



A STUDY OF ATTITUDE OF TEACHERS TOWARDS PERVESH PROJECT LITERACY SCHEME FOR PRIMARY CLASSES IN GOVERNMENT SCHOOLS

Dr Varinder Kaur,

Assistant Professor, GTB Khalsa College of Education, Dasuya (Hoshiarpur)

ABSTRACT

The study investigated the attitude of teachers towards Pervesh Project Literacy Scheme for primary classes in government schools in relation to gender and types of teachers (Junior and Senior). The sample constituted of 100 teachers belonging to government primary schools of Punjab School Education Board (PSEB). Attitude of teachers towards Pervesh Project Literacy Scheme was studied with the help of mean, standard deviation, S.Ed. and t-ratio were calculated taking attitude scores as dependent variable. The results revealed that attitude of female teachers towards Pervesh Project Literacy Scheme more favorable than their counterpart's male teachers. Senior teacher exhibited more favorable attitude towards Pervesh Project Literacy Scheme than their counterpart junior teachers. Junior male and female teachers showed more favorable attitude towards Pervesh Project Literacy Scheme than senior male and female teachers.

Keywords: Attitude, Pervesh Project Literacy Scheme, Government Schools.

1.1 INTRODUCTION

In today's competitive world education is necessity for man after food, clothing, and shelter. Education is the solution of any problem, it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. Education is the strength to a person and to a person. Education is a core sector for achieving the

objective employment, human resources development and bringing about much needed change in social environment leading to overall progress through efficient use of resources. Literacy is very important aspect of education system. A person who is able to read and write with understanding in any language is recorded as literate. Literacy is best possible barometer to judge the level of educational awaking in a state, leading to a minimum capacity for self-learning. If we see period of 1995AD -2005 AD in Punjab primary education students are found who does not able to their syllabus. Some students of 5th class can't do class 1 syllabus. In 2006 AD 48% of class 3 could not read class 1 test. It damages the image of government primary school. Enrolment in government primary school continuously reducing which worry educational department and government started a programme Parho Punjab Literacy Scheme with collaboration of Pratham NGO. Project Parho Punjab has made the innovative progress in basic education as it was decrease towards worst from the last 7-8 years. In this process all the students were categories in different groups as per their academic achievements. The concerned record was compiled in a separate register which was evaluated three times per year. There were 13450 primary schools with 1.4 million students in Punjab, 8 schools form 1 cluster, teachers were deployed evenly in these clusters teachers were warned not to leave school during their duty hours and district coordinators were requested the teachers for their government work. Four tier pyramid of trainers and monitors watches teachers. At the base are primary schools teachers, above them 1500 clusters master trainer, then 216 block masters trainer and all top were 22 coordinators. Teaching methods had changed their professions of new child friendly teaching aids like straw bundle and charts for counting, flash cards for words and small story books with interesting illustrations- colorful and temper proof. Punjab recognized that learning capacity varies so during the first three hours of school days children are grouped and taught English, Math's, Punjabi, according to their ability not age or class. This helps weaker students immensely. It was just abolished along with the transfer of manhood DGSE Krishan Kumar I.A.S. approximately in 2012. Again the basic education was integrated for its overall best means.

The Sarva Shiksha Abhiyan Punjab has always been actively involved in the improvement of quality of school education in Punjab. Special focus has been on primary schools as qualitative primary education serves as a strong foundation in the academic career of a child. The main objective behind these quality interventions has been to eradicate the difference between actual

learning level of the students and class specific goals. In the past years the Sarva Shiksha Abhiyan Punjab has done a commendable job as far as primary education is concerned.

To take the quality of primary education in Punjab to a new level, it was strongly felt that something innovative needs to be done to make this qualitative learning creative and joyful. So, In the meantime with the great efforts of Kahan Singh Pannu I.A.S. Project Pervesh was initiated for the betterment of the same initiated the PERVESH (Primary Vidya Sudhar) project for creative and joyful learning in primary education of Punjab. This programmes attempts to build a strong base among children in learning basic language skills, mathematics and desired curriculum through Creative Learning Model (CLM) of education.

In Creative Learning Model, teaching is not merely a traditional classroom process where a teacher speaks and children listen and write but also involves both the teacher and the children as creative and dynamic participants in the process of teaching and learning.

