CHAPTER – V

SUMMARY, FINDINGS AND POLICY RECOMMENDATIONS

Pursuit of better performance has become a key factor for individuals and nations. The desire for a higher level of achievement has put tremendous pressure on the students, teachers and the education system itself. Quality of education has become a major area of concern. Mere quantitative expansion is not the target but the achievement of learning skills of comparable standards is the focus of educational system of any country.

The goal of the primary education is to give students the skills to communicate adequately, to solve basic mathematical problems and to apply this knowledge to everyday situations. Children should understand what they read and be able to write. This is indispensable not only for acquiring the basic competency but also to continue learning and be part of the society that operates on the basis of written communication. Once basic knowledge is obtained, higher levels of understanding can be reached by complimenting what students know, with exercises, correlation, differences, inconsistencies, a search for information and willingness to learn from mistakes. As far as the output at the primary level is concerned, it is expected that all children are able to attain the learning achievement levels in all the subjects, corresponding to their grades. In practice it has been observed that the achievement level of students in primary school is poor. Various studies conducted under the DPEP have shown that a large percentage of children have low achievement level and only very few children
attain 80 percent levels of achievement in various subjects. This is a significant proportion indeed and cannot be overlooked. Very few studies have been attempted to assess the learning achievement of the children of slum areas. Knowing the inequities in the social, economic and education system, an attempt has been made to assess the achievement level of slum area children of Visakhapatnam in the MPP Schools, Municipal Schools and Government/ Aided Private Schools. Information was gathered from schools located in slums areas of Visakhapatnam, about various input indicators like the socio-economic and educational background of the child’s family, availability of educational facilities, educational provisions in schools etc. The details about the school infrastructure, teacher-pupil ratio, availability and utilisation of teaching aids were collected, as these are the significant inputs to determine the learning achievement level.

5.1 Need and Significance of the Study

The present study also looked into the facilities available to the selected schools and gathered information on the available physical infrastructure. It further probed whether, given the schooling infrastructure and facilities, the children from slums could have access to good quality education or not, and whether there were any differentials in terms of quality of access, educational provision, which contribute to the learning achievement levels. The analysis of the slums clearly reflects that the slums are bereft of necessary physical and civic amenities, with no schooling facilities or with poor schooling facilities. The plans have been made to provide schooling in the difficult terrains and hilly areas
but no provision has been made for the marginalized population of urban areas with regard to the availability of schools to these children in the neighbourhood or within slum areas. The schools, which are provided to them, have poor infrastructure, over-crowded and teachers are not trained to deal with the learners who reside in temporary settlement with poor physical facilities.

5.2 Statement of the Problem

The main aim of the study is to analyse the facilities and the educational provisions available in the schools situated in the slums areas Greater Visakhaptanam Municipal Corporation and to see the relation between the educational provisioning in the school and pupils learning achievements. After receiving the existing research studies, the researcher wants to find and whether the schools received the educational previous extended by the State and Central Governments, and if they receive the provisions how far they reach the students in slum areas of Visakhapatnam. In this connection the researcher tired to seek the opinion of the both students and parents about the nature and distribution of the benefits of all the schemes. It is very penitent to the study whether these opportunities extended by the school management create any improvement of the student learning and is there any different in availing and utilization these opportunities that brought about in the learning achievements among the students. It is in the context the researcher tired to state the problem as whether there any correlation or no relation or positive or negative relation between the
educational opportunities and learning achievement in the students who are studying in the schools situated in the slums of Visakhapatnam City.

Therefore, the main objective of this study is to investigate the impact of educational provisions on learning achievement of school children in the slums of Visakhapatnam city. Hence, the study is titled as:

“A STUDY OF EDUCATIONAL PROVISIONS AND LEARNING ACHIEVEMENT OF SCHOOL CHILDREN IN THE SLUMS OF VISAKHAPATNAM CITY”.

