

## PHYSICAL FACILITIES AND COMMUNITY PARTICIPATION IN PRIMARY SCHOOLS IN THREE DISTRICTS OF TELANGANA STATE: AN ANALYSIS ON RESPONSES OF HEADS OF THE INSTITUTIONS AND TEACHERS

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### ABSTRACT

Sarva Shiksha Abhiyan (SSA) is one of the leading education initiatives across the globe. SSA is to provide useful and relevant elementary education for all school aged children in the age group of 6-14. The major vision of SSA is to fulfill the gap of gender, regional and social and fulfill the hundred percentage of retention of school children. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment. The major aim of the SSA is to provide education to children within their natural environment so that they fulfill the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value-based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. SSA deals with improvement of school facilities, community participation should and civil works in improvement of school facilities. In this regard, the country needs from the stake holders or academicians to made a in depth analysis of research on SSA and its interventions on the existing situations at ground level and suggest to modify the programme for betterment. This paper has been made an attempt to analyse the physical facilities and community participation through the responses of the stake holders in the primary schools of Mahaboobnagar, Nalgonda and Ranga Reddy under the Jurisdiction of Telangana state. The study found that the Majority of the Heads of the Institutions and Teachers are happy with the sufficient rooms are available which are fitted with doors and windows, they are having well ventilation; Teaching Learning Materials grants, different in-service programmes, and Mid-day meal programme improves the student's enrollment as well as retention; Parents and School Management Committees are frequently participate in school programmes as well as support to the institution in sports & games.

**Key Words:** Universalisation of Elementary Education, Sarva Siksha Abhiyan, Physical facilities, community participation

## **INTRODUCTION**

The Government has given priority for primary education and set the goal of 100% literacy through several schemes, though we are not reached so far and Primary Education has brought for both prospects and challenges.

The government of India is keeping target to fulfill the Universal Elementary Education (UEE) since its independence. A number of committees, commissions and policies like National Education Policy during 1968, 1986 and the Programme of Action (POA) 1992 are launched and implemented to reach the goal. These included the scheme of Operation Black Board (OBB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Lok Jumbish (LJP) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme of Nutritional Support to Primary Education (MDM); District Primary Education Programme (DPEP). Though the government was not achieved its target. The District Elementary Education plans are prepared to this purpose in a mission mode for achieving the UEE.

Due to these schemes and policies, India has gear up in terms of number of schools in the country increased fourfold from 2,31,000 in 1950-51 to 9,30,000 in 1989-99, while enrolment in the primary cycle jumped by about six times from 19.2 million to 110 million. At the upper primary stage, the increase of enrolment during the period was 13 times, while enrolment of girls recorded a huge rise of 32 times. The Gross Enrolment Ratio (GER) at the Primary stage has exceeded 100 percent. Access to schools is also increased with that 94 percent of the country's rural population has schooling facilities within one kilometre for primary education and 84 percent for upper primary education. Though the flip side is that out of the 200 million children in the age group of 6-14 years, 59 million children (35 million are girls and 24 million are boys) are not attending school.

Sri. Atal Bihari Vajpayee, Prime Minister of India was announced in the parliament in 2000 Sarva Shiksha Abhiyan (SSA) is India's Government flagship program for universalizing primary education. To achieving the target of UEE, SSA legislation mandated community involvement in the school system. The Right to Education Act (2009) efforts to improve school infrastructure, teacher-pupil ratio and enhanced roles and responsibilities for School Management Committees (SMC).

### **LITERACY RATE IN ERSTWHILE ANDHRA PRADESH**

Literacy rate in India has made remarkable strides since independence. The literacy rate has increased from 18.33% in 1951 to 74.04% in 2011. The gender gap in literacy rate narrowing down from 24.84 in 1991 to 16.68 percentage points in 2011. According to 2011 census, the total literacy rate of erstwhile Andhra Pradesh is 61.10 percent. Among literates male and female constitute 75.56 and 59.74 percent respectively. In the year 1901 the literacy rate in erstwhile Andhra Pradesh only 4.63, male and female rates are 8.54 and 0.61 respectively. Though the female literacy rate has increased gradually from 0.61 to 35.50 yet it is far below the Indian Literacy rate. The literacy rate is progress more in the years 1991 to 2001, 2001 to 2011 but very slow from 2001 to 2011 (Table-1).

