



Availability of Resources at Primary Schools of Prakasam District in Andhra Pradesh

Dr. Ravi Vanguri

Assistant professor

Department of Educational Studies

Central University of Jammu

Abstract

Learning can occur at any place, but acquisition of knowledge on a particular content subject may not be possible for learners themselves. For that learners need to be supplied with suitable learning materials, congenial atmosphere in class and also to be taught and guided by specialized teacher. Most of the education commissions affirmed that education is meant for the all-round development of a child. The effective learning not only relies on intellectuality of learner, but it claims support of various resources such as human, physical, and teaching-learning material, etc. It is also alleged that the mere appointment of teachers may not accomplish the prescribed and desirable objectives for learner at specific-level. National Curriculum Framework (2005) emphasises that the basic to the success of any attempt at curriculum improvement is the preparation of suitable text-books, teachers, guides and other kinds of learning resources. It also further stated that Teaching aids and other materials, as well as books, toys and games, help make school interesting for children. An effective utilization of resources in teaching-learning process results actual learning and also stimulate the learners. The present research made an attempt to ascertain the accessibility of resources in terms of Human, Physical and Teaching-Learning materials at primary-level. A total of 65 primary schools were randomly selected from two-division of Prakasam district (two out of four divisions) and a self-constructed semi-structured question had been used to accumulate the required data. The study showed that more than half of the primary schools were lacking the facility of play-ground, therefore, it was a big challenging and risky task for teachers to bring physical growth in pupils. Majority of the teachers (80%) responded that the availability of teaching staff in primary schools was attained the teacher-pupils ratio as per the Act of Right to Education -2009. The study also revealed that majority of the primary schools (more than 75%) were lack of Compact Disk player, Projector, Television, and Computer Laboratory.

Key-words: *Primary Schools, Availability of Resources, Human, Physical, Teaching-Learning Materials.*

1. Introduction

Education is essential for the growth, and development of an individual and it is a key element for the progress of any country. The primary aim of education is to bring overall development of child particularly physically, mentally, socially, emotionally and psychologically. The focal objective of present education also stresses on improving the three domains-cognitive, affective and psychomotor all together. So, the teaching-learning needs to be set up in such a way that it must make the child to involve in learning and also subsuming of all the domains. In this context, resources play a vital role in effective teaching-learning and also for the development of child personality holistically. The resources required for providing quality education can basically be categorised into three kinds: Human resources, physical resources and teaching-learning material. These resources are compulsory for an effective teaching and also for joyful learning of learners within the four-walls of school for that a teacher must possess competencies and also aware of learners' learning styles, their abilities, attitudes in order to enhance their performance in learning subjects. It is also that for teaching any subject, a specialized teacher in concern subject can teach relatively better than others because a specialized teacher ensures productive learning in concern subject and also be aware of how to generate interest while transacting the content by employing suitable relevant techniques as well as activities. Clay P. Bedford (n. d.) also rightly pointed that "You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives".

2. Rationale of the Study

Many educational commissions and policies have been concerning of the quality of education right from the primary-level. National Curriculum Framework (2005) emphasised that physical resources by themselves cannot be regarded as an indicator of quality; yet, the extreme and chronic shortage of physical resources, including basic infra structural amenities, in schools run by the state or local bodies does present a serious quality constraint. Children cannot gain achievement by keeping their own efforts, it demands facilities of learning material, proper guidance for learning, and teaching interestingly and easily with the help of audio-visual materials. Further, it also points that teaching should utilise greater resources of audio-visual materials, including photographs, charts and maps, and replicas of archaeological and material cultures. Andhra Pradesh State Curriculum Framework (2010) suggested that in

addition to locally available material, television, radio, computers, library and laboratory resources should not only be made accessible to the children, but they interact with them meaningfully getting rich learning experiences.

Basically, education as a process claims various elements involvements in teaching-learning procedure to bring efficiency in outcomes. They are human resources, teaching- learning, and physical. For providing quality and all-round development of education, use of these elements cannot be kept as optional. NCF (2005) observed that schools, particularly those in rural areas, are poorly equipped with science labs, or equipment for mathematical activities. The absence of such facilities drastically narrows subject options for children, denying them equal opportunities for learning and future life chances. By keeping view about the guidelines of commission and policies, the investigator intended to examine the availability of resources in primary schools of Prakasam district in Andhra Pradesh. Thus, some research questions were arose from the experience of investigator regarding essential resources required at schools as per the guideline of various commissions and policies. They are as follows.

