

Analytical Case Study of the SUCCESS School Project in Four Mandals of Visakhapatnam District, Andhra Pradesh

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ABSTRACT

In the global market, a rapid development is seen in the field of Science and Technology and innovation. Now days, students have more inclination to do work in the global village. So it is important to equip the students with required abilities for the future needs; education plays a key role. For the proper foundation of a student, a teacher should take care about the education of the child from the root level. With the vision to increase global opportunities for the budding rural youth, Government of Andhra Pradesh has launched an excellent project 'SUCCESS' in 2006. It is implemented in the selected schools. But the outcome from the project not equips the student with the global standards. Hence, we did the survey to know the reasons by considering a sample of 15 schools in 4 mandals of Visakhapatnam. For the analysis, five parameters such as Infrastructure facilities, Human Resource, Financial support, Establishment of Laboratories and Furniture and Teaching Learning Methods, are considered. In each parameter sub parameters are considered for the survey and corresponding evaluation forms are prepared for the survey. However, result points out the improvement needed in the implementation of the project.

Introduction

SUCCESS (Strengthening and Universalisation of Quality and Access to Secondary Schools) project was initiated with a vision

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of increasing global opportunities for the budding rural youth. In Andhra Pradesh, most of the geographical areas are rural, and education offered by the Government is in the local language (i.e., Telugu) only. Hence people who can afford money for higher level of education in the private sector can only catch the global opportunities. But the common/rural people are not in a position to pay that much money for education, and the Government also realised that definite injustice had been done to the children of common man (Barratt et al., The concepts of Quality in education: a review of the international literature on the concept of quality in education 2006; Brandt, scaffolding ESL undergraduates academic acculturation through journal articles as teaching resource, 2002 and Saavedra and Opfer, teaching and learning 21st century skills, 2012). In order to nullify these differences and, to give education with the emphasis on English language as communicating media (Pathan and Shaikh, 2012; Final Report on Quality in School Education, for quality Council of India), the Government has started the SUCCESS Project. As per the survey done by the Govt. of Andhra Pradesh (AP) (GO. MS. No. 76, Dated 10.06.2008), 95 per cent of private sector high schools are offering English medium, but in the Government sector more than 98 per cent of high schools are in Telugu medium only. As per the Andhra Pradesh state, GO. Ms. No. 76, Dt:10-06-2008, most of the students in the rural areas particularly those belonging to the rural families including the small and marginal farmers, agricultural laborers, artisans, poor ST, SC and BC families have no alternative but to pursue their studies in Telugu medium only, in the absence of any facilities for English medium in the rural areas.

After considering the above observations in 2006, the Government has given permission to start the English sections as a part of the curriculum (Farrell, 2007). Many municipal corporations and Municipal Council in the state have taken initiative and took the opinion of the parents, Educationalist and other stake holders to start the English medium in the existing schools as per the demand. Further around 6500 High schools were provided with computer education programme under ICT (Information and Communication Technology) Project (Hubball, Scholarly approaches to Peer-Review of teaching, 2011; Farrell et al. English as an International Language, Medium of Instruction, and Language Debate, 2007; Uys et al., English medium of instruction: a situation analysis. 2007). As per the AP state GO. Ms. No. 76,

Dt: 10-06-2008, English training programmes were proposed for the existing teachers, and district level resource persons groups were formed to assist the teachers. As a part of English development and, to improve teaching skills, supply of audio and video equipments and the library facilities were also proposed in the same GO and they tried to implement the same (Evans, 2010; Navodaya Vidyalayas School, Handbook issued by Government of India, 2013–14). According to the global requirements, certain curriculum modifications were also proposed and, they were implemented. Even though significant steps were taken by the Government at different levels of management, still the changes in the educational system and the fulfillment of expectations of the educationalists as per the global needs were not satisfied and the results were not encouraging (Ha et al., English as an International Language, Medium of Instruction, and Language Debate” 2013; Reddy, ‘Teachers and Parents’ opinion on English medium and CBSE syllabus AP Govt. Schools’ 2010). This study gives guidelines for social reformers, educationalists and for the schools for effective implementation of educational reforms in the educational institutions.

