



## Ensuring Quality Elementary Education in Assam through GUNOTSAV – a qualitative initiative

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Section 29 of the RTE Act, 2009 mandates that every child irrespective of caste, colour, creed, sex and religion in India aged 6 to 14 years has the constitutional right to receive quality, inclusive and child friendly education. In view of the importance of achieving learning outcome by each child and also to achieve quality elementary education, State Government of Assam has implemented 'GUNOTSAV- a qualitative initiative' from the academic year 2017.

GUNOTSAV is a qualitative improvement programme in Primary and Secondary education which includes learning outcome of children as well as Co- scholastic activities, Proper utilisation of resources and community participation as a whole.

In this paper an attempt has been made to analyse about the impact factor of "the Round-I GUNOTSAV" which was conducted in the Primary School of Assam in academic year 2017.

**Keywords:** Elementary Education, Quality education and Gunotsav

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### I. Introduction:

Elementary education is the first and foremost important stage of formal education system in India as it is the foundation of all level of education. Section 29 of the RTE Act, 2009 mandates that every child irrespective of caste, colour, creed, sex and religion in India aged 6 to 14 years has the constitutional right to receive quality, inclusive and child friendly education. In view of the promoting education in NE India, the following steps has been taken in all states of NE Region i.e. Strengthening of Teachers Training Institutions, National Programme of Mid-day Meals in schools, Sarva Shiksha Abhiyan ( SSA), Rashtriya Madhyamik Shiksha Abhiyan ( RMSA) etc.

Moreover, NPE, 1986 has also stated that CCE should include both scholastic and non-scholastic aspect. The National Curriculum Framework, 2005 (NCF-2005) proposed on examination reform to reduce stress on children and make evaluation comprehensive and regular.

In view of the importance of achieving learning outcome by each child and also to achieve quality elementary education, State Government of Assam has implemented 'GUNOTSAV- a qualitative initiative' from the academic year 2017. The main objectives of Gunotsav are as follows:

- (i) To assess each child as mandated under CCE to identify learning gaps.
- (ii) To ensure learning enhancement and achievement of learning outcome by all children at Elementary level.
- (iii) To assess the performance of school curriculum, co-curricular activities, availability and utilisation of proper resources, community participation.
- (iv) To indicate learning gaps and to design effective strategies to meet up these gaps.
- (v) To ensure greater participation of all stakeholder starting from teachers, students, administrators, communities and enhance accountability among them for quality education.
- (vi) To support the school and education system to improve the quality of education and ensure better functioning of school.

### 1.0.1 Features of Gunotsav

GUNOTSAV is a qualitative improvement programme in Primary and Secondary education. The main features of this programme can be enumerated as follows:

#### i. Process of Evaluation

Evaluation will be done in respect of four areas i.e.

##### (a) Scholastic-

The skill/ subjects of Scholastic Evaluation are as follows:

	Level	Class	Skill/Subject
Scholastic	Lower Primary	2 to 5	<i>Skill</i> – Reading & Writing ( Language – I & II) and Numeracy
	Upper Primary	6 to 8	<i>Skill</i> – Reading & Writing ( Language – I & II) and Numeracy Subjects – Language – I,II & III, Maths, Science & Social Science
	Secondary	9	Skill – Reading & Writing ( In Medium of Instruction of the School & English) and Basic Mathematical Operations Subjects – MIL, English, Maths, Science & Social Science for Dima Hasao & Karbi Anglong districts MIL, English (MIL 50% & either Assamese / Bodo/Bengali/Santhali/Manipuri/Hindi), Maths, Science & Social Science).

##### (b) Co- Scholastic-

Co-Scholastic activities play a significant role in all round development of the child. The assessment of Co-Scholastic aspect has been done in the following activities viz Morning Assembly, Singing of Jatiya Sangeet, Record Keeping, Learning Outcome, Sports, Music, Art, Health and Physical education, Resource Mobilisation, Student Parliament, Availability and use of teaching learning material, Innovative Practices, Personal & Social skill of children.

##### (c) Availability and Utilisation of School Infrastructure and other facilities

It includes the following aspects viz. Toilets Facilities, Safe drinking Water facility, Classroom, Safety & Security, use of facilities like electricity, computer, TV etc, Preparedness for Disaster Management, Mid Day Meal.

