

# Problems Faced by the Itinerant Teachers Working Under Sarva Siksha Abhiyan - A Case Study of Chhattisgarh

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**Abstract:** The aim of the present study was to find out the problems of itinerant teacher working under SSA. The preceding chapter included the detailed description about the methodology of the present study. In this chapter the data collected were analysed with suitable interpretation in relation to the objectives. The data has been presented in the form of tables and figures wherever necessary.

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## 1. INTRODUCTION

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

It is a process of normalizing the life and education of a child with disability in the least restrictive environment. In this system the disabled children are taught alongside the normal children in general school. According to M.N.G.

Mani "integrated education means providing equal educational opportunities and experiences to children with disabilities with assistance of a trained specialist teacher in the least restrictive environment such as regular school, normal school, standard school. In tile integrated education model there are four types of service delivery methods.

Resource model: In this model disabled children are enrolled in general school which has a full fledged resource teacher to meet the educational needs 'of them. The special teacher is there for assisting the children as well as the general teacher.

Itinerant model: In this model the disabled child is enrolled in a regular class in his home school whereas the specialist teacher visits frequently to serve the need of the child. The educational needs of the child are met through the combined efforts of the regular teacher and the visiting itinerant teacher.

Combined model: This is a combination of regular as well as residential school program. Children are provided two years program at central place. This place may be a day centre or a residential centre. At the centre children are provided plus curricular skills. After they are enrolled in regular schools, they may be covered under resource or itinerant model.

Cooperative model: cooperative model is adopting "self contained classroom" approach. This is an educational plan in which the disabled child is enrolled with a teacher of disabled child in a special room from where he goes to the regular classrooms for a portion of his day. The special teacher plans and is responsible for the. programme in cooperation with regular classroom teachers. Most of the resource plans work as cooperative model when the

children enrolled are severely handicapped and need individual care.

### **OBJECTIVES OF THE STUDY**

- To study the problems faced by the itinerant teachers working under sarva siksha abhiyan.
- To know the feasibility of employing the itinerant teacher
- To let the managers of the program, frame policies to tackle the problems at different levels of delivering the services to the disabled children.
- To know the success of the teacher training program in delivering the teachers of high quality.
- To know the societal attitude towards itinerant teachers.
- To know the participation of the local leaders and society in general in the education of the disabled children

### **DELIMITATION OF THE STUDY**

- The current study is mainly concerned with the districts of Chhattisgarh.
- The current study is also delimited to the itinerant teachers working under Sarva Shiksha Abhiyan.

### **SAMPLES FOR THE STUDY**

In the proposed study 150 itinerant teachers were drawn at simple random sampling from the 3 districts of Chhattisgarh ie. Sarguja, Raipur & Bilaspur. 50 itinerant teachers will be randomly selected from each of 3 selected districts.. The itinerant teachers are from the field of visual impairment, hearing impairment and mental retardation

### **DATA COLLECTION TOOL**

Questionnaire method will be used for collection of data from samples. It will be made with the help of views of experts of the field. The questionnaire will involve the influential inputs from the research supervisor and others.

### **ADMINISTRATIONS OF THE TOOLS**

The tool will be administered by the investigator directly by him. The investigators himself distribute the questionnaire personally and through the e-mail along with small description of the questionnaire. The questionnaire will later collect by the investigator himself.

### **SCORING AND CONSOLIDATION OF DATA**

The scoring and consolidation of data will be appropriately quantified by the investigator with the help of graph and tables and use of percentage method to analyse the data.

### **CONCLUSION**

The major findings have been emerged on the basis of analysis and data gathered in the fourth chapter. In the

following lines major findings has been enlisted.

- Experienced IT are very few in no.
- Maximum no. of itinerant teachers wanted to work as IT only to earn money and not to help the disabled.
- The teachers take interest in being part of disabled society and like to teach their students and don't want to be working as administrators.
- Current teachers are more knowledgeable and emphasize on all the knowledge for them.
- Teachers faced problems from the administrators as most of them are insensitive to the problem of the disabled.
- General teachers and community leaders have been found to be a supportive elements in the system, for the itinerant teachers.
- Parental attitude towards the education of their ward has not been up to the mark. Poor level of "understanding of the situation" by them is a grave problem.
- Most of the training center of special education is currently providing education which is either outdated or not very useful for working in the field.
- Large and distant numbers of pupils are a cause of concern for the itinerant teachers.
- Despite a vast and rapid development all over, there is still a lot of ignorance in the society for the education of the disabled. This causes a lot of problems to the itinerant teachers.
- Lack of TLM and unavailability of requisite manner of Aids and Appliance is a big problem for the itinerant teachers.
- Books specially for the low visually impaired students were not available or available in lesser no. than required.
- Cultural diversity of the area teachers covered were not much cause of concern.
- Higher working hour is not a cause of concern as most of the teachers are new and energetic.
- The itinerant teachers have been found to bond very well with each other.
- Government policies for the itinerant teachers need to be changed wherever it is going against their genuine interest.
- Due to the young age climatic condition and health issues posed no major threats to these teachers.
- The new teachers due to lack of expos

#### **SIGNIFICANCE OF STUDY:-**

- 1- Researches in comparison of the problems of general teacher and itinerant teacher should be taken up.
- 2- Physical education of the disabled students by the itinerant teachers could be one exciting area for an interesting research.
- 3- Child-teacher relation in itinerant teaching should be taken up.
- 4- Effective use of technology by the itinerant teacher should be an area of interest to the investigators.
- 5- Comparison of the Problems of itinerant teachers of different disability would be one more area of research.

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