5.1. 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 policies 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 and professional development of teachers different types of programmes like Quality Improvement Programme(QIP), Children Language Improvement Programme(CLIP), Children Language Acceleration programme(CLAPS) and Learning Enhancement Programme (LEP) by the Rajiv Vidya Mission (SSA) 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 Rajiv Vidya Mission (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 Teachers, Functionaries, and parents 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 (SSA) programmes for the Quality Education in Primary schools of Krishna District in Andhra Pradesh State.

5.2. 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.
5.3. Objectives of the Study:

This study is undertaken to throw light on the teachers, functionaries and parents 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.

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

7. 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.

8. 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.

9. To find out the influence of the following variables on the perceptions of parents 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.

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

5.4. Hypotheses of the Study:

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

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

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

14. There is no significant difference among Teachers, Functionaries, Parents and Community Members’ perceptions among revenue divisions viz, Nuzvid, Gudiwada, Machilipatnam, and Vijayawada in the District Krishna of Andhra Pradesh state towards Rajiv Vidya Mission (SSA) programmes at primary level.
15. There is no significant difference among Teachers, Functionaries, Parents and Community Members’ perceptions based on their locality of the school towards Rajiv Vidya Mission (SSA) programmes at primary level.

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

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

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

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

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

5.5. Research Design:

The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful
analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to the employed. Each data gathering device has both merits and limitation. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

5.6. Population and Sampling:

In the present study, Functionaries, Parents and teachers from rural, urban and tribal areas of Krishna district are taken as population. The scholar adopted stratified random sampling technique to obtain the sample. Schools were selected on the basis of simple random sampling procedure. Altogether 40 schools from four mandals of Nuzvid, Gudiwada, Pedana and Ibrahimpatnam of Krishna district were randomly selected for the study. Sample comprised of 200 Teachers, 70 Functionaries, 160 Parents and Community Members selected from primary schools of Krishna district.

The investigator personally met the Teachers, Functionaries, Parents and Community Members who are selected through sampling. A brief orientation is given before distributing the tool to the sample and necessary instructions were given. No time limit is kept for answering the tool. Most of the Functionaries, Parents and teachers took half an hour to answer the tool.
5.7. **The Research Tools:**

The present investigation is related to the opinion of the Teachers, Functionaries, Parents and Community Members regarding the Impact of Rajiv Vidya Mission (SSA) programme for quality education in primary schools of Krishna district of Andhra Pradesh State, an ‘opinioonnaire’ was constructed and administered to find out the perceptions of Teachers Functionaries, and Parents and Community members.

5.8. **Opinioonnaire:**

The investigator adopted the rating scale for finding out the perceptions of Teachers, Functionaries, and Parents and Community members respectively towards the Impact of Rajiv Vidya Mission (SSA) Programme for quality education in Primary Schools of Krishna District in Andhra Pradesh state and for testing the hypothesis.

5.9. **Construction of the tool:**

The present investigation is intended to study the Impact of Rajiv Vidya Mission (SSA) Programme for quality education in Primary Schools of Krishna District in Andhra Pradesh state. After going through various previous investigations and research articles in journals and periodicals and some of the research papers published on the subject matter, the investigator has presented research problem into Impact of Rajiv Vidya Mission (SSA) Programme for quality education in Primary Schools of Krishna District in Andhra Pradesh state.
5.10. Independent Variables:

5.10.1. Independent Variables for Teachers:

9. Sex (Male / Female)
10. Age (Below 35 / 35 to 45 / Above 45 years)
11. Locality (Rural / Urban / Municipality)
12. Designation (Head Master / Secondary Grade Teacher)
13. General Qualification (UG / Degree / PG)
15. Teaching Experience (Below 6 / 6-10 / 11-16 / 16-20) Above 20 years)
16. Management (Government / MPP / Aided)

5.10.2. Independent Variables for Functionaries:

9. Gender (Male / Female)
10. Age (Below 35 / 35 to 45 / Above 45 years)
11. Locality (Rural / Urban / Semi-Urban)
12. Designation (School Complex Chairman / School Complex Secretary / CRP)
13. Teaching Experience (Below 6 / 6-10 / 10-15 / 16-20 / above 20)
15. Professional Qualification (B.Ed., / M.Ed.,)
16. School Management (MPP / Municipality)

5.10.3. Independent Variables for Parents and Community Members:

7. Sex (Male / Female)
8. Age (Below 30 / 30 to 40 / Above 40 years)
9. Locality (Rural / Urban / Municipal)
10. Member (SMC Member / SMC Vice-Chairman)
11. Category (OC / BC / SC / ST)
12. Qualification (Illiterate / Primary / Secondary / Higher)

5.11. 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 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.

5.12. Scoring procedure:

The schedules contain a total of 65 items for Teachers, 42 items for Functionaries 22 items for Parents and Community Members. The respondents were required to indicate their opinion by marking one of the following five alternative responses given against the statements.
The five alternative responses were Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

Each scale (alternative) was coded as 1, 2, 3, 4 and 5. Accordingly, Strongly Agree (SA) =1; Agree (A) = 2; Undecided (UD) =3, Disagree (D) =4 and Strongly Disagree (SD) = 5; were used. The alternative responses of negative items are credited with 5, 4, 3, 2, 1 points respectively from unfavourable end to favourable end. The weighted scores were tabulated for each individual and his/her total score was calculated for each.