1. What kind of resources are accessible at upper-primary schools for effective teaching-learning in the class?
2. Whether those obtainable resources have really been meeting the needs of target-group in order to facilitate for quality education?
3. What type of physical resources are availability for children for learning in class at primary-level?

1. Statement of the Problem

The present study is entitled as *“Availability of Resources at Primary Schools of Prakasam District in Andhra Pradesh”*.

3.1 Objectives of the Study

1. To find out the availability of human resources for teaching at primary schools of Prakasam District.
2. To ascertain the obtainability of physical resources at primary schools.
3. To identify and classify the accessibility of teaching-learning materials at primary schools

3.2 Explanation of the Terms used

1. **Human Resources:** It means that teachers who teach in at primary-level as government employee, and their subject specialisation and it also includes peon, physical education

teacher and head-master/mistresses.

2. **Physical Resources:** These represent the availability of sitting benches, desk and chair, type of school building, number of class-rooms, computer laboratory, staff-rooms, status of ventilation, drinking water facility, and kitchen-room for midday-meal utensils, electricity facility, library facility, play-ground, sports-items, and toilet facilities.

3. **Teaching-Learning Resources:** The seindicatesthat resources which are available and employed for teaching as well learning in schools such as text-books, required books in library, and teaching-aids such as charts, pictures, objects, black-board, radio, television, CD player and projector.

3.3 Delimitation of the study

The current study was demarcated to Model primary schools of two divisions (i.e. Kandukuru and Paruchuru) of Prakasam District in Andhra Pradesh.

4. Methodology

The methodology adopted for the present research work was descriptive survey-type in nature wherein the investigator observed very closely about the availability of resources at primary schools.

4.1 Population of the Study

The population of the study includes all the human resources (all type of teachers, head master/mistress, peon, clerk), physical resources (resources which required for school functioning as per guidelines of Policies and Education Commissions) and teaching-learning resources (resource which needed for transaction of prescribed content at primary-stage) of primary schools of Prakasam district of Andhra Pradesh constituted as population for the study. A total of 642 Model Primary schools were established in the District of Prakasam.

4.2 Sample of the Study

The present study employed the random sampling technique to select the subset of the population. A total of 65 primary schools had been randomly selected from the two-divisions of Prakasam District i.e. Kandukur and Paruchuru. The District consists of four- divisions such [Kandukur](#), [Paruchuru](#), [Markapur](#), and [Ongole](#).

4.3 Tool used for data collection

The investigator constructed a semi-structured questionnaire, which consisted of thirty-five closed-ended items and five open-ended questions for collecting required data from the

sampled schools. The questionnaire concentrated to find out the status and availability of human, physical and teaching-learning resources in sampled schools. The questionnaire had been administered personally to obtain the responses from the teachers of 65 primary schools and their challenges forte aching in those schools. The questionnaire also focused to accrue suggestions from teachers for the improvement of these schools conditions.

5. Analysis and Interpretation of Data

As the questionnaire yielded both qualitative and quantitative data, the accumulated data were analysed by employing quantitative and qualitative analysis techniques. The data collected numerically were analysed by using frequency and percentage-count while the descriptive responses were analysed through quantitative content analysis technique. For this study, 65 primary schools were randomly selected and required data collected. Out of 65 primary schools, 52 were in rural, 9 were in urban, and 4 were in semi-urban area situated respectively.

The study assumed that since majority of the schools were located in the rural area, these schools might be having proper ventilation, congenial environment and also adequate play-ground, etc. The following figure 5.1 indicates the availability of human resources in sampled primary schools.

