



Teacher's perspective on the effects of Gunotsav Programme in primary schools of Assam

Dr. Sima Kalita¹, Parismita Dohutia²

¹ Assistant Professor, Department of Education, Gauhati University, Assam, India

² Research Scholar, Department of Education, Gauhati University, Assam, India

Abstract

School education is the most important stage of education as it is the foundation of future learning, so quality education should be provided at this stage. Gunotsav is a quality improvement initiative taken by the government of Assam from the academic year 2017 to assess and improve the school education of the state which was adopted from the Gujarat state of India. An attempt has been made in this study to evaluate teacher's perspective on the effects of this programme. A total 200 primary school teachers including head masters from Assam included as sample of the study. The current study revealed a positive effect of this programme. No significant difference was found between lower and upper primary school teachers regarding their perspectives.

Keywords: Gunotsav, Quality education, Primary education, Assam

Introduction

Elementary education is the most important stage of formal education system. Quality education should provide at this stage as it is the foundational stage of education. According to Eze (2009) [7], quality education is the type of education that is delivered by an educational system that has a major focus on five key components: quality learners, good learning environment, high-quality content, quality processes, and excellent outcomes (Eze, 2009) [7]. A good quality education is one that focuses on learner's holistic development. To achieve improved learning outcome and quality school education, Assam government has implemented 'GUNOTSAV' programme from 2017 in all the government schools of Assam.

Gunotsav is a quality improvement programme in primary and secondary education which is adopted from Gujarat, a state of India. It evaluates learning outcome of students as well as co-scholastic activities, proper resource utilization and community engagement as a whole. This program's primary goal is to assure high-quality elementary education along with enhanced learning outcomes. Gunotsav is an evaluative programme which evaluates all the primary and secondary schools of Assam and provide grades to the schools based on their performance. It also identifies the learning gaps and suggest remedies for betterment. Two types of school evaluation are done- Self-evaluation and External evaluation. Self- evaluation is done by the school in the presence of School Management Committee members and External evaluation is done by an external evaluator. This programme has been designed and implemented in the academic year 2017, 2018, 2022, 2023 and 2024. In this paper an attempt has been made to evaluate the efficacy of Gunotsav programme in primary schools of Assam in terms of quality education. To study whether it is beneficial or whether it is the wastage of time and money of the government.

Review of Related Literature

Bharatiya (2023) [1] did his work on "Impact of Gunotsav Program on Primary Education of Gujarat". The study examined opinion of teachers, academic grade of the schools and difference between tribal and non-tribal schools. The study found that this program has helped to improve student learning outcome, performance of teachers as well as infrastructure. Also, the study revealed that tribal schools were performing well than non-tribal schools. Handique Konwar (2022) [8] conducted a study on "Ensuring Quality Elementary Education in Assam through GUNOTSAV – a qualitative initiative". The study found that Gunotsav Programme has a positive impact on the following aspects- Active participation of the community in the school, developing awareness amongst stakeholders, increasing enrolment ratio, better learning outcome, increase in attendance of teachers and schools are trying to meet the gaps. Vahora (2022) [14] did a study on the opinion of teachers of Umreth Taluka regarding Gunotsav programme. The study found that majority of the teachers are familiar with the purpose of Gunotsav programme. Also, the study revealed that the quality of education has improving due to Gunotsav programme, teachers are pleased with the monitoring and assessment process of this programme without disturbing the school programme. Chetia & Brahma (2021) [3] studied on "Gunotsav: Quality improvement of primary education in Assam". According to this study, Gunotsav is the most effective primary education program to evaluate the learning outcome of students, school management, community involvement, enrolment rate, dropout ratio, teachers' attendance, academic facilities etc. Dave (2021) [4] analysed primary school teachers' views on Gunotsav programme. This study found that teachers happily accept this programme but a significant difference is found between male and female teachers, in which male teachers do not accept this programme gladly. Thapa &

