



PARENTS PERCEPTION ON GOVERNMENT POLICIES ON SCHOOL EDUCATION (2019-2023) - A STUDY IN VISAKHAPATNAM DISTRICT OF ANDHRA PRADESH

Mr. M. Prasannanjaneyulu^{1*}, Dr.P.Subbarao²

Abstract

The government of Andhra Pradesh mainly focused on three programmes namely Jagananna Amma Vodi, Jagananna Vidya Kanuka, and Mana Badi Nadu-Nedu, for improving the quality of school education. The present paper aims to evaluate these programmes. The study selected two regions, namely tribal and non-tribal schools, in Visakhapatnam district of Andhra Pradesh. The higher proportion of parents, i.e., 60% of parents, admit their children to government or government-aided schools. The majority of the respondents were girl children, accounting for 161 (53.67%), and boys, 139 (46.33%), in the study region. In both sample mandals, a sizable portion of pupils drop out of school at the secondary level. A whopping 96% of parents who responded to the survey said the Amma Vodi scheme was highly effective in preventing dropouts and that the money they earned through it was used for their kids' benefit. About 97 percent of parents were aware of the implementation of the Nadu-Nedu programme. 100% of parents are happy with Jagananna Vidya Kanuka, and all of them expressed that their children are receiving books and uniforms on time. There is a need to provide English and computer labs to the schools in rural areas.

Keywords: parents' perception, school education, Ammavodi, Mana Badi Nadu-Nedu.

^{1*}Research Scholar, Dept. of Economics, Andhra University, Visakhapatnam, Andhra Pradesh.

Email id: prasanna.mandava@peoplecombine.com

²Deputy director, CSSEIP, Andhra University, Visakhapatnam, Andhra Pradesh.

Email: drraopappala@gmail.com

DOI: - 10.31838/ecb/2023.12.si5.064

Introduction

People are empowered and liberated by literacy; the first step towards education is literacy. As a result, literacy can be seen as a component of education. To gauge a nation's education level, literacy is a crucial criterion. A nation's economic development depends on its literacy rate. Literacy alone cannot make a person wiser, but education can make a person wiser and give them the ability to recognise right from wrong. It can therefore be concluded that learning to read and write is the first step in receiving an education. Education is the only real answer for both of these.

At the time of India's independence from colonial rule in 1947, only 12% of its population was literate. From day 1, Independent India put a lot of emphasis on education, and after 75 years of independence, we are nearing an 80% literacy rate. After 75 years, India is the second-largest populous country and has the largest young population in the world; it is in the demographic dividend stage. Education, in both the public and private sectors, is expanding quickly. More than 227 million children are enrolled in the nation's more than 1.4 million schools. However, the educational system still has a great deal of room for growth.

The central government of India protected all vulnerable sections through constitutional provisions like free and compulsory education and the right to education as a fundamental right, and along with state governments, they came up with many programmes like the District Primary Education Program, midday meals, Sarva shiksha Abhiyan, Beti bachao beti padhao, Kasturba Gandhi Girl Child Education, and infrastructure development programmes for Muslim minority institutions and tribal areas under the tribal subplan.

By implementing all these programs also in Andhra Pradesh, the literacy rate has not progressed much when compared to other states. According to 2011 census data, the Andhra Pradesh literacy rate is 67.35 percent, compared to the national average of 74.04 percent. In the light of the above scenario, the Andhra Pradesh government aimed to increase the literacy rate to 100 percent and the gross enrollment ratio (GER) in higher education to 70 percent. In the last three years, the government has prioritised education and spent more than Rs 53,000 crore on it in the state. Teachers have a key role in providing pupils with a quality education that moulds their lives, in addition to the government's attempts to make education free (The Hindu, 2022).