1.2 PERVESH

Prior to the year 2008, a child was evaluated for all the information he possessed. It was a system of information based evaluation. During 2008 to 2012, the Focus shifted to Minimum Levels of Learning (MLL) by providing level-oriented targets for pupils. Its aim was to eradicate the difference between the actual learning level of a child and class specific goals. Evaluation was based on targets achievement.

PERVESH focuses more on process of teaching and learning than the out-comes of the same. It is based on the CLM of education. It designs classroom activities as per the main guidelines of RTE and CCE.

PERVESH encourages level appropriate learning instead of class based traditional system of learning. Following the spirit of Continuous and Comprehensive Evaluation (CCE), students' level of learning is diagnosed at the onset of the academic session through Baseline Test, and appropriate treatment is provided to the children to impart the required level specific skills. In the middle of the session, a Mid-Test is conducted to assess the progress, and at the end of session, a Post-Test is conducted to know the final progress made by the students. A student is promoted to

the next learning level, irrespective of the timeframe, as soon as he/she acquires the desired skills of a certain level.

PERVESH aims to bring about large scale improvement in the quality of reading, writing and arithmetic levels of primary school-goers through:

- Layered teacher training
- Creation and distribution of colourful and graded curriculum related supplementary reading material among children
- Learning by doing, discovery and exploration
- Monitoring of the school activities
- Sensitizing the teachers towards child psychology, creative and play way methodology of teaching, use of audio-visual aids to thrust aside the rote method of learning
- Holding the teachers accountable for their work

Ultimate feature of this project along with the play way method and practical base studies was CLM (Creative Learning Model) which has main emphasis not only fixed guidelines provided by the authorities, experts and fixation of syllabus only rather it provide a vast field to both teacher and students to express their ideas in as many ways as they like. In addition to this it facilitate the basic education with the technique like mime, rhymes, story enactment, with the use of picture and colours and etc.

1.3 MANAGEMENT OF PERVESH

State Level

The State Management Unit (SMU) at the top is the chief governing body comprising State Project Director SSA cum Director General School Education(DGSE) DPI (EE), Director SCERT , ASPD (Media); and all DEO (EE) along with other functionaries. The SMU is responsible for chalking out the policy and framework and is responsible for monitoring the project at state level.

District Level

The District Management Unit (DMU) is responsible for the implementation of project at the district level. It comprises of the DEO (SE), DEO (EE), Principal DIET, All BPEOs and Pervesh District Coordinators along with other functionaries. At the district level, the DMU plays a major role in making the project's report card impressive.

Block Level

On the pattern of the above committees at the block level, the BPEOs and Pervesh Block Coordinators monitor the project at their respective blocks. The SMU and DMU are scheduled to meet at least once a month to review the progress made and chalk out the future strategies of the project.

Parvesh Block Co-ordinator

The support and strength is provided to the teacher at the grass root level. Pervesh Block Coordinators (PBCs) visit their allotted schools regularly to support and acquaint the teacher with latest innovations in teaching learning process, provide feedback regarding their teaching methodology and render support where required. Along with the dedicated work force of Pervesh Block Coordinators (PBC) at block levels, the Pervesh District Coordinators (PDCs) at district level is the main cog in the system of the state and lower level chain of command.

The Pervesh Project has developed a methodology which was motivating and creating competitive zeal amongst the students. They were voluntarily coming forward to ask daily homework from their teachers to improve their learning, reading and writing skills and displayed their enthusiasm and initiatives to undertake the tests and answered the questions asked by the Project Team and Research Investigators. The Punjab Government with the help of SSA has developed excellent teaching learning material and books for better understanding of the subjects. The material has been developed for both the languages i.e. Punjabi and English and Mathematics. During the field, it has been observed that the classes were equipped with sufficient teaching and learning material developed under Pervesh Project after several sessions of brainstorming. According to field study, 98.53% of the school workers were found equipped with the material. Each school was having a library stocked with sufficient copies of reading

material and the books, which were regularly issued to the students. According to the responses received, 96.56% of the teachers were progressing ahead as per laid down norms under the Pervesh Project.

1.4 STATEMENT OF THE PROBLEM

“A STUDY OF ATTITUDE OF TEACHERS TOWARDS PERVESH PROJECT LITERACY SCHEME FOR PRIMARY CLASSES IN GOVERNMENT SCHOOLS”

1.5 OBEJCTIVES OF THE STUDY

1. To study the Pervesh Project of Punjab Government.
2. To study the attitude of teachers regarding Pervesh Project.
3. To compare the attitude of male and female students.
4. To compare the attitude of Junior and Senior teachers towards Pervesh Project
5. To compare the attitude of male junior and male senior teachers towards Pervesh Project.
6. To compare the attitude of female junior and female senior teachers towards Pervesh Project.
7. To compare the attitude of male and female teachers towards Pervesh Project.

