

## Factors Affecting Quality of Education in Government Schools with Special Reference to Rangareddy District

T. Suresh Kumar

<sup>1</sup>Research Scholar, Department of Sociology & Social Work, College Of Arts And Social Sciences, Osmania University, Hyderabad -Telangana State – India, 500 007.

Email: sureshk.drf@gmail.com

**Abstract:** *The Indian Education System has its own share of issues and challenges which need to be resolved so as to provide better and improved education to children, who are the future of the country. Over the years, a lot has changed in the Indian education system but still, there are many loopholes and problems which need to be resolved. In this article, we shall discuss in detail the issues and challenges with the Indian Education System and a few counter solutions to overcome these challenges. Also discussed are a few schemes which have been initiated by the Government for the improved education of students across the country.*

**Key Words:** *Quality of education, Affecting factors, Government schools.*

### 1. INTRODUCTION :

India adopted a National Policy for Children in 1974, declaring children to be the nation's most precious asset. The population of children in a country comprises its human resources of the future and the social, economic, and cultural growth. Development of any society or community centers upon the quality of its human resources. India has the lowest public expenditure on education per student in the world. The highest being Kerala, the State that spearheaded the Universal literacy movement in the country spends Rs. 1000 per student, as the figures go from bad to worse with the lowest being Uttar Pradesh spending a measly Rs 483 per child per year <https://www.education.gov.in>. So can it be said that funding is the issue with government schools? Clearly not. It is one of the utilization of these funds.

There has, unfortunately, come into existence, a big class, and caste divide together with a rural-urban divide in education, in terms of facilities and quality, which has serious social consequences and could lead to social disruption. Schools in backward rural and tribal areas are the most neglected, and the standard of teaching is deplorable. Even in other areas, schools to which children of the underprivileged have access are run by the State or local authorities. By and large, these have a poor record of performance. The most glaring of the problems with government-run schools is that of infrastructure. Poorly maintained buildings, dilapidated classrooms, ill-equipped libraries and laboratories, lack of sanitation facilities, and even drinking water are issues that the students deal with every day.

Availability of qualified teachers and the student-teacher ratio is another tale to tell. The curriculum and teaching methodologies stand outdated, with the emphasis being on rote-learning and merely developing reading and writing skills instead of holistic education. These factors, coupled with other social circumstances have led to alarmingly high dropout rates in the country. Most schools are miles away and largely inaccessible to the students.

While noting that an adequate number of schools is to be found at a "reasonable distance from habitations". Department of School Education and Literacy indicate that as many as two-thirds of those eligible for secondary and senior secondary education remain outside the school system today.

#### 1.1 Condition of Government Schools in India

Although India is amongst the ten fastest-growing economies in the world, it still has a third of the world's illiterates. With 34 per cent of the illiterate population in the world, India has the largest number of illiterates by far. Seventy-five years after independence, with 40 per cent of its population under 18. India is now confronting the perils of its failure to educate its citizens, notably the poor.

India, being a mixed economy, needs government intervention in the area of education because education driven by profit motive cannot benefit the masses. But the condition of government schools in India is pathetic. Except for two or three states, all the Indian states have poor educational statistics. More Indian children are in school than ever before,

but the quality of government schools has sunk to spectacularly low levels. The children in these schools come from the poorest of families — those who cannot afford to send away their young to private schools elsewhere, as do most Indian families who have the means.

India has long had a legacy of weak schooling for its young, even as it has promoted high-quality government-financed universities. If in the past, a largely poor and agrarian nation could afford to leave millions of its people illiterate, that is no longer the case. Not only has the high growth ensured that we have a shortage of skilled labourer, the nation's many new roads, phones, and television sets have also fuelled new ambitions for economic advancement among its people and new expectations for schools to help them achieve it.

Even though many children attend schools, they remain ill-equipped. It is found that while many more children were sitting in class, vast numbers of them could not read, write or perform basic arithmetic, to say nothing of those who were not in school at all.

## 2. METHODOLOGY :

### 2.1 Research design

The researcher adopted a descriptive research design for his proposed study because this kind of design provides the researcher with a vast amount of information about many social factors. Describing certain characteristics of a sample or population of elements will enable the investigator to understand the social phenomena better.