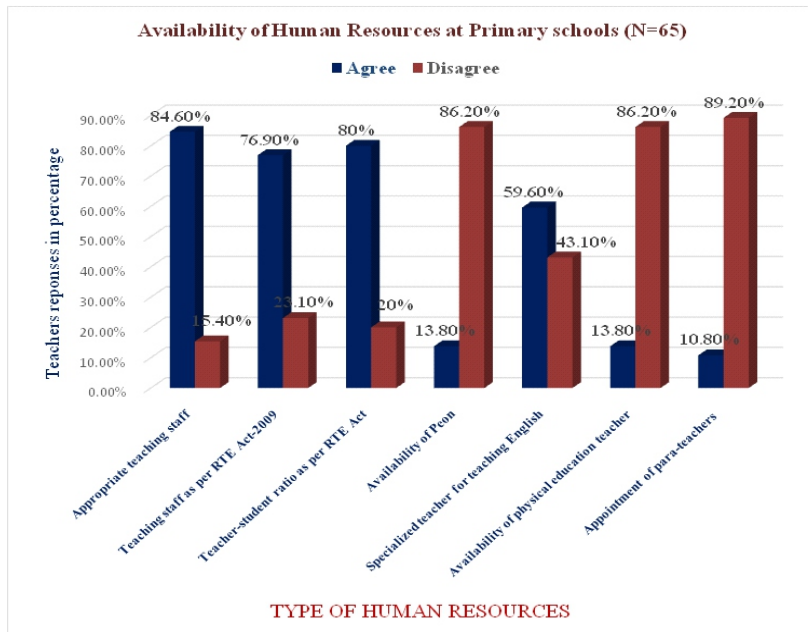
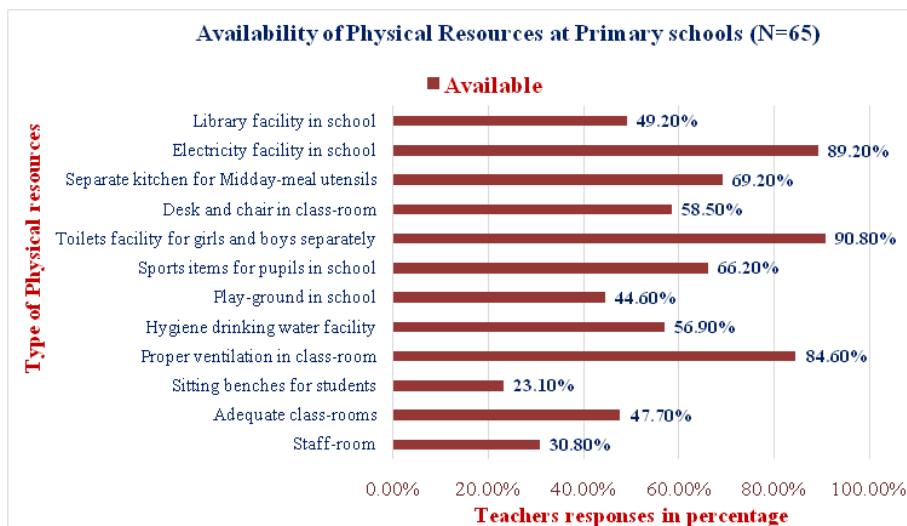


Figure 5.1, provides the data related to availability of human resources such as staff, teacher-pupils ratio as per RTE Act -2009, peon, physical education teacher, specialized teacher for teaching English in sampled schools. From the obtained data, 85% of teachers responded that their schools were having adequate teaching staff whereas 15% of them were disagreed with it. Majority of the teachers (80%) responded that availability of staff in school was realised the teacher-pupils ratio as per the Act of Right to Education-2009. It was also observed that 86% of teachers claimed the non-availability of peon and also physical education teacher in their schools. Sixty percent of teachers opined that English subject was being taught by a specialized teachers in those schools. Only 11% of teachers stated that para-teachers were working in their schools.