Methodology Used in the Study

To analyse the SUCCESS project in four mandals of Visakhapatnam region, a group of 15 schools were selected. In this group, 6 schools were Government, 5 were Zilla Parishad (ZP) and 4 were Municipal High Schools (MH). In the selected schools fifty per cent of the schools were in the rural and the remaining fifty per cent in the urban. To know the implementation levels in the backward area one tribal school was also included in the selected sample. Data collection was done by giving questionnaire with 3 point rating scale, which included five parameters, i.e., Infrastructure facilities, Human Resource, Financial support, establishments of Laboratories and Furniture and Teaching Learning Methods. All the school teachers’ opinion in the selected sample was collected. The number of teachers in each category of school is shown in the Table 1. The selected 15 schools are in 4 mandals, such as Bheemili, Pendurthy, Sabbavaram and Chodavaram. Stratified random sampling was the strategy implemented for the survey. The data were analysed by comparing the facilities with the minimum global requirements for the overall development of the student in the SUCCESS project, and the data were also compared among the schools.

Table 1
Structure of schools in the selected sample

School Type	No. of Schools Considered for Survey	No. of Teachers (M+F)	No. of Schools in 4 Mandals (Bheemili, Pendurty, Chodavram and Sabbavaram)	% of Schools considered
Govt.	6	(30+18)	6	100%
ZPH	5	(22+15)	10	50%
MH	4	(12+20)	4	100%
Total	15	(64+53)	20	75%

Results

Infrastructure

Infrastructure is one of the important parameter which has a prominent impact over the output of any project. To collect the data with respect to the infrastructure, following eight sub-parameters were considered.

- Electricity facility (ELE.F)
- Classrooms for regular classworks (RCR)
- Furniture for teaching staff (FTS)
- Student tables (STS)
- Tutorial classroom (TCR)
- Counseling classrooms (CCR)
- Library facility(Lib)
- Remedial classroom

Most of the schools were not having these basic infrastructures (Figure 1). All the schools were provided with the electricity facility. But that facility was not extended to the classrooms and laboratory level. In 27 per cent of schools, electricity facility was limited to office room only. To conduct the regular class work, all schools in the sample were not providing adequate number of class rooms. Only 20 per cent schools were having sufficient number of class rooms, 40 per cent of schools had class-rooms partially i.e., manageable, and remaining 40 per cent of the schools were not having enough number of classrooms to conduct regular class-work. Hence, the number of classrooms needs to be increased.

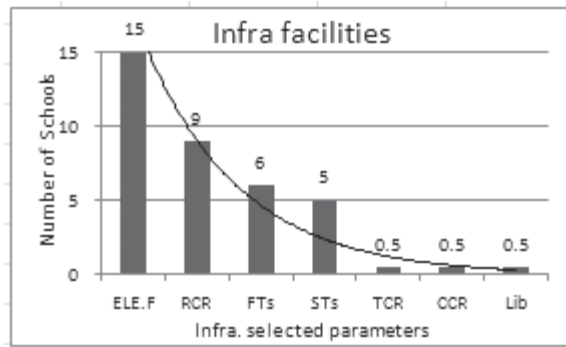


Figure 1: Infrastructure facilities vs no. of Schools

Teachers are key persons and pillars for the educational, and they should be provided with adequate staff rooms and furniture. But as per the study report, only 13 per cent of schools were having sufficient chairs and tables for the teachers, remaining 87 per cent schools are having chairs and tables partially.

Without Primary facilities such as benches, water, toilets for students, one can't create the good learning environment. At least providing of seating facility for the high school students is primary requirement. But, as per the study only 33 per cent of schools had sufficient benches for the students, remaining schools did not have.

The great philosopher Socrates stated that, "Education is the kindling of a flame, not filling of a vessel." Students in a classroom are composition of different talents, learning abilities, IQ levels and life styles. Hence, the students should be supported with counseling classes, tutorial classes, and remedial classes when ever required. Unfortunately these facilities were not available in the selected sample of schools. Self learning, collaborative learning and experimental approach are key parameters for the continuous learning and innovation. The survey showed that none of the schools had separate library facility; some of the schools had book racks in the office with inadequate books.

The opinions of teachers who are working in these schools were also collected; respective opinions are shown in the Pie chart (Figure 2). Forty-nine per cent of teachers said that they were not provided with sufficient infrastructure.

