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LEARNING AND TEACHING PROCESS IN SCHOOLS UNDER THE SSA PROGRAMME IN TAMIL NADU - A SOCIOLOGICAL STUDY

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ABSTRACT:

The constitution of India provides for free and compulsory primary education for all children up to the age of fourteen irrespective of caste, creed, sex and religion. To meet the constitutional requirement, educational facilities have tremendously been expanded during the post independent period. This expansion has made primary education accessible to the common people. However, the quantitative increase in the number of schools has not ensured the quality of

instruction to all students in a uniform manner. Hence, to ensure a strong intellectual scientific and technological environment quality of education has to be given more importance, especially at the elementary level or primary level.

KEYWORDS: India provides , constitutional requirement, educational facilities.

INTRODUCTION:

According to constitution primary education should have been universalized by 1960. But we have not yet achieved this goal. After the attainment of independence, various education commissions had made recommendations for the improvement in education at the primary level. The National Policy on Education (1986) and The Programme of Action (1992) have placed Universal Elementary Education (UEE) in a position of top priority of the national agenda.

The mission of Sarva Shiksha Abhiyan (SSA) is to provide universal Elementary Education

for all. "Quality with Equity" is an important stone of the worldwide elementary Education effort. The four main goals as SSA are universal access and enrolment, bridging gender and social category gaps, Quality Education and universal retention "Today Children are tomorrow's pillars of the country." The nation can give no better or superior gift on these children than a chance for their education. Education enlightens the life of the students. SSA has bestowed this gift on the children to pave a better way in their life.

Tamil Nadu has enrolled one crore 23 lakhs students under SSA as per the statistics (1,23,31,525) available in 2012. Among the government, has enrolled more students than the

previous two (52.71 lakhs). Government schools come next, enrolling 46.60 lakhs students, Private aided schools comes third (23.99 lakhs). However, the number of government schools is more (37358) than the private unaided schools (12730) and private aided schools (83.86). They consecutively represented from 63.88 per cent, 21.77 per cent and 14.34 per cent.

Though private aided schools produce more students, government schools contribute to patronizing rural poor students which are not possible for private schools as such. Besides, they also tend to support girl students from marginalised groups. Thus, gender inequality in education is brought down only by the existence of government schools.

Government schools do not treat education as a profit oriented business. Unfortunately, that is interpreted as a weakness of government schools and hence made vulnerable by many politico bureaucratic forces.

Among the districts in Tamil Nadu Vellore, has more government school (2247) followed by Villupuram (2114). On the other hand, Chennai has the least government school (327) followed by Perambalur (355). Tiruchirappalli district has 1291 government schools, 367 private aided schools and 448 private unaided schools.

The data available for the year 2012, on the enrolment of students depict the impact of SSA and the increase of students very positively. The number of girls is more in the districts of Chennai and Coimbatore only. The newly divided district like Ariyalur, Karur, Perambalur and Thiruvallur revolves around one lakh students. The highest number of students are enrolled in Kancheepuram district (7.77 lakhs) followed by Vellore district (6.53). The lowest number of students are enrolled in Perambalur district (1.06 lakhs), followed by the Nilgiris (1.13 lakh). Tiruchirappalli district has a number of 4.7 lakhs.

REVIEW OF LITERATURE

Ranjan Panigrahi (2012) studied to find out the effectiveness of the capacity building of teachers through distance mode using teleconferencing as an innovative tool. The study was used survey method under descriptive research for investigating the impact of teleconference programmes organized on different topics and areas. The sample had consisted 4775 elementary school teachers as participants from the different learning ends of the Rajasthan were selected for the study. The Distance Education Programme (DEP)-SSA, IGNOU developed structured opinion/feedback format to know the effectiveness of teleconference programme. The study found that most of the teacher respondents agreed on the positive contribution of teleconferencing towards capacity building of teachers. **Das K (2013)** studied the development and expansion of primary education in Karbi Anglong District, which is a tribal dominated area of Assam. **Patil J. M (2013)** studied the Sarva Shiksha Abhiyan seeks to provide quality elementary education including life skills. **Kaur and Singh (2014)** observed the teacher education programmes need to be reoriented to look into the issues related to enrolment and retention of children along with ensuring quality inputs in teaching-learning process. **Byker (2015)** examined the current status of rural, government-run elementary schools in India by reviewing reports like the Annual Status of Education Report (ASER) in India. Challenges like teacher absences, student drop-outs, lack of electricity, lack of separate toilets for genders, and a lack of teaching resources was discussed. To meet these challenges, the study described the rise in popularity of India's PPPs. Then the study reported on a case study of the PPP, called the SSA Foundation, which implemented a "one laptop per school" program in rural areas in the Indian States of Karnataka and Tamil Nadu. The study offered a "thick description" (Geertz, 1973) of how the village school's students used the laptop for learning basic computing skills and for learning English. **Kumar Parsanjeet and Agarwal Parul (2016)** observed the success of SSA programme depended on the curriculum, school and teachers. The task is really tedious and challenging. It needs a thorough change in the outlook and working of those who are associated with the processes and product of the school education. **Sarkar et al., (2017)** highlighted the role of technology in primary education sector in Orissa. The study explained how ICT can be used for developing a framework that can be sustainable in implementation education program. The study discussed the implementation approach which used technology for quality at all primary education centres.

