

Implementation of Operational Blackboard at zone Pulwama in Kashmir Division

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Abstract: This study was based on survey. The main objective of this research problem was to study the success of Operational Blackboard envisaged by National Policy on Education (1986) and to study the implementation of the scheme in the present condition at District Pulwama. It was found that among 51 schools 17 schools do not have their own buildings. The teaching learning material (TLM) which had been supplied to the schools from time to time is out of standard, which sometimes provide wrong information. The percentage of playing materials was 30%. It was further found that the total implementation of Operational Blackboard scheme in this Zone was 34%.

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1. Introduction:

Education, one of the thrust areas, is a crucial input in the development in general and in human resource development in particular and is a catalyst for empowerment, poverty reduction and growth. In the national educational scenario, Jammu and Kashmir is subsumed as educationally backward with reference to the established indices namely, literacy rate, teacher-pupil ratio, drop-out rate and the absorption pattern of the educated persons. The Government from time to time had taken various initiatives, in the form of centre/state- supported schemes, especially for backward/underprivileged sections of the society to boost education in the state.

The central Government in conjugation with the state Governments initiated a number of programs to fulfill the constitutional obligation and national aspirations. Only 67% of males and 44% of females aged 15-24 had completed primary education according to the census of India. In India, the primary level of schooling generally covers grades one to five. These grades are offered in primary sections. Primary sections are housed in either schools having fifth grade as the highest grade (these are called primary schools; 85% of all primary sections are primary schools) or in schools containing higher grades as well. No examination is required to complete primary education, but there are standards for the curriculum. Early efforts to expand primary education—building more schools and subsidizing the costs of attending schooling for disadvantaged groups—had raised educational attainment, but universal primary education remained a distant goal. Educational policymakers redirected their efforts to improving school quality. In 1987, the Government of India launched the country's first major

programme to address the problem of school quality called Operational Blackboard, the programme aimed to provide at least a minimum amount of resources to all public primary schools. Under Operational Blackboard, the Government of India provided a second teacher to all one-teacher primary schools and a teaching-learning equipment packet to all primary schools. Operational Blackboard was a major policy innovation in several respects. First, it was a huge financial undertaking. Between 1987, the first year of the programme and 1994, when all originally targeted schools had been served, the central government spent 17.2 billion rupees (over \$500 million U.S. dollars) in 1994 prices on Operational Blackboard. Operational Blackboard was by far the largest centrally sponsored elementary education programme, accounting for over half of annual central government spending on elementary education. Second, Operational Blackboard was far-reaching in terms of schools and students affected. By 1994, Operational Blackboard had made a one-time grant for teaching-learning equipment to 522,909 primary schools (affecting 99% of the pre-programme number of primary schools) and paid for the employment of 143,635 teachers (affecting up to 27% of primary schools). Third, Operational Blackboard signaled a new commitment by the central government to school quality and to primary education. Operational Blackboard was the centerpiece of the National Policy on Education adopted by parliament in May 1986. The New Policy on Education, not just through Operational Blackboard. Because of this, it is difficult to assess the overall impact of Operational Blackboard. However, the teacher component of Operational

Blackboard included elements of exogenous variation that facilitate evaluation.

Operational Blackboard is the prominent centrally sponsored scheme for bringing about improvement in primary education by providing additional facilities to the schools already established and to be opened in future. The present investigation had been undertaken through following objectives

- To study the success of Operational Blackboard envisaged by NPE, 1986
- To study the implementation of the scheme in the present condition at district Pulwama

2. Statistical data of schools are shown in Table 1 and implementation of the scheme is shown in Table 2..

Table 1. Statistical data of schools

s.no	Name of the school	Year of establishment	Teachers		Building				No. of rooms	Teaching material	Playing facilities	Walking distance	Remarks
			General	Phased mannered	Kacha	Pucca	Owned	Rented					
1	Govt.boys primary school Tangpuna	1961	3	-	-	yes	yes	-	3	poor	nil	0km	Toilet facility and sanitation is satisfactory
2	Govt. Girls primary school Tangpuna	1961	1	1.R.T.	-	yes	yes	-	3	poor	nil	0km	Toilet facility and sanitation is satisfactory
3	Govt. Girls primary school Puchal	1965	3	-	-	yes	yes	-	3	poor	nil	0km	Toilet facility and sanitation is satisfactory, school needs more rooms
4	Govt. primary school(SSA) Bungam Koil	2004	-	2 R.T	-	yes	-	yes	3	Nil	nil	0km	No Toilet facility at all
5	Govt. primary school (SSA) Malangpora	2004	-	1 R.T	-	yes	-	yes	4	nil	nil	0km	No Toilet facility at all
6	Govt.Girls primary school Jandwal	1969	2	1	yes	-	-	yes	2	poor	nil	0km	No playground available
7	Govt.boys primary school Rajmahal	1972	2	1	-	yes	yes	-	2	poor	nil	0km	No playground available

