

IMPACT OF PEDAGOGICAL PROGRAMME OF SARVA SIKHYA ABHIYAN (SSA) ON DEVELOPMENT OF GIRLS EDUCATION IN ODISHA .

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Abstract:

The pedagogical programmes include mastery learning practices, adopting activity based classroom process for quality education improving text book and curriculum, programme for teacher motivation and development competency, adopting contiguous and comprehensive Evaluation, promoting educational research teacher development programme use of computer and audiovisual aids in classroom transaction, in service training programme and strengthening teacher education institution etc for quality enhancement of girls education at elementary level. In this paper the authors highlighted the need of pedagogical programme and potential benefit on development of girls' education at elementary level. In this connection the investigator has undertaken survey type of study using various tools i.e, questionnaire, interview schedule, observation schedule, information schedule for collection of data. The stratified random sampling method was used. The findings of the study revealed that there was a positive effect of pedagogical interventions on development of girls education, at elementary level. Academic support system, regular monitoring and supervision work, adopting activity based teaching learning process, need based pedagogical

Education is the principal means of promoting the welfare of the individual and quality of life. Education is the only instrument available for massive socio-economic transformation. Education is an investment on our children to prepare them for the world of tomorrow. Education has an acculturating role to refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit. It is a process of human development for the achievement of a better and higher quality of life. Education is also regards as the richest and highest treasure of man. The future of a nation depends on education, is an indispensable need of mankind. It aims at education the masses to become better citizens and more useful member of the society. Therefore all over the world, education has been viewed as an important instrument for an all-round development of individuals. Education is associated with quality of life related to production and interlinked with promotion of social and national integration.

Researches have shown that education of girls offer a multitude of benefits for girls themselves, their current and future families and their societies. Education is irrefutable that, it improves girls own lives now and also the future. Better educated females marry later and have fewer unwanted pregnancies. Moreover, educated females reduce the infant mortality rate through better childcare. The value of

education is so strong that girls so want to contribute it if they are given the chance. It was found that “girls” access to education creates a better environment for economic growth and that the result is particularly strong for middle income countries. The purpose of providing education to girls is to make them play a positive role in development of the nation. It is evident from the empirical research that educational discrimination against girls hinders the process of rural development.

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Expanding educational opportunity for girls is desirable, for increasing productivity on the farm, grater labour force participation, late marriage, lower fertivity, child health and nutrition. Educationally woman have been shown to be a critical ingredient in breaking the vicious multi generational cycle of poor child health, low educational performance, low income, high fertility and poor child health. Literacy for woman can import knowledge and skill, which enable poor woman to improve their earning potential and address their survival needs.

The Gender Parity Index (GPI) and percentage of girls enrolment to primary and upper primary classes presented for the period 2004-05 to 2007-08 reveal that there is consitent improvement in the GPI. The average of 35 states and UTS in 2007-08 indicates a GPI of 0.93 in primary and 0.89 in case of enrolment in upper primary classes. The respective figure of GPI in 2006-07 were 0.93 and 0.87 . Further the analysis of state specific GPI in primary enrolment indicates that the index renamed above is 0.95 in 14 states compared to same number of states in the previous year. Manipur and Sikkim have the highest GPI of 0.99 and 0.98 respectively and chandigarh the lowest (0.81). All the states in the north-eastern region also had a very high GPI, in enrolment in primary classes. Rajasthan has the lowest GPI in 2007-08 (0.69 against 0.66 in 2006-07) in upper primary enrolment, which indicates that only 69 girls are enrolled against 100 boys. Over a period of time, girls share in primary and upper primary classes has shown improvement but lower than share of boys enrolment both at primary (48.22%) and upper primary (46.99%) lever of education in 2007-08 (NUEPA 2007-08). The highest share of girls enrolment at primary level is noticed in Meghalays (50.18%), Manipur (49.69%), Kerala (49.62%), Uttarpradesh (49.21%), West Bengal (49.09%) these state also have firstly high percentage of girls enrolment in upper primary classes.