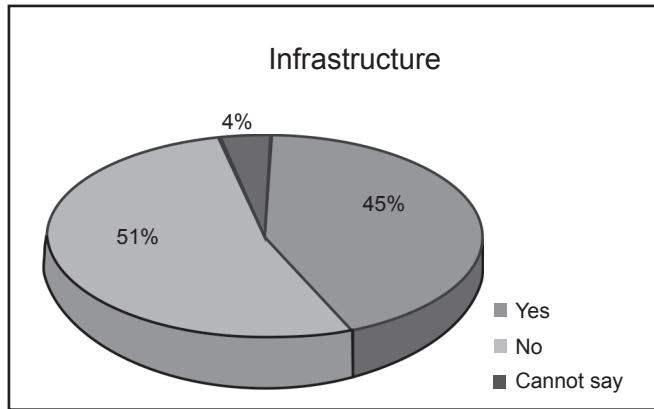


Figure 2: Teachers opinion on infrastructure facility

Human Resource Management

Human resources play a vital role to implement the objectives of any organisation. To collect the data with respect to the Human Resources, following five sub-parameters were considered.

- Teachers' Availability For All Subjects (TAFAS)
- Supporting Staff (SS)
- Computer Faculty (CF)
- Students' Enrolment (SE)
- Performance based incentives

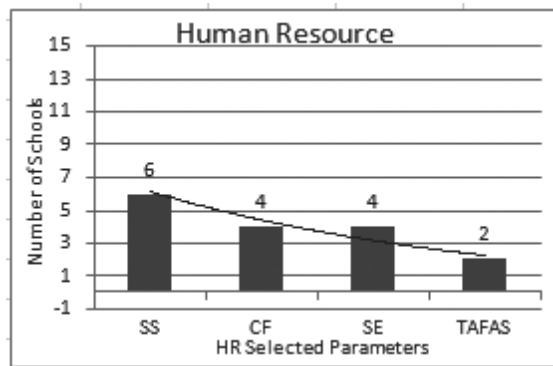


Figure 3: No. of schools vs HR parameters

For all the subjects, respective subject teachers should be available in all the schools, and it is a primary requirement. Figure 3 shows that only 13 per cent of schools were having sufficient teaching staff for both the medium i.e., in English and Telugu. 13 per cent of schools were not having teachers for all subjects. Remaining 74 per cent of schools had insufficient teachers as student teachers ratio, for all subjects, for both mediums.

Supporting staff is also an integral part of the educational system to achieve the objectives but, in most of the schools they were neglected or least preference was given. In our selected sample only 40 per cent of the schools were having one person without technical background as supporting staff and was used for multiple-purposes. In the case of library no responsible person was appointed to handle the library activities. Upgradation of skills also influences a lot, for the rapid development of the schools. But unfortunately no school provided such training programmes.

As we know, the skillful operator is more important than the machines. In our investigation 26 per cent of the schools only were provided with computer faculty on contract basis. Remaining 74 per cent of schools had computers, but they did not have operators. There was no regular period for the computer practice in the timetable.

One can observe the least student enrolment for English medium from the figure 3; It is obvious whenever the school is not provided with sufficient facilities with respect to infrastructure and human resources. The regional influence was also observed. In urban areas the English medium enrolment was more than the rural schools. However, in the urban schools only 26 per cent of students were enrolled for the English medium.

For the active participation of the faculty and pro-active involvement to achieve the objective of SUCCESS project, faculty should be encouraged with performance based incentives and appraisals. It will encourage not only the competitive spirit but also belongingness. But this component was totally neglected in the SUCCESS project.

The opinion of the teachers on human resources availability was collected and is shown in the Figure 4. A large number of teachers (55%) felt that they were not supported with adequate human resources.

