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References
2.1 Introduction

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 to give 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 labor working in factories and such others poor people have started worrying about education of their children. Each parent now wishes that their children should 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 influence 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.

2.2 Importance of primary education

Primary education is the first step of formal education. The whole process of formal education begins with primary education, so it forms an important part of the entire educational system recognizing the importance of primary education. “WELL BEGIN IS HALF DONE” is an important maxim. The entire super structure of the educational set up of a nation rests upon the primary education. The seven or eight years of primary education can lay the foundation for ones personality, attitudes, social confidence, habits, learning skills and communication capabilities of the pupil. At this stage the basic skills are learnt like reading, writing, numeracy, gain power of articulate and to express with self confidence. According to A. K. Malhotra (1988), “for the children the right kind of out look towards life and society is cultivated at the first stage of school life. So they can grow up as productive and socially useful citizen of the country. It is possible only through a well designed and effectively implemented educational programme. The child can be equipped to realize this inner potential and to contribute meaningfully to nation building.”
Primary education is the elementary phase in getting education. The responsibility of pre-primary education, according to the constitution, has not been assigned directly to the centre or the state. Yet each state has been voluntarily performing this responsibility of pre-primary education with the vision for welfare state. The direct responsibility of primary education mentioned in the constitution is upon the state government and the central government. The objective behind imposing this responsibility of primary education upon the state and central government is that their people become literate and they can give their contribution in the democracy intelligently. For the effective ruling of democracy the intellectual maturity of people is necessary. This intellectual maturity develops in a person through education. Further, education also becomes helpful in cultivating the feelings of devotion, respect and sacrifice towards the nation among the countrymen. In this way education is necessary for the people.

The psychologist believe that the primary stage is the most important growing period for academic achievement and that all subsequent learning in the school is affected and in large part determined by what the child has learnt at the age of nine. Thus, the standard and quality of elementary education needs to be maintained to lay a strong foundation for further education and also for national development. **The Education Commission (1964 – 66)** observes that “Education has always been important but, perhaps, never more so, in Man’s history than today. In a science based world, education and research are crucial to the developments process of a country’s welfare progress and security.” Primary education is a stepping stone on which your entire future depends. It is the base which is needed to be strong enough so that the entire structure does not collapse. Primary education is an important period in which the child learns crucial things which he carries forward in his life. It is a sound base for secondary and higher education too. Hence, it should be given the highest priority as it leads to development of competence of average working and increases national productivity.

According to Article 45 of the constitution, the state shall endeavour to provide universal, free and compulsory education to all children up to age of 14 years. Thus, primary school plays a vital role by laying the foundation stone of education. Primary education has evolved from a long time. Its history is as old as formal education though its form has undergone a change. Let’s take overview of different
commissions and committees, policies and schemes that have contributed to improve the status of primary education.

### 2.2.1 Different programmes of primary education

**National Policy of Education (1968)** mentioned that strenuous effort should be made for the early fulfillment of the directive principle under Article – 45 of the constitution as stated earlier and suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in the school successfully completes the prescribed course.

**Ishwarbhai Patel Committee Report (1977)** gave some objectives of primary education. One of them is acquisition of tools of formal learning namely – literacy, numeracy and manual skills and acquisition of knowledge through observation, study and experimentation in the areas of social and natural sciences towards the upliftment of the quality of primary education. Provision for free and compulsory education to all children until they complete the age of 14 years is a directive principle of the constitution. Since 1950 determined efforts have been made toward the achievement of this goal. Concerted efforts towards universalization of elementary education have resulted in many folds as increase in institutions, teachers and students. As a result of this growth Indian elementary education has become one of the largest education systems in the world, providing accessibility within one kilometer of walking distance.

**The National Policy on Education (1986)** recognizing unattractive school environment, unsatisfactory conditions of buildings and insufficiency of instructional materials in primary schools as demotivating for enrollment and retention. For this OBB (Operation Blackboard Scheme) launched in 1987 aimed at improving the school environment, enhancing retention and learning achievement of children by providing minimum essential facilities in all primary schools. OBB envisages (1) Two reasonably large rooms that can be used in all weather conditions (2) Necessary toys and games material (3) Black Boards (4) Maps (5) Charts (6) Other learning materials. The scheme has brought about remarkable quantitative and qualitative improvement in primary education.

