INTRODUCTION

Education has been recognized as the fundamental right and it is viewed as the process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives. The success of democracy, conceived programmes, community involvement, utilization of physical and human resources, national integration, cultural emancipation etc., are influenced by the education of the masses. Hence, there is no meaning in aiming for development without laying emphasis on education.

Education is a nation building activity and teachers are not only perceived as the pillars of the educational system but also the builders of the nation. A good number of inputs like school buildings, community support, physical facilities, finances, administrative support and teachers are needed for a good educational system. But, it is basically the quality teachers who occupy a pivotal and frontline position and all the other inputs are secondary. With the advent of Information and Communication Technology our educational system is getting modernized and even then the role of a teacher in the academic system can never be under-estimated.

The success of the school system, especially in a country like India, mostly covers rural and backward in its nature, is basically determined by the level of commitment and concern on the part of teachers in contributing their mite to the cause of primary education.
1.1. Primary Education:

Education plays a vital role in the process of development of human resources. Primary education constitutes a very important part of the entire structure of education. It is at this stage, the child starts going to a formal institution and it is here the formal education as well as the child empowerment start to build up.

Primary education in India and also in the state of Andhra Pradesh take the responsibility of providing free and compulsory primary education to all, students who are aged is between 5 to 14 years.

Primary education occupies a significant place in the reconstruction and development of the country. It is the stage when a child starts formal instruction in the institution. Primary education is the first stage of the entire super-structure of educational set-up in India.

Article 45 of Indian Constitution says that “Primary Education refers to free and compulsory education for all children until they complete the age of fourteen years.

Kothari Education Commission (1964-66) says that “Primary Education comprises of two stages i.e. four years of lower primary stage covering the age group of 6-10 and higher primary stage of three years covering the age group of 11-13”. The entire super structure of the educational set up of a nation rests upon Primary Education. The entire growth, development and enrichment of mental as well as physical potentialities of the child depend on Primary Education. If the child is well looked after at the primary stage, the Secondary Education
automatically gets filled with success. Success is a natural consequence of the foundations laid. The strength and progress of a country rests on educational foundations of people. All the educational problems of the country can be solved by the very first and important one i.e Primary Education.

1.1.1. Objectives of Primary Education:

1. To give an adequate mastery over the tools of learning

2. To bring about a harmonious development of the child’s personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.

3. To prepare children for good citizenship, to develop in them a love for the country, its traditions and culture and to inspire them for a sense of service and loyalty.

4. To develop in the children the spirit of international understanding and universal brotherhood.

5. To inculcate scientific attitude.

6. To inculcate a sense of dignity of labour.

7. To prepare children for life through the provision of worthwhile practical activities and experience including work experience.

During the eighth five-year plan (1992-97), the target of ‘universalizing’ elementary education was put into action. This made education accessible to children and made sure that they continued. The government launched Sarva Shiksha Abhiyan, that monitors drop-
out rate, creates parental awareness, community mobilization, economic incentives and minimum levels of learning the district primary education programme, and National Programme of Nutritional Support to Primary Education (NPNSPE Mid-day Meals Scheme).

According to the Fourth All India Educational Survey (AIES-1978) about 93 per cent of the rural population has been provided with the facility of primary education either in the habitation itself within a walking distance of 1 km. and approximately 92 per cent of the rural population with that of middle education either in the habitation or within a distance of 5 Kms. The children enrolled in the age-group 6-14 rose from 32.0 per cent in 1950-51 to 68.5 per cent in 1981-82.

During the period 1950-80, enrolment of girls increased at the rate of 6.1 per cent per annum and that of boys was marked with a growth rate of 43 per cent per annum. On the whole, girls enrolment has grown from 27 per cent in 1950-51 to 37 per cent in 1980-81. The enrolment of children belonging to Scheduled Caste and Scheduled Tribe has also registered similar growth.

Inspite of all this development in the enrolment of children in various segments of the society, progress is not up to satisfaction and target is not yet reached. Rather, educational disparities have been found glaringly. The nine educationally backward States, namely, Orissa, Madhya Pradesh, Rajasthan, Assam, Bihar, Uttar Pradesh, Andhra Pradesh, West Bengal, and Jammu & Kashmir, have lagged behind the national target of 68.8 per cent with regard to enrolment of
children in the age-group 6-14. The enrolment in these States also varies from 47 per cent in Orissa to 66.4 per cent in Jammu & Kashmir. On the other hand, among the remaining eleven States the enrolment figure ranges from 73.5 per cent in Karnataka to 133.3 per cent in Nagaland.

Educational disparities are equally wider within the States than among the states. The inter-district disparity is very significant, and the imbalance between the rural and urban areas is extremely acute. In all these nine educationally backward states enrolment of children in rural areas is lower than in urban areas. Girls’ enrolment is lower in most of these states than the percentage of non-attending girls which varies from 75.6 per cent in Rajasthan to 49.6 per cent in Orissa. Disparities are also more conspicuous in case of enrolment of Scheduled Caste and Scheduled Tribe children. The variation between the enrolment of children of general population and that of Scheduled Caste population ranges from 39.9 per cent in Haryana to 22.9 per cent in Uttar Pradesh. The variation between the enrolment of children of general population and that of scheduled Tribe population also ranged from 52.5 per cent in West Bengal to 29.9 per cent in Gujarat.

Unless drastic steps are taken to remove these disparities existing in various sections of the population and areas, equality of educational opportunity will continue to be denied to a great segment of our people. These imbalances also actually pose as barriers in the context of universalisation of elementary education. The National Policy
on Education, 1986 has, therefore, aptly observed. “Education in India stands at the cross roads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation”.

1.1.2. Constitutional Provision and amendments of universalisation of Primary Education:

Universal education must proceed universal enfranchisement goes the saying. An educated and enlightened citizen is an essential condition for the success of democracy. In most of the developed countries education is compulsory up to the secondary stage. But in the developing countries like India education up to primary stage is considered very essential for every citizen. Such articles in the constitution of India outline the general principles for guiding and governing the educational development in the country.

- Articles 45 of the Indian constitution enjoins that the state shall endeavour to provide free and compulsory education for all children until they attain the age of 14 years irrespective of caste, creed, sex and religion. This target should be achieved within a period of 10 years from the day of commencement of the constitution 1950, January 26. This constitutional, obligation has been time and again defined successively to 1970, 1980, 1990 and then to 2000. The approach to the tenth five year plan (2002-07) has set
the target of children completing five years of schooling by 2007.

- Article 29 (1) provides that any section of the citizens, residing in the territory of India and any part there of, having a distinct language, script or culture of its own shall have the right to conserve the same.

- Article 29 (2) lays down that no citizen shall be denied admission to any educational institution maintained by the state or receiving grant-in aid out of state funds on grounds only of religion, race, caste, language or any of them.

- Article (31) enjoins that all minorities, whether based on religion or language shall have the right to establish and administer educational institution of their choice.

- Article (32) lays down that the state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

- Article 350 lays down that it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for institution in the mother tongue at the primary stage of education to children belonging to linguistic minority groups.
• Under article 46 in the state obliged to promote with special care the education and economic interests of the weaker section of the people and, in particular of the SCs and STs and shall protect them from social injustice and all forms of exploration.

This implies that all children in the age group of 6-14 should have been brought to schools by 1959. But the constitutional target has not been reached and the goal of UEE has not been reached so far.

• The Union Government introduced the Constitutional Amendment (83rd) Bill in the Rajya Sabha for compulsory primary education in 1997. Primary education would be regarded as a fundamental right. Under this bill it has been provided that the state shall provide free and compulsory elementary education to all citizens of age group of 6 to 14 irrespective of caste, creed, sex, and location. Primary schools provide for universal education which is fundamentally a democratic conception.

• 86th Amendment to the Constitution of India in 2002 inserted in Article 21(A) primary education becomes fundamental right.
1.1.3. Recommendation of various commissions and committees on Primary Education:

The new thrust in Primary Education is:

(i) Universal enrolment and universal retention of children up to 14 years of age.

(ii) A substantial improvement in the quality of education.

