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AN ANALYSIS OF SCHOOL EDUCATION IN WEST GODAVARI DISTRICT BHIMAVARAM DIVISION – A STUDY

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Introduction

Education is one of the most important social indicators that directly linked with economic development. Level of education or literacy directly associated with gross domestic product, indirectly with poverty, population growth, health and crime rate, despite its importance education continued to be a neglected area at the policy level. The National Education Policy (NEP) 2020 envisages on education system rooted in Indian ethos that contributes directly to transforming India into equitable and vibrant knowledge society, by providing high quality education to all, and there by making India a global knowledge super power. The policy has emphasized upon quality education across all stages of school education. Quality education is not only life-changing but and also a mind crafting and character building experience, that positively impact on citizenship. Empowered learners not only contribute towards many growing developmental improvements of the country but also participate in creating a just and equitable society.

Need of the study

The society with better education may be capable for building a better nation. School Education is an important aspect that plays a huge role in the modern, industrialized techno world. People need a good education to be able to survive in this competitive world. Modern society is based on people who have high living standards and knowledge which allows them to implement better solutions to their problems.

In the light of New Education Policy (NEP), there are many changes occurred in school education in Andhra Pradesh State. Although there are many studies conducted by many researchers on various issues of the government schools yet there are no studies found after introducing New Education Policy in Andhra Pradesh with reference to Zilla Parishad Schools in Bhimavaram Division, West Godavari District. Therefore, there is a need to study the status of Zilla Parishad schools in Bhimavaram Division with reference to new education policy of Andhra Pradesh State Education.

Methodology:

The present study is based on both primary and secondary information collected from relevant sources. The primary data was collected from field work for 3 months from December, 2022 to January, 2023. The researcher used number of times the Zilla Parishad School in Mogallu village of Palakoderu Mandal, West Godavari District. The project seeks to adopt Schedule methods and technique used is interview schedule methods to gather information from the students and teachers. A pilot study was conducted.

The primary data is directly collected from the respondents of the school children, teachers after ensuring participants' free and informed consent. The researcher conducted structured interviews with the school children and school teachers in Zilla Parishad School of Mogallu village of Palakoderu mandal of West Godavari district. The period of the study is the academic year of 2022-23. Simple statistical techniques like percentages and pie charts are used for the data analysis.

Sample size:

(a). The sample size for the present study is 602 Zilla Parishad school students. These students are from spread from class 3rd to class 10th in Zilla Parishad School, Mogallu Village of Palakoderu Mandal for the current study. The sample consists of all the students from all the classes and all the sections. This school is selected by using lottery method.



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(b) 20 Teachers from the Zilla Parishad School, Mogallu Village of Palakoderu Mandal.

Objectives of the study

- To study the implementation of government schemes relating to schools such as mid-day meals (Jagananna Gorumudda), Sarva Shiksha Abhiyan (SSY), Jagananna Vidya Kanuka, Jagananna Vidya Deevena etc., on school going children
- The Status of Zilla Parishad school children in Mogallu village in specific and Bhimavarm Divion in general, West Godainvari District

Analysis on Jagananna Goru Mudda (MDM) Scheme in Zilla Parishad Schools:

The Andhra Pradesh mid-day meal has been revoked into the **Jagananna Gorumudda Scheme**. It is a school meal programme of the Andhra Pradesh government. It is designed to maintain better nutritional meal to the school going children. The programme supplies free lunch on all working days to children in government / Zilla Parsishad Schools.

Hence an attempt is made to know whether the children in Zilla Parishad schools are availing Jagananna Goru Mudda Scheme. The responses are presented in the following table

Table 1
Jagananna Mid-Day Meal Programme

Sl No	Mid-day Meal	Number of students	Percentage
1	Availing	241	40
2	Not Availing	241	40
3	Availing Some times	120	20
	Total	602	100

Source: Primary Data

From Table 1, the significant outcome about Jagananna Goru Mudda Mid-Day-Meal scheme is only 40 per cent availing by the Zilla Parishad School Children under study. Another 40 per cen of school children are not availing this scheme, when asked about why they are not availing this scheme the respodents stated that their parents bring lunch to them from their home. There are 20 per cent of the children avail this sometimes. The following figure gives a clear idea of the Jagananna Gorumudda (MDM) Scheme.