The national policy on education (1986) clearly states that the ultimate goal of primary education is not the completion of certain years of schooling but the
attainment of certain levels of learning. Towards this the Programme of Action (1992) recommended the scheme of MLLs (Minimum Levels of Learning) towards the upliftment of the quality of primary education. In order to access and to determine the minimum knowledge that the child should get at given time so that when a child completes primary education he should achieve the MLLs on basic learning outcomes. This also provides a direction to the process of teaching – learning activity and a guarantee for the improvement of accountability of the system.

A programme called **Special Orientation Programme for Primary School Teachers (SOPT)** launched in 1993-94 to improve the quality of primary education. The emphasis given in this program was on training of teachers in pedagogy for developing MLLs for primary stage and training in the materials provided under the scheme of **Operation Black Board (OBB)** and the child centered approach to teaching – learning.

**District Primary Education Programme (DPEP)** is a national initiative which was started in 1993 to achieve Universalization of Elementary Education (UEE) through district level intervention. It addresses the issue of content, process, quality and equity of education. It addresses the issue of content, process, quality and equality of education. DPEP has made a decisive impact on increasing girls enrollment, improving teaching and learning materials and providing in-service teachers training. National Programme of Nutritional Support to Primary Education (School Meal Programme) was launched on 15th August 1995 to give as boost to UEE in terms of increasing enrollment, retention and attendance in primary classes by supplementing nutritional requirements of children attending primary schools.

**District Primary Education Programme (DPEP)** evolved in Sarva Shiksha Abhiyan Mission by 2001 for universalization and qualitative primary education with the collaboration of the people and communities.

However the fact is that the goal of UEE has been revised several times. Yet even after a half century of post independence, the much cherished goal of UEE still remains a distant dream.

Universalization of elementary education is essential for making the people literate and to make democratic system stronger, educated people can be helpful in the development of the country so they can better understand the problem of the country
and be helpful in solving the problems and also be helpful in the development of the society. Universalization removes the ignorance among the people, removes illiteracy, becomes helpful in maintaining health and in developing healthy relationship and it also cultivate the understanding among the people and the personality of the people which developed in the rational way that society get a good citizen.

Government has made various strenuous efforts and takes steps for making primary education universal. As a result of the spread of education, today the facility of primary education is available in most of the villages. The number of students and physical facilities of education have also increased. Education is given in schools and students are getting education. But there have been many complaints that the standards of education are deteriorating. Kothari Commission has also concluded that the schools which can be considered inferior for general education have increased in number. And the number of students studying in such inferior schools has also increased. Today’s B.A. or M.A. students do not possess the linguistic knowledge as of that earlier metric students possessed.

In such circumstances, the demand for qualitative education has become stronger. When qualitative education received by the students, they become helpful in achieving and developing the competencies prescribed by education and he should be in harmony with life. With this provision also, no one really can be held responsible for non-compliance, but a positive development is seen as number of schemes and programmes launched in pursuance of the emphasis embodied in the National Policy of Education (NPE), its Programme of Action (POA) and the subsequent committees.

These schemes and programmes include the scheme of Operation Black Board (OBB), Scheme of Minimum Level of Learning (MLL), Special Orientation Programme for Primary School Teachers (SOPT), National Programme of Nutritional Support to Primary Education well known as Mid Day Meal Scheme (MDMS), District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan Mission (S.S.A.M.).
2.3 Concepts of Sarva Shiksha Abhiyan Mission (S.S.A.M.)

Sarva Shiksha Abhiyan Mission (S.S.A.M.) is a programme of achieving a decided goal within a limited period of time. This program 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 say that it is a cooperative mission of the state and central governments as a response to the demand for quality primary education all over the country.

