

CONTRIBUTION OF SARVA SHIKSHAABHIYAN TO PRIMARY EDUCATION- A CASE STUDY

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Abstract

The SSA (Sarva Shiksha Abhiyan) is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps. The National Sample Survey 52nd Round (1995-96), the national Family Health Survey-I and II (1992-93 and 1998-99) also give us insights on 6-14 years age children, attending schools in various states. The Sarva Shiksha Abhiyan aims at providing access to schooling to all the in the age group of 6-14 years of elementary education of satisfactory the experience, educational intervention and to ensure equal quality. Keeping in view opportunity to education to all this paper focuses on the target of universalisation and trying to assess the different strategies to achieve the target of hundred percent enrolment of the children of the age group of 6-14 years in Saketri school. The study showed an increase in the no. of attendance and enrolment of students at primary level in relation to scheme and it showed the retention of students particularly girls in the Sakteri School. The results showed that government schemes have resulted in increased enrolment of attendance and retention of students particularly girls.

Introduction

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and qualitative elementary education to all children in the 6-14 age group by the year 2010. SSA in the first two years of the 10th plan, there had been a significant development in the field of education. The entire super structure of educational set up of a Nation rests upon its Primary Education.

The Government of India and every state government are spending more and more funds on education of their respective states. The Indian government in its mission to universalize Elementary Education over the years has been able to increase the rate of Enrolment and Attendance. According to 2001 census Report, Indian Literacy rate was reported 65.38%. The state of Punjab, Haryana had 69.95 % and 68.59% respectively.

As SSA succeeds in its more basic objectives of providing schools and enrolling out of school children, the goal vis-à-vis the quality of Education becomes central. Some important interventions in this context are teacher recruitment, teacher training, development of an attractive learning environment provision of teaching Learning

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classroom processes, monitoring the quality dimensions of Education, remedial teaching, computer aided learning distance education and the like. SSA supports the establishment of grassroots academic resources centers and monitoring quality parameters including pupil learning levels, and research activities related to quality issues are an integral part of the programme. National Programme of Nutritional support to Primary Education commonly known as Mid day Meals Scheme has an objective to boost Universal primary education by increasing enrolment, attendance and retention.

Objectives of the Sarva Shiksha Abhiyan:

1. All children to be in school, Education Guarantee Center, alternate school, "Back to School" camp by 2003.
2. All children to complete five years of primary schooling by 2007.
3. All children to complete eight years of schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life
5. To bridge all gender and social category level by 2010.
6. Universal retention by 2010.

Objectives of the Study

- To study the enrolment of students in Government Primary school in Saketri after the launch of Sarva Shiksha Abhiyan resulting in the increased enrolment of students in the school situated at Sakteri.
- To study the increased retention of students particularly girls in the school situated at Sakteri.

Hypotheses of the Study

The study tested the following hypotheses

- Government schemes have resulted in increased enrolment of students.
- Government schemes have resulted in increased Retention of students particularly girls.

Design/procedure of the Study

The researcher has used the case study method under descriptive survey method. The practical design of the study includes description of the sample; design tools, procedure of data collection and statistical techniques of analysis used to test the hypotheses.

The present problem of researcher is related to Sarva Shiksha Abhiyan scheme. As it was a case study the sample of only one government school, i.e. Government primary school Saketri situated in the area of Saketri village, district Panchkula Haryana was purposively taken for the study.

Analysis and Interpretation of Data

The present study entitled, "Contribution of Sarva Shiksha Abhiyan to Primary Education- A Case Study "studied the retention and increase in the enrolment of students in the Saketri school and the means used for its retention..

In the present study, Government Primary school at Saketri, from that area was taken to see what facilities were provided by the school. The facilities for enrolment, the number of students who were enrolled in the beginning of session (April 2010) and number of students who were enrolled at the end of session (February - 2015) were worked out in relation to Sarva Shiksha Abhiyan scheme. Similarly Attendance of the year- wise in the school from class 1-5 was taken and the details of the facilities provided in the school. In order to test the hypotheses mentioned above and arriving at meaningful conclusions and generalizations, the analysis of data have been presented in the following pages along with the tables.

