

Quality of Education in Government Primary Schools: A Case of Sikkim

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ABSTRACT: Education is an important as this because education gives people knowledge and skills they require.. Education is the most vital input for the growth and prosperity of the Nation. It provides strength and resilience to enable people to respond to the changing needs of the hour and it is the backbone of all nations. Quality as per educationists is the ability to meet the required purpose for which the service is offered. Quality education cannot be limited to four or five aspects. The quality education is to ensure overall development of the child to make self-reliant and a responsible member of society. The main purpose of the study is to examine the infrastructural and instructional facilities in government primary school. In present study descriptive survey method was used. The population of the study was all the 120 primary government schools out of these ten schools were taken for the present study as a sample by employing simple random sampling. Data was collected with the help of observation sheet and interview schedule and data was analysis and interpreted by using descriptive statistics such as percentage and graph. The study reveals that quality education in government primary schools were found unsatisfactory.

Keywords: Quality Education, Government Primary School, Sikkim.

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I. INTRODUCTION

Education means acquiring knowledge by learning. Education is an important as this because education gives people knowledge and skills they require. Education is important to people of all ages and it has no limits. Education is the most vital input for the growth and prosperity of the Nation. It provides strength and resilience to enable people to respond to the changing needs of the hour and it is the backbone of all nations. The success of Sarva Shiksha Abhiyan has laid a strong foundation for elementary education in India.(Mete&Patra,2017). In India, promoting quality education has been the focus of almost all the committees constitutes at different stages of the development of the Indian higher education system. Among the various national consultations, discussions and recommendations that gave a direction and focus to our development strategies after independence, the National Policies on Education (NPE) and the constitutional amendment of 1976 have played a major role. The NPE of 1968 marked a significant step by stressing on the need for a radical reconstruction of the education system, to improve its quality at all stages. Since the adoption of the 1968 policy, there has been a considerable expansion in educational facilities all over the country and at all levels. The NPE 1986 was greatly influenced by the inclusion of education in the Concurrent List (by a constitutional amendment) so that central government could have a meaningful role to ensure quality of education. Consequently, the policy document and its program of action evolved a serious of strategic plans to focus on the quality of education. (Stella, 2001). Quality can be defined in different terms. In the field of education, when we focus on students it's may be the facilities provided to them, when concerned with teachers it is the teaching-learning process, when we look at management or parents then it is the grade achieved and when concerned with prospective employer it is the nature of the output.

1.1 Education in Sikkim: A Brief History

Sikkim, a small Himalayan kingdom till 1975, land locked by Nepal in the west, Tibet in the north, Bhutan in the northeast and Darjeeling in the south had been a relatively close entity within the Indian subcontinent. Sikkim has official languages: Nepali, Newari, Rai, Gurung, Mager, Sunwar and English. English is thought in school and used in government. Education in Sikkim for the most of the 17th century was religion based monastic education. Buddhist literature was read both at home and in the monastic schools. They imparted religious education for the preparation of young monks to priesthood. The modern education was started from 1880 by Christian Missionaries and the first primary schools seems to be those started by Finnish

Missionaries started three primary school in Sikkim located Sang, Khamdong and Mangan in 1880. Four years later Scottish Missionaries started primary school at Rhenock, Sadam, Soreng and Turuk. Four years later Scottish Missionaries started primary school at Rhenock, Sadam, Soreng and Turuk. Gradually the school education was increasing by the support of Christian missionaries. The first government school to be established in Sikkim was the Bhutia Boarding School (1906). In 1907, the second government school namely, Nepali Boarding School was started in the present day Lal Bazar area. The government amalgamated the Bhutia and Nepali Boarding Schools into what it is known today as the Sir Tashi Namgyal Academy in the year 1924. Sikkim as of 1920 had only 21 schools out of which 6 were government schools, 13 missionary schools and 2 of the schools were under the landlords. The number of schools continued to increase over the years and by 1961 i.e. by the end of the First Five Year Plan period the number of schools in Sikkim had risen to 182 registering an increase of 107 percent as the number in 1954 when there were only 88 schools.

