

## **A STUDY OF PRE-SERVICE TEACHERS ATTITUDE TOWARDS SARVA SHIKSHA ABHIYAN IN SANGRUR DISTRICT**

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### **ABSTRACT**

The growth and expansion of school education in Punjab during the past two decades has been tardy. As a result, the targets of total literacy and universalisation of elementary education are yet to be achieved. Moreover, the state policy to upgrade schools, mainly on political considerations, without providing matching facilities, has further disturbed the educational equilibrium. Further, the state educational infrastructure is not adequately equipped to solve problems such as non-enrolment of children, fake enrolment, irregular attendance and high dropout rate in rural areas. The influential sections have started withdrawing their wards from schools, both in rural and urban areas. The ever-increasing share of scheduled castes students in school enrolments at the primary level in Punjab is a pointer to this fact. Keeping into considerations of the above factors, the study reported in this paper was undertaken to know the pre-service teachers attitude towards Sarva Shiksha Abhiyan in one of the educationally backward district of Punjab with respect to gender, caste and rural-urban divide. To measure the attitude towards Sarva Shiksha Abhiyan, **Opinion About Sarva Shiksha Abhiyan** (OASSA) constructed and standardized by Dr. V. K. Rai (2009) was used upon 160 pupil-teachers from four B.Ed. colleges of Sangrur district and the data was analysed with the help of t-test to study the significant difference of opinions between gender, caste and locality.

### **INTRODUCTION**

Education in real sense is to humanize humanity, and to make life progressive, cultured and civilized. Education is recognized as the mirror of the society. It plays most significant role to aware an individual about his rights and duties, and the nation can succeed in making its citizens responsible through education. It is a process through which man develops his thinking and reasoning, problem solving, creativity, intelligence, aptitude, positive sentiments and skills, good values and attitudes. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual. It is a process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. It is a sound source of sustainable development of nation.

It is clear from above that the education is a key for development of individual, social and national power. So, education is necessity because no country develops without education. Primary education is a foundation of all types of higher education. Better future planning can be successful on strong foundation of primary or basic education. Therefore, primary education occupies a significant place in the educational reconstruction of a developing country.

Before the independence the first conference of National education held at Wardha on 22nd & 23rd Oct 1937, considered the new system of education proposed by Gandhiji, among others, it passed that free and compulsory education should be provided for 7 years. The Sargent Report (1947) also suggested compulsory and free primary or basic education for all children between the ages 6 to 14. When the constitution of free India was constituted, free and compulsory education to all the children upto the age of 14 years was given in Article 45.

Government of India has tried its best to provide education and appointed various commissions and committees. India Government was established National Council of Educational Research and Training (NCERT) in 1961 for the improvement of elementary education. It has made visible impact on growth, development and equality enhancement of elementary education. NCERT has done a lot for the improvement of elementary education. The national policy on education (1986) stressed on Equalisation of Educational Opportunities implying not only access to education but also conditions of success for quality education.

The Government of India was launched a new *Sarva Shiksha Abhiyan* (MHRD, 2000) to achieve the goal of universal primary education by 2007 and that of universal elementary education by 2010. It is probably for the first time in the history that the elementary education has been given the shape of National Movement in the form of Sarva Shiksha Abhiyan (SSA). It is well known that Government has fail to achieve objectives of SSA fully up to 2010.

Evaluation of any programme is an essential to know achievement of goal. Evaluation of Sarva Shiksha Abhiyan was done by various Govt. agencies and other researchers. But researches related to attitude towards SSA, particularly on pre-service teachers, have been very few in number (Kaur, 2008 and Kaur, 2000). Taking this view in mind present study has been taken in hand.

## **OBJECTIVES OF THE STUDY**

Following are objectives of present study:

1. To find out difference of opinion between male and female pre-service teachers of Sangrur district about Sarva Shiksha Abhiyan.
2. To find out difference of opinion between general, SC and OBC caste pre-service teachers of Sangrur district about Sarva Shiksha Abhiyan.
3. To find out difference of opinion between rural and urban pre-service teachers of Sangrur district about Sarva Shiksha Abhiyan.

