent) of the respondents living their own houses and 35 (11.67 per cent) of respondents living in government houses.

TABLE 15: NUMBER OF DEPENDENTS OF THE RESPONDENTS

S. No	No. of Dependent	Frequency	Per cent
01	Below-2	029	02.67
02	2-4	163	54.33
03	4 -Above	108	36.00
Combined		300	100.00

Source: Primary Data

A perusal of Table-15 shows that the number of dependents of the respondents out of 300 respondents, majorly 163(54.33 per cent) 2-4 dependents. 108(36.00 per cent) respondents are 4-above dependents followed by 29 (09.67 per cent) respondents are below 2 dependents.

TABLE 16: MONTHLY INCOME OF THE RESPONDENTS

S. No	Income Distribution (in Rs.)	Frequency	Per cent
01	Below 2000	015	05.00
02	2000-3000	065	21.67
03	3000-4000	098	32.66
04	4000-5000	058	19.33
05	5000-6000	032	10.67
06	6000-7000	027	09.00
07	7000 Above	005	01.67
Combined		300	100.00

Source: Primary Data

The Table-16 elucidates that the Monthly income earned by the respondents. In the present study, out of 300 respondents' big majority 98 (32.66 per cent) are earning Rs. 3000- 4000 per month. Another 65 (21.67 per cent) are earning between Rs. 2000-3000 per month. 58 (19.33 per cent) of the respondents are earning Rs. 4000-5000 per month followed by 09.00 per cent respondents are between Rs. 6000-7000 per month out of 300 respondents only 15 (05.00 per cent) earns Rs. 2000 per month. It is observed that only 1.67 per cent respondents are above Rs. 7000 per month earning in the study area.

TABLE 17: SCHOOL GOING CHILDREN CLASS-WISE

S. No.	Class	Frequency	Per cent
01	First	032	10.66
02	Second	045	15.00
03	Third	068	22.66
04	Forth	049	16.34
05	Fifth	106	35.34
Combined		300	100.00

Source: Primary Data

The table-17 shows that majority of the respondent's child class wise going to the schools in the study area 106 (35.34 per cent) Fifth class. 68 (22.66 per cent) Third class school going child. Another 49 (16.34 per cent) Forth class school going child followed by 45 (15.00 per cent) Second class going child. Only 32 (10.66 per cent) First class going child in the study area.

TABLE 18: REASONS TO JOIN GOVERNMENT SCHOOLS

S. No.	Class	Frequency	Per cent
01	Admission Fesses problems	022	07.33
02	Poverty	079	26.33
03	Unemployment	064	21.34
04	Low income	077	25.66
05	Parents illiteracy	058	19.34
Combined		300	100.00

Source: Primary Data

The table-18 indicates that out of 300 respondents, majority of the respondents are 79 (26.33 per cent) BPL groups they have join to their child in Government schools followed by 77(25.66 per cent) respondent's low income groups. 64(21.34 per cent) respondents faced unemployment. Another 58 (19.34 per cent) parent's illiterates. Only 22 (07.33 per cent).

TABLE 19: PRIMARY EDUCATION COMPLETED IN ONE SCHOOL

S. No.	Number of schools	Frequency	Per cent
01	Yes	097	32.34
02	More than one	084	28.00
03	More than Two	051	17.00
04	Dropout	068	22.66
Combined		300	100.00

Source: Primary Data

The table-19 shaven that out of 300 respondent's majority of the child education completed only one school 97 (32.34 per cent). Another 84 (28.00 per cent) child education completed more then one school. Another important problem in primary level education at Government school's dropouts 68 (22.66 per cent) this type of problems faced in the study area. 51 (17.00 per cent) child to completed more then two schools.

TABLE 20: CAUSES OF DROP-OUTS

S. No.	Causes	Frequency	Per cent
01	Low Income	082	27.34
02	Unemployment	058	19.34
03	Migration	067	22.33
04	Lack of School	041	13.66
05	Teachers Behavior	052	17.33
Combined		300	100.00

Source: Primary Data

In the study area. Table-20 re3veals that causes of dropouts, majority of the child dropout depend upon families 82 (27.34 per cent) respondent's family income is very low. 67 (22.33 per cent) respondents for the sake of employment they have going to other areas i.e. migration is impact on child education. 58 (19.34 per cent) respondents lack of employment in native areas. Another 52 (17.33 per cent) respondents point out teacher's behavior isn't satisfied. Only 41 (13.66 per cent) respondents lack of schools in our locality i.e. the low enrolment in primary level schools

TABLE 21: SATISFACTION OF EDUCATION

S. No.	Opinion	Frequency	Per cent
01	Excellent	031	10.34
02	Very Good	088	29.33
03	Good	069	23.00
04	No satisfaction	112	37.33
Combined		300	100.00

Source: Primary Data

It is found that table-21, Out of 300 respondents, majority of the respondents unsatisfied education in Government schools.112 (37.33 per cent) respondents are no satisfaction regarding to education followed by 88 (29.33 per cent) respondents are very good satisfaction to education. Another 69 (23.00 per cent) respondents are Good satisfaction to education. Only 31(10.24 per cent) respondents are excellent satisfaction to education of child in the study area.

