Chapter 3

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Chapter 3
Review of Related Literature

3.1 Introduction

In this chapter an attempt has been made to present the previous related researches which have bearing on the present study. The investigator has studied the past researches which are close to the present study and has applied the useful and necessary knowledge that got from the past studies to the research work. The review work is useful from the point of view of handling the present study adequately. It provides the background for research and make the investigator aware of the status of the problem where the investigator is interested. Reviews provide meaningful ground work for the study by providing valuable guideline for defining the problem and thus in recognizing significance of the problem. It helps the investigator to get insight into the problem and prepare a design to attack the problem on hand. It helps the investigator to get a closer view of the present work and understand the real nature of the problem.

The present study deals with perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) with respect to some variables, the investigator has studied reviews related to perception and reviews of Sarva Shiksha Abhiyan Mission (S.S.A.M.).
3.2 Importance of review of related literature

It is absolutely necessary to know how the researches are undertaken in the same field and which techniques are adopted by the investigator to carry out research. It gives ideas how to select or prepare appropriate scales, sample and design.

S. P. Sukhia and P. V. Mehrotra (1966) pointed out that “both availability and utilization of adequate sources of related information are essential for a proper research activity. Survey of related literature does form one of the early chapters of thesis, but also serves useful purpose.”

For any research work, comprehensive study of the related literature is an essential and indispensable pre-requisite. A review of related literature gives the investigator insight into the explored and unexplored areas of the problem, helps the investigator to benefit from past experiences, utilize previous findings and sometimes even improve upon previous researches or adopt them to present situations.

In the words of Good (1954), “In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking.”

An extensive reading gives direction to thinking and develops insight which helps the investigator to do significant improvements in her research design.

According to Kubir Singh (1984) - “A review of related literature helps the investigator to get the frontier in the field of his/her research and develop a research project which will contribute something to the knowledge already existing in the field.”

Review of the related literature allows the investigator to acquaint her with current knowledge in the field or area in which the investigator is going to conduct her research. It provides following guidelines to the researchers.

1. To enable the investigator to define the limits of her field

Review helps the investigator to delimit and define his problems. The knowledge of related literature makes the investigator up to date on the work which others have done. It enables him to state the objectives clearly and concisely.
2. **To avoid unfruitful and useless problem area**

The investigator can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

3. **To avoid unintentional duplication of well established findings**

It is of no use to replicate a study when the stability and validity of its results have been clearly established. Review helps to achieve this objective.

4. **To given an understanding of the research methodology**

Review refers to the way in which the study is to be conducted. It helps the investigator to know about the tools and technique which proved to be useful and promising in the previous studies. The related literature provides insight into statistical methods for analysis through which validity of results is to be established.

5. **To know previous recommendations**

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous research for further researches which they have listed in their research report.

### 3.3 Sources of literature

In general, there are two types of sources - primary and secondary. Dissertations and Theses are considered as primary source while abstracts published in papers by other than authors are secondary resource. As present study deals with perception of primary school teachers towards Sarva Shiksha Abhiyan Mission, investigator has studied researches related with different schemes of S.S.A.M. but no study were found which directly deals with the perception of S.S.A.M. The review of the related literature has been undertaken in two parts.

1. Review of the studies related to perception
2. Review of the studies related to Sarva Shiksha Abhiyan Mission (S.S.A.M.)
3.3.1 Reviews of the studies related to Perception

In this part of reviews of related researches, investigator studied many studies related with perception but she decided to select only those studies of perception which relates with perception of teachers. She included abroad Ph. D. thesis of perception.

**Study 1**

Title – A study of teacher’s perception on professional learning communities context, process and content.

Investigator - Daniel Johnson

Year, University - 2011, Seton Hall University, New Jersey

Degree - Ph. D.

Objective

- To study the implication of professional learning community have on the perception of educators regarding the influence upon learning community structure, school and leadership and resources during 1 year implementation process.

- To study the implication of a professional learning community have on the perceptions of educators regarding the influence upon data driven decisions, evaluation, research based practices, design, learning and collaboration during 1 year Professional Learning Community (PLC) implication process.

- To study the content of a professional learning community have on the perceptions of educators regarding the influence on equality, quality, teaching and family involvement during 1 year Professional Learning Community (PLC) implication process.

