



## Facilities provided by the primary education schools - A study in east Godavari district of Andhra Pradesh

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### Abstract

Primary school enrolment in India has been a success story, largely due to various programs and drives to increase enrolment even in remote areas. With enrolment reaching at least 96 percent since 2009, and girls making up 56 percent of new students between 2007 and 2013, it is clear that many problems of access to schooling have been addressed. This study aims to present the Facilities provided by the Primary Education Schools - A Study in East Godavari District of Andhra Pradesh. The data was collected from East Godavari District Primary Schools.

**Keywords:** education, Primary Schools, enrolment

### 1. Introduction

Primary school enrolment in India has been a success story, largely due to various programs and drives to increase enrolment even in remote areas. With enrolment reaching at least 96 percent since 2009, and girls making up 56 percent of new students between 2007 and 2013, it is clear that many problems of access to schooling have been addressed. Improvements to infrastructure have been a priority to achieve this and India now has 1.4 million schools and 7.7 million teachers so that 98 percent of habitations have a primary school (class I-V) within one kilometer and 92 percent have an upper primary school (class VI-VIII) within a three-kilometer walking distance.

Despite these improvements, keeping children in school through graduation is still an issue and dropout rates continue to be high. Nationally 29 percent of children drop out before completing five years of primary school, and 43 percent before finishing upper primary school. High school completion is only 42 percent. This lands India among the top five nations for out-of-school children of primary school age, with 1.4 million 6 to 11 year olds not attending school. In many ways schools are not equipped to handle the full population – there is a teacher shortage of 689,000 teachers in primary schools, only 53 percent of schools have functional girls' toilets and 74 percent have access to drinking water.

### 2. Profile of East Godavari District

The district of Rajahmundry (present name Rajamahendravaram) was reorganised in 1859 into two districts of Godavari and Krishna. Godavari District was further bifurcated into East and West Godavari districts in 1925. After Nov 1956's Andhra Pradesh was formed by combining parts of Naizam, Ceded and Circars, in 1959, the Bhadrachalam revenue division, consisting of Bhadrachalam and Naguru Taluqs (2 Taluqs in 1959 but later subdivided into Wajedu, Venkatapuram, Charla, Dummugudem, Bhadrachalam, Nellipaka, Chinturu, Kunavaram, and Vara Rama Chandra

Puram mandals) of East Godavari district were merged into the Khammam district. After June 2014's reorganisation and division of Andhra Pradesh, the Mandals of Bhadrachalam (with the exception of Bhadrachalam Temple), Nellipaka, Chinturu, Kunavaram and Vara Rama Chandra Puram were re-added back to East Godavari District.

According to the 2011 census East Godavari district has a population of 5,154,296. This gives it a ranking of 19th in India (out of a total of 640 districts) and 2nd in the state. The district has a population density of 477 inhabitants per square kilometre (1,240/sq mi). Its population growth rate over the decade 2001–2011 was 5.1%. East Godavari has a sex ratio of 1005 females for every 1000 males, and a literacy rate of 71.35%

### 3. Review of Literature

Das and Garg (1985) [2] Studied on impact of pre-primary education on dropout, stagnation and academic performance. The main objective of study was to find out the impact of nursery on retention, stagnation, achievement and development of personality. The study revealed that early childhood education had salutary effect in reducing the dropout there was lower stagnation in group which had preschool education children who have got pre primary education have good achievement level compared to the children who have not attended the pre-primary classes.

Krishnamorthy (1985) [3] studied the position of enrolment of children in the age group of 6-13 years and problem involved in their enrolment. He stated that non sustainability of school timing. Lack of adequate accommodation in school, poverty and looking after younger ones at home are the major problem in the enrolment and retention of children. Lack of female teacher, neither any separate school for girls nor facilities for girls is hurdle for the enrolment of girl children in primary stage. He further states that poverty, orthodoxy and illiteracy of parents are the causes due to which parents are also reluctant towards the universalization of primary education.

He suggested that visiting to the house of non enrolled children, sensitizing their parents, serving midday-meal distribution of uniform and books and cash grant to Scheduled caste students can help in the programme of universalization.

#### 4. Statement of the Problem

India is more illiterate than it was fifty or hundred years ago. The socio-economic conditions in rural India have decayed, declined and deprived the primary education system. Equally the social and economical inequalities of caste, class and gender have been identified as the major causes of education deprivation among the children majorly in rural India. Enrolling all boys and girls in school by 2015 is one of the most important millennium development goals of India. And India will do that probably earlier than the UN target date through non-formal, formal and inclusive education. Thus to achieve this Right to Education Act has been enacted across the nation.

The term 'Education' now has to be accepted with much greater responsibilities than before. Until now the focus has been only on producing Quantity that is large number of doctors, engineer, etc. But with the moving trends of surplus employment opportunities in any sector, it'll definitely shift from Quantity to the Quality part within the learning generations. Thus, the main focus will be on producing better human beings rather than incompetent beings. And this can only be achieved by providing the education sector with the right blend of opportunities, amending education as an exercise in quality with quantity matched to what our economy can imbibe. The uneven spread of education system in rural areas is not only seen in terms of interstate variations, but it is also largely seen between rural and urban divide. As always urban areas are at an advantage compared to the backend, impoverished rural areas in India. Social inequalities of caste, class and gender have proven to be the major hindrance in school participation and completion, as a result of which, certain segments of society, such as the SC's, ST's, and girls in rural areas, have continued to lag behind the rest of the school going children.

