

# A Study on Student's Views Regarding Physical Facilities Available in Primary Schools of Slum Areas of Sagar City



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## Abstract

The urban population has been increasing tremendously for last decades, which has raised the inhabitation of slum population. It has created many problems for slum dwellers especially children. One of the serious problems is education of children residing in these localities. After the implementation of Right to Education (RTE) Act, the primary education of slum children is equally important as other children of India. Since, the Government of India is committed for raising the living standards of citizens and ensuring inclusive growth for all – “*Sabka Saath Sabka Vikas*”. Recently United Nations adopted seventeen Sustainable Development Goals (SDGs) in year 2015 as universal goals to ensure all the people enjoy peace and prosperity by year 2030. All though all the SDGs are integrated and recognized that action in one area will affect the outcomes in others but the SDG - 4 i.e. Quality Education is very much important from educational point of view. The slum areas are very much deprived in quality education which is a serious issue among SDGs. The school facilities play a crucial role for quality education and retention of students in the school especially in the primary schools of the slum areas. Thus, this paper seeks to examine the views of male and female students towards physical facilities available in primary schools of slum areas within the urban population of Sagar city of Bundelkhand region of Madhya Pradesh. The increasing population in urban India and the poor educational facilities in primary schools located in slum area make the present study more relevant and useful for further research.

**Keywords:** Physical facilities of schools; Primary schools of slum; Primary education of slum children.

## Introduction

The urban population has been increasing tremendously for last decades, which has raised the inhabitation of slum population. According to Habitat for Humanity International, more than one billion people currently resides in slum and the immense mass of slums are located in and around urban localities in the developing countries, which are having greater rates of urbanization as compared to developed countries. This rapid rate of urbanization grounds for noteworthy fear given that many of these less developed countries often lack the capacity to supply the basic infrastructure like roads, affordable housing, basic services as water and sanitation for providing adequately to the increasing invasion of people into cities (Mahabir et.al., 2016). It has created many problems for slum dwellers especially children. One of the serious problems is education of children residing in these localities. After the implementation of Right to Education (RTE) Act 2009, the primary education has become the right of every child in India. United Nations adopted seventeen Sustainable Development Goals (SDGs) in year 2015 as universal goals to ensure all the people enjoy peace and prosperity by year 2030. All though all the SDGs are integrated and recognized that action in one area will affect the outcomes in others but the SDG - 4 i.e. Quality Education is very much important from educational point of view which ensures inclusive and equitable quality education and promotes lifelong learning opportunities to all. The quality education is one of the foundations of sustainable development which targets for year 2030 to ensure the completion of primary and secondary education by all boys and girls and surety of equal right to use the opportunities for access to quality technological and employment education for everyone. Being signatory to SDG the

Government of India is committed to uplift the living standards of citizens and ensuring inclusive growth for all – “*Sabka Saath Sabka Vikas*”. The slum areas are very much deprived in quality education which is a serious issue among SDGs. The school facilities play a crucial role for quality education and retention of students in the school especially in the primary schools of the slum areas.

The enrolment of students in the non-slum and slum urban schools is different. The enrollment of students in the schools of urban slum area is lower as comparison to enrollment of students in urban non-slum areas of Nairobi. The factors behind these results point to the poor quality of primary schools in slums and limited access to secondary schools for slum children are major causes (Mugisha, 2006).

Shah and Sen (2008) found that slum children are needed special attention for their years in primary school due to their susceptible and weak socio economic status. The school physical and psychological environments of schools play a vital role for enrollment of students in primary schools. Not finding a friendly environment in school, these children lose interest in studies and drop out. This problem is reflected in the lower number of children joining the next class every year in most schools. There are number of factors which affect the learning period of a child, and the most important, as discussed in the Focus Group Discussion section, is environment. Apart from appalling living conditions, the slum children are not receiving good quality education. The schools are overcrowded, the class sizes are large and the low student teacher ratios are a cause of concern.