Sikkim has four distinct stages in school education. These are the primary (I-V), upper primary or middle, commonly known as junior high (VI-VIII), secondary (IX-X) and senior secondary (XI-XII) stages. Prior to the primary stage, there is the preprimary stage. From the beginning of the primary stage, English is taught as the first language, beside this there are many State languages, namely, Lepcha, Bhutia, Nepali, Limboo, Gurung, Rai, and Niwari is taught as a second language. However, Hindi is taught as a third language in these classes. At the secondary level, English is taught as the first language and the student can offer any of the State languages or Hindi as the second language (Annual Report, 2003-04).

1.2 Right to Education Act, 2009:

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. Right to Education Act, 2009 was implemented from 10 April 2010 and this act include seven chapters. Chapter-I (Preliminary) deals with definitions of the term used in this act, chapter-II deals with Right to free and compulsory education, chapter-III deals with duties of appropriate government, local authority and parents, chapter-IV deals with responsibilities of schools and teachers, chapter-V deals with curriculum and completion of elementary education, chapter-VI deals with protection of right of children and Chapter-VII deals with miscellaneous.

II. CRITICAL VIEW OF THE RESEARCHES:

In order to find out the research gap and emerging issues in the field of quality education researcher reviewed many studies. On the basis of the analysis of the studies conducted by taking different dimension and it was observed that most of the studies were conducted in primary schools (Ahmed, 2013; Grover and Singh, 2002; Jalan and Panda, 1998; Hassan, 1992; Dunakhe, 1984; Bose, Banerjee & Mukhejee, 1972). The study conducted by (Muhammad, 2008; Grover and Singh, 2002; Adhikari, 2001; Dunakhe, 1984) taking input dimension in their study and they were found majority of the primary schools lack their own school buildings, shortage of classroom, and students sit in the floor due to absence of desk and benches facilities for the students. Most of the school do not have separate toilets for girls and boys. As per the obtained data due to the scarcity of safe drinking water students were facing different kinds of problems. Quite a good number of studies (Grover and Singh, 2002; Jalan and Panda, 1998; Hassan, 1992; Dunakhe, 1984) revealed that majority of the schools do not have games and sports equipments, teaching aids and separate room for library. It was also observed that there is not a single study in quality education was conducted in Sikkim.

On the basis of overall observation helps the researcher to select the topic for the study and the present study attempts to examine 'Quality of Education in Government Primary Schools: A Case of Sikkim'.

Title of the Study:

The problem in the present study may precisely be stated as: 'Quality of Education in Government Primary Schools: A Case of Sikkim'

Objectives of the Study:

The present study aimed to attain the following objectives:

- i. To examine the condition of existing physical infrastructural facilities in the school.
- ii. To find out the existing instructional facilities, library teaching/learning equipment, play materials, games, sports, equipment available in the school in the school.

Research Questions of the Study:

- i. What is the condition of existing physical infrastructural facilities in the school?
- ii. What is the status of instructional facilities, library teaching/learning equipment, play materials, games, sports, equipment available in the school?

Delimitation of the Study:

- i. The present study is delimited to south district of Sikkim only.
- ii. The present study is delimited to sample of ten government schools only.
- iii. The present study is delimited to primary level only.

III. Design of the study:

In present study descriptive survey method was used. Descriptive survey investigates phenomena in their natural setting. Their purpose is both immediate and raze. They constitute primitive types of research and do not aspire to develop an organised body of scientific laws. Such studies, however, provide information useful to the solution of local problem and not times provide data to form the basis of research of more fundamental nature. Descriptive research differs from others type of research in purpose and scope.

3.1. Population:

The population is an entire mass of observation from where sample is drawn. In the present study, the population comprises total 120 primary schools of South Sikkim.

3.2. Sample of the study:

Sample is the representative unit that is selected from the population. A good sample must be true representative of their entire population. In present study sample comprises ten primary schools.

3.3. Sampling Technique:

In the present study, simple random sampling technique was used.

3.4 Tools Used:

I as the researcher developed following tools to collect the required information in conformity with the objectives of the study.

- a) Observation Sheet
- b) Interview Schedule for the Headmaster

3.5. Statistical Measures Used:

In the present study, descriptive statistics such as percentage and graphical presentation was used for analysis and interpretation of the data.

IV. RESULTS AND DISCUSSION:

The chapter deals with the analysis and interpretation of the data. The data collected from various sources through the use of different tools and techniques was interpreted objective wise.

