

Profile of Primary Education of Government Schools in Nalgonda District: A Socio-Geographical Analysis

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Abstract: The present study was undertaken brings to lighten many problems in the system of education in Telangana State, India. The study focusing more on the primary education in some subjects viz. basic facilities, values, standards etc.

Keywords: Educational Act, Primary Education, Basic needs, Dropout.

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I. Introduction

Primary education is the major concern of every society. The education is directly related to development of democracy. Development through education includes higher literacy rates, increased awareness, improved coping mechanism and respectable livelihood [1-2]. This depends upon the financial support, number and location of educational institutions, related infrastructure, student-teacher ratio etc [3-4]. The special importance on education is recognized by the impact of cultural advancement, higher awareness level and creation of civilized societies [5-7].

The educational act seems to draw its own lines of limitation in the following acts of implementation: The children in their learning age should compulsorily make use of the facilities provided by the government in terms of establishing schools. There should be sufficient number of teachers in every school. Hygienic environment with all the needed facilities, especially toilet facilities and drinking water to the students. Till to date the right for education act has not shown any interest in the learning outcome is going to strengthen the act with the implementation of which the children are going to derive a fruitful benefit of education [8-10]. The members of the central board of academic counselling felt that making the children join schools is not complete and sufficient. It will be complete only when the learning activities go according to the educational plans. Towards this direction the centre has designated the duty of framing the measuring scales of the learning outcomes to SCERT.

1. The Profile of Study Area

Nalgonda was formerly known as Neelagiri. The Nalgonda district is situated in the Southern part of Telangana State covering an area of 14,217 Sq. Kms. Nalgonda's global location is between 16-25' and 17-50' of the Northern Latitude and 78-40' and 80-05' of Eastern longitude. Nalgonda is located at a distance of 103 KM from Hyderabad and 19 Kms away NH65. The geographical Location of Nalgonda District (Figure-1) is at a longitude of E79 16'and Latitude of N17 03'.

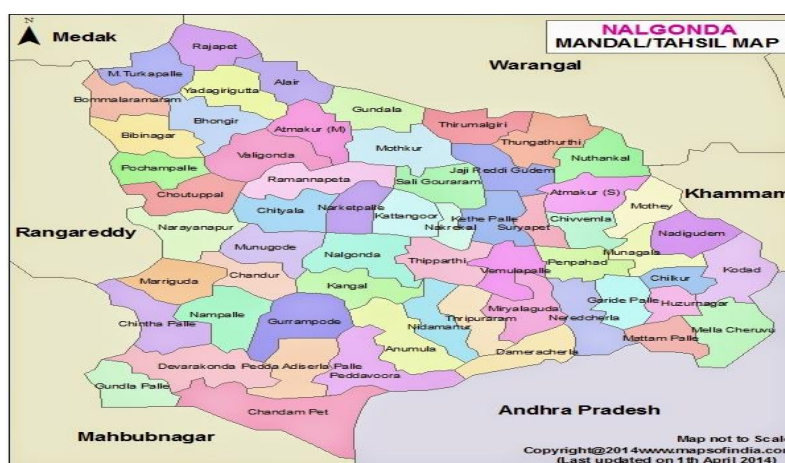


Figure 1: Map shows delimitations of Nalgonda district

The united Nalgonda District is bordered by Medak and Warangal districts in the North, Guntur and Mahabubnagar districts in the South, Khammam and Krishna districts in the East while the districts of Mahabubnagar and Rangareddy lie in the West. The total population of Nalgonda is 34.84 lakhs and the density of population is 245 per Sq. Km (2011 census). Agriculture is one of the main occupations in Nalgonda. People mainly grow paddy, pulses, millets and oilseeds.

Objectives of the Study

- To compare primary education rate trends in Nalgonda District.
- To correlate primary education with primary educational facilities and socio-economic factors.
- To know the impact of basic facilities on the standards of the learning outcomes.
- To suggest some suitable measures, which can helpful to achieve good attainments in primary education.

II. Materials and Methods

The relevant data, geographical maps, current information of the study area and the supporting documents are collected from District Planning Office, District Educational Office, Mandal Education Office, Municipal Office, Nalgonda. Different locations of primary, upper primary schools are identified by GPS survey and prepared Location Map of Schools. The collected data are arranged in suitable tabular form and presented through relevant cartographic techniques and weighted index methods.