(iii) Mother-tongue or the regional language should be the medium of instruction at the primary stage. During the middle stage every child should be taught at least two languages is the foundation stone upon which stands the whole life structure. To him the education imparted in childhood at the very early stage of development of the minds is more important than the education received at college and university level.

“Dr. A.P.J. Abdul Kalam (2002-2007) former President of India trusts that there are only three members of the society who can uproot corruption from the country—mother, father, and primary teacher”.

Primary Education constitutes a very important part of the entire structure of education. It is at this stage that the child starts going to a formal institution and formal education starts. The education which he receives there provides the foundations for his physical, mental, emotional, intellectual and social development. Sound elementary education forms a base to sound secondary and higher education.

Primary Education deserves the highest priority not only on grounds of social justice and democracy, but also for raising the
competence of the average worker and for increasing national productivity. Apart from being a Constitutional obligation, the provision of universal elementary education is crucial for spreading mass literacy, which is a basic requirement for economic development; modernization of the social structure and effective functioning of democratic institutions.

A child - centered activity-based process of learning should be adopted at the primary stage. For generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organized through practice. Provision of essential facilities in primary schools should be with at least two large rooms that are usable in all weathers, necessary toys, blackboards, maps, charts, and other learning material.

“Education is the vehicle for acquiring knowledge and skills, to have the capacity of empowering people to liberate themselves from misery, degradation of economic and social ills”.

(A) Dr. A. Laxman Swamy Mudaliar Commission (1952-53):

Changed the structure of school education with 4 to 5 years of primary education, 3 years of middle education and 4 years of higher education, along with the improvement in the standard of text books, teaching methods, teachers training, school building and co-curricular activities.
(B) Dr. D.S. Kothari Education Commission (1964-66):

The education commission realized the importance of the constitutional directive of providing free and compulsory education for every child up to the age of 14 years, and laid emphasis on its fulfillment in all parts of the country. It stressed a three prolonged attack, universal provision, universal enrolment and universal retention.

1. The objective of primary education should be to prepare individuals to be responsible and useful citizens.

2. Each state and district should be required to prepare a perspective plan for the development of primary education to achieve targets.

3. Emphasis should be laid on the reduction of wastage and stagnation.

4. Play-way techniques should be adopted is class - I

5. Various forms of part-time education should be provided

6. A nation - wide programme of school improvement should be implemented.

7. An intensive programme of parental Cooperation should be implemented.

Its main purpose is to advise government on the national pattern of education and on the general principles and polices for the development of education at all stages and in all aspects. It stressed that science education should be made an integral part of the education and at the same time should be started right from the primary stage.
Common school system should be introduced for the universalization of education.

The Education Commission has rightly mentioned “of all the different factors that influence the quality of education and its contribution to national development. “The quality, competence and character of the teacher are undoubtedly the most significant”.

(C) National Policy on Education (1968):

The Government while declaring the National policy on education emphasized the importance of free and compulsory primary education. The Committee Suggested that elementary education should be made universal in an intensive and sustained programme spread over 5 to 10 years. Special attention should be given to the enrollment of girls and children from the poor sections. Multiple entry system should be adopted and part time education provided to all children who cannot attend on a full time basis.

The Draft National Educational Policy, 1979 has laid down that highest priority must be given to free education for all up to the age of 14 years. The facilities for final education in elementary schools for all children should be provided.

Since the adoption of the 1968 Policy on Education there had been a considerable expansion in the educational facility all over the country at all levels. National policy on Education (1968) Stressed reducing the Prevailing wastage and Stagnation.
The National Policy on Education (NPE), 1986, has rightly said the country has reached a stage in its economic and technical development when a major effort must be made to derive maximum benefit to ensure the facets of change reach all sectors. The salient features of the NPE, 1986 were as follows:

i. The NPE, 1986 aims at ensuring a national system of education which implies that up to a given level, all students irrespective of the caste, creed and location of sex, have access to the education of a comparable quality. The common education structure 10+2+3 has been accepted in all parts of the country. The break up of the first 10 years will be 5 years of primary education, 3 years up primary and 2 years of high school. The new system of education will be based on a national curriculum along with a common core of child’s heritage freedom struggle and national values like the egalitarianism, democracy, secularism equality of sex, protection of environment population education system.

ii. The new policy will lay special emphasis on the removal of disparities aid to equalize educational opportunity by attending to the specific needs of those who have been derived equality. So far this includes education for women so it has been adopted minority communities etc.,
iii. As an instrument of liberation from social oppression and resources, adult education and continuing education would be provided through various media and programmes.

iv. Emphasis would be laid on instrument for the development of youth child, particularly children from schools of the population in which first generation learners predominates. For all interest of children and pre-primary education would be brought about as a strength for primary education and for human resource development.

The New Policy on Education will explore all aspects of universal enrolment and nation of children up to 14 years of age and a substantial improvement in the quality of education.

(E) National Curriculum Framework (2005):

According to NCF-2005, the aims of education include independence of thought and action, sensitivity to others’ well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work towards and contribute to economic process and social change.

The recent NCF has proposed five guiding principles for curriculum development.

(i) Connecting knowledge to life outside the school.

(ii) Ensuring that learning shifts away from rote methods.
(iii) Enriching the curriculum so that it goes beyond textbooks.
(iv) Making examinations more flexible and integrating them with classroom life, and
(v) Nurturing an over-riding identity informed by caring concerns with in the democratic polity of the country.

The curriculum was developed on competency commitment and performance. The National curriculum framework for school education has brought out many new concerns like globalization, privatization liberalization, social cohesion, use of information and communication technology, integral approach to teaching of social science, using culture specific technology, art of healthy and productive living, linking education with life skills, integration of science and technology up to secondary stage etc. Therefore, in the implementation of NCF 2005 in school education, there is a need to revise the teacher education curriculum, its course of studies and course material from pre-primary stage to higher secondary stage.

NCF - 2005 says that "Learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention to use text book as the basis for examination. Children's voice and experiences do not find expression in the classroom-often. The only voice heard is that of the teacher. When children speak, they are usually answering the teacher's questions or repeating teachers words. They rarely do things, nor do they have opportunities to take initiative. The curriculum must enable
children to find their voices, nurture their curiosity to do things, to ask questions and to purpose investigations, sharing and integrating their experiences with school knowledge rather than their ability to reproduce textual knowledge. They require opportunities of all kinds in the course of their development. These opportunities are to be given by the teachers to children for which teachers are to be trained regularly to improve the quality in teaching-learning process, thereby the enhancement of quality in primary schools becomes better and better in the coming days.

1.2. Development of primary education in India:

Primary education is shaped according to the prevailing social and philosophical development and is regarded as the formation for the entire superstructure of children's moral, spiritual, intellectual and physical development.

A) Ratio of Primary and Upper Primary Schools:

The ratio of primary to upper primary schools during the period from 1950-51 to 1998-99 at the all-India level reveals that the ratio has considerably improved from 1:15, 4 in 1950-51 to 1:6, 7 in 1960-61. It shows a declining trend thereafter and it stabilized at round 1:3, The improvement in the ratios over a period of time indicates that the overall situation changed for better. The Programme of Action (1992) also envisages one upper primary school for every two primary schools. The trend shows that the expansion of primary education has exerted
considerable pressure on upper primary education system to expand and the government has responded positively by providing larger number of schools and school places for children who are completing primary level of education. In addition, there may be a few non-formal education centres and unrecognized schools, also that impart both primary as well as Upper primary education. However, it would be better to analyse the ratio of primary to upper primary sections than number of schools but a long time-series is not available. However, the same is available from the all over India. Educational survey in 1986-87, reveals that the ratio was and 3.36 that improved to 3.14 in 1993-94.