4.1. Objectives wise analysis and interpretation:

4.1.1 Objective 1: To examine the condition of existing physical infrastructural facilities in the school.

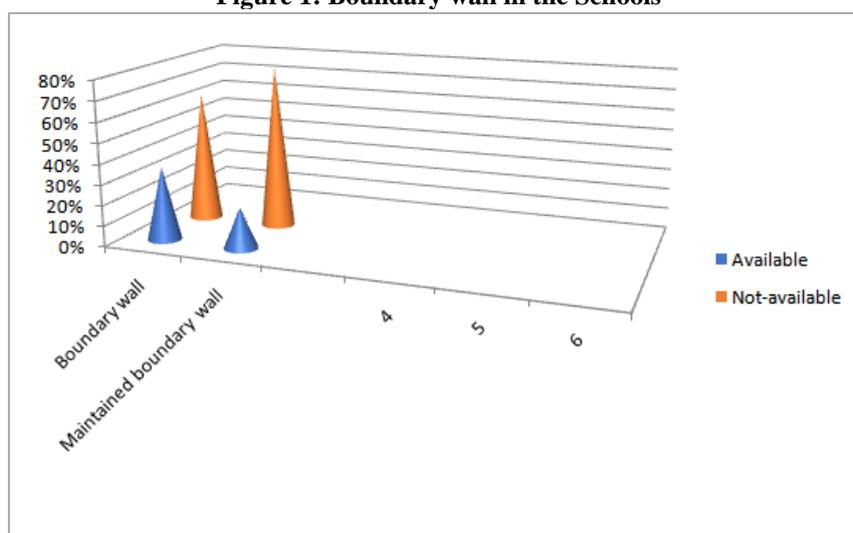
In order to attain objectives no.1, the investigator personally observed the infrastructure facilities available in the schools under study. Details of the available infrastructure in the schools are presented in Table 1. According to the data presented in Table 1 As far as approach road is concerned, 40% schools have approach road and 60% of the schools do not have approach road. Data shows that 50% of school have Boundary wall whereas 50% of schools do not have proper Boundary wall. Data shows that out of 20% of primary schools have maintained the boundary wall and more than half of the schools (i.e., 60%) do not properly maintain the boundary wall. As per the RTE Act, every school must have head masters room cum office room and store room. And the results show that 40% primary schools they have headmaster cum office room and 60% primary schools do not have Headmaster cum office room and 14% of primary schools have store room and 86% of schools do not have store room. As per the obtained data 28% of primary schools have drinking water facilities for children and 72% didn't have and 12% primary schools have adequate drinking water whereas 88% didn't have. The data shows that only 7% of primary schools have drinking water clean and safe for children. It was

found that 100% of primary schools have midday meal facilities for children. As per the RTE Act, every school needs to have playground for the children. The data shows that 50% of primary schools have playground for children whereas 50% primary schools do not have proper playground for children. As per the obtained data 100% primary schools have blackboard for classroom and all the blackboard of primary schools were in proper condition for classroom. It was found that 100% of primary schools have desk and benches in the classroom for the children and all the primary schools have chair, table in the classroom for the teacher. 48% primary schools have electricity connection in their school and 52% of primary schools do not have electricity connection. Data shows that 36% primary schools will pay electricity bill and 64% of primary schools will not pay electricity bill. The data shows that 50% primary schools have separate toilet for boys and 50% of primary schools do not have separate toilet for boys. As per the obtained data 50% of primary schools have separate toilet for girls and 50% of primary schools do not have separate toilet for girls. 50% primary schools have toilet in working condition and 50% primary schools toilet do not proper in working condition. 10% primary schools have toilet clean and 90% primary schools do not have toilet clean. The data shows that all the primary schools have pucca school building.

