

Impact of Sarva Shiksha Abhiyan on the Quality of School Education: A Case study of Ganderbal District in Jammu and Kashmir

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ABSTRACT

The purpose of the paper is to study the teachers' profile with respect to pre-service and in-service experience. The method adopted for this research was descriptive method and the study comprised 25 primary schools from 4 blocks of Ganderbal district of Jammu and Kashmir (Ganderbal, Kangan, Lar and Wakura) each to make a total sample of 100 primary schools and 100 teachers. Self-constructed questionnaire was used to get information regarding Sarva Shiksha Abhiyan implementation from teachers. The result revealed that out of 100 teachers, 84(84%) viewed that there is appropriate student ratio in the classrooms but 16(16%) viewed that there is not appropriate student ratio in the classrooms. Further it was revealed that out of 100 teachers, 97 (97%) viewed that the supervision mechanism of teachers is working effectively in the schools. The study further revealed that the policy adopted in the J&K for non-detention of students is ineffective.

Key Words: *Sarva Shiksha Abhiyan, Teaching, Physical facilities, Primary education*

INTRODUCTION

Education is a dynamic process that starts from birth. It transforms human beings' life from ignorance to enlightenment. Education is a process of character building and expansion of intellect. Generally speaking, it is also a future investment that supports nation, economy, and society. Besides, education plays a crucial role in an

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individual, economy, society and at the country level. From all the levels of education, elementary education is a backbone for a nation, without the universalization of elementary education, no nation can think for development. However, elementary education is the foundation for children. If they get a regular and continuous education from their elementary stage, so there is a more chance to move for higher and higher education. This will accelerate the growth of children, as well as economic growth, will proceed. For this quality of education is also recognized international, among 17 sustainable development goal one of the goals is quality of education which should be achieved till 2030. If India wants to achieve the quality of education till 2030, it is required to focus on quality. So, to examine quality over quantity is necessary because the influx of children in government schools is another concern i.e., whether these students are getting favorable environment or not for their learning achievements. The main objective to universalize primary education and to impart the quality of education at elementary level all efforts were undertaken by both central and state government in Bihar after the implementation of Sarva Shiksha Abhiyan scheme in 2001. Moreover, this study tries to examine the quality of elementary education loopholes in government schools through primary survey.

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is

attempting to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. SSA is an area of investigation which strongly under consideration of research. This study catches more and more prominence for further research after its study. Malathi (2006) revealed that children from schools employing the method of indirect supervision tend to be more self-reliant and independent in their understanding and approach towards learning in general. Ramachandran and Vimala (2001) recommended community participation in the specific context of people who have little or no access to basic education. Yadappanavar (2002) recommended that incentives should be provided to low-income families to encourage them to spare their daughters for school. SSA which was launched in Jammu and Kashmir in 2003 for increasing the speed of literacy rate day by day has got great set-back from last three years. Through SSA has confronted with many problems throughout the country but in J&K this particular scheme has got great set back. J&K is sub-summed as a backward state of India and its educational system is greatly influenced by or we can say is under the control of politicians and elementary education with some objectives like equalizing educational opportunities and universal retention. Tara and Gupta (2003) analyzed Elementary education and its universalization an important place in Indian policy history. Banerjee (1997) Conducted field studies in Mumbai and Delhi to focus Poverty and primary Schooling: Different dimensions of SSA have been studied by different agencies, organizations and research scholars but still something seems to be hidden in the area.

Statement of the Problem

The statement of the study is as under:

“Impact of Sarva Shiksha Abhiyan on the Quality of School Education: A Case study of Ganderbal District in Jammu and Kashmir.”

Objectives

1. To study the teachers' profile with respect to- pre-service and in-service experience.
2. To study the evaluation procedure practiced in schools.

Research Questions

1. What is the profile of teachers teaching in primary schools with respect to- pre-service experience and in-service experience?
2. What is the evaluation procedure practiced in schools?

METHODOLOGY

Descriptive Research method was used in the study.

SAMPLE

Twenty-five (25) primary schools from four (4) blocks of District Ganderbal of Jammu and Kashmir, each to make a total sample of hundred (100) primary schools will constitute the sample. One (1) teacher of primary level of 5th standard has been selected from each school to make a total sample of one hundred (100) teachers.

TOOL USED

Self-constructed questionnaire was used to get information regarding Sarva Shiksha Abhiyan implementation from teachers.

STATISTICAL TECHNIQUE

In order to accomplish, the objectives of the present study, the data was statistically analyzed using percentage statistics and presented in a tabular form.

