

# Sarva Shiksha Abhiyan- A Successful Scheme of Education in India

Priti

Amity Institute of Education, Amity University, Noida, Uttar Pradesh, India

Harish Kumar Tyagi

Amity Institute of Education, Amity University, Noida, India

Dr. Anil Kumar

Principal, DIET, Dilshad Garden, New Delhi, India

## Abstract

The study attempted to know the performance and progress of students enrolled at NFE centers and also available infrastructure and human resources of center in Delhi. *In the study 80 students were selected from four centers.* The entire study was conducted in 2 phases. In first phase Standard Procedure for the standardization of Achievement Test, Administration of the Standardized tests on a sample of 80 Students was carried out. In second phase the final data was collected on a sample of 80 students. Findings of the study reveal that the learners studied at the center having adequate facilities 86.50 % marks in math and Hindi and who were studied at the center having Inadequate learning facilities had less academic achievement (73.60%) than adequate learning centres. The centres which provide more facilities included learning teaching materials (Level wise text book, Work sheet, Charts, Models, Play materials and toys, Primary science and mathematics kit, Maps and globe, Low cost or zero cost learning materials), basic infrastructural facilities etc., performance of learners was found better than fewer Inadequate-learning Center. The relationship between teacher's behaviors on academic achievement of the students, Correlation of Hindi with Math is 0.60, Hindi with Teachers is 0.70 and Math with Teachers is 0.41 which positively and highly correlated.

**Keywords:** Sarva Shiksha Abhiyan, Achievement

## INTRODUCTION

The decade of the 90 has seen the growing trend of parallelization of school education programmes and institutions. The seeds for this were sown in the National Policy on Education -1986 (NPE-1986) which stated that Universalization of Elementary Education (UEE) will be achieved either through the school system, or a parallel stream of Non-Formal Education (NFE). This trend was further magnified by the government's decision to set up a national literacy mission (NLM) in 1988. Instead of a much-expected UEE Mission NLM succeeded in diverting political attention from the issue of education as a Fundamental Right and projecting mere literacy as education.

In 1993, under the Education for All (EFA) the government opened the doors of NLM to the 9-14 age groups instead of limiting it to the 15-35 age groups as was originally intended. This move implied that the government does not pay any special attention to upper primary level (classes vi- vii) as far as policy is concerned, this might not have existed at all. When it came to the science that is taught in formal schools as per CBSE/State norms; literacy alone was expected to suffice. As a result of this development, the State's educational responsibility is being assumed to be fulfilled if a child in the age group of 6-9 years spends three years in a NEF center, followed by coverage of two years in adult literacy class when she is 9-11 years of age without ever having even stepped in to a school.

The ESS was the oldest of these literacy projects, which was started in November 1991. This project reported on achievement of 20-69 percent and similarly EFA programme of Delhi administration stated in 1992 was wended up without reporting any progress and DSS was wended up in 1993. The NDMC project also ended in 1995 with a meager achievement of 17.18 percent. Now days a programmer SSA (7 year quality education) for child age group 6-14 years launched by central & state governments of India.

None of these projects were evaluated externally. In fact, all the three projects were far below the achievement rate of 60 percent requirement, which is neccessart for initiating an external evaluation. So far post literacy and continuing education (PL & CE) projects have been part of the earlier projects.

The Delhi Sarva Shiksha Abhiyan Samiti, had adopted the 'campaign approach' to achieve its literacy targets. Campaign' approach is essentially 'volunteer' based approach, requiring one volunteer for every ten learners. Having a large target, every campaign required thousands of educated volunteers. Thus the volunteers and their profile are among the most important factors on which success or failure of every campaign is dependent. Now day's dropout child is very major problems in our school education system. Therefore an alternative system (learning centers) is must to provide quality education for all children, especially who are out

of schools. Thus it was significant in the study to review the profile and views of the neo-literates students in regards of their improved learning. Hence the present research focused of the student's views. So, all these aspects were covered in the present study.

