
EFFECTIVENESS OF SARVA SHIKSHA MISSION IN THE DOOARS REGION OF INDIAN SUBCONTINENT: AN ASSESSMENT FROM TEACHERS' COMPONENT

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ABSTRACT

The teacher is the dynamic force of the educational system. Education without a teacher is just like a body without soul, skeleton without flesh and blood, a shadow without substance. As social engineers, the teachers can socialize and humanize the young by their man-like qualities. This study conducted in Jalpaiguri, a Sarva Shiksha Mission (SSM) district of West Bengal since 2002 to evaluate and assess the level of achievement earned by the Elementary Teachers from the SSM - its objective and purposes methods and approaches. While the level of Effectiveness of SSM (Y) had been the dependent/predictor character (Y), the contributory factors had been Age (X_1), Education of teachers (X_2), Training Experience (X_3), Year of Experience (X_4), Engagement in other activity (X_5), Family Income (X_6), Social Participation (X_7), Interaction with Head Teacher (X_8), Interaction with School Inspectors (X_9), Interaction with SSM Personnel (X_{10}), Organizational Interfacing (X_{11}), Involvement in SSM actions (X_{12}), Value Judgement (X_{13}), Response about SSM activities (X_{14}), Use of TL Materials (X_{15}), Exposures to Media (X_{16}), Opinion about present education system (X_{17}), and Challenges to SSM (X_{18}). The statistical analysis illustrated that while the variables: like (1) Education of teachers (X_2), Social Participation (X_7), Interaction with Head Teacher (X_8), Use of TL Materials (X_{15}) had wielded a substantive effect on the determining level of Effectiveness of SSM (Y) and (2) variables: like Age (X_1), Education of teachers (X_2), Year of Experience (X_4), Engagement in other activity (X_5), Family Income (X_6), Social Participation (X_7), Interaction with Head Teacher (X_8), and Challenges to SSM (X_{18}) have been found to exercise significant regression effect on the level of Effectiveness of SSM (Y).

Key words: Effectiveness of SSM, Social Participation, Organizational Interfacing, Value Judgement, and Opinion Matrix etc.

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1. INTRODUCTION

Teachers play a pivotal role in all round development of the students and shaping the destiny of the nation. The Teacher working at the lower ladder of education lays a strong foundation and nature the aptitude for education and shows the seeds of aspirations and ambitions in the minds of the children. In addition, it is the place where the human values are inculcated and promoted among the future citizens. In case of the deprived sections, the teachers has to play a great role not only in development and promoting positive attitude towards the value of education among the students and parents but also promotes the human resource development among these sections. Keeping in view of the above, an attempt has been made to analyses the background characteristics of the teachers, their opinion towards the education of the scheduled castes (SC) and scheduled tribes (ST) children of the schools located in the SC, ST habitations or nearby habitations.⁽¹⁾ The major problems encountered by the education system is enrolment of the children belonging to lower socio-economic status and retaining and enrolled children for a substantial period of time, keeping this is view, the teacher were enquired about difficulties experienced by them in enrolling and retaining the SC and ST children.

Suryanarayana (2006) conducted a study on the impact of radio lessons at the primary school level in the tribal area of Visakhapatnam District, Andhra Pradesh through questionnaire and interview with pupils, teachers and MRPs (Mondal Resource Persons). The major finding was that the presentation of the radio lesson was nice and it made the work of the teacher easier.⁽²⁾ In the study of Reddy and Uma Devy (2009) that it was found that 44.44 per cent of teachers observed a significant dropout phenomena among SC children. The reasons attributed reveal that poverty, parents' illiteracy, lack of awareness about the value of education, early marriage, for away school and lack of money for the books, fees, and uniform, etc. Again one of the outstanding reasons expressed by the teachers revolves round the poverty.⁽³⁾

2. OBJECTIVES OF THE STUDY

General objective: To study the level of Effectiveness of Sarva Shiksha Mission.

Specific objective:

- i) To evaluate and assess the level of achievement earned by the Elementary Teachers from the SSM
- ii) To assess the socio-personal and attitudinal casual variables viz. Age (X_1), Education of teachers (X_2), Training Experience (X_3), Year of Experience (X_4), Engagement in

other activity (X_5), Family Income (X_6), Social Participation (X_7), Interaction with Head Teacher (X_8), Interaction with School Inspectors (X_9), Interaction with SSM Personnel (X_{10}), Organizational Interfacing (X_{11}), Involvement in SSM actions (X_{12}), Value Judgement (X_{13}), Response about SSM activities (X_{14}), Use of TL Materials (X_{15}), Exposures to Media (X_{16}), Opinion about present education system (X_{17}), and Challenges to SSM (X_{18}).

