

# The State of Quality of Primary Education in Gujarat

Jignesh Arvindbhai Bhatt<sup>1</sup>, N.N.Mathur<sup>2</sup>

Ph.D scholar, Dept of Education, Pacific University, Udaipur, Rajasthan, India

Ph.D supervisor, Dept of Education, Pacific University, Udaipur, Rajasthan, India

Email - jigneshabhatt1973@gmail.com

**Abstract:** Education is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. Quality of primary education is related to development of children at early age. Gujarat is one of the fast developing state in the educational system of India. This paper shows the quality of primary education is increased with implementation of some educational programs in Gujarat state.

**Key Words:** Primary Education, Quality Education, Gunotsav, RTE, SSA.

## 1. INTRODUCTION:

In recent years, increasing efforts by the Gujarat government for primary level education, There are many programs running to develop and increase primary level education in schools. Its effect of primary schools, which in 2005 contributed to a drop-out rate of 64.4% by the end of the 10- year lower primary stage (5 AIES 1989), not this ration came very down at only 5.66%. Although children are successfully ‘pulled in’ or enrolled in schools, they are gradually pushed out again by a number of factors, many of which are directly school-related: an unattractive classroom environment, teacher absenteeism, teacher-centred teaching, low skill attainment, and a stagnant daily routine. The improvement of school facilities, under Operation Blackboard; the establishment of District Institutes of Education and Training; and Minimum Levels of Learning were all measures introduced in the National Policy on Education, 1986 (NPE 1986) to improve the quality of the school process.

## 2. STATUS OF PRIMARY EDUCATION IN GUJARAT:

Gujarat is also home to some of the prestigious educational institutes of the nation. Gujarat Population Census Data shows that it has Total Population of 6.03 Crores which is approximately 4.99% of total Indian Population.

The Right to Education (RTE) Act, 2009, has, without doubt, become a major milestone to ensure that children aged 6 to 14 are able to get free and compulsory education. However, initially, Gujarat was one state which seemed extremely subdued in implementing it. In January 2012, it was one of the three states – West Bengal and Karnataka were the other two – who had failed to come up with rules to implement the Act. This came to light when the Government of India asked West Bengal, Gujarat and Karnataka to notify RTE rules in order to begin implementing the Act.

## 3. PRIMARY EDUCATION QUALITY IMPROVEMENT STEPS:

Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India has also been a major concern. Student of primary school at least have basic knowledge of reading, writing and simple mathematics equations which may be helpful in performing their daily activities.

Government has implemented several programs with step wise planning to increase quality of primary education in Gujarat. ‘Gunotsav’ is program that measure of quality of schools for primary level education. With this program Government has also given some facilities like Computers, Internet, TV set, Digital aids etc, with Teacher’s Training programs are running regular base every year. Schools building also designed and build in new way with facilities for students.

While in Gujarat there has been notable focus and efforts on enrollment, and have brought a fair share of success for the primary education, concern for learning outcomes and quality provided in primary education has been addressed by various enhancement programmes for learning improvement. It is for strengthening the quality outcomes, the government of Gujarat launched a programme called Gunotsav, or 'Celebrating Quality'. Therefore Gunotsav is defined as an accountability framework for quality of primary education which includes learning outcomes of children as well as co-scholastic activities, use of resources and community participation.

This programme was started by the state Education department during November 2009, with an aim to evaluate primary education scenario and grade school teachers accordingly. State Government has seen primary education as a grass-root sector and initiated with revolutionary experiments. The government of Gujarat has initiated a series of

steps to improve the level of learning in its schools across the state and wishes to take these efforts forward, so as to achieve visible and measurable positive change. Government's efforts have succeeded in increasing school enrollments and bringing down school drop-out ratio, two major concerns in education field.