Srivastav (2021) ^[12] had Compared between Gunotsav and Gunotsav 2.0 programs of Evaluation at Elementary level in Gujarat. By evaluating the school's facilities and students according to certain criteria, the Gunotsav program assessed the school's performance. On the other hand, Gunotsav 2.0 is an updated version of Gunotsav that is comprehensive in nature and emphasizes each challenge present in the previous version of this program. Borthakur & Kakati (2019) ^[2] conducted evaluation research on the use of Gunotsav to assess children's learning levels. According to this study, the Gunotsav program has improved elementary education in Assam in numerous ways, including increasing teacher and student attendance, creating creative teaching-learning resources, enhancing community involvement, increasing departmental convergence, improving the database of students and teachers, fostering a positive attitude among the community and parents toward the government school system, and encouraging children to transfer from private to public schools. Prajapati & Jadeja (2019) ^[10] did a study with 675 respondents including teachers, head masters, evaluators and school management committee (SMC) members. It has been found that Gunotsav is a successful program, but the negative impact of extracurricular activities and the additional workload on the principal were observed. Additionally, evidence has demonstrated that student growth has been improved as an outcome of the Gunotsav Program. Trivedi (2015) ^[13] did a study on perspectives of teachers, principals and CRC on this Programme. The study was conducted in the government primary schools of Chotila Taluka of Surendra Nagar district with 218 teachers, 31 principals and 10 CRCs. In this study, the participants of govt. primary schools gave positive views on Gunotsav program. Also, the study found that the main objectives of this program is to test the level of teacher's awareness towards education, educational capacity of students, quality of education and solve grievances, which is proved successful.

Significance of the Study

Each research study is important in educational viewpoint. This study will help to create awareness amongst teacher, researcher, students as well as parents about the quality of primary education of Assam. The significance of this study is to determine does Gunotsav program improving the quality of education. To examine SDG 4 at state level which deals with Quality Education this study is significant. Present study will also help the policymakers in policy making.

Statement of the problem

It has been observed that very few studies have been done in this area especially by using primary source of data. How teachers perceive about the effects of gunotsav programme, what are the improvements have been done after the implementation of this programme. In this context, the investigators have felt for conducting this study and it is titled as- "Teacher's Perspective on the Effects of Gunotsav Programme in Primary Schools of Assam"

Objectives

1. To study the opinions of primary school teachers about the effects of Gunotsav programme.
2. To study the difference in opinions between rural and urban primary school teachers regarding the effects of Gunotsav programme.
3. To study the difference in opinions between lower and upper primary school teachers regarding the effects of Gunotsav programme.
- 4.

Hypotheses of the study

Ho₁- There exists no significant difference in opinions between rural and urban primary school teachers regarding the effects of Gunotsav Programme.

Ho₂- There exists no significant difference in opinions between lower and upper primary school teachers regarding the effects of Gunotsav programme.

Operational Definition of the key terms

Primary schools of Assam: Primary education is one of the most important stage of entire structure of education. A child's formal schooling starts at this point. All children up to the age of 14 have the right to free and compulsory education under Article 45 of the Indian Constitution. Assam's primary schools cover classes from class-I to VIII. Teachers from both lower and upper primary schools are included in this study.

Gunotsav: "Gun" means quality and "Utsav" means celebration. Gunotsav is a program that aims to improve the quality of primary and secondary education by focusing on the academic results of the students as well as co-curricular activities, resource utilization, and overall community involvement. Only primary schools are taken into consideration in this analysis.

Teacher's Perspective: In this study, Teacher's perspective has been operationally defined as the views perceived by the primary school teachers of Assam regarding the effects of Gunotsav Programme.

Delimitations of the Study

- This study is delimited to primary school teachers of Assam only.
- This study is delimited to govt. provincialized primary schools of Assam.
- Further, present study is delimited to Assamese medium schools only.

Research Methodology

The descriptive survey method of research was used to perform the current study.

Population and Sample

All the govt. provincialized primary school teachers of Assam were included in the population for the present study.

All Assamese-medium government provincialized primary schools were divided into five zones, namely Barak Valley, Central Assam, Lower Assam, North Assam, and Upper Assam, in order to accommodate the state's population for the current study. One district was chosen at random from each zone following a list of the districts which are part of these zones was compiled. Then, 5 schools were selected

from each selected district and 8 teachers from each school were selected. In this way, a total number of 200 primary school teachers including head masters from 25 govt. provincialized primary school teachers were included as sample for the current study. Simple random selection was employed to select the respondents and stratified random sampling was employed to select the primary schools.