Sample

Stratified random sample of 522 educators of 10 schools of New Jersey whose experience ranges from 1 year to 20 years within the groups of were urban, sub urban and rural communities.
Tool

Standard Inventory Assessment (SIA) rating scale consisted 5 point scale with 60 multiple choice questions having two parts, the first part of the survey deals with teacher demographics consisted six questions, the remaining 54 questions focused on the students, randomly ordered but following under 3 main groups: context, process and content.

Data analysis

- Data was analyzed by calculating F value.

Findings

- Professional Learning Community (PLC) model implemented within the 10 schools did not have significant influence on the perception of the 522 teachers within the frame of context of Professional Learning categorized under leadership learning communities and resources.

- The Professional Learning Community (PLC) model implemented within the 10 schools did not have significant influence on perception of the 522 teachers within the frame of process of Professional Learning Categorized under collaboration, data driven, design evaluation, learning and research based practices.

- The Professional Learning Community (PLC) model implemented within the 10 schools did not have significant influence on perception of the 522 teachers within the frame of process of Professional Learning Categorized under equality, family involvement and quality teaching.

- Because of the main effect of the change in time frame and fall of spring teachers’ perceptions remained static during the 1 year implementation effort in the 10 schools of New Jersey.

Study 2

Title – A study of the teacher’s perception on the role of media in class room teaching in secondary schools.

Investigator - Taiwo Sunday
Year, University - 2009, University of Ohio Nigeria

Degree - Ph. D.

Objectives

- To study teachers’ perception on the role of media in class room teaching in secondary school.

- To study teachers’ perception on the role of media in class room teaching in secondary school with respect to gender.

- To study teachers’ perception on the role of media in class room teaching in secondary school with respect to trained teachers and untrained teachers.

Sample

- Out of 33 Local Government Agency (LGA), 150 teachers of 10 LGA of secondary schools of Ohio state selected as sample.

- Out of 150, 110 trained teachers and 40 untrained teachers randomly selected from ten schools at two gender level 70 females and 80 males.

Tool

Questionnaire – media perception evaluation scale (MPES) having questionnaire contains 31 items. Out of which 15 items on media as supplement to teachers and 16 items on media as substitute for teachers and one interview schedule.

Data analysis

- Data was analyzed by calculating Chi square and F value.

Findings

- Teachers indicated more agreement with media as instructional aids than with media as substitute for teachers.

- Trained teachers preferred media as a substitute to media as supplement where as untrained teachers preferred traditional use of media to modern use.

- The influence of gender did not affect the level of teachers’ perception.
**Study 3**

Title – Beginning pre-service teachers’ perception of computer integration.

**Investigator** - Lloyd P Rieber

**Year, University** - 2004, University of Georgia (Athens)

**Degree** - Ph. D.

**Objective**

- To study pre-service teachers’ perceptions about computer integration
- To study how pre-service teachers’ perceptions about computer integration is developed

**Sample**

- All pre-service teachers at the university of Georgia who graduated from Georgia high schools

**Tool**

- Interview schedule consist of the definition of computer integration, vision of computer, educational value and requirement of technology.

**Data analysis**

- A basic qualitative research design was used.

**Findings**

- All the participants in the study stressed that the use of computer should correlate with the classroom teaching and learning instead of directly asked to define computer integration.
- The most pre-service teachers’ perception of the role of computers in teaching and learning evolves towards an increasingly integrated model.
- The pre-service teachers’ perception regarding vision of future was often resistant to change and multiple participants refer to encyclopedias and CD-ROMs.
• Regarding the theme of educational value the participants held the perception that when the computer implemented appropriately the integration of computer into teaching and learning provides valuable educational contributions.

• The pre-service teachers’ perception about computer integration held the perception that they would be required to integrate computer into their future classroom.

• Regarding the requirement of technology all the participants held the perception that school administration requires the integration of computers into teaching and learning.

• They describe the requirements that were placed on them to take computer classes in middle and high school.

Regarding the process by which the participants’ perceptions about computer integration have developed, all explained that their perception had been influenced by their previous experiences with computer integration accrued during their middle and high school year. One of the common was that they intended to be their students type some of this assignment using the computer simply because they were required to do so by their teachers.