Financial Support

To establish any new system and to improve the quality the financial support should be streamlined. But in the success project it was

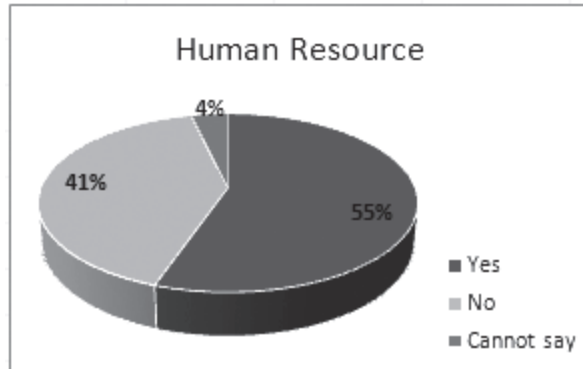


Figure 4: Teachers opinion on human resources availability

not streamlined. To collect the data on the financial support four sub-parameters were chosen which are given below:

- Salaries for the staff (SoS)
- Funds to prepare TLMs and Charts (FFTLMs)
- Funds to buy new books for library (FFLBs)
- Funds for lab and Computer maintenance (FFLM)

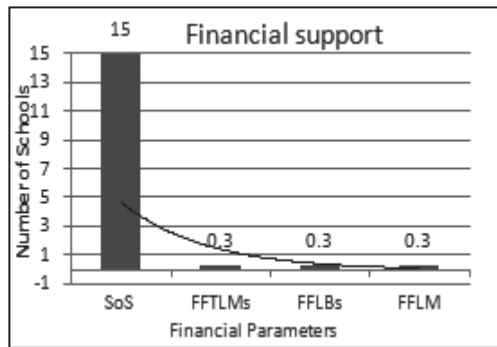


Figure 5 : Financial support vs no. of schools

As per the working conditions as well as the status of living, almost all the teachers expressed satisfaction with respect to their salaries. But the status of the remaining three parameters i.e funds for preparing teaching aids, funds for the library, and for the maintenance of computer lab was poor. Only ₹ 500/- per year was provided to the teachers for preparing teaching aids. No well defined procedure was in place to get the funds from the higher

authorities. In the opinion of teachers most of the teachers were not having clear idea about what financial support they required? That showed the involvement of teachers in the SUCCESS project was low.

Laboratory Facility

For the SUCCESS project where the English and communication plays key role, good laboratory and self learning facilities are needed. To study the laboratory facility, following three parameters were considered:

- English activity based communication Lab (ECL)
- Subject Labs (SL)
- Computer Lab (Com.L)

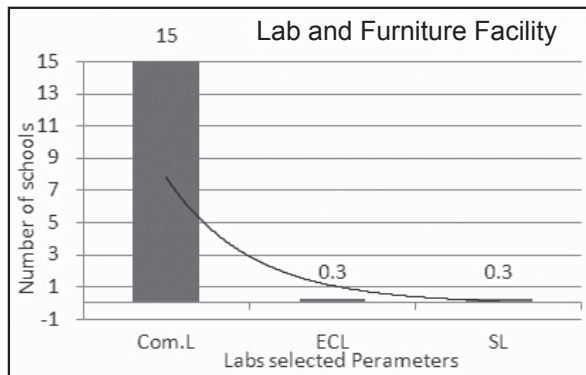


Figure 6: Labs and furniture facility vs no. of schools

All schools in the sample are provided with computer lab. However, the respective lab faculty and maintenance of the computer was almost nil (Figure 6). The subject labs and activity based English communication lab did not exist in the sample schools. For the SUCCESS project activity based English communication lab plays a key role and it boosts the quality in the remaining subjects, but it was highly neglected. Even though six years have completed after initialisation of success project, no one took care about the English communication lab and subject labs.

About 75 per cent teachers reported that they were not supported with proper lab facilities (Figure 7) Teachers realised the importance of the lab hence; if it is there the students may get benefited a lot.

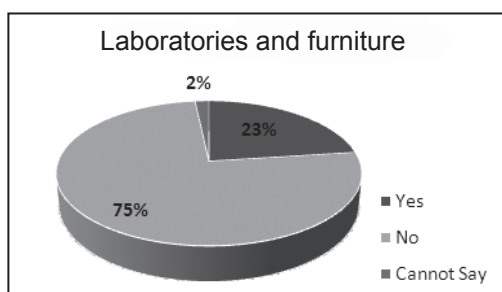


Figure 7: Teachers opinion on labs and furniture

Teaching Learning Methods

The objective of the SUCCESS schools is to provide education to the student which is globally competent. Advanced teaching methodologies, updated curriculum, and learning methods, play a key role in the project. To analyse the teaching learning methods 11 sub parameters are considered as shown in Table 2.