**Table-1: Literacy Rate in Erstwhile Andhra Pradesh (1901-2011)**

Year	Male	Female	Total
1901	8.54	0.61	4.63
1911	9.18	0.87	5.08
1921	10.88	1.62	6.29
1931	11.76	1.77	6.82
1941	16.80	4.99	10.98
1951	22.67	7.62	15.21
1961	30.19	12.03	21.19
1971	33.18	15.75	24.57
1981	39.26	20.39	29.94
1991	55.13	32.72	44.04
2001	70.32	50.43	60.47
2011	75.56	59.74	67.66

*Source: State Council of Educational Research & Training, Hyderabad.*

The above table indicates literacy rate in the erstwhile Andhra Pradesh from the year 1901-2011. In the year 1901 the literacy rate both male and female is very low that is 4.63 per cent. But in the year 1921 the female literacy is too low that is only 1.62 per cent followed by male literacy 10.88 per cent. In 1961 the male literacy was 30.19 per cent and women literacy was only 12.03 percent. It indicates the female growth regarding to education. In 2011 there is some happy note that the female literacy rate has grown up 59.74 per cent and male literacy rate is 75.56 per cent. But the overall table indicates the low literacy rate of female in erstwhile Andhra Pradesh.

### REVIEW OF LITERATURE

S. Nayana Tara, N.S.Sanath Kumar & S. Ramaswamy (2009) made an attempt on 'effectiveness of academic support structures for elementary education in two southern states of India. An assessment of academic support structures and processes in two southern states of India was taken to arrive at certain lessons that would be extremely useful for the successful implementation of future programmes in elementary education.

Sil, Nibas Chandra (2012) conducted a research on 'A study of the impact of Sarva Shiksha Abhiyan Programme on the status of Primary Education in West Tripura District'. The study mainly focuses on the impact of SSA programme on the status of primary education in terms of Net Enrolment Ratio (NER), Stagnation and Dropout, physical facilities available in schools and Students' Achievement. Major findings (i) SSA programme helped to increase the NER and decreases the stagnation and dropout; (ii) there were no significant difference in the rate of stagnation and dropout among boys and girls; (iii) Physical facilities were improved after implementation of SSA programme; (iv) Achievement level of urban students was better than the rural students; (v) the co-relation between the physical facilities score and achievement score of students is 0.46; and (vi) Primary section attached with the High school and Higher Secondary schools showed better results in students achievements. (vii) Teachers were found to be trained although effectiveness of the training was not very clear as most teachers followed traditional methods of teaching. (viii) Use of computer and its possession was very much lacking, (ix) Library facilities need to be improved.

Vijaya Kumar, T. et al (2014) submitted a report to SCERT, Telangana on his project First Half Yearly Monitoring Report on "Sarva Shiksha Abhiyan – Right to Education for Telangana State." The findings of the report are: Majority of schools has physical access as well as proper ventilation within the norm prescribed by the SSA and RTE; 15 schools out of 42 have with

barriers like high way, water project traffic; Student Class Room Ratio is found within the norms of SSA and RTE. In primary schools it is 30:1, in Upper Primary Schools it is 33:1; 26 out of 42 schools have ramps and 20 out of 42 schools have separate toilets for girls; 30 out of 42 schools have drinking water facility and among most of them have hand pumps; 28 out of 42 schools have play ground in the premises; 38 out of 42 schools have library facility with sufficient books; School Management Committees are contributing some resources like carpets, plates glasses etc.