The female literacy rate of odisha is 50.99 which is lower than the national (54.16%). The girls enrolment of odisha at primary level in 2006-07, 2007-08 and 2008- 09 is 47.67%, 48.83% and 48.87% respectively . Like this girls enrolment at upper primary level of odisha in 2006-07, 2007-08, 2008-09 is 46.37%, 47.58% and 47.96% respectively. The gender parity index of odisha in girls enrolment at primary and upper primary level during 2008-09 is 0.96 and 0.93 respectively. The SC girls enrolment rate at primary and upper primary level of odisha is 48.96% and 45.40% respectively. The transition rate from primary to upper primary level girls during 2007-08 of odisha state is 93.88%. the average drop out rate at primary level of girls during 2007-08 is 3.52. the girls student secured 60% and above marks of class IV, V in 2008-09 is 20.79% where the national average is 50.51% similarly the girls child secured 60% and

above marks in class VII, VIII during 2008-09 is 11.64% where as the national average is 43.46 (DISE 200-09, NUEPA).

Improving quality and efficiency at the school/class room level is a major thrust area, since Shishkya Abhiyan categorically highlights the need to provide education for all. This would be possible through systematic planned intervention in different key area like strengthening of resource groups teacher development, material development, capacity building of key institutions, text book development sharing of good practices, learners evaluation, monitoring and academic support system. This multi pronged strategy aims to improve pedagogy includes. M.L.L based learning practices, use TLM improving textbook and curriculum, adopting activity based teaching, development teacher motivation and competency, adopting continuous and comprehensive evaluation, adopting multi grade classroom strategies, promoting educational research, strengthening research support, teacher development programme, capacity building of SCERT, DIET and other training institution, in service training on pedagogy and content, orientation an RTE and NCF-2005 for teachers, tele conference programme, learners evaluation learning achievement tracking system (LATS), Shishu Prativa Utsav.

Need and Scope of the study

Girls education as an intervention under SSA is meant to remove the gender gap in enrollment, retention and achievement of girls at elementary level. The major strategies relating to pedagogical programme includes (i) formation of State Resource Group (SRG), District Resource Group (DRG) Block Resource Group (BRG) to planned provide support to enrolment, retention and achievement of girls (ii) emphasis on removal of gender discrimination in classroom and school practice is incorporated in all teacher training programme, training module "RASHMI" developed teleconference on girls education of tribal area, renewal of text book and development and implementation of Jagruti, Unmesh, Udaya, integrated training module for teachers with regard to their capacity building for development quality elementary education. But to know what extent these pedagogical programmes are implemented effectively? How these programmes are managed in districts, blocks and cluster level? What are the facilities available there for the programmes? Are the SSA functionaries and other functionaries managed pedagogical programme, on girls education effectively? What are the strengths and weakness of their programme? These are some issues and questions related to effective implementation and effectiveness of these pedagogical programme to know and understand. These issues relating pedagogical programme of SSA. Is SSA essential for the realization of goal of girls education? Hence the problem of the research study may be stated as below.

STATEMENT OF THE PROBLEM

"Impact of pedagogical programmes of SSA on Development of Girls education in Odisha".

OBJECTIVES

The study was undertaken with the following objectives.

1. To find out the status of pedagogical programmes of SSA implemented for development of girl education a elementary level.
2. To asses the effect of pedagogical programme of SSA on development of girls education.
3. To compare the progress of girls education between tribal and non-tribal district of Odisha.
4. To critically evaluate the strengths and weakness of pedagogical initiatives in relation to development of girls education.
5. To suggest remedial measures for better achievement from pedagogical programme of SSA with regard to girls education.