### 2.2 Sampling

The researcher adopted simple random sampling method. This method is useful for obtaining a sample that will have specified characteristics are distributed in the population. The selection of random is based on computer-generated numbers. Respondents are three hundred twenty-four students from eight selected schools from three mandals of Rangareddy district.

### 2.3 Method and tool of data collection

The researcher used interview schedule and scale as tools to collect the responses. The interview schedule will consist of questions on class, age, gender, caste, size of the family, medium of instruction, distance of the school from home, mode of transportation, and educational background of the parents. Scales were used to test basic reading and arithmetic skills of the respondents.

### 2.4 Data analysis and interpretation

The collected data was processed and simplified in order to quantify and measure the responses. A codebook is prepared, the codebook consists of numerical codes for each variable in order to measure the data. Thus the coded responses are entered in a master sheet. Then tabulation and percentage calculation is done through SPSS (statistical package for social sciences) on a computer. Thus the percentage is drawn and interpreted in each table.

## 3. Analysis :

### 3.1 Distance of the school from residence

The extent or amount of space between two things or points is called "Distance". In the present study, it was assumed that the distance between home and school has some measure of relationship to absenteeism, late coming, and indiscipline. The actual distance of the respondents' residences to school was enquired into. Based on quartiles, three categories were formed. They are 1) 0-4 kilometers, 2) 4-8 kilometers, 3) 8-12 kilometers. The frequency distribution of the distance of the school from the residence variable is presented in table 1.1.

**Table 1.1 Distance of the school from residence**

S. No.	Distance of the school	No. of Respondents	Percentage
1	Below 4 kilometres	253	78.1
2	4.1 to 8 kilometres	46	14.2
3	8.1 to 12 kilometres	25	7.7
	Total	324	100.0

Table 1.1 elucidates the distance of the school from home. The majority (78.1 per cent) of the respondents were reaching school up to 4 kilometres of distance, and a few (14.2 per cent) of them are travelling 4.1 to 8 kilometres to reach the school. Very few (7.7 per cent) of them are reaching school from 8.1 to 12 kilometres. Thus the majority of

the students are travelling to school from 4 to 12 kilometres of the distance, which means from faraway places children are reaching school.

### 3.2 Mode of transportation

Mode of transport is a term used to distinguish between different ways of transportation or transporting people or goods from one particular place to another particular place or destination. In the present study mode of transportation of respondents from home to back was enquired into. Based on the responses they were categorized as 1) Public transport 2) Sharing Auto 3) Parents drop and pickup 4) Walking. The frequency distribution of mode of transportation variable is presented in the table 1.2.

**Table 1.2 Mode of transportation**

S. No.	Mode of transportation	No. of Respondents	Percentage
1	Public transport	27	8.3
2	Sharing Auto	32	9.9
3	Parents drop and pickup	41	12.7
4	Walking	224	69.1
Total		324	100.0

Table 1.2 elucidates the mode of transportation of the respondents from home to back. The majority (69.1 per cent) of them were reaching school and going back home by walking. A few (12.7 per cent) of them are picked up and dropped by their parents at school and a little number (9.9 per cent) of them are using sharing autos for their transportation. Whereas a lesser number (8.3 per cent) of the respondents are utilizing public transport (RTC buses with free student bus pass) as their mode of transportation. Thus the majority of the students are walking to school from the faraway places.

### 3.3 Education Qualification of the father

“Education is the most powerful weapon you can use to change the world.” Nelson Mandela said. Education allows us to better understand the world in which we live. Through education, one becomes thoughtful about what happens around. It helps the person to judge right from wrong. Education is the only way to acquire knowledge, skill and information. Besides it improves the living standards of a person. Education plays a crucial role in human life. In the present study, the actual education status of the respondents’ father was asked. Based on the different responses, they were categorized as Illiterate (who cannot read or write), Up to 5<sup>th</sup> class (Those who have had primary education), 6<sup>th</sup> to 12<sup>th</sup> class (Those who have completed Higher Secondary education) and Graduation and above (Those who completed graduation and Post-graduation). The frequency distribution of the respondents’ father’s education qualification was provided in the table 1.3.