**Study 4**

**Title – A study Of Teachers’ Perception on the Curriculum Development Process.**

**Investigator -** Lauridsen A. Dawn

**Year, University** - 2003, University of The Ohio State

**Degree** - Ph. D.

**Objective**

• To study teachers’ perceptions on curriculum development process and procedures.
Sample

- 12 education curriculum committee members of the four building blocks of Summit Way City School.

Tool

- Interview schedule was used with respect to internal and external influences

Data analysis

- Data analyzed through Qualitative research method

Findings

External influence: State standard and state proficiency test

Regardless of personal feelings or opinions, the collective cry from these eight participants in the curriculum development process is that the state proficiency test and state standards do influence their work as curriculum developers.

External influences: Community and business sector

Community serves as an influence in the curriculum development process. While the business sector and society as a whole as an external influence deserving of attention.

Internal influence: Teacher

The influence of the teachers on the curriculum development process is more subtle than the external influence of the state standards.

Internal influence: Administrators

Administrators play a role and serve as an internal influence on the curriculum.

Internal influence: Negotiation and deliberation

Negotiation and deliberation took place in the whole group setting as well as in small subgroups during the curriculum development process.

Internal influence: Time

Time is taken as a help and hindrance in the curriculum development process and it affects the curriculum development process in a multitude ways.
The curriculum development process consists of a series of steps as the group convenes, considering external factors, what are we missing, more revision and take it to the top. That are followed in a linear yet cyclical manner.

**Internal influence : Size of group**

The size of the curriculum development committee or group cannot be predetermined to have a minimum or maximum number of participants to ensure success of the curriculum development process.

Group dynamic and the entire curriculum development process affect the individual curriculum development.

**Study 5**

**Title – A study of perception of Lady Teachers of Parishad Schools.**

**Investigator** – Reena Agarwal

**Year, University** - 2002, Lucknow university, Lucknow

**Degree** - Ph. D.

**Objective**

- To study the perception of real performance and expected performance of lady teachers of Parishad schools by (a) themselves, (b) male teachers, (c) principals, (d) supervisors, (e) community members

- To study the discrepancies between the real and expected performance of lady teachers of Parishad schools.

- To study the existing prejudices about lady teachers working in Parishad schools

**Sample**

The sample consisted of 31 principals, 46 teachers (18 males and 28 females), 62 community members and 33 supervisors of Mau district of Uttar Pradesh
Tool

Teachers’ interview schedule and three scales as

1. Scale for performance of lady teachers
2. Scale related to expectation from lady teachers
3. Scale related to prejudices against lady teachers

Data analysis

- Data was analyzed through frequency and percentage was calculated.

Findings

1. 65% lady teachers were not active in involving community in school related activities and they did not help in solving the problems faced by the community

2. Lady teachers do not participate in workshops and seminars or co-curriculum activities, like quiz, debates etc. although most of the male staff expected them to do so.

3. Only 50% of them used Shikshak Nirdeshikas to solve problems of school

4. On the other hand they had been perceived as hard working, prompt in solving students’ problems and doing routine work related to teaching and its problems and providing motherly guidance to them

5. They have also made efforts for bringing awareness among parents regarding female education as well as keeping the school clean.

6. The principals, supervisors, male teachers and community members have affirmed that lady teachers are capable of coping with the new technologies of teaching, that they have healthy attitude towards work and also they were capable of controlling the students more efficiently than the male teachers.

7. 93% lady teachers said that they did not want their appointment in schools in remote areas.
Title – A Study of role of perception of VEC members of DPEP district in Haryana.

Investigator – N. Singh

Year, Institute - 1996, Regional institute of education (NCERT), Ajmer

Objective

- To ascertain the role of perception of VEC members in the study area
- To identify the nature of contribution of VEC members in community participation in various activities in schools

Sample

The sample was drawn from two blocks randomly selected from the Haryana district, of which eight clusters were randomly selected.

Tool

- Questionnaire and interview schedule were prepared for VEC members

Data analysis

Role Perception Inventory (RPI) consisting of 54 statements based on expected roles of VEC and interview schedule consisting of 27 main questions followed by sub questions related to retention and achievement were used for data collection. Frequency count, percentage and chi square were computed for analysis of data.