**Objectives of the study**

To know the views of students regarding physical facilities available in the primary schools of slum areas of Sagar city, following two objectives were studied:

1. To study the views of male students regarding physical facilities available in primary schools of slum areas of Sagar city of Madhya Pradesh.
2. To study the views of female students regarding physical facilities available in primary schools of slum areas of Sagar city of Madhya Pradesh.

**Methodology of the study**

The methodology of the present study is described under the following headings:

**Method**

In the present study survey method of descriptive research was used.

**Population and Sample**

The population for this study includes the primary school students of 58 slum areas of Sagar city of Madhya Pradesh. For sample, total 5 slum areas namely 1. *Khandekar Complex, Gopalganj*, 2. *Vrindavan Ward (behind Maharani Laxmi Bai Senior Secondary School)*, 3. *Pahadi Area, Baghraj, Tilli*, 4. *Shukrawari Ward Basti* and 5. *Kasai Mandi, Maleen Shanichari* were selected randomly among the all 58 slums areas of Sagar city from which 50 male and 50 female students of primary schools were selected randomly for collection of data.

**Tool used**

For collection of data on views regarding physical facilities available in primary schools of slum areas of Sagar city, a self constructed questionnaire was employed namely *Shiksha ke Prati Drishtikon Prashnawali (Vidhyarthi Anukriya Prapatra)* i.e. ‘Questionnaire for Views regarding Education (Students’ Response Sheet)’. The questionnaire was constructed in light of the provisions of RTE Act-2009.

**Statistical Techniques**

In the present study for analysis of data separate percentage of responses of male and female students was calculated and the results were found and concluded under the following criteria described in table – 1.

**Table – 1: Description of responses**

S. No.	% Range of Responses	Description
1.	51 – 75	Majority
2.	76 – 85	Maximum
3.	86 – 95	Most
4.	96 – 99	Almost
5.	100	All

**Analysis of Data and Interpretation**

The first and second objectives of the present study were stated about the views of male and female students regarding physical facilities available in primary schools of slum areas of Sagar city, for which the results of analyzed data shows in the table – 2.

**Table – 2: Percentage of responses of views of male and female students regarding physical facilities available in primary schools of slum areas of Sagar city**

S.N.	Statement	Agree		Uncertain		Disagree	
		Male Student	Female Student	Male Student	Female Student	Male Student	Female Student
1.	At least two large classrooms are available functional in any season.	44%	90%	06%	06%	50%	04%
2.	Your school has proper facility of safe drinking water.	92%	88%	0%	04%	08%	08%
3.	Your school classrooms have proper facilities of sufficient light and fan.	44%	98%	06%	0%	50%	02%
4.	For your safety, there is boundary wall around the school premises.	92%	78%	0%	02%	08%	20%
5.	Your school classrooms have proper facility of black board and other	44%	90%	06%	04%	50%	06%

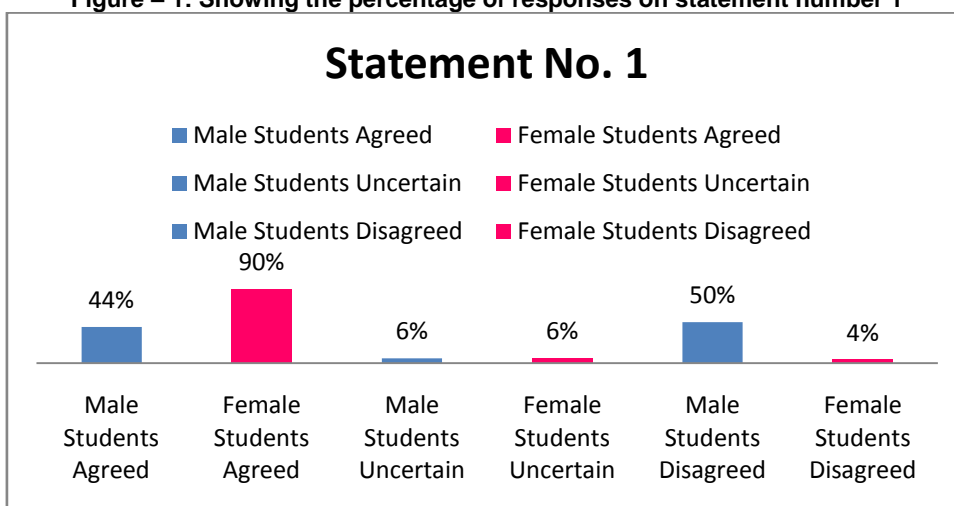
	teaching aids like pictures and maps etc.						
6.	Your school provides you news paper, magazines, story books and all the subject books.	82%	86%	02%	0%	16%	14%
7.	Your school has separate washrooms for girls and boys.	44%	70%	06%	08%	50%	22%
8.	Your school has separate room for kitchen to kook mid day meal.	32%	26%	06%	12%	62%	62%
9.	Your school provides computer education.	32%	14%	14%	0%	54%	86%