Sarva Shiksha Abhiyan Mission (S.S.A.M.) is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The programmes shows its commitment by deciding the time limit of the coming year 2017, all children between the age group of 6 to 14 will be provided quality primary education without any kind of discrimination. Like this way the Sarva Shiksha Abhiyan Mission (S.S.A.M.) is an expression of political will for universal elementary education across the country and an opportunity for the states to promote the social justice and to develop their own vision of elementary education.

2.3.1 Aims and strategies of Sarva Shiksha Abhiyan Mission (S.S.A.M.)

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 2017. Another goal is to bridge social, regional and gender gaps with the active participation of the community of the management of the schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their
natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other’s well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan Mission (S.S.A.M.) realizes the importance of Early Childhood Care and Education. All efforts to support pre-school learning in ICDS centers or special pre-school centers in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

To achieve the goal of universalization Sarva Shiksha Abhiyan Mission (S.S.A.M.) is running with such objectives as:

- To enroll the children deprived of education between the age group of 6 to 14 in common schools through programmes like Education Guarantee Scheme (EGS), Alternative schools or Back to School Programme
- By the year 2007 every child receives the first five year education
- By the year 2017 every child of the required school age achieves the continuous eight years’ education
- Focus on elementary education with satisfactory quality which emphasis on education for life
- Try to bring harmony between all the classes of society by removing gender and other discrimination and reducing the distance between various classes
- To make universal retention of all children between the age group of 6 to 14 in the primary schools by the year 2017

To achieve the above mentioned objectives the whole mission works with the following strategies.

**2.3.2 Broad strategies central to Sarva Shiksha Abhiyan Mission (S.S.A.M.)**

To achieve the aims of Sarva Shiksha Abhiyan Mission (S.S.A.M.) have broad strategies as:
Institutional improvements, constant economic aids, by mutual, long term partnership of state and center government in order to fulfill various ongoing activities to achieve the decided goal.

Community ownership by involving various women associations, S.M.C. members, M.T.A., P.T.A. members and members of Panchayati Raj.

Empowerment of institutions as NUEPA/ NCERT/ NCTE/ SCERT/ DIET etc. play active role for the improvement in quality of education at central, state and district levels.

Improvement of mainstream educational administration by institutional development in fusion of new approaches and by adoption of cost effective and efficient methods.

Community Based Management with Total Transparency by correlating all the matter with the schools and local societies which are linked with Education Management Information System (EMIS) by micro planning and survey, all the details of financial transactions and grants would show on the school notice board for making administration transparent.

Habitation and accountability to community as Sarva Shiksha Abhiyan Mission (S.S.A.M.) envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

Emphasis on the Girls’ Education by giving priority to the education of girls, especially to those who belongs to scheduled castes, scheduled tribes and minorities.

Special attention to special classes by focusing on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other disadvantaged groups and children with special needs in the educational process.

Pre-project phase for capacity development – Sarva Shiksha Abhiyan Mission (S.S.A.M.) will commence throughout the country with a well planned pre-project phase to improve the delivery and monitoring system. These includes provision for household surveys, community based micro
planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies etc.

- **Thrust on quality** - Sarva Shiksha Abhiyan Mission (S.S.A.M.) lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child centered activities and effective teaching learning strategies. While working with above mentioned strategies to achieve the goal of Universalization of Elementary Education (UEE). Sarva Shiksha Abhiyan Mission (S.S.A.M.) works with various schemes as community participation with MTA, PTA, VEC members, programmes of awareness as Shala Pravesotsav, Door to door survey, ECCE centers, IEDS centers, ALS centers, NPGEL, KGVP programmes.

### 2.3.3 Various schemes under the strategies of Sarva Shiksha Abhiyan Mission (S.S.A.M.)

To achieve the aim of Sarva Shiksha Abhiyan Mission (S.S.A.M.) the broad strategies of works with various schemes as

- **Community participation**

The success of an integrated programme like Sarva Shiksha Abhiyan Mission (S.S.A.M.) can be ensured if and only if there is an active participation of the community. The main objective is to strengthen community participation in elementary education with the ultimate aim of community ownership in fulfilling the objectives of UEE.

