



Attitude of Teachers Towards the Success of Sarv Shiksha Abhiyan and Mid-Day- Meal Scheme

KEYWORDS

SSA, MDMS, U.E.E.

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ABSTRACT

A good quality of education is the birth right of every child in India Lots of efforts had been made before and after independence to provide free and compulsory elementary education to every child without any discrimination. To achieve this goal, Govt. of India has launched various schemes duly recommended by various commissions and committees from time to time. The present study is an effort to assess the success of these schemes in Jammu province of J&K State.

Introduction:

The present system of education, which our country follow was initially laid down by Britishers. India achieved freedom from the British Imperialism on Aug 15, 1947 after a prolonged struggle. It was in fact, a new beginning of self-development and self-reliance. Our education ladder starts from primary education. Then leads to middle, secondary, senior secondary and finally to higher education which includes college and university education.

Primary education is the foundation of entire super structure of the nation which we intend to build. A country can build a sound system of education only if its primary education is free from defects and weaknesses, wide spread education is needed essential to the practice of democracy (Dreze Sen, 2002). These multifarious advantages of education for human and social development have paved the way for the universalisation of education as a necessary condition for development of any society.

The nation is committed to universal, free and compulsory elementary education. UEE in India means making education available to all children in the age group of 6-14 in classes I-VIII. This will be possible if we made elementary education free and compulsory. UEE passes through three stages.

- Universal Provision
- Universal Enrolment
- Universal Retention

To achieve the goal of universalisation of elementary education. Government of India, has fixed the target of 10 years after independence but till date this goal of UEE remains elusive, despite being launching of various schemes by the Government from time to time. Though much work has been done by various earlier workers like Bedi (2002), Bala (2004), Durjee (2005), Kumari (2005), Bandral (2010), Sharma (2010), Jain and Meenakshi (2011), Kaur and Veena (2012), Sheikh (2012), Lone (2012), Kaur (2013), Sharma (2013), and Sharma (2014) to analyze and assess the status of UEE in different parts of the country in general and in scattered pockets of the J&K State in particular.

Keeping in view, the importance of UEE in upliftment of socio-economic status of the society and to have 100% literacy, the present researcher has made an attempt to evaluate the status of Mid-Day-Meal Scheme and Sarv Shiksha

Abhiyan, the major schemes introduced by the Government of India, in Jammu province of J&K State.

Objectives of the present study are:

1. To study the attitude of teachers towards the successes of SSA and MDMS in four selected districts of Jammu province sex-wise, school wise, locality-wise, district-wise, Type of school.
2. To study the attitude of teachers towards the successes of SSA and MDMS in selected districts of Jammu province between the following interaction combinations i.e.
 - i) Locality x Type of school (Govt./Private)
 - ii) Sex x Type of School (Govt./Private)
 - iii) Sex x Different District
 - iv) Different Districts x Level of School (High/Middle)

Sample:

The sample of present study is based on 200 male and female teachers of elementary schools from rural and urban areas including Government and private Middle and High Schools in the chosen districts of Poonch, Doda, Jammu and Kathua of Jammu province by selecting 50 teachers from each district.

Tools used:

During the present study, the investigator has prepared an attitude scale based on Likert method to measure the attitude of teachers towards success of Sarv Shiksha Abhiyan (SSA) and Mid-Day-Meal Scheme (MDMS).

Statistical Technique used:

Two way analysis of variance (ANOVA) was applied to study the attitude of teachers under the influence of main effects viz, locality, type of school, sex, levels of school and different districts taken as different independent variable. Four factorial designs of two-way ANOVA were setup to study the effects of main variable and interaction. The results of analysis have been shown in four tables.

Analysis/Interpretation of Results:**Table- 1:** Summary of 2 way ANOVA (2x2), analysis of Attitude of teachers of rural and urban areas of Government and Private Elementary Educational institutions.