Table 2
Sub-parameters of teaching learning methods

1. English as Medium (EM)	2. Activity Based Teaching and Learning (ABTL)
3. Feedback from the Educationalists(FbE)	4. Using of ICT Facilities (ICT)
5. Conducting Remedial Classes for Weak Students (CRCWS)	6. Competency of Curriculum with the Global Demands (CCGD)
7. Staff Development Programmes in English (SDPE)	8. Staff Development Programmes in Teaching and Learning Methods (SDPTLM)
9. Staff Development Programme for New Content (SDPNC)	10. Self Learning Facilities (SLF)
11. Feedback on Content Delivery (FbCD)	

When the students need to be globally competent, they must be acquainted with English. Internet, technological literature and recent advances etc., are mostly available in English language. The enrollment of students for the English medium and the facilities available with reference to English medium were not up to the mark. Though the English medium was used in all the schools, teaching faculty, supporting staff, lab facilities, and staff development programmes in English were poor (Figure 8). It led to deviation of the objectives and dilution of the project.

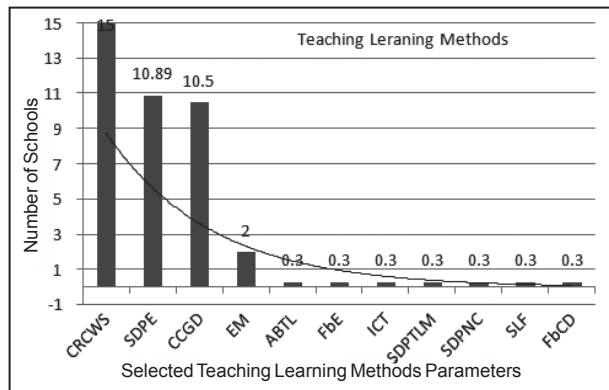


Figure 8: No. of schools vs teaching learning methods

Curriculum revision and regular monitoring is must for knowledge upgradation with reference to recent developments. The enhancement of curriculum and regular revisions adoption was not found to be satisfactory. The feedback mechanism is a corrective mechanism for a system and feedback from the students, parents, and educationalists is must for continuous improvement. Unfortunately in the Government schools, feedback mechanism was not used. Some of the findings on sub-parameters of teaching learning methods are given below.

- (a) English as Medium: Most of the school teachers were having difficulty in teaching the subject in English medium. Only 2 per cent of teachers endorsed that they did not have any problem to teach in english medium.
- (b) Activity Based Teaching and Learning: The teachers in the sample schools were not supported and encouraged to do the activities. There was no sufficient financial support. The involvement of the teachers in the curriculum revision was found to be less. 90 per cent of the teachers were not happy with the modified curriculum and they were not provided with the proper training on the revised curriculum. Hence, many teachers expressed their dissatisfaction on curriculum revisions.
- (c) Taking Feedback from the Educationalists: For the continuous development of the education quality and to minimise the gap in between existed educational scenario and global updates, the feedback from the educationalists at different intervals of the project need to consider for the continues quality improvement. Unfortunately no feedback is considered from

educationalists, this parameter totally neglected in the selected sample of schools the same situation existed in all the schools.

- (d) Usage of ICT Facilities: Information and communication technology facilities are very important to uplift the student learning. Globally their impact also analysed by many researchers. In the selected sample of schools, no school is provided with the ICT facilities.
- (e) Conducting Remedial Classes for Weak Students: All the schools are conducting remedial classes for weak students.
- (f) Competency of Curriculum with the Global Demands: 70 per cent of the teachers are said that existed curriculum is compatible with the social and global needs, but still quality refinement is required. 30 per cent of the teachers are said that curriculum is not reaching social and global needs.
- (g) Staff Developing Programmes in English: As per the AP state, GO. Ms. No. 76 there should be regular English Training for subject teachers, but in the investigation 72.65 per cent of the teachers are not under gone any type of English training programme from the Government, 27.36 per cent of the teachers are taken English Training programme one time up to March 2014, even though the project started in 2006.
- (h) Staff Development Programmes in Teaching and Learning Methods: Globally several teaching and learning methods such as student centric learning blended learning, outcome based learning, self learning, collaborative learning, continuous learning and new teaching methodologies are developed. Most of the organisations conducted staff development programmes on these methods. But no staff development programmes in teaching and Learning Methods were conducted in the selected sample of schools. At least encouragement to attend for these programmes at anywhere in the national level also almost nil.
- (i) Staff Development Programme for New Content: No regular staff development programmes are organised on, how to teach the new content? What purpose it is introduced? And what is the expected outcome from the students?
- (j) Self Learning Facilities: The primary duty of a teacher is to develop excitement and interest in the students towards the subject, and the teachers are putting their true efforts in it. It