The state-specific ratios have divergent positions with regard to provision of upper primary schooling facilities. On one-hand states, such as, Chandigarh, Maharashtra, Kerala, Mizoram and Rajasthan, have almost provided an upper primary schools for every two primary schools they have. On the other hand a few states, namely Goa, Haryana, Tamil Nadu, Uttar Pradesh, West Bengal etc, have a high ratio, which means that they are yet to provide a large number of upper primary schools so that the ratio is improved to 1:2. Despite the impressive achievements there are still a few habitations that may not have access to primary and upper primary schooling facilities within the specified norms. An analysis of indicators of access will come into light on access conditions.
B) Trends in number of teachers:

The growth in number of primary teachers during the period 1950-51 to 1989-99 shows that it has increased from a low 538 thousand in 1950-51 to 1,919 thousand in 1999-2000, thus, showing an increase of more than 3.6 times. During the same period, upper primary teachers increased from 86 thousand to 1,298 thousand, which is fifteen times more than the total teachers in 1950-51. During 1909-99, primary and upper primary teachers increased to 303 and 225 thousand respectively. Despite the significant increase a large number of teachers positions in a number of states are lying vacant. States, such as, Gujarat, Rajasthan and Madhya Pradesh have appointed a large number of Para teachers most of them are unqualified, untrained and low paid once the para-teachers, are appointed, they are imparted training duration of which varies from state to state. The qualification requirements to become a primary or upper primary school teacher is generally 10 years of general education followed by one or two years of pre-service training. However, a few states have recently increased qualification requirements for elementary school teachers but pre-service training is not a pre-condition.

Over time, the number of female teachers has also increased impressively but their share remained lower than their counterparts male teachers. In terms of percentage, female teachers increased from 15.24 and 15.12 per cent in 1950-51 and 34.56 to 36.31 percent in 1998-99 respectively at primary and upper primary level of education. The
impressive improvement in number of teachers is also reflected in average number of teachers in a primary and upper primary schools, which was about 3 and 7 in 1993-94. In addition, there may be a large number of single teacher primary schools but it is not reflected in the aggregate data presented above. The number of teachers in primary schools suggests that teachers are involved in multi-grade teaching but the same is not true in case of upper primary teachers. Further, it may also be noticed that in north-eastern states, most of the teachers both at the primary and upper primary levels of education are trained.

The state-specific pupil-teacher ratio, average number of teachers in a school and percentage of female teachers are presented in table 8, which shows that states have divergent positions. However, it may be noted that Bihar, an educationally backward state, has the highest pupil-teacher ratio both at the primary (63:1) and upper primary (49:1) level. The percentage of female teachers in the state is also dismally lowest at 19 (primary) and 23 (upper primary) percent. More than 40 thousand positions of teachers in the state are lying vacant for the last many years. The situation in other backward states (Rajasthan, Madhya Pradesh, Uttar Pradesh and West Bengal) is also not encouraging. In one of the educationally most advanced state, Kerala, the pupil-teacher ratio (primary) in 1998-99 was lowest (among major states) at 29:1; the percentage of female teachers at 70 (primary) and 66 (upper primary) and also it has got a very high average number of teachers, 8 (primary) and 18 (upper primary).
**C) Role of enrolment in Primary Schools:**

Considerable progress has been made so far as enrolment at primary and upper primary levels of education is concerned. Enrolment at the primary level was 19.16 million in 1950-51 and now it has been increased to 113.6 million in 1999-2000. Compared to primary level, the growth in enrolment at the upper primary level is much impressive and substantial but is not adequate to attain the universal status. From a low 3.12 million enrolment in the year 1950-51, the enrolment at the upper primary level increased to 42.1 million in the year 1999-2000 accounting for fourteen fold increase as against six times at the primary level. The impressive growth is attributed to comparatively a low enrolment base in the initial year and consistent increase of girls’ participation in upper primary education (Varghese & Mehta, 1999). Its growth of enrolment is the higher rates of growth of enrolment of girls at all periods of time that we have considered. Again, it has been noticed that after the period 1965 to 1970, the growth rates in all variables showed consistent decline. It has also been revealed that over a period of time, enrolment, teachers and institutions have been increased but at different rates. During the previous decade (1990-99), the number of primary schools, teachers and enrolment is increased at an annual rate of 1.24, 1.93 and 1.45 per cent compared to 2.56, 1.96 and 1.90 percent respectively at the upper primary level.

The NPE, 1986 particularly emphasized on the removal of disparities and equalize educational opportunities by allowing the
specific needs for those who have derived equality. The disparities are between men and women SC and non SC and ST and non ST’s, rural and urban area, advanced and backward states and between various regions. At all stages such disparities have also increased and the most designed objective of equalization of educational opportunity has been education. The quality of education has also gone down in proportion in its equality hence disparities may be considered from two perspectives, quantity and quality.

The eighth All India Education Survey (AIES-2012) conducted by NCERT covering the school education system trends from 2002-09. with respect to access, enrolment, retention, teachers and availability of basics facilities reported that there were 228, 994, 454 students enrolled in different recognized schools of the country with a 13.67 percent growth in students enrollment from class I-XII. This is an increase from 20.30 crore students enrolled in 2002. Encouragingly, there is a 19.12 percent increase in girls enrolment. However, one-fifth of the total primary schools in rural areas still do not have drinking water facility, three out of ten without usable urinal facilities and about half do not have play grounds.

The survey captured more than 13 lakh recognized schools a cross the country in each habitation, village and urban areas, out of which more than 84.14 percent in rural areas.

Despite the overall growth in enrolment, there is a cause of worry. A comparison of enrolment data from 2002 to 2009 for primary schools...
shows a drop in enrolment in Andhra Pradesh, Gujarat, Himachal Pradesh, Karnataka, Orissa and Tamilnadu. There was 26.77 percent increase in total number of schools in the country during 2002-09. Maximum growth rate was seen in upper primary schools 49.19 percent followed by higher secondary schools 46.80 percent, secondary 28.95 percent and primary 16.68 percent. The Pupil Teacher Ration (PTR) has also improved since the last survey. PTR in primary schools has decline from 42:1 to 32:1

Primary Education occupies significance in the reconstitution of a developing country. It is at this stage that the child starts, going to a sound institution. The education, which he receives there, provides the foundation for his physical, mental, emotional intellectual and social development. Which is said to be quality education, totality of features.

1.3. Quality:

Maintaining standards of education in more than a million schools offering training programmes to teachers and keeping good balance with education system worldwide is a big challenge. Schools vary in size and resources and are forced to compromise in the all-round developmental opportunities they must provide to students.

The word ‘Quality’ is taken from the Latin ‘qualitas’ which means ‘of what kind, of such a kind.’ ‘degree of excellence’. The British Standard Institution defined Quality as “fitting for purpose or use. Quality is not the end in itself, but a means by which the end product is judged
to be up to standard. Quality is directly related to what occurs in two educational contexts. Firstly in the mere focused environment of the classroom, secondly in the wider context of school system and social context in which the classroom is embedded.

The holistic definitions of quality identified by UNICEF as five dimensions - learners, content, process, environment and outcome. Quality Education takes into consideration the social, economical, political, cultural and environmental contents of a particular place and shapes the curriculum or program to reflect these unique conditions.

A quality education system must provide all the people with a comprehensive education and help them to be able to manage the working life, life in society and perused life. It develops the skills and competence in the individuals to prepare them to participate in economic growth of their societies.

Quality Education deals with continuous improvement of the process, implementing evaluation and decision making in the education system. It views the education as an individual, family, community member and a global citizen to prepare the individual to be competent enough to play the four roles efficiently.
1.3.1. Defining quality of Education:

In developing countries, the examination results are often used as proxy for the quality of education. However, the examination system is limited in scope and coverage as far as learning is concerned. Learning achievement has focused on the assessment of cognitive skills acquired by the students. An equally reliable measure of quality of education is whether pupils are learning effectively, improving their knowledge skills and abilities; widening their experiences and growing socially and morally or not. Ability to work with others, readiness to accept responsibility and to work for public good are highly praised characteristics among school leavers. But assessment tools do not test for such skills. While there is no consensus among educationists regarding the definition of the quality of education, there are several ways of measuring quality in education. In the context of school effectiveness, the concept of quality is linked to the efficiency of teaching-learning process. Quality is a relative concept and not something that is absolute. One useful approach could be to select a range of educational indicators that are explicit and measurable representing various facets of quality. The quality of education and its determinants remain a topic of interest since the beginning of formal education.
1.3.2. **Quality Dimensions of Primary Education:**

1. School infrastructural facilities
2. School Management and community support i.e (Linkages with community)
3. School and class environment
4. Curriculum and Teaching Learning Material
5. Teachers and Teacher-preparation, teaching learning methodologies.
6. Classroom practices and processes
7. Opportunity Time (Teaching learning Time)
8. Learner’s assessment, monitoring and supervision and evaluation

Therefore quality education must be supported by the four pillars of learning.