After coming to power, the new government, as a priority, focused on school education and introduced various programmes in school education. The programmes like Amma Vodi, Mana Badi Nadu Nedu, introducing English medium in all government schools, and Jagananna Vidya Kanuka. Various studies have observed that the Indian economy over the years has shown a strange trajectory of high economic growth with inadequate or poor infrastructure facilities at the school level. The schools and children in rural areas, particularly in tribal and non-tribal areas, have different standards. The student's standards are also dependent on their parent's occupation, social status, level of education, income, standard of living, status of employment (both tribal and non-tribal), and other specific socio-economic characteristics. There is a wider gap between the teacher-to-pupil ratio at the various stages of school education. There is also discrimination in providing basic facilities in tribal and non-tribal areas. The studies have identified different problems faced by schools as well as children due to a lack of infrastructure facilities, a lack of awareness, the non-availability of basic amenities, health issues, a lack of hygienic facilities, the fact that local leaders do not pay much attention to the development of schools, and a lack of proper teaching staff. These are all the conclusions from some eminent studies: Geeta Gandhi Kingdon (2007), Zakir Husain (2010), Colin Bangay (2016), Subroto Dey (2019), Subba Reddy, P.V. (2020), Naveen Choudhary (2021), and Subba Rao, G.V.R. (2022).

Objectives

The Specific objectives of the paper are

- To analyse the socio-economic features of tribal and non-tribal schools in Visakhapatnam.
 - To evaluate parents' opinions of the Nadu-Nedu and Amma Vodi programmes in the research area's tribal and non-tribal schools.
- To ascertain the parent's acceptance to the change in medium of instructions in the tribal and non-tribal schools.

Methodology

The study selected two example mandals in the Visakhapatnam district, Payakaraopeta and Araku Valley; the former represents a non-tribal Mandal and the latter one a tribal Mandal. The study's goal is to determine what factors contributed to the success or failure of offering high-quality education in two sample locations in the Visakhapatnam district. The Payakaraopeta and Araku Valley mandals were picked for in-depth research. Four villages in the Payakaraopeta Mandal and five

villages in the Araku Valley mandal were selected, with one school from each community chosen for an in-depth investigation. In each school, 30 percent of the children were covered by the study. A sample of 150 students was selected from each of the sample mandals. All the students were classified into primary and upper primary, so the sample covered from these classes is uniform. The study collected data from a total of 300 sample students and their parents from all the schools and from each of the two sample mandals in Visakhapatnam district. The reference date is March 31, 2022, and all the information relates to the financial year 2021-2022.

Findings of the Study

The paper covered the following subjects: gender-wise students, class-wise age, parents' perceptions

of Amma Vodi, Nadu-Nedu, Jagananna Vidya Kanuka, and the introduction of English in schools. Gender - wise Distribution of Students Information was collected from the respondent students, gender-wise, in the study area, and these details are presented in Table 1. Regarding the gender of the respondent students, the majority of them were female in both sample mandals. Between the two samples, female respondent students were more concentrated at 83 (55.33%) in Payakaraopeta compared with Araku Valley's 78 (52%). As a result, Payakaraopeta has a lower percentage of male responding students (44.67%) than Araku Valley (48%). In contrast to Araku Valley (48%), Payakaraopeta has a smaller percentage of male respondents with 67 (44.67%). Of the total, more respondent students belonging to female groups accounted for 161 (53.67%) and male groups accounted for 139 (46.33%) in the study area.

Table 1: Gender- wise Distribution of Respondent Students

Gender	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Boy	72	48.00	67	44.67	139	46.33
Girl	78	52.00	83	55.33	161	53.67
Total	150	100.00	150	100.00	300	100.00

Source: Field Survey

Class- wise Distribution of Students

Table 2 gives the data on the distribution of respondent students by class in the study area. Half of the sample respondent students in Payakaraopeta Mandal were enrolled in upper primary education at a rate of 50%, followed by secondary education at a rate of 28%, and then primary education at a rate of 22%. In contrast, in Araku Valley, the corresponding rates were 79 (52.67%), 0 (0.0%), and 71 (47.33%). Overall, 154 (51.33%) of the respondent pupils were enrolled in upper primary, followed by 104 (34.67%) students at primary level, and 42 (14%) were enrolled in secondary

programmes in the study area. This shows that in each of the sample Mandals, a significant portion of kids drop out of school at the secondary level. Yet, it's shocking to see that not a single student in the sample mandal of Araku Valley finished their education at the secondary level. One reason ascertained in the interviews was that there are no secondary-level schools within reach in this mandal, and as the majority of the students were girls, their parents were not interested in sending them to a distance school for education, which they felt was of little importance in a girl's life.