The main tasks are to enable the persons in the community, who still believe that issues related to access, enrolment, retention and quality education depend largely on government machineries and teachers, realize the actual situations and to motivate them for performing their specific tasks to reach the social target through Sarva Shiksha Abhiyan Mission (S.S.A.M.). Since then constant efforts have been made under Sarva Shiksha Abhiyan Mission (S.S.A.M.) to maximize community participation. At the village level different committees like VEC, MTA, PTA, VCWC, etc., have been constituted and specific roles have been assigned to each to ensure community ownership of
schools. It was thought that the constitution of these committees should also be through participatory activities rather than by official orders of nomination. The procedure of constitution and the functions of these committees are as follows:

**Village Education Committee (VEC):** VEC is constituted for the management of education at village level. The problems at village level can be better understood by members of the village and they can think of some viable solution. Considering this factor VEC is constituted and is deputed with powers to carry on the management of school. This would generate interest amongst the community members and more and more people would get involved in promoting education. Thus VEC is established to universalize and ensure quality education at elementary level. The members of which are; sarpanch as the chairperson, coordinator of CRC as the deputy chairperson, talati, two female members of gram panchayat, principal of that primary school and coordinator of Mid Day Meal (MDM) scheme. The co-opted members could be a principal of secondary school, (if there is one) a retired teacher, parents of physically/mentally challenged child, parents of SC/ST children. The following figure no. 2.2 shows the role and functions of VEC.

![Role of Village Education Committee](image)

**Figure no. 2.2**

*Role of Village Education Committee*
**Functions**: The members of VEC should meet at least twice a month during the month of May, June and July and a monthly meeting for the rest of the year. During the beginning of the year a survey should be conducted by the members with the help of other community members to enroll all children belonging to age group of 6-14. Community members should be enthused to send their children to school, especially girls. The grants obtained should be properly utilized and a record of utilization be maintained. These records should be made public for transparency. The Pravesh-Utsav should be celebrated to make children feel interested in studies.

In the consecutive meeting agenda should be formed based on the school related problems and efforts should be made to increase more and more participation of the members of different committees and the non members.

![Figure No.2.3](image)

**Village Education Committees**

The VEC thus works in coordination and with cooperation of the other committees at the village level. The above figure aptly explains the same.

**MTA (Mother-Teacher Association) and PTA (Parent-Teacher Association)**: To get maximum cooperation from parents and other members of community in district primary education programmes MTA and PTA are constituted. The framework of Sarva Shiksha Abhiyan Mission (S.S.A.M.) envisages that the constitution of different members in these committees be on
democratic grounds providing opportunity to people from all sections of the society. A five member working committee of PTA and MTA be formed, amongst whom one be the chairperson. The principal of the primary school becomes the chairperson of MTA/PTA.

**Functions:** The functions of PTA and MTA are not different from VEC except that they do not have any financial power.

Thus Sarva Shiksha Abhiyan Mission (S.S.A.M.) has very clearly demarcated the roles and responsibilities of each committee and empowered the members of community for effective supervision and monitoring. It has not only been one of the most comprehensive but also appropriate programmes for a country with such wide disparities. It has made maximum attempts to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in mission mode.

Now a day all the functions of VEC, MTA and PTA committees are taken care by one committee i.e. School Management Committee (SMC). The functions of SMC are not different from the functions of VEC, MTA and PTA. With respect to members of SMC, 12 members are there. Out of 12, 75% members are the parents of school students and among them 50% are women. One mason of the village, Sarpanch, female members of Gram Panchayat.

- **Alternative Schooling System (ALS)**

  Under Alternative Schooling System, Gujarat has achieved enormous success. ‘Back to School’ and ‘Bridge Course’ programmes have been mainly used to provide access to the out of school children in the state.

