Chapter - 1

INTRODUCTION
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References
Chapter 1

Introduction

1.1 Preface

Education is one of the unique areas of the world. Each individual perceives it in a different manner. Education is one of the basic needs of human beings. It has the capacity to bring about changes. Throughout the world there is a reflection of a growing faith in the power of education, faith in education as the source of guidance given to children and youth, a share with today’s world and relationship in tomorrow’s world.

For the effective governance of a democratic country literacy of the people is essential. During the five decades after independence the spread of education has considerably increased. People of the country have begun to accept the importance of literacy. The farmers who are always busy in their occupation of farming since centuries, the labour working in factories and such others poor people have started worrying about education of their children. Each parent now wishes that their children get better education. The basic aim of education is the overall development of the child. The child should be brought up in a better way so that later on, all his interactions with life become more effective. He can interact as a good citizen with other citizens easily. All citizens get the opportunity of living a better life. In this way, education is the fundamental necessity by which all the citizens of India can get the opportunity of leading a better life.
In our country also, education has been recognized as the instrument for national development and creating a new social order. Education by its very nature influences and get influenced by the development process of the society. There is hardly any field or activity or sector which is not influenced by education in some form or the other. There is no sector of development which does not have its impact on the system of education. Thus, the dynamic of education and its role in social transformation and national development makes it essential that the content and process of education are continuously renewed in order to make them in tune with the changing needs, aspirations and demands of the society. It is one of the most important building blocks for the nation as it serves as a process of all round development of the child so that the child can grow up to become a productive person in the society and lead a successful life. This means that by getting education the child is equipped with various skills and competencies necessary for a successful living in the society. Realizing this aim of education, the curriculum should be designed in such a way that there is existence of a horizontal as well as vertical relationship between things that are learnt at various stages of education as pre-primary, primary, secondary and higher secondary.

1.2 Importance of the study

Education is a fundamental right of Indian citizens and it will take proper shape, provided there is a social and political commitment in creating an appropriate environment for the success of elementary education. In this direction, the Sarva Shiksha Abhiyan Mission (S.S.A.M.) is as historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE), through a time bound integrated approach, in partnership with the states. It aims to change the face of elementary education in the country by providing useful and quality elementary education to all children in the age group of 6-14 years, by 2017. Sarva Shiksha Abhiyan Mission (S.S.A.M.) is implemented in all the districts of Gujarat State with the holistic objective of bringing a total transformation in the entire primary education sector.
The main aim of Sarva Shiksha Abhiyan Mission (S.S.A.M.) is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2012. The Programme will lightly to be implemented up to 2017. There is another goal is to bridge social, regional and gender gaps with the active participation of the community in the management of schools.

To achieve the aims Sarva Shiksha Abhiyan Mission (S.S.A.M.) have broad strategies as institutional improvements, constant economic aid, community participation, community based management with total transparency, special attention to special classes and special emphasis on the activity etc. While working with such types of strategies, the aim of achieving goal of UEE is still far from satisfactory. At this time the responsibilities and role of the teacher is considered to be decisive and central in Sarva Shiksha Abhiyan Mission (S.S.A.M.).

Here teachers function under Sarva Shiksha Abhiyan Mission (S.S.A.M.) is some what different from the traditional teaching. Teacher is in the centre and such kind of vital work is done by the teacher for universalization of elementary education through Sarva Shiksha Abhiyan Mission (S.S.A.M.). Yet, the quality of Government Sponsored Elementary Education Institutes in state of Gujarat is still far from the satisfactory. Therefore it is necessary that more depth studies should be conducted to know the perception of teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). So the need, efficiency, attitude and the problem of teachers can be find out with respect to broad strategies of the programme and proper remedies will be provided.

To achieve the aim of Sarva Shiksha Abhiyan Mission (S.S.A.M.) along with government efforts teacher’s contribution is needed and necessary for the success of Sarva Shiksha Abhiyan Mission (S.S.A.M.) because teacher is the only person who reach the people easily and be successful in school enrollment and retention. When government takes the whole Programme as a mission to provide access to primary education and spend rupees in crore at that time such type of work make us think that how positively and constructively teachers work for the broad strategies and how will they be the part to achieve the goal of UEE.

The present study is also deals with the variable like gender because investigator is also interested to determine what exactly the relation exists between perception level
and gender of the teachers as regard the perception towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

Another important variable is area i.e. urban and rural. The present study is concerned with the teachers of government schools of urban and rural area. When the programme is working as a mission at this time the problem of universalization of primary education is seen very crucial in rural stage and there the teacher has to work as a leader to achieve the goal so the teacher of rural and urban areas are taken as variable.

It is also a fact that age of the person is also reflecting in his / her work. With this concern the variable taken by the investigator is age because investigator wants to know that what exactly relation exists between age of the teacher and perception of the teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). As the young aged teacher or a middle aged teachers have any effect of age on their work with Sarva Shiksha Abhiyan Mission (S.S.A.M.).