Table 2: Class-wise Distribution of Respondent Students

Class	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Primary	71	47.33	33	22.00	104	34.67
Upper Primary	79	52.67	75	50.00	154	51.33
Secondary	0	0.00	42	28.00	42	14.00
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

Age of the Respondent Students

The distribution of respondent students' ages across both sample mandals in the study area is shown in Table 3. The number of respondent students increased with age throughout the two sample mandals, peaking at 25.33 percent at age 13 in the

Araku Valley mandal and 20.67 percent at age 12 in the Payakaraopeta mandal. While there is an even distribution of pupils by age in the Payakaraopeta mandal, this is not the case in the Araku Valley mandal. In the study area, 64 (21.33%) of the respondent students are under the

age of twelve, followed by 55 (18.33%) who are over the age of thirteen; 42 (14%) who are over the age of ten; 41 (13.67%) who are under the age of nine; 40 (13.33%) who are over the age of eleven;

27 (9%) who are over the age of fourteen; 24 (8%) who are under the age of eight; and 7 (2.33%) who are over the age of fifteen.

Table 3 Age of the Respondent Students

Age in Years	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Below 8	16	10.67	8	5.33	24	8.00
9	29	19.33	12	8.00	41	13.67
10	20	13.33	22	14.67	42	14.00
11	14	9.33	26	17.33	40	13.33
12	33	22.00	31	20.67	64	21.33
13	38	25.33	17	11.33	55	18.33
14	0	0.00	27	18.00	27	9.00
15	0	0.00	7	4.67	7	2.33
Total	150	100.00	150	100.00	300	100.00

Source: As ex ante

Parents Perception on Amma Vodi Scheme

Data on parents' opinions of the Amma Vodi plan in the two sample mandals are included in Table 4. This aspect consists of six items: awareness of the scheme, getting the money under the scheme, how it's being credited, children's uniforms, etc.; if this scheme helps in reducing school dropouts; and if this amount is being used for the students' or children's betterment. One hundred percent of the parents expressed their satisfaction about four of

the six aspects, such as awareness of the Amma Vodi scheme, benefiting under this scheme, having the amount credited directly to their accounts, and their children receiving uniforms, books, shoes, and bags at no cost in both samples. About 96 percent of them considered this scheme very helpful in preventing dropouts, and the amount received under this scheme was being used for the betterment of their children.

Table 4 Parents Opinion about Amma Vodi Scheme on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Do you know Amma Vodi Scheme	150	100.00	150	100.00	300	100.00
If yes, are you Getting money under Amma Vodi Scheme	150	100.00	150	100.00	300	100.00
Is the amount directly credited to your account?	150	100.00	150	100.00	300	100.00
Child is getting uniform, books, shoes and bag for free of cost at school	150	100.00	150	100.00	300	100.00
Is the scheme helpful to prevent child dropout?	145	96.67	142	94.67	287	95.67
Do you use the amount for betterment of the child?	147	98.00	140	93.33	287	95.67

Source: As ex ante

Parent's Opinion about Nadu-Nedu programme

Table 5 gives the data on parents' perceptions of the Nadu-Nedu programme in sample mandals. This aspect consists of eight items. There were no visible variations in the implementation of the Nadu-Nedu programme in the two sample mandals. Overall, about 97 percent of parents were aware of the implementation of the Nadu-Nedu programme, and their perception regarding the school building was that it had a modern look (95%), was furnished

with modern furniture (90%), had clean and modern toilet facilities (84%), a clean and protected drinking water facility (75%), was surrounded by greenery and a clean environment (75%), and had a compound wall (73%); only 8 percent of them expressed satisfaction relating to modern English and computer labs. There is a need to establish computer labs for children in public schools in rural areas.