(i) learning - to know

(ii) learning to do

(iii) learning to be and

(iv) learning to live together

Quality education will help the student to think logically, analytically and critically to realize his potential for self development.
1.3.3. Quality Concerns in Primary Education in India:

The Education Commission (1964-66) described that the destiny of India is now being shaped in the classrooms and the role of education in social and economic transformation of India. While the development planners rightly recognized that expansion of educational facilities has to be accompanied with significant improvement in quality and relevance of education at all levels, the outcome is quite disappointing. At the international level, the development experience in social sectors shows that a literate society has enormous gains over an illiterate society and no illiterate society has ever been able to modernize and progress. We are now a transiting to a knowledge society where the quality and relevance of education would play a crucial role in economic development. Poor quality of teaching-learning and systematic level in efficiencies affect the learners as well as the society in many ways. The long-term implications include lower productivity levels of the perspective workforce, resistance to modernization and perpetuation of inefficient production systems where cost benefit ratio adversely affect the economic sustainability of production process.

As far as the provision of access and coverage is concerned, India today boasts of its educational system being the second largest in the world. It consists of nearly 610 thousand primary and 185 thousand upper primary schools, about a quarter million non-formal education centers, about 1.87 million teachers and 110 million students studying in
primary classes of the recognized schools (1997-98). As per 1991 Census estimates there were about 115.6 million children in primary school going age group in the country.

Various five years plans incorporated programs and strategies based on periodic assessment of the progress of education by the Ministry of Education. Commission and committees appointed by the central and state governments. The National Policy on Education (NPE), 1986 and the revised NPE, 1992, reiterated the urgency to address the quality concerns in school education on priority basis. Quality can not improve by itself. It requires reforms in teacher training; improvement in the facilities and infrastructure in schools; teachers’ motivation; and a change in the style of teaching to make it attractive to the students. However, in actual practice, there has always been a trade-off between quality and quantity, in favor of the latter. This not only affected the internal efficiency of the educational system but also resulted in a situation where only a few graduates of the school and higher education system could attain the expected skills and competency. The labour market policies and predominance of public sector employment opportunities did not put enough pressure on the educational systems to change as the degree was more important than acquired knowledge and skills. The gap between the planned and the realized goals of education continues be so large that even the basis of educational planning and underlying assumptions can be easily challenged. The basic educational planning models have gone off the track both at the
centre as well in the states. Bringing it back on the tracks remains a serious challenge for the development planners. The inter-state and intra-state variations in school facilities, quality of teachers and learning outcome are large and so are social and economic conditions of the areas where the primary schools operate. While indicators to measure the access, retention and internal efficiency of the educational system in terms of participation rate, accessibility, repetition rates, promotion rates, dropout rates and input-output ratio have been developed, only a little information is available about the learners’ achievement of cognitive and non-cognitive competencies. Under the no detention policy followed by most of the states, a child is not even tested on the learning outcomes for many years after entering the school. The no detention policy prohibits the use of examinations in first few years of schooling. The proposed system of continuous and comprehensive evaluation is yet to be implemented on sustainable basis. Reforms in the quality of education have not received serious attention of many states.

1.3.4. Improving Access and Quality in the Indian Education System:

Education has been given high priority by India’s central and state governments and continues to grow fast. School access has been expanded by investment in school infrastructure and recruitment of teachers. In higher education too, the number of providers continues to rise rapidly. A new law enshrining the rights of all children to free and compulsory education will further lift enrolment, bringing closer the
government’s goal of universal elementary education, which comprises eight years of schooling. Nevertheless, high drop-out rates and low attendance continue to be a challenge at lower levels and enrolment at higher level remains modest by international standards. Private sector involvement is on the rise. While it helps expand education infrastructure, particularly in higher education, access has not always been assured and the availability of student loans for higher education needs to improve. Poor learning outcomes amongst school students and mediocre higher education provision call for more effective government regulation and funding arrangements. Expanding resources will help but they need to be deployed more effectively, while incentives and professional development systems for teachers need to be strengthened. In higher education the government has proposed reforms which have the potential to bring about much-needed improvement in regulatory effectiveness. Efforts should focus on reducing micro-regulation and improving institutional autonomy, in order to stimulate innovation and diversity. Increasing the number of institutions subject to quality assessment will be important for lifting standards across the higher education system, while a reform of recruitment and promotion mechanisms could help attract and retain talent in academics.
1.3.5. Need for Quality Education:

The concern for quality of education has been voiced from time to time in India. The National Policy on Education (NPE), 1986 and the revised NPE, 1992, again highlighted the urgency to address the quality concerns on priority basis. Quality can not improve by itself. It requires multi-prolonged and strategic reforms in teacher-training; improvement in the facilities and infrastructure in schools; teachers’ motivation; and a change in the style of teaching to make it attractive to the students. The policy also recommended that a system of continuous and comprehensive evaluation would be established. Besides the 14 state level schemes to improve access and quality of education, a number of Centrally Sponsored Schemes and externally funded projects, undertaken in the recent years, are experimenting with various models of bringing about increased coverage, retention and improvement in quality.

It is demonstrated by many researches that a solid foundation in mathematics and language is necessary for primary school children to navigate the information in technological age. Students with strong grasp in mathematics have an advantage in academics as well as in the job markets. In the recent years, a number of new approaches have been developed to assess the achievement levels. In India, some of these methods have yet to be tried to establish their applicability. In the simplest of the terms, it may be mentioned that assessment should be
viewed as a tool for improving educational standards, provide information to educators to determine which practice has resulted in desired outcomes and to what extent.

It is pertinent to note that the assessment studies undertaken in the recent years have brought to focus many issues which require immediate attention. These efforts will go a long way in developing local specific strategies and help the system to develop an integrated model of UEE, where the focus is not only on removing supply side constrains by providing more teachers, facilities, instructional materials etc., but also in identifying the critical inputs that optimise the learning outcomes in a given situation.

1.3.6. Types of Quality Improvement Programmes:

The challenge of education a policy perspective (1985) in the perhaps the first government document which has made an introspection and a self criticism of educational activities its progress and drawbacks in the post independence era of India. It has pointed out very clearly.

With a view to promoting equalization of educational opportunity the NPE, 1986 has clearly pointed out, “The new policy will lay special emphasis on the removal of disparities and equalize educational opportunity by attending to the specific needs of those who have been denied equality so far”. It has recommended that provision should be made for essential facilities in primary schools, including at least two
necessary large rooms that are useful in all weathers and necessary toys, Black Board, maps, tool kits and other learning materials, at least two teachers, one of whom a lady should work in every school, the number increase as soon as possible to one teacher per class. A phased drive, symbolically called OBB would be undertaken with immediate effect to improve primary schools all over the country, Government, local bodies, voluntary agencies and individuals would be fully involved in the provision of these minimum facilities, in primary schools.

**(A) Andhra Pradesh Primary Education Project (APPEP, 1982-83):**

A unique opportunity for the state is provided by the Andhra Pradesh Primary Education Project APPEP with U.K assistance. The project covered all primary schools in all the districts in the state. It is the largest educational project. Teacher training was one of the important constituent in Andhra Pradesh Primary Education Project. All the primary school teachers were provided with intensive training in child-centred activity based teaching-learning process, emphasized to follow six pedagogical principles. The Principles are:

- Providing teacher-generated learning activities.
- Promoting learning by doing, discovery and experimenting
- Developing individual, group and whole class work
- Identifying individual differences
- Using local environment,
- Creating an interesting classroom by displaying children’s work.

As a result of the intensive training, under this programme there was a substantial improvement in the quality of transaction in the classroom. The teachers observed child-centred, activity based teaching methods for the benefits of learners.

**Outcomes of APPEP Implementation:**

A. APPEP application found to be correlated with pupil enjoyment. It was found that pupils enjoyed schooling more during the project period.

