

## Study of Strength and Weaknesses of *PratibhaParv*: an initiative for Improvement of Quality of Education in Government Schools of Madhya Pradesh

Dr. Saurabh Kumar,  
Assistant Professor in Education,  
Regional Institute of Education (NCERT), Bhopal

Received:02.10.2020

Accepted: 18.12.2020

### Abstract

The *PratibhaParv* initiative in Madhya Pradesh State evolved as a response to address key educational issues and shortcomings in facilities provided in government schools. To concentrate on qualitative improvement of elementary education of the state along with quantitative improvement, *PratibhaParv* was launched in 2011 by the School Education Department, Government of Madhya Pradesh across all the government elementary schools in the state. As approximately more than 6 years have passed, therefore, need emerged to analyze the initiative and to determine its strength and weaknesses. Present study is based on Survey method. Cluster sampling technique was employed to select schools and from selected schools 100 teachers were selected randomly. Self-made Questionnaire was used to collect Teachers' Perception about the Influence of the *PratibhaParv*. By the analysis of the strengths and weaknesses it is observed that no doubt *PratibhaParv* is an excellent initiative taken by the school education department government of Madhya Pradesh. This programme has really changed the atmosphere of schools in a positive direction. It has strengthened the human power involved in the process of teaching and learning yet there is a need to incorporate some essential steps for better results.

**Key Words:** *PratibhaParva*, Elementary Education, Perception, Government Schools, Madhya Pradesh

### Introduction

The *PratibhaParv* initiative in Madhya Pradesh State evolved as a response to address key educational issues and shortcomings in facilities

provided in government schools. Higher Educational Authorities and functionaries of the state realized, "even as the government is making efforts to address problems related to

infrastructural shortages and student dropouts by implementing schemes such as SarvaShikshaAbhiyan and the Mid-day Meal programme, it is equally important to focus on aspects of teaching and learning to improve the performance of students in schools". To concentrate on qualitative improvement of elementary education of the state along with quantitative improvement, *PratibhaParv* was launched in 2011 by the School Education Department, Government of Madhya Pradesh across all the government elementary schools in state. The Government of Madhya Pradesh designed this initiative explicitly to address the needs of government-run schools and to ensure improvement in education quality in primary and upper primary schools. *PratibhaParv* draws upon the 'Gunotsav model' of Gujarat, which also assesses the performance of students in a similar manner. It seeks to introduce a comprehensive assessment approach to improve the overall education system across all state-run schools in Madhya Pradesh.

It was felt that the school education system suffers not only from a lack of infrastructural facilities but also from the shortage of well-trained and motivated teachers. Factors such as a high rate of teacher absenteeism,

increased drop-out rates and understaffed government schools adversely affect the quality of education. Urgent need emerged to improve the education system in government schools and to assess the tools and techniques used by teachers to provide education. Students attending government schools often lag behind their private school counterparts because the lack of infrastructural facilities, teaching tools and techniques negatively affects the quality of education received in government schools. Realizing the scenario the School Education Department, Government of Madhya Pradesh decided to organize *PratibhaParv* across all the government schools in state. (Source: RajyaShiksha Kendra (RSK)/ SCERT - Bhopal, Madhya Pradesh- Brochure)

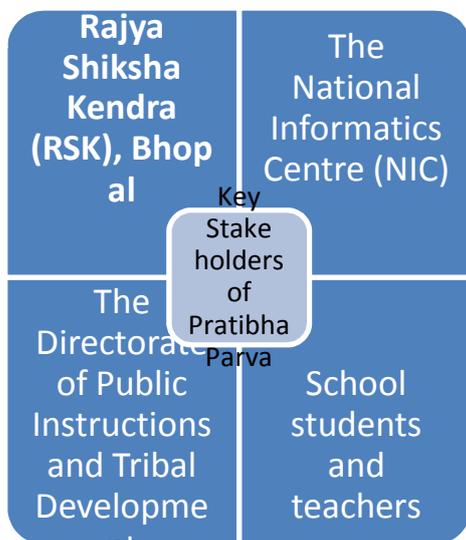
#### **Objectives of *PratibhaParv* -**

Main objectives of *PratibhaParv* are as follows (According to RSK)

- To assess the academic performance of students and ensure improvement in quality of education in primary and upper primary schools.
- To create awareness in teachers and among the general public regarding the quality of education.