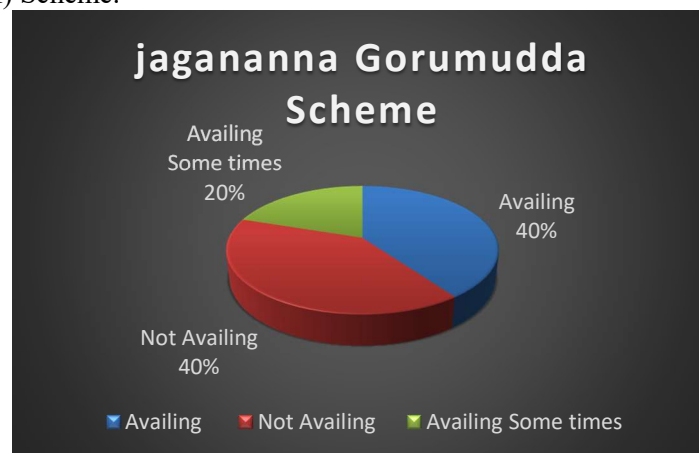


Figure 1: Jagananna Goru Mudda scheme



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Analysis on Implementation of Jagananna Gorumudda Menu in Zilla Parishad School

Mid-day Meal scheme was launched by government of India, which helps poor pupils from rural and urban areas and resolve issues relates to lack of nutrition, food security and access to education. With the help of this program free lunch is provided on working days of the school for the children in primary and upper primary classes in government, Government aided, Local body STC, Madarsas and Maqtabs. A standard menu is given to provide quality and healthy food to the students. The following is the new Mid-day Meal menu for students under the AP Jagananna Gorumudda Scheme

Table 2
Jagananna Gorumudda Menu Items

DAY	MENU ITEMS
Monday	Cooked-Rice (Annam), Pappucharu, Egg curry (Guddu -kooora), Chikki
Tuesday	Tamarind/lemon/mango-rice (Pulihora) Dhal with Tomatoes (Tomato pappu) Boiled Egg (Udikinchinaguddu)
Wednesday	Vegetable-Rice (Kooragayalaannam), Aloo Khurma Boiled Egg (Udikinchinaguddu), Chikki
Thursday	Kitchidi (Pesarapappuannam), Tomato chutney (Tomato-chutney), Boiled Egg (Udikinchinaguddu)
Friday	Cooked Rice (Annam), Dhal with green leaves (Akukoorapappu) Boiled Egg (Udikinchinaguddu), Chikki
Saturday	Cooked Rice (Annam), Sambar Sweet-pongali (Theepipongali)

Source : <https://jaganannagorumudda.ap.gov.in>

Table 3
Food Norms of Jagananna Goru Mudda

INGREDIENTS	I TO V CLASSES	VI TO X CLASSES
Food grains (rice)	100 g / d	150 g / d
Pulse (red gram + Green gram dhal)	16 g / d	23 g / d
Vegetables (leafy also)	57 g / d	87 g / d
Oil & fat	7 g / d	9.7 g / d
Eggs	5 eggs / week	5 eggs / week
Spices & condiments	As per need	As per need
Peanut-Jaggery balls	75 g / week	75 g / week

Source: <https://apmdm.apcfss.in> enabled on 22-02-2023

Hence an attempt is made whether the prescribed menu is implementing in the Zilla Parishad school or not. The responses of the students are noted and tabulated in the following table.