- iii) To assess the nature, level and extent of inter dependence vis-à-vis mutual bearing taking 'Y' (level of Effectiveness of SSM) as to be the consequent variable while the others (mentioned in item - ii) as explanatory variables .

3. THE STUDY AREA AND METHODOLOGY

The present study is based on intensive School survey conducted during January – June 2014, in one block of the district of Jalpaiguri of the State of West Bengal. The block (Panchayat Samiti), namely Nagrakata was selected at random, out of 13 blocks in the district. With the help of random sampling method 100 school teachers were selected from 5 Gram Panchayat (GP) viz. Sulkapara, Champaguri, Looksan, Angrabhasa-I, Angrabhasa-II of the Nagrakata block. During selection of school teachers those schools were given preferences where dropout rate was below 50%. A structured schedule containing 22 different questions / statements / views were placed before each respondent teacher separately to measure the level of Effectiveness of SSM. Here, in order to explore the problem, different statistical methods like correlation, regression, and step down regression have been adopted.

4. RESULT AND DISCUSSION:

Table-I: Coefficient of correlation between Y and other 18 independent variables,

<u>Sl. No.</u>	<u>Variables</u>	<u>"r" value</u>
X ₁	Age of respondent	-.1136
X ₂	Education of teachers	0.2532*
X ₃	Training Experience	0.1371
X ₄	Year of Experience	0.0290
X ₅	Engagement in other activity	0.1919
X ₆	Family Income	-.1874
X ₇	Social Participation	0.2391*
X ₈	Interaction with Head Teacher	0.2385*
X ₉	Interaction with School Inspectors	0.1228
X ₁₀	Interaction with SSM Personnel	0.1296

X ₁₁	Organizational Interfacing	0.1505
X ₁₂	Involvement in SSM actions	0.1496
X ₁₃	Value Judgement	0.0928
X ₁₄	Response about SSM activities	0.0812
X ₁₅	Use of TL Materials	0.2917**
X ₁₆	Exposures to Media	-.0833
X ₁₇	Opinion about present education system	-.0875
X ₁₈	Challenges to SSM	0.1668

Critical value (1-Tail, .05) = +or- 0.215(*) *Significant at 5% level

Critical value (2-Tail, .01) = +or- 0.281(**) ** Significant at 1% level

Table I presents the correlation studies between the dependent variable i.e. level of Effectiveness of SSM (Y) and other seventeen (18) independent variables viz. Age (X₁), Education of teachers (X₂), Training Experience (X₃), Year of Experience (X₄), Engagement in other activity (X₅), Family Income (X₆), Social Participation (X₇), Interaction with Head Teacher (X₈), Interaction with School Inspectors (X₉), Interaction with SSM Personnel (X₁₀), Organizational Interfacing (X₁₁), Involvement in SSM Components (X₁₂), Value Judgement (X₁₃), Response about SSM activities (X₁₄), Use of TL Materials (X₁₅), Exposures to Media (X₁₆), Opinion about present education system (X₁₇), and Challenges to SSM (X₁₈). It is found that variables like Education of teachers (X₂), Social Participation (X₇), Interaction with Head Teacher (X₈), and Use of TL Materials (X₁₅) had wielded a substantial influence on the dependent variable that is, level of Effectiveness of SSM.

Higher educational qualification (X₂) means enrichment in academic arena in terms of innovations, new experiences, deeper understanding in subjects and better output in classroom teaching and accordingly teachers could have associated themselves in the participatory interacting during different training programmes. As a result, they built up higher effectiveness index towards implementation of Sarva Shiksha Mission objectives.

Engagement in allied activities like a member of office bearer of Panchayat Raj Institutions/ Municipality/ School organization/ NGO/Co-operative/ Club or any other organization in short, social participation (X₇) helped teachers in utilizing their diverse access in institutional and interpersonal interactions. These have contributed to build up a wide range of inventory information on different aspects of education during SSM.

Head teachers or Head Masters/Mistresses play an important role in their school environment. School teachers are generally busy with their class teaching. So Head teachers

or Head Masters/Mistresses are the persons who are in contact most of the times with their Teachers and other educational administrators of the district. Hence, the interaction of teacher with Head Teacher (X_8) makes it easier for better implementation of SSM programmes.