TABLE 22: FREQUENTLY VISITIG HIGHER AUTHORITY TO THE SCHOOLS

S. No.	Visiting	Frequency	Per cent
01	Weakly	014	04.67
02	Twice in a Monthly	019	06.34
03	Monthly	037	12.33
04	Occasionally	079	26.33
05	Not visiting	151	50.33
Combined		300	100.00

Source: Primary Data

The table-22 shows that visiting higher authority how many times to the schools. Out of 300 respondents, majority of 151 (50.33 per cent) higher authorities not visiting followed by 79 (26.33 per cent) respondents have said that higher authorities visiting occasionally to the school. Another 37 (12.33 per cent) respondents says that monthly visiting of the higher officials to the school and 19 (6.34 per cent) respondents have said that twice in a month to the school. Only 14 (04.67 per cent) respondents have said that weakly visits of the officials.

TABLE 23: AVALIABILITY OF TEACHERS

S. No.	Teachers Availability	Frequency	Per cent
01	Not Availability	052	17.34
02	Absenteeism	077	25.66
03	Classes not attending	041	13.67
04	D'nt maintain Timing	085	28.33
05	Perfect Timing	045	15.00
Combined		300	100.00

Source: Primary Data

The table-23 finds out availability of teachers for students in the schools. Majority of 85 (28.33 (per cent) teachers does not available to the child followed by 77 (25.66 per cent) teachers frequently absent to the school. Another 52 (17.34 per cent) of teachers without the information to head of the school and 41 (13.67 per cent) teachers not attending classes properly. Only 45 (15.00 per cent) teachers perfectly maintain timings.

TABLE 24: STUDENTS LACK OF ATTENDANCE

S. No.	Students Attendance	Frequency	Per cent
01	Regularity	043	14.34
02	Irregularity	058	19.34
03	Health Causes	052	17.33
04	Less Interest	079	26.33
05	Parent's Attitudes	068	22.66
Combined		300	100.00

Source: Primary Data

The table-24 indicates that student's attendance in the study area. Majority of 79 (26.33 per cent) are less interest to attend to school regularly followed by 68 (22.66 per cent) parent's attitudes are different to their child income sources to help their work. Another 58 (19.34 per cent) respondents regularly go to school. 52 (17.33 per cent) due to health causes. Only 43 (14.34 per cent) respondents are regular in going to school.

TABLE 25: TEACHERS STAY AT SCHOOL AREAS

S. No.	Staying	Frequency	Per cent
01	Staying	038	12.67
02	Journey	109	36.34
03	Head quarters	067	22.33
04	Weakly going to houses	053	17.66
05	Nearest Towns	033	11.00
Combined		300	100.00

Source: Primary Data

The table-25 presents that teachers stay in the local area of the schools. Out of 300 respondent's majority of 109(36.34 per cent) respondents shuttle from their places. Another 67 (22.33 per cent) respondents are staying at school surroundings and go to house Weakley. Only 33 (11.00 per cent) respondents living nearest towns.

TABLE 26: LACK OF PARENTS INCOME TO JOIN THE CHILDREN IN GOVERNMENT SCHOOLS

S. No.	Opinion	Frequency	Per cent
01	Yes	197	65.66
02	No	103	34.34
Combined		300	100.00

Source: Primary Data

The table-26, shown that lack of parent's income forcefully sends to the child to Government schools. Out of 300 respondent's majority of 197 (65.66 per cent) parents income is very low they have joined their child in Government schools followed by 103 (34.34 per cent) positively respond to the above opinion.

TABLE 27: TEACHERS TO TEACH REGULARLY TO TOPIC WISE

S. No.	Opinion	Frequency	Per cent
01	Excellent	023	07.66
02	Very Good	048	16.00
03	Good	073	24.34
04	Satisfaction	054	18.00
05	Not satisfaction	102	34.00
Combined		300	100.00

Source: Primary Data

The table-27 shows that teachers teach their lessons regularly in a topic wise in the schools. 102 majority of the teachers (34.00percent) are not satisfied with their teaching followed by 73 (24.34 per cent) respondents teach topic wise with good satisfaction towards the child. Another 54(18.00per cent) respondents express their satisfaction. Only 23(07.66 per cent) respondents excellent teaching.