Table – 2 revealed that total nine statements were asked from the male and female students of primary schools of slum areas of Sagar city of Madhya Pradesh to know the views regarding physical facilities available in their primary schools.

The statement number 1 of the table – 2 shows that on the availability of at least two large classrooms, 44% of male students and 90% of female

students were agreed and 06% each of male and female students were uncertain whereas 50% of male students and 04% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 1.

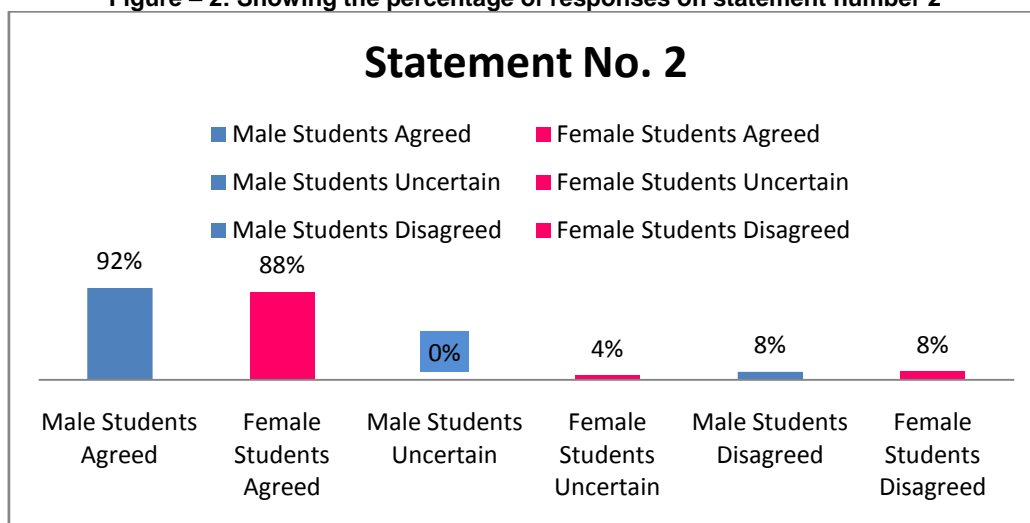
**Figure – 1: Showing the percentage of responses on statement number 1**



Further, the statement number 2 of the table – 2 shows that on the availability of safe drinking water 92% of male students and 88% of female students were responded as agreed and none of the male student but 04% of female students was

uncertain whereas 08% each of male and female students showed disagreement. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 2.

