



Critical Study of Quality Improvement Programme for Primary Schools and Suggest Policy Inputs using Delphi Technique

Prahlad K. Prajapati,
Research scholar,
Children's University,
Gandhinagar

Dr. Minalba Jadeja
Asst. Professor,
(M.Sc., M. Ed., M. Phil., Ph.D.)
Children's University,
Gandhinagar.

Abstract

The present paper is on critical study of *Gunotsav*, a quality improvement program of primary school in Gujarat. The study has been conducted keeping in the mind all the aspects of *Gunotsav* Program. Delphi method has been used for the analysis of the program. As per the method responses has been collected for more than onetime, i.e. until the stable responses. After collecting responses each time data has been analyzed and result has been communicated to the participant. At the end common responses has been collected from teachers, principals and SMC members. It was found that *Gunotsav* is effective program, but the adverse effect of extracurricular activities is noted. The data showed that due to *Gunotsav* progress has been noted in the development of students. There are some suggestions regarding improvement of the program. The *Gunotsav* should be observed by the expert form the field of education. Evaluation should be external. The program should be different as per the environment of the school. It is found in the results that there is extra burden on the principal. Thus, at the end it is found that *Gunotsav* is effective but some improvements are needed for the betterment of the Program.

Keywords:- Quality, School Education, Delphi method, *Gunotsav*, School accreditation

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*Prahlad K. Prajapati,
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Gandhinagar.*

Introduction

Primary education is the basic need for all-round development of a child. It is essential to improve the quality of primary school education. Varied programs are implemented by the Gujarat State government to improve the quality of education in primary schools. Among them, different projects are being implemented by the state government under Education for All missions.

To provide nutritional and qualitative food to school students, Mid-day Meal Scheme was started in Gujarat in 1984. After applying New Educational Policy, 1986, the quality of primary education was improved through projects run by D.P.E.P. (District Primary Education Programme). At present, the programs such as "Praveshotsav", Girls Education Scheme, Vidyalaxmi Bond Scheme, Kasturba Gandhi Girls School, School Health Checkup Programme, Education without Burden, School Quality Award, Pragya Approach, Computer Aided Learning Programme, and School Quality Improvement Programme are implemented to evaluate to what extent the quality education has succeeded in primary schools. In 2009 Gujarat government has started the Gunotsav program. The program is about the accreditation of the school. The main objective of the program was to improve Gun, which means the quality of the school. The program run by the Gujarat government for evaluation of schools. And the name Gun + Utsav means festival of the quality. As per Badr Eldin, A. (2011). "Quality means those features of products which meet customer needs and thereby provide customer satisfaction." In the program some important components are included. The study of Green and Harvey, (1993) has given five different approaches of assessing quality in the field of education. It includes 1. Higher standard 2. Consistency 3. Aim oriented 4. as value for cost and 5. as a transformation of participants. Gunotsav has some components in the present

study it is observed that how these components of Gunotsav successful in the assessment of quality. The following are the component of the Gunotsav Program.

- A. Prayer Assembly: During Gunotsav the evaluation or observation of prayer Assembly is carried out in the reference of its rhythm and melody, participation of children, curricular and co-curricular activities, written form of the prayer etc...
- B. Grade and class-wise tests: The grade-wise tests are given by the officer to students. And scores of the students are also part of Gunotsav
- C. Evaluation of Teaching: The classwork of the teacher and pedagogy of the teacher is also observed by the Gunotsav officer during the program.
- D. Evaluation of physical facilities: In addition to the above, physical facilities available in the schools are also evaluated during the program.
- E. Villagers meeting / Parents meeting and meetings of different committees: Villagers meeting / Parents meeting and meetings of different committees are also held to discuss problems and issues of children, teachers, and school climate.
- F. Reviews of the Officer: Finally, the officer presents his views regarding the betterment of the school.

Keeping the components in the center present study evaluated the program in the view of the improvement in the program if needed. The program is based on the following objectives: -

Objectives of the Gunotsav Programme

- To create awareness among teachers and people about the quality of education
- To evaluate primary schools
- To evaluate writing, reading and Mathematical skills of school children
- To make classroom teaching more qualitative
- To evaluate co-curricular activities and structural facilities of schools
- To improve the quality of education in primary schools

The present study was undertaken to know the opinions of Head Masters and teachers working in government primary schools, members of S.M.C., and Evaluator Gunotsav program of Gujarat State in context to know the effectiveness of Gunotsav Programme.

Objectives of the Study

The following objectives were determined for the present study.