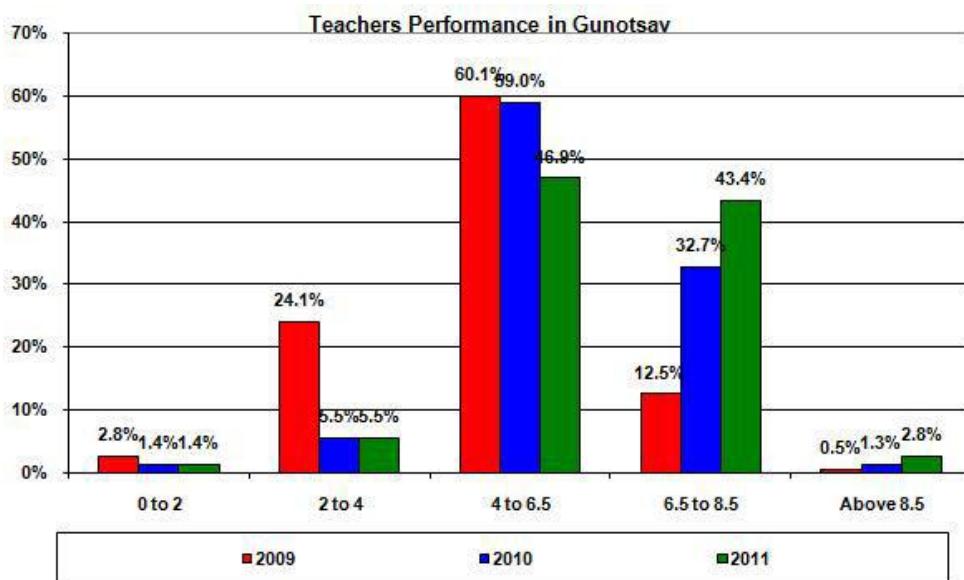
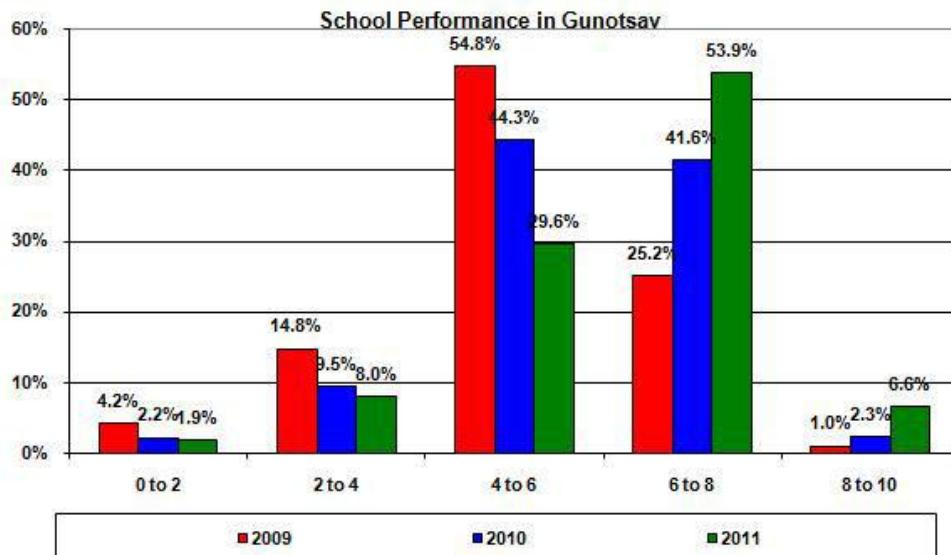
The major achievements in the 11th Five Year plan in Education are increased access to primary education to 99% and upper primary, to 95% in 2012. Remarkable achievements are also made in the area of Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER). GER percentage in primary (Std. I – V) is 119% and Upper Primary (Std. VI – VIII) is 81%. GER in Primary level (I – VIII) is 104. The NER in primary (I – V) is 100% and Upper Primary (VI – VIII) is 62% and it shows an NER at Primary level (I – VIII) is 81%.

### **REPORT CARD FOR PRIMARY SCHOOLS:**

Each school's final grade is based on the self evaluation done by the school and the evaluation done by the officer. This process is strict in its implementation and hence encourages each school to follow honest self evaluation procedures. Schools where only self evaluation was done, are graded on the marks obtained for performance in the self evaluation.