Table 1 Infrastructural Facility in the School

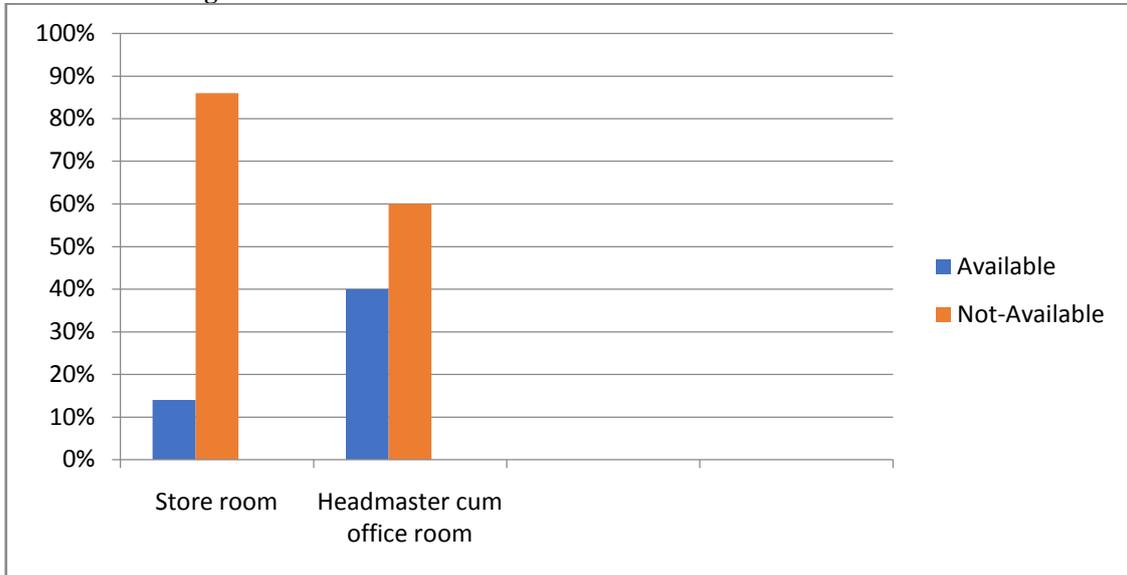
Sl.No	Items	Yes	No
1.	School building pucca	100%	00
2.	Boundary wall	36%	64%
3.	Maintained boundary wall	20%	80%
4.	Store room	14%	86%
5.	Separate room for Headmaster cum office room	40%	60%
6.	Drinking water	28%	72%
7.	Adequate drinking water	12%	88%
8.	Drinking water clean and safe	07%	93%
9.	Midday meal kitchen	100%	00
10.	Playground	50%	50%
11.	Blackboard	100%	00
12.	Blackboard condition	100%	000%
13.	Sit on the floor	00%	100%
14.	Desk and benches	100%	00
15.	Chair for the teacher	100%	00
16.	Table for the teacher	100%	00
17.	Electricity	48%	52%
18.	Electricity bill paid	36%	64%
19.	Separate toilet for boys	50%	50%
20.	Separate toilet for girls	50%	50%
21.	Toilet are working condition	38%	62%
22.	Toilet clean	8%	92%
23.	Approach road to the school	40%	60%

Figure 1: Boundary wall in the Schools



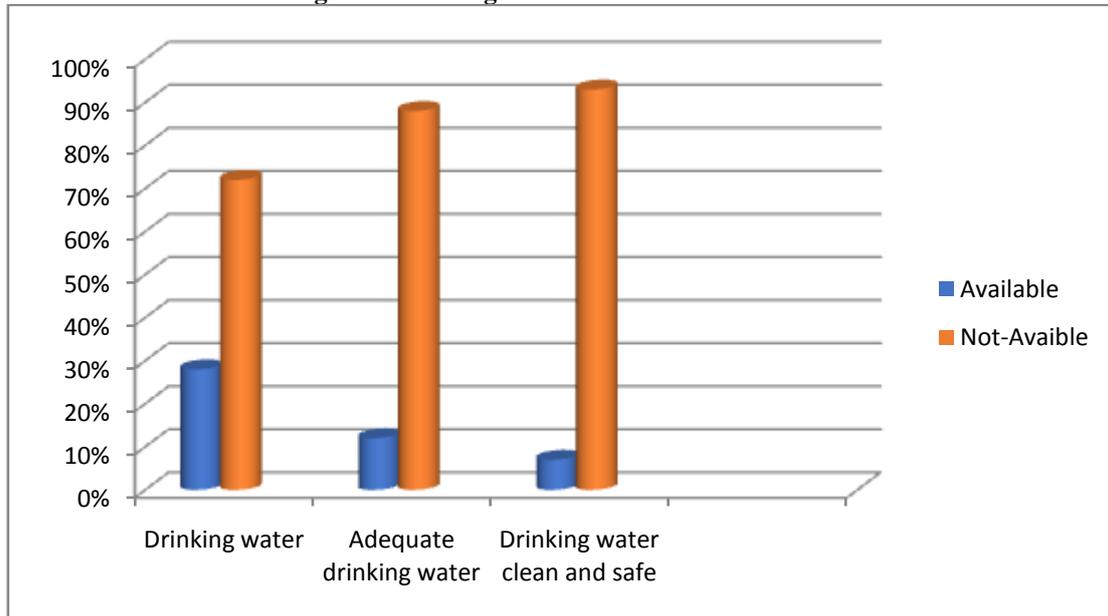
Above figure shows that 50% of primary schools have boundary wall whereas 50% of primary schools do not have proper boundary wall. It also shows that 20% primary schools have maintained the boundary wall and 60% school do not properly maintain the boundary wall.