- 1) To study the results of the last five years of Gunotsav in primary schools

- 2) To study the opinions of teachers, Head Masters, Evaluator and SMC members on different aspects of “Gunotsav Programme”
- 3) To interpret the opinions of teachers, Head Masters, members of S.M.C., and evaluators collected in the first round.
- 4) To inform the results of the first round to teachers, Head Masters, members of S.M.C. and evaluators and to collect opinions in the second time
- 5) To repeat the above process until the stability of results
- 6) To give policy suggestions about “Gunotsav” based on interpretation

Questions of the Study

The present study was conducted considering the following questions in reference to the objectives of the present study.

- 1) How will be the opinions of the teachers, Head Masters, Evaluator and SMC members about the evaluation of students’ achievement, evaluation of teaching work, evaluation of physical facilities, evaluation of co-curricular activities during the program, and utility of the program?
- 2) What were the results of the last five years of Gunotsav?
- 3) After collecting the opinion frequently (as per Delphi), What will the stable opinions?
- 4) What policy changes will be needed as per the result of the study?

Population

All Head Masters, teachers, and members of S.M.C and evaluators connected to the Gunotsav Programme of Gujarati medium government primary schools of Gujarat State were included in the population of the present study.

Sample Selection

The population of the present study was Gujarat State, so all Gujarati medium government primary schools were distributed into 5 zones such as North Gujarat, Central Gujarat, South Gujarat, Saurashtra, and Kachchh. Then, a list of districts included in these zones was prepared and one district from each zone was selected by the lottery method. Finally, 25 primary schools were selected from each selected district by using the lottery method. Then, Headmaster and four teachers were selected from each selected school and five evaluators and five S.M.C. members were selected from each selected zone. In this way, a total of 125 Head Masters, 500 teachers, 25 evaluators, and 25 S.M.C. members were

included in the sample of the present study. The primary schools were selected by using stratified random sampling, whereas subjects of the sample were selected by using systematic random sampling.

Research Tool

To know the opinions of Head Masters and teachers working in government primary schools and SMC members and evaluators in context to the effectiveness of the Gunotsav Programme, a self-constructed opinionnaire was used. There were a total of 10 components such as prayer assembly, teaching work, school discipline, administrative work, co-curricular activities, school library, evaluation work, Mid-day Meal Scheme, public partnership, and physical facilities were included in the opinionnaire. It was based on a five-point rating scale such as strongly agree, agree, neutral, disagree, and strongly disagree. There were 51 statements that were included in the final form of opinionnaire. The detail is mentioned as below.

Research Method

In the present study Delphi. It is one kind of survey but somehow different from the survey. As per the Linstone & Turloff Delphi method is for organizing a group communication in order to solve a problem or for structuring a model. (Linstone & Turloff, 1975). As per Rowe and Wright, the method is important for taking decision, for making judgments or for forecasting. (Rowe & Wright, 1999). As per Delbeq and others, this method is useful in the planning and administration of a program. (Delbeq, Van de Ven, & Gustafson, 1975). As said by Adler and others the method can be used to complete the information regarding something or there is incomplete knowledge of something. (Adler & Ziglio, 1996; Delbeq et al., 1975). Delphi is a useful method for subjective judgments of a person on joint decisions or opinions. (Adler & Ziglio, 1996). It is also useful in collecting the information regarding common or group's joint intelligence on some matter or issue. (Linstone & Turloff, 1975). It is also helpful in the lacking part of some programs. (Czinkota & Ronkainen, 1997; Halal, Kull, & Leffmann, 1997; Skulmoski & Hartman 2002).

Form the above references and looking at the nature of the study Delphi method was used for the present study. The main objective of the study was to know the effectiveness of the Gunotsav Program and to suggest the policy inputs to the government of Gujarat. In this case, there are three types of stakeholders: Head Teachers, Teachers, and Evaluators. The responses from the direct stakeholders are important. In this way, collective responses form them is important. In this way, Delphi is the proper technique for the present study.

Method of Data Collection

To collect data, the investigators had contacted the Head Masters, teachers, evaluators and SMC members of selected primary schools by telephonic talk. After taking their permission the investigators had visited the schools personally, established rapport with the Head Masters, teachers, evaluators and SMC members and provided instructions to them. Then, they are asked to give their responses in opinionnaire about Gunotsav Programme.