The evaluation gives 60% weightage for education /subject wise marks and 40% for school co-scholastic activities, use of resources and community participation etc. Report cards are prepared for 34177 schools. A grade summary is available for districts, talukas, schools and teachers.

### **GRAPHS SHOWS THE RESULTS OF LAST THREE GUNOTSAV:**



#### 4. GUJARAT COUNCIL OF PRIMARY EDUCATION (GCEE) & PROJECTS

Gujarat Council of Primary Education (GCEE), formerly known as Gujarat Council of Primary Education (GCPE), registered on 8th Nov, 1995, under the Societies Registration Act, 1860, and Bombay Public Trusts Act, 1950. The Gujarat Council of Primary Education was established as a state level society for implementing District Primary Education Programmes, Phase II in the districts of Banaskantha, Panchmahal and Dangs. To ensure effective functioning at state level, the State Project Office was set up at Gandhinagar on 1st Nov, 1996. Gujarat Council of Primary Education (GCPE) has grown from an agency implementing a project in just three districts to an organization implementing several different projects in primary education sector in the state, viz. DPEP II & IV, Sarva Shiksha Abhiyan, NPEGEL & KGBV. It has successfully completed implementation of District Primary Education Programme (DPEP- II) in Banaskantha, Panchmahal and Dang in June 2003 and DPEP-IV in Sabarkantha, Surendranagar, Kutch, Jamnagar, Bhavnagar and Junagadh in June 2005.

##### ***Sarva Shiksha Abhiyan***

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Primary Education (UEE) in a time bound manner, as mandated by 86<sup>th</sup> amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. In Gujarat, under Sarva Shiksha Abhiyan (SSA), all the 27 districts and 7 Municipal Corporations in Gujarat are being covered.

##### ***The Kasturba Gandhi Balika Vidyalaya (KGBV)***

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme of the KGBV ran as a separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Primary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since 1st April, 2007 merged with the SSA programme as a separate component of that programme. There are 89 KGBV in the state and 6655 girls are benefitted by the programme.

##### ***Computer Aided Learning***

The Computer Aided Learning Program (CAL) creates an environment, where learning and assessment is fun and the opportunities to learn is equitable among the rural and urban children. The CAL is primarily introduced in rural government Primary schools covering classes 1 to 8 to attract and retain children and also in the process, enhance the quality of learning by making "Learning Play", "Assessment Fun" and "Equal knowledge for all". CAL objective is sought to be achieved through story based, animated cartoons, interactive games and riddles with the use of multimedia features. Spontaneous, self-initiated and self-regulated, the three critical aspects that make an activity play are integrated in CAL to make Learning Play and use of cartoons, story line and music is intended to make CAL as self-initiated and engaged in learning. The coverage of the CAL Programme in Gujarat, there are 20502 schools providing computer labs across the state.

##### ***National Programme for Education of Girls at Primary Level (NPEGEL)***

Universalization of Primary Education entails a special thrust on girls' education as well as greater rigor in planning, targeting and actual implementing the interventions designed. Statistics reveal that despite the efforts that have been made, gender disparities persist in enrolment of girls, especially in rural areas and among disadvantaged groups. The disparity is more acute in the enrolment of Scheduled Castes and Scheduled Tribes, especially at upper primary level.

Sarva Shiksha Abhiyan has limited financial provisions for girls' education in the form of free textbooks and innovations at district levels. Thus, National Programme for Education of Girls at Primary Level (NPEGEL) has been formulated for providing additional support for education of underprivileged/disadvantaged girls at Primary level. NPEGEL is a part of SSA and will be implemented under its umbrella but as a distinct and separate gender component plan of SSA. Under the umbrella of Sarva Shiksha Abhiyan Mission (SSAM), it is implementing National Programme for Education of Girls at Primary Level (NPEGEL) in 1584 clusters of 78 rural Educationally Backward Blocks (EBBs) and 39 clusters of 13 urban slums in 21 districts.