1.6 DELIMITATIONS OF THE STUDY

Keeping in view the limited resources at the disposal of the investigation the present studies delimited to two blocks namely: Dasuya-1 and Dasuya-2 of district Hoshiarpur.

1.7 HYPOTHESES

H1: There is no significant difference in the mean scores of attitude of female and male teachers towards Pervesh Project.

H2: There is no significant difference in the mean scores of attitude of senior and junior teachers towards Pervesh Project.

H3: There is no significant difference in the mean scores of attitude of junior and senior male teachers towards Pervesh Project.

H4: There is no significant difference in the mean scores of attitude of junior and senior female teachers towards Pervesh Project

1.8 TOOLS USED

Self-constructed tool for attitude of teachers towards Project Pervesh literacy scheme was used to collect data from Teachers.

1.9 STATISTICAL TECHNIQUES

The following statistical techniques were employed to analyze the data: -

1. Descriptive statistics mean and standard deviation.
2. Employed t-ratio.

1.10 ANALYSIS OF THE DATA

A. Percentage Analysis Attitude of Teachers towards Project Pervesh

➤ Attitude of male and female teachers towards Project Pervesh:

Present study reveals that 75.53% of male teachers show favorable attitude towards Project Pervesh and 86% of female teachers show favorable attitude. This shows that the perception of female teachers is more than that of male teachers by 10.47%.

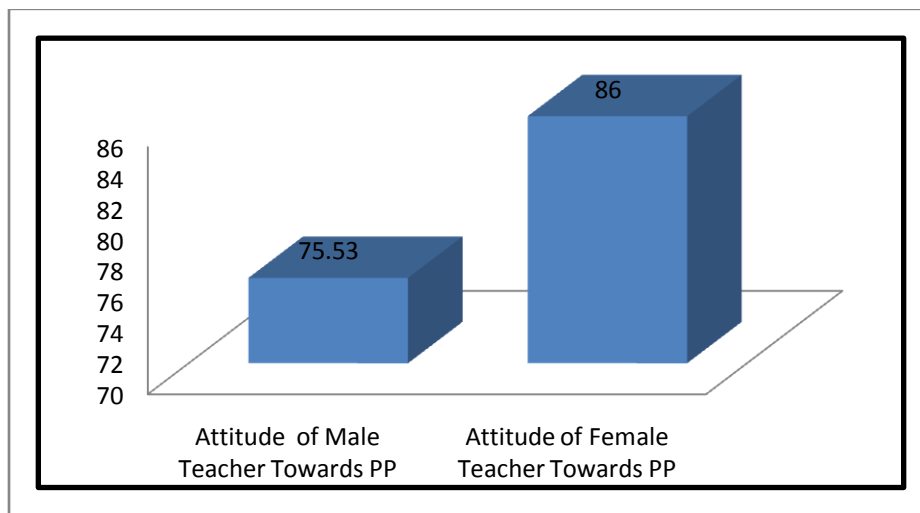


Figure 1.1 Attitude of Teachers towards Project Pervesh

➤ Attitude of senior teachers and junior teachers towards Project Pervesh

Present study reveals that 75.38% of senior teachers show favorable attitude towards Project Pervesh and 83.15% of junior teachers show favorable attitude. This shows that the attitude of junior teachers is more than that of senior teachers by 7.77%.