**Table 1.3. Education Qualification of the father**

S. No.	Educational qualification of the father	No. of Respondents	Percentage
1	Illiterate	123	38.0
2	Up to class V	85	26.2
3	Class VI to Class XII	100	30.9
4	Graduation and above	16	4.9
Total		324	100.0

Table 1.3. reveals that the information about education qualification of the respondents’ father. Higher than one third of them (38.0 percent) are illiterates, lower than one third (26.2 percent) are at their primary education level. One third (30.9 percent) of them are at higher secondary level. Whereas few of them (4.9) are at graduation and above level. The trend is showing that majority of the respondents’ fathers are illiterates.

### 3.4 Education Qualification of the mother

Women's education plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. In the present study, the actual education status of the respondent's mother was asked. Based on the different responses, they were categorized as Illiterate (who cannot read or write), Up to 5<sup>th</sup> class (Those who have had primary education), 6<sup>th</sup> to 12<sup>th</sup> class (Those who have completed Higher Secondary education) and Graduation and above (Those who completed graduation and Post-graduation). The frequency distribution of the respondents' mother's education qualification was provided in the table 1.4.

**Table 1.4. Education Qualification of the mother**

S. No	Educational qualification of the Mother	No. of Respondents	Percentage
1	Illiterate	134	41.4
2	Up to class V	88	27.2
3	Class VI to Class XII	92	28.4
4	Graduation and above	10	3.1
Total		324	100.0

Table 1.4. reveals that the information about education qualification of the respondents' mother. Lesser than half of them (38.0 percent) are illiterates, lower than one third (27.2 percent) are at their primary education level. Close to one third (28.4 percent) of them are at higher secondary level. Whereas very few of them (3.1) are at graduation and above level. The trend is showing that almost half of the respondents' mothers are illiterates.

### 3.5 Quality of education

Quality of education enables students to develop all of their attributes and skills to achieve their potential as human beings and members of society. Poor quality of education will lead to poor learning outcomes, ultimately pushing children out of the education system and leaving them vulnerable to child labour, abuse and violence. Many classrooms continue to be characterized by teacher-centered rote learning, corporal punishment and discrimination. Learning assessments show that many of those children who are in schools are not equipped with basics competencies in literacy and numeracy or the additional knowledge and skills necessary for their all-round development as specified under the Right to Education (RTE) Act, 2009. In the present study quality of education is focuses on basic competencies (literacy and numeracy skills) of each student regardless of age, gender, caste, family background, socioeconomic status and geographic location.

Using ASER testing tools, basic reading and arithmetic skills were tested. ASER stands for Annual Status of Education Report. This is an annual survey that aims to provide reliable annual estimates of children's schooling status and basic learning levels for each state and district in India.

Annual Status of Education Report (ASER) reports on the schooling status of children in the 5-16 age group across India and their ability to do basic reading and arithmetic tasks. Therefore ASER tools were used to test basic reading and arithmetic skills of the respondents from class 8 and 9. Based on the responses they were categorized in different learning levels, those are:

For reading test: 1. Letter 2. Word 3. Paragraph 4. Story

The frequency distribution of reading skills variable is presented in the table 1.5.

**Table 1.5. Reading skills of the respondents**

S. No.	Reading skills	No. of Respondents	Percentage
1	Letter	9	2.8
2	Word level	30	9.3
3	Paragraph level	74	22.8
4	Story level	211	65.1
Total		324	100.0

Table 1.5 shows that the majority (65.1 per cent) of the students are at story level. Below one fourth (22.8) of them are belongs to paragraph level whereas a few (9.3 per cent) number of students are at word level and very few (2.8 per cent) are at letter level.

For Basic arithmetic test 1.Number recognition 1-9      2.Number recognition 10-99  
3. Subtraction level      4. Division level

The frequency distribution of reading skills variable is presented in the table 1.6.

