

Teachers Working and Awareness towards Sarva Shiksha Abhiyan: A Study of Madarsa in Varanasi City

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ABSTRACT

Sarva Shiksha Abhiyan (S.S.A) 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 ago group, a fundamental right. The programme seeks to open new school in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvements grants. The main objective of the study is to examine the awareness of prospective teachers towards Sarva Shiksha Abhiyan with the respect of following variables- Gender, Inhabitation, Stream, Category and level of education. Descriptive survey method of investigation was used in the study. A sample of 100 teachers (male & female) selected randomly from Madarsa of Varanasi district. Questionnaire was used to collect data (developed by-Miss Nimisha Ojh) for knowing the awareness of Madarsa teachers towards Sarva Shiksha Abhiyan. The collected data was analyzed with the help of statistical techniques of mean, S.D and t-test. Hypotheses were tested on 0.05 level of significance. Findings of the study revealed that there is no significance difference among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to gender (male and female) and stream (science and humanities) but significant difference among prospective teachers towards quality and access of Sarva Shiksha Abhiyan exist with the respect to inhabitation (rural & urban) and level of education (graduate & undergraduate).

Keywords: Awareness, Madarsa teachers, Sarva Shiksha Abhiyan

Free and compulsory education to all children in the age group of six to fourteen years as a fundamental right which is clearly mentioned in article 45 of the Constitutional commitment in India (MHRD, 2016). At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of Universalization of Elementary Education (UEE) within the next ten years i.e. by 1960. The 42nd Amendment to the Constitution in 1976 brought education, which was largely a state responsibility, into the Concurrent List and made universalizing elementary education the responsibility of both the central and state governments (Kerketta & Nongbri, 2017). After the attainment of independence various Education commissions had made recommendations for the improvement in education at the primary level.

National policy of education (1986) and programme of action (1992) has emphasized universalization of education before entering 21st century (Sharma, 2014). But we have not yet achieved this goal. This culminated in the launching of the national programme of Sarva Shiksha Abhiyan in 2001. Despite all these efforts, the final goal of providing quality education for all has eluded the country.

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system (MHRD, 2008). Launched in partnership with the State Governments, SSA aims to provide useful and relevant education to all children in the 6-14 age group manifested through enrolment and retention of all children

in school, bridging of gender and social category gaps in enrolment, retention and learning and enhancement in the learning achievement levels of children at the primary and upper primary stages by 2010 but now it has been extend up to year 2020 (TOI, 2017) (Mandal & Pal, 2016). The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants (Singh, 2005). Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level (Patil & Mandal, 2013). SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education, schedule caste, schedule tribe and children with special needs (Thirugnanasambandam, 2008).

Even as these initiatives are on, it is important and imperative that teachers are simultaneously made aware about the various dimensions of these projects, schemes or programs (Govindraju & Venkatesan, 2010). Teachers are undoubtedly the most crucial component of schooling system. Hence no education reform effort is effective unless the competency of the teachers is ensured. Teacher professional development should hence be considered a national priority from various social and economic perspectives (Ojha & Rai, 2014). Therefore, it is needed that we investigate the depth and extent of their knowledge and awareness about these ongoing schemes or programs at least in their local areas of work and station.

Need and Significance of the Study

SSA has been implemented in India with the intention of universalizing elementary education to the age group 6 to 14 years. The success of Right to Education in India depends on the school teachers. The school teachers perform a vital role in its success. The teacher's awareness has a great effect on its better practice and success. The awareness towards an activity, project or anything is more likely to motivate a person to do well

in that particular activity or project. A teacher unaware of SSA cannot be part of its successful Implementation. So, there is a need to make aware teachers across institutions marked to promote elementary education. . Awareness is also important indicator that how one can expect teachers to behave in future situations.

With the underlying intention, the proposed study has assessed the awareness of Madrasa teacher towards SSA provisions. The 31st March 2013 was the deadline for fulfillment of norms and standard like pupil teacher ratio boarding and maintenance of school working day, teachers working hours, library facility, play equipment and teaching learning material according to RTE Act 2009. If the schools are failing to meet the prescribed norms, the schools will lose their recognition. The study has investigated the current status of these norms and standard in the Madrasa and the awareness of SSA among the teachers. This study on awareness of SSA provisions among the Madarsa teachers is probably most appropriate at this particular point. Teachers are supposed to know about SSA. Quality education is necessary for development of the children as well as the nation. The provision made by the Government may not be reach to the target group, if teacher himself or herself does not know about the SSA. All Madrasa have to prescribe the norms and standards laid out in the Act. The Madrasa need teachers who have positive awareness towards SSA for its better implementation, practice and success. This study will help us to find out the Madrasa teachers awareness towards SSA.