When the programme is working as a mission at this time it is necessity to know that how positively and constructively the recruited government teachers are working for the broad strategies of universalization of primary education because it is also a fact that only through governments’ one sided efforts universalization is not possible being a part of society teacher is the responsible person to give judgment to the marvelous efforts of the government. So at this time investigator wants to know that what exactly a relation exists between the qualified experienced teachers and perception. So she deals with the variables qualification and experience too in the present study.

1.3 Statement of the problem

A Study of perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to some variables.
1.4 Explanation of the terms

- **Perception**

Perception means to see the things in a wholeistic way. It is a process which involved sensory stimulation, past experiences, efficiencies, attitudes, personality and social factor of the perceiver.

In the present study the score on the perception scale which is constructed and standardized by the researcher is perception of the teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

- **Sarva Shiksha Abhiyan Mission (S.S.A.M.)**

Sarva Shiksha Abhiyan Mission (S.S.A.M.) has been designed as a mission. This programme is a timely effort for the universalization of primary education with the collaboration of the people and communities. It can also be said that it is a co-operative mission of the state and central governments as response to the demand for quality primary education in all over the country.

Sarva Shiksha Abhiyan Mission (S.S.A.M.) works with the schemes for enrollment, retention and qualitative primary education as community Participation, Alternative Schooling (ALS), Integrated Education For Disable Child (IEDC), Early child Care Education Centre (ECCE), Teaching Learning Material (TLM), Training, Civil work, National Programme For Girls At Elementary Level (NPGEL), Kasturba Gandhi Balika Vidhyalay (KGBV) etc.

1.5 Variables

Variable is such a characteristic of a thing or unit or a product which takes different values. Variable is also a characteristic which distinguishes individuals or things according to their group behavior under different environmental conditions.

- **Dependent variables**

Variable which changes due to change occurring in the independent variable or disappears with the elimination of the effect of the independent variable.
The dependent variable is observed in order to measure or investigate the effect of change in independent variable.

In the present study dependent variable is perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.)

- **Independent variables**

A variable which is selected or applied or measured by the researcher to determine its relationship. Independent variables work as a catalyst or an activator because it acts as a factor or a cause for the event under study to happen. Independent variable can be 2 or more than 2.

1) **Gender**
- Male
- Female

2) **Area**
- Urban
- Rural

3) **Age**
- 18 years to 28
- 29 years to 39
- More than 40 years

4) **Teacher’s qualification**
- P.T.C.
- P.T.C. + Graduate +
- P.T.C. + Post Graduate +

5) **Teacher’s experience**
- Less than 5 years
- 5 years to 10 years
- More than 10 years
1.6 Objectives of the study

The centralized part of the whole research work is objectives. Objectives give direction to the work. The objectives of the present study were


3. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to gender.

4. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to area.

5. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to age.

6. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to qualification.

7. To Study perception of Primary School teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to experience.

8. To Study the main and interaction effects of the variables like age, qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

1.7 Hypotheses of the study

Hypotheses provide clues about the initial expectations of the research study under taken by the researcher. According to John Best (1996) “Hypothesis is a testable statement that offered of predicted relationship between dependent and independent variables.” In order to verify the objectives the present study will tested following hypotheses.
The present study will test the following hypothesis:

1. There will be no significant difference between the mean score of the perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to gender.

2. There will be no significant difference between the mean score of the perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to area.

3. There will be no significant main effect of the independent variables (age, qualification, and experience) on the perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

4. There will be no significant interaction effect between age and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

5. There will be no significant interaction effect between age and qualification on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

6. There will be no significant interaction effect between qualification and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

7. There will be no significant interaction effect between age, qualification, and experience on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

1.8 Delimitations of the study

- This study is limited to the government primary schools of urban and rural area of each district of Gujarat State.

- With respect to different schemes of Sarva Shiksha Abhiyan Mission (S.S.A.M.) the study is limited to the schemes of community participation, alternative schooling (ALS), Integrated Education For Disable Child (IEDC),
1.9 Scheme of Chapterization

For devising a highly reliable and valid study, a care should be taken right from planning to the end. As far as procedure is concerned, the entire work has been reported in the form of chapterization which is as follows.

The second chapter deals with theoretical orientation. As in theoretical orientation, it includes the background and concept of Sarva Shiksha Abhiyan Mission (S.S.A.M.), role of teacher in Sarva Shiksha Abhiyan Mission (S.S.A.M.), perception of the teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.)

The third chapter deals with reviews of related studies that provide the background for research and valuable guideline for defining the problem and recognizing significance of the problem.

The fourth chapter deals with plan and procedure of the study. As the whole approach for conducting the study has been explained in systematic and precise manner as techniques of sampling, tool, research method, technique of data collection and data analysis.

The fifth chapter describes about the construction and standardization of the scale into which investigator describe the various stages of development of the scale: the pre pilot study, the pilot study, the full description of procedure and criteria for selecting the statements for the final form of the perception scale and the reliability and the validity of the perception scale.

The sixth chapter includes data analysis and interpretation.

And in the last seventh chapter investigator will attempt to give the summary of the study. It contains the main findings of the study, the inferences arrived after interpretations and suggestions made for future studies.
References