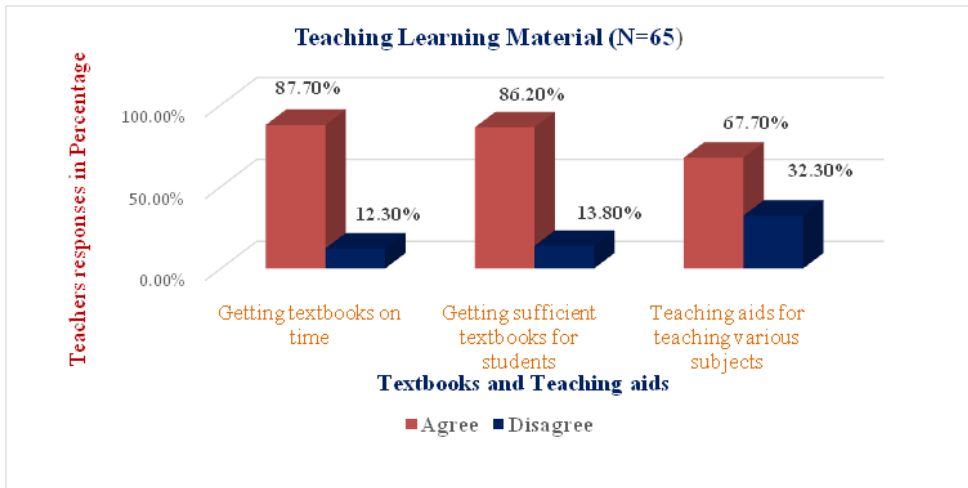
From the analysis of above data, it is observed that more than 80% of the teachers responded that schools were maintaining the teacher-pupils ratio as per the norms of Right to Education Act-2009. So, it can be assumed that there may be an effective teaching - learning happening in these schools because teachers have adequate time to deal with learners in each the class. The study also found that 86% of the teachers responded the dearth of physical education teacher and peon in schools. It can be presumed that pupils may be lacking an opportunity to participate in games, and also guidance for physical exercises which is an essential at formative-stage. The figure 5.2 shows the availability of physical resources in sampled schools.



From the figure 5.2, it can be observed that 69% of teachers responded the non-availability of staff-room facility in the schools and 52% also underlined that teachers were not having adequate class-rooms in the school. Majority of the teachers (77%) responded that there was unavailability of sitting benches in the schools whereas only 23% were claimed to have sitting benches. The data also indicated that 85% of the teachers answered that there was suitable ventilation in class-rooms for teaching-learning. Fifty-seven percent of teachers confirmed that they were having hygienic-drinking water facility in their schools whereas 43% disagreed with it. More than half of the teachers (55.4%) indicated schools were lacking play-ground facility for pupils whereas only 44.6% of them had availability of it. Majority of the teachers responded that they had the toilets facility for girls and boys separately (90.8%), electricity facility (89.2%), and separate kitchen-room for midday-meal utensils (69.2%) and accessibility of sports items (66%) in the school. Fifty-nine percent of teachers responded that facility of desk and chair was in the class-room whereas 41% did not agree with it. Fifty-one percent of teachers said that there was no facility of library in the schools whereas only 49% were having the accessibility of library.

From the analysis of the above data, it was observed that majority of the schools were lack of staff-room facility and sitting benches for pupils in sampled schools. The study also observed that only 48% of the schools were found to have sufficient class-rooms. It can be observed that non-availability of class-rooms, staff-room and sitting benches were observed as big challenge for teaching-learning in these schools. It is also fact that creating physical comforts in school for teachers and pupils before entering the mental activity of teaching-learning is an unavoidable. In the absence of these facilities, effective teaching-learning may be unthinkable in the school. The study showed that only 57% of schools were found to have Hygienic drinking water facility. It can be observed that due to unsanitary situation, there may be possibility of affecting the health condition of pupils who stay more than five-hours per day in school. The study also found that nearly half of the schools were only having the facility of play-ground (45%) and library (51%). So, it can be concluded that pupils were lack of opportunity to improve psych-motor skills and less scope for extra-reading as per their interest. It showed that pupils may completely rely on prescribed text-books to enhance their abilities due to the non-availability of library facility. The following figure 5.3 shows the response of teachers towards the obtainability of teaching-learning resources in schools.

Figure 5.3 Availability of teaching-learning resources in schools



The Figure 5.3 shows that 87.70% of the teachers responded that they were receiving the textbooks on time whereas 12.30% were disagreed with it. It can be also observed that 86.20% of the teachers responded that adequate number of textbooks were delivered to their schools whereas 13.80% were getting insufficient textbooks for pupils. The majority of the teachers (67.70%) agreed with that they had availability of teaching aids for teaching their concern subject whereas 32.30% were lack of subject related teaching aids. The following Figure 5.4 indicates the responses of teachers regarding teaching aids in sampled schools.