B. Pupils are learning as much as, or more than before, after APPEP methods were introduced in schools

C. Pupils took different roles in classroom is also on the increase

D. Parents appear to be more willing to ensure that their children attend schools regularly

E. Attendance of pupils has shown a figure upward trend in all the schools when APPEP methodology is followed.

**(B) Operational Black Board (OBB, 1987):**

The Operational black board (OBB) aims at providing the minimum human and physical resources for each primary school enabling it to work out the national system of education effectively. The purpose of OBB is to ensure provision of minimum essential facilities in primary schools along with learning equipment. Operation implies that
these are an urgency in this program as a part of real good education and prepares them for future and undertaking with immediate effect to improve primary schools all over the country by providing the essential infrastructure. The three important commitments of this scheme is

(a) Provision of at least two reasonably large class rooms that are usable in all weather conditions, with a broad verandah along with separate toilet facilities for boys and girls.

(b) Provision of at least two teachers, as far as possible, one of them a lady teacher, in every primary school.

(c) Provision for minimum essential teaching and learning material (TLM), including black board, library, games equipment for quality education.

According to NCERT 1986, the Government of Andhra Pradesh state sanctioned Rs.500 per annum towards contingent grant for each primary school, and repairs of the school buildings.

(C) District Primary Education Programme (DPEP, 1994):

DPEP was launched on November 8th 1994. National Policy on Education (1986) and the Programme of Action (1992) emphasized the decentralized planning to be the main strategy for Universalization of Elementary Education (UEE).
DPEP Emphasized on:

Conceptuality i.e, giving priority to local needs,

- Reduction of existing gender and social disparities in educational access.
- Provision of alternative schooling of comparable standards to the disadvantaged groups.
- Obtaining genuine community involvement in the running of schools
- Empowerment and capacity building at the local level.
- Addressing access, retention and quality issues
- Devising on appropriate fund flow mechanism from centre to the states.

DPEP was an attempt to initiate the process of planning from the gross roots. Districts, identified their needs and formulated a plan by incorporating state interventions. The experiences of Bihar Education project and the Lok Jumbish Project, Rajasthan Experiences with regard to community participation were considered.

The programme has brought a feeling of ownership among the officials, teachers and community. DPEP had given priority to tribal areas by allocating funds, training to teachers, establishment of schools, where necessary etc.

Though the union government and different state governments implemented APPEP, OBB, DPEP programmes with financial
assistance of several world agencies for the eradication of illiteracy, we cannot achieve our goals like cent per cent literacy, enrolment and eradication because of drop-outs. So the central government has taken revolutionary reforms within the field. They started an innovative programme known as Sarva Shiksha Abhiyan (SSA).

1.4. **Sarva Shiksha Abhiyan (SSA, 2001):**

The Sarva Shiksha Abhiyan (SSA), the flagship programme, which has been the culmination of Operation Blackboard (OBB), DPEP, National Programme of Nutritional Support to Primary Education (NPNSPE), commonly known as Mid-day Meal Scheme (MDMS), Teacher Education Scheme, Kasturaba Gandhi Balika Vidyalaya Scheme, (KGBVS), Lok Jumbish, and Shiksha Karmi Project, etc, for universalizing elementary education has been successful in increasing the access to elementary education through providing necessary requirements such as physical infrastructure and teachers. Besides, the SSA also enlisted the support and involvement of village community in school management. However, it has not yet succeeded in providing a good quality education to a wide cross section of our children. It is therefore, imperative that the issues of quality education, equity and retention in schools are addressed squarely by restructuring and transforming the SSA into a National Mission for Quality Elementary Education.
In Andhra Pradesh, Sarva Shiksha Abhiyan is named as Rajiv Vidya Mission. To improve the quality at all levels in the country, the national programme “Sarva Shiksha Abhiyan (SSA) is introduced to provide useful and relevant elementary education to all children in the age group of 6-14 years by 2010. SSA in Andhra Pradesh was started in 2001-02 in East Godavari, Krishna, West Godavari and Hyderabad where DPEP is not implemented. Later SAA is continued in 19 districts where DPEP is also implemented. Under this programme, opening of new primary schools, upgrading the schools from primary to upper primary level, recruiting of teachers, building of schools, enabling the child labour to come back to school etc are taken into consideration.

1.4.1. Concepts of Sarva Shiksha Abhiyan (SSA):

Sarva Shiksha Abhiyan (SSA) is an initiative to universalize quality elementary education in a mission mode through district based decentralized context, specific planning and implementation strategy. It is

(I) A programme with a clear time frame for universal elementary education.

(II) A response to the demand for quality basic education all over the country.

(III) An opportunity for promoting social justice through basic education.
(IV) A partnership between central, state and local government.

(V) An opportunity for states to develop their own vision of elementary education.

1.4.2. Objectives of Sarva Shiksha Abhiyan (SSA):

2. All children in school education guarantee center, alternative school, Back to school Camp by 2003.

3. All children to complete 5 years of primary schooling by 2007.

4. All children to complete 8 years of elementary schooling by 2010.

5. Focus of elementary education of satisfactory quality with emphasis on education for life.

6. Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.


1.4.3. Components of Sarva Shiksha Abhiyan SSA:

The components of Sarva Shiksha Abhiyan include appointment of teachers, teacher training, qualitative improvement of Elementary Education, provision of teaching-learning materials, establishment of Cluster Resource centres (CRCs) and Block Resource Centres BRC’s (in Andhra Pradesh state BRC’s is called Mandal Resource Centres MRC’s) for academic support, construction of class rooms, toilets, school buildings, establishment of education guarantee centres, integrated education for the disabled and distance education.
Government of India (GoI) launched Sarva Shiksha Abhiyan (SSA) with an objective to achieve Universalization of Elementary Education of Satisfactory Quality i.e., an effort to universalize elementary education by community ownership of the School System in response to the demand for quality basic education all over the country. Andhra Pradesh State Government, School Education (SSA) Department issued a G.O. No. 82 dated: 18.10.2007 stating that Sarva Shiksha Abhiyan (SSA) does not convey the intended meaning in Telugu Language (regional language), hence the centrally sponsored scheme Sarva Shiksha Abhiyan (SSA) will thereafter be called as “RAJIV VDYA MISSION” (RVM) in the state. However, in all correspondence with Government of India, the all India name i.e. Sarva Shiksha Abhiyan will continue to be used.

Several States in India are undertaking successful quality improvement initiatives to facilitating sharing of good practices under Sarva Shiksha Abhiyan (SSA).

1. Quality Improvement Programme, Andhra Pradesh
2. 3 Rs Guarantee programme, Maharastra
3. Integrated Learning Improvement Programme, West Bengal.
5. Learning Achievement tracking system, Orissa.
6. Home based education practices for children with special needs in SSA.

7. NGO initiatives in inclusion: SSA experience.

8. Shiksha Sangam, Documentation of innovative interventions under SSA by IIM, Ahmedabad.

Other than these, NCERT has also documented the following state initiatives for quality improvement.

i) School Improvement initiatives in Kolhapur, Maharashtra.

ii) Learning Guarantee Programme, Karnataka.

In order to get some information about quality related parameters, both at the classroom process level as well as at the systematic functioning level, some monitoring system had to be kept in place. A need was felt for periodic monitoring and regular supervision both at primary and upper primary level within and outside the classroom. The Sarva Shiksha Abhiyan emphasizes a holistic and comprehensive approach and suggests community-based monitoring system and also encourages developing partnership between communities and research institutions for effective supervision mechanisms. Monitoring in a broader sense in the SSA Framework has been defined as a continuous assessment of progress, diagnosis of weakness and strengths and provision for introduction of remedial/corrective measures. Therefore continuous and comprehensive monitoring and subsequent learning from past experiences is crucial for effective implementation of plans and programmes. The main indicator of the quality of elementary
education can be visualized in terms of input, process and output. For desirable output in terms of the learners' achievement, both in curricular and co-curricular areas, necessary inputs and processes need to be provided.

Therefore, it is necessary that a concerted effort be made to build upon past experiences and focus on systematic monitoring of the aspects relating to school effectiveness especially on meaningful learning by every child. There is hardly any standardized tool to assess the key indicators on quality aspects, which need regular monitoring. Some commendable but sporadic efforts have been made by some states in this area, which have proved to be a useful base for evolving the indicators for these dimensions. The MHRD, Govt, of India has endeavored to put into place a massive programme of monitoring and Supervision under SSA. The NCERT was assigned the task of developing the monitoring formats for quality dimensions based upon broad based consultations.