8	Govt. Girls primary school Drusoo	1970	2	-	-	yes	yes	-	3	satisfactory	Good	½ km	No toilet available
9	Govt.boys primary school Drusoo	1971	2	-	-	yes	-	yes	2	poor	nil	0km	Playing facility, teaching material and sanitation not available
10	Govt. Girls primary school Arigam	1975	3	-	-	yes	yes	-	3	satisfactory	Good	0km	No Toilet facility available
11	Govt. primary school Prichoo	1976-77	1	1	-	yes	yes	-	3	available	good	0km	-
12	Govt. primary school Peer Mohala	1990	2	1	-	yes	-	yes	-	poor	complete	0km	-
13	Govt. Girls primary school Malikpora	1980	3	-	-	yes	-	yes	-	good	poor	0km	-
14	Govt.Girls primary school Dalipora	1990	3	-	-	yes	yes	-	3	good	good	0km	-
15	Govt.Girls primary school Thamma	1988	3	-	-	yes	yes	-	3	poor	poor	0km	-
16	Govt.boys primary school Chatapora	1990	3	1	-	yes	yes	-	3	poor	good	0km	-
17	Govt. primary school Tanghar	1977	2	1	-	yes	yes	-	3	good	good	500mts	Electricity and toilet not available
18	Govt.boys primary school Magalpora	1977-78	1	1	-	yes	yes	-	2	poor	poor	100mts	Lack of ground and playing material
19	Govt. primary school Payer	1966-67	2	1	-	yes	yes	-	3	poor	poor	200mts	toilet and playing material not available
20	Govt.boys primary school Dernadi	2000	3	-	-	yes	-	yes	2	good	good	400mts	School needs building of its own
21	Govt. primary school Karewa Puchal	1994	3	-	-	yes	yes	-	3	good	good	¼ km	-

22	Govt. primary school M.U.Pora Puchal	1993	3	-	-	yes	-	yes	3	good	poor	50m	-
23	Govt. primary school Kululoo Puchal	1984	2	-	-	yes	yes	-	3	good	poor	1km	-
24	Govt.boys primary school Manduna	1986	3	-	-	yes	-	yes	3	good	nil	½ km	-
25	Govt. primary school Saziwatroo	1969	2	-	-	yes	yes	-	2	good	poor	0km	-
26	Govt. primary school Arabal	1973	2	-	-	yes	yes	-	4	good	poor	0km	Lack of toilet
27	Govt. primary school Nikas	1968	3	-	-	yes	yes	-	3	good	poor	0.5 km	Lack of playground
28	Govt. primary school Dairu	1974	2	-	-	yes	yes	-	3	good	poor	0.5 km	Toilet facility and sanitation is satisfactory
29	Govt.boys primary school Tangpuna	1961	3	-	-	yes	yes	-	3	poor	nil	0km	Lack of toilet, teachers and water facility
30	Govt. primary school Uzrampathy	1969	2	-	-	yes	yes	-	4	good	poor	0.5 km	Toilet facility and sanitation not available
31	Govt. primary school Kharpora	1983	2	1	-	yes	yes	-	-	poor	poor	300-500mts	-
32	Govt. primary school Sheikhpura	1989	-	2	-	yes	yes	-	-	good	poor	300-500mts	-
33	Govt. primary school Dairu	1985	2	2	-	yes	yes	-	-	good	poor	350-450mts	-
34	Govt. primary school Harpora	1988	2	1	-	yes	yes	-	-	poor	good	800-950mts	-
35	Govt. primary school Wachpora	1970	2	1	-	yes	yes	-	-	poor	good	250-300mts	-
36	Govt. primary school Kangan	1961	3	-	-	yes	-	yes	2	good	good	0km	-

37	Govt. Girls primary school Kangan	1973	3	-	-	yes	-	yes	1	poor	good	0km	-
38	Govt. primary school Babgund	1991	1	-	-	yes	-	yes	1	good	good	0km	-
39	Govt. primary school Sirnoo	1965	2	1 R.T	-	yes	yes	-	3	good	good	0km	-
40	Govt.boys primary school Sirnoo	1970	2	1 R.T	-	yes	yes	-	3	good	good	0km	-
41	Govt. primary school Newcoloney	1988	2	-	-	-	-	-	-	-	-	0km	-
42	Govt. primary school Wagam	1980	3	-	yes	-	yes	-	0	poor	good	½ km	-
43	Govt. primary school Takiya Wagam	2000	3	-	yes	-	-	yes	1	poor	poor	½ km	-
44	Govt. primary school Chewakalan	1965	2	-	-	yes	-	yes	-	poor	poor	1/3 km	-
45	Govt. primary school Ashmandar	1964	2	1 R.T	-	yes	-	yes	3	poor	good	½ km	-
46	Govt. primary school Lajoora	1987	3	-	-	yes	yes	-	3	good	good	1 ½ km	-
47	Govt. primary school Frasiyora	1971	2	1 R.T	-	yes	yes	-	4	good	good	01 km	-
48	Govt. primary school Mitrigam	1998	1	-	-	yes	-	yes	5	good	good	0km	-
49	Govt. primary school Gusoo	1962	3	-	-	yes	yes	-	3	poor	poor	0km	-
50	Govt. primary school Pathan	1973	3	-	-	yes	yes	-	2	poor	poor	1km	-
51	Govt. primary school Talangam	1963	3	-	-	yes	yes	-	3	good	good	0km	-

Table 2. Implementation of the scheme

Provisions	School building	Teachers	TLM	Tiolet facility	Playing facility
% of implementation so far	65%	65%	34%	40%	40%

3. CONCLUSION:

1. Among 51 schools 17 schools do not have their own buildings. It means 65% schools have their own buildings.
2. Among 51 schools 17 schools have only two teachers. 5 schools have only 5 teachers for teaching the students.
3. 2 percent of the school exists only in the name. This school is submerged to other school.
4. The teaching learning material (TLM) has been confined to usual classroom, blackboard, chalk, boxes. Some schools have some charts but that is not enough. It means the total strength is too minute to be considered fit.
5. The TLM which has been supplied to the schools from time to time is out of standard, which sometimes provide wrong information. That is why most of the schools deliberately didn't take care of that.
6. The school buildings at some places are not in a good condition. If the money is being paid every year, still the condition is depleting.
7. These schools are not properly fenced; percentage of fencing is around 4%. Every school occupies good space for the playing activity and playing equipments are in the schools but not enough for all the students. The percentage of playing materials is 30%.

Foundation item:

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