Sujatha. K. (2016) reviewed the national report is the synthesis report of a major study entitled “Assessment of Available Facilities for Primary and Upper Primary Education in predominantly Tribal Areas” on 528 primary and 219 upper primary schools in the selected nine states Viz., Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha and Rajasthan keeping with the following objectives– to assess the availability of schooling facility for primary and upper primary education in rural habitations of tribal areas and the extent to which these cater to the gender, linguistic and socio-cultural needs of children; to find out as to what extent were ST children covered by different incentive schemes and what the views of parents and SMC members were with regard to the functioning of the schools in their villages and whether they had any suggestions to give for the improvement of these schools. The results indicated that the classroom are having less in number as per the Student and Classroom size. It is noticed that 29.8% of classrooms in primary schools and 14.8% in upper primary schools are fulfilling the criteria. Among the states, Andhra Pradesh has 88.5 percent at primary level and 50.0 percent at upper primary level and Chhattisgarh stood lowest with 12.8 percent and 4 percent respectively. As regards other facilities, only 30 percent schools had playground; 36 percent schools had electricity; 56.9 percent schools have library facility and in 11.2 percent schools it was not being used by students; 89 percent primary schools and 92 percent upper primary schools having sufficient Drinking water facility; 57 percent primary schools and in 70.5 percent upper primary schools being used the toilet facility in that 47 percent primary and 69 percent upper primary schools have separate toilets for girls. Variation can be found among different states as Maharashtra, followed by Gujarat and Chhattisgarh had the highest percentage of primary and upper primary schools with separate toilets for girls whereas Andhra Pradesh, Jharkhand and Odisha had the lowest percentage; Maximum number of schools are having school management committees and functioning properly.

Manohar, P. (2017) did a research work on ‘Opinion of Head Masters and Teachers on the Community Participation, Co-Curricular Activities and Facilities available in Primary Schools covered Under Sarva Siksha Abiyan (SSA)’ He did a work on 360 primary schools in and around Kurnool district and found that the Head Masters and Teachers are happy with the Community Participation, Co-Curricular Activities and Facilities available in Primary Schools covered Under Sarva Siksha Abiyan (SSA) in Kurnool District

### **SIGNIFICANCE OF THE STUDY**

In a nutshell, there are umpteen researches were conducting and still research is on its way to find out various means to fulfill the internationally cherished goal of Education For All (EFA), but researches on the opinions of Headmasters and teachers on physical facilities and community’s participation especially in the State of Telangana, seem to be in embryonic stage.

Hence, the investigators want to conduct an Analysis on Physical Facilities and Community Participation in the Primary Schools and disclose the responses of the Heads of the Institutions and Teachers about the way it is implemented and effectiveness in Primary Education. Thus the study was undertaken entitled ‘**Physical facilities and Community participation in**

## Primary Schools in three districts of Telangana state: An analysis on responses of Heads of the Institutions and Teachers’.

### OBJECTIVE OF THE STUDY

- To explore the opinion of Heads of the Institutions and Teachers towards the Physical facilities and community participation in their primary schools.
- To compare and contrast the opinion of Heads of the Institutions and Teachers on Physical Facilities and Community Participation in the Primary Schools.

### HYPOTHESIS OF THE STUDY

- There will be no significant difference between the responses of Heads of the Institutions and Teachers on physical facilities and community participation in the primary schools.

### TOOLS

- Opinionnaire for Heads of the Institutions and Teachers on physical facilities and community participation in the primary schools.

### SAMPLE

The investigators selected the stratified sampling technique. A sample of 108 Heads of the Institutions and 108 teachers was randomly selected from 108 primary schools from 3 districts i.e. Mahaboobnagar, Nalgonda and Ranga Reddy under the Jurisdiction of Telangana state.

State	District	Sample of schools	Heads of the Institutions		Teachers		Total
			Male	Female	Male	Female	
Telangana	Mahaboob Nagar	36	25	11	19	18	73
	Nalgonda	36	26	10	18	17	71
	Ranga Reddy	36	25	11	18	18	72
	<b>Total</b>	<b>108</b>	<b>76</b>	<b>32</b>	<b>55</b>	<b>53</b>	<b>216</b>

### DATA ANALYSIS AND INTERPRETATION

108 Heads of the Institutions and 108 Teachers of the Primary Schools were asked to respond in the Opinionnaire with regard to physical facilities and community participation in their schools.