Table 5 Parent Opinion about Nadu-Nedu programme on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Do you know about the Nadu-Nedu programme?	142	94.67	148	98.67	290	96.67
If yes, are you aware of the following changes?						
School building appears a modern look	140	93.33	145	96.67	285	95.00
Constructed compound wall	105	70.00	113	75.33	218	72.67
Clean and modern toilet facilities	122	81.33	129	86.00	251	83.67
Provide clean and protected drinking water facility	117	78.00	109	72.67	226	75.33
Provided modern English and Computer labs	10	6.67	15	10.00	25	8.33
Provided modern furniture (Tables, Benches, Blackboard)	131	87.33	138	92.00	269	89.67
Greenery and clean environment	110	73.33	116	77.33	226	75.33

Source: As ex ante

Parent's Opinion about English Language

Table 6 presents the data on the perceptions of parents about the introduction of the English language in schools. About 97 percent of parents in Araku Valley and 100 percent of parents in Payakaraopeta were aware of the introduction of the English language (as a medium of instruction) in schools, and they also agreed to adopt the same medium in the schools. 140 (93.33%) and 145 (96.67%) parents in Araku Valley and Payakaraopeta, respectively, had positive reactions to the language and stated that it increased their children's respect in society. Additionally, 90 percent and 94.67 percent of them, respectively,

stated that it enhances children's personality development and knowledge. 94 percent of people in Araku Valley and 98.67 percent of those in Payakaraopeta agreed that the language helps them thrive in a hostile environment. The analysis of the perception of parents about the implementation of English language in schools reveals that more than 90 percent of parents gave a positive response in all five aspects: awareness and agreement to adopt English medium, highest respect in society, improved personality development and knowledge, and the language also helps them to survive in the competitive world.

Table 6 Parent Opinion about English Language on Quality School Education

Opinion	Araku Valley		Payakaraopeta		Grand Total	
	No.	%	No.	%	No.	%
Do you think that English language to be taught in school	146	97.33	150	100.00	296	98.67
Are you welcome to introduce English medium in public schools?	146	97.33	150	100.00	296	98.67
English language will give more respect to your Child	140	93.33	145	96.67	285	95.00
It will improve Child's personality /knowledge	135	90.00	142	94.67	277	92.33
It will give more understanding about things	132	88.00	147	98.00	279	93.00
Do you think, it helps to survive in this competitive world to get proper livelihood means	141	94.00	148	98.67	289	96.33

Source: As ex ante

Conclusion

To sum up, in the study area, girl students outweighed boy students by 53.67% to 46.33%; more than fifty percent of the students are in upper primary; and 3/4ths of the students responded with

a preference for government schools. According to the parents' perception, the parents believed that the Ammavodi programme was among the best for lowering the student dropout rate, and they were also aware of the infrastructure amenities present in

the schools in the study area. More than 90 percent of parents supported the introduction of English as a medium of instruction. Almost all the parents had encouraged girl child education, and above 90 percent of them reported the timing and regularity of the teachers, but their participation in parent-teacher meetings was lower in the study area. The study suggests that there is a need to provide sufficient English and computer labs in schools. The medium of instruction is not a serious concern here, but the teacher's role is important to lay a strong foundation at the primary level in order to improve the standards of the students who are studying in government schools in rural areas, particularly interior tribal areas.

References

1. Colin Bangay: "Protecting the Future: The Role of School Education in Sustainable Development—An Indian Case Study", *International Journal of Development Education and Global Learning*, 2016, 8 (1): 5–19.
2. Geeta Gandhi Kingdon : *The Progress of School Education in India*, *Oxford Review of Economic Policy*, 2007, 23(2) : 168–195
3. Naveen Choudhary : "Online Learning During the COVID 19 - Challenges and Solutions for School Education in India", *Studies in Sociology*, 2021, 17 : 110-120.
4. Subba Rao G.V.R.: "Include Byju's Lessons in Textbooks for Classes 4 to 10, says Chief Minister", *The Hindu*, October 14, 2022.
5. Subba Reddy P.V.: "Impact of Navaratnalu on Manabadi (Nadu-Nedu/Education) in Andhra Pradesh State", *International Journal of Economics*, 2020, 8(4): 20–28.
6. Subroto Dey: "What Are the Implications of the English-language Education Policy of the Andhra Pradesh Government?", *Economic and Political Weekly*, 2019, 54(49).
7. Zakir Husain: "Gender Disparity in Completing School Education in India Over Regions", *Journal of Research in Educational Sciences*, 2010, 2(2): 75–94.