1.5. Various Quality Improvement programmes organized in Andhra Pradesh State Level Under Rajiv Vidya Mission (Sarva Shiksha Abhiyan) (SSA):-
1.5.1. Quality Improvement Programme (QIP-2004-05):

The school infrastructure has been improved considerably under basic education program like APPEP, DPEP and SSA with appointment of regular and additional teachers and providing learning resources to all the schools, capacity building of teachers through in service teacher training formulating expected learning outcomes among children etc. in course of the time.

Every child has an infinite capacity. All children are capable of learning. They have immense potentialities and capabilities. All children create their own knowledge with their innate capacities through interactions with the elders, materials, peer and the nature. They come to school with substantial knowledge and different kinds of experiences and exposures. This knowledge constitutes the base of all learning.

The objective of Quality Improvement Programme was aimed to recognise the innate abilities of the child and to provide him a necessary Teaching Learning Process(TLM) accordingly. As a part of this a 45 days school readiness programme was implemented in the month of June and a post test was conducted for 2nd, 3rd, 4th and 5th class students to achieve the essential learning outcomes in Telugu language and Mathematics. Learning outcomes have been seen only in terms of LSRW i.e., Listening, Speaking, Reading and Writing as discrete skills of Telugu Language and Mathematics the four binary operations were tested. Children were tested monthly to estimate the competencies of the children and divided into A, B, C, D and E grades according to the
marks obtained in their concerned test. C, D and E grade group children were provided with remedial teaching and learning materials and activities.

1.5.2. Children Language Improvement Programme (CLIP - 2005-06):

For effective communication, language is very essential. Children are entering into the school with their own abilities and capabilities in listening and speaking. For showing creativity in language and making the best use of language for the personality development of a child, language is the most important factor. The skills of listening, speaking, reading and writing are essential to be improved through language, where as in mathematics the child is expected to get mastery in the four fundamental operations.

Objectives of CLIP:

1. By the end of year, children must be able to read and write.
2. Children must be able to acquire the minimum skills of that academic year.
3. With the help of language skills, they must be able to learn other things.
4. Must be able to do addition, subtraction, multiple and division
5. For the fulfillment of objectives, all the teachers along with the other staff, must feel responsible.
Salient Features of CLIP:

1. Need based Programme
2. Specific target oriented programme
3. Local contextual programme
4. Decentralized programme
5. School based improvement programme
6. Freedom to teachers to achieve the targets
7. Integrated and holistic perspective programme.
8. Programme that runs continuously under all conditions
9. A programme designed to achieve the objectives where all the teachers, authorities, society and parents work together.

1.5.3. Children’s Learning Acceleration Programme for Sustainability:

(CLAPS, 2006-07):

The Children studying in our schools are not achieving the expected targets. Most of the children in the classroom are not acquiring minimum levels of learning. Hence, it is the responsibility of the teachers to prepare the children to acquire minimum levels of learning as per the set goals in the language at the primary and upper primary stages too.
**Salient Features of CLAPS:**

Teachers are expected to achieve the tasks by making teaching and learning process easy in the classroom. Through this programme, the children should become active and acquire quality education. The children should be able to speak, read and write. This programme also emphasizes to improve the oral communication skills among the pupils. Hence, teachers should keep the objectives in consideration while planning.

**Objective of CLAPS:**

1. To help pupils enjoy learning in different subjects
2. To help the students to understand the spoken English used by their teachers, classmates and others.
3. To help the students to speak with their teachers
4. To help the students to understand the given reading material and try to express in their own words.
5. To help the students to write simple English while answering questions and language exercises.

**1.5.4. School Complex: (Cluster Resource Centers CRC’s, 2004-05):**

School complex is also known as Cluster Resources center (CRC), is a centre where 10-15 schools tagged to a lead school in the area, considered as a school complex. The secondary school is considered as a lead school for all academic purposes. The Head master of the school will act as chairman, and an efficient and active
teacher act as a secretary for the conduct of all academic programmes. meant for the enhancement for quality at school level.

**Objectives of School Complex: (Cluster Resource Centres - CRC):**

- To improve educational standards and administrative efficiency of the schools
- To facilitate the teachers for the improvement of their professional development.
- To organize in-service training programmes regularly for improvement of their competency.
- To develop skills in the usage of proper methods for effective teaching.
- To develop skill among teachers for higher enrolment and retention of children both at rural and tribal localities.
- To develop the skills of monitoring of the performance.
- To create awareness in the village community about education and try to encourage them to participate in the development activities of schools.
- To organize training programmes to community functionaries i.e, functionaries, Community Health Workers(CHW) Liaison workers etc.
1.5.5. **Learning Enhancement Programme (LEP, 2009-10):**

Learning enhancement programme (LEP) was implemented in all the schools at primary level. The main objectives of the programme are

a) Strengthening of School Management Committees.

b) Effective Implementation of classroom process

c) Responsibilities of the Class Teacher and

d) Adoption of New assessment procedure to improve the quality among children.

Class wise and subject wise competencies were identified basing on syllabus criteria, National Curriculum Frame Work (NCF - 2005) fixing responsibilities for the class teachers and involvement of community to access their children performance. Unit and terminal test are conducting on LEP based competencies and dividing the children into A,B,C groups. Special strategies are adopting for A,B,C group children.

A group children are able to achieve competencies without mistakes. B group children are able to achieve competencies to same extent and C group children are not able to achieve competencies and they never try to solve competences.
1.5.6. Learning enhancement programme through continuous and comprehensive evaluation (LEP-CCE): (2012-13):

Support and learning enhancement programmes are the additional programmes to enable children once inducted to integrate within a particular class. These are being envisaged as ‘extra’ inputs after induction (other than what the teacher able to do within the classroom). These are to be conducted within the school premises as an essential follow-up activity.

Comprehensive and Continuous Evaluation:

The term ‘Comprehensive and Continuous Evaluation’ (CCE) essentially means that evaluation should be treated as an integral part of teaching rather than as an event which follows the completion of teaching. The prevailing examination system treats evaluation as a means of judging and passing a verdict. Such a practice is incompatible with the concept of child-centred education. Evaluation in any form, including examination, cannot be treated as a basis for stopping a child from progressing to the next Class. In the prevailing system, examination is used for eliminating children who are found to be weak on the basis of the poor marks. Once declared ‘fail’, they either repeat grade (i.e. stagnate) or leave the school altogether. Compelling a child to repeat a class by studying the same syllabus for one whole year is a form of wastage of resources on which many educational planners, including the late J.P. Naik, member secretary of Education committee,(1964-66) have elaborately commented.
Basing on the recommendations of National Curriculum Framework (NCF) 2005 and Andhra Pradesh State Curriculum Framework - 2011 (APSCF-2011), new syllabus was framed by identifying class wise and subjective wise competencies. For this Formative Tests and Summative Assessments are being conducted periodically in Learning Enhancement Programme (LEP) Continuous and Comprehensive Evaluation mode. Basing on the achievement of children in those procedures children are categorized into A+, A, B+, B and C. A+ group (Excellent) children achieved all expected competencies, A group (very good) children achieved almost, all the competencies B+ group (Good) children achieved competencies with some mistakes. B group children needed help and C group poor in achieving competencies.

A Comprehensive Education strategies would imply that aspects such as the child’s health, personality behaviour and attitude are also perceived in the context of development and growth. The Children’s learning and development cannot be viewed in terms of a rigidly defined a class structure or an annuals cycle of evaluation and promotion. The CCE leads to reduction of mental stress of fear of examinations among children and bring appropriate changes in teaching learning process.
1.6. Innovative Programmes of Rajiv Vidya Mission RVM(SSA) to improve Quality Education:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months.

Enrolment and retention drives special camps and RSTC and NRSTC setting up special models of alternative schools, strengthening of madarsas and maktabs for formal education for girls. Community mobilization, attendance and remedial classes, monitoring, evaluation, providing a congenial learning environment in the school.

Training programmes for community leaders to develop capacities for school management committee, setting of block and cluster resource centers for academic support, distribution of free text books to all children, incentives like uniforms and provision of school grants, maintenance grants and teacher grants and periodic feedback on interventions.