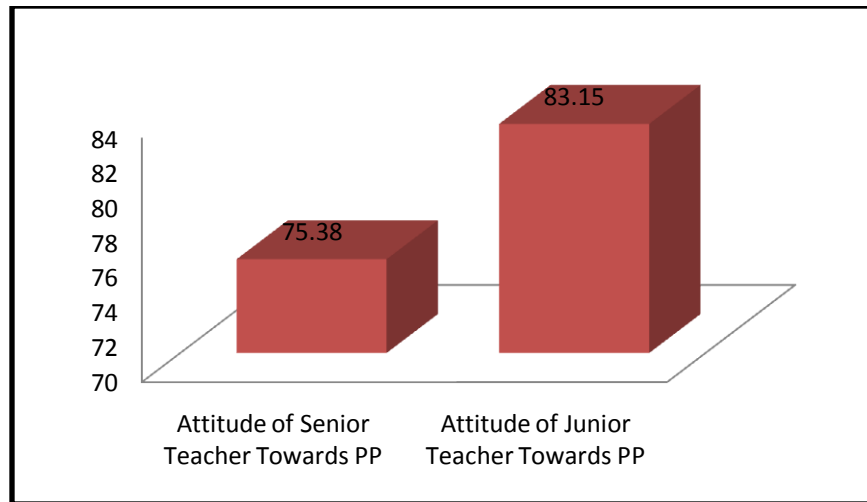


Figure 1.2 Attitude of Senior and Junior Teachers towards Project Pervesh

➤ **Attitude of Senior Male teachers and Junior Male teachers towards Pervesh Project**

Present study reveals that 73.25% of senior male teachers show favorable attitude towards Project Pervesh and 77.81% of junior male teachers show favorable attitude. This shows that the attitude of junior male teachers is more than that of senior male teachers by 4.56%.

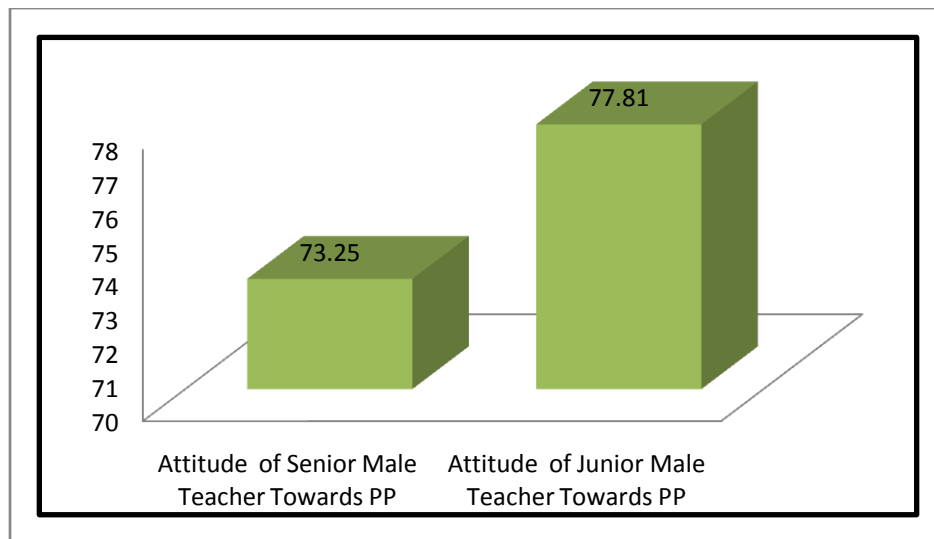


Figure 1.3 Attitude of Senior and Junior Male Teachers towards Project Pervesh

➤ **Attitude of Senior Female Teachers and Junior Female Teachers towards Pervesh Project**

Present study reveals that 83.51% of senior female teachers show favorable attitude towards Project Pervesh and 88.48% of junior female teachers show favorable attitude. This shows that the attitude of junior female teachers is more than that of senior male teachers by 4.03%.