#### a) Physical facilities

In the present section, the researchers analyse the responses of Heads of the Institutions and Teachers of the 108 Primary Schools on physical facilities available in primary schools and presented in the following table.

**Table-2: Opinion of Heads of Institutions and Teachers with regard to Physical Facilities**

Sl. No.	Physical Facilities	Responses of Heads of Institutions			Responses of Teachers		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
1	Availability of Sufficient Rooms in the School	78 (72.2)	02 (1.9)	28 (25.9)	79 (73.2)	0 (0.0)	29 (26.8)
2	All the Rooms are Fitted with Doors and Windows	101 (93.5)	02 (1.9)	05 (4.6)	80 (74.0)	0 (0.0)	28 (26.0)
3	All rooms are properly ventilated	103 (95.4)	04 (3.7)	01 (0.9)	88 (81.5)	8(7.4)	12 (11.1)
4	Sufficient Place for all students in the class room	88 (81.4)	06 (5.6)	14 (13.0)	92 (85.1)	02 (1.9)	14 (13.0)
5	Safe drinking water facility	41 (38.0)	05 (4.6)	62 (57.4)	65 (60.2)	24 (22.2)	19 (17.6)
6	Midday Meal cooking room is available in the	58 (53.7)	06 (5.6)	44 (40.7)	74 (68.6)	16 (14.8)	18 (16.6)

	school						
7	Toilet facilities in the school and in usable condition	72 (66.7)	08 (7.4)	28 (25.9)	96 (88.9)	4 (3.7)	8 (7.4)
8	Sufficient Playground	60 (55.6)	02 (1.9)	46 (42.5)	33 (30.6)	14 (13.0)	61 (56.4)
9	Adequate Play material	80 (74.0)	02 (1.9)	26 (24.1)	36 (33.3)	4 (3.8)	68 (62.9)
10	Ramps for Children with Special Needs (CwSN)	43 (39.8)	13 (12.1)	52 (48.1)	62 (57.4)	13 (12.0)	33 (30.6)
11	School has equipped with a good library books	93 (86.1)	02 (1.9)	13 (12.0)	73 (67.5)	0 (0.0)	35 (32.6)
12	School has a Television Set	18 (16.7)	13 (12.1)	77 (71.2)	56 (51.8)	38 (35.1)	14 (13.1)
13	Radio lessons are frequently arranged	102 (94.4)	04 (3.7)	02 (1.9)	74 (68.6)	16 (14.8)	18 (16.6)
14	Every class is fitted with a black board	106 (98.1)	02 (1.9)	00 (0.0)	98 (90.8)	4 (3.7)	6 (5.5)
15	Electricity facilities in the school	51 (47.2)	14 (13.0)	43 (39.8)	54 (50.0)	38 (35.1)	16 (14.9)
16	Bulbs, Tubes, Fans	59 (54.6)	12 (11.1)	37 (34.3)	60 (55.5)	34 (31.4)	14 (13.1)
17	Chalk pieces, Dusters, Almirahs	60 (55.6)	05 (4.6)	43 (39.8)	62 (57.4)	20 (18.5)	26 (24.1)
18	School has a Compound Wall	57 (52.8)	09 (8.3)	42 (38.9)	57 (52.8)	32 (29.6)	19 (17.6)
19	There is no garden in the school	60 (55.6)	00 (0.0)	48 (44.4)	84 (77.7)	4 (3.7)	20 (18.6)

From the above table it can be concluded that majority of heads of the institutions and teachers are agreed that they have sufficient rooms which are fitted with doors and windows and having good ventilation. On the other hand they moderately happy with availability of safe drinking water, Kitchen sheds for Midday Meal cooking, playground for children to play during their leisure time, Chalk pieces, Dusters, Almirahs. Particularly they are not happy with availability of electricity, fans, school compound and garden, ramps for Children with Special Needs (CwSN), and Television sets in the schools.