ANALYSES AND INTERPRETATION

1. Results pertaining to teacher's profile with respect to Pre-Service and In-Service experience.

Table 1.1 Response of teachers regarding the Teacher-Student Ratio

Response	No. of respondents of Block Ganderbal	Percentage	No. of respondents of Block Kangan	Percentage	No. of respondents of Block Lar	Percentage	No. of respondents of Block Wakura	Percentage	Total respondents	Total percentage
Yes	20	80%	23	92%	22	88%	19	76%	84	84%
No	5	20%	2	8%	3	12%	6	24%	16	16%
Total	25	100%	25	100%	25	100%	25	100%	100	100%

From the table 1.1, it can be interpreted that in Block Ganderbal, out of 25 respondents 20(80%) agreed that there are appropriate Teacher- student ratio in the classrooms whereas out of 25 respondents 5(20%) disagreed with these views. In Block Kangan, out of 25 respondents 23(92%) agreed that there is appropriate student ratio in the classrooms whereas out of 25 respondents 2(8%) disagreed

with these views. In Block Lar, out of 25 respondents 22(88%) agreed that there is appropriate student ratio in the classrooms whereas out of 25 respondents 3(12%) disagreed with these views. In Block Wakura, out of 25 respondents 19(76%) agreed that there is appropriate student ratio in the classrooms whereas out of 25 respondents 6(24%) disagreed with these views. The result reveals that out of 100 teachers, 84(84%) viewed that there is appropriate student ratio in the classrooms but 16(16%) viewed that there is not appropriate student ratio in the classrooms. Hence, it can be concluded that there is appropriate student ratio in the classrooms in the schools of Ganderbal district of Jammu and Kashmir.

Table 1.2: Response of teachers regarding the supervision mechanism.

Response	No. of respondents of Block Ganderbal	Percentage	No. of respondents of Block Kangan	Percentage	No. of respondents of Block Lar	Percentage	No. of respondents of Block Wakura	Percentage	Total respondents	Total percentage
Yes	24	96%	25	100%	23	92%	25	100%	97%	97%
No	1	4%	0	0%	2	8%	0	0%	3%	3%
Total	25	100%	25	100%	25	100%	25	100%	100%	100%

From the table 1.2, it can be interpreted that in block Ganderbal, out of 25 respondents 24(94%) agreed that the supervision mechanism of teachers in the schools are working effectively whereas out of 25 respondents 1(4%) disagreed with these views. In Block Kangan, out of 25 respondents 25(100%) all are agreed that the supervision

mechanism of teachers in the schools are working effectively. In Block Lar, out of 25 respondents 23(92%) agreed that the supervision mechanism of teachers in the schools are working effectively whereas out of 25 respondents 2(8%) disagreed with these views. In Block Wakura, out of 25 respondents 25(100%) all are agreed that the supervision mechanism of teachers in the schools are working effectively.

The result reveals that out of 100 teachers, 97(97%) viewed that the supervision mechanism of teachers is working effectively in the schools but 3(12%) teachers agreed that the supervision mechanism of teachers are not working effectively in the schools. Hence, it can be concluded that in majority of the schools the supervision mechanism of teachers is working effectively in the schools of Ganderbal district of Jammu and Kashmir.

Table 1.3 Teacher and Teacher preparation.

Parameters	Indicators	Block	Block	Block	Block
		Ganderbal%	Kangan%	Lar%	Wakura%
Student ratio appropriate	Yes	80%	92%	88%	76%
	No	20%	8%	12%	24%
No. of teacher's sufficient	Yes	24%	52%	56%	32%
	No	76%	48%	44%	68%

From the table 1.3, it can be interpreted that in Block Ganderbal, in 80% of the schools the student ratio is appropriate in the classrooms and in 20% of the schools the student ratio is not appropriate in the classrooms, in 24% of the schools the number of teachers is sufficient and in 76% of the schools the number of teacher's is not sufficient. In Block Kangan, in 92% of the school's student ratio is appropriate in the classrooms and in 8%

of the school's student ratio is not appropriate in the classrooms, in 52 % of the schools the number of teachers is sufficient and in 48% of the schools the number of teachers is not sufficient. In Block Lar, in 88% of the school's student ratio is appropriate in the classrooms and in 12% of the school's student ratio is not appropriate in the classrooms, in 56% of the schools the number of teachers is sufficient and in 44% of the schools the number of teacher's is not sufficient. In Block Wakura, in 76% of the school's student ratio is appropriate in the classrooms and in 24% of the school's student ratio is not appropriate in the classrooms, in 32% of the schools the number of teachers is sufficient and in 68% of the schools the number of teachers is not sufficient.

From the table 2.1, it can be interpreted that in Block Ganderbal, out of 25 respondents 9(36%) agreed that the policy adopted in the states for non-detention of students is effective whereas out of 25 respondents 16(64%) disagreed with these views. In Block Kangan, out of 25 respondents 8(32%) agreed that the policy adopted in the states for non-detention of students is effective whereas out of 25 respondents 17(68%) disagreed with these views. In Block Lar, out of 25 respondents 10(40%) agreed that the policy adopted in the states for non-detention of students is effective whereas out of 25 respondents 15(60%) disagreed with these views. In Block Wakura, out of 25 respondents 13(52%) agreed that the policy adopted in the states for non-detention of students is effective whereas out of 25 respondents 12(48%) disagreed with these views.