The study focused on the following objectives:

5.3 Objective of the Study

The main objective of this study is to investigate the relation between educational provisions and learning achievement of school children in the slums of Visakhapatnam city. Therefore, this study focused on the following objectives:

1. To survey the infrastructural facilities and educational provisions in the selected schools of Visakhapatnam city slums.
2. To study the opinions of parents and students on the educational provisions provided to school children in the slums of Visakhapatnam city.
3. To study the relationship between educational provisions and learning achievement of school children in the slums of Visakhapatnam city.
4. To examine the extent of the managements of schools on learning achievement of children in the schools located in the slums of Visakhapatnam city.

5. To evaluate the performance of students in the subjects of English, Telugu, and Mathematics of 2\textsuperscript{nd} and 4\textsuperscript{th} classes.

5.4 \textbf{Research Questions}

On the basis of objectives the following research Questions have been raised:

1. What are the conditions of the schools in the slums of Visakhapatnam City and how they vary with one another?

2. What is the state of Primary schools to which the students are attending from and what explains the difference among schools?

3. What are the specific educational provisions that are provided to the students and schools as well and what explains its dereference in those provisions?

4. What are the opinion of both students and parents towards the school facilities and educational provisions and what is the difference opinion of students and parents?

5. What is the relation between educational provisions and learning achievement of the students in the schools and what explain its variation basing on the management of school?
5.5 Procedure of Investigation

The present investigation aims to evaluate the impact of educational provisions on learning achievement of school children in the slums of Visakhapatnam city, where the children are coming to the schools for the improvement of learning skills. In this connection the researcher has taken up four mandals viz. Visakhapatnam (urban), Gajuwaka (semi-urban), Anakapalli (rural), and Paderu (tribal) in Visakhapatnam district as the areas for investigation. The varied nature of the study demands at least a semi-cultural group, which is in touch with the literacy rather than a sample from remote rural areas, the researcher personally participated in collecting the required information from the students, parents and schools. A random sampling survey method of research has been considered to study the problem. For this the researcher collected the required data through three instruments i.e., three types of schedules. The school data of observations has been collected through Schedule-1 and opinions of target groups/ stakeholders i.e., students and parents towards the impact of educational provisions on learning achievements of school children. Along with these three tools, achievement test was conducted to the 2nd and 4th class children in Mathematics, English and Telugu subjects. The acquired data was administered using SPSS for statistical treatment for generation of Uni-variate and bi-variate tables and chi-square tests, F-tests and t-tests were carried out for testing the hypotheses in order to arrive at conclusions.
The socio-economic backwardness is further exacerbated by the poor quality schools available to these children, and educational provisions are highly related with learning achievements among slum children. The following findings were derived for the data processing and analysis of data.

5.6 Major Findings of the Study

Parents

1. The data reveals that majority of fathers of slum areas are illiterates, unskilled labour, but most of the mothers of students studied upto secondary level and still they remain as housewives because of lack of opportunities.

2. Most of the parents of school children from the slums commuting are more than 4 kilometers for employment/work due to lack of skill.

3. More than eighty percent of the parents of school children from the slums are earning more than Rs.3000 per month but most of the working women still getting less than Rs.3000 per month.

4. The family size of the slum area follow small family principle. Seventy percent of the parents possess only two children and most of them are sterilized.

5. Majority of the families follow welfare programmes in the Greater Visakhapatnam Municipal Corporation and they have taken loans from banks. Sometimes they pay more interest than the principal amount as they do not have either permanent job or immovable property.
6. Majority of the parents have drinking habit in the slums of Greater Visakhapatnam Municipal Corporation besides the fact most of the families depend on only one earning member.

7. It is also found that around fifty percent of families are living in rented houses which are having two rooms for accommodation. All the houses in the slums area are utilizing electricity but some of them only having water and sanitation facilities, and the remaining depend on common sharing provided by Municipal Corporation.

Students

1. Majority of the students in the present study belong to BC caste, and it reveal that very few Muslims families who are very poor would live in the slums. It is the practice everywhere that people belong to one religion stay / live in the particular area with their kith and kin. This is also tru in the case of Muslims.