Sources of Variation	Sum of Squares	Degree of Freedom	Mean of Square	F- Ratio	Level of Significance
Rural/ Urban (A)	319.22	1.00	319.22	1.66	Non- Significant
Type of School / Govt. / Private (B)	24.02	1.00	24.02	0.12	Non- Significant
A x B	38.02	1.00	38.03	0.20	Non- Significant
Within	6922.50	36.00	192.29		

It is evident from the Table 1 that F-ratio values are 1.66, 0.12 and 0.20 for teachers of rural and urban areas of Government and Private elementary educational Institutions located in districts Poonch, Doda, Jammu and Kathua with regards to success of new educational programmes (SSA and MDMS) and their benefits poured upon the children and local populace stands Non-Significant in the study area of the researcher.

Table- 2: Summary of 2 way Anova (2x2), analysis of attitude of male and female teachers of Government and Private Elementary Educational institutions.

Sources of Variation	Sum of Squares	Degree of Freedom	Mean of Square	F- Ratio	Level of Significance
Male/ Female (A)	42.03	1.00	42.03	0.10	Non- Significant
Govt./ Private (B)	2576.03	1.00	2576.03	6.22	Significant at 0.05 level
AxB	819.02	1.00	819.02	1.98	Non-Significant
Within	14920.90	36.00	414.47		

Table- 2 reveals that F- ratio values are 0.10 and 1.98 which came out to be Non- Significant with regards to the responses of male and female teachers of Government and Private Elementary Educational institutions of Poonch, Doda, Jammu and Kathua districts of Jammu Province about the

implementations and repercussion of new educational programmes (SSA and MDMS) introduced by state and central Governments from time to time. It further conveys that attitude of male and female teachers towards Mid-Day-Meal (MDMS) and Sarv Shiksha Abhiyan (SSA) was similar.

Table- 3: Summary of 2 way ANOVA(2 x 4), analysis of Attitude of male and female teacher of districts Poonch, Doda, Jammu and Kathua in Jammu province.

Sources of Variation	Sum of Squares	Degree of Freedom	Mean of Square	F- Ratio	Level of Significance
Male / female (A)	8.45	1.00	8.45	0.02	Non- Significant
Poonch/Doda Jammu/Kathua (B)	5730.85	3.00	1910.28	4.72	Significant at 0.01 level
AxB	2036.65	3.00	678.88	1.68	Non- Significant
Within	29138.00	72.00	404.69		

A look at the Table- 3 which relates to attitude of male and female teachers serving in Government and private elementary schools of districts Poonch, Doda, Jammu and Kathua about the success of state and central Government Schemes. The F- ratio values of variable A and AxB came out to be 0.02 and 1.68 respectively, clearly indicates the Non- Significant level of significance, thereby, depicting that there was not much variation in the view points be-

tween male and female teachers serving in schools of different districts in the study area.

The F-ratio value for variable B which stands 4.72 of Poonch, Doda, Jammu and Kathua districts which is found to be significant at 0.01 level thereby confirming difference in attitude among the teachers of various districts of Jammu province.

Table- 4: Summary of 2 way ANOVA (2x4), analysis of Attitude of teachers of Middle and High Schools in districts Poonch, Doda, Jammu and Kathua of Jammu Province.

Sources of Variation	Sum of Squares	Degree of Freedom	Mean of Square	F- Ratio	Level of Significance
Levels of School / Middle/ High (A)	605.00	1.00	605.00	3.20	Non- Significant
Poonch/Doda Jammu/Kathua (B)	3369.00	3.00	1123.30	5.94	Significant at 0.01 level
AxB	675.10	3.00	225.03	1.19	Non- Significant
Within	13609.80	72.00	189.03		

Table-4 clearly reveals that variable A which stands for middle and high schools of districts Poonch, Doda, Jammu and Kathua where F- ratio value is 3.20 for variable A and for variable A x B is 1.19 respectively are Non- significant which shows not much differences in the attitude of teachers working in Middle and High schools of chosen districts.

On the other hand, variable B which denotes selected districts of Jammu Province where the F- ratio value came out to be 5.94 which clearly indicates significance at 0.01 level of significance, thereby, confirming difference in attitude of teachers of Middle and high schools of Poonch, Doda, Jammu and Kathua districts,

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