#### **b) Community participation**

In the present section, the researchers analyse the responses of Heads of the Institutions and Teachers of 108 Primary Schools with regard to Community Participation in primary schools and shown in the following table.

**Table-3: Opinion of Heads of Institutions and Teachers with regard to Community Participation**

Sl. No	Community Participation	Responses of Heads of Institutions			Responses of Teachers		
		Agree	Undecided	Disagree	Agree	Undecided	Disagree
1	Parents frequently participate in school programmes	65 (60.2)	29 (26.9)	14 (13.0)	78 (72.3)	20 (18.5)	10 (9.2)
2	Parent Teacher Association (PTA) are existing in the school	103 (95.4)	4 (3.7)	1(0.9)	88 (81.4)	20 (18.5)	0 (0.0)
3	PTA meetings are conducted regularly	100 (92.6)	02 (1.9)	6 (5.5)	90 (83.4)	14 (12.9)	4 (3.7)
4	PTA implementing all agendas and discussions	87 (80.6)	14 (13.0)	7 (6.4)	75 (69.4)	25 (23.1)	8 (7.4)
5	PTA is recording all resolutions and opinions of the majority members	103 (95.3)	3 (2.8)	2 (1.9)	76 (70.4)	25 (23.2)	7 (6.4)
6	School Management committee (SMC) is existing	102 (94.4)	6 (5.6)	0 (0.0)	65 (60.2)	31 (28.7)	12(11.1)
7	Parents were participating in melas conducting by students	64 (59.3)	18 (16.6)	26 (24.1)	90 (83.3)	15 (13.8)	3 (2.9)
8	Parents and teachers are extending their support for school development	76 (70.4)	15 (13.9)	17 (15.7)	83 (76.9)	15 (13.8)	10 (9.3)
9	Co-curricular and cultural activities are helping students to develop a positive attitude	105 (97.2)	1 (0.9)	2 (1.9)	93 (86.1)	4 (3.7)	11(10.2)
10	Parents are encouraging their students to complete the given homework	59 (54.6)	22 (20.4)	27 (25.0)	81 (75.0)	19 (17.6)	8 (7.4)
11	Parents are not cooperating to the Head of Institution	37 (34.3)	23 (21.3)	48 (44.4)	71 (69.4)	19 (17.5)	18(16.6)
12	Village Leaders/Educationists/ Members are involved in all school programmes	98 (90.7)	7 (6.5)	3 (2.8)	66 (61.1)	30 (27.8)	12 (11.1)
13	Experts speeches inspirers the students on national festival days	92 (85.2)	12 (11.1)	4 (3.7)	74 (68.5)	30 (27.8)	4 (3.7)
14	Parents are financially support to the institution	10 (9.2)	19 (17.6)	79 (73.2)	83 (76.9)	15 (13.9)	10 (9.2)
15	Teachers maintain cordial relations with Parents	93 (86.1)	12 (11.1)	3 (2.8)	95 (87.9)	10 (9.3)	3 (2.7)
16	Parents encourage children to participate in Quiz/Essay writing/ Elocution/ Drawing Competition & Sports and Games	75 (69.4)	15(13.9)	18 (16.7)	75 (69.4)	30 (27.2)	3 (2.7)