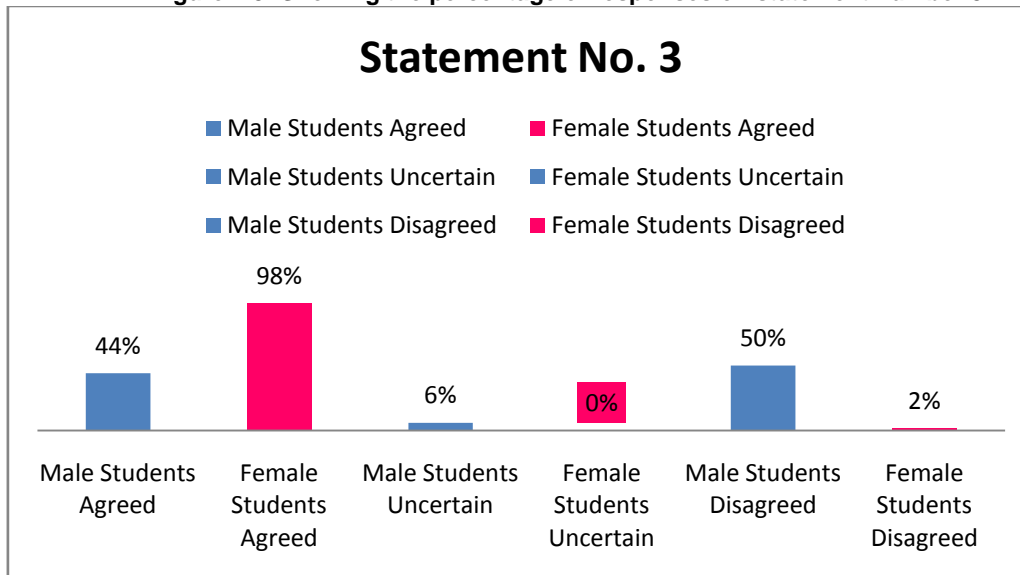
**Figure – 2: Showing the percentage of responses on statement number 2**



The statement number 3 of table – 2 also shows that on the availability of sufficient light and fan, 44% of male students and 98% of female students were agreed and 06% of male student and no one female student were uncertain whereas 50%

of male students and 02% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 3.

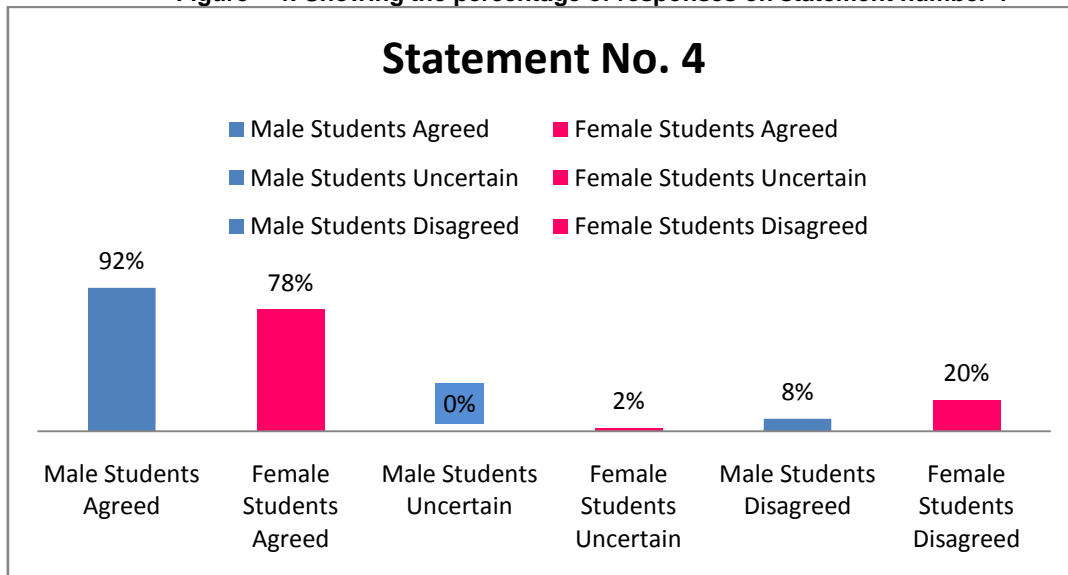
**Figure – 3: Showing the percentage of responses on statement number 3**



The statement number 4 of the table – 2 shows that on the availability of boundary wall of the school, 92% of male students and 78% of female students were agreed and none of the male students and 02% of female students were uncertain whereas

08% of male students and 20% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 4.