This study will help to provide awareness among the Madrasa teacher for the betterment of the education system in Varanasi District of Uttar Pradesh. This study also done with an intention to help the Madrasa teachers to understand the rules and regulations of SSA and improve their practices. The study may help them to think that the problems which prevent the practice and implementation of SSA at the Madrasa in Varanasi district of Uttar Pradesh. Further this study will help us to understand the significant difference of awareness of SSA among the male and female Madrasa teachers. Similarly it will make us to understand the significant difference of awareness of SSA among the rural and urban school teachers, and how the UG school teacher differ from PG school teachers in

their awareness towards SSA. Being aware of SSA teachers can deal with the students in proper way. It will help to increase the standard of education in Varanasi district of Uttar Pradesh. SSA is more essential for the betterment of education of a nation.

Variables of The Study

The following variables are considered for the present study. They are:

- Gender of teachers with its two levels- Male and Female teacher,
- Inhabitation of teachers with its two levels- Rural and Urban,
- Level of Education of teachers in two levels- Undergraduate and Postgraduate,
- Stream in two levels- Science and Social Science.
- Category-general/reserved.

Operational Definitions of Key Terms

Sarva Shiksha Abhiyan

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 being implemented in partnership with State Governments to cover the entire country.

Madrassa

Madrassa is a traditional religious educational institution of Muslims. Literally it means a place where Dars (lesson) is given to the students.

Varanasi City

Varanasi, also known as Banaras or Kashi, in an Indian city on the banks of the Ganga in Uttar Pradesh, 320 kms south-east of state capital, Lucknow. Varanasi City is the headquarters of Varanasi district.

Working Teacher

Teachers working in different Government and Private Madrasa of Varanasi district which is recognized by State Board or Central Board are consider as working teacher.

Awareness

It is a characteristics/quality/state of elementary or undifferentiated consciousness of man to understand and know the ins and outs of working forces and conditions of something.

Awareness Towards SSA

In this study a teacher's awareness towards SSA means to understand how Informed and Conscious a teacher is towards SSA. The teacher is expected to know or realize all the norms and rules under SSA for its successful implementation. Awareness here is also meant to motivate the teachers for future actions.

Objectives of the Study

The objectives proposed for this study were:

- To study the awareness of prospective teachers towards provisions of Sarva Shiksha Abhiyan in term of quality and access.
- To study the variation, if any, in awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect of the following variables;
 - ⊙ Gender base-male/female
 - ⊙ Level of education-undergraduate/postgraduate
 - ⊙ Inhabitation-rural/urban
 - ⊙ Streams-language/science/humanities
 - ⊙ Category-general/reserve.

Hypotheses

There is no significant difference among prospective teachers regarding the awareness of Sarva Shiksha Abhiyan with reference to the following variables:

- Gender-male/female,
- Level of education-undergraduate/postgraduate,
- Inhabitation-rural/urban,
- Streams-science/humanities,
- Category-general/reserve.

Delimitation of The Study- the following factors delimits the scope of the study

- The study focuses only on the teachers (male and female) working in Madrasa from Varanasi City.

- ❑ The Madrasa teachers from Rural and Urban regions of the Varanasi City.
- ❑ The Madrasa teachers (having qualification UG and PG) working in of only Varanasi City.
- ❑ The Science and Social Science Madrasa teachers of Varanasi city.

Methodology of the Study

For the present study descriptive survey method was employed.

Population of the Study

The population for the present study constitute only Madrasa teachers from Varanasi City.

Sample of the Study

In present study, the sampling technique used for selection of schools was purposive sampling

technique. For this researcher carried out a sample of 100 individuals prospective Madrasa teachers. They come from different streams of study, and different background.

Tool of the Study

For measuring the Awareness of teachers towards SSA, the researcher used the tool developed by ‘Miss Nimisha Ojha’ was used.

Procedure of Data Scoring

This questionnaire has 30 marks maximum one mark for each right answer was given and zero for wrong answer was allotted. No negative marking was there.