III. Results and Discussions

3.1 Educational Development in Nalgonda District

Nalgonda district has set some aims and objectives regarding the development of Education sector. To achieve 100% enrolment in 5-14 age group children, 100% retention i.e. who are enrolled in the school, reduce the dropout rate, improve the quality of education and provide schooling facility to every habitation [11-12]. The details pertaining to educational development of Nalgonda district up to 2011 are showed in the Table 1& 2.

Table 1: Nalgonda District Educational Development (2011)

S.No.	Place	Primary Schools	Upper Primary Schools	High schools	Higher Secondary Schools
1	Andhra Pradesh	66384	15421	18776	173
2	Telangana Region	26507	6478	9852	74
3	Nalgonda District	3031	528	1117	2

Table 2: School Level Educational Institutions in Nalgonda District (2010-11)

S.No.	Category of Institutions	State Govt	Mandal Parishad	Private Aided	Private Un-Aided	Total
1	Primary Schools	114	2428	50	438	3030
2	Upper Primary Schools	16	277	9	226	528
3	High Schools	79	546	29	463	1117

To achieve the objectives of total literacy the huge numbers of primary schools are very essential.

3.2 Basic Facilities:

For good education in a primary school the minimum required facilities such as School building with enough Classrooms, Blackboard, Books, Teaching Learning Material, Drinking water facility, Sanitation facility, Play ground availability etc., are called Basic facility [13-14]. For the study of problems of Primary Education in Nalgonda district 43 schools are selected, out of these 35 are Primary Schools including 29 Rural Primary Schools and 6 Urban Primary Schools, whereas, Upper Primary Schools are 8 which include 7 Rural Upper Primary Schools and 1 Urban Upper Primary School. The category and area of the school is shown below in Table-3

Table 3: Distribution of Primary and Upper Primary Schools

Category	Area		Total
	Rural	Urban	
Primary School	29 (80.5%)	6 (85.7%)	35 (81.3%)
Upper Primary School	7 (19.4%)	1 (14.2%)	8 (18.6%)
Total	36 (100%)	7 (100%)	43 100%

3.2.1 Physical access:

Physical access refers to availability of school to the public easy to approach with in the habitation. It is observed that majority of schools have the physical access within the norm prescribed by the SSA-RTE. The Primary Schools and Upper Primary Schools are located within the 1-3 Km radius from the children habitation. Out of 43 sample schools it was noticed that 9 schools have threat. There are barriers viz. Highway and Main Road with heavy traffic. Dogs and Pigs threat in without compound wall, partially or damaged compound wall in few schools. Most of the schools have Monkeys threat, which are posing problem to children on the way to school and move in and around the school premises. It is also found that the old and damaged school buildings are threat to children

3.2.2 Quality access:

Quality access alludes to suitability of item to make use. For the study of problems of Primary Education in Nalgonda district, school building, class rooms, black boards, drinking water facility, sanitation facility, play ground facility, Student Teacher Ratio were included to evaluate the quality of education.

It is observed that the average Student Class Room ratio (SCR) in Rural Primary Schools is 21:1 with a minimum of 5 and a maximum of 41, where as in Urban Primary Schools SCR is 24:1 with a minimum of 2 and maximum of 42. In Rural Upper Primary Schools the SCR is 25:1 with a minimum of 12 and a maximum of 40, where as in Urban Upper Primary Schools the SCR is 30:1. It is found that in majority of the schools of Nalgonda district, the SCR is found to be with the norms of SSA-RTE. All the sample schools have proper natural lighting and ventilation in the classrooms and all the schools does not have proper arrangement of electrical lighting and ventilation.

In the 43 Sample schools a total of 51 Male teachers and 89 Female teachers are positioned. It was also noticed that all the teachers in the Sample Schools are well qualified and trained. In Rural area, in Primary Schools the average PTR is 23:1 with a minimum of 9 and maximum 48, and in Upper Primary Schools it is 20:1 with a minimum of 6 and maximum of 34. In Urban area, in Primary Schools the average PTR is found to be 24:1 with a minimum of 6 and in Upper Primary Schools it is 20:1. According to SSA-RTE norms in Nalgonda district majority of the sample schools maintaining the Pupil-Teacher Ratio

Table 4: Details of Enrolment Ratio and Teacher Pupil Ratio (2010-11)

S.No.	Place	Enrolment Ratio		Teacher Pupil Ratio		
		1-5 Classes	6-7 Classes	Primary	Upper Primary	High School
1	Andhra Pradesh	100.46	84.76	26	21	25
2	Telangana Region	113.80	95.8	27.5	21.6	24.5
3	Nalgonda District	100.90	87.03	28	24	25