Figure 2 Headmaster cum office room and store room in the schools



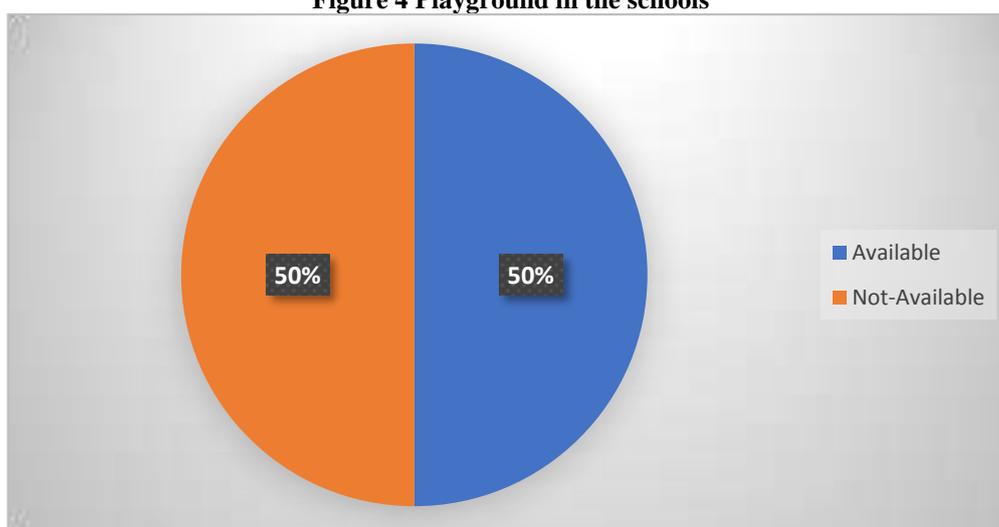
In above diagram, 40% of primary schools they have separate room for Headmaster cum office room and 60% of school do not have separate room for Headmaster cum office room. It also shows that 14% of primary schools have store room and 86% of school do not have store room.

Figure 3 Drinking water facilities in the schools



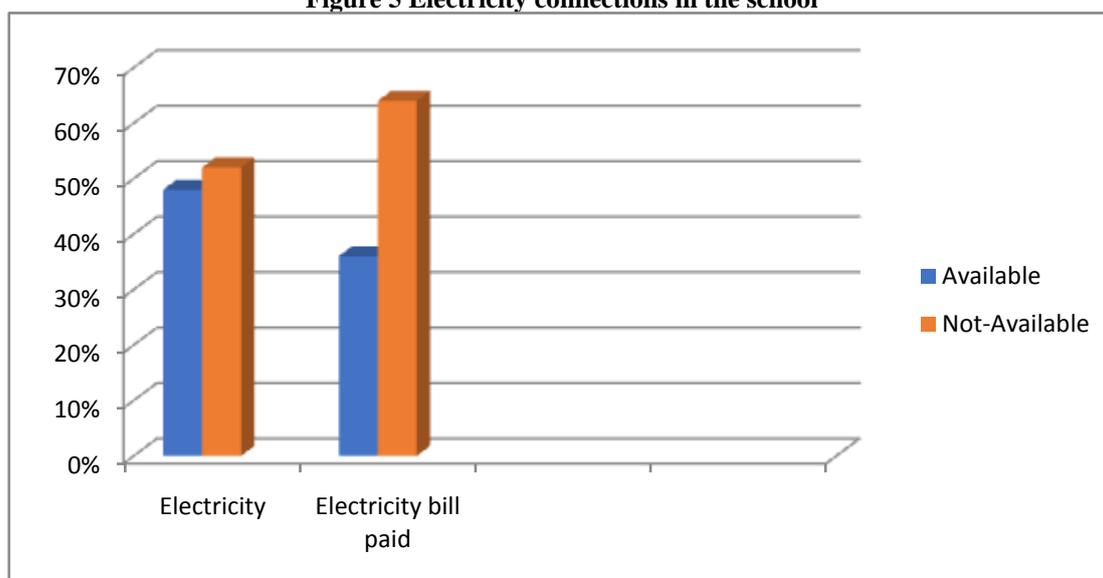
In above diagram, 28% of primary schools have drinking water facilities for children and 72% didn't have and 12% primary schools have adequate drinking water whereas 88% didn't have. It also shows that only 7% of primary schools have drinking water clean and safe for children.