Table 4
Implementation of Jagananna Goru Mudda Menu

Sl No	Jagananna Gorumudda Scheme	Number of students	Percentage
1	Implementing	602	100
2	Not Implementing	0	0
	Total	602	100

Source: Primary data



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An outstanding out come from the Table 4 is that the menu of Jagananna Goru Mudda Scheme is 100 per cent implementing in the Zilla Parishad schools.

Analysis on Attendance of the School Teachers:

Teacher attendance matters just as much as student attendance. Teachers need to be at school. The students need their teacher to be there teaching. Having a substitute teacher is just as impactful to a student’s achievement as if they missed school that day. Teacher attendance is directly related to the academic outcomes of their students. Not only does it affect the academic achievement of students, but it also affects the overall running of the building. Being absent, as a teacher, affects a lot of people in the school and causes more of disruption. Hence, an attempt is made to know the attendance of the zilla parishad teachers. The responses are tabulated in the following table.

Table 5
Attendance of Zilla Parishad School Teachers

Sl No	Attendance of teachers	Number of students	Percentage
1	Attending classes	602	100
2	Not Attending not attending classes	0	00
3	Attending on and off to the classes	0	00
	Total	602	100

(Source: Primary Data)

From Table 5, a noteworthy observation is that the presence of Zilla Parishad School teachers to the classes is cent percent. This may be due to the facial attendance with geo coordinates on mobile phone app, implemented by the Government of Andhra Pradesh for school teachers. **Analysis on Usage of Play Way Methods of Teaches in Zilla Parishad Schools**

The play-way method is organized on activity-based learning. It encourages the children’s creative skills and self-expression. Playing is the principal factor in this method. It refreshes children while also enhancing their learning abilities.

Therefore an attempt is made to know whether the Zilla Parishad school teachers are using play-way method of teaching in the class room. The responses were tabulated in the following table.

Table 6
Usage of Play Way Method of Teaching in Zilla Parishad Schools

Sl No	Play Method of Teaching	Number of students	Percentage
1	Using Play way method	00	00
2	Not using play way method	100	100
	Total	100	100

Source: Primary data

From Table 6, fatefully, it can be observed that the Zilla Parishad school teachers are not using play-way methods while teaching in their classes.

Analysis on Sports and Games Allowed in Zilla Parishad Schools

The importance of sports can also be seen in improving learning and development. As mentioned above, taking part in regular physical exercise can give pupils more energy and therefore more likely to concentrate on classroom learning. There are many benefits to the Zilla Parishad School students by allowing them to sports and games. Some of the benefits are:

- ❖ The character and moral principles are formed through fair play. Moreover, children who are actively engaged in sports can be good role models for their peers from school and their communities.
- ❖ Playing sports enables them to create friendships they otherwise might not have formed. For example, the friendships professional athletes create on the field remain intact even when they are not playing sports, and often last a lifetime.
- ❖ Sports bring people together from all over the world, regardless of their nationality, religion, culture, or skin colour.
- ❖ Teamwork and benefits of social interaction among children are best seen in sports. Kids learn they are part of a team that requires the same effort from all members to succeed, as well as how to win with class, and lose with dignity.
- ❖ They view competitions on and off the field as opportunities to learn from their success and failure. In addition, losing often motivates kids to work even harder next time.



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- ❖ They learn to respect authority, rules, team colleagues and opponents.
- ❖ For this reason an attempt is made to study whether the Zilla Parishad school students are allowed to play sports and games in the school. The responses were noted and presented in the following table.

Table 7
Sports and Games Allowed In Zilla Parishad Schools

Sl No	Sports and Games	Number of students	Percentage
1	Allowed	602	100
2	Not Allowed	00	00
3	Some Times allowed	00	00
	Total	100	100

(Source: Primary data)

From Table 7, joyfully, the Zilla Parishad children are allowed to play sports and games in the schools. When the school children enquired about it, they stated that they are the winners at local and District Level champions in Kho-kho and Volley ball.