Table 5: Number of classrooms in the school and student classroom ratio

Area	Category	No. of Classrooms in the School			Student-Classroom Ratio		
		Minimum	Maximum	Mean	Minimum	Maximum	Mean
Rural	PS	1	6	5	5	42	21
	UPS	3	7	6	11	39	25
	Total	1	8	5	5	42	23
Urban	PS	1	6	6	2	43	24
	UPS	6	6	6	30	30	30
	Total	4	6	6	2	43	25
Total	PS	1	6	5	2	43	22
	UPS	3	7	6	11	39	25
	Total	1	6	5	2	43	23

The above Table - 4 & 5 reveals the Number of classrooms in the school and student classroom ratio in the sample schools. In Rural Primary Schools the average number of classrooms is 5 with a minimum of 1 and maximum of 6. Whereas in Urban Primary Schools the average number of classrooms is found to be 6 with a minimum of 1 and maximum of 6. In Rural Upper Primary Schools the average number of classrooms is 6 with a minimum of 3 and maximum of 7. Whereas in Urban Upper Primary Schools the average number of classrooms is found to be 6 with a minimum of 6 and maximum of 6.

3.2.3 Quality of blackboards in the classrooms:

In 43 Sample Schools it is found that blackboards in the classrooms are centrally placed, out of which 28 schools have well painted black boards and in the remaining 15 schools blackboards are not painted properly. Further it is noticed that the writing on the blackboard are properly seen in 38 schools including 25 Primary

Schools and all Upper Primary Schools. It is also observed that the light on the blackboard is glaring in 9 schools and as a result children are not able to see the writings on the blackboards.

Table 6: Availability of Black Boards

Area	Category	I	II	III	IV	V	VI	VII	VIII
Rural	PS	29	20	17	13	10	-	-	-
	UPS	7	7	7	7	7	7	7	1
	Total	36	27	24	20	17	7	7	1
Urban	PS	6	6	6	6	6	-	-	-
	UPS	1	1	1	1	1	1	1	1
	Total	7	7	7	7	7	1	1	1
Total	PS	35	26	23	19	16	-	-	-
	UPS	8	8	8	8	8	8	8	2
	Total	43	34	31	27	24	8	8	2

The above Table- shows availability of Blackboard class wise in the Sample Schools. It is clear that in rural area, out of 43 sample schools including 29 Primary Schools and 7 Upper Primary Schools, 36 sample schools have blackboard in class I, 27 schools in class II, 24 schools in class II, 20 schools in class IV, 17 schools in class V, 7 schools in class VI & VII and only 1 school have blackboard in class VIII.

In case of urban area, out of 7 sample schools including 6 Primary schools and 1 Upper Primary School, all the class rooms have blackboard. But, the quality and maintenance of the blackboards is very poor.

3.2.4 Separate Toilet Units:

It is observed that the schools have separate toilet units for boys and girls and are these adequate for the children enrolled in the school and also observed that the schools has toilets for the needs of physically challenged children. It is noticed that out of 43 sample schools 32 schools have separate provision of toilets for girls, which include 25 Primary Schools with 71.4% and 7 Upper Primary Schools with 87.5%. In 20 schools, there is a separate provision of toilets for boys which include 16 (45.7%) Primary Schools and 4 (50.0%) Upper Primary Schools. In 18 schools adequate toilets are available for students, which include 15 (42.8%) Primary Schools and 3 (37.5%) Upper Primary Schools. Only 5 Sample Schools have CSWN friendly toilets. It is also observed that only in 5 schools incinerator facility is available in the girls' toilet. In 35 schools children are doing open urination and defecation because of various reasons like inadequate toilet facilities in the school, improper maintenance of toilets and lack of running water facility in the toilets.

Table 7: Availability of Sanitation

Category	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Separate provision of toilets for Girls	20	6	5	1	25	7
Separate provision of toilets for Boys	10	3	6	1	16	4
Adequacy of toilets for students	8	2	4	0	12	2
Students allowed to use the toilets	9	6	4	1	13	7
Availability of running water	5	5	2	0	7	5
CWSN friendly toilets	2	1	1	1	3	2
Dust bin facility in the Girl's toilets	1	2	1	1	2	3
Open urination	16	7	6	1	22	8

3.2.5 Library Facility:

It is found that out of 43 sample schools, in all 43 sample schools have sufficient books including all Primary Schools and Upper Primary Schools, but there is no special room for library environment. The students in sample Primary Schools and Upper Primary Schools have sufficient books to meet the requirement of the student.