Delimitation of the Study

Owing to constraints of time and resources this study has been delimited in the following way;

- i. Two blocks i.e. Keonjhar, Kalahandi, Bhadrak and Cuttack had been selected on the basis of tribal and non tribal district.
- ii. Pedagogical programmes of SSA had been included for the study.
- iii. The sample included girl children, teachers, parents, community members and resource persons.
- iv. The tools/techniques like check lists information schedule, questionnaire, interview schedule, observation schedule had been used for the study.

SAMPLE

The area for the study included Bhadrak, Kalahandi district of Odisha . The district was selected on the basis of tribal and non-tribal block. Four blocks were selected from two sample district i.e two blocks from each district. Twenty schools were selected random by for the date collection of the study. Out of twenty schools twelve schools were Primary and eight schools were Upper Primary Level Schools. Besides this twenty head teachers, forty teachers, 120 girls, 10 BRCC & CRCC and Resource persons. The Stratified random sampling procedure was used for collection of the data and other information.

TOOLS USED

The following tools were used for data collection

- i. Questionnaire for head teachers.

- ii. Questionnaire for Resource Person.
- iii. School Information Schedule. (SIS)
- iv. Interview schedule for teacher SMC members and BRC, CRCC.
- v. FGD for Girls child.
- vi. Class room Observation Schedule. (CBS)

PROCEDURE OF DATA COLLECTION

After finalization of tools for the study the relevant data and information were collected through Primary and secondary sources. The process of data collection included discussion personal contact interview, referring research, survey report, focus group discussion with the help of prepared questionnaire schedule, statistical techniques used.

The Collected data were analyzed on the basis of objectives of the Study. The Quantitative data were analyzed with the help of percentage and mean analysis.

Table - 1

Status of Pedagogical Programme of SSA in relation to Girls' Education.

Sl. No	Pedagogical Interventions	Good	Less Gene	Poor	Total
1	Adopting activity based joyful learning in Classroom Process	16 (80.00)	03 (15.00)	01 (5.00)	20 100.00
2	Proper implementation of NCF 2005, RTE 2009 based curriculum and text book.	16 (80.00)	02 (10.00)	02 (10.00)	20 100.00
3	Organized teacher motivation and competency based teacher development programmes by SSA	17 (85.00)	02 (10.00)	01 (05.00)	20 100.00
4	Teleconference programme on NCF 2005 , RTE 2009 content subject for teachers CRCCs and BRCCs	15 (75.00)	05 (25.00)	02 (10.00)	20 100.00

5	Adopting continuous and comprehensive evaluation	14 (70.00)	5 (25.00)	03 (15.00)	20 100.00
6	Adopting educational research and follow up action	12 (60.00)	4 (20.00)	03 (15.00)	20 100.00
7	Organised sisu Prativa Utsav, Srujan activities Mina Mancha etc for Girls .	16 (80.00)	03 (15.00)	01 (05.00)	20 100.00
8	Implementation of NEPGEL of KGBV for girls Education	15 (75.00)	03 (15.00)	02 (10.00)	20 100.00
9	Regular undertaken monitoring and supervision work	15 (75.00)	03 (15.00)	02 (2.00)	20 100.00
10	In – Service training programme for teachers on pedagogy	17 (85.00)	03 (15.00)	01 (5.00)	20 100.00

The table (1) reveals that more than 65% schools undertaken pedagogical programme good manner for development of girls education at elementary level. Less than 15% schools organized pedagogical programme in general way. Thus the analysis of table clearly shows the status pedagogical programme in general way. Thus the analysis of table clear by shows the status pedagogical programme of SSA at school level is good.

Table - 2

Effects of Pedagogical programme of SSA on development of Girls' Education.