5.13. Statistical Techniques Used:

As the present study is both qualitative and quantitative in nature; the collected data was analyzed by using both qualitative and quantitative techniques. Quantitative data was analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like mean and calculating measures of dispersion like standard deviation. For testing the null hypothesis, ‘t’- test and analysis of variance have been used by the investigator. The t-test was used to test the null hypotheses when the data was correlated from matched groups. Analysis of variance (ANOVA) with Scheffe’s Post Hoc Test (if ANOVA is significant) was used to find out the effect, if any, of the variables studied. The investigator used correlation for studying the relationships of variables, T-test to test the significant difference
between two means and ANOVA to test the significance of difference among variables. The data was coded and prepared for analysis using the statistical package for social sciences (SPSS) programme; and based on the analysis of data; relevant summary, conclusions and recommendations were made about the study.

5.14. Major Findings:

Perceptions of Teachers:

1. Teachers expressed high perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

2. There is no significant difference among the teachers perceptions based on their age group towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

3. There is no significant difference between male and female teachers perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

4. There is a significant difference among the teachers perceptions based on their mandals and Pedana mandal of Krishna district teachers expressed more perception than that of Nuzvidu, Gudivada and Ibrahimpatnam mandal teachers towards Impact of Rajiv Vidya Mission(SSA) programmes for quality education in primary schools of Krishna District.
5. There is no significant difference among the teachers perceptions based on their locality towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

6. There is a significant difference between Secondary Grade Teachers and Head Masters perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

7. There is a significant difference among the teachers perceptions based on their teaching experience and 16-20 years experienced teachers expressed more perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District than that of other teaching experience groups.

8. There is no significant difference among the teachers perceptions based on their general qualification towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

9. There is no significant difference among the teachers perceptions based on their professional qualification towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

10. There is no significant difference among the teachers perceptions based on their classes handled towards Impact of Rajiv Vidya
Mission (SSA) programmes for quality education in primary schools of Krishna District.

11. There is no significant difference among the teachers perceptions based on their school management towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

**Perceptions of Functionaries:**

1. Functionaries expressed high perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

2. There is no significant difference among the functionaries perceptions based on their age group towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

3. There is no significant difference between male and female functionaries perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

4. There is a significant difference among the functionaries perceptions based on their mandal and Gudivada mandal functionaries expressed more opinion than that of other mandals towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.
5. There is a significant difference among the functionaries perceptions based on their locality and Municipal area functionaries expressed more perceptions than of rural and urban area functionaries towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

6. There is no significant difference among the functionaries perceptions based on their designation towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

7. There is no significant difference among the functionaries perceptions based on their experience towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

8. There is no significant difference among the functionaries perceptions based on their academic qualification towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

9. There is no significant difference between B.Ed., and M.Ed., qualified functionaries perceptions towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

10. There is no significant difference among the functionaries perceptions based on their school management towards Impact of
Rajiv Vidya Mission (SSA) Programmes for quality education in primary schools of Krishna District.

Perceptions of Parents and Community Members:

1. Parents and community members also expressed high perceptions towards the Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

2. There is a significant difference among the parents and community members perceptions based on their age group and below 30 years age group expressed high perceptions towards the Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District than that of other age group parents.

3. There is no significant difference between male and female parents and community members perceptions towards the Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

4. There is a significant difference among the parents and community members perceptions based on their mandal and Pedana mandal parents and community members expressed high perceptions towards the Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District than that of other mandals of parents and community members.

5. There is no significant difference among the parents and community members perceptions based on their locality towards
the Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

6. There is no significant difference among parents and community members perceptions based on their type of member towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

7. There is no significant difference among the parents perceptions based on their case towards Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

8. There is no significant difference among the parents and community members perceptions based on their qualification towards the Impact of Rajiv Vidya Mission (SSA) programmes for quality education in primary schools of Krishna District.

5.15. Conclusion:

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 Andhra Pradesh Primary Education Project (APPEP), District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (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 strengthen 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 majorly on subject approaches, children learning styles, teaching-learning process, evaluation methods, etc.
It was observed from the conclusions of this research that Teachers, Functionaries and Parents and Community Members are under the perception that Rajiv Vidya Mission has a significant impact on the Quality of Primary Education in Krishna District of Andhra Pradesh.

This was a benchmark study and it provides concrete evidence from the perceptions of Teachers, Functionaries, Parents and Community Members that the quality improvement programmes offered through Rajiv Vidya Mission (SSA) has provided all the inputs in improving the quality of primary schools.

Evan though the demographic variables chosen for the study have no influence on the quality of schools, irrespective of the variables almost all the respondents felt the positive significant impact of the Rajiv Vidya Mission (SSA) on the quality of schools.

The fruits of Rajiv Vidya mission can be clearly viewed through this study that over the last two decades the whole country has experienced both quantitative development and also qualitative improvement in the school education and the quality context has ultimately reached the grass root level in the ladder where the Teachers, Functionaries, Parents and Community Members could sense the impact directly.

5.16. Suggestions for further research:

1. Research could be taken up on various aspects of Primary Education particularly in the areas of enrolment and retention.
2. Primary Schools should be assessed on the Total Quality of Primary Schools to study the impact of Rajiv Vidya Mission.

3. Students Performance should be assessed to study the impact of Rajiv Vidya Mission.

4. Impact of Quality of Rajiv Vidya Mission should be analysed over a period of time but not as a single point. The performance of students should be recorded, monitored and compared from one project to other so that relative advantage may be assessed.

5. The effect of various programmes under Rajiv Vidya Mission should be compared at village, mandal, district and state-wise to have a consensus at the national level.

6. Rajiv Vidya Mission effectiveness should be compared with the private educational institutions so that investment from the parents point of view and the management also could give effective results.