Figure 4 Playground in the schools



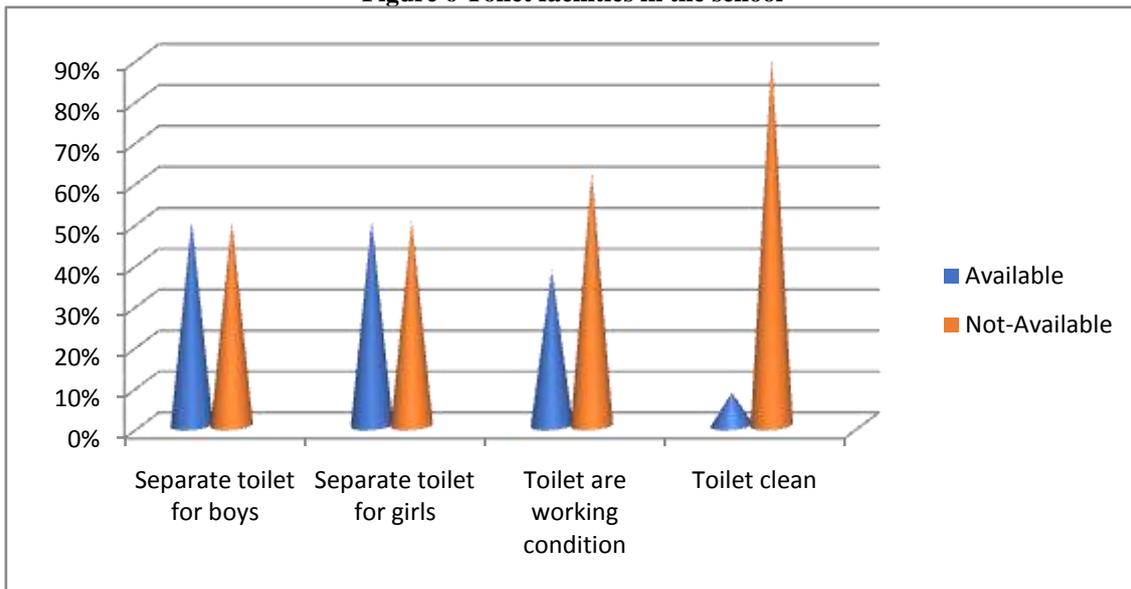
In above diagram, 50% of primary schools have playground for children as well as same percentage of school do not have proper playground for children.