## **HYPOTHESES OF THE STUDY**

Objective wise hypotheses were framed in null form as follows:

1. There is no significant difference between opinion of male and female pre-service teachers of Sangrur district about Sarva Shiksha Abhiyan.
2. There is no significant difference between opinion of general, SC and OBC castes pre-service teachers of Sangrur district on Sarva Shiksha Abhiyan.
3. There is no significant difference between opinion of rural and urban pre-service teachers of Sangrur district about Sarva Shiksha Abhiyan.

## **METHODOLOGY**

Analytical survey research method was used to achieve objectives of the present study. Using simple random sampling method 160 students were selected from four B.Ed. colleges of Sangrur district. To measure attitude towards Sarva Shiksha Abhiyan, *Opinion About Sarva Shiksha Abhiyan* (OASSA) constructed and standardised by Dr. V. K. Rai (2009) was used. OASSA consists of 42 items with Yes and No responses. Scoring of positive items is 1 and 0 for Yes and No responses respectively. Scoring of negative items is 0 and 1 for Yes and No

responses respectively. Split-half reliability of this opinionnaire is 0.819. Content validity was reported by author. To test hypotheses of present study t-test was used.

## RESULTS AND DISCUSSIONS

### Difference between Male and Female pre-service teachers Opinion about SSA

To find out difference between male and female pre-service teachers opinion t-test was calculated. Summary of t-test is given in Table-1.

**Table-1**

**Significant difference between male and female pre-service teachers opinion about Sarva Shiksha Abhiyan**

Sex	N	Mean	S.D.	t-value
Male	60	26.433	5.431	7.813**
Female	100	32.620	5.643	
** Significant at 0.01 level				

Table-1 shows that t-value for difference between male and female pre-service teachers on opinion about SSA is 7.813. Table value for significance at 0.01 for 158 degree of freedom is 2.59. Obtained value is greater than table value. It means that male and female differ significantly on opinion about SSA. Table-1 also shows that mean of female is greater than mean of male pre-service teachers on opinion about SSA.

Therefore, null hypothesis that “There is no significant difference between male and female pre-service teachers opinion about Sarva Shiksha Abhiyan” is rejected at 0.01 level of significance.

### Difference of Opinion between Pre-service teachers belonging to Different Caste groups on SSA

Summary of descriptive statistics and t-test for differences of opinion between pre-service teachers belonging to different caste groups about Sarva Shiksha Abhiyan is given in Table-2 and Table-3.

**Table-2**

**Mean's and standard deviation's of pre-service teachers belonging to Different Caste groups on Sarva Shiksha Abhiyan**

Statistics	Caste		
	General	OBC	SC
N	80	52	28
Mean	28.861	31.826	31.584
S.D.	6.523	5.842	5.558

Value of t-test for difference between general and SC pre-service teachers on opinion about Sarva Shiksha Abhiyan is 2.714. This value is also greater than table value (2.62) for significance at 0.01 levels for 106 df. This means that opinion of general castes and SC pre-service teachers differ significantly about Sarva Shiksha Abhiyan. Mean of SC pre-service teachers is greater than mean of general caste pre-service teachers.

Whereas significant difference between OBC and SC pre-service teachers opinion about Sarva Shiksha Abhiyan is 0.156. This value is much less than table value (1.99) for significance at 0.05 levels for 78 df. This means that OBC and SC pre-service teachers are not differ significantly on opinion about Sarva Shiksha Abhiyan.

Therefore, null hypothesis that “There is no significant difference between general, SC and OBC castes pre-service teachers of Sangrur district on opinion about Sarva Shiksha Abhiyan” is rejected for difference of general caste from OBC and SC but accepted for difference between OBC and SC.

### **Difference between Rural and Urban Pre-service teachers Opinion about SSA**

Summary of t-test for differences between rural and urban pre-service teachers opinion about Sarva Shiksha Abhiyan is given in Table-4

### **DISCUSSION**

The findings of present study indicate that differences were significant between male and female, general castes and OBC, general castes and SC pre-service teachers on opinion about Sarva Shiksha Abhiyan. Kaur (2009) study conducted on pre-service teachers supports results of present study related to gender and caste. (Except difference between OBC and SC). Kaur (2009) study also supports result of present study that rural and urban pre-service teachers not differ significantly on opinion about SSA. Reasons of results are clear. SSA is providing much more attention on girls, OBC and SC students. Therefore, perception of these groups about SSA is positive.

### **REFERENCES**

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