**Table 1.6. Basic arithmetic operations**

S. No	basic arithmetic operations	No. of Respondents	Percentage
1	Number recognition 1-9	1	.3
2	Number recognition 10-99	31	9.6
3	Subtraction level	55	17.0
4	Division level	237	73.1
Total		324	100.0

Table 1.6 reveals that the vast majority (73.1 per cent) of the students are at division level. A few (17.0 per cent) of them are at subtraction level. Very few 9.6 per cent) of the respondents are at number recognition 10-99 level. A negligible few (0.3 per cent) are at number recognition 1-9 level.

There are many reasons for the failure. First of all, there is an acute shortage of teachers. Children often don't get a support from their parents. Parents seem to be indifferent to their child's learning and only see them as additional hands for work. There is also longstanding neglect, insufficient public financing and accountability, and a lack of motivation among some teachers to pay special attention to poor children from lower castes.

### 3.6 Initiatives

The Scheduled Castes and Scheduled Tribes are provided for in many of India's educational programmes. Special reservations are also provided for the Scheduled Castes and Scheduled Tribes in India, e.g. a reservation of 15% in Kendriya Vidyalaya for Scheduled Castes and another reservation of 7.5% in Kendriya Vidyalaya for Scheduled Tribes. Similar reservations are held by the Scheduled Castes and Scheduled Tribes in many schemes and educational facilities in India. The remote and far-flung regions of North East India are provided for under the Non-Lapsable Central Pool of Resources (NLCPR) since 1998–1999. The NLCPR aims to provide funds for infrastructure development in these remote areas.

Currently, there are 127 Bal Bhavans and 14 Bal Kendra affiliated with the National Bal Bhavan. The scheme involves educational and social activities and recognising children with a marked talent for a particular educational stream. A number of programmes and activities are held under this scheme, which also involves cultural exchanges and participation in several international forums.

India's minorities, especially the ones considered 'educationally backward' by the government, are provided for in the 1992 amendment of the Indian National Policy on Education (NPE). The government initiated the Scheme of Area Intensive Programme for Educationally Backward Minorities and Scheme of Financial Assistance or Modernisation of Madarsa Education as part of its revised Programme of Action (1992). Both these schemes were started nationwide by 1994. In 2004 the Indian parliament allowed an act that enabled minority education establishments to seek university affiliations if they passed the required norms.

### 3.7 Legislative framework

Article 45, of the Constitution of India, originally stated:

The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

This article was a directive principle of state policy within India, effectively meaning that it was within a set of rules that were meant to be followed in spirit and the government could not be held to court if the actual letter was not followed. However, the enforcement of this directive principle became a matter of debate since this principle held obvious emotive and practical value, and was legally the only directive principle within the Indian constitution to have a time limit.

Following initiatives by the Supreme Court of India during the 1990s the Ninety-third amendment bill suggested three separate amendments to the Indian constitution:

The constitution of India was amended to include a new article, 21A, which read: The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

Article 45 was proposed to be substituted by the article which read:

Provision for early childhood care and education to children below the age of six years: The State shall endeavour to provide early childhood care and education for all children until they complete the age of sixteen years.

**Another article, 51A, was to additionally have the clause:**

A parent or guardian [shall] provide opportunities for education to his child or, as the case may be, ward between the age of six to fourteen years.

The bill was passed unanimously in the Lok Sabha, the lower house of the Indian parliament, on November 28, 2001. It was later passed by the upper house the Rajya Sabha on May 14, 2002. After being signed by the President of India the Indian constitution was amended formally for the eighty-sixth time and the bill came into effect. Since then those between the age of 6–14 have a fundamental right to education.

**Article 46 of the Constitution of India holds that:**

The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.

Other provisions for the Scheduled Castes and Scheduled Tribes can be found in Articles 330, 332, 335, 338–342. Both the 5th and the 6th Schedules of the Constitution also make special provisions for the Scheduled Castes and Scheduled Tribes.

**Right to free and compulsory education act, 2009**

The framers of the Constitution in their wisdom chose to include education in the Directive Principles of State Policy and not in the section on fundamental rights and correspondingly Article 45 stated that: “The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” However, education remained a neglected area of state policy with the universalization of elementary education continuing to be a distant goal. Efforts from educationists, academicians, and civil society groups that focused on a rights-based approach finally yielded results in 2002 when the 86<sup>th</sup> Constitutional Amendment was passed by Parliament and Article 21A, which makes the right to education a fundamental right, was included in the Constitution. In so doing it put the Right to Education on par with the Right to Life stated in Article 21. Article 21 A states: "the state shall provide free and compulsory education to all children of the age of 6 to 14 years as the state may, by law determine".