Procedure of Data Collection

The investigator distributed personally the tool to the selected teachers. They were given instruction to

Table 1: Data Collected From Different Madrasas

Sl. No.	Name of Madrasa	Total	Gender [M/F]	Inhabit-Ation [R/U]	Level of Education [UG/PG]	Category [GEN/RES]	Stream [SC/SSC]
1	Madrasa Dairatul Islah (Chirag-E-Uloom) Rasoolpura Varanasi	13	M (6) F (7)	R (5) U (8)	UG (6) PG (7)	GEN (5) RES (8)	Sc (4) SSc (9)
2	Madrasa Rashidul Uloom Sarraiya Varanasi	15	M (8) F (7)	R (9) U (6)	UG (7) PG (8)	GEN (6) RES (9)	Sc (8) SSc (7)
3	Madrasa Faiz-UI-Uloom Saleempura Varanasi	22	M (10) F (12)	R (9) U (13)	UG (11) PG (11)	GEN (12) RES (10)	Sc (13) SSc (9)
4	Madrasa Bahar-UI-Uloom Chittanpura Varanasi	17	M (9) F (8)	R (10) U (7)	UG (8) PG (9)	GEN (10) RES (7)	Sc (8) SSc (9)
5	Madrasa Darul Huda Jalalipura Varanasi	13	M (6) F (7)	R (6) U (7)	UG (5) PG (8)	GEN (6) RES (7)	Sc (7) SSc (6)
6	Madrasa Mazharul Uloom Pilikothi Varanasi	20	M (11) F (9)	R (11) U (9)	UG (13) PG (7)	GEN (11) RES (9)	Sc (10) SSc (10)
	Total	100	100	100	100	100	100

Table 2: Sample Size of Different Levels and Percentage

Variables	Levels	Samples	Total	Percentage
1. Gender	Male	50	100	50%
	Female	50		50%
2. Inhabitation	Rural	50	100	50%
	Urban	50		50%
3. Level of Education	Undergraduate	50	100	50%
	Postgraduate	50		50%
4. Category	General	50	100	50%
	Reserve	50		50%
5. Stream	Science	50	100	50%
	Social Science	50		50%

read the guidelines carefully mentioned on the front page of the tool before giving their response. Prior to the tool the prospective teachers were asked to fill the personal data given on the front page on the tool. They were informed that the information given by them would be kept confidential and would be utilized only for this study.

Statistical Techniques

To get the meaningful result from the study the researcher used descriptive statistics comprising measure of central tendency like Mean S.D and T-test were calculated to analyze the data and verify the hypothesis.

Analysis and Interpretation of Data

- Awareness among prospective teachers towards quality and access of SSA with the respect to Male and Female.

Table 3: Significance Difference of the Mean Scores on SSAI of PT in Regard to Gender: Male and Female

Gender	M	SD	N	df	t-calculated	LoS	t-tabulated
Male	12.68	2.99	50	98	1.22	0.05	1.99
Female	13.44	3.21	50				

From the contextual Table 3 it could be revealed that the gender of PT is not a determining factor or variable in awareness towards the quality and access of SSA. The difference between the mean of male is 12.68 and female is 13.44 respondent was not found significant. It is evident that the t-value is 1.22, which is not significant at 0.05 level of significance with df = 98.

It indicates that awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to male and female do not differ significantly. In this context the null hypothesis that ‘there will be no significant difference in the awareness towards SSA’ among male and female teacher is not rejected..

- Awareness among prospective teachers towards quality and access of SSA with the respect to Level of Education: UG/PG

Table 4: Significance Difference of the Mean Scores on SSAI of PT in Regard to Level of Education: UG and PG

Level of Education	M	SD	N	df	t-calculated	LoS	t-tabulated
Under-graduate	12.24	3.11	50	98	2.62	0.05	1.99
Post-graduate	13.88	3.13	50				

From the Table 4. It can be seen that the t-value is 2.62 which is significant at 0.05 level of level of significance with df = 98. It indicated that the Awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to level of education- Undergraduate and Postgraduate teachers do differs significantly. In this context, the null hypothesis that there will be no significant difference in the Awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to level of education- Undergraduate and Postgraduate teacher do differs significantly is rejected.

- Awareness among prospective teachers towards quality and access of SSA with the respect to level of inhabitation: Rural & Urban.