Teaching Learning Materials (TLM) cannot be invented from the market rather it is articulated within teachers' innovations. It is the teacher who ultimately invented and use of TL Materials (X_{15}) during class room teaching which ultimately influenced learning effectiveness index and impart quality of education.

Table II: The Multiple Regression Analysis

<u>Sl. No.</u>	<u>Variables</u>	<u>"β" value</u>	<u>"t" value</u>
X1	Age of respondent	-.357936	-2.649**
X2	Education of teachers	0.215690	2.167*
X3	Training Experience	0.099139	0.987
X4	Year of Experience	0.549036	3.760**
X5	Engagement in other activity	0.221461	2.419*
X6	Family Income	-.200400	-2.054*
X7	Social Participation	0.250577	2.729**
X8	Interaction with Head Teacher	.245837	2.472*
X9	Interaction with School Inspector	-.066254	-.523
X10	Interaction with SSM Personnel	0.179663	1.466
X11	Organizational Interfacing	-.028729	-.250
X12	Involvement in SSM actions	-.001182	-.009
X13	Value Judgement	0.154327	1.729
X14	Response about SSM activities	0.113078	1.226
X15	Use of TL Materials	0.082266	0.840
X16	Exposures to Media	-.153541	-1.437
X17	Opinion Level on present education system	-.081734	-.733
X18	Challenges to SSM	0.303884	3.166**
Multiple R	0.67245		
R Square	0.45220		
Adjusted R ²	0.33046		
Standard Error	1.09026		

Table II presents the multiple regression analysis with β values and corresponding t values. It is discernible that the variables like Age (X_1), Education of teachers (X_2), Year of Experience (X_4), Engagement in other activity (X_5), Family Income (X_6), Social Participation

(X₇), Interaction with Head Teacher (X₈), Challenges to SSM (X₁₈) have been found to exercise significant regression effect on the level of Effectiveness of SSM.

It has been found that the different factors affecting the level of Effectiveness of SSM. It is also to be mentioned that all eighteen variables put together can explain 45.22 per cent ($R^2 = .45220$) of the total effect. This demands inclusion of more variables as well as more number of respondents for being studied across the heterogeneous micro situations to generate higher levels of explicability.

Table 3: Step down regression Analysis

Variable(s) Entered on Step Number

1. X₁₅

Multiple R 0.29172

R Square 0.08510

Adjusted R² 0.07576

Standard Error 1.28096

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	14.95693	14.95693
Residual	98	160.80307	1.64085

F = 9.11537 Significant F = 0.0032

Variable(s) Entered on Step Number

2. X₇

Multiple R 0.37369

R Square 0.13964

Adjusted R² 0.12190

Standard Error 1.24857

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	24.54371	12.27186
Residual	97	151.21629	1.55893

F = 7.87197 Significant F = 0.0007

Variable(s) Entered on Step Number

3. X₂

Multiple R 0.45476

R Square 0.20681

Adjusted R² 0.18202

Standard Error 1.20507

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	3	36.34870	12.11623
Residual	96	139.41130	1.45220

F = 8.34336 Significant F = 0.0001

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
VAR00002	0.336549	0.118040	0.264730	2.851	0.0053
VAR00007	0.382089	0.127533	0.276003	2.996	0.0035
VAR00015	0.139155	0.050450	0.252949	2.758	0.0070
(Constant)	3.163033	0.534861		5.914	0.0000

From placing the variables into a step down model of regression analysis, it is found that after step 3, three variables viz. of Education of teachers (X₂), Social Participation (X₇), Use of TL Materials (X₁₅) summated had explained 20.68 per cent of the total effect. Thus, rest 15 variables were explaining only about 24.54 per cent of total effect. It is interesting to note that in the step down model, role of teachers had come up innovatively to characterize the agglomerated effect of these three variables on the level of Effectiveness of SSM in the study area.

5. CONCLUSION

Education is a complex phenomenon. Sarva Shiksha Mission is the additional boost up given since 2002 to the existing education structure in order to universalize elementary education to achieve 100 per cent enrolment in respect of Gross Enrolment Ratio (GNER), access to school by all children of age group 6-14 years, reducing the dropout rate below 10 per cent, and make sure the quality of education. The effectiveness of Sarva Shiksha Mission is the composite goal to be achieved from stake holders' like students and parents, community participators, administrators, and teachers. Among them, teachers' role is very important in the sense that the teacher single-handedly can do the moving parts towards accomplishment of the objectives of the mission. So the assessment of effectiveness of Sarva Shiksha Mission from teachers' view point is indispensable and also the need of the hour.

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