Figure 5.4 Availability of Teaching-Aids

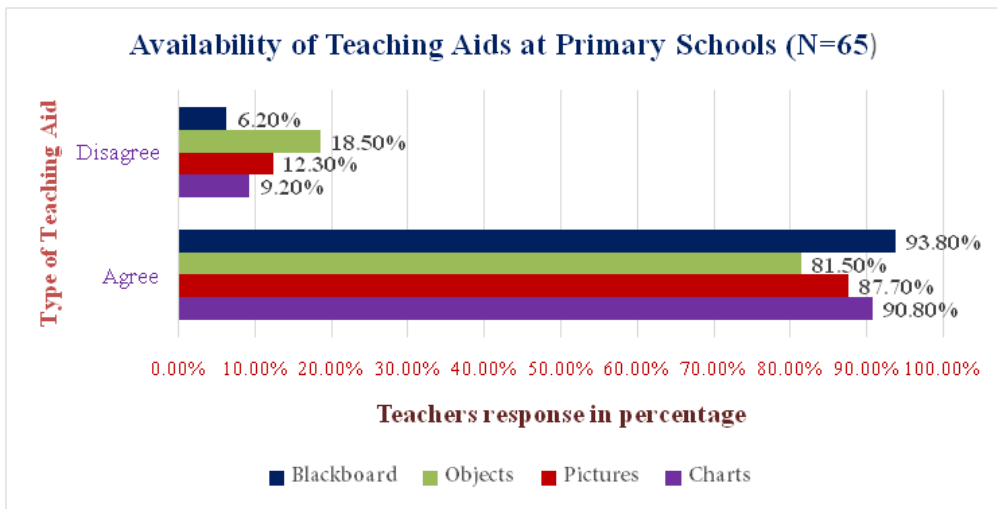
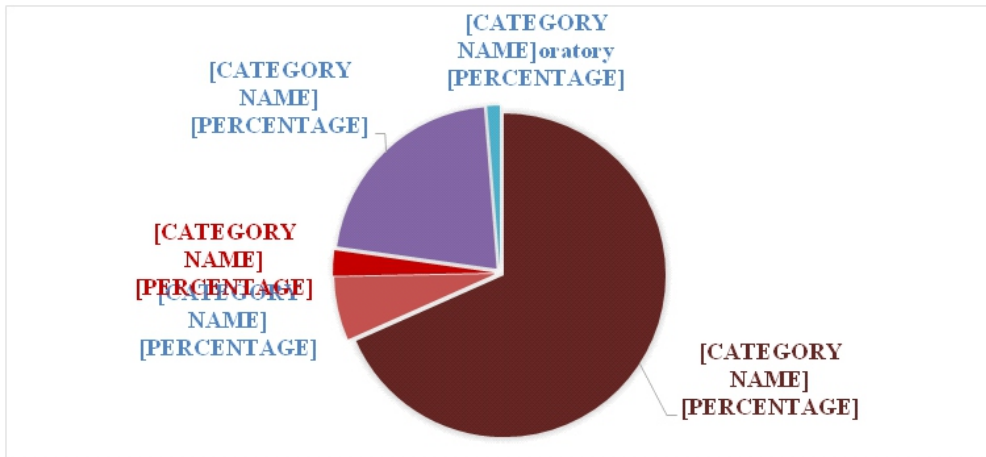


Figure 5.4 shows the availability of teaching-aids in sampled schools. From the Figure, it can be observed that the majority of the teachers responded that teaching-aids such as Black board (94%) Charts (91%), Pictures (88%), and Objects (82%) were available majorly in their schools. it can be observed that majority of the schools were having visual-aids these can be carried easily and employed in teaching-learning process. The subsequent Figure 5.5 shows the responses of teachers regarding the availability of audio-visual aids in schools.

Figure 5.5 Availability of Audio-Visual Aids (N=65)



The Figure 5.5 indicates the availability of audio-visual aids in sampled schools. It can be observed from the figure that majority of the teachers (68%) responded that radio was one of the most significant audio teaching aids in their schools whereas only 3% and 6% were reported Compact Disk player and projector respectively. Regarding audio-visual aids, 22% of the teachers responded that television was available in their schools whereas 1% was reported availability of computer laboratory. From the analysis of the data, it was observed that teaching aids such as charts, pictures, objects, black-board and radio were found to be available in schools largely.