Analysis on Corporal Punishments in Zilla Parishad Schools

Corporal punishment is prohibited in schools in the Right to Free and Compulsory Education Act 2009. Article 17 states: “(1) No child shall be subjected to physical punishment or mental harassment. (2) whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.” The Right of Children to free and Compulsory Education Rules 2010 provide for implementation of the Act, including awareness raising about the rights in the Act, procedures for monitoring implementation, and complaints mechanisms when the rights are violated. However, the prohibition in the Act applies only to children aged 6-14.

In Andhra Pradesh (Education Rules 1966, amended 2002, rule 122) and Tamil Nadu (Education Rules, amended 2003, rule 51). In Delhi, provisions for corporal punishment in the Delhi School Education Act (1973) were struck down by the Delhi High Court in 2000, and in 2004 the Calcutta High Court ruled that caning in state schools in West Bengal was unlawful (RTE act 2009).

Corporal punishment refers to intentional application of physical pain as method of behavior change. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects i.e., wooden paddles, belts, sticks, pins, or others, painful body postures such as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination.

To know whether the Zilla Parishad School students under the study are facing any corporal punishment from their teacher. The responses of the students are noted and tabulated in the following table.

Table 8
Corporal Punishment in Zilla Parishad Schools

Sl No	Canning of the students	Number of students	Percentage
1	Teacher giving corporal punishment in the class room	00	00
2	Teachers beating	00	00
3	Teachers Not beating	602	100
	Total	602	100

(Source : Primary data)

From Table 8, a significant observation is that no teacher is giving corporal punishment to the Zilla Parishad school students under study. This may be the reason that the school children are attending the school regularly and attendance of the school children is also high. The graphical presentation of corporal punishment is seen in the following figure.

Mood of the Zilla Parishad School Students to attend the School

Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time. Therefore an attempt is made by the student to study whether the students responded are interest to attend the school with a happy mood or not. The responses are presented in the following table



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Table 9
Mood of the High School Students to Attend the School

Sl No	Mood	Number of Students	Percentage
1	Very Happy	157	26
2	Happy	403	67
3	Unhappy	29	05
4	Very Sad	13	2
	Total	602	100

(Source: Primary Data)

From the Table 9, it is clear that a majority i.e. 67 per cent of the Zilla Parishad school students are happy to attend the school regularly. There are 27 per cent of the Zilla Parishad students very happy to attend the school. There are 5 per cent school children to attend the school in unhappy mood and negligible amount i.e 2 per cent of the Zilla Parishad school students comes to the school with a very sad mood. The following graphical presentation gives a clear idea.

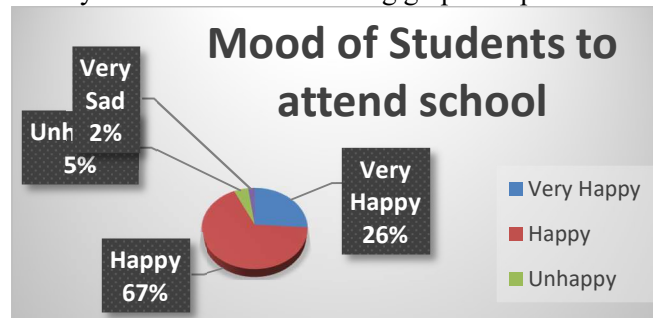


Figure 2 Interest to attend high school

Most Favourite Subject:

Any subject becomes more complex as the body of knowledge accrues over time, therefore to gain an in-depth understanding, it is necessary to study within the confines of that subject and build up your knowledge of it. Studying different subjects can therefore bring a different perspective to many different issues. Therefore an attempt is made by the student to know his most interesting subject of the responded high school student. The responses are tabulated and presented in the following table.