##### ***Early Child Care Education (ECCE)***

Early Child Care Education is a feeder and support programme to primary schooling and is the first step in the education ladder. In Gujarat to solve the problem of sibling care of girls and for providing linkages between primary and pre-primary education ECCE centers are opened where Aanganwadis do not exist within one kilometer area or habitations not served by ICDS. During the year, 2450 ECCE centers were operational by Gujarat Council of Primary Education, enrolling 53,195 numbers of children. All the children in the age group of 3-6 are mainstreamed to Early Childhood Care & Education (ECCE). There are 2450 ECCE Centres in Gujarat. In that 1785 ECCE Centres run by SSA and 665 Centres managed by NPEGEL.

### ***Pragna – An Activity Based Learning Approach***

Pragna is an activity based learning approach to convert a classroom to a more holistic and learner based way of working with children through the day, throughout the year. The classroom is a child friendly place for children where they would love to come and learn. It is a place where the material is within their reach and they also have freedom to use their material as per their need. With regards the coverage of this programme, there are 3748 schools across the state in the academic year 2012 – 2013

### **5. ENROLMENT IN PRIMARY AND UPPER PRIMARY SCHOOL:**

Enrolment in Primary and Upper Primary School

State / Country	Primary School	Upper Primary	Primary (All Govt. Management and % )	Primary (All Private Management and % )	Upper Primary (All Govt. Management and % )	Upper Primary (All Private Management and % )
Gujarat	5858019	2518948	4210871	1639127	1757636	754126
India	137099984	61955154	91650493	41898099	37745355	22965970

In the year 2011 – 2012 the enrolment in Government schools (Primary) declined as compare to the year 2010 – 2011. The enrolment in Private management schools increased in the same period in the primary section. But the number of students enrolled in the upper primary section in both Government and Private Management has increased in the academic year 2011 – 2012. The number of students enrolled in unrecognized primary and upper primary sections was very minimal in comparing with other major states in the country. In India number of enrolment in unrecognized primary and upper primary schools in India in the academic year 2011 – 2012 is 3239805 and 977721 respectively. The country and the people have a positive opinion on the Government system of education and they prefer to get an education for their ward from the system. There are lot of other factors force them to prefer like socio economic status, easy accessibility etc.

Gross Enrolment Ratio15

State/country	GER PRIMARY			GER UPPER PRIMARY		
	2008-2009	2011-2012	2014-2015	2008-2009	2011-2012	2014-2015
Gujarat	107.33	109.26	118.10	66.56	78.23	88.67
India	105.44	106.14	117.89	64.31	75.66	87.56

The school enrolment; primary in India was reported at 118.62 in 2011 – 2012, according to the report prepared by DISE – 2011 – 2012. The same academic year, the GER in upper primary section shows that 69.18% and it is lesser than the country's performance. The state has to implement necessary step / interventions to attract their children to the school. As per administrative statistics of the Ministry of Human Resource Development (MHRD) of the Government of India, the GER for Grades I-V in India has already overshot the 100% mark and stands at 118.62 in 2010 – 2011.

7.2 Net Enrolment Ratio17

State/country	GER PRIMARY			GER UPPER PRIMARY		
	2008-2009	2011-2012	2014-2015	2008-2009	2011-2012	2014-2015
Gujarat	86.03	87.36	91.19	42.34	64.03	83.91
India	85.23	86.84	90.45	56.22	71.10	78.37

Net enrolment ratio (NER), in primary education is universally taken as the major indicator to assess whether the country is tending to achieve 2015 target of universal primary education for all children aged 6-10 years. In India

DISE data shows that the NER in Primary Education has improved from 83% in the year 2000 to over 99.89 in 2010 – 2011. Gujarat's net enrolment ratio is one of the worst in India. While at the lower primary level (classes one to five) is a poor 85.73 per cent, it plummets further to 48.77 per cent at the upper primary level, as against the national average of 61.82 per cent. Even states such as Bihar with 52.70 per cent enrolment are better performers at the upper primary level; other backward states which have performed better than Gujarat are Jharkhand (69.65 per cent), Rajasthan (54.97 per cent), Uttar Pradesh (47.13 per cent) etc.