- To assess the overall infrastructure ; to verify the availability and usage of school facilities, and strives to provide social audit opportunities
- To develop a sense of ownership of the community in the educational process and institutions.

**Key Stakeholders of Pratibha-Parv:**



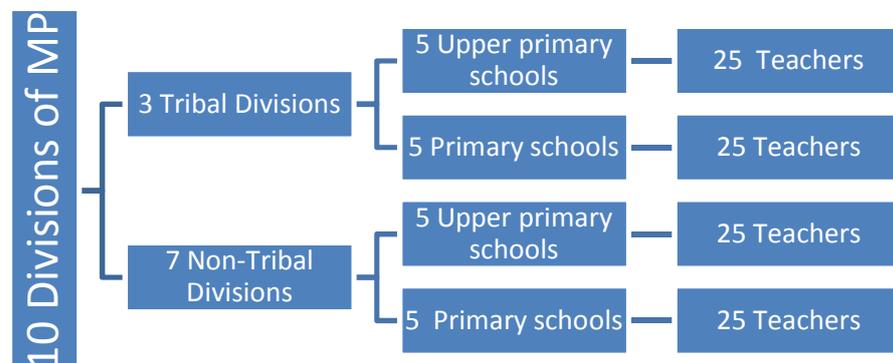
**Need and Justification of the study:** It can be visualized from the objectives of the programme that the basic purpose of PratibhaParv is to improve the quality of school education in the state of Madhya Pradesh. Since this scheme was launched in 2011, it is going to be implemented till then. As approximately more 6than years have passed, therefore, the state raised the need to evaluate the programme and its effect. Realizing the scenario research entitled “Study of Strength and Weaknesses of PratibhaParv: An initiative for Improvement of Quality of Education in Government Schools of Madhya Pradesh” was conducted by the researcher.

**Objective of the study:**

1. To analyze the Strengths and Weaknesses of the PratibhaParv.

**Research Methodology:**

Survey method was used to conduct the study. Cluster sampling technique was employed for section of schools and from selected schools 100 teachers were selected randomly as shown in following figure-



**Fig 1: Flow chart of sampling**

**Tool used for data collection:****Questionnaire for Teachers' Perception about the Influence of the *PratibhaParv*:**

Teachers are the key resource in education system. The responsibility of the quality of education lies on their strong shoulders; they also play a very significant role in *PratibhaParv*. So this tool was developed by the researcher to know the perception of the teachers of the government schools about the effectiveness of the *PratibhaParv*. Basically this tool is a kind of three point rating scale in which there are 27 items were recorded in form of Agree, Can't Say and Disagree.

**Analysis and Interpretation of Data:**

On the basis of analysis of various Programmes and activities under the *PratibhaParv* in the government schools of Madhya Pradesh and analysis of Teachers' Perception about the Influence of the *Pratibha Parv* following strengths and weakness of *Pratibha Parv* are identified:

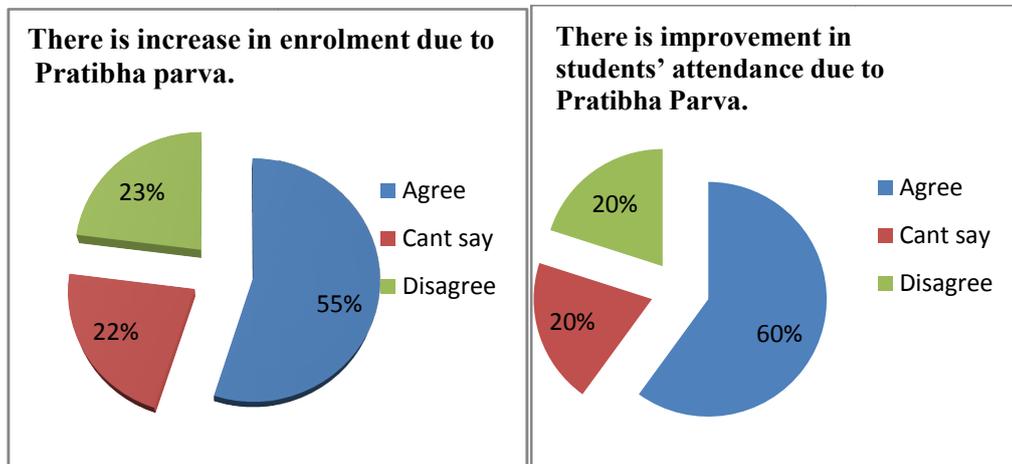
S.No.	item	% Agree	% Can't Say	% Disagree
1	There is increase in enrolment due to <i>PratibhaParva</i> .	55%	23%	22%
2	There is improvement in students' attendance due to <i>PratibhaParva</i> .	60%	20%	20%