#### 5. Objectives of the Study

1. To examine the facilities provided by the primary education in East Godavari District.
2. To study the profile of the East Godavari District.
3. To offer findings and suggestions of the study

#### 6. Methodology of the Study

The present study is carried out in East godavari district of Andhra Pradesh State. The sample district is one of the educationally backward districts of the state. Almost 80 per cent of the population belong to the backward classes. Three mandals were selected for the study from the sample district using purposive sampling methodology. These sample mandals are Chintur, VR Puram and Konavaram. One private unaided recognised English medium school and three aided local-body Telugu medium schools were selected from these three sample mandals in East Godavari district. The sample collected for the study Teachers are 80 respondents, Parents are 90 respondents, Students are 150 Respondents.

**Table 1:** Type of school Building

Sl. No.	Opinion	Frequency	Percentage
1.	Kachha	13	8.7
2.	Pucca	20	13.3
3.	Building	117	78.0
Total		150	100

It is noticed that the type of school building in primary school majorly 78% respondents opines that they have school building, 13.3% respondents said that they have pucca primary school, 8.7% respondents have kachha primary schools.

**Table 2:** Sanitation facilities for boys and Girls

Sl. No.	Sanitation Facilities	Yes		NO		Total	
		F	%	F	%	F	%
1.	Boys	46	57.5	34	42.5	80	47
2.	Girls	61	87.1	09	12.9	70	53

It is interestingly well known facts are revealed in this study 57.5% respondents have sanitation facility for boys 42.5% respondents said that they don't have sanitation facilities in the primary school. For Girls 87.1% girls have sanitation facility followed that 12.9% don't have sanitation facility.

**Table 3:** Furniture

Sl. No.	Opinion	Frequency	Percentage
1.	Bare Minimum	15	10.0
2.	Sufficient	80	53.3
3.	More than sufficient	55	36.7
Total		150	100

It is well noticed that 10% respondents have bare minimum furniture in the class room, 53.3% respondents have sufficient furniture in the class room, 36.7% respondents have more than sufficient furniture in the class room.

**Table 4:** Teaching Aids in the Class room

Sl. No.	Opinion	Frequency	Percentage
1.	No Teaching aid	50	33.3
2.	Few sufficient	43	28.7
3.	More than Sufficient	57	38.0
Total		150	100

It is stated that 33.3% respondents have opined that they have no teaching aids in the class room, 28.7% respondents have few sufficient teaching aids in the class room, 38% respondents have more than sufficient teaching aids in the class room.

**Table 5:** Play grounds and Sports Equipment

Sl. No.	Opinion	Frequency	Percentage
1.	No play ground	38	25.3
2.	Only Play Ground	56	37.3
3.	Play Ground and sports equipment	56	37.3
Total		150	100

It is shown that 25.3% respondents opined that they no play

ground in the primary school, 37.3% respondents opined that they have only play ground in the school, followed by 37.3% respondents opined that they have playground and sports equipment in the primary school.

**Table 6:** Electricity light and fan in the school

Sl. No.	Opinion	Frequency	Percentage
1.	No Electricity	12	8.0
2.	Only light	75	50.0
3.	Light and fans	63	42.0
Total		150	100

It is stated that 8% respondents opined that they have no electricity in the class room, 50% respondents opined that they have only light in the class room, 42% respondents opined that they have lights and fans in the class rooms.

**Table 7:** Drinking Water facility in the school

Sl. No.	Opinion	Frequency	Percentage
1.	Pond of River	12	8.0
2.	Tube well	75	50.0
3.	Filtered water	63	42.0
Total		150	100

It is stated that 8% respondents have drinking water in the pond of river, 50% respondents have tube well for drinking water in the class room, 42% respondents opined that school provides filtered water in the school

### 7. Findings of the Study

- 57.5% of students said that they have sanitation for boys, 87.5% of the students that they have sanitation for girls.
- 53.3% students said that the sufficient furniture in the schools.
- 37.3% of the students said that they have only play ground in the schools.
- 50% of the students said that they light in the class room, 8% of the students said that they have no electricity in the class room, 42% of the students that they have no light and fan in the class room.
- 8% of the students said that drinking water through pond of river, 50% of the students said that they have drinking water through tube well, 42% of the students said that they have filtered water.

### 8. Suggestions of the Study

- The government should take care of the sanitation facilities and toilet facilities for boys and girls in primary education schools.
- The primary schools management should provide benches and chairs with good condition for the schools.
- The schools take care and provide the Electricity light, fans for the students in the study hours.
- It is suggested to arrange the purified mineral water for the students in the schools.

### 9. Conclusion

It appears from the empirical study that quality of primary education has been compromised for its universality in India.

Operation Black Board, District Primary Education Project, National Literacy Programme, Sarvha Shiksha Abhiyan-all aim at universalizing. It is time that the nation pays heed to the quality dimension. As it has already been pointed out, quality indirectly helps in making the quantity. As a result, quality improvement programmes need to be devised for all levels-national, state and district. There is always talk of not enough good quality teachers in the system and I think that has partly to do with the fact that for most teachers, teaching is not out of choice or a passion. The minority few that have chosen teaching as profession when they could have been in other careers have usually earned name and fame. Passion in teaching is so important because in today's information age, as a teacher you need to be a student simultaneously and keep learning to ahead of the curve to deliver the best to your students.

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