Method of Data Analysis

In the present study, the classification of responses of the Head Masters, teachers, evaluators, and SMC members on the opinionnaires was done. Then, responses of the Head Masters, teachers, evaluators, and SMC members of primary schools on the opinionnaires were classified according to components and entered in Excel computer program of M.S. Office. All the statistical calculation was done by Excel computer program of M.S. Office. According to Delphi Method, the average response of all responses is to be informed to the respondents. For this purpose, the mean of responses of each statement was computed. In the second stage, mean responses were calculated according to the statement. Finally, chi-square was computed for the final responses obtained based on responses.

Findings of the Study

In the present study, findings were concluded based on results of responses of Gunotsav Programme according to different components like:-findings of opinions of teachers of primary schools, findings of opinions of Head Masters of primary schools, findings of opinions of evaluators, findings of opinions of members of SMC, and, findings of last five years' results of Gunotsav of primary schools.

Findings of opinions of teachers of primary schools

A. Prayer assembly

Teachers, headmaster, and evaluators of primary schools believe that prayer assembly has become interesting by the Gunotsav, planning of prayer assembly is done by children in Gunotsav, so their skills are developed, children participate actively in prayer assembly, news reading, quiz, etc activities are held in prayer assembly by Gunotsav.

B. Teaching work

Teachers, headmaster, and evaluators noted adverse effects on teaching work due to extra activities in Gunotsav. They also believe that positive competition is created among teachers that their class or subject stands at the first rank. Observation of the

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student's work is the more effective and the educational climate is improved after the Gunotsav Programme. Headteachers' opinion that teachers are preparing more for teaching and their teaching method is changed after Gunotsav.

But the headteachers cannot spare more time in teaching because of extra responsibility due to Gunotsav. Headteachers opined that due to visit of different officers in the school it is observed that the level of education of the school is increased and poor students get more attention due to Gunotsav.

C. School administration

- Teachers and headteachers of primary schools believe that the responsibility of the Principal is increased, principal adapted convenient teaching methods due to workload, Gunotsav Programme. The record of Primary schools (DIAS) becomes systematic, and there is an increase in the unnecessary workload of teachers. Headteachers opined that the cleanliness of the school is far better than that of before Gunotsav. Headteachers believe that the administrative process of the school became fast due to Gunotsav. Evaluators opined that the presence of students in the school is increased after Gunotsav.
- Evaluators opined that the time of Gunotsav, Month of December, is not suitable. As well as the duration of the program should be more than 3 days and it should be held every year. They opined that Gunotsav is not the only exercise on paper. They said that heartaches are ready to adopt innovative methods. The needless workload increased on the part of teachers.
- SMC members opined that students have learned to keep their home clean and they become punctual.
- SMC members opined that the annual planning of different activities now been prepared. School's grant now utilized properly.
- Most of SMC members believe that students have started carrying books to home because of Gunotsav Programme. And they are interested in the books now.

D. Co-curricular activities

- Teachers, headteachers, and evaluators noted that there are improvements and innovation in co-curricular activities, and due to that there is an increase in the ability of the students. There are herbal gardens and kitchen gardens in the school due to Gunotsav.

E. School library

- Most of teachers and headteachers of primary schools believe that the School library becomes rich due to the Gunotsav Programme. Headteachers opinioned that general knowledge of the students is increased. Extra reading is increased due to Gunotsav.

F. Evaluation work of program

- Teachers, headteachers, and evaluators of primary schools believe that evaluation of the Gunotsav Programme should be done by only educational evaluators.
- Teachers and headteachers feel mental stress due to the Gunotsav Programme. Evaluators also believe that teachers fill stress due to Gunotsav.
- Most of teachers and headteachers of primary schools believe that proper evaluation of teachers is not done during the Gunotsav Programme.
- The skill of reading, writing, and mathematical activities are developed in the Gunotsav Programme.
- Most teachers and headteachers of primary schools believe that teachers prepare profiles of students and evaluate them properly by Gunotsav. Teachers, headteachers, and evaluators of primary schools believe that evaluation of the Gunotsav Programme should be done by only educational evaluators.
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- The skill of reading, writing, and mathematical activities are developed in the Gunotsav Programme.
- Most teachers and headteachers of primary schools believe that teachers prepare profiles of students and evaluate them properly by Gunotsav.
- Most teachers and headteachers of primary schools believe that the evaluation of Gunotsav should be in accordance with the area and environment of the school.
- Teachers and headteachers of primary schools' opinion that module for the Gunotsav Programme is appropriate.
- Distribution of weightage of educational achievement, co-curricular activities, and co-participation is 60%, 20% and 20% respectively is appropriate in the Gunotsav Programme as per the view of teachers and headteachers
- Evaluator opinion that the Grade system for the schools is not proper.
- Evaluator said that profile of the students in not prepared properly to evaluate them.