## **6. EDUCATION DEVELOPMENT INDEX (EDI) – GUJARAT:**

The purpose of EDI is to summarize various aspects related to input, process and outcome indicators and to identify geographical areas that lag behind in the educational development. EDI is an effective tool for decision making, i.e. it helps in identifying backward geographical areas where more focus is required. In India, DISE provides information on various schools based inputs and processes as well some indicators related to outcomes. Based on the DISE data, an effort has also been made by the National University of Educational Planning and Administration (NUEPA) and the Government of India (MHRD, Department of School Education and Literacy) to compute an Educational Development Index (EDI), separately for Primary and Upper Primary levels of education and also a composite index for the entire Primary education for which the Government of India constituted a Working Group on EDI in 2005-06 of which NUEPA was also a member. It identified indicators and developed computation methodology. The basic purpose of computing an EDI is to know comparative status of a state vis-à-vis other states with regard to different aspects of Universalization.

### Primary Level - All Schools: All Managements

Access		Infrastructure		Teacher		Outcome	
Index	Rank	Index	Rank	Index	Rank	Index	Rank
0.101	33	0586	15	0.805	10	0.759	12

### Upper Primary Level - All Schools: All Managements

Access		Infrastructure		Teacher		Outcome	
Index	Rank	Index	Rank	Index	Rank	Index	Rank
0.368	14	0.814	3	0.848	12	0.606	21

### Facilities Available in Primary Schools in Gujarat<sup>28</sup>

S No:	Facilities	Percentage
1	Boundary Wall	89.03
2	Drinking Water	99.97
3	Having Common Toilet Facility	32.79
4	Girls Toilets (Functional)	88.46
5	Boys Toilet (Functional)	88.76
6	Having Electricity Connection	97.48
7	School Having Functional Computer	85.17
8	Schools Having Ramps	80.66
9	Book Bank	62.29
10	Play Ground	72.97
11	Kitchen Shed	88.77
12	Furniture for Students	0
13	Furniture for Teachers	0
14	Conducting Regular Medical Check ups	91.26
15	Schools Having Pre-Primary Section	11.77
16	% of Residential School	2.26
17	Received Development Grant (2009 – 2010)	78.84
18	Teaching & Learning Material (TLM)	78.70

19	Average Number of Teachers per School	6.7
20	Distribution of Female Teachers	54.69

The development of education depends on number of factors including the infrastructure resources available to a school. Any fundamental change has not been found in the structure and organization of Primary education system which lags in the quality also. There is actually a general belief that the condition of school's learning environment has an important impact on Primary infrastructure effectiveness and students' academic concert and or enrolment ratio. The facilities that are needed to facilitate effective education development and learning in an educational institution includes the girl's toilet, library, boundary wall, computer, playground, classrooms, offices and other buildings structure. In India, one of the major reasons for poor education and learning outcome is the lack of sufficient school infrastructure in many parts of the country. A good number of schools still function in single or two room buildings with one teacher along with lack of other basic training infrastructure including teaching material. A recent report by RTE Forum, a national collective of education networks and teachers' organizations, has estimated that in our country only 7 per cent of the schools are RTE compliant. The state has to move a lot to achieve 100% compliance in terms of RtE Primary School infrastructure. The state Gujarat need more focus on education infrastructure and sustain efforts for improving enrolment rates as well as reducing dropout rates at both primary and upper primary levels since dropout rate is pretty high compare to all the other states in India except Karnataka.

## 7. CONCLUSION:

After all implementation of educational programs now in Gujarat most children in school (over 95 percent enrolment for years), we need to focus on what they are learning in those full classrooms. With opening of schools and development of infrastructure as well as massive social mobilization, a significant increase has been registered in school enrolments. This increase is not only acknowledged nationally, but also by international development agencies. The number of out of school children has consequently reduced to less than 2 percent of the total eligible children. Infrastructure development has been a major focus of SSA, as 33 percent of the programme funds are earmarked for this.

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