17	Parents are helping indirectly to organize National and Local festivals in the school	75 (69.4)	15(13.9)	18 (16.7)	62 (57.4)	40 (37.0)	6 (5.6)
18	Students are getting gifts by the community in recognition of their good performance	70 (64.8)	10 (9.3)	28 (25.9)	60 (55.6)	40 (37.0)	8 (7.4)
19	Elders in society are involved in providing free higher educational opportunities to encourage students talents	44 (40.7)	24 (22.2)	40 (37.0)	78 (72.3)	20 (18.5)	10 (9.2)
20	Teachers are conduct different programmes successfully with the help of the community	57 (52.8)	17 (15.7)	34 (31.5)	58 (53.8)	30 (27.7)	20(18.5)
21	Student - Student relationship is good	106 (98.1)	2 (1.9)	0 (0.0)	84 (77.8)	4 (3.7)	20 (18.5)
22	Teacher- Student relationship is good	108 (100.0)	0 (0.0)	0 (0.0)	100 (92.6)	0 (0.0)	8 (7.4)
23	Teacher -Teacher relationship is good	108 (100.0)	0 (0.0)	0 (0.0)	80 (74.1)	16 (14.8)	12 (11.1)
24	Teacher-Headmaster relationship is good	106 (98.2)	1 (0.9)	1 (0.9)	90 (83.3)	14 (12.9)	4 (3.7)
25	Teacher-Administrator relationship was not good	22 (20.4)	14 (13.0)	72 (66.7)	80 (74.1)	10 (9.2)	18 (16.7)
26	Teacher - Community relationship is good	105 (97.2)	2 (1.9)	1 (0.9)	84 (77.8)	14 (12.9)	10 (9.3)
27	School - Community relationship is not good	25 (23.2)	21(19.4)	62 (57.4)	64 (59.3)	32 (20.3)	12 (11.1)
28	BRC/CRC is good in provide guidance in teacher training programmes	72 (66.7)	21(19.4)	15 (13.9)	74 (68.6)	22 (20.3)	12 (11.1)
29	BRC/CRC is Monitoring classroom processes regularly	62 (57.4)	28 (25.9)	18 (16.7)	68 (62.9)	38 (35.3)	2 (1.8)
30	Community is providing resource support for children with disabilities	41 (38.0)	21 (19.4)	46 (42.6)	90 (83.3)	8 (7.4)	10 (9.3)

From the above it can be revealed that majority of heads of the institutions and teachers agree that PTA meetings are conducted regularly; Parents are helping indirectly to organize National and Local festivals in the school. They maintain cordial relations with Parents, Students and Community. On the other hand they moderately happy with co-curricular and cultural activities in the school which are helps the students to develop the positive attitude. Parents encourage their children to participate in Quiz/Essay writing/Elocution/Drawing Competition & Sports and Games, and all other school programmes. BRC/CRC is good in providing guidance in terms of in-service trainings and monitoring the classes regularly.

**c) Analysis of Heads of the Institutions and Teachers opinion with respect to physical facilities and community's participation in the primary schools**

To enquire in to the differences between the responses of Heads of the Institutions and teachers on physical facilities and community participation in the primary schools, the following hypothesis has been formulated.

**Hypothesis:** There will be no significant difference between opinions of HMs and teachers on physical facilities and community participation in the primary schools.

To test the above hypothesis one –way ANOVA has been employed. The results of the same have been furnished in the table -4

**Table-4: ANOVA between Heads of the Institutions and Teachers responses**

	Groups	Sum of Squares	df	Mean Square	F	Sig.
Physical facilities	Between Groups	0.004	1	0.004	0.043	0.836 <sup>@</sup>
	Within Groups	18.588	214	0.087		
Community Participation	Between Groups	0.000	1	0.000	0.003	0.958 <sup>@</sup>
	Within Groups	9.942	214	0.046		
Total Score	Between Groups	0.000	1	0.000	0.003	0.955 <sup>@</sup>
	Within Groups	4.105	214	0.019		

@ Not significant at 0.05 level

From the table it shows that there is no significant difference at 0.05 level between Heads of the Institutions and Teachers in their responses related to the Physical facilities and community participation in the Primary schools. Hence, the null hypothesis that 'there is no significant difference between Heads of the Institutions and Teachers opinion on physical facilities and community's participation in the Primary schools is accepted.