Findings

1. The perception of expected roles of VEC towards villagers in general; roles of VEC related to this dimension were perceived more than 50%.
2. Members having qualification ranging from classes VI-VIII had greater perception about the expected roles of VEC.
3. A greater perception was found to be in case of members below 30 years of age and lowest in case of 51 years and above
4. VEC members of Fathehabad block had greater perception about expected roles of VEC than members of Hissar II block.

5. The perception was found to be less than 50% in case of expected roles of VEC such as informing villagers about facilities being offered under DPEP.

6. With respect to establishing close relationship between parents and teachers the function of VEC members was found to be 50% and above.

7. Seeking community participation for making school, retaining boys and girls in school by distributing mid day meal, locating non school going children to bring them back to school and seek community participation to organize meetings, festivals, functions and other programmes in school was found to be 50%.

8. In case of assisting head teacher and teachers in preparing plan for school activities was found to be above 50%.

3.3.2 Reviews of the studies related to Sarva Shiksha Abhiyan Mission (S.S.A.M.)

With respect to review of the study, investigator took the visit of administrative offices of the S.S.A.M. and GCERT. Under the branch of research, they undertake the studies related to such government sponsored programme as S.S.A.M. From the result of their research, GCERT and S.S.A.M. have been planned need based or area based training programme. The study will provide guideline to S.S.A.M., GCERT and DIET personnel with respect to working strategies of different schemes.

Investigator has found few reviews related to different schemes of S.S.A.M. of different states of India, some studies undertaken by GCERT and published by MHRD in the volume form. This volume will be useful to researchers, administrative and the personnel interested in primary education. The present study deals with the few schemes of S.S.A.M. so investigator tried to include studies of different states. They are as follows.
Study 7

Title – A study on civil works in S.S.A.M. of Haryana.

Investigator – O P Kapoor

Year, Institute – 2007, Haryana, Report of MHRD

Objective

• To assess the quality of civil works undertaken by S.S.A.M. in Haryana

• To compare the quality of construction undertaken by different agencies in the district

Sample

• Stratified random sample of 400 engineers from different agencies as private contractor, community participation and village civil work committee, panchayatiraj engineering department (PRED)

Tool

• Interview scheduled for VCC members, teachers, engineers and supervisors

• Visit to construction sites examination of civil work document, registers, lab testing material etc.

Findings

• Maintenance of site registers ad records had been poor across all procurement systems though VCC works fared a little better.

• Works conducted by PRED under forced account system appeared, by & large, to be poorer in quality than works by private contractors and even through community participation.

• In PRED works there was no clear identification of list of PRED engineers and their sites of works, no regular maintenance of site records and other documents, no regular system of internal reporting to the district project.
• Private construction appeared to have worked reasonably well in the process of actual construction.

• All the agencies needed regular supervision to ensure quality of construction.

• VCC needed additional support and technical guidance to ensure that they did not faller in any case.

• The time period of 11 am to 5 pm was appropriate for the day time training

• The training could be more fruitful by using innovative activities and innovative ways and means

• Feedback was required after training

• Follow up work after the training would be more helpful

\[\text{Study 8}\]

Title – Usefulness of resource material prepared by S.S.A.M. Andhra pradesh in activity based teaching learning process in classroom.

Investigator - Sarma Gauri Sankar

Year, Institute - 2005, Andhra Pradesh, Report of MHRD

Objective

• To study the usefulness of resource materials in the classroom teaching

• To study the participation of students while using the resource material

• To suggest the use of good techniques for the use of resource material

Sample

• 3 CRCs and 245 students of 3 schools of Surapeta block of Hyderabad district were selected
Tool

- A questionnaire having 50 questions related to activity based teaching learning process

Data analysis

- Data was analyzed by calculating average and percentage.

Findings

- The class arrangement for group learning is not proper to transact the resource material
- The application of methods given with the resource material change the teaching learning process. It creates pressure on the teachers to change the traditional method of teaching.
- Most of the teachers do not understand how to coordinate the use of resource material with text books

Study 9

Title – Report on the evaluation study on the effectiveness of Alternative Schooling Centers in the districts of Kokralihar and Bongaigaon under S.S.A.M. (Assam).

Investigator - Kameswar Brahma

Year, Institute - 2005, Assam, Report of MHRD

Objective

- To study the practical suitability of ALS centers.
- To study the infrastructural facilities in the ALS centers.
- To study the role of the ALS workers to make the scheme a success.
• To study the availability and extent of universalization of teaching aids in the centers.

