

## Implementation of Nava-Padakkhep Programme of Sarva Shiksha Abhiyan Mission for the Quality Development of Primary Education

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### Abstract

*The aim of education imparted should be to bring changes not only in the amount of knowledge gained but also in the abilities to do, to think and to acquire habits, skills and attitudes which characterize an individual who is socially accepted and adjusted. Nava padakkhep scheme of Sarva Shiksha Abhiyan Mission is mainly aimed to provide quality education to the children of primary level. Hence, the investigator aimed to do a research work on the topic entitled "Implementation of Nava-padakkhep programme of Sarva Shiksha Abhiyan Mission for the Quality Development of Primary Education". The main objectives of the study were to know about the role of mother group member, the role of teachers and also about the role of monitoring officials in proper implementation of Nava-padakkhep programme.*

**Key Words:** Primary Education, Sarva Shiksha Abhiyan Mission, Quality Education.

### Introduction:

Education is the birth right of every child. Every child has the right to demand free and compulsory primary education from the government. On the

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other hand quality is the heart of education. A quality education is one that satisfies the basic learning needs of the child and enriches the overall experience of living. Primary education plays a very important role in the entire structure of education in India. But the present scenario of primary education is not in a good position in Assam. Govt. of India has launched various programmes to achieve the quality development of primary education. Sarba Shiksha Abhiyan (SSA) is one of them which have been implemented by the government in India from the year 2001. Sarba Shiksha Abhiyan Mission is a flagship programme of the Government of India for the achievement of Universalisation of elementary education. SSA mission has launched various programmes for the quality development of primary education in India. In 2003 Sarba Shiksha Abhiyan Mission in Assam in collaboration with UNICEF has started a new programme named BIDYAJYOTI in 5 blocks of Assam. In 2007 it covers 2 more blocks in Dibrugarh District. This programme was quite successful in Assam. So this new innovative scheme of Sarba Shiksha Abhiyan was again replicated in Assam in 2006 in the form of Nava Padakkhep intervention. It was implemented in 6018 lower primary schools of Assam in the year 2006. Nava-padakkhep programme gave emphasis on providing quality education to the children. The main tools of Nava-padakkhep programme is the introduction of graded competency wise activity based karyaptras, improvised evaluation tools, pupil's progress cards, teachers diary, modified class routine and the monitoring format of the District Quality Managers (Nava Padakkhep) to properly look after the implementation of this programmes.

**Objectives:**

1. To have a clear picture about the scheme of Nava-padakkhep programme of Sarba Shiksha Abhiyan Mission.
2. To know about the role of mother group member as an observer of Nava-padakkhep programme.
3. To know about the role of teachers in implementing the scheme of Nava-padakkhep programme.
4. To know about the role of monitoring officials in proper implementation of Nava-padakkhep programme.

**Significance of the Study :**

Quality education means the level of competency acquired by the child according to their age level. Without quality education children will not be able to use their knowledge at practical field. Nava-padakkhep scheme of SSA is mainly aimed at providing quality education to the children. Therefore it is very important to know about the role of this scheme in the quality improvement of primary education. This study will help in making an assessment about the implementation of the Nava-padakkhep programme in Khowang educational block of Dibrugarh District. People will be able to know about the role of teachers, mother groups and other monitoring officials in proper implementation of the Nava-padakkhep programme.

**Methodology :**

The methodologies which have been adopted by the researcher while investigating the above mentioned research problem are mentioned below.

**Universe of Study :**

The universe of the present study contains a finite number of individuals. The present study covers primary schools of Khowang educational block. So all District Quality Managers, DIET faculties, School Inspector, Block Mission Co-ordinator, Teachers, Students and Mothers Groups of Khowang educational block are the universe of the study.

**Sampling :**

Simple random sampling has been selected for the present research study. The research area for the present study has been selected from Dibrugarh District. There are six educational blocks in Dibrugarh District. These are Panitola, Tengakhat, Barbaruah, Khowang, Joypur and Lahowal. From these six educational blocks Khowang block has been selected as the field of the study. There are 254 LP schools in Khowang Educational Block. Again they are divided into 16 clusters. From each cluster 1(one) school has been selected on the basis of simple random sampling. In the present research study the normative survey method has been

adopted the investigator. This method has been found suitable for the present study, keeping in view the objective of the study.

