

Opinion of Teachers towards Rajiv Vidhya Mission (Ssa) Programme

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Abstract:

The present study is intended to find out the opinions of teachers towards Rajiv Vidhya Mission (SSA). The study consists of a sample of 200 male and 225 female teachers working in various schools of Guntur district, Andhra Pradesh. The researcher had taken up a random sample of 445 teachers. The researcher has developed a questionnaire to collect the opinions. The data collected was subjected to statistical analysis such as Mean, S.D. and "t" values. The results were discussed.

Keywords: Rajiv Vidhya Mission, SSA, Teachers

Introduction:

Education is regarded as a potential instrument of individual development as well as social upliftment. Those who have been renamed as backward and

underprivileged over years can be empowered by education to assert their rights and to fulfill their places in the society. According to universal declaration of Human rights and its Article 26 - every one has the right to education. Education shall be free at least in the elementary and fundamental stages. Nearly sixty eight years have passed but the promise regarding universalization of education has not yet been realized as there are certain problems which hamper the development and expansion of primary education. In this part of work DPEP, a centrally sponsored scheme was launched in 1994. Even then the challenges of education are not fully achieved. At this juncture Sarva Shikha Abhiyan, a flagship programme of Government of India was launched in 2001 following the District Primary Education Programme (DPEP)

(1994-2001), close to the levels of SSA the government enacted the Right to Education Act (RTE) which was notified and came into being in 2009.

The Sarva Shiksha Abhiyan Programme:

Sarva Shiksha Abhiyan (SSA) or Educational for all Movement is an Indian Government Programme achieved at the universalisation of elementary education in a time bound manner as mandated by the 86th Amendment to the constitution of India making free and compulsory education to children between the ages of 6 to 14 a fundamental right. The programme pioneered by former Indian Prime Minister Atal Bihari Vajpayee envisage at developing human capabilities to all children through provision of community owned quality education in a mission mode.

In 2001-12, the GOI initiated the Sarva Shiksha Abhiyan programme, it was implemented as a single programme at the national level, absorbing all the individual projects. The SSA was the single largest holistic programme in the

country, addressing all aspects of elementary education and covering over one million elementary schools, Education Guarantee Scheme centers and Alternate and Innovative Education (AIE) centre's, and reaching about 200 million children (GOI, 2008). This programme was informed by evaluations of earlier education projects, particularly by the experience of the Joint Review Missions of DPEP. The intention of the programme was to provide a wide but convergent framework for decentralized planning and implementation of all central and state government initiatives in elementary education.

The SSA is to provide useful and relevant element education for all children in the 6 to 14 age group by 2000. There is also another goal i.e., to bridge social and gender gaps with the active participation of the community in the management of the school. Hence SSA is a response to the demand for quality basic education all over the country and an opportunity for promoting social justice through basic education and also is an opportunity for

states to develop their own vision of elementary education.

Sarva Siksha Abhiyan has two aspects

1. It provides wide convergence framework for implementation of elementary education schemes;
2. It is also a programme with budget provision for strengthening vital areas to achieve UEE while all investments in the elementary education sector from the State and Centre Plans will reflect as part of SSA framework, they will all merge into the SSA programme within the next few years. As a programme it reflects the additional resource provision for UEE.

Three major time-bound targets, quite similar to EFA goals 2, 5 and 6, were adopted. These were: (i) to enroll all children aged 6-11 in schools or alternative centers by 2003, and to ensure all children in that age group would complete five years of schooling by 2007, while all children aged 6-14 would complete eight years of schooling by 2010; (ii) to achieve a satisfactory level of education quality with an

emphasis on "education for life"; and (iii) to eliminate gender and social gaps in primary education by 2007, in elementary education by 2010, and to achieve universal retention by 2010.

The programme was initially planned for two phases: the first being from 2003-04 until 2006-07, and the second being from 2007-08 to 2009-10. Following the enactment of the Right to Education Act, the programme was extended for a third phase, from 2009-10 until 2011-12. During this third phase, the objectives and strategies of the SSA were assessed and revised. The following sections examine the developments of the SSA in each of the three phases. The same programme was continued from 2011-12 to 2017-18. In 2018 SSA along with RMSA launched to form **Samagra Sikhaya Abhyan**.

In its first phase, SSA had largely focused on the planning, implementation and monitoring of access to schooling and inputs into the elementary education system. During the second phase (2007-2010) greater emphasis was put on the importance of



outcome indicators, including retention and dropout rates and student achievement levels. During this third phase, the objectives and strategies of the SSA were assessed and revised.

Review of Literate Literature:

Kalita D.K., Pathak, G. and Das, D (2008) Conducted a study on "Coverage and effectiveness of Residential Bridge Course Centres of Assam in bringing the out of school children including Child Labour to the fold of Elementary Education with special reference to the retention of mainstreamed children in formal schools" and they found that overall, two third of learners have been mainstreamed from RBCCs. The percentage of drop out from RBCCs since inception was 8 per cent. The learners of RBCCs excelled in co-curricular activities like singing, dancing, quiz competition etc. Almost all the RBCCs had first aid facility and most of them organised free health checkup camp. Most of the RBCC learners' performance was average.