5.1 Discussion of the findings

An effective teaching-learning can be possible in class when the students are taught by specialized teacher, provided with required resources, facilities and adequate opportunities, etc. The effective learning outcome hinges on the teacher-pupils ratio, availability of physical resources and teaching-learning materials in school. The current research pinpointed that majority of the sampled schools were found to have teacher-pupils ratio, but only few

schools were having the physical education teacher and peon. The finding is confirmed with the study of Kumar (2013) who found that the schools in 60 per cent (18) of the States/UTs (Andhra Pradesh, Arunachal Pradesh, Assam, Dadra and Nagar Haveli, Himachal Pradesh, Karnataka, Kerala, Meghalaya, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh) have teachers according to RTE norms. On the other hand the schools of 40 % (12) of the States/UTs have number of teachers less than the RTE norm. Physical development of Pupil's is essential and crucial activity at primary-level, and they need to be facilitated to exhibit their abilities, talents, and participating in various types of games and activities according to their interests. It was revealed that majority of the primary schools were found to have facility of toilet for separately for boys and girls. This finding was also matched with the study carried out by Bandyopadhyay (n.d.) reported that twenty-two states at primary-level, twenty-one states at upper primary-level and seventeen states each at secondary and higher secondary-level have more than 90% government schools with boys' toilet in it. More than 90% government and private unaided schools at primary, upper primary, secondary and higher secondary level are providing girls' toilet facility. The primary education must take care of not only the cognitive development of child, but also affective and psycho-motor domain. With regard to physical resources, teacher's staff- room and sitting benches for pupils were absent in schools. It can be assumed that this inconvenience may not support for effective teaching in the class. Teaching-learning is a mental activity and of two-way process, therefore, viability of these resources must be supplied for the academic achievement of pupils. The study also reported that only fifty-seven percent of schools were having good hygienic drinking water facility whereas 43% were lacking accessibility. Hygienic drinking water facility, playground, sitting benches are essential elements for children in schools. The study also revealed that CD player, Television, Projector and Computer laboratory were not available in schools. For stimulating pupils in teaching-learning, audio-visual aids play vital role specifically at primary level.

5.2 Major finding of the study

- The study found that majority of the teachers (80%) responded that the availability of teaching staff in primary schools was attained the teacher-pupils ratio as per the Act of Right to Education -2009.
- It was revealed from the study that 86% of primary schools were found to observe the non-availability of physical education teacher and peons in the sampled schools.

- The study found that more than half of the teachers (36 out of 65) responded that primary schools were lacking the facility of play-ground, therefore, it was a big challenging and risky task for teachers to bring physical growth in pupils.
- Majority of the primary teachers retorted that they had the facility of toilets for girls and boys separately, electricity facility (89.2%), and also separate kitchen-room for Mid-day meal utensils (69.2%).
- With regard to physical resources, it observed that majority of the primary schools were dearth of facility of staff-room (69.2%), sitting benches for pupils (76.9%), play-ground (55.4%) and adequate class-room (52.3%).
- The primary teachers said that the foremost accessibility of teaching-aids in schools were charts (91%), Pictures (88%), Objects (82%), Black board (94%) and Radio (83%).
- With regard to audio-visual aids, the study noted that majority of the primary schools were lack of Compact Disk player (92.3%), Projector (96.9%), Television (73.8%), and Computer Laboratory (98.5%).

6. Conclusion

The primary education plays a vital role to bring the growth and development of any nation because children's attitude, skill and interests are highly embedded at this stage. To accomplish expected aims, the process of teaching- learning is invariably minded by every responsible agent and it is just not only a two-way process but demands various adequate physical, teaching-learning and human resources. The present study found that primary schools were absence of physical education teacher and peons, play-ground and audio-visual teaching aids. Unless these are accessible in schools, it is not possible to bring growth and development in pupils with regard to cognitive, affective and psychomotor domains. It is a fact that proficient mentors, proper physical resources and teaching-learning materials are essential for providing quality education and for achieving the aims of education. The joyful teaching-learning cannot be observed without supplying adequate resources to the schools. The educational administrators, organisations and government must take proactive role for providing fundamental resources of human, physical and teaching-learning material to attain the determined goals at primary-level.

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