Sl. No	Pedagogical Interventions	No. of respondents said Yes out of 230	Total
1	Enhancement of Enrolment and Retention rate of girls child	216	93.92

2	Dropout rate of girls has been decreased in each class in different community	220	95.65
3	Achievement in curricular and co-curricular activities of girls has been improved	206	89.56
4	Activities participation in co –curricular and cultural activity of girls is satisfactory in comparison to boys .	203	88.26
5	Capacity building teachers in curricular and co-curricular area has been improved.	184	80.00
6	Organised child friendly activities in classroom and outside the classroom for girls effectively.	196	80.44
7	Conducting monitoring and supervision work Regular basis .	208	90.43
8	Mainstreaming out of school girls child to elementary education through awareness and srujan activities.	210	91.31

The table (2) clearly reveals that more than 80% respondents opined that interventions of pedagogical programmes of Sarva Shiksha Abhiyan (SSA) has positive effect on promoting quality education among girls.

Table - 3

Compare the effect of Pedagogical Programme in tribal and non tribal area.

District	No of School	Mean value	SD	SED	DF	Value	Result
Non Tribal	60	421.5	59.46	10.63	118	1.78	Significant
Tribal	60	402.5	56.8				

The table (3) shows the effects of Pedagogical programme as girls education .The calculation of the value is 1.78. The table value of the test at 118 df on 0.05 is 1.98 and 0.01 is 2.62 which is table value of the test is higher than the calculated value. So it is significant. There is a positive impact of Pedagogical programmes on development of girls education at elementary level.

Table - 4

Strengths of Pedagogical programmes of SSA in relation to Girls' Education.

Sl. No	Items	No. of respondents out 110	Percent age%
1	Enrolment, retention achievement level of girls child has been enhanced	102	92.72 %
2	Capacity and competency of teachers on adopting NCF – 2005 and RTE – 2009 based activities in schools have been developed	105	95.45 %
3	Providing motivated and remedial measures to girls in tribal area by teachers was satisfactory.	96	87.27 %
4	Capacity building of teachers to handle girls child is curricular has been enhanced	92	83.63 %
5	Mainstreaming the out of school girls through child friendly activities of teachers and community.	98	89.09 %
6	Use of TLM, A.V aids, Computer, T.V. radio were utilized for quality education of girls .	89	80.90 %

The analysis of the table (4) shows the strengths of pedagogical programmes of SSA with regard to girls' education. The table reveals that pedagogical programme SSA helped to enhanced enrolment, retention and achievement rate of girls, developed capacity building of teachers developed motivational level teachers towards activity based teaching and mainstream act of school girls into elementary education.

Table - 5

Weakness of pedagogical programmes of SSA with regards to development of Girls' Education.

Sl. No	Items	No. of respondents 230	Percentage %
1	Poor monitoring and supervision to girls system by SSA authorities	208	90.43
2	Lack of suitable team approach in SSA system for development of girls education.	198	86.08
3	Lack of proper implantation of pedagogical programmes at school level due to over burded of teachers in academic and non academic activities.	185	80.43
4	Absence of qualities and trained teachers in elementary school to complement pedagogical interventions in school activities .	203	88.26
5	Defectiveness management system of in services programme at grass root level .	192	83.47
6	Resource persons engaged in pedagogical programme were less competent to handle session	189	82.17

The table (5) shows weakness of pedagogical programme of SSA in relation to girls education at elementary education. It was revealed that poor monitoring and supervision work pedagogical programme , lack of team effort for development of girls education, poor implementation of pedagogical programme, absence of qualified and trained teacher, defective management system and engagement of less competent recourse person in training programme were the weakness is the pedagogical programme – SSA.

Table - 6

Suggestive Measures for Quality Development of Girls' Education Through Pedagogical Programmes of SSA.