## OBJECTIVES

The study has achieved the following objectives:

- (1) To study the status of students and teachers at the learning centers.
- (2) To study the adequacy of infrastructural facilities available at the centres.
- (3) To study the academic achievement of learners belonging to learning centers with regard to adequate and inadequate infrastructure and facilities.
- (4) To study the attitude of the teachers towards learners and learning centers.
- (5) To compare the academic achievement of learners belonging to learning centers with regard to adequate and inadequate infrastructural facilities.
- (6) To study the relationship between teachers behavior and academic achievement of the learners.
- (7) To compare the academic achievement of learners being taught by trained and untrained teachers.

## HYPOTHESIS

Following Null Hypothesis has been formulated and statistically tested-

- 1) There is no significant difference in the academic achievement of learners belonging to learning centers with regard to adequate and inadequate infrastructure and facilities.
- 2) There is no significant difference in attitude of the teachers towards learners and learning centers.
- 3) There is no significant difference in the academic achievement of learners belonging to learning centers with regard to adequate and inadequate infrastructural facilities.
- 4) There is no significant relationship between teacher's behavior and academic achievement of the learners.
- 5) There is no significant difference in academic achievement of learners being taught by trained and untrained teachers.

## METHODOLOGY

In order to make sample representative, a random sampling technique was selected by using "draw of lots" in which every individual gets equal chances of being selected. Thus, from a total of 108 students of class-III were matched on their age and sex. Only those students were chosen who were of 8 to 9.5 years of age and equal number of boys and girls was chosen. Hence, only 96 students were found meeting the matching criterion. Finally 80 students were selected using 'draw of lots' technique taking 40 boys and 40 girls from all four centers. The following tools were used.

1. Learning Centre Checklist.
2. Teachers Attitude Scale.
3. Construction of Teacher's Attitude Scale.
4. Comprehensive Academic Achievement Test in Mathematics and Hindi.
5. Teacher's Behavior scale.

## RESULTS AND DISCUSSION

**Objective 1:** To study the status of students and teachers at the learning centers.

1. There were 8 male teachers and 97 female teachers working at these learning centers. It can be traced that all centers have had negligible number of male teachers and the majority of the teachers was female.
2. Therefore, most of the teachers were graduates and a few were undergraduates whereas negligible number of the teachers was who were below to 12<sup>th</sup> standard teaching at learning center
3. In the learning centers, mostly teachers were female and quite young between 19 to 25 years. Few teachers were in the age of 25-35 years of age while very few teachers were above 40 years of age.
4. Very few teachers were postgraduate, few were graduate but most of the teachers were 12<sup>th</sup> passed regarding their educational qualification.
5. Very few were B.Ed degree holder. But most of the teachers were untrained.
6. Most of the teachers have one month to five years teaching experience, very few teachers were having more than five years teaching experience but few teachers had no experience at all.

**Objective 2:** To study the adequacy of infrastructural facilities available at the centres.

1. In the pucca buildings most of the centers were running but few centres were working in the partly pucca.
2. Most of the learning centres had boundary wall from all sides with neat and clean premises and proper entrance gates.
3. There were proper seating arrangements for teachers and learners but few learners brought their own tat-

patti and very few learners were seating on the desk.

4. All learning center were providing safe drinking water for their learners.
5. All centers had toilet facilities. But few have no separate toilet facilities for girls.
6. Learning centers had electricity facilities with working bulbs and fans.
7. Playgrounds were also available in functional condition in most of the learning centers but some learning center has no playground.

**Objective 3:** To study the academic achievement of learners belonging to learning centers with regard to adequate and inadequate infrastructure and facilities.

It has been found that those learners studied at adequate learning centres, had got 86.50 % marks in math and Hindi and who were studied at Inadequate learning centres had less academic achievement (73.60%) than adequate learning centres. It can be conclude those learning centres provide more facilities included learning teaching materials (Level wise text book, Work sheet, Charts, Models, Play materials and toys, Primary science and mathematics kit, Maps and globe, Low cost or zero cost learning materials), basic infrastructural facilities etc., their performance of learners better than less Inadequate learning Center.