Table 5: Significance Difference of the Mean Scores on SSAI of PT in Regard to Level of Inhabitation: Rural and Urban

Inhabitation	M	SD	N	df	t-calculated	LoS	t-tabulated
Rural	12.36	2.77	50	98	2.30	0.05	1.99
Urban	13.76	3.30	50				

From the Table 5 it can be seen that the t-value is 2.30 which is significant at 0.05 level of level of significance with df = 98. It indicated that the Awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to level of Inhabitation- Rural and Urban do differs significantly. In this context, the null hypothesis that “there will be no significant difference in the Awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to level of Inhabitation- Rural/Urban” do differs significantly is rejected.

□ Awareness among prospective teachers towards quality and access of SSA with the respect of level of stream: Science & Humanities.

Table 6: Significance of Difference of the Mean Scores on SSAI of PT in Regard to Level of Stream: Science and Humanities

Streams	M	SD	N	df	t-calculated	LoS	t-tabulated
Rural	13.32	3.14	50	98	0.83	0.05	1.99
Urban	12.8	3.10	50			No Sig.	

From the contextual Table 6 it is evident that the t-value is 0.83, which is not significant with df = 98. It indicates that awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to stream- Science and Humanities do not differ significantly. In this context the null hypothesis that there will be no significant difference in the awareness among Science and Humanities teacher is not rejected.

□ Awareness among prospective teachers towards quality and access of SSA with the respect to category: General & Reserve

Table 7: Significance Difference of the Mean Scores on SSAI of PT in Regard to Level of Category: General and Reserve

Streams	M	SD	N	df	t-calculated	LoS	t-tabulated
General	13.28	3.34	50	98	0.68	0.05	1.99
Reserve	12.86	2.86	50			No Sig.	

From the contextual Table 7 reveals that the category of PT is not a determining factor or variable is awareness towards the quality and access of SSA. The difference between the mean of general 13.28 and reserve 12.86 respondent was not found significant. it is evident that the t-value is 0.68, which is not significant at 0.05 level of significant with df = 98.

The mean of general category is little bit higher than the mean of reserve category. It indicates that awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan with the respect to Category- General and Reserve do not differ significantly. In this context the null hypothesis that there will be no significant

difference in the awareness among General and Reserve teacher is not rejected.

Findings

On the basis of data analysis mainly five findings could be derived:

- There is no significant difference in ‘awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan’ with the respect to gender- male and female.
- There is significant difference in ‘awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan’ with the respect to level of education –undergraduate and postgraduate. The awareness of Postgraduate teacher is more positive than Undergraduate teacher.
- There is significant difference in ‘awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan’ with the respect to level of Inhabitation –Rural and Urban. The awareness of urban teacher is more positive than rural teacher.
- There is no significant difference in ‘awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan’ with the respect to Stream- Science and Humanities.
- There is no significant difference in ‘awareness among prospective teachers towards quality and access of Sarva Shiksha Abhiyan’ with the respect to Category- General and Reserve.

CONCLUSION

- The awareness of postgraduate teachers were found to have more than Undergraduate teacher in Varanasi city. Postgraduate teachers have more knowledge than Undergraduate teacher as they are more knowledgeable than Undergraduates. These teachers found more aware about the Educational policies like-SSA. Their Understanding level is much better than the Undergraduate teacher.
- The awareness of urban teachers were found to have more than Rural teacher in Varanasi city. Urban teachers have more awareness than Rural Teachers towards SSA. Due to Urban region have more technologies and more source of Knowledge. In Urban region Students and

their parents are also more aware than the rural region, therefore teacher need more knowledge about SSA and other government policies. Now, it is the right time for the identification of necessary factors for promotion of awareness of teachers in Madrasa of Varanasi city Towards SSA.

- ❑ There is no significant difference in the awareness of Male and Female teachers of Madrasa of Varanasi City towards SSA provisions. This shows that awareness of Madrasa teachers doesn't get affected due to Gender.
- ❑ Also, there is no significant difference in Awareness of Science and Humanities teachers of Madrasa of Varanasi City towards SSA. This shows that awareness of Madrasa teachers doesn't affect due to Stream.
- ❑ There is no significant difference in Awareness of General and Reserve teachers of Madrasa of Varanasi City towards SSA. This shows that awareness of teachers of Madrasa of Varanasi city towards SSA doesn't affected due to Category.

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