Browse Livemint.com's (2010)A total of 10.11 lakh teachers have been appointed under the SSA and another 21.79 lakh have been provided in-service training, it added. "There has been significant reduction in the number of out-of school children on account of SSA interventions." The pre-budget Survey stressed the importance of higher and technical education segments also. "Quality higher and technical education increases the employability of the youth and can help reap the benefits of India's looming demographic dividend," it added. The government has spent Rs425 crore for setting up of new polytechnics during 2009, covering 175 districts. "Two new Indian Institute of Technology (UTs) at Indore and Mandi started functioning from the academic session 2009-10," the Survey said. During the 11th Five Year Plan, one new Indian Institute of Management (UM) was established in Shillong in 2008-09. " ... the remaining will be set up in Tamil Nadu, Jharkhand, Chhatisgarh, Haryana, Uttarakhand and Rajasthan." Besides, the Central Universities Act was promulgated in January last year for

conversion of three state universities into central universities. It also brought new central universities in 12 states. On examination reform, the Survey said, "Government policies have been focusing on providing quality education and upgrading skills as well as creating a more child-friendly educational environment." It mentioned that the Central Board of Secondary Education (CBSE) took some important decisions, like doing away with board exams for Class X from 2011, after consultations with various stakeholders such as school principals, teachers, parents, students, academics and the people. The survey further said the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), launched in March last year, has objectives of achieving an enrolment ratio of 75% for Classes IX-X within five years and universal access to secondary level education by 2017, among others. Besides, the government has sanctioned 167 model schools across six states. Also 163 girls' hostels have been set up in seven states under a centrally sponsored scheme.

Sh. Sunil Kumar, Kuldeep Singh Katoch (2014) Reviewed on "Sarva Shiksha Abhiyan In Mandi District of Himachal Pradesh: A Case Study". The present study was conducted to attain the following objectives: 1. To study the SSA in terms of; (i) Aims and objectives. (ii) Enrolment and retention trend in primary and upper primary stages (iii) Quality Improvement in education, (iv) Coverage of special focus groups, (v) Innovative Education. 2. To study the perception of teacher educators regarding the in-service training programmes. 3. To examine the educational implications of SSA. Case study method has been followed to study Sarva Shiksha Abhiyan in Mandi District of Himachal Pradesh. A case study is an intensive investigation of an individual, group or community, an institution or a programme etc. One Institution i.e. DIET Mandi which has been entrusted for implementing SSA in District Mandi has been taken as a case and 20 teacher educators who were present at the time of visit have been included in the sample. For collecting data, two tools- a) Interview Schedule for Teacher Educators and b) Secondary Data which is collected from DIET Mandi were used. The data were



mainly analyzed in terms of frequencies and converted into percentages. The enrolment data in respect of both primary school as well as upper primary schools reflect that there is no gender or social bias in the enrolment at elementary stage. The girls participation for all categories of students is 49.41 % at elementary stage where as it is 49.56 % for SC and 46.89 % for ST. The participation of general category students of both sexes in elementary stage make a part of 63.12 % of total population of students whereas SC made 35.96 % participation and ST and OBC made their 0.60% and 0.32% respectively in the district. Moreover the SC students comprise 35.96 % of the total students against the 27.13% SC population in the District, so as the elementary education (i.e. primary and upper primary) is concerned which show slight social bias. Thus there is a need to sustain the achievement of gender and social equity in terms of enrolment at primary level.

Rahul Laxman Vikhe (2018) conducted “Study and Review of Role of Sarvashikshaabhiyan in the Development of Elementary Education”. The purpose of the present study was to investigate the awareness of the primary school teachers of

Ahmednagar district towards the key concepts of SSA. This study also attempted to compare the awareness of different variables like gender, level of education, inhabitation, academic discipline, implementation of schemes under SSA, useful insights for fund planning of SSA for elementary education. Primary school students of Ahmednagar district were considered as the sample in order to study the academic performance of primary school students under SSA programme with respect to independent variables. To make the study worthwhile, representative sampling of total school’s population of each taluka is to be taken. The total population of the study may consist of Government urban and rural schools of Ahmednagar district. The study period will be 2010-11 to 2015-16. Through the questionnaire technique, the data will be collected from 500 respondents. With the help of email, social media researcher will send questionnaire to respondents. Researcher will observe infrastructure and facilities given to the schools. Secondary data will be collected from encyclopedia, journals, reference books, newspaper, internet, research thesis. Information collected in table is not information for

research purpose. Conclusion will be drawn by researcher using sample and statistical tools. For data interpretation popular statistical tools like multiple regression and factor analysis may be used to reach to some considerable conclusion. The study will be helpful for its wide range of implications like 1. This study is useful in knowing the existing level of awareness of key concepts of SSA among Ahmednagar district. 2. Special activities like debates, discussions, seminars, field survey etc. should be organized to develop awareness About SarvShikshaAbhiyan. 3. This study will be fruitful for the policy makers and planners for creating more awareness among primary school teachers.