• To enumerate the genderwise learners in selected ALS centers.

• To study the awareness building in the areas where ALS centers were opened.

**Sample**

• Out of two district, 5 BRCs, 22 CRCs and 27 ALS centers were selected for sample.

**Tool**

• Questionnaire were prepared including information of infrastructural facilities, availability of materials and about VEC members

**Data analysis**

• Quantitative research method

**Findings**

• The infrastructural facility like school building, bells, tables, chairs and benches were poor in ALS centers

• Availability of teaching aids was negligible in ALS centers

• VEC members were not aware of their duties and responsibilities regarding ALS

• Poor economical condition was a main cause of low enrollment of the students to the ALS centers

• Text books and work books were inadequate for the children of ALS centers
**Study 10**

Title – A study of difficulties and requirement regarding training of primary teachers of Panchmahal district.

**Investigator** – A V Patel

**Year, Institute** - 2000, GCERT, Gujarat

**Objective**
- To know the problem and requirement of primary teachers related to training
- To make training programme effective by making necessary changes

**Sample**
- 125 teachers from 125 schools were selected by stratified random sampling method

**Tool**
- A questionnaire having 71 questions and 5 sections related to training were prepared

**Data analysis**
- Sectionwise and questionwise average, percentages were computed

**Findings**
- Teachers faced difficulties regarding the preplanning of the training programme, its objectives, time duration and related materials
- Teachers also faced difficulty due to lack of proper information, guidance for the content, TLM preparation and its application and use of local environment
- Teachers seek more guidance in the various training techniques in preparing the training module, monitoring and professional enrichment
- Training time duration 11 a.m to 5 pm was appropriate for the day time training
• Orders should be issued in time and during the training sufficient guidance and motivation should be provided to the teachers

• Selection of appropriate experts and optimum use of local resources can make training programme more effective

• Need based assessment is much more helpful for training

Study 11

Title – A study of primary teachers opinions towards in service training in Banaskantha district

Investigator – J. B. Joshi

Year, Institute - 2000, GCERT, Gujarat

Objective

• To know the opinion of teachers who have already undergone in service training programme

• To know the opinion on time duration of in service training program organized by DIET

• To know the opinions on the training implementation

Sample

• 280 teachers were randomly selected from Banaskantha district

Tool

• Opinionnaire

Data analysis

• Weightage was given to each response category and responses were converted into score.
Findings

- The time period of 11 am to 5 pm was appropriate for the day time training
- The training could be more fruitful by using innovative activities and innovative ways and means
- Feedback was required after training
- Follow up work after the training would be more helpful

3.4 Overview of the studies

From the reviews of the studies discussed earlier, it can be observed that there are few studies regarding perception and few studies are regarding different schemes of Sarva Shiksha Abhiyan Mission (S.S.A.M.).

Daniel (2011), Taiwo Sunday (2009), Lauridsen (2003) deals with the perception of teachers towards professional learning community model, role of media in the classroom teaching and perception towards the curriculum development process. Study like Lloyd Rieber (2004) deals with the perception of pre-service teachers towards computer integration.

Researcher could locate two studies related to perception concern with Sarva Shiksha Abhiyan Mission (S.S.A.M.). One study by N. Singh (1996) deals with perception of VEC members of DPEP districts and study of Agarwal (2002) was related to the perception of lady teachers of Parishad schools.

Four studies related to schemes of Sarva Shiksha Abhiyan Mission (S.S.A.M.) have been reported here. Kameswar (2005) and Sarma (2005) deal with the schemes of ALS and intervention of TLM. Studies of Patel (2000) and Joshi (2000) deal with the schemes of training. These four studies are representing the effectiveness, requirement and difficulties of the schemes as ALS, TLM and training.

Qualification and age variables were taken by Singh (1996) with respect to perception of community members. More qualification, younger age and middle age community members possessed greater perception towards DPEP. At the time when Sarva Shiksha Abhiyan Mission (S.S.A.M.) was introduced in the few parts of country which was known as DPEP. In the study of Taiwo Sunday (2009) deals with the
variable gender. Gender did not affect the level of teachers’ perception with respect to role of media in classroom.