leads to improvement of self learning and continuous learning in students. But the self learning facilities such as internet, online library, physical library and projects lab for innovative thoughts, are not provided in the schools.

- (k) Feedback on Content Delivery: There is no feedback system on content delivery is used in the selected sample of schools.

Conclusions

From the above analysis one can observe the SUCCESS project is started without doing proper background work. Whenever a project started with a vision for a long period, the vision and objectives should share with all the stake holders of the project at different levels. In the SUCCESS project no bench marks are defined for the quality outputs in different aspects. Feedbacks from the different stakeholders and at different time intervals need to be consider. Unfortunately feedback is completely neglected. Implementation of the project simultaneously in 6,500 schools also leads to improper output. Phase by phase implementation has to be done, not only improves the quality, but also reduces the total cost of the project. Quality accreditation certification for SUCCESS schools also is nowhere defined in the project. Hence, measurable transparent results will not be provided to the public, stake holders as well as higher authorities.

Without feedback mechanism on curriculum, evaluation system, content delivery, teaching learning methods and lab facilities, one cannot observe the improvements in the existed system. Assessment and accreditation is the other mechanism to improve the quality. It also gives the comparative quality statements among different institutions. The assessment and accreditation advisable to implement in two stages, one is internal assessment; the other one is external independent body assessment. The internal assessment leads to the continuous improvement and external assessment gives a transparent quality scaling to the schools, as well as schools establishing authorities i.e., Government.

A model project implementation, feedback, accreditation diagram is shown in the Figure 9. To achieve the objective of the project, it is divided into five parallel activities. Hence, those activities can handle independently without interrupting the other. The corresponding feedbacks are shown in dotted lines and those feedbacks can take individually. Each parallel activity contains dependent activities, such as training programmes for

the different levels of stakeholders, the inter-dependency of the activities coordinated by the project manager. Hence, wherever the involvement of higher authorities needed they can involve and quick decisions can be implemented. Finally the project should be concluded with a quality certification given by independent quality assessing and accreditation body. The Figure 9, gives us an overall idea but not the micro level project handling.

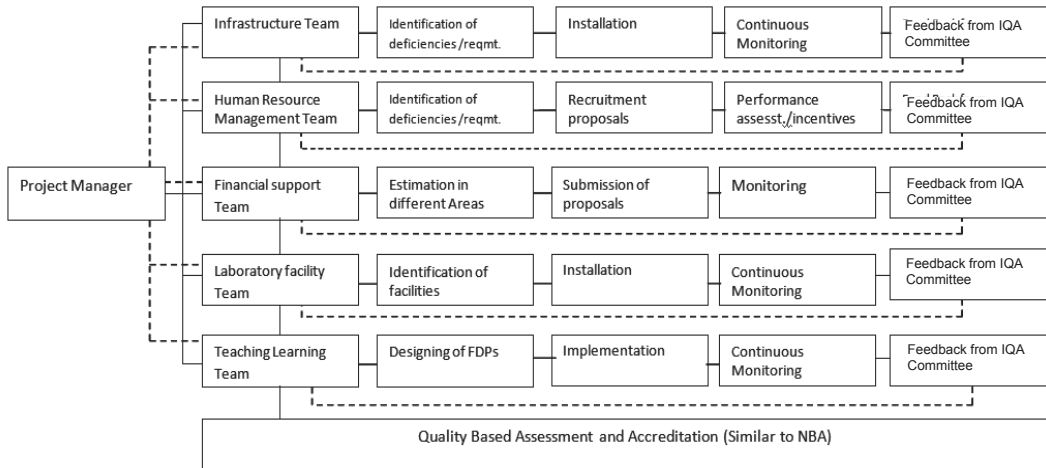


Figure 9: A model project organisation chart

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