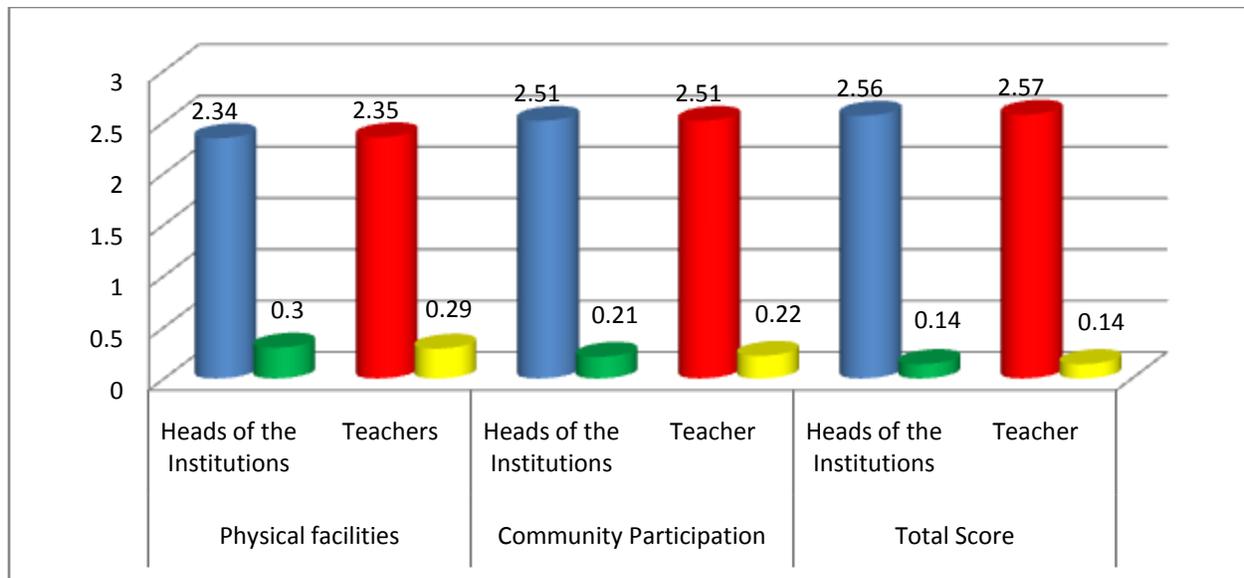
To verify the difference between the responses of Heads of the Institutions and teachers, the Mean and SD are calculated and entered in the below table.

**Table-5: Mean and SD values of Heads of the Institutions and Teachers responses**

Dimensions	Sample	Mean	SD
Infrastructure facilities	Heads of the Institutions	2.34	0.30
	Teachers	2.35	0.29
Community Participation	Heads of the Institutions	2.51	0.21
	Teacher	2.51	0.22
Total Score	Heads of the Institutions	2.56	0.14
	Teacher	2.57	0.14

From the above table it shows that the mean response score for heads of the institutions and teachers are similar. Hence there is no difference among them in terms of the availability of physical facilities and community participation in the school.

A bar diagram is plotted with the obtained Mean/SD values (shown on Y-axis) and the Responses of the Heads of the Institutions and the Teachers (shown on X-axis) and presented in the following figure.



**Fig:** Bar Diagram showing the Mean and Standard Deviation Scores of the HM's and Teachers responses with regard to physical facilities, community's participation and co-curricular activities in the primary schools

## FINDINGS AND CONCLUSIONS

1. Majority of the Heads of the Institutions and teachers are agreed that they have sufficient rooms with proper ventilation which are fitted with doors and windows. On the other hand they moderately happy with availability of safe drinking water, enough playground for children to play during leisure time. Particularly they are not happy with the electricity, fans, school garden, and ramps for Children with Special Needs (CwSN), Television sets in the schools as a part of physical facilities.
2. Majority of heads of the institutions and teachers agree that PTA meetings are conducted regularly; Parents are helping indirectly to organize National and Local festivals in the school. They maintain cordial relations with Parents, Students and Community. On the other hand they moderately happy with co-curricular and cultural activities in the school which are helps the students to develop the positive attitude. Parents encourage their children to participate in Quiz/Essay writing/Elocution/Drawing Competition & Sports and Games, and all other school programmes. BRC/CRC is good in providing guidance in terms of in-service trainings and monitoring the classes regularly.

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