2. Results pertaining to evaluation procedure practiced in schools

Table 2.1: Response of teachers regarding the effectiveness of non-detention policy

Response	No. of respondents of Block Ganderbal	Percentage	No. of respondents of Block Kanagan	Percentage	No. of respondents of Block Lar	Percentage	No. of respondents of Block Wakura	Percentage	Total respondents	Total percentage
Yes	9	36%	8	32%	10	40%	13	52%	40	40%
No	16	64%	17	68%	15	60%	12	48%	60	60%
Total	25	100%	25	100%	25	100%	25	100%	100	100%

The result reveals that out of 25 teachers, 40(40%) viewed that the policy adopted in the states for non-detention of students in the schools is effective but 60(60%) viewed that the policy adopted in the states for non-detention of students in the schools is ineffective. Hence, it can be concluded that the policy adopted in the states for non-detention of students is ineffective.

Table 2.2: Response of teachers regarding the usage of diagnostic test.

Response	No. of respondents of Block Ganderbal	Percentage	No. of respondents of Block Kanagan	Percentage	No. of respondents of Block Lar	Percentage	No. of respondents of Block Wakura	Percentage	Total respondents	Total percentage
Yes	16	64%	19	76%	14	56%	20	80%	69	69%
No	9	36%	6	24%	11	44%	5	20%	31	31%
Total	25	100%	25	100%	25	100%	25	100%	100	100%

From the table 3.7.2, it can be interpreted that in Block Ganderbal, out of 25 respondents 16(64%) agreed that the diagnostic test is used in the classrooms to solve the problems of students whereas out of 25 respondents 9(36%) disagreed with these views. In Block Kangan, out of 25 respondents 19(74%) agreed that the diagnostic test is used in the classrooms to solve the problems of students whereas out of 25 respondents 6(24%) disagreed with these views. In Block Lar, out of 25 respondents 14(54%) agreed that the diagnostic test is used in the classrooms to solve the problems of students whereas out of 25 respondents 11(44%) disagreed with these views. In Block Wakura, out of 25 respondents 20(80%) agreed that the diagnostic test is used in the classrooms to solve the problems of students whereas out of 25 respondents 5 (20%) disagree with these views. The result reveals that out of 100 teachers, 69(69%) viewed that the diagnostic test is used in the classrooms to solve the problems of students but 31(31%) teachers viewed that the diagnostic test is not used in the classrooms to solve the problems of students. Hence, it can be concluded that the diagnostic test is used in the classrooms to solve the problems of students in the schools of Ganderbal district of Jammu and Kashmir.

Table 2.3 Response of teachers towards evaluation system

Response	No. of respondents of Block Ganderbal	Percentage	No. of respondents of Block Kangan	Percentage	No. of respondents of Block Lar	Percentage	No. of respondents of Block Wakura	Percentage	Total respondents	Total percentage
Yes	19	76%	22	88%	24	96%	18	72%	83	87%
No	6	24%	3	12%	1	4%	7	28%	17	17%
Total	25	100%	25	100%	25	100%	25	100%	100	100%

From the table 2.3, it can be interpreted that in Block Ganderbal, out of 25 respondents 19(76%) agreed that the evaluation system is good enough to evaluate the real and capacity of the students in the schools whereas out of 25 respondents 6(24%) disagreed with these views. In Block Kangan, out of 25 respondents 22 (88%) agreed that the evaluation system is good enough to evaluate the real ability and capacity of the students in the schools whereas out of 25 respondents 3(12%) disagreed with these views. In Block Lar, out of 25 respondents 24(96%) agreed that the evaluation system is good enough to evaluate the real ability and capacity of the students in the schools whereas out of 25 respondents 1(4%) disagreed with these views. In Block Wakura, out of 25 respondents 18(72%) agreed that the evaluation system is good enough to evaluate the real ability and capacity of the students in the schools whereas out of 25 respondents 7(28%) disagreed with these views. The result reveals that out of 100 teachers, 83(83%) viewed that the evaluation system is good enough to evaluate the real ability and capacity of students in the schools but 17(17%) teachers viewed that the evaluation system is not good enough to evaluate the real ability and capacity of the students in the schools. Hence, it can be concluded that in majority of the schools the evaluation system is good enough to evaluate the real ability and capacity of the students in the schools of Ganderbal district of Jammu and Kashmir.

CONCLUSION

It was revealed that there is appropriate student ratio in the classrooms but less teachers viewed that there is not appropriate student ratio in the classrooms. Further, it could be concluded that in majority of the schools the supervision mechanism of teachers is working effectively in the schools of Ganderbal district of Jammu and Kashmir. It was also revealed that the policy adopted in the states for non-detention of students is ineffective. However diagnostic test is used in the classrooms to solve the problems of students in the schools of Ganderbal district of Jammu and Kashmir. It was further revealed that in majority of the schools the evaluation system is good enough to evaluate the real ability and capacity of the students in the schools of Ganderbal district of Jammu and Kashmir.

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