Studies of Johnson (2011), Taiwo (2009), Dawn (2003) and Riber (2004) noted that perception of teachers towards professional learning community model, role of media in class room, computer integration, curriculum development process were positive. Brahma (2005), Sarma (2005), Patel (2000), Joshi (2000) and Kapoor (2007) studies were found teachers problem regarding enrollment, retention, infrastructural facilities, co-operation of community, training, intervention of teaching learning material and civil work.

3.5 Distinguishing features of the study

After studying and reviewing the past researches the following distinguishing features were contemplated and incorporated in the present study. As investigator could not found any study related to perception of primary school teachers towards government sponsored programme as Sarva Shiksha Abhiyan Mission (S.S.A.M.) including different schemes as community participation, ALS, IEDS, ECCE, training, civil work or intervention of TLM in India.

Investigator could come across few studies related to perception of community members towards DPEP when S.S.A.M. was working as DPEP but she has not found a single study of perception of primary school teachers towards S.S.A.M. with variables as gender, qualification, area, age and experience. In the recent year no studies have been conducted on perception of primary school teachers towards S.S.A.M. Based on above mentioned distinguish features the present work intend to study the perception of primary school teachers towards such government sponsored programme as S.S.A.M.

Based on above mentioned gaps, the present work intends to study the perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.).

3.6 Rationale of the study

Perception is very helpful to know the teachers wholestic view towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). In the present study perception of teacher helps to know
the requirements, efficiencies and problem of the teachers. From the review of the related literatures, the investigator finds that researches were conducted for the perception of community members, teachers, with respect to curriculum development process, computer integration, professional learning, community model and few with respect to different schemes as TLM, training and ALS schemes, not a single study regarding perception of primary school teachers towards government sponsored programme as Sarva Shiksha Abhiyan Mission (S.S.A.M.) was done.

Creating an appropriate environment for the success of elementary education, Sarva Shiksha Abhiyan Mission (S.S.A.M.) is a historic stride towards achieving the long cherished goals of UEE through a time bound integrated approach, in partnership with the state. Sarva Shiksha Abhiyan Mission (S.S.A.M.) works with the broad strategies having different schemes. To work with broad strategies teachers’ contribution is necessary 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 mirror to produce access to primary education and spend rupees in crore at that time investigator felt that the proposed research may throw some light on how positively and constructively teachers work and perceive the broad strategies of Sarva Shiksha Abhiyan Mission (S.S.A.M.).

Study of Taiwo (2009) deals with the variable gender and found that the influence of gender did not affect the level of teachers’ perception. With respect to perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.), investigator is also interested to determine what exactly the relation exist between perception and gender.

Another important variable is area i.e. urban and rural. The investigator has not found a single study deals with the variable area. When the programme is working as a mission at this time problem of universalization of primary education is seen very crucial in rural stage and there teacher has to work as leader to achieve the goal. So she is interested to know actual scenario of perception of primary school teachers with respect to area.

It is also a fact that age, qualification and experience of the person are reflecting in his/her work. Study of Singh and Bala (1996) reveals that the positive correlation with perception of community members with respect to qualification and age. Investigator
come across only one study of perception concern with the variable age and qualification and has not come across to any study deals with the variable experience. So it felt worthy by the investigator that still there is a need of the studies conducted in this area which can add more information towards this area as regards the perception of primary school teachers towards the government sponsored scheme as Sarva Shiksha Abhiyan Mission (S.S.A.M.).

The present study deals with the perception of primary school teachers. The perception of primary school teachers is taken by the investigator because perception is very helpful to know the wholestic view of the teacher towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). For the implementation of the broad strategies of Sarva Shiksha Abhiyan Mission (S.S.A.M.) along with government efforts, teacher’s contribution is needed. When the major responsibility has to perform by the teacher at that time it is necessary to know how they perceive the whole project, what kind of difficulties are faced by them? What will be their requirements to work for universalization of qualitative primary education? Thus, to determine or to know the wholestic view of the teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.) perception is very supportive factor.

From the above discussion, it can be concluded that above mention variables have influence on perception. But the investigator has not come across any study of perception of primary school teachers of government schools with above mentioned variables. As far as government primary teachers of Gujarat State and Sarva Shiksha Abhiyan Mission (S.S.A.M.) is concerned, no studies have been conducted on perception of primary school teachers towards Sarva Shiksha Abhiyan Mission (S.S.A.M.). So the present study is an attempt towards it.
References