2. The students prefer meals rather than other type of food items like Bread, Egg and Milk etc.

3. It is common in the schools that students get the Mid-day meal during the interval thereby the class work / studying time will not be disturbed and most of the children felt the mid-day-meal timings is appropriate. Generally the Ayas serve the mid-day-meal to the children at schools and other supporting staff or the teachers lake the responsibility at the time of Ayas
absence. Majority of the students felt that they get sufficient mid-day meal in the school.

4. Majority of the students think that the mid-day meal should be served at the time of interval. However some of the students feel that the food served in the school is stale and insipid.

5. Majority of the students receive two pairs of school uniforms and 10 text books along with note books / work books. These books are supplied to the students at the beginning of the academic year.

6. Majority of the students did not receive scholarship for the previous year. It may happen due to corrupt means adopted by the people involved in it.

7. There is no regularity in giving the scholarship to the students. Majority of the students say that they receive scholarship at the beginning of the year, but the students are unable to spend the money due to delay in the reimbursement. Majority of the students utilized the scholarship money for buying books.

Schools

1. Majority of the classrooms do not have sufficient facilities, but the teachers use Learning Material and Audio-Visual in the classroom for better performance in their teaching.

2. It is found that students are confined to the curricular activities thereby undermining the psycho-motor skills that are necessary for the all round development of the child.
3. Majority schools observe religious function. It is a mandate that the schools which receive aid/ fund from the government (local, state a central) shall not observe any religious ceremony in the school. It is treated to be offence and amounts to treason. Even then there are very few schools which observe religious functions in their schools.

4. Majority of the students practice of homework / assignment in the school but still most of them are going to tuitions for better performance in English language. It is common that most of students felt learning English is difficult. As a result many failures are reported in English. So that the school management regularly sends the progress card reports to the parents to inform about their wards.

5. More than eighty percent of schools are not conducting excursion / field trips but the schools have conduct the health programme for students.

6. Majority schools in slums do not encourage students to play and to have recreation. It is somewhat lacking on the part of the school which is supposed to create facilities for the students. Without play and recreation the student loose mental balance there by the academic growth is skewed.

Learning Achievement Test Results

1. It is revealed that the performance of the slum children was much below the expected levels in both the subjects and in both the grades.

2. There is significant relationship between marks scored by 2nd class students in mathematics subject and the type of school where they are
studying, and the Municipal and Government/ Aided school 2\textsuperscript{nd} class students are scoring better in mathematics than students in MPP schools.

3. There is no significant relationship between marks scored by 2\textsuperscript{nd} class students in Telugu subject and the type of school where they are studying, and more than fifty percent of students from all the MPP, Municipal and Government/ Aided school are scoring between 61-80 marks followed by 41-60 marks in Telugu subject.

4. There is significant relationship between marks scored by 4\textsuperscript{th} Class students in mathematics subject and the type of school where they are studying, and that the majority of students from all the MPP, Municipal and Government/ Aided school have secured between 61-80 marks and a significant number of students from MPP and Municipal schools have got between 81-100 marks, but no student from Government/ Aided schools has secured this score in Mathematics.

5. There is significant relationship between marks scored by 4\textsuperscript{th} Class students in English subject and the type of school where they are studying, and a dominant number of students from all the selected three types of schools have secured between 61-80 marks followed by 41-60 marks in English subject, but a significant number of students from MPP schools have got 81-100 marks in the test conducted by the researcher in English subject.
6. Most of the schools located in slum areas have Telugu language as medium of instruction and probably these children could not get familiar with this language.

7. The achievement in mathematics is significantly lower than the language in 4\textsuperscript{th} Class. This is true for most of the schools are low achievement specially ‘no response’ is a matter of serious concern and needs special attention of curriculum developers and translators.