  **Back to School Programme**

  Under this programme, out of school children in 6-14 year age group are covered in Alternative Schooling Centers which are opened and managed by Local Village Education Committee. The children, who attain adequate level of learning, are mainstreamed in formal schools.
**Bridge Course Programme**

Under this programme, a 90 days Bridge Course is conducted for children who migrate seasonally with their parents for short periods. They are taught the portions of syllabus missed by them, and then, their examination is taken. Those who pass, are promoted to the next higher grade. Thus, their dropout is prevented and they are retained in the system.

- **Integrated Education for Disable Child (IEDS)**

  Under Sarva Shiksha Abhiyan Mission (S.S.A.M.), IEDS programme is implemented in Gujarat. A survey of all disable children in the age group of 6-18 years (both in school and out of school) is carried out every year.

  Teachers are being trained on Foundation Course for the teaching of Children with Special Needs, in collaboration with Maharaja Bhoj University of Bhopal and Blind People’s Association, Ahmedabad. BRC and CRC Coordinators also have been trained on IEDS.

  Medical camps are organized at the block level, during which quantification of the various disabilities of disabled children is done and District Civil Surgeon issued certificates to the effect. Based on the medical assessment, the disabled children are provided with necessary aids and appliances. Braille Text Books have been developed for Std. 1-7. Children with Mental Retardation also have been provided with educational kits.

- **Early Child Care Education Center (ECCE)**

  ECCE center makes a linkage between preprimary and primary education and prepare the child for primary education under the school readiness programme. ECCE centers are opened where ICDS – Anganwadis are not being served. The child who attends the ECCE center is of 2.5-5.0 years age group. The child during these early years is not mentally prepared for education, but in this stage his various senses are in developing stage. It will gradually motivate them physically and mentally to attain primary education and contribute towards the all around development, if this growth is directed by an organized method. Moreover various activities and games are organized
to bring out the hidden potentials of the children and to ensure the all around growth of the children.

- **Teaching Learning Material (TLM)**

  Teaching Learning Material (TLM) is one of the interventions of Sarva Shiksha Abhiyan Mission (S.S.A.M.) for qualitative primary education. Teaching Learning Material (TLM) means material for teaching learning process. It is not only teaching tool but it is global form of teaching. It is useful to understand the concept of the unit, to develop language ability and the skills of self learning through TLM. It also develops the insight of the child and make the education qualitative under the aim of qualitative education. Sarva Shiksha Abhiyan Mission (S.S.A.M.) provides fund and training to the teachers. Fund of Rs. 500/- is given to the teacher in a year. This fund is used by the teacher to make effective and competency based TLM for effective and interactive teaching learning process. For making self made learning (SLM) training is given to the teacher by the experts under Sarva Shiksha Abhiyan Mission (S.S.A.M.) and attempt is made to make a linkage between mental, physical and material process of the child and develop the language ability and skill of self learning through TLM and enhance the quality of education.

- **Civil Works**

  Under Sarva Shiksha Abhiyan Mission (S.S.A.M.), the following Civil Works are undertaken:

  1. New Schools
  2. Additional Classrooms
  3. Rain Water Harvesting
  4. Compound Walls
  5. School Repairs
  6. Sanitation and drinking water facilities
  7. Head master’s room
8. BRC and CRC Buildings

9. Child Friendly Equipments

10. Components of BALA (Building As Learning Aid)

All these Civil Works are undertaken for the enrollment, retention and qualitative education of the child.

- Teachers’ Training

To enhance the quality of education it is necessary that teachers are fully oriented in the goal, philosophy and strategy of UEE under Sarva Shiksha Abhiyan Mission (S.S.A.M.) and their knowledge and skills are constantly upgraded so that they are able to effectively discharge their rightful role in the mission. For this, in-service teacher training inputs are particularly emphasized under the Sarva Shiksha Abhiyan Mission (S.S.A.M.) in Gujarat.