**Strengths of *Pratibha Parva*:**

- I. Results of the study indicate that there is increase in enrolment and improvement in students' attendance due to *PratibhaParva*. Since this is the programme of the government in which all the stake holders (Administrative Authorities, Teachers, Students, Parents, SMC Members and Community Representatives) from top to bottom get opportunity to participate and share their views so it gives positive effect to masses results in the form of increase in the enrolment and improvement in the

attendance of the students.. Data reflects that majority of the teachers admit that there is increase in enrolment due to PratibhaParvand improvement in students’ attendance.

**Table 1:Percentage of teachers’ perception on items related to students’ attendance and enrolment**

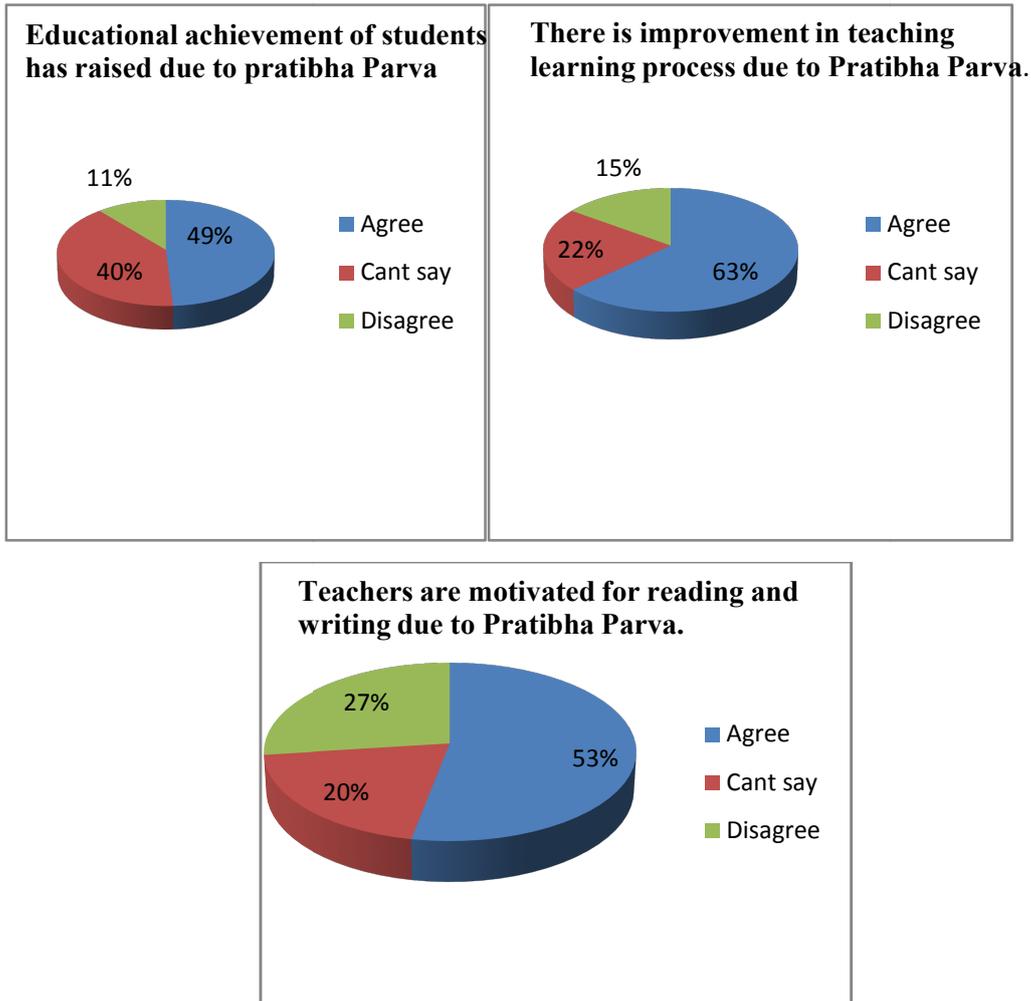


**Fig: 2: Percentage pie charts of teachers’ perception on items related to students’ attendance and enrolment**

II. Through SarvaShikshaAbhiyan government has tried to achieve the aim of universalization of elementary education. Quantitatively this aim have been achieved but now the focus is to achieve quality and it