TABLE 28: TEACHERS TO INVOLVE OTHER ACTIVITIES IN THE SCHOOL PREMISES

S. No.	Other Activities of the Teachers	Frequency	Per cent
01	To try for promotion	087	29.00
02	Prepare for Examinations	073	24.34
03	Business	065	21.66
04	Politics in local areas	048	16.00
05	Non academic activities	027	09.00
Combined		300	100.00

Source: Primary Data

The table-28 reveals that teachers involving other activities in the school compound. Majority of 87 (29.00per cent) respondent's tray to promotion for better positions followed by 73 (24.34 per cent) respondents prepare for competitive examinations in the school. Another 65 (21.66 per cent) respondents to conducting business in the school i.e. shares, finance business and real-estate etc. 48 (16.00 per cent) respondents have involved in local politics. Only 27 (09.00 per cent) respondents are in non- academic activities.

SUMMARY AND FINDINGS

Since the dawn of history education has been considered important in Indian life. During the British rule the extensive educational surveys conducted by Thomas Munro, Mount Stuart Elphinstone and William Aden in Madras, Bombay, Bangalore, Bihar and Punjab in the 19th century provide information about the existence of a widespread indigenous system of education.

In spite of all these serious efforts, a majority is still without access to education. For them, education is still a forbidden fruit. The reasons for this are many. Domestic duties, employment at home and outside create an impediment to girl's access to education. She is often assigned the duty to look after the younger members of the family, as her mother has to work hard to add the family income

One hundred eighty-nine countries have committed themselves to eight Millennium Development Goals, aimed at eradicating extreme poverty and improving the welfare of their people by the year 2015.

Ultimately the case for universal primary education goes beyond economic consideration. Noble laureate Amratya Sen has called for human capabilities – the essential and individual power to reflect, make better choice, seek a voice and enjoy a better life. Primary education promotes the achievements of all the Millennium development goals.

- Out of 300 respondent's majority 63.33 per cent are females.
- Out of 300 respondents the big majority 172 (57.33 per cent) are married.
- Out of the 300 respondent's majority 133 (44.34 per cent) are in the age group 35-45 years.
- Majority of the respondents are illiterates (19.33 per cent).
- Majority 96 (32.00 per cent) belong to BC category and any 71 (23.66 per cent) belong to genera.
- Out of 300 respondents the big majority i.e. 169 (56.33 percent) belong to Hindu religion 97 (32.33 percent) respondents belongs to Muslim religion.
- In the study 132 out of 300 (44.00 per cent) respondents are Migrated Laborers.
- It is deduced that out of 300 respondents, majority 173 (57.66 per cent) are living in rented houses.
- Out of 300 respondents' big majority 98 (32.66 per cent) are earning Rs. 3000- 4000 per month.
- Child class wise going to the schools in the study area 06 (35.34 per cent) Fifth class.
- Out of 300 respondents, majority of the respondents are 79 (26.33 per cent) BPL groups they have join to their child in Government schools.
- Majority of the child education completed only one school 97 (32.34 per cent).
- Majority of the child dropout depend upon families 82 (27.34 per cent) respondent's family income is very low.
- Majority of the respondents unsatisfied education in Government schools. 112 (37.33 per cent).
- Out of 300 respondent's majority of 151 (50.33 per cent) higher authorities not visiting followed by 79 (26.33 per cent) respondents.
- Majority of 85 (28.33 per cent) teachers does not availability to the child.
- Majority of 79 (26.33 per cent) less interest to attend school regularly.
- Out of 300 respondent's majority of 109(36.34 per cent) respondents daily journey their places.
- Majority of the teachers 102 (34.00 per cent) teaching not satisfaction.
- Majority of 87 (29.00 per cent) respondent's tray to promotion for better positions followed by 73 (24.34 per cent) respondents prepare for competitive examinations in the school.

FINDINGS

- Government Schools should maintain good Quality of education providing to the students.
- All Primary Schools should maintain the records of the student's attendance, teacher's attendance and other related office files.
- Innovative teaching methods should have developed for the children.
- To maintain Bio-metric system for Teachers and Students in all schools.
- To Control the dropouts at the primary education level itself.
- Primary schools should maintain Teacher and student relations.
- All teachers should attend to the assembly regularly.
- Teachers attendance should be increase.
- Teachers should stay in the campus from starting to ending of the school. Primary school children should not be feel under the pressure.
- Good friendly schooling Environment must create by the teachers.
- Every primary school should maintain Parent Teachers Associations (PTA's) meetings regularly.
- Each teacher to join their children compulsorily in Government Schools.
- All teachers should stay in the school surroundings.
- Teachers to attend the classes with more subjective analysis.

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