Figure 5 Electricity connections in the school



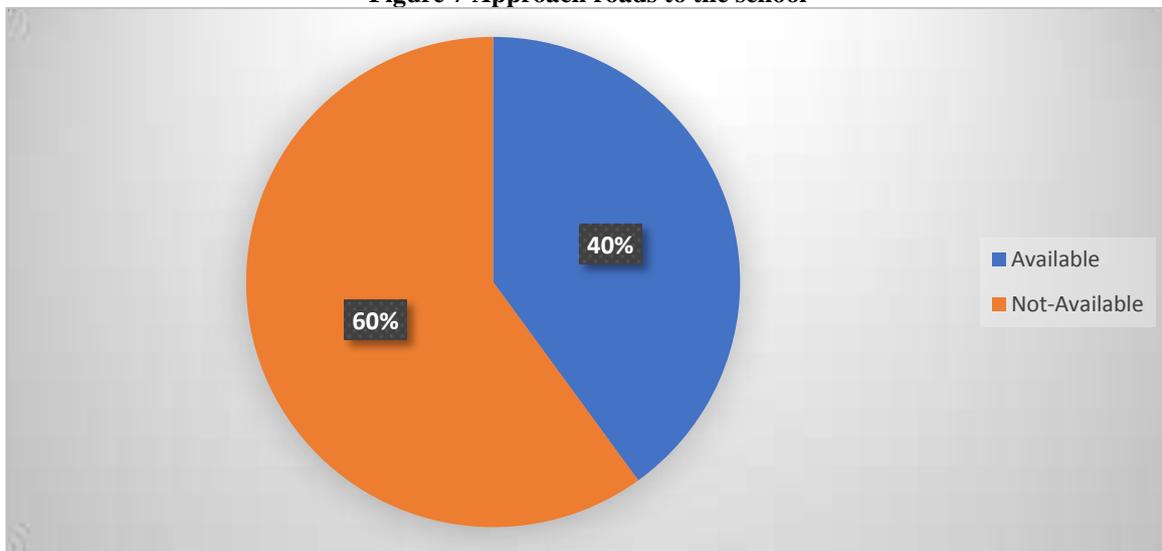
In above diagram, 48% primary schools have electricity connection in their school and 52% school do not have electricity connection but only 36% of primary schools will pay electricity bill and 64% school will not pay electricity bill

Figure 6 Toilet facilities in the school



In above diagram, 50% of primary schools have separate toilet for boys and 50% of school do not have separate toilet for boys. Similarly 50% of primary schools have separate toilet for girls and 50% of school do not have separate toilet for girls. It also shows that 38% primary schools have toilet in working condition and 62% school toilet do not proper in working condition and only 8% primary schools have toilet clean and 92% school do not have toilet clean.

Figure 7 Approach roads to the school



In above diagram, 40% of primary schools have connection the road to the school whereas 60% of schools do not have approach road to the school.

4.1.2 Objective 2. To find out the existing instructional facilities such as library, teaching/learning equipment, play materials, games, sports, equipment available in the school in the school.

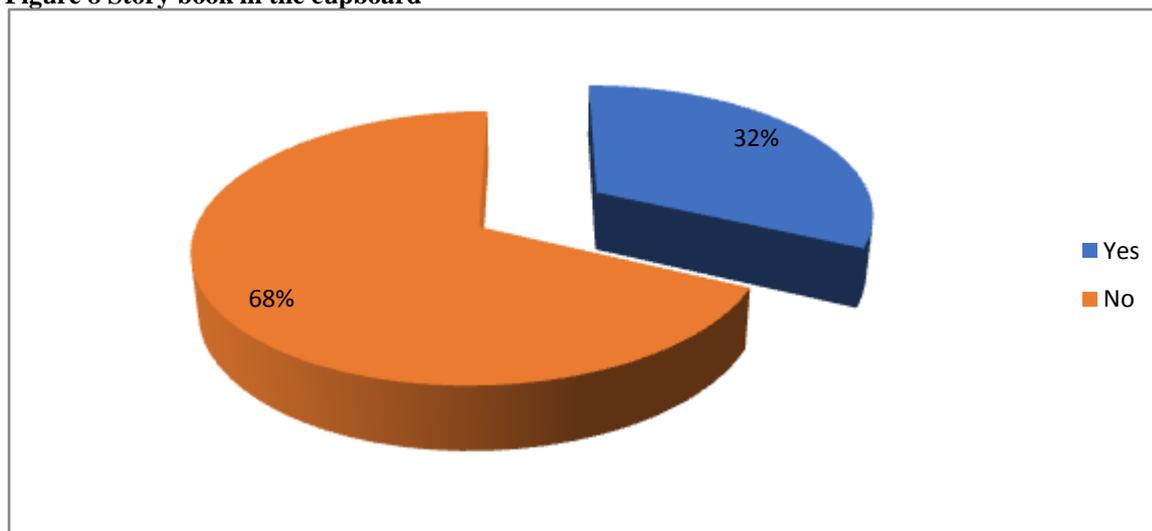
In order to attain objectives no.2, the investigator personally met the headmaster/headmistress and conducts the interview with the help of Interview Schedule of Instructional facilities. As per the obtained data not a single government primary schools have separate room for library but in headmaster/headmistress's room there is cupboard where few books were kept which was provided by government. It was also found that all the students have books in the entire subject because state government provided books and notebook to all the primary children free of cost and books were sufficient for them. The data shows that 32% of primary schools have story books and they said that this is specially meant for children but there is no any record that this story books were given to the students as well as 68% of primary schools do not have any story book. The data shows

that all the primary schools have Para-teachers in their schools who specially engaged in the teaching. The data shows that all the primary school was provided teaching learning materials from the state government. The data shows that all the primary school was provided games materials and sports equipments from the state government. Data shows that 06% of primary schools have computer in their school but there is no particular computer teacher in the school so no period for computer in the routine as well as 94% of primary schools do not have any computer in their school.