Objectives:

1. To find out the influence of following variables on the opinions of Teachers

Variables:

1. for Teachers:

- a) Gender : Male / Female
- b) Locality : Rural / Urban
- c) Academic qualification : UG / PG

Sample of the study:

towards the Impact of Rajiv Vidya Mission (SSA) Programme on imparting quality education:

- a) Gender
- b) Locality
- c) Academic qualification

Hypotheses:

1. There is no significant difference between male and female Teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.
2. There is no significant difference between rural and urban Teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.
3. There is no significant difference between UG and PG qualification teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

In the present study Teachers from rural, urban and tribal areas of

Guntur district are taken as population. The scholar adopted stratified random sampling technique to obtain the sample. Schools were selected on the basis of simple random sampling procedure. Altogether 120 schools from five

Educational divisions of Guntur, Tenali, Narsaraopet, Bapatla, Sattenapalli were randomly selected for the study. Sample comprised of 425 Teachers selected from various schools of Guntur district.

Distribution of the sample:

S.No.	Variable	Categories	Sample	Total
1.	Gender	Male	200	425
		Female	225	
2.	Locality	Rural	225	425
		Urban	170	
3.	Educational Qualification	UG	175	425
		PG	250	

Tools used in the study:

The present investigation is intended to study the Impact of Rajiv Vidya Mission (SSA) Programme for quality education in Primary Schools of Guntur District in Andhra Pradesh state. The researcher constructed the 'opinionnaire' to find out the opinions of Teachers.

Scoring procedure:

The schedules contain a total of 65 items for Teachers. The respondents were required to indicate their opinion by marking one of the following five

alternative responses given against the statements. The five alternative responses were Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). Each scale (alternative) was coded as 1, 2, 3, 4 and 5. Accordingly, Strongly Agree (SA) =1; Agree (A) = 2; Undecided (UD) =3, Disagree (D) =4 and Strongly Disagree (SD) = 5; were used. The alternative responses of negative items are credited with 5, 4, 3, 2, 1 points respectively from unfavorable end to favorable end. The weighted scores were tabulated for each individual and his/her total score was

calculated for each. The reliability coefficient of the tools was calculated using split half method and found to be 0.82.

Statistical Techniques Used:

The Descriptive statistics such as Mean, Standard Deviation, and the inferential statistical techniques such as

t-test are employed to test different hypotheses.

Analysis and Interpretation of Data:

1. There is no significant difference between male and female Teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Gender	Total	Mean	SD	S.Ed	't'
Male	200	183.14	12.12	1.2124	1.77
female	225	185.29	12.98		

NS: Not Significant at 0.05 or 0.01 level

From the above table it is observed that, the mean opinion scores of female teachers (185.29) is higher than that of male teachers (183.14). The 't' value is found to be 1.77 which is not significant. This shows that there is no significant difference between the

opinions of male and female teachers towards the Impact of Rajiv Vidya Mission (SSA) programme on imparting quality education in primary schools of Guntur District in Andhra Pradesh state. Hence, the null hypothesis is accepted.

2. There is no significant difference between rural and urban Teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Locality	No	Mean	SD	S.Ed	't'
Rural	255	182.75	12.47	1.214	1.186
Urban	170	184.19	12.23		

NS: Not Significant at 0.05 or 0.01 level

From the above table it is observed that, the mean opinion scores of urban teachers (184.19) is higher than that of rural teachers (182.75). The 't' value is found to be 1.186 which is not significant. This shows that there is no significant difference between the

opinions of rural and urban teachers towards the Impact of Rajiv Vidya Mission (SSA) programme on imparting quality education in primary schools of Guntur District in Andhra Pradesh state. Hence, the null hypothesis is accepted.

3. There is no significant difference between UG and PG qualification teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Qualification	No	Mean	SD	S.Ed	't'
UG	175	181.79	12.08	1.18	2.754
PG	250	185.04	12.12		

S: Significant at 0.05 or 0.01 level

From the above table it is observed that, the mean opinion scores of PG teachers (185.04) is higher than that of UG teachers (181.79). The 't' value is found to be 2.754 which is significant. This shows that there is a significant difference between the opinions of UG and PG teachers towards the Impact of Rajiv Vidya Mission (SSA) programme on imparting quality education in primary schools of Guntur District in Andhra Pradesh state. Hence, the null hypothesis is rejected.

1. There is no significant difference between male and female teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

2. There is no significant difference between rural and urban teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

3. There is a significant difference between UG and PG qualification teachers towards the opinion of Rajiv Vidya Mission (SSA) Programme on imparting quality education.

Findings of the study:

Suggestions:

1. For providing quality education proper infrastructure should be provided in the form of School plan, School ground, Laboratory, Library and also hygienic conditions play a very important role.
2. The government has to establish new schools where there is no school and establish new classrooms where requirement exists.
3. The government should recruit qualified teachers in all schools to provide quality education.
4. School curriculum should be revised according to the needs and deeds of the students.

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