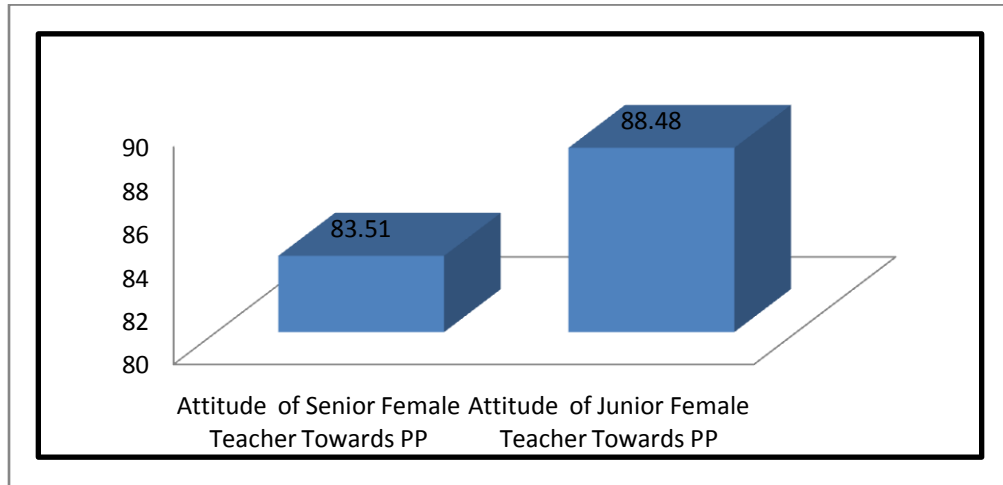


Figure 1.4 Attitude of Senior and Junior Female Teachers towards Project Pervesh

B. T-Ratio Analysis Attitude of Teachers towards Project Pervesh

It may be observed from the Table 1 that t-ratio for the difference between means of attitude of teachers towards project pervesh the score of female teachers, junior teachers, junior male teachers and junior female teacher of the primary schools was found to be significant at the 0.01 level of confidence, whereas, t-ratios for the male teachers, senior teachers, senior male teachers and senior female teacher belonging to primary schools was not found to be significant.

Table 1: t- ratios for the difference in Means of various cells of Attiude Scores of Teacher Towards Project Pervesh

Gender	N	Mean	Standard Deviation	Standard Error Mean	t-ratio
Male	50	154.84	10.801	1.528	8.592
Female	50	176.30	13.974	1.976	
Senior Teacher	50	160.68	15.411	2.179	3.099
Junior Teacher	50	170.46	16.144	2.283	
Senior Male Teacher	25	150.16	10.335	2.067	3.373
Junior Male Teacher	25	159.52	9.261	1.852	
Senior Female Teacher	25	171.20	12.145	2.429	3.370
Junior Female Teacher	25	181.40	14.036	2.807	

The examination of the corresponding mean from the Table 1 suggest that the mean score of attitude towards Project Pervesh of female teachers, junior teachers, junior male teachers and junior female teacher is significantly more than the male teachers, senior teachers, senior male teachers and senior female teacher which mean female teachers, junior teachers, junior male teachers and junior female teacher significantly more favorable attitude towards Project Pervesh than the male teachers, senior teachers, senior male teachers and senior female teacher.

Meaning thereby, female teachers, junior teachers, junior male teachers and junior female teacher exhibited significantly more attitude towards Pervesh Project than their counterpart male teachers, senior teachers, senior male teachers and senior female.

1.11 DISCUSSION ON FINDINGS AND EDUCATIONAL IMPLICATIONS OF THE STUDY

A. Discussion on Findings of the Study

The above findings establish beyond any doubt that Pervesh Project was bringing both qualitative as well as quantitative improvement skills of students of elementary education in the Government Primary Schools of Punjab. Male and female teachers equally like Project Pervesh Literacy Scheme. Junior teachers, junior male and female teacher have been showed favorable attitude towards Project Pervesh Literacy scheme than senior teachers, senior male and female teachers.

Project Pervesh Literacy scheme follows play-way method and students like play way method of learning. Like Private school students Government Primary Schools students participating in singing rhymes and conversant some questions. The Programme was also able to create positive attitude and induce major changes in the behavior of the teachers towards imparting quality based education to the students. Further, the findings of the research study establish that the underlying objectives of the study have been achieved in a substantial manner and Punjab was moving forward from universalization to quality under Pervesh Project.

B. Educational Implications of the study

Teachers like creativity oriented methods and techniques. So, Government Managements and other higher authorities start such kind of project which encourages teachers to teach effectively. Government should implement other new method for teachers. Reward should be given to efficient teachers those who work with the dedication and those are competent. Government should make some efforts to change the attitude of all the teachers. Frequently, Parents Teachers Associations should be organized by the school. So, parents come to know more about this Project Pervesh Literacy scheme. Community members should be included in the scheme. More creative work should be introduced for the students. Students like teaching learning material, so learning material should be according to their level. Work load on the teachers should be reduced.

CONCLUSION

Sarva Shiksha Abhiyan Punjab has been engaged in enhancing and improving school education in state. The programme focuses to build a firm foundation among the students to learn fundamental language skill, mathematics and curriculum. The Project Parvesh mainly stresses on learning instead of class based conventional way of learning. It has in fact formulated a method which encourages and develops zest/ enthusiasm among the learners. A research was conducted on students of primary school in Dasuya district Hoshiarpur in state of Punjab. The results show both qualitative and quantitative improvement skill of teachers of elementary education. The outcomes were both positive as well as encouraging which were towards strengthening up Parvesh Project.

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