**Tools of Data Collection :**

In the present study the data has been collected from two sources viz Primary source and Secondary sources. The secondary data has been collected from the records of DI office, School, State Mission office, District Mission office and Block mission office. On the other hand for the collection of primary data interview schedule and Questionnaire has been used.

**Delimitation of the Study :**

Considering the purpose and constraint of time the study is delimited in terms of the following aspects -

1. The study is delimited to the schools of Khowang educational block.
2. The study is delimited to lower level of primary education.
3. The data collection period has been limited to the period from 1<sup>st</sup> January to 31<sup>st</sup> December, 2009.

**Nava Padakkhep Programme and Quality Development :**

The Nava-padakkhep programme is mainly undertaken by the Government to bring about quality development of primary education. The various programmes under Nava-padakkhep for the quality development of primary education are as follows

**Tools of Nava Padakkhep Programme :**

Nava-padakkhep programme give emphasis upon acquisition of competency by the child where teachers duty is to remove the academic problem through action research. The main objective of Nava-padakkhep programme is to achieve the quality development of primary education. Some of the important tools of Nava-padakkhep programme are described below.

**Karyaptras :**

Karyaptras are the activity and evaluation based worksheet supplementary of textbooks related with lessons to make teaching learning process more simple. Generally teachers have to do a lot of work while teaching a lesson like finding out the learning points and activities for the children. Sometimes the teacher may find it very difficult to do all these activities effectively. To remove all these difficulties and to make the teaching learning process simple the karyaptras are have been provided which is related with textbooks. The appropriate use of Karyaptras helps the teacher in classroom teaching. There are three Karyaptras-One for language, one for mathematics and one for environmental science. These Karyaptras are provided for the student from class I to class IV. Students have to keep the Karyaptras at school after use. The students cannot keep it at their home.

**Teachers Diary :**

It is the responsibility of the teacher to identify the strength and weakness of every student so that he/she can provide remedial teaching to the needy students. Hence a teacher's diary is very much essential to make teaching learning process more effective. So under Nava-padakkhep programme teachers have to prepare one teachers diary for each class. The main function of the teacher's diary is to make a planning of the daily activities of the teacher. Teacher will have to plan on what he going to teach on the next day and have to prepare the teaching learning material accordingly.

**Class Routine :**

According to academic calendar school time of lower primary school student is 5 hours. Therefore class routine of Nava-padakkhep programme is designed in the following way to utilize the school time.

- According to routine there are six classes for class I and II and seven classes for class III and IV.
- The routine of Nava-padakkhep programme give emphasis on learning of language.

- According to academic calendar there should be daily two classes for language, one class for mathematics, one for English, one for environmental science, one for general science and one for art and physical education.
- The last period is considered as consolidation period. This period is a revision of whole day's activities.

#### Strategy of Nava-Padakkhep Programme:

- ❖ Shift from teaching improvement initiative to learning improvement initiative.
- ❖ Emphasis upon learning to read followed by reading to learn.
- ❖ More emphasis upon practice / drill / exercise.
- ❖ Improved and diversified learning practices to meet the learning needs.
- ❖ Teacher's diary for advance planning and follow up.
- ❖ Basic reading writing and computing packages and more focus upon application skills.

#### Analysis of Data:

The primary and secondary data of research study has been analysed with the help of the following tables.

Table - 1

#### Views of the Teachers about the Role Played by the Different Supervisors and Monitoring Officials

Monitoring officials	Frequency	Percentage
District Quality Managers	18	56.25%
Block Mission Coordinator	.....	.....
DIET faculty	.....	.....
School Inspector	.....	.....
Additional Block Mission Coordinator	.....	.....
Cluster Resource Centre Coordinator	14	43.75%
Total	32	100%

The above Table-1 shows 56.25% of the teachers viewed that District Quality Managers have been playing a vital role for the achievement of quality education and 43.75% teachers said Cluster Resource Centre Coordinator have been playing a major role in proper implementation of Nava-padakkhep programme.