- (1) Some of the learners showed 100 percent result in mathematics. But very few learners could not pass the test. In both of the test learner of class III scored marks from 33 to 43 percent.
- (2) It was found that all learners passed in Hindi of class III. In mathematics maximum percent of learners scored marks between 25 to 35 percent. While maximum percent of learners scored marks between 35 to 45 percent. In Hindi, very few learners could score above 95 percent.
- (3) Most of the learners scored marks in the range from 33 to 43 percent. Very few learners could not pass the test. Only few learners could score above 83 percent marks.
- (4) In mathematics most of the learners scored 93 and above percent marks in the test.

**Objective 4:** To study the attitude of the teachers towards learners and learning centers.

The result proved that the attitude of the teachers towards learners and learning centres with adequate and inadequate learning facilities shows highly significant difference.

**Objective 5:** To compare the academic achievement of learners belonging to learning centers with regard to adequate and inadequate infrastructural facilities.

The result clearly indicated that the effect of *Adequate and In-adequate Learning Centre's on learners' achievement* of primary class students brings about a highly significant difference in the learners' achievement of primary level students who are at the important phase of cognitive development.

It was found that mean score of the students enrolled at the center having adequate learning facilities is 41.75 as compared to the mean score 30.95 of the centers having inadequate learning facilities. The calculated t-value is 6.76, which is highly significant at 0.01 levels. Thereby rejecting the null hypothesis which states that there is no significant difference in the level of learners' achievement of the adequate and inadequate learning centers

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It has also been observed by the researcher that:

Maps, Globes, and charts were available in the learning centers.

1. Toys and play materials were absent in majority of the learning center, but if present, majority of them were in functional condition.
2. Primary science kit, Mathematics kit and Newspapers were absent in learning centers
3. Blackboards were present in the learning centers out of which most of the blackboards were in functional condition.
4. First-aid-box and medical check-up were absent in the majority of the learning centers.
5. Recreational facilities were not available in learning centers.

**Objective 6:** To study the relationship between teachers' behavior and academic achievement of the learners.

It was showed the relationship between teacher's behaviors on academic achievement of the students. Correlation of Hindi with Math is 0.60, Hindi with Teachers is 0.70 and Math with Teachers is 0.41 which positively and highly correlated. So, the investigator found that if the behavior of the teachers is friendly towards learners then the academic achievement of the students will shows good academic result.

**Objective 7:** To compare the academic achievement of learners being taught by trained and untrained teachers

It has been found that all most all the four centers had a number of trained teachers but those had more trained teachers at learning center their student's performance was good in comparison to the students being taught by un trained teachers. As table indicates two NGOs ( Nav Jyoti and Prayas ) have more trained teachers and other two NGOs( Seva Bharti and Gram Seva) had less number of trained teachers than Nav Jyoti and Prayas . So, the performance of the students differs from those who were taught by trained or untrained teachers. Now as the evidence of collected data shows the performance of the learners who were taught by trained teachers is better.

It has been found that those learners studied at adequate learning centres, had got 86.50 % marks in math and Hindi and who were studied at Inadequate learning centres had less academic achievement (73.60%) than adequate learning centres. It can be conclude those learning centres provide more facilities included learning teaching materials (Level wise text book, Work sheet, Charts, Models, Play materials and toys, Primary science and mathematics kit, Maps and globe, Low cost or zero cost learning materials), basic infrastructural facilities etc., their performance of learners better than less Inadequate learning Center.

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### CONCLUSION

Demand for quality education is increasing in India. At the same time it has been observed that required changes and task of educating all cannot be done in isolation. It needs collaborative efforts of the state and central government, private organizations, and local government. Joint efforts being made by Central and state governments are really able to develop the indicators which are the criterion of assessing the performance of a developed country. The years coming ahead will certainly be valuable to make India as a role model for the developing countries to launch the projects like SSA.

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