Research Tool used

1. Opinionnaire on Teacher’s perspective on Gunotsav Programme:

The investigators have developed an Opinionnaire after taking expert views, which contains 25 opinions with three options, such as- Agree, Neutral and Disagree to collect raw data from the primary school teachers of Assam.

2. **Scoring:** Based on quartile deviation the scoring has been done in the following way-

| Perspectives | Score |
|--------------|--------|
| Positive | 18 -25 |
| Moderate | 12-17 |
| Negative | 0-11 |

Statistical Techniques used: To analyse and interpret the raw data the investigators have used percentage analysis and correlation coefficient.

Table 2: Showing the percentages, Standard deviation and Critical Ratio of rural and urban primary school teachers on their perspective

| Perspectives | Locality | Percentages | SD | CR | .05 level of significance | .01 level of significance |
|--------------|----------|-------------|------|------|---------------------------|---------------------------|
| Positive | Rural | 71 | 6.67 | 1.35 | NS | NS |
| | Urban | 62 | | | | |
| Moderate | Rural | 15 | 5.76 | 2.08 | NS | Significant |
| | Urban | 27 | | | | |
| Negative | Rural | 14 | 4.68 | 0.64 | NS | NS |
| | Urban | 11 | | | | |

The analysis of data indicates that the critical value of moderate perspective is 2.08, which is not significant at .05 level but significant at .01 level. Thus, it leads to the rejection of the null hypothesis. So, there is a significant difference between rural and urban primary school teachers in moderate opinion regarding the effects of gunotsav programme. Where urban (27%) teachers possess higher moderate perspective than rural (15%) primary school teachers.

The critical value of positive perspective is 1.35 and negative perspective is 0.64, which is not significant in both the level of significance. Thus, it leads to the acceptance of

Analysis & Interpretation

Objective 1: To study the opinions of primary school teachers about the effects of Gunotsav Programme.

Table 1: Showing the numbers of teacher’s regarding their perspectives about the effects of Gunotsav programme

| Perspectives | Number of Teachers | Percentage |
|--------------|--------------------|------------|
| Positive | 133 | 66.5 |
| Moderate | 42 | 21 |
| Negative | 25 | 12.5 |

The above table shows the number of teachers and their positive, moderate and negative perspective is 133, 42 and 25 respectively. So, it has been found that highest number of teachers that is 66.5% responded positively regarding the effects of this programme. 21% moderate and 12.5% of respondents had given negative opinion regarding the effects of this programme. The result shows that highest number of teachers had given positive opinion regarding the effects of Gunotsav programme.

Objective 2: To study the difference in opinions between rural and urban primary school teachers regarding the effects of Gunotsav programme.

Ho1- There exists no significant difference in opinions between rural and urban primary school teachers regarding the effects of Gunotsav Programme.

the null hypothesis. So, there exists no significant difference between rural and urban primary school teachers in positive and negative perspective regarding the effects of gunotsav programme.

Objective 3: To study the difference in opinions between lower and upper primary school teachers regarding the effects of Gunotsav programme.

Ho2. There exists no significant difference in opinions between lower and upper primary school teachers regarding the effects of Gunotsav programme.

Table 3: Showing the percentages, Standard deviation and Critical Ratio of lower and upper primary school teachers on their perspectives

| Perspectives | Level | Percentages | SD | CR | .05 level of significance | .01 level of significance |
|--------------|-------|-------------|------|------|---------------------------|---------------------------|
| Positive | Lower | 73 | 6.67 | 1.95 | NS | NS |
| | Upper | 60 | | | | |
| Moderate | Lower | 17 | 5.76 | 1.39 | NS | NS |
| | Upper | 25 | | | | |
| Negative | Lower | 10 | 4.68 | 1.07 | NS | NS |
| | Upper | 15 | | | | |

The analysis of data shows that the critical ratio of positive, moderate and negative is 1.95, 1.39 and 1.07 respectively, which is not significant in both the level of significance. Thus, it leads to acceptance of the null hypothesis.

So, there exists no significant difference in opinions between lower and upper primary school teachers regarding the effects of gunotsav programme.