**Table - 2**  
**Views of Teachers, Monitoring Officials and Mother Groups about the Maintenance of Teacher's Diary by the Teachers**

Sl. No.	Respondent	Total no. of sample	Response towards Maintenance of Teachers diary		Percentage (%)	
			Yes	No	Yes	No
1	Monitoring officials	21	14	07	66.67%	33.33%
2	Teachers	32	22	10	68.75%	31.25%
3	Mothers Group	16	11	05	68.75%	31.25%

The above Table-2 shows that 66.67% monitoring officials, 68.75% teachers and 68.75% mother group member provided positive response. So it implies that teacher's diary is properly maintained by the teachers.

**Table - 3**  
**Views of Teachers and Monitoring Officials towards the Maintenance of Class Routine by the Teacher**

Sl. No.	Respondent	Total No. of sample	Response towards the maintenance of Class routine		Percentage (%)	
			Yes	No	Yes	No
1	Monitoring officials	21	19	02	90.48%	9.52%
2	Teachers	32	27	05	84.37%	15.63%

Class routine is considered as a controlling mechanism of quality education under Nava-padakkhep programme. Regarding the maintenance of class routine of Nava-padakkhep programme 90.48% supervising officials and 93.78% teachers provided positive response.

**Table - 4**  
**Views of Students Regarding the Methods used by the Students while doing Karyapatras**

Method used	Frequency	Percentage of respondent
Group- learning	22	34.38%
Individual learning	11	17.18%
Both	31	48.44%

The above Table-4 shows that students use both group learning and individual method of learning while doing karyapatras. 48.44% of students replied that they use both the methods. Thus it cultivates the spirit of learning among the students.

**Table - 5**  
**Views of Mother Group Members Towards the Methods used by the Teacher while using Karyapatras.**

Methods	Frequency	Percentage (%)
Group- learning	9	56.25%
Individual	1	6.25%
Both	6	37.5%

Group-learning method is the key factor for the successful implementation of the programme. The above Table-5 shows that the percentage of group- learning is higher than the other alternatives. 56.25% of the mother group replied that group learning methods is used by the teacher.

**Major Findings of the Study:**

- The District Quality Managers and Cluster Resource Centre Coordinator have been playing a vital role in proper implementation of Nava-padakkhep programme.
- The teachers of the schools have maintained the Nava Padakkhep class routine properly.
- Most of the teachers of the school have maintained the teacher's diary



properly.

- All most all the teachers have the training on Nava Padakkhep and the training helps them in classroom transaction to a great extent.
- The teachers of the schools have the knowledge about the proper uses of karyaptras and they also admitted that they have maintained the relationship between textbook and karyaptras in the classroom.
- 93.75% of the mother group members are aware of the Nava Padakkhep programme.
- Parents and guardians are well informed about the karyaptras.
- Almost all the teachers of the schools use teaching-learning material in classroom and also give remedial teaching to the needy students.
- School managing committee and Mothers group members are well informed about the Nava-Padakkhep programme.
- Use of Karyaptras develops some good qualities among the students like activity based learning, Self-Learning and group learning.
- Supervising and monitoring officers frequently visit the schools to check the proper use of Karyaptras.
- Consolidation periods are properly utilised in the schools.

**Conclusion:**

From the above study it can be concluded that the Nava-padakkhep programme of SSA has been properly implemented in the lower primary schools under Khowang educational block of Dibrugarh District. The programme is on the way to achieve its desired goal, but there are some sorts of impediments which are creating obstacles in the way of successful implementation of Nava-padakkhep programme. These impediments are infrastructural problems, inadequate salary structure of the mother group, absence of monitoring format under Nava-padakkhep programme for all supervising and monitoring officials, absence of special teachers in co-curricular activities etc. So for the full successful implementation of the programme all these problems should be removed. Meeting should be organised frequently among the teachers, parents, mother groups and

monitoring groups so that they come to know about the educational progress and drawbacks of the schools and can find out the solution of academic problems through discussions. Infrastructural facility of the lower primary school should be improved. Special teachers should be appointed for co-curricular activities. The salary structure of the mother group should be improved.

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