can only be achieved by improving teaching learning processes in the school. Pratibha-Parva tries to involve the entire stake holders for it. therefore the results shows better output in the improved teaching learning process, better academic achievement and overall improvement in academic atmosphere as reflected by following responses:

**Table 2: Percentage of teachers’ perception on items related to effect of PraribhaParva on teaching learning process**

S.No.	item	% Agree	% Can’t Say	% Disagree
1	Educational achievement of students has raised due to PratibhaParva	49%	40%	11%
2	There is improvement in teaching learning process due to PratibhaParva.	63%	22%	15%
3	Teachers are motivated for reading and writing due to PratibhaParva.	53%	20%	27%

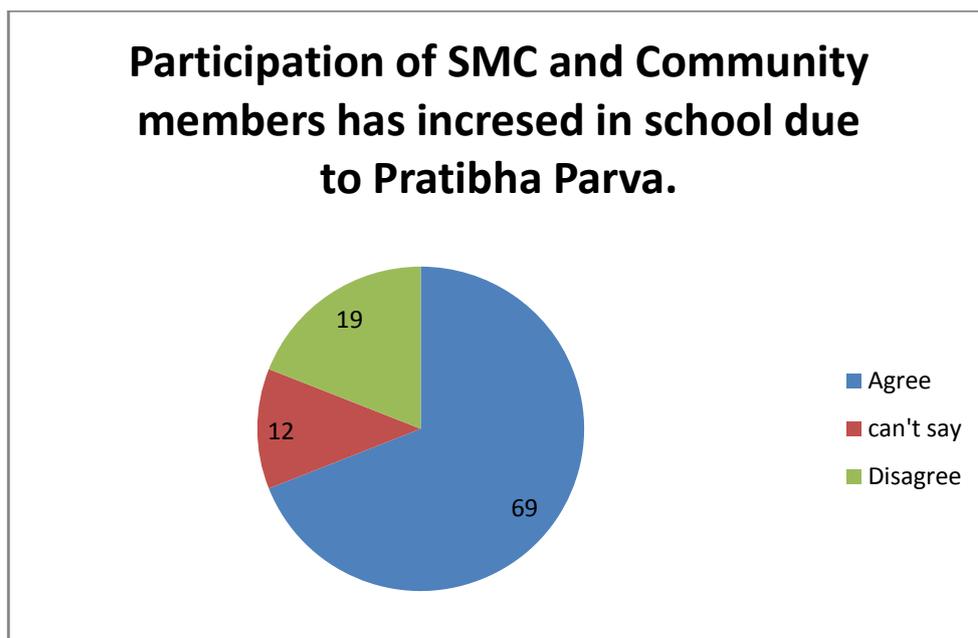


**Fig 3: Percentage pie chart of teachers’ perception on items related to effect of PraribhaParva on teaching learning process**

III. Without support of family and community it is difficult to improve the quality of education. PraribhaParv created a platform to bring parents, community members and teaching fraternity close together as reflect in the following response.