Sl. No	Items	No. of respondents	Percentage%
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1	Regular monitoring and academic support system should be undertaken by a trained resourceful team for on site support to teachers .	58	25.22
2	Activity based learning, joyful teaching and play way method should be followed by teachers to make the classroom process attractive .	44	19.14
3	Special care for backward girls supply of supplementary readers workbook motivating mothers, special hostel facilities and remedial coaching should be provided through SSA and NGOs .	53	23.04
4	Pedagogical training module and supplementation of training should be based on guiding principle of NCF – 2005 and RTE – 2009	20	8.69
5	Responsibility and accountability should be fixed on headmaster , teachers , CRCC , BRCC for poor result and performance of girls .	25	10.87
6	Infrastructural facilities , hostel , library , T.V , aids , computer , vehicle for supervision should be provided to tribal area of Odisha .	30	13.04
TOTAL		230	100.00

The table (6) indicates that there is a need of regular monitoring and academic support system at district level, adopt activity and joyful learning in classroom process, special care for girls. Preparation of training module on the basis of NCF – 2005 and RTE 2009 fixation of responsibility accountability on teacher and provision of good infrastructure facility in school for development of girls' education.

FINDINGS

- ❖ More than 50 % pedagogy related activation , such as activity based classroom process, activities undertaken basing on NCF – 2005 and RTE – 2009 at elementary education level, teacher motivational programme, in – service training programme, Teleconferencing, undertaken educational research adopted continuous comprehensive evaluation process monitoring and supervision work were satisfactory.
- ❖ There was a positive effect of Pedagogical programmes of SSA on girl's education in Odisha.

- ❖ Status of girl's education in primary and upper primary level was good with regard to enrolment, retention and achievement level of girls child in both tribal and non tribal districts of Odisha.
- ❖ The test analysis revealed that pedagogical programme of SSA had a significant effect on development of girl's education at elementary level.
- ❖ More than 80% respondents opined that pedagogical programme helped to enhance enrolment, retention and achievement rate of girls, develop teachers, competency, motivate teachers to adopt activity based joyful learning and main streaming drop out girls child from primary to upper primary level.
- ❖ More than 80 % respondent opined that poor monitoring and supervision system lack of suitable team approach in SSA, lack of proper implementation of SSA based pedagogical programme poor quality teachers and less competent resource person were the weak areas of SSA programme in relation to girls education in Odisha.
- ❖ There is a need of regular monitoring academic support t teachers adopt activity based Joyful learning classroom process, special provision and care to girls, organization of

NCF-2005 & RTE based training programme development of infrastructure facilities and fixation of responsibility and accountability on teachers for better improvement of girls education in both tribal and non-tribal area of Odisha.

EDUCATIONAL IMPLICATION

The findings of the present research study will aware about the effectiveness of pedagogical intervention of SSA an development of girls education and to take appropriate steps for its effective implementation for better girls' education at elementary level . It will also help teachers SSA authorities to. undertake monitoring and academic support system to teacher for useful implementation of pedagogical programmes in tribal area and non- tribal area of Odisha.

DISCUSSION OF THE RESULT

Findings of the study reveal that pedagogical initiatives and interventions of Sarva Shikshya Abhiyan (SSA) has positive effects impacts on development of girl's education in both tribal and non-tribal district of Odisha. Status of girls' education in non tribal district was better than tribal district of Odisha, Development of girls education of general category students was higher in comparison to SC and ST categories girls child. Pedagogical training should be need based and implemented strictly in rural area of the Odisha. Monitoring and supervision system should be regular for academic support not only administrative support with the help of Samikshya format .

Suggestions:

Monitoring and academic support system should be strengthened to make the pedagogical programme more effective for development of girls education.

Activity based joyful learning process should be followed in classroom transaction.

- Special Physical care to supply of supplementary readers, work book, motivating mothers special hostel facility and remedial coaching should be provided through government and NGO .
- Pedagogical training module and implementation of training programme should be based on guiding principles of NCF – 2005 and RTE – 2009.
- Responsibility and accountability should be fixed on Head Master, BRCC, CRCC, Resource Person and Teacher for poor achievement of girls' education.
- Child friendly environment in school , hostel , library , T.V. , audio visual aids , Computer facility should be available in school for better learning process and higher achievement.
- Personal engaged pedagogical as resource person training programme should be competent and higher qualification from participants.

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