##### (d) Community Participation

To create a good relationship between school and community, community participation in school is utmost important. The contribution of community both in respect of human and material resources facilities teaching learning process as well as overall school functioning. For assessment on the area of Community Participation, the following activities are to be noted viz. Participation of SMC/SMDC in school activities, SMC/SMDC meeting, Monitoring of school functioning by SMC/SMDC, Social Audit, Swachh Vidyalaya, Community contribution, Teaching Learning Process.

ii. **The type evaluation** is two types i.e. Self Evaluation and External Evaluation. Self evaluation will be done by school in the presence of SMC/SMDC members. On the other hand, External evaluation will be done in the presence of External Evaluator.

iii. The area wise % and range of **grading** : Gunotsav 1<sup>st</sup> & 2<sup>nd</sup> Round are as follows:

##### (a)

Sl.No	Area	% of 1 <sup>st</sup> Round	% of 2 <sup>nd</sup> Round
1	Scholastic	60%	85%
2	Co- Scholastic	20%	5%
3	Availability and use of infrastructure facilities	10%	5%
4	Community Participation	10%	5%

##### (b)

RANGE OF GRADING – 1 <sup>ST</sup> & 2 <sup>ND</sup>			
Sl.No	Grade	Scores ( in %) - 1 <sup>ST</sup> Round	Scores ( in %) - 2 <sup>ND</sup> Round
1	A <sup>+</sup>	87 and Above	86.5 and Above
2	A	74 to 86	73.5 to 86.4
3	B	61 to 73	60.5 to 73.4
4	C	48 to 60	48.5 to 60.4
5	D	Below 48	Below 48.5

It may be mentioned that Gunotsav originally a Gujarat Government initiative was developed by Chief Minister of Government of Assam on April, 2017. It was established in 2001 by the Government of Gujarat. In Assam, at first phase of 1<sup>st</sup> Round Gunotsav, it was covered by eight districts, at Second phase twelve, at third phase thirteen and all total 33 districts of state has been successfully conducted.

### 1.1 Study Area

North East India is the eastern most region of India which consists of seven sister states namely Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and the Himalaya state of Sikkim.

Assam is situated in the Himalaya foothills, the land of blue hills and red rivers with the area of 78,438 square kilometers and it represents 2.39 percent of the total land area of the country. Assam is surrounded by international boundaries extending up to nearly 3200 km. The mighty river Brahmaputra flows through it, serving as a lifeline for its people Settled on both of its bank. The State, being T – shaped, is situated in the heart of the north – east corner of Indian subcontinent. Assam is surrounded by Bhutan and Arunachal Pradesh on the North; Nagaland, Manipur and Arunachal Pradesh on the east; Meghalaya, Mizoram and Tripura on the South; and Bangladesh, Meghalaya and West Bengal on the West. The total population according to 2011 census is 3, 12, 05,576, comprising 1, 59, 39,443 male, and 1, 52, and 66,133 female. Only 6.85 percent of state’s population comprises schedule caste. Schedule tribe formed 12.41 percent of total population. About 86 percent of the population dwells in rural areas whereas 14 percent lives in urban areas. As per 2011 census the literacy rate of Assam has reached 73.18 (78.81 male and 67.27 female). The literacy rate of Assam is slightly below the national average of 74.04. At present, there are 33 districts in Assam.

## 1.2 Rational of the Study

Though it has been trying to address the issues related to access and retention, several challenges continue to affect student learning outcomes in the state including lack of physical resources i.e. lack of classroom, lack of teachers common room, lack of playground, lack of boundary wall, lack of water facilities, lack of electricity. Moreover poor attendance of teachers in the school, poor performance management, lack of trained teacher, factors contributing to girl’s exclusion from education include ignorance of parents, social and parochial attitude to girl’s education, poverty etc. These factors have badly affected the quality of education in the state.

Therefore, in this paper an attempt has been made to analyze about the impact factor of “the Round-I GUNOTSAV” which was conducted in the Primary School of Assam in Academic Year 2017”.

## Need of Gunotsav in Assam

- The NPE, 1986 has also stated that Continuous and Comprehensive Evaluation should incorporate both Scholastic and Non – Scholastic aspect of evaluation.
- The NCF 2005, proposed examination reforms to reduce stress on children and make evaluation comprehensive and regular.

## 1.3 Objectives of the Study:

The main objectives of the present study are as follows:

1. To analyse the present status of elementary education in Assam after implementing the programme of Gunotsav.
2. To see the impact of Gunotsav in qualitative improvement of elementary education.
3. To see the issues of elementary education after implementing the programme of Gunotsav.

## 1.2 Methodology:

The methodology included both primary and secondary data. Primary data has been collected through observation and inspection of some selected primary school of Lakhimpur district of Assam. Secondary data has been collected from different Governments reports, websites, ASER Report, Census 2011 etc.