\[ \text{TRAINING} \]

\[ \begin{array}{cccccccc}
\text{Community participation} & \text{ALS} & \text{IEDC} & \text{ECCE} & \text{TLM} & \text{Civil Works} & \text{MIS} & \text{KGBV} & \text{NPEGEL} \\
\downarrow & & & & & & & & \\
\text{SPO / Expert} & & & & & & & & \\
\downarrow & & & & & & & & \\
\text{BRC / Research person} & & & & & & & & \\
\downarrow & & & & & & & & \\
\text{CRC} & & & & & & & & \\
\downarrow & & & & & & & & \\
\text{Teachers} & & & & & & & & \\
\downarrow & & & & & & & & \\
\text{MTA, PTA, VEC, Community members, active co-workers} & & & & & & & \\
\end{array} \]

Figure No.2.4

Flow chart showing cascade model of training
Above figure shows the flow of training. Training is given in cascade mode to each schemes of Sarva Shiksha Abhiyan Mission (S.S.A.M.). BRC Coordinator, CRC Coordinator, CRG Coordinator, teachers and community members each one become the part of training.

- **Management Information System (MIS)**

Training for filling up DISE, DCF (Data Capture Format) forms has been given in cascade mode from State Project Office down to School Head Masters levels in all the districts under Sarva Shiksha Abhiyan Mission (S.S.A.M.). Data collection and cross checking for veracity has been completed in all the districts Revision of perspective plans and preparation of Annual Work Plan (AWP) for all districts and municipal corporations under Sarva Shiksha Abhiyan Mission (S.S.A.M.) are in progress.

- **Kasturba Gandhi Balika Vidyalayas (KGBVs)**

Under Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, residential schools (Std. 5-8) with boarding facilities are opened for girls belonging to SC/ST/OBC/ Minority and Below Poverty Line in difficult areas. In 19 districts of Gujarat, a total of 63 KGBVs have been already opened.

- **National Programme for Education of Girls at Elementary Level (NPEGEL)**

To strengthen the girls’ education in the areas of Educationally Backword Blocks (EBB), NPEGEL programme is launched under Sarva Shiksha Abhiyan Mission (S.S.A.M.) of Gujarat to reform the girls’ education. For the upliftment of girls’ education NPEGEL programme works with the following activities. Following activities are organized under the programme:

  - Adolescent camps
  - Vocational training are being imparted to girl students of Std. 5-7 and out of school girls (age group between 10 to 16) and to mothers of girl students of Model Cluster Schools / Role Model Schools / KGBV
Girls are given vocational training on bicycle / model repairing, block binding, bamboo work, making of soap and detergent, sewing and embroidery, making grooms-baskets-toys-bags from cellulose of palm and date tree

Exposure visits are organized for girls, their mothers and female members of VECs, MTAs and PTAs

Awareness campaign, titled Ankuran, organized for ECCE workers

Evaluation tests were conducted for girls to assess their writing competencies

Summer camps are organized

Sensitization training on NPPEGEL and KGBV given to BRC and CRC coordinators and teachers

Training to teachers of Model Cluster Schools of Gender perspective views and classroom transaction

Content based training with gender perspective to newly recruited teachers of KGBV

To achieve the goal of UEE, Sarva Shiksha Abhiyan Mission (S.S.A.M.) is working with above mentioned schemes under the various strategies of the mission. For applying the various schemes the role of teacher becomes decisive and central in Sarva Shiksha Abhiyan Mission (S.S.A.M.) In the entire schemes teacher is involved and become the media because without teacher, education is not imagined. Teachers’ active participation is more necessary to apply all the schemes and for that teacher is formed as BRC coordinator / CRC Coordinator in the Sarva Shiksha Abhiyan Mission (S.S.A.M.) who are experienced and eligible teacher. BRC Coordinator / CRC Coordinator work as a guide of the teacher for the implementation of the various schemes of Sarva Shiksha Abhiyan Mission (S.S.A.M.).
2.4 Role of the Teacher in Sarva Shiksha Abhiyan Mission (S.S.A.M.)

The teachers’ role is considered to be decisive and central in the Sarva Shiksha Abhiyan Mission (S.S.A.M.). Besides teaching according to the new approach, the teacher should form as BRC Coordinator / CRC Coordinator. Eligible teacher should be appointed and their active participation would become inevitable in preparing the syllabus and the educational literature related to syllabus. With a view of improving teachers’ professional competencies, importance would be given on the teachers’ visit and their in service teaching.