3.2.6 Drinking Water Facility:

Out of 43 Sample Schools, it is noticed that in 36 schools, drinking water facility is available, which includes 28 Primary schools and 8 Upper Primary Schools, but in 7 schools drinking water facility is not available. It is observed that the out of the 40 sample schools, 25 schools have tap water source, 11 schools have

hand pump / bore well source and in 7 schools water is supplied from outside. Pure and safe water supply is maintained in 32 schools.

3.2.7 Ramp with Handrail:

All the rooms in the schools including classrooms, toilets and staffroom should be accessible to Children with Special Needs (CWSN). It is observed that out of 43 schools, in 28 schools the ramp has been constructed to facilitate the physical access for the children with special needs, which include 22 (62.8%) Primary Schools and 6 (75.0%) Upper Primary Schools. In 9 schools, the ramps have handrails and it is observed that only in 13 schools the Ramps are functional properly, and also it is observed that, out of the 13 functioning ramps of the sample schools, in 9 schools the ramps are satisfactory, the quality of the ramp is found to be poor in Primary Schools and only in 2 schools, the condition of ramp is good.

3.2.8 Play Ground Availability:

It is observed that out of 43 sample schools in Nalgonda district, 29 schools including 22 Primary Schools and 7 Upper primary schools have a playground in the school premises. In the remaining 14 schools, playground is not available. Games and sports are being organized in the playground of neighbourhood school or in the nearest available open space. In 29 schools, children are using available sports materials. Further, it is observed that in 18 schools, the sports material is sufficient for the children to play the games. The availability of Drinking Water, Ramp with Handrail and Play Ground facility is tabulated in Table-8.

Table 8: Availability of Drinking Water, Ramp with Handrail & Play Ground

Category	Rural		Urban		Total	
	PS	UPS	PS	UPS	PS	UPS
Availability of drinking water facility	22	7	6	1	28	8
Tap water source	12	6	6	1	18	7
Hand pump / Bore well source	10	1	-	-	10	1
Other source	7	-	-	-	7	-
Usage of water by children	23	6	6	1	29	7
Proper cleanliness and Maintenance of water facility	27	6	6	1	33	7
School having Ramp	18	5	4	1	22	6
Ramp with Handrail	6	2	1	0	7	2
Ramp functioning	8	2	3	0	11	2
Availability of play ground	18	6	4	1	22	7
Adequacy of sports material	17	5	3	1	20	6
Children using the available sports material	18	5	4	1	22	6

3.2.9 Dropout:

In the sample schools it is reported by the Headmaster that 40 children dropped out of the schools. Children who are not attending the school continuously without informing more than 15 days are identified as dropouts. Most of the schools are not maintaining records to show the dropout data. The Headmaster and Teachers are visits the houses of children who are absent for long time and counsel the parents and students, and also conduct meetings some times. It is happening in rural areas only, in urban areas conducting rally only. The details of dropout ratio in primary schools are listed in Table-9.

Table 9: Details of Dropout Ratio in Primary level Education (2010-11)

S.No.	Place	Dropout Ratio					
		1-5 Classes	1-7 Classes	SC's	SC's	ST's	ST's
				1-5 Classes	1-7 Classes	1-5 Classes	1-7 Classes
1	Andhra Pradesh	17.43	22.34	19.61	23.91	36.85	40.49
2	Telangana Region	23.98	27.73	25.48	31.20	39.50	52.52
3	Nalgonda District	30.64	35.35	29.97	38.32	52.89	60.06

3.2.10 Computer Aided Learning (CAL):

In the 43 Sample Schools only three schools have computers. MPPS Thimmapuram has 1 computer, MPPS Cherlagouraram has 1 computer and MPUPS Bangarigadda Choutuppal has 1 computer only, these three

sample schools received 1 computer each and accessories. received under CAL are physically available in the schools and are in working condition. In three Sample Schools, computers are kept in HM room. In no sample school have projector. In all schools electrification and earthen are not done. In no sample schools, teachers are using the supplied CDs for teaching and learning. No digital content of Teaching and learning material to supplement the course material is available. It is observed that in all the sample schools teachers have basic knowledge to operate a computer, but teachers did not receive training on using the computers and conducting digital classes.

IV. Conclusion

Having considered the strengths and weaknesses of the Primary Education, there are some prospects such as Employment of enough qualified teachers in the schools, improved teaching methods with Teaching Learning Material, provision of basic facilities in time to time to improve the quality of primary education in Nalgonda district.

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