- ❑ They said that the evaluator of Gunotsav has an adequate understanding of the program.
- ❑ Most teachers and headteachers of primary schools believe that the evaluation of Gunotsav should be in accordance with the area and environment of the school.
- ❑ Teachers and headteachers of primary schools' opinion that module for the Gunotsav Programme is appropriate.
- ❑ Distribution of weightage of educational achievement, co-curricular activities, and co-participation is 60%, 20% and 20% respectively is appropriate in the Gunotsav Programme as per the view of teachers and headteachers
- ❑ Evaluator opined that the Grade system for the schools is not proper.
- ❑ Evaluator said that profile of the students is not prepared properly to evaluate them.
- ❑ They said that the evaluators of Gunotsav has an adequate understanding of the program.

G. Mid-day Meal Scheme

- ❑ Most of teachers and headteachers of primary schools believe that quality of mid-day meal in school is tested regularly after Gunotsav and the scheme run regularly in school and all the students take benefits it due to Gunotsav Programme.

H. Public partnership

- ❑ Most of teachers of primary schools believe that SMC meetings are held regularly by school due to Gunotsav Programme.
- ❑ Headteachers opinion that relation between society, school and government is increased after Gunotsav.
- ❑ Headteachers opinion that SMC meeting has been held regularly because of Gunotsav.

I. Physical facilities

- ❑ Most of teachers and headteachers of primary schools believe that physical facilities are enriched and increased because of Gunotsav evaluation.
- ❑ Water storage and wastage water management is being taken care after Gunotsav.
- ❑ Children use toilets properly after implementation of the Gunotsav Programme.
- ❑ Most of teachers of primary schools believe that all classrooms have secure facilities regarding electricity due to Gunotsav Programme.
- ❑ Most of SMC members believe that members of SMC play role in construction and maintenance of physical facilities of school due to Gunotsav evaluation.

Findings based on last five years' results of Gunotsav in primary schools

- It is found in the study of last five years' results of Gunotsav in primary schools that higher grade of Gunotsav have obtained in internal evaluation and in external evaluation, lower grade was found.

Discussion and Conclusion

In the present study, the effectiveness of the Gunotsav Programme organizes in primary schools was studied. As per R. P. Gupta, state primary education secretary, "The overall performance of primary schools has gone up by 16%" The results of the present study support the above statement. Further Mr. Gupta stated that "These results are showing that objectives of the Gunotsav programme are being met," said Gupta." The statement of secretary of Education is supported by the results of present study. "Gunotsav of the last year has brought some encouraging results. I would like to draw your attention towards a small encouraging example. 12 lakhs children were found weak during last 'Gunotsav'. Teachers took Upachaar Varg [remedial classes] for three months by allocating extra time. When these children were evaluated by the UNICEF subsequently, 85% of these children had improved and reached a satisfactory level. There are several such examples." Narendra Modi. The statement of Narendra Modi ji is also supported by this result of the study. There isn't any such further research on the effect of Gunotsav but certain general suggestions about Gunotsav Programme were made at the end of the present study, which will be important for the future policy of school accreditation in Gujarat. It is observed that there is an adverse effect of nonteaching activities in the school so some modifications in these regards are necessary. There is a burden of lots of work on principal so that some modifications like, availability of clerk or some other changes is needed for administrative work. The structure of the Gunotsav is in the urge of modification as per the area and environment of the school. External evaluation is not available in all of the schools it should be planned. It is found that the evaluators of the Gunotsav are from different fields like politics, Administrative services, civil services, etc. Evaluators must be from the field of Education. Gunotsav should be planned at the beginning of the academic year. The follow-up work like remedial teaching, faculty development, etc. should be arranged after authority. There should be regularity in the planning of Gunotsav. There should be some awards or some other rewards to the best school in the district for motivational purposes.

The government of Gujarat under the headship of GCERT is planning for a new school accreditation program. The above are some point which should be beneficial in the planning of the new school accreditation program.

Conclusion

In the voyage of this study, investigators investigate deeply the Gunotsav program. At the end, the investigators has given directions for improvement in school education. The results of the study will be useful for policymakers. The government is planning the School Accreditation Program on Gujarat. This study will be helpful for a better program. The investigators hope that the findings and suggestions will be implemented soon and the study will not be ignored.

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