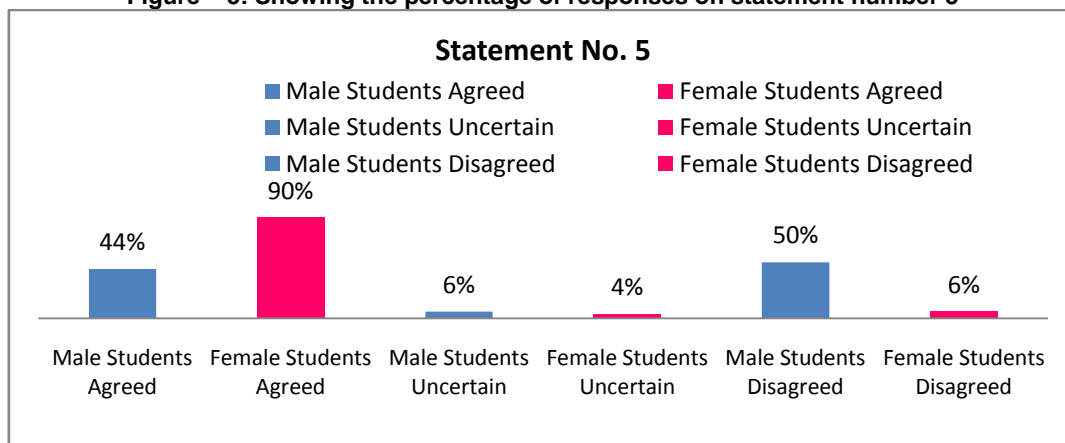
**Figure – 4: Showing the percentage of responses on statement number 4**



Similarly, the statement number 5 of the table – 2 shows that on the availability of blackboard and other teaching aids in the school, 44% of male students and 90% of female students were agreed and 06% of male students and 04% of female students were uncertain whereas 50% of male

students and 06% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 5.

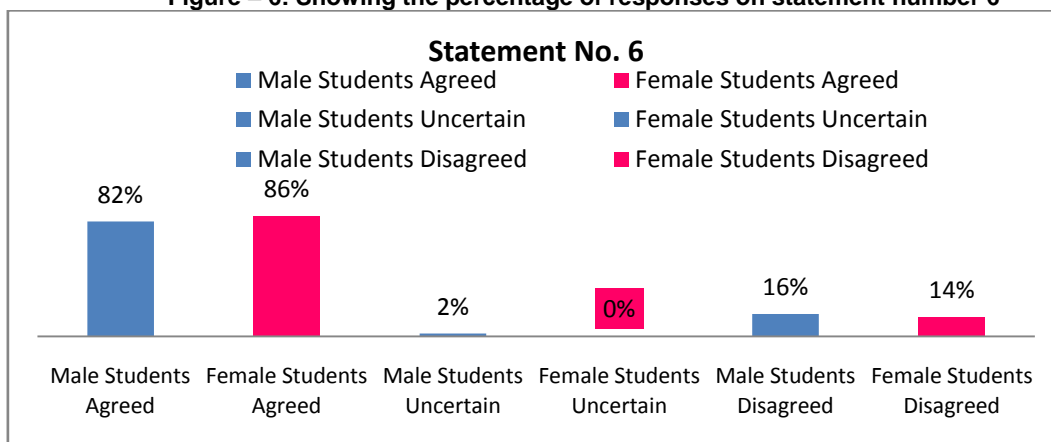
**Figure – 5: Showing the percentage of responses on statement number 5**



The statement number 6 of the table – 2 also shows that on the issuing of news papers, magazines, story books and other subject books, in the school, 82% of male students and 86% of female students were agreed and 02% of male students and none of the female students was uncertain whereas 16% of

male students and 14% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 6.