**Table 3: Percentage of teachers’ perception on Community Participation**

S.No.	item	% Agree	% Can't Say	Disagree
1	Participation of SMC and Community members has increased in school due to PraribhaParva.	69%	12%	19%

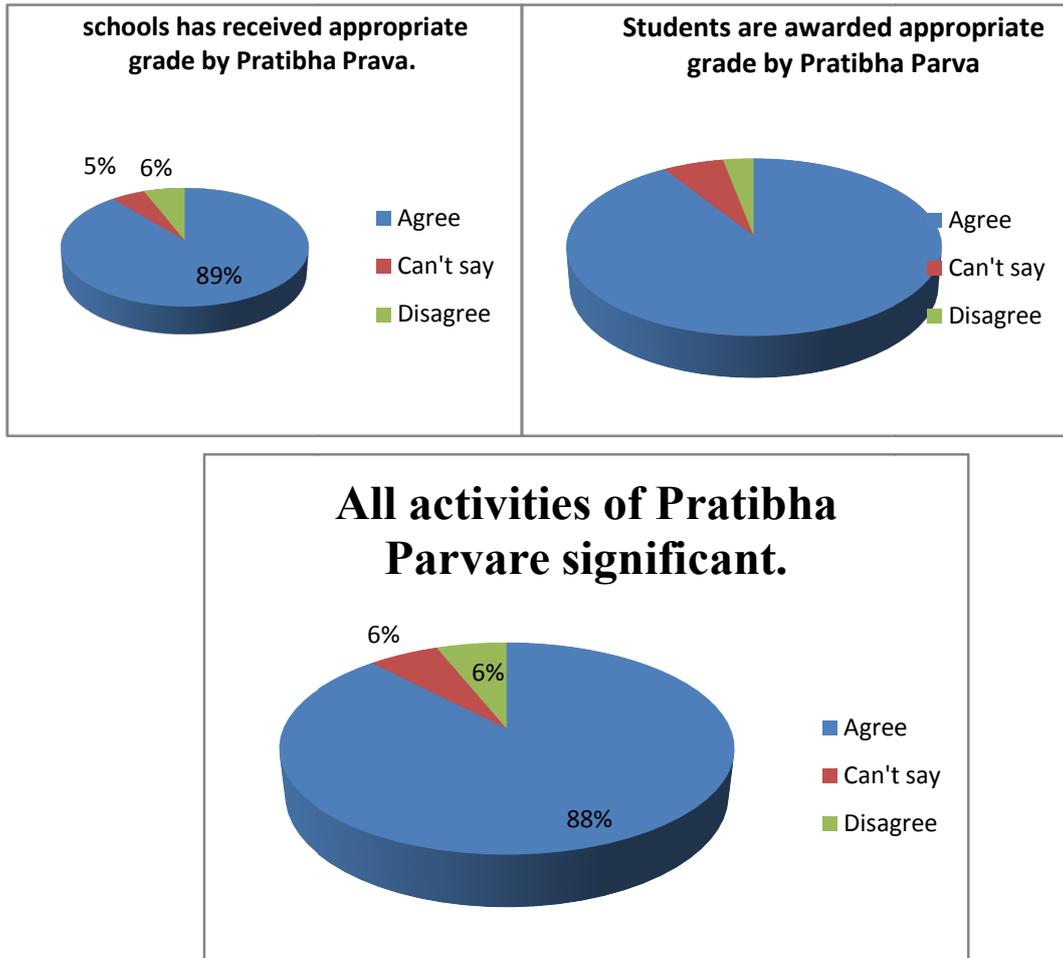


**Fig. 4: Percentage pie chart of teachers' perception on community participation**

- IV. PratibahaParva Provide the grades to the schools. This grading is a kind of feedback to the schools ultimately to the administrators, teachers and students to improve on their part. By this they know their real status and get feedback to improve. So this assessment and related activities are helpful for education system as reflected in the responses:

**Table 4: Percentage of teachers' perception on grading system of PratibhaParva**

Sr.No.	item	% Agree	% Can't Say	Disagree
1	Schools has received appropriate grade by PratibhaPrava.	89%	05%	06%
2	Students are awarded appropriate grade by PratibhaParva	91%	06%	03%
3	All activities of PratibhaParvare significant.	88%	06%	6%



**Fig. 5: Percentage pie chart of teachers' perception on grading system of PratibhaParva**

**Weakness of PratibhaParva:**

I. PratibhaParvis organized once in a year in the whole state of Madhya Pradesh. Research indicates that its effect is limited. The entire stake holders involve in it for few days only. So we cannot accept long term goal from it. If we want then there is need to change in the present style of organization and some follow up is essential. In starting phase, we can organize it

in some schools in surprising manner where dates of the programme will be announced before few days only.