Schooling in this country was once a privilege of the few but today it is a fundamental right through Right to Free and Compulsory Education act, 2009(RTE-2009). Providing Education to all is an
important goal guarantee by the Indian Constitution and made it obligatory for the state to provide basic education to all the age group of 6-14 years. Rajiv Vidya Mission (SSA) conducted Children Conventions (Chinnarula Sabha, Reading Festivals Library Weeklong Celebrations, different melas such as Language mela, matric mela, Learning Material mela were organized across the Andhra Pradesh State. Children and also some Innovative items like Wall Magazine, School Post Box, Children Clubs etc., implemented. Children participated in them very actively and expressed freely their views on school environment.

1.7. The Right of Children to Free and Compulsory Education Act, 2009:

On 28th August 2009, Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009. Which must be seen from the perspective of children. As it entitles all children legally between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination, right to free and compulsory admission, attendance and completion of elementary education. The child’s right to education that is free from fear, stress and anxiety. In addition to these there are several provisions in the Act, prohibiting corporal punishment, detention and expulsion which need to be fore-fronted to ensure as the National Policy on Education states, to provide ‘a warm, welcoming and encouraging approach for children to learn,’ (NPE, 1986/92). Most importantly ensure
that the teaching-learning process is free from stress and anxiety with obvious implications for curricular reform. Testing and school grading systems need to be reviewed to motivate children to deepen and widen their learning. The RTE Act also stresses upon teacher accountability systems that would ensure that children are learning without violating to provide a free environment from stress and anxiety.

1.7.1. Right to Education Act and Sarva Shiksha Abhiyan Committee (RTE - SSA):

Rajiv Vidya Mission (Sarva Shiksha Abhiyan RVM(SSA) is implemented as one of India’s flagship programme for universalizing elementary education. With goals like universal access and retention, bridging of gender and social category gaps in elementary education, and enhancement in learning levels of children in addition. To interventions, like, inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement.

It is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate for the overall approach and implementation strategies. In this context the Department of School Education and Literacy set up a Committee under the Chairpersonship of Shri Anil Bordia, former Education Secretary, Government of India, to suggest follow up action on SSA vis-à-vis the RTE Act. A copy of the

The union budget for 2013-14 allocated Rs.49.659 crore for Department of School Education and out of which Rs.27.258 crore for the implementation of Sarva Shiksha Abhiyan Programmes and RTE Act,2009. The Mid-day meal programme has been allotted Rs. 13.215 crore.

1.7.2. School Management Committee (SMC) :

Every school has to constitute a school management committee with a village Sarpanch or Municipal Chair person as a Chair person of the SMC, one of the parents as a Vice Chair person and Headmaster of the concerned school as the member-convener and 15-30 parents are the members of the school management committee in which 50% of the members are from mothers.

The Right Education Act (RTE) - 2009 emphasizes that the School Management Committees must make School Development Plans which shall be the basis for the grants to be given by the appropriate Government. This strengthens the SMC to tackle the challenges of quality education in the light of the Act. Empowered and professionally equipped SMCs would be crucial for anchoring community awareness and participation efforts. States have to come forward in supporting the SMC members to address this enormous challenge and work out a comprehensive and cohesive plan of action which should inter alia incorporate the development of a training module
and framework for the School Development Plan. Creation of a strong
network of resource persons with the active involvement of the civil
society organizations and putting in place an institutional mechanism for
contant dialogue at the community level is than possible. This huge
exercise must be meticulously, planned taking into account the logistical
implications.

Community has an important role to improve the learning
environment in the schools. While making School Development Plan,
the SMC has to pay enough attention to teacher training, availability of
child entitlements, teaching-learning materials in schools, pupil
assessment in consonance with the principles of continuous and
comprehensive evaluation, and preparation of pupil cumulative record.
The SMC must also act as a bridge between community the and the
schoolchildren. Encouragement to work experience would require the
attachment of children with professionals, farmers, and artisans. In
addition, there should be a greater involvement with various extension
workers i.e. agriculture, health, anganwadi workers for more experiential
learning. Therefore the community leaders must be sensitive to issues
related to monitoring of children's progress and other quality related
school activities. This will have to be preceded by the community
mobilization as well as training of SMC on issues pertaining to quality.
1.7.3. **School Infrastructure:**

The Schedule to the RTE Act, 2009 makes it mandatory for the schools to comply with the norms and standards, which are appropriately revised. States need to ensure that must the infrastructure requirements by March 2013. Construction of new school buildings, separate toilets to girls, ramps for physically challenged, kitchen sheds providing water and electricity will be the top priority which serves has an aid for quality for education. The school buildings shall also provide safety measures in the structural design against natural and man-made hazards such as earthquakes, cyclones, floods and fires etc.

1.7.4. **Community Participation and Empowerment:**

The school is a part of community and belongs to the community. The school can effectively function through appropriate community support and involvement. The community monitors the schools in terms of inputs, processes and outcomes. The community may monitor the attendance of the teachers, retention of the children, children learning achievements in terms reading, writing, and arithmetic, school infrastructure, utilization of funds etc., can all be monitored by the community.

The success of Rajiv vidya mission RVM(SSA) depend on the quality of the community based planning process, while RVM(SSA) is formulated on the premise that the community has planed for developing capacities in communities to do so. The heterogeneity of
local communities in many regions often poses problems of unanimity on proposed planning criteria. It is important to recognize a habitation, rather than a village as a unit of planning as they have a higher degree of solidarity. Similarly, in urban areas, a cluster of households in the same slum settlement has to be a unit of planning. The starting point for planning activities has to be the creation of a core group of governmental and non-governmental persons, entrusted with the task of implementing Sarva Shiksha Abhiyan.

The State level Implementation Society has to be continuous in ensuring that the core team at the District and Block level is carefully selected based on the commitment to the task of Universal Elementary Education. Besides Education Department functionaries, these teams could comprise of faculty members of DIETs, BRCs / MRCs CRCs, NGO representatives, representatives of Teacher Unions, representatives of Women Groups, representatives of Self Help Groups, retired and serving National and State Award winning Teachers, local literary figures, Panchayati Raj/Autonomous Council representatives etc. This list is illustrative as Sarva Shiksha Abhiyan recognizes the diversity across regions and work with the objective to make district level and Block level core team competent enough to take the community along in its agenda for educational reconstruction. The starting point of the planning process should be an orientation of the district and Block level teams.
1.7.5. Monitoring and Evaluation of Training Programmes:

Monitoring is for academic support to the teachers and for improving the existing situation, not for supervision, inspection or fault finding. Monitoring is also for appreciation oriented enquiry. Evaluation is an educational and qualitative process for it helps to determine whether, the desired and expected behaviour changes have been attained or not. Therefore we may define. “Evaluation as apprising pupil’s attainment of educational objective”.

Assessment is for the analysis for the present situation to help in further planning and learning. It should be continuous and comprehensive in nature.

Assessment may be defined as ‘any method used to understand the current knowledge that a student possesses. The idea of current knowledge implies that what a student knows is always changing and that we can make judgment about student achievement through comparison over a period of time. Good assessment techniques provide accurate estimates of student performance and enables teachers and decision-makers to make appropriate decisions.

The department of education draws up plans to monitor and evaluate the quality of training through perceptions of the participants at the end of the programme by using appropriate tasks. Which may yield desired results of improvement. To ensure better result, a comprehensive monitoring and evaluation mechanism needs to be evolved. The indicators of the quality of training participations are gain in
knowledge, refinement of requisite skills, desirable effort on the self-concept of participants, attitude towards work, pupils and the school, participant’s satisfaction with the programme and the desired changes in their instructional behaviour.

Among the factors that contribute to the quality of in-service training, the important dimensions are the adequacy of facilities, availability of necessary equipment, appropriateness of training input, training materials, instructional approaches, competence of resource personal etc. To estimate the quality of training, the processes as well as the end results a training need programme to be appraised.