Findings of the Study

- The present study found that highest number of primary school teachers that is 133 out of 200 had given positive and 42 had given moderate opinion regarding the effects of gunotsav programme. Very few respondents that is 25 had given negative opinion.
- No significant difference is found between the rural and urban primary school teachers in positive and negative perspective regarding the effects of this programme. But a significant difference is found between rural and urban primary school teachers in their moderate perspective. Where urban (27%) primary school teachers possess higher moderate perspective than rural (15%) primary school teachers.
- No significant difference is found in opinion between lower and upper primary school teachers regarding the effects of gunotsav programme.
- Majority of the respondents agreed that school environment has improved, cooperation among teachers become more strong, better learning outcome of the students, strengthening community participation, dropout ratio is comparatively decreased, better functioning of schools, teachers as well as students become more active, overall quality of primary education is improving by this programme.
- It has been observed that after implementation of Gunotsav programme in the primary schools of Assam several changes have been made. So, it seems as a beneficial initiative taken by the govt. of Assam for the betterment of primary education system.

Discussion

Present study found that from teachers' perspective gunotsav programme has a positive effect as the majority of teachers possess positive and moderate perspective, a very few respondents had given negative opinion regarding the effects of gunotsav programme. (Dave, 2021) ^[4] found that teachers happily accept gunotsav programme. According to the opinions of teachers, the quality of education can be improved by this programme. (Vahora, 2022) ^[14] also revealed that the quality of education has improving due to gunotsav programme, teachers are pleased with the monitoring and assessment process of this programme without disturbing the school programme. The present study it is found that most of the teachers had given positive (66.5%) and moderate (21%) opinion regarding the effects of gunotsav programme. And only few teachers had given negative (12.5%) opinion about the effectiveness of this programme. (Trivedi, 2015) ^[13] also revealed that the main objectives of this program is to test the level of teacher's awareness towards education, educational capacity of students, quality of education and solve grievances, which is proved successful. (Prajapati& Jadeja, 2019) ^[10] also found that gunotsav is an effective programme. (Handique Konwar, 2022) ^[8] found that gunotsav programme has a positive impact on the following aspects-active participation of the community members, developing awareness amongst stakeholders, increased attendance, increasing enrolment ratio, better learning outcome of the students and schools are trying to meet the learning gaps. (Borthakur& Kakati, 2019) ^[2] found that the gunotsav programme has positively affected elementary education system of Assam in numerous ways, including increasing teacher and student attendance, creating creative teaching-

learning resources, enhancing community involvement, increasing departmental convergence, improving the database of students and teachers, fostering a positive attitude among the community and parents toward the government school system, and encouraging children to transfer from private to public schools etc. The present study also found that the majority of respondents agreed that the school environment has improved, cooperation among teachers become more strong, better learning outcome of the students, strengthening community participation, dropout ratio is comparatively decreased, better functioning of schools, teachers as well as students become more active, overall quality of primary education is improving by this programme.

(Maheriya, 2021) ^[9] revealed a significant difference between opinions of teachers teaching in lower and upper primary section about gunotsav programme. There was no significant difference found in the current study between lower and upper primary school teachers positive, moderate and negative perspective regarding the effects of gunotsav programme which contradicts the result of (Maheriya, 2021) ^[9].

According to an earlier investigation, primary school teachers in rural and urban areas had significantly different perspectives on the Gunotsav program (Maheriya, 2021) ^[9]. The current study found no significant difference between rural and urban primary school teachers in terms of positive and negative perspectives, but it did find a significant difference between urban and rural in moderate perspectives regarding the effects of this programme. Urban (27%) primary school teachers possess higher moderate perspective than rural (15%) primary school teachers regarding the effectiveness of this programme.

Conclusion

Gunotsav is one of the great initiative taken by the government of Assam which serves as a significant effort to uplift the quality of school education in the state. It has been instrumental in identifying the learning gaps and providing actionable guidance for betterment. Overall, Gunotsav plays a pivotal role in enhancing quality school education in Assam, but its success depends on effective execution of the programme and sustained support from all the stakeholders. Since primary school teachers are major program stakeholders, an attempt has been made to investigate their opinion regarding the program's efficacy in the present study.

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