## 1.3 Analysis of Findings:

1. District wise status of Coverage in Gunotsav ( Round – I) 2017

**Table: 1**

ASSAM					
District	Total School Evaluated	Target Children	Children Appeared	% of Children	Phase
Barpeta, Chirang, Dibrugarh, HailaKandi, Kamrup ( M), West Karbi Anglong, Lakhimpur, Morigaon,	12,286	911588	715930	79	I
Bongaigaon, Cachar, Charaideo, Dima Hasao, Jorhat, Kamrup, Karbi Anglong, Kokrajhar, Nagaon, Sibsagar, Tinsukia, Udalguri	18811	1219940	1120960	92%	II
Baksa, Biswanath, Darrang, Dhemaji, Dhuburi, Goalpara, Golaghat, Hojai, Karimganj, Majuli, Nalbari, Sonitpur, South Salmara - ManKachar	17869	1256431	1174995	94%	III
Total	48966	3387959	3011885	89%	

**Source: General Guideline for Gunotsav (Round II) – 2018, Assam**

The above table shows that the total no of school evaluated in the Gunotsav (Round – I) is 48,966. The total no. of Target Children is 3387959 and Children Appeared is 3011885. Overall percentage of children is 89% in all 3 Phases.

**Table: 2**

Achievement in Gunotsav Round –I, 2017								
GRADE	Phase - I		Phase - II		Phase – III		Total School All 3 Phases	Overall %
	Number of Elementary School	% of Schools	Number of Elementary School	% of Schools	Number of Elementary School	% of Schools		
A <sup>+</sup>	777	6%	1672	9%	3575	20%	6024	12%
A	2323	19%	5480	29%	7063	40%	14866	30%
B	3106	25%	6047	32%	4903	27%	14056	29%
C	3302	27%	3638	19%	1808	10%	8748	18%
D	2778	23%	1974	10%	520	3%	5272	11%
All Grades	12286		18811		17869			
% of School Covered	25.09%		38.42%		36.49%			

**Source: General Guideline for Gunotsav (Round II) – 2018, Assam**

The Table No. 2 shows that overall 12% of school has been secured A<sup>+</sup> Grade, 30% of school has been secured A Grade, 29% of school has been secured B Grade, 18% of school has been secured C Grade, and 11% of school has been secured D Grade. From the above table, it can be observed that the highest Grade obtained by the school is A, followed by B and then A<sup>+</sup> Grade and last one is D. Therefore it can be concluded that the overall quality of elementary level of school in Assam is average or good.

**2. Impact of Gunotsav in qualitative improvement of elementary education in Assam**

After implementing the programme of Gunotsav in qualitative improvement of elementary education in Assam, the following positive impact has been found out:

- i. Active participation of community in school activities.
- ii. Developing awareness amongst teachers, students, parents, community and other stakeholders towards better function of the elementary school.
- iii. Developing positive feeling amongst community and parents towards government school.
- iv. Increase in enrolment ratio and attendance of students in elementary education.
- v. Increase in attendance of teachers.
- vi. Enhancement of learning outcome of children through Remedial Teaching Programme.
- vii. Gaps of infrastructure in case of additional classroom, toilet facilities, partition wall between classrooms, Desk - Bench & electrification in school have been examined and tried to meet the gap.
- viii. For ensuring quality education from Pre-Primary to Secondary level of education, the recent Integrated Scheme of School Education has been emphasising in to unite the education from -Primary to Secondary level of education under one umbrella of Samaga Siksha Abhiyan.

**3. Issues of Elementary Education after implementing the programme of Gunotsav**

- Recommendation of External Evaluator in case of learning outcome of the students, regarding availability of school infrastructure have been analysed and steps have been taken by SSA to meet up this gaps.
- But one of the issues has been raised in the second round Gunotsav which was held on 31<sup>st</sup> October and 1<sup>st</sup> & 2<sup>nd</sup> November’2018 i.e. the problem of Amalgamation where teachers showed no co-operation and tried to avoid this programme.

**1.4 Conclusion:**

As we know that the child is today and citizen of tomorrow. Therefore, utmost important should be given on qualitative improvement of elementary education not only in Assam but other state of country. The Article 45 of the Indian Constitution has laid down the provision for making available opportunities for free and compulsory primary education for all children up to the age of fourteen years within a period of ten years from the adaptation of the constitution. But it has been seen that this constitutional directive has remained unfulfilled till now. As per U-DISE data 2015-16, the dropout rate at Upper Primary level is 15.4% and at Upper Primary level 10.5% and the percentage of out of school is 1.91%.

So, these indicators shown to take special care for improving quality of education at Elementary Education and also enhancing learning outcome of students and reduce the dropout rate of school going

children. In this sense, we can say that “Gunotsav” is one of the most important programmes for ensuring quality education at elementary education. It will help to better management of school organisation.

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