1.8. Significance of the Study:

Learning is a process through which knowledge, skills, values and attitudes are to be acquired and applied by the students. Hence, the role of a teacher in the learning process is very important. Any primary school where teachers, parents, community members and school management committee share common aims for their children, where the polices can be implemented effectively and where staff can carry the message towards quality education effectively at school level to get desired results, can be considered as effective. The schools which are well run and where quality of learning is high, can be considered effective and progressive. The schools where the teachers working are considered as exemplaries, where committed teachers work actively for
the school development and for academic performance of students can be considered as progressive schools.

For the quality education and professional development of teachers different types of programmes like Quality Improvement Programme (QIP), Children Learning Improvement Programme (CLIP), Children Learning Enhancement Programme for Sustainability (CLAPS) and Learning Enhancement Programme (LEP) by the Sarva Shiksha Abhiyan are extending their fullest support in order to benefit the primary education. In Andhra Pradesh State, Rajiv Vidya Mission (SSA) is providing financial support and physical support to schools. As well as in-service training to all the teachers for improvement of their professional growth and for quality education. Hence, we can say that RVM (SSA) and all other such programmes, interventions or inputs are having direct impact on the school development factors. At the same time it is to be measured either qualitatively or empirically, how effective they are. Hence the researcher studied the perception of the Teacher, Functionaries, and parent and community members towards quality education programmes at primary school level which has not been given much attention. Hence the investigator has taken up the study which is mainly intended on “A study on the impact of Rajiv Vidya Mission RVM programmes for the Quality Education in Primary schools of Krishna District in Andhra Pradesh State."
1.9. Statement of the problem:

A STUDY ON THE IMPACT OF RAJIV VIDYA MISSION PROGRAMME FOR QUALITY EDUCATION IN PRIMARY SCHOOLS IN KRISHNA DISTRICT OF ANDHRA PRADESH STATE.

In the light of the above, the present study is mainly intended to study the opinions (perceptions) of teachers, functionaries, and parents and community members of primary school working in four revenue divisions viz, Nuzvid, Gudiwada, Machilipatnam, and Vijayawada in the District Krishna Andhra Pradesh state.

1.10. Objectives of the Study:

This study is undertaken to throw light on the Teachers, Functionaries and Parents and Community Members perceptions towards Impact of Rajiv Vidya Mission (SSA) Programme for quality education in primary schools of Krishna district. Thus the study carried out with the following objectives.

1. To find out the level of impact of Rajiv Vidya Mission (SSA) Programme for quality education in primary schools of Krishna district.

2. To find out the influence of the following variables on the perceptions of Teachers towards Impact of Rajiv Vidya Mission (SSA) Programme for quality education in primary schools of Krishna district a) Gender, b) age, c) locality, d) designation, e) teaching experience, f) general qualification,
g) professional qualification h) classes handled and i) school management.

3. To find out the influence of the following variables on the perceptions of Functionaries towards Impact of Rajiv Vidya Mission (SSA) Programme for quality education in primary schools of Krishna district a) Gender, b) age, c) locality, d) designation, e) teaching experience, f) general qualification, g) professional qualification h) classes handled and i) school management.

4. To find out the influence of the following variables on the perceptions of Parents and Community Members towards Impact of Rajiv Vidya Mission (SSA) Programme for quality education in primary schools of Krishna district a) Gender, b) age, c) locality, d) member, e) category and f) qualification.

5. To suggest ways and means for improving better quality education in primary schools of Krishna district through Rajiv Vidya Mission Programme (SSA).

1.1.1. Hypotheses of the Study:

1. There is a positive and high perceptions of Teachers, Functionaries and Parents and Community Members towards Rajiv Vidya Mission (SSA) programmes at primary level.

2. There is no significant difference between male and female Teachers, Functionaries and Parents and Community Members
towards the perceptions of Rajiv Vidya Mission (SSA) programmes at primary level.

3. There is no significant difference between various age groups of respondents of Teachers, Functionaries and Parents and Community Members towards the perceptions of Rajiv Vidya Mission (SSA) programmes at primary level.

4. There is no significant difference among Teachers, Functionaries and Parents and Community Members’ between revenue divisions viz, Nuzvid, Gudiwada, Machilipatnam, and Vijayawada in the District Krishna of Andhra Pradesh state towards the perception of Rajiv Vidya Mission (SSA) programmes at primary level.

5. There is no significant difference among Teachers, Functionaries and Parents and Community Members’ perceptions based on their locality of the school towards Rajiv Vidya Mission (SSA) programmes at primary level.

6. There is no significant difference between SGT, H.M, L.P, S.A. Teachers’ perceptions towards Rajiv Vidya Mission (SSA) programmes at primary level.

7. There is no significant difference among Teachers and Functionaries’ perceptions based on their teaching experience towards Rajiv Vidya Mission (SSA) programmes at primary level.

8. There is no significant difference among Teachers and Functionaries’ perceptions based on their educational
qualification towards Rajiv Vidya Mission (SSA) programmes at primary level.

9. There is no significant difference between Mandal Parishad and Aided (Municipal) school Teachers’ perceptions towards Rajiv Vidya Mission (SSA) programmes at primary level.

10. There is no significant difference between MEO, School Complex Chairperson perceptions towards Rajiv Vidya Mission (SSA) programmes at primary level.

1.12. Limitations of the Study:

The researcher limited his study to know the Opinions of Primary school Teachers. It was further been delimited to know the impact of Rajiv Vidya Mission (SSA), Programmes for improvement of Quality Education at Primary School level

a) Gender, b) age, c) locality, d) member, e) category, f) qualification., g) experience, h) Monitoring , i) School level innovative programmes, j) Evaluation, k) Community Participation and l) Miscellaneous.

Further, this study is also delimited to collect data from the Primary School Teachers, Functionaries, and Parents and Community members covering rural, urban and municipality areas (localities) of Krishna district, Andhra Pradesh State.
1.13. Conclusions:

Schooling in this country was once a privilege of the few, but today it is a fundamental right through Right to Free and Compulsory Education Act - 2009. Constitution of India made it obligatory for the state to provide basic education to all the age group of 6-14. The National government appointed several commissions after independence to suggest ways and means to improve the education at all levels. The education was included in concurrent list of the Indian Constitution during 1976 and both the governments of state and centre have become responsible to provide resources to improve the education in this country.

Though the basic education projects like A.P. Primary Education Project (APPEP), District Primary Education Programme (DPEP) and Rajiv Vidya Mission (SSA) have facilitated the implementation of joyful learning through activity based and child centered approaches with adequate orientation and in service training programmes to the teachers, these changes have not been sustained. These projects put up efforts to address the quality through improving professional standards of the teachers and supervisors but not much attention was paid to the improvement of curriculum in terms of improved textbook and learning material reflecting pedagogical renewal processes. APSCF -2011 strongly recommends that all possible efforts be made to strength these interactions. Learning is a continuous process and unless such support systems are ensured, it is likely that our half-baked
education system will continue to flourish. Learning in this sense also focuses on understanding as opposed to rote-learning. However, the quality initiatives taken up in the Andhra Pradesh such as CLIP, CLAPS and LEP meant for attaining competencies of various subjects created interest and teachers felt happy about them as it was their need. The training inputs focused majority on subject approaches, children learning styles, teaching-learning process, evaluation methods, etc.

1.14. **Chapterisation:**

The study was organized into five chapters:

Chapter I comprises the introduction on primary education; Quality, Quality Concerns in Primary Education, Improving Access and Quality in the Indian Education System; need of Quality Education, Types of Quality Improvement Programmes; Operational Black Board (OBB), Andhra Pradesh Primary Education Project (APPEP), District Primary Education Programme (DPEP) and Rajiv Vidya Mission RVM (SSA) Children Language Improvement Programme, (CLIP 2005-06), Children’s Learning Acceleration Programme for Sustainability: (CLAPS - 2006-07), Learning Enhancement Programme (LEP), Significance of the Study, statement of the problem, objectives of the study, Hypotheses of the study, variables of the study, limitations of the study and organization of the study.

In Chapter II contains the review of related literature from previous studies both in India and abroad on the Impact of Rajiv Vidya Mission (SSA) on Quality Education in Primary Schools.
Chapter III deals with the research methodology including relevant statistical competencies.

Chapter IV pertains the Analysis and Interpretation of Data. and Chapter V presented the Summary, Conclusions and suggestions for further research.