**Conclusion and findings**

The majority of the respondents’ parents are illiterate and unskilled labourer. Which means they have limited skills or minimal economic value for the work performed. Hence they are used in daily production tasks that do not depend on technical abilities or skills. Subsequently their family income to be low to very low. Living on a low income can bring multiple stresses such as poverty, debt, dispossession, and restricted social opportunities. This is clearly indicating that the parents are not having financial affordability to send their children so called corporate or private schools. Hence most of the parents were opted Government school is the only way to impart education to their next generation.

Thus the majority of the students are travelling to school from 4 to 12 kilometres of the distance, which means from faraway places children are reaching school.

The majority of the students are walking to school from home to back. Walking helps students to be physically active and prevent obesity. No matter what their daily diet is, an active commute to school and back home is less likely to be overweight or obese than other children.

There are many reasons for the failure. First of all, there is an acute shortage of teachers. Children often don’t get a support from their parents. Parents seem to be indifferent to their child’s learning and only see them as additional hands for work. There is also longstanding neglect, insufficient public financing and accountability, and a lack of motivation among some teachers to pay special attention to poor children from lower castes.

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition.

Systems that embrace change through data generation, use, and self-assessment are more likely to offer quality education to students. Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process, and outcomes.

## **REFERENCES:**

### **Journal Papers:**

1. Azam, M., & Kingdon, G. G. (2015). Assessing teacher quality in India. *Journal of Development Economics*, 117, 74–83.
2. Iyengar, R., & Surianarain, S. (2008). Education policy and practices: Case studies from Delhi and Mumbai. *Economic & Political Weekly*, 43(38), 63–69. [https:// www.jstor.org/stable/40277978](https://www.jstor.org/stable/40277978).
3. British Council, India (BCI). (2014). Indian school education system: An overview. New Delhi, India: British Council & British High Commission. [https://www.britishcouncil.in/sites/default/files/indian\\_school\\_education\\_system\\_-\\_an\\_overview\\_1.pdf](https://www.britishcouncil.in/sites/default/files/indian_school_education_system_-_an_overview_1.pdf).

### **Proceedings Papers:**

1. Government of India Ministry of Human Resource and Development. (2020). National Education Policy 2020. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf).
2. Government of India Ministry of Human Resources Development. (2018). <https://www.mhrd.gov.in/statistics-category-new/school-education>
3. NCERT (National Council of Educational Research and Training). (2005). National curriculum framework 2005. New Delhi, India: Author. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>.
4. The right of children to free and compulsory education act, RTE (2009) [https://legislative.gov.in/sites/default/files/A2009-35\\_0.pdf](https://legislative.gov.in/sites/default/files/A2009-35_0.pdf)

### **Book:**

1. Dr. D K Lal Das (2008). *Research Methods for Social Work*.

### **Thesis:**

1. Chugh, S. (2009). *Progress in Literacy and Elementary Education: Study of Himachal Pradesh, Mizoram and Kerala*, *Social Change*, 39(2), 216-238.
2. Kaushik, A (2009). *Private Sector and Quality concerns*, Annual Status of Education Report 2007-2009, New Delhi: Pratham.
3. Lahiri, D. (2012, October 9). The PISA shocker. *The Times of India*. Retrieved from [http://articles.timesofindia.indiatimes.com/2012-10-09/edit-page/34324055\\_1\\_progressive-schools-indiaenvironment](http://articles.timesofindia.indiatimes.com/2012-10-09/edit-page/34324055_1_progressive-schools-indiaenvironment).
4. Pratham Resource Centre. (2010): *Annual Status of Education Report (Rural)*, Mumbai: Pratham India.

### **Web References:**

1. Raghavan, P. (2013, January 25). Why does the quality of education suffer [Blog post]. *The Times of India*. <https://blogs.timesofindia.indiatimes.com/minorityview/whydoes-the-quality-of-education-suffer/>.