



Role of Teachers Qualification in Fulfilling the Aims of Sarva Shiksha Abhiyan in Varanasi district

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India is a democratic country. It provides programme like free and compulsory education or Universalisation of education up to Elementary stage in order to educate each and every child of the nation. As a significant part of whole educational system. Elementary education plays a major role in the development of human resources of country. Sarva Shiksha Abhiyan is an effort to Universalisation elementary education and an opportunity for improving human capabilities. The proper treatment of the concept of Elementary Education not only leads to the national development but also removes the obstacles in the general development of the country. Our educational system is such that suitable teachers are not forthcoming to work in Elementary school only those teachers come and work in Elementary school that have not been able to get good employment opportunities elsewhere. They don't come usually bother towards education and educational development.

Teacher is always a matter of concern for the government in order to fulfill the aim of 100 % literacy of children of 6-14 years of age. Government is paying serious efforts to improve the quality of teachers in order to improve learning. Various criteria's have been kept for the appointment of suitable teachers. Government is also providing in-service training to the teachers who are already working so that they can provide quality results. Table 1 and 2 gives us a brief idea about the number of teachers enrolled for teaching in Varanasi district under Sarva Shiksha Abhiyan and furthers their qualification.

Total number of teachers in the Varanasi district in the initial years of SSA is 4512 which is almost stagnant for the next few years. But in the year 2005-06, there is a tremendous growth in the appointment of teachers. The reason behind this may be that in initially appointment of the teachers took place in the year 1999 and then at the year 2004 and after that all the appointed teachers went on one and half year training. In the year 2005-06 more than 1000 teachers were

Please cite this Article as: Shagun Singh, Role of Teachers Qualification in Fulfilling the Aims of Sarva Shiksha Abhiyan in Varanasi district

International Journal of Creative Research Thoughts, Volume 3, Issue 4, April 2015.

appointed. Further in next preceding years the reason for the decrease in the number of teacher may be the inter district transfer or it may be because of higher job opportunities.

Table 1: Caste and Gender wise distribution of Teachers

Gender & Caste Distribution of Teachers	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total No. of Teacher	4512	4800	4837	6961	6697	6789	6558	7113	7047	7110	8165	8312
Male Teacher	2514	2475	2351	3519	3236	3226	3033	3212	3134	3162	3379	3466
Female Teacher	1242	1294	1274	2034	1923	1920	1842	2094	2077	3172	2961	3026
SC Teacher	375	297	224	718	725	774	700	807	798	832	935	956
ST Teacher	21	31	36	28	7	10	8	22	38	36	76	88

Looking at the table 1, it is very much clear that the ratio of male teacher with that of female teachers is almost double in the initial years. But slowly with the passage of time, government has paid attention on the appointment of female teachers as well in order to improve the quality of teaching and learning. In the year 2013-14 the ratio of male and female teacher has improved to three fourth of the total number of teachers.

Further while going through the table 1, we noticed that in the beginning years of Sarva Shiksha Abhiyan, nearby 17 % of SC teachers were enrolled in the job but during later years this data continuously decreased. And now in the present year 2013-14, only 8% of SC teachers are appointed for the posts of teachers. Similarly the data of ST teachers has reduced from 9% to 6% from the year 2002-03 to 2013-14. The reason behind the downfall in this category shows that the lesser number of ST and SC candidates are applying in this job and because of the reservation benefit they have more lucrative jobs with good amount of salary.

We can conclude that that after the efforts made by the government, teachers of both the gender are involved in teaching the primary school students in comparisons to the initial years of sarva shiksha abhiyan, where a major portion of jobs were captured by the male candidates. It was necessary that education to the little wonders should be provided with tender touch and with polite temperament, which is a naturally provided to the female gender. The government is still making the efforts to improve the data. Thus in order to improve the learning outcomes of the

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students, recruitment of more female teachers is required. Quality teaching is the major source of quality learning.

Table 4.8 : Qualification wise distribution of teachers

Qualification wise distribution of teachers	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Up to Secondary	1994	1817	1700	1740	1418	1336	1136	1053	941	921	899	832
Graduate	866	974	964	2722	1637	1720	1675	1912	1919	2091	2937	2539
Post-graduate	839	922	878	1022	2003	1992	1957	2216	2218	2324	2738	2939
Higher	52	53	60	65	101	98	107	129	130	136	164	178

It is widely perceived that better qualified teachers can have a significant effect on quality of education imparted. In the initial years of Sarva Shiksha Abhiyan nearly 44% of the teachers were up to secondary pass, 19% of the teachers were graduate and post graduate and only 0.15% teachers were carrying higher education degree. But with the passage of time the scenario changed and now almost 37% teachers are post graduates, 35% teachers are having graduate degree and 21% teachers are there with higher education degree. Moreover all the teachers applying for the job have to be trained in the teaching i.e. they should have done the training degree courses like NTT, ETT, B.Ed Above all the candidates needs to qualify the basic eligibility test in order to apply for the post of government teachers. But in spite of all the quality barriers the learning conditions are still not favorable. In Varanasi district from the last three years no new recruitment is being done which can be major drawback in fulfilling the aim of Sarva Shiksha Abhiyan.

One major thing to be mentioned here is that the in service teacher working in different schools are facing many problem at their work place like the assignment of non teaching duties. These teachers are engaged by the government for performing duties like census, voter list and revision, pulse polio, house hold surveys, cattle survey and what not, which requires the teacher to remain outside the school for long durations. Besides these duties the teacher is required to surprise the preparation of Mid Day Meals and construction of new buildings.

If a teacher is involved in these kinds of duties then how can he/she focus on the curriculum and learning experiences provided to the students?

Thus in the end we want to conclude that in this paper, an attempt has been made to study the effect of teacher's gender and his/her qualification on the quality enhancement of elementary

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schools under Sarva Shiksha Abhiyan. More female teachers should be involved in teaching especially in this tender age .and teachers should be well qualified with all the professional degrees.

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