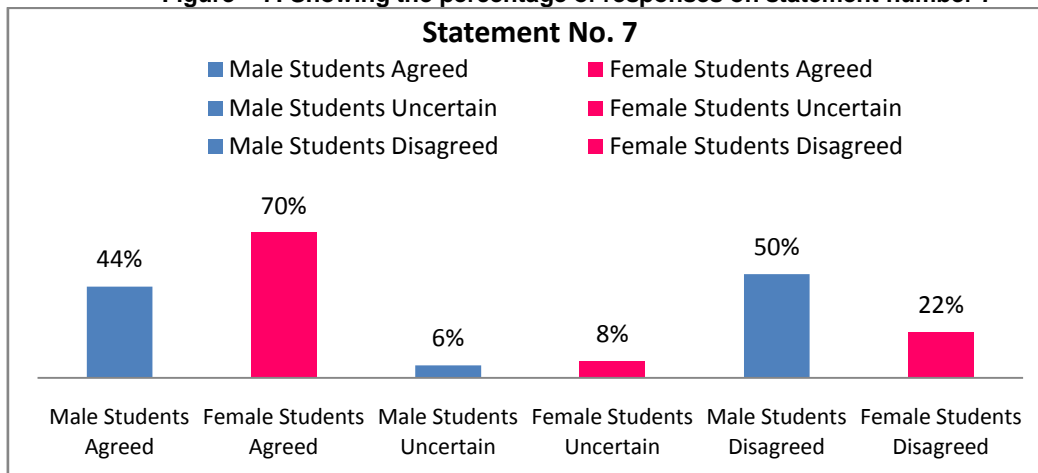
**Figure – 6: Showing the percentage of responses on statement number 6**



Likewise, the statement number 7 of the table – 2 shows that on the availability of separate washrooms for male and female students in the school, 44% of male students and 70% of female students were agreed and 06% of male students and 08% of female students were uncertain whereas 50%

of male students and 22% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 7.

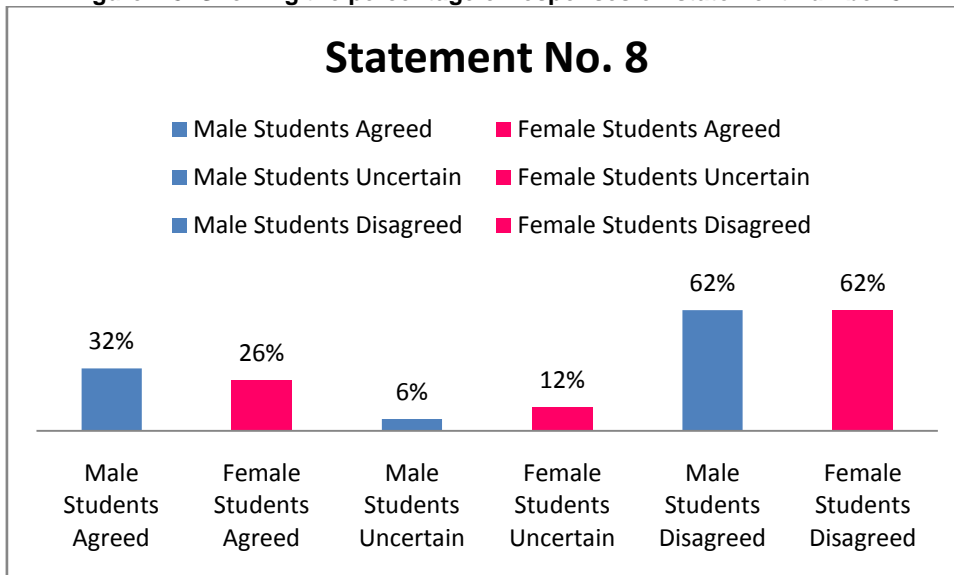
**Figure – 7: Showing the percentage of responses on statement number 7**



At the statement number 8 of the table – 2 further shows that on the availability of separate room for kitchen in the school, 32% of male students and 26% of female students were agreed and 06% of male students and 12% of female students were

uncertain whereas 62% each of male and female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 8.