8. The achievement scores based on competencies of 4\textsuperscript{th} Class were lower than those obtained by learners in 2\textsuperscript{nd} Class.

9. Besides the complexities of concepts and subjects, the transition from oral to written mode of communication and evaluation may be one of the factors responsible for this pattern of scoring. Low educational qualifications of the teachers in mathematics could be one possible reason.

10. Low motivation of the teachers to teach the children of poor socio-economic background and low educational status of the mother could be another probable cause. The poor achievement in mathematics for a large proportion of children requires further probing and investigation. If the remedial measures are not initiated, the quality of education cannot be assured.

11. The correlation between educational provisions and achievement levels of schools in the slums of Visakhapatnam indicates that that the achievement levels of students do not depend on educational provisions
available at schools. However, students from Private Aided school, The achievement levels depend on education provision. It is self contradictory that the government school are not geared enough to make use of the provisions provided by the government whereas the private aided schools to do so.

5.7 Conclusion

Education is the most crucial investment in human development. Education strongly influences the improvement in health, hygiene, demographic profile, productivity and practically all that is connected with the quality of life. The policies and approach to investment in the education sector and its development in the next decades assume crucial significance from this standpoint.

The Prime Minister's Special Action Plan (SAP) has stressed the need for expansion and improvement of social infrastructure in the field of education. The goal has been further carried on in the National Agenda for Government (NAG) which states “We are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental expenditure on education upto 6% of GDP, this provides education for all, we will implement the constitutional provision of making primary education is free and compulsory upto 5th standard. Our aim is to more towards equal access to and opportunity of educational standards upto the school leaving stage. We shall strive to improve the quality of education at all levels from primary schools to our universities.
The strategy of educational development during the next decades of planning takes into account various emerging factors like (i) the national goal of providing primary education as a universal basic service (ii) the Supreme Court judgment declaring education to be a fundamental right for children upto 14 years of age. (iii) the need to operationalize programmes through Panchayat Raj institution and urban local bodies. It is also realized that a large number of out-of-school children, who figure neither in school evaluate nor in the calculation of identifiable child labour, are to be provided access to schooling.

The children in the slums require necessary encouragement to attend the school. Their academic achievement will be based on the facilities provided in the schools.

The analysis of response patterns for individual questions has identified the competencies on which the special emphasis should be given in order to bring a conceptual clarity among the school children in slum areas. There is a need to move from the traditional modes of teaching to modern methods of teaching. When we compare the achievement results of unrecognised schools with that of Government schools it is clear that with small and inadequate infrastructure, less financial resources and untrained teachers with low salaries, children of unrecognised schools are performing better especially in mathematics than those of the Government schools.
5.8 Policy Recommendations

Generally the municipal corporations are responsible for the provision of primary education facilities within the municipal boundaries. These provisions are made out of the municipal budget which is under severe constraints for most of the municipalities. Moreover, each municipality follows a different set of norms for opening and maintenance of primary schools. The following are the recommendations made on the basis of the study.

- Better and nutrition food be served to the students in the mid-day meal.
- The school management should see that the scholarships are disbursed to the students timely.
- Remedial teaching should be arranged as most of students do not have tuitions at home.
- The data from the field reveals that certain concepts are either not dealt or hurried through in the class. Members from the school management committee should be involved for the monitoring the school activities.
- To improve the competency in English the teacher should be thoroughly trained in communication skills and spoken English.
- Serious modification is needed English and Mathematics curriculum in teaching methodology.
- Teachers should give assignments to the children on each topic and they should be discussed in the classroom. Few solved sample paper on each topic should be circulated amongst the students.
- For improving the competency in language (both English and Mother tongue), audio and video-cassettes should be used. Children should be given the simple storybooks to read and teacher should take the feedback from the children.

- To improve the language teaching in the primary schools it is suggested that they should keep Telugu as medium of instruction and English language is kept as a separate subject.

- Establishment of opening up new schools and provide provision of teachers and other facilities in all the schools located in the slums of Visakhapatnam city.