Table 10
Most Favourite Subject of the High School Responded

Sl No	Most Favourite Subject	Number of students	Percentage
1	Telugu	78	13
2	Hindi	6	01
3	English	59	10
4	Mathematics	199	33
5	Science	153	25
6	Social Studies	107	18
	Total	602	100

(Source: Primary Data)

From Table 10, it is clear that different students like different subjects. The above table shows that Mathematics is the most favourite subject to 33 per cent of Zilla Parishad School Students. It is followed by 25 per cent to Science, 18 per cent to Social Studies, 13 per cent to mother tongue i.e Telugu 10 per cent to English and only 1 per cent to Hindi respectively. The following figure shows the interesting subjects of the Zilla Parishad School students responded.



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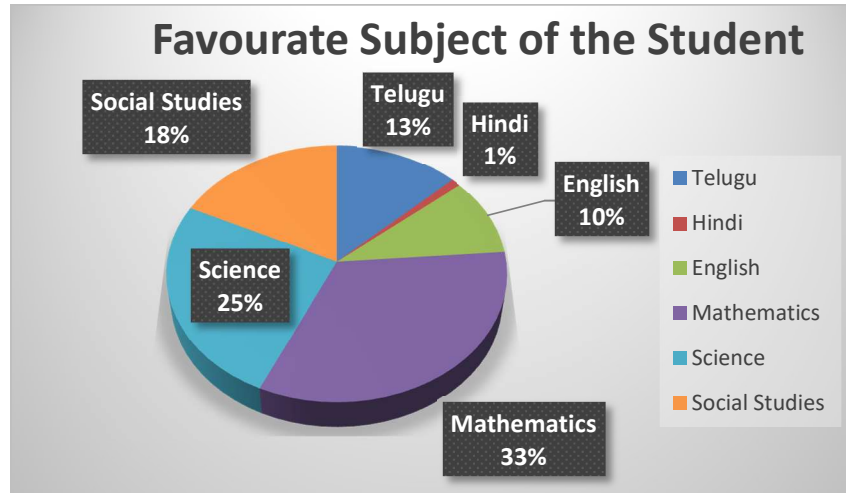


Figure: 3 Most interesting Subject of the responded high school children

Zilla Parishad Teachers attending Classes

Teacher attendance matters just as much as student attendance. Teachers need to be at school. The students need their teacher to be there teaching. Having a substitute teacher is just as impactful to a student’s achievement as if they missed school that day. Teacher attendance is directly related to the academic outcomes of their students. Not only does it affect the academic achievement of students, but it also affects the overall running of the building. Being absent, as a teacher, affects a lot of people in the school and causes more of disruption. Hence, an attempt is made to know whether the teacher of Zilla Parishad School are attending to school regularly. The responses of the Students are tabulated in the following table.

Table 11

Attendance of Zilla Parishad School Teachers to Classes

Sl.No	Students Response	Total	Total Per cent
1	Attending to Classes Regularly	602	100
2	Not Attending to Classes	00	100

Source: Primary Data

From the above Table 11, the responses of the Students shows that their teachers are attending to their classes regularly. It is found that there are no irresponsible teachers in this school.

Formative Assessment and Summative Assessments

Testing is a part of learning, and lets students “show what they know” and what they can do. Tests results show student strengths. You will learn what subject areas your student excels in. Tests results show student weaknesses.

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

Table 12

Formative Assessment and Summative Assessment Examinations

Sl No	Formative and Summative Assessments	Number of students	Percentage
1	Conducting	602	100
2	Not Conducting	00	00
	Total	602	100

(Source: Primary Data)

From Table 12, It is evident that the school is conducting Formative and Summative assessments examination cent per cent.



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Participation in Extracurricular Activities at High School

Extracurricular activities are utmost important in a student's life. Students who get involved in extra activities meet new people and because of that their social skills are improved. Students can expand their network which is also beneficial in finding better career opportunities.

For this reason an attempt is made by the student to know whether the responded high school students are participating in extracurricular activities or not. The responses of the responded are noted and presented in the following table.

Table 13
Participation in Extracurricular Activities (ECA)

Sl No	Canning of the students	Number of students	Percentage
1	Participating in ECA	421	70
2	Not Participating in ECA	181	30
	Total	602	100

(Source: Primary Data)

From Table 13, about 70 per cent of the students took part in extracurricular activities and 30 per cent of the remaining student do not take part in any extracurricular activities.