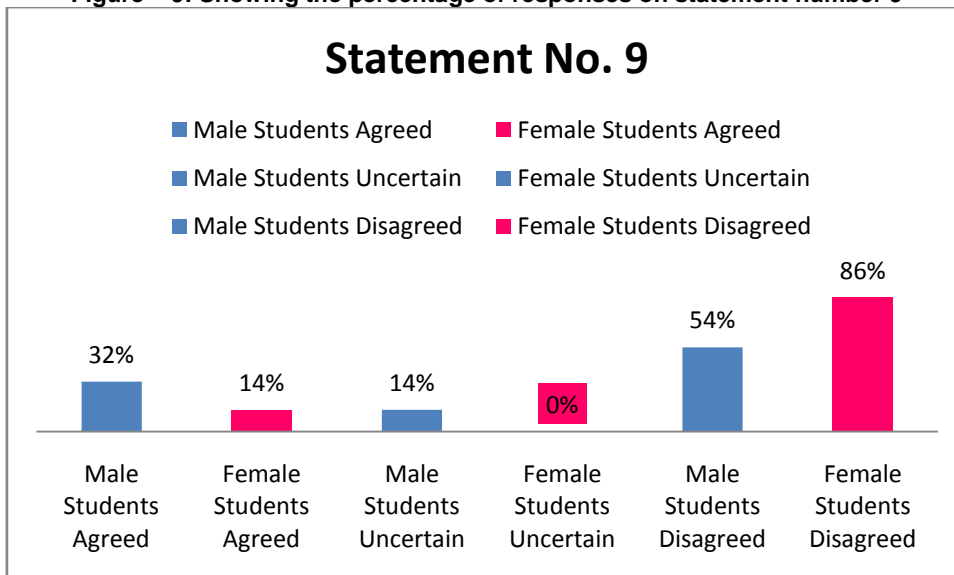
**Figure – 8: Showing the percentage of responses on statement number 8**



Finally the statement number 9 of the table – 2 shows that on the availability of computer education in the school, 32% of male students and 14% of female students were agreed and 14% of male students and no one of female students were

uncertain whereas 54% of male students and 86% of female students were disagreed. The percentage of responses (agreed/uncertain/disagreed) of male and female students on statement number 1 is shown in figure - 9.

**Figure – 9: Showing the percentage of responses on statement number 9**



**Findings**

The findings of the present study were as follows:

1. It was observed that majority of students of primary schools of slum areas of Sagar city were admitted that at least two large classrooms were available in their schools.
2. It was shown that most of students of primary schools of slum areas of Sagar city were agreed

on the availability of safe drinking water in their schools.

3. It was revealed that majority of students of primary schools of slum areas of Sagar city were agreed on the availability of sufficient light and fan in their classrooms.
4. It was found that maximum students of primary schools of slum areas of Sagar city were agreed with the availability of boundary walls in their schools.

5. It was indicated that majority of students of primary schools of slum areas of Sagar city were admitted that blackboard and other teaching aids were available in their schools.
6. It was resulted that maximum students of primary schools of slum areas of Sagar city were agreed that their schools were provide them news papers, magazines, story books and other subject books.
7. It was shown that majority of students of primary schools of slum areas of Sagar city were agreed on the availability of separate washrooms for male and female students in their schools.
8. It was observed that majority of students of primary schools of slum areas of Sagar city were disagreed on the availability of separate room for kitchen in their schools.
9. It was also revealed that majority of students of primary schools of slum areas of Sagar city were not admitted that they were provided with computer education in their schools.

### Conclusion

It was observed that majority of students admitted that at least two large classrooms, safe drinking water, sufficient light and fan in their classrooms, availability of boundary walls in their schools, blackboard and other teaching aids, students provide them news papers, magazines, story books and other subject books and separate washrooms for male and female student were available in their schools. However it was found that majority of students of primary schools of slum areas of Sagar city were disagreed on the availability of separate room for kitchen and computer education in their schools.

### Suggestions & Educational Implications

Additional classrooms should be constructed for students in the primary schools. The facility of safe drinking water, light, electricity and fan, boundary wall in each and every primary school should be availed. The study also indicated that proper facility of black board and other teaching aids like pictures, glove and maps etc. should also be provided to the students. The available news papers, magazines, story books and other subject books should be issued to the students. Separate washrooms for male and female students, separate room for kitchen in and students should be provided with proper facility of computer education in each and every primary school of slum areas of Sagar city of Madhya Pradesh of Bundelkhand region for which separate computer teacher may be appointed.

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