OBJECTIVE

- To analyse the learning and teaching process in Schools under the SSA Programme in Thiruvallur Block of Tamil Nadu.

METHODOLOGY

This study is carried out to analyze the sociological impact of SSA Programme in Thuraiyur Block of Tiruchirappalli District, Tamil Nadu. Total number of registered schools was 2075 at the end of the April 2016. Thuraiyur Block is considered as an educationally developing Block in this district. It has captured 5th position in number of register schools in the district. Totally, 141 schools were registered in this Block and total number of students enrolled is 41,130. In Thuraiyur Block, 98 schools are exist and are managed by the Government. From which, the researcher randomly selected 20 schools through application of lottery method. From the twenty Schools, 20 students were selected from each school, randomly. Finally, the primary data were collected from the 400 students through a well-structured interview schedule. This study was completely based on disproportionate random sampling method. The study had also used secondary data, collected from Department of School Education, Ministry of HRD, Educational Report, District Statistical Handbook, and Population Census Report, publications like Journals, Magazine, News Paper, and Books and so on.

FINDINGS

The professional efficiency is felt improved for the headmasters. SSA motivated it this must be further investigated and improvised. Teaching learning process is properly done for 55 per cent of head masters. However, this has to be improved further for the remaining 45 per cent and utmost care is required in this context. As far as student's facilities are concerned the teaching aids created the abilities of students. This is another remarkable finding of the study. Thinking ability of students is developed by using teaching aids. Thus ultimately the programme provides more opportunity to the students. Similarly, SSA Programme also reflected in motivation of other activities. The basic learning skills of reading and writing also improved more.

To sum up, teaching aids provide in SSA was evolved greater development to the student community particularly on reading, writing and thinking phenomena. This is the masterpiece of the study.

Table - 1: Details of Teaching Learning Process

Si. No	Details	Total	In Percentage
1	Programme Motivated to Improve their Professional Efficiency		
	Yes	17	85
	No	3	15
	Total	20	100
2	Teaching learning process are not properly done in this programme		
	Yes	9	45
	No	11	55
	Total	20	100
3	Using Teaching Aids and the Creative Abilities of Students are Developed		
	Yes	19	95
	No	1	5
	Total	20	100
4	Thinking ability is not Developed by Using of Teaching Aids		
	Yes	6	30
	No	14	70
	Total	20	100

5	Programme provides more opportunity to student		
	Yes	15	75
	No	5	25
	Total	20	100
6	SSA Programme motivates to other activities		
	Yes	16	80
	No	4	20
	Total	20	100
7	Reading and writing skills is more improved		
	Yes	16	80
	No	4	20
	Total	20	100

Source: Compiled from the Primary Data

All the 400 students like their schools and teachers. 80 per cent of students like the teachers for their good teaching and the remaining 20 per cent like the teachers for their helping tendency towards students. Hence, they admit the fact of going to school regularly. The teachers were friendlier with all the students and also encourage the students to study well. The teachers encourage the students to raise questions in the class room. The students also mention that teachers are regular in taking classes. A general question on educational environment is put up before students. There is a mixed response. Majority of the students (65 per cent) felt it positively and remaining student (35 per cent) felt it negatively.

All the students accept that teachers help and motivate them in education. They give punishment for the mistake for 80 per cent of students and not giving punishment for the remaining 20 per cent. The surprising finding of the study is the students (95 per cent) have seen the higher officials at their school. In other words SSA makes the officials to visit the school.

CONCLUSION

The sociological study of learning and teaching process under SSA programme in Thuraiyur Block brought positive result. The students are very satisfactory about the learning and teaching process. They feel good about the teachers' motivation for their study. Their thinking ability is developed by using of modern method of teaching aids. Reading and writing skills are improved by the teachers under the SSA, in the Thuraiyur Block of Tamil Nadu. SSA also makes the officials to visit the school regularly which ensures the proper functioning of the teaching learning process in the school. Hence, the SSA programme in Thuraiyur Block remains as a model for other area of the Tamil Nadu.

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