CRC (Cluster Resource Center) is the main center for the arrangement of the teachers’ education at the cluster level. It is directly connected with BRC (Block Resource Center) and DIET (District Institute of Education and Training). In BRC, the teacher from the Taluka having extraordinary personality and experienced teacher is selected through interview and appointed as the coordinator of BRC. He has given the responsibility of serving as the coordinator of all CRCs of the Taluka. They become the guide and motivator of teachers.

The responsibility of training teacher is given to the CRC Coordinator. From the CRC of the district, the DIET selects minimum 3 CRC Coordinators which are proficient in relevant subjects and by training them the DIET develops their proficiency and skill. These CRGS are proficient in the relevant subjects and DIET develops their proficiency and skill by training them, with the help of CRGS the CRC organize training programme at cluster level for the teachers and the head teacher of the pay center. The grass root level responsibility of providing best training to teachers, to make the supplementary material available to them and to see that they work in classroom according to the training given to them is upon CRC Coordinator. On the fixed days of the month, the teachers of different standards arrange meetings at the furthest level of school of CRC coordinator. With the help of CRG, the CRC coordinator and the principal of the pay centre give training and guidance to the teachers who attend these meetings as mentioned in the guideline book.

The CRC Coordinator has to do following type of works³:
1. Work of resource person

2. Develop educational equipments

3. Participate in exhibition and competitions of the TLM (Teaching Learning Materials)

4. Organize and implement various educational programmes

5. Make effective implementation of the programs like School Praveshotsav, Sports Day, Children Fair, Science Fair, TLM exhibition etc.

6. Get support of local agencies, donors and to create community participation

7. Arrange frequent visits of the school of the cluster and to provide educational guidance to them

8. In the beginning of the year, to make Door to Door survey and to make efforts so that all children having the required age get admission to school

9. In teaching using various joyful learning and activity based teaching approaches

10. Development program for MTA, PTA and VEC and activate them for the school activities

11. Set up the centers of alternative schooling system and provide guidance to the centers

12. Every school should try to retain children in school by adopting educational methods, increasing co-operation from the society, giving guidance in training teachers and using various joyful learning and activity based teaching approaches

13. Make efforts for the education of the children of special groups, for girls education, for the children of the tribal people and handicapped children of children having disabilities by calling each primary teacher in Cluster Resource Centre

14. Provide guidance and training to teachers by identifying the difficulties they face in teaching and by knowing the simplification of teaching points
CRC Coordinators perform all these functions by the help of teacher and teacher is guided by CRC Coordinator and CRC Coordinator is guided or motivated by BRC Coordinator.

For the application of CRC Coordinator / BRC Coordinator’s mentioned functions teacher is the only social person who knows all the modes of the village, its manners and ways of living and he can recognize the traditions of villagers and be familiar with the limitations of the local life of the people. Teacher is also aware with the mentality of people and reach the people easily and be successful in school enrollment and retention because for the universalization of education to touch the people’s heart is very important and it leads the teacher to achieve the goal of Sarva Shiksha Abhiyan Mission (S.S.A.M.)

Teacher can become 100% successful in explaining the importance of education during the parents meeting, he give the true understanding to the parents who are living in the midst of narrow mindedness, illiteracy, ignorance, gullibility or innocence. In this way along with government’s effort teacher’s contribution is indeed and important for Sarva Shiksha Abhiyan Mission (S.S.A.M.).

In the Sarva Shiksha Abhiyan Mission (S.S.A.M.) teacher/ CRC Coordinator / BRC Coordinators’ function for not only universalization but for the universalization of
qualitative primary education also and in that sense the function of primary teacher is somewhat different from the function of traditional teacher. Teacher is the centre in Sarva Shiksha Abhiyan Mission (S.S.A.M.) to achieve the goal of universalization, while such type of vital or unavoidable role is perform by the teacher at that time it is necessary to know that how they perceive the entire cooperative mission of the state and central government as a response to the demand for quality primary education all over the country.