Table 2 Instructional facilities available in the schools

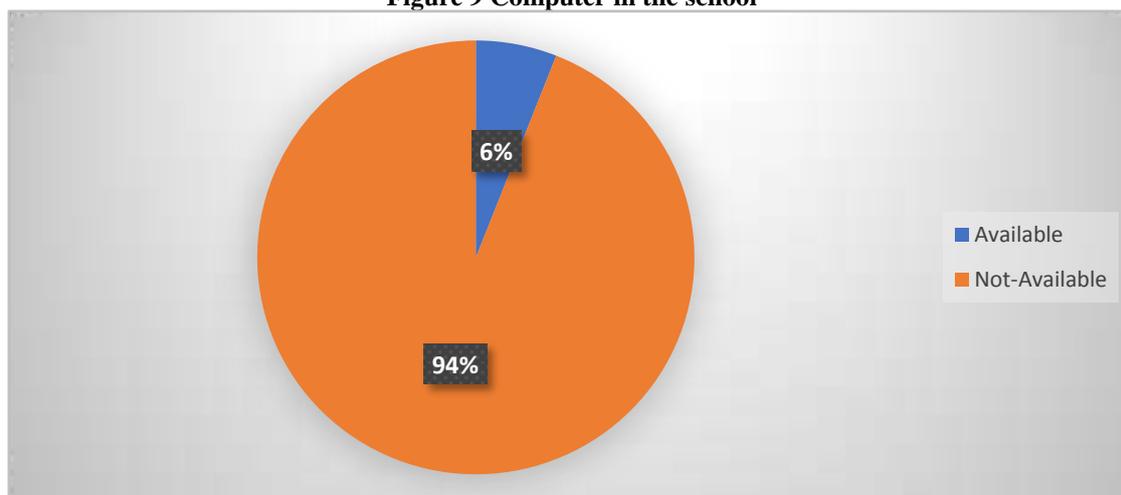
Sl.No.	Items	Yes	NO
1.	Library in the School	00	100%
2.	Subscription of Newspaper	00	100%
3.	Subscription of Magazines	00	100%
4.	a. Books on all subjects	100%	00
	b. If yes, books sufficient for students	100%	00
	c. Any story book in the cupboard	32%	68%
5.	a. Para-teachers in the school	100%	00
6.	Government provided any teaching learning materials for the school.	100%	00
7.	a. Government provided any game materials and sports equipment for the school.	100%	00
8.	a. Computer facilities in the school.	06%	94%
	c. School conduct computer classes for children.	00	100%
	d. Number of computer classes per week.	00	100%
	e. Number of computer teacher.	00	100%
9.	Teacher prepare lesson plan for classroom teaching	00	100%

Figure 8 Story book in the cupboard



In above figure indicate that, 32% of primary schools have story book in their cupboard and 94% of school do not have any story books in their school.

Figure 9 Computer in the school



In above diagram, 06% primary schools have computer in their school and 94% school do not have any computer in their school.

V. CONCLUSION:

Quality education is one that provides all learners with capabilities they require to become economically productive develop sustainable livelihood, contribute to peaceful and democratic societies enhance individual well-being. In other words quality education consists of three dimensions that are input, process and output but I as a researcher conducted this work by taking input dimension only. Results shows that the position of infrastructural facilities such as school buildings, blackboard facilities, chair and table facilities for the teacher and desk, benches for the children were found satisfactory but other facilities such as boundary wall, fencing, playground were found not satisfactory. As far as water facility was concerned that maximum schools have scarcity that children were not getting adequate drinking water and regarding toilet facility more than fifty percent of schools do not have separate toilet for boys and girls. It was found that not a single school have library and few schools have computer but it is not meant for the students. The study reveals that quality education in government primary schools were found unsatisfactory.

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