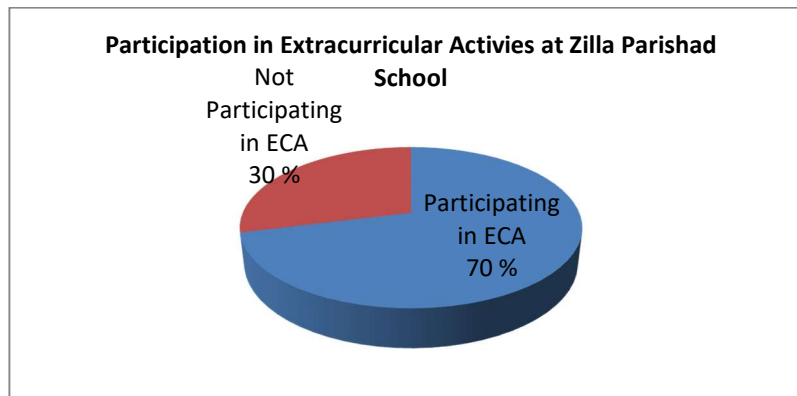


Figure: 4: Participation in Extracurricular Activities at High School

Digi School in Zilla Parishad School

Digital School. Digital School solution is a concept that captures the vision of digitalizing a school's learning and management system to equip students with 21st century competencies and skill sets. The world is changing rapidly and skill sets needed are also revolving. By digital technology we mean the use of computer and technology assisted strategies to support learning within schools. Approaches in this area vary widely, but generally involve:

- Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; or
- Technology for teachers, such as interactive whiteboards or learning platforms.

Table 14
Digi School in Zilla Parishad School

Sl No	Digi School	Number of students	Percentage
1	Allowed	602	100
2	Not Allowed	00	000
	Total	100	100

(Source: Primary Data)



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From Table 14 it is revealed that the use of Digi School is allowed to all the school children under study. The Digi School is allowed 100 per cent to the responded children. However, when enquired with teachers they stated that the Digi School is out of order to conduct classes.

Sanitary Napkins to Girl Students

The Andhra Pradesh State Government had laid emphasis on health of students and menstrual hygiene. The State government has decided to provide free sanitary napkins to girls studying class 7th class to Intermediate second year in government schools and junior colleges. The free distribution of sanitary napkins to schoolgirls was launched on 8th March 2021 to mark the International Women’s Day.

The distribution of sanitary napkins will start on July 1. Every month 10 napkins will be supplied to each girl. A total of 120 sanitary napkins will be provided to each girl per year. The government will spend Rs. 41.4 crore on implementation of the scheme per annum,” an official release said.

Table 15

Sanitary Napkins to Girl Students

Sl No	Digi School	Number of female students	Percentage
1	Provided	186	100
2	Not Provided	0	0
	Total	186	100

(Source: Primary Data)

From Table 15 It can be observed that about 100 per cent female children are getting the napkins from the Zilla Parishad Schools.

Summary

The data is tabulated and percentages were calculated. The results are pictorially represented by pie charts for a better understanding. Jagananna Vidya Kanuka, Interest to attend school, Jagananna Goru Mudda and implementation of its menu, sports and games, corporal punishments, Formative and summative examinations, participation of students in extracurricular activities, Digi school, sanitary napkins to girl students, job satisfaction of teachers, satisfaction on pay and perks etc., were discussed and analyzed.

Conclusion:

The study can be concluded that the status of students of Zilla parishad schools are good. Equally the status of teachers in the Zilla Parishad schools are good. All the government programmes to promote school education are implemented in the Zilla Parishad schools in the study area. The students are happy with their school and school activities. The Zilla Parishad schools have good infrastructure. Teacher in Zilla Pariashad schools are highly experienced in the study area.

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