2.5 Nature of Person’s Perception

The term ‘person perception’ reminds us the traditional use of the term ‘perception’. The psychologists use the term ‘perception’ to denote the cognitive process which stems from sensory stimulation. Sense organs have been considered the doorways of knowledge. As a result, R. S. Ellis (1965) defined “perception as the interpretation of sensory stimuli, and interpretation is the process of associating the stimulus with past experience that make it meaningful. Perception is about receiving, selecting, acquiring, transforming and organizing the information supplied through our senses.”

If we analyzed the process of perception, we find that the meaning to sense impressions are given through the process of perception. Perception refers to the activity of sensing, interpreting and appreciating objects both physical and social stimuli which constitute the environment. Nonetheless, meaning to objects or persons are given and understanding of them are made, not through the process of direct stimulation of our sense organs only, but through other cognitive and psychological processes also. Moreover, social factors, personality factors, context etc contribute to the process. These factors have led to the development of the concept of person perception. Thus person’s perception may be defined as to cognize or perceive others’ physical and psychological characteristics, their intentions, feelings, abilities, emotions, motives and attitudes.

According to H. C. Lindgren (1964) “person perception refers to the process by which impressions, opinions or feelings about other persons are formed. Our impressions or views of a person, his personality and character is ‘person perception’.” Perception of persons is peculiar in the sense that in strange situations, we often do not know much about the object of perception i.e. person, and do not have much information about his behaviors characteristics, personality, intentions and
emotions. Though the stimulus person is before us and stimulates our sense organs as a stimulus having physical characteristics but much remains hidden in terms of his intentions, emotions and personality characteristics and without acquaintance and stretched experiences with him, the real and true meaning cannot be given to him.

Emphasizing this aspect of person perception, Baron and Byrne (1977) are of the view that “for knowing the persons around us, we are often concerned with more lasting causes of their actions such as their stable characteristics, intentions and motives. Along with these factors, our own personality intentions, emotions and motives effect our knowing of him.” This peculiarity of our perception of persons often deceives us in making impressions about others and giving meanings to them. In this way, our inferences about others include subjective judgments and inferences that go beyond direct sensory information. This characteristic of perception process going beyond the information given is not only the characteristic of person perception but a characteristic of most cognitive and perceptual processes. As such, person perception is a product of memory, imagination, hearsay and fantasy as well as what we are actually perceiving through our senses.

Thus, we can say that person perception focuses on the process by which we form opinions, impressions or feelings about other persons. It includes subjective judgments and inferences that go beyond the direct sensory information. It is helpful in understanding human interaction which is an important social process and is mediated by the feelings, thoughts and perception that individuals have about each other. So person perception helps us in understanding the interaction process of communication, influence and change. That is the way psychologists are interested in studying person perception.

Cooley (1953) believes that “person perception means organizing information about persons and attributing properties to them. The structural and functional factors of organization are present in person perception. Person perception involves three main sources:

1. The situation which provides setting for the interaction between observer and observee,

2. The appearance, the action and the qualities of the person being perceived and
(3) The nature of the observer himself\textsuperscript{7}

Thus we see that in the process of person perception, the sensory stimulations as well as past experiences, intentions, interests, efficiency, attitudes and personality factors of the perceiver are involved. So like that perception of physical objects of the organization and the three main sources are also involved.

2.6 Conclusion

In the first part of the present chapter, investigator discussed about the various programmes introduced by the government to achieve the long cherished goal of UEE and mainly described the programme Sarva Shiksha Abhiyan Mission (S.S.A.M.) which is working as a mission having broad strategies. Then decisive role of teachers in Sarva Shiksha Abhiyan Mission (S.S.A.M.) and conceptual theory of the perception are discussed. On the basis of this chapter investigator selected some schemes of S.S.A.M. then she studied some research work which provide meaningful ground work for the study. They are discussed in the following chapter.