II. There should be some scheme of proper reinforcement to the schools and their staff on the basis of results of PratibhaParva. Such schools which are performing well their staff and Principal should be awarded.

1. For improving the quality of education, teaching learning process should be effective. We cannot think quality education without it. Therefore observation of class room practices is essential but no attention is paid during *PratibhaParvon* it. It would be better if *PratibhaParv* includes observation of class room practices.

2. There are some technical problems in the organization of the *PratibhaParv* as reported by the teachers which are as follows:

- Examination of three subjects in one day is problematic for students.
- Too much curriculum is assigned for the examination.
- No separate questions for the students having Urdu as a subject.
- Most of the teachers feel that duration of the *PratibhaParv* is not sufficient. Teachers and students are not able to perform their assignment with full energy. Since earlier two days students fully involve in the examination so they feel fully exhausted and don't get time

and energy for the preparation of cultural activities and sports.

- *PratibhaParva* is organized in dates close to other religious, cultural festivals so students could not participate in it with full enthusiasm. Some teachers reported that this duration is also the time of crop cultivation.

### **Conclusion:**

On the analysis of the strengths and weakness it is observed that no doubt *PratibhaParv* is an excellent initiative taken by the school education department government of Madhya Pradesh. This programme has really changed the atmosphere of schools in positive direction. It has strengthened the human power involved in the process of teaching and learning yet there is need to incorporate following steps for better results:

1. Duration of the *PratibhaParv* should be increased. It may be of one to two weeks.
2. It is not necessary that it should be organized in one phase in entire state. Since Madhya Pradesh is a big state so it might be organized Division (Sambhag) wise.

3. Since, there are various activities in *PratibhaParv* so it may be organized in two to three phases. One phase may be for written tests and other for sports or cultural activities.

Note: This provision is helpful in such a case when we are dividing the activities in scholastic and co-scholastic areas (as state is practicing) and testing scholastic areas by written examination. But it would be better if there will not be any distinction between scholastic and co-scholastic areas. In such a case it might also be thought to use some other testing device in place of written examination.

4. Teacher training is very important for achieving the goal of quality education. So each teacher should be trained in pedagogy. Therefore more training is needed for teachers of the state government schools. Help of Nation level organizations like NCERT may also be taken.

#### References:

- Agarwal V. & U. R. Sharma (2004). *Admission Modalities in Teacher Education Institution of East Utter Pradesh*, *University News*, New Delhi: *Association of Indian Universities*, vol. 42, no.23, p. 38-44 & 63.
- Ary, D., Lucy C. Jacobs and A. Razavieh, (1972). Introduction to Research in Education, p.p. 73-74 in Koul, L., (1996), *Methodology of Educational Research*, New Delhi: Vikas Publishing house Pvt. Ltd., p. 68.
- Desai, R. D., Dave, A. K., & Kotak, R. M. (2003). *Management of School Education in India: Why Do the Girls Drop-out from Primary/Elementary Education? A Case Study of Sayla Taluka in Gujarat*. New Delhi: A P H Publishing Corporation, Pp. 114.
- Krushna, A.V., & Pullao R. D. (2010). *Economics of Education and Human Development in India: Trends in the Growth of Higher Education in India*. New Delhi: Akansha Publishing House, Pp. 116-117
- Basumatary, Ranjit (2015) "A Comprehensive Study of School Educational Status in the Districts of BTAD International Journal of Humanities & Social Science Studies (IJHSSS) ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print) Volume-II, Issue-II, September 2015, Page No. 96-
- Social Sector Service Delivery: Good Practices Resource Book (2014-15), *PratibhaParv: Strengthening quality of education in government schools of Madhya Pradesh (Through internet)* <https://rsk.mponline.gov.in>