The name of the school is Government Primary School, Saketri, Panchkula Haryana. Only this school was taken for the study as the investigator during the teaching practice observed many things about the working of the school. The table shows that out of two rural schools, this was the only primary school taken for the study. Saketri School is located near regulator end of the Sukhna Lake. It is surrounded by 3 big parks developed by HUDA. A reserved green belt of Shivalik Hills named as Nepali forest is situated near this village. Saketri is a village in Pinjore Tehsil in Panchkula District of Haryana State, India. It belongs to Ambala division . It is located 15 KM towards North from District head quarters Panchkula. and 18 KM from State capital Chandigarh. The school was established in 1954 and the total area has been expanded 800 sq meter. Saketri is surrounded by Kalka Tehsil towards north, Panchkula Tehsil towards South, Dharampur Tehsil towards North, Chandigarh tehsil towards South. Pinjore, Kalka, Karoran, Panchkula are the nearby Cities to Saketri. This Place is on the border of the Panchkula District and Solan District. Solan District Dharampur is North towards this place. Also it is in the Border of other district Chandigarh. It is the border of two states. First State is Himachal Pradesh State towards North and second state is Chandigarh State towards North. Hindi is the Local Language here.

Table (1) Showing details of the school in the Saketri area

Type of School	Primary school
Management of Schools	Government
Type of School	Co- educational
Classes taught in the School	1 - 5
Total Number of rooms in the school	7 Rooms
School using Mother Tongue as a Medium of instruction	Mother Tongue as a Medium of Teaching (Hindi)
Majority of classes held in	Partly Pucca- Building
School Building	Owned by the Government and Rent-free
Information regarding playground facility	No
Information regarding computer education in the school	No
Information regarding supply of chalks and dusters	Yes
Information regarding library	Yes
Arrangement for medical checkup and vaccination	Yes
Mid Day Meal is provided on all the working days of the school from the year 2010- 2015	Yes
Information regarding incentive schemes in the school(Free uniform, Free textbooks, Scholarships	Yes
Drinking water facility	Water Quality checked time to time
Urinal Facility	Separate Urinals facility for both boys and girls
Information regarding blackboard, furniture for teachers and furniture for the students	Yes

The table (1) shows that out of two schools, only primary school was taken for the study. The school is under the government body and co- educational school and as per government rules all the schools should be situated at places within the range of 1km of the students' place of residence. The school is using mother tongue for instruction in the school. One of the reasons is that the students find it difficult to understand English and hence cannot grasp it better than their everyday language i.e. Hindi. The classes are taken in Partly Pucca building, only, and that the school was rent free i.e. the building belongs to the Haryana government. Apart from having many rooms in the school, only 5 rooms were being used in Saketri and a demand of additional 3 rooms was made, to the government because some classes were sitting /being taught in the corridors of the school, due to the lack of space.

It can be concluded that school is more conscious about the value of education being imparted as their enrolment is increasing day by day and the rooms are falling short for housing the classes. The school has the availability of drinking water facility and source of drinking water is tap. The quality of drinking water was checked from time to time. The urinal facilities were there and with separate wash rooms for girls. In school there is no big playground for the students to remain physically fit.

Information regarding the blackboard, furniture for students and teachers:

In Saketri School the number of class rooms is 7 and only in 5 rooms the usable blackboards, adequate furniture for teachers and mats for students was there in each class. The school had adequate supply of chalk and dusters. Coming to the availability of library, that was also quite good. The incentive schemes provided to the students of all categories in the primary urban school Saketri from the government under the heading of SSA. The main incentives were free uniforms, free textbooks and scholarships for the students. These were the important incentives to the children for attending the compulsory primary education and thereby increasing the female literacy rate. The school has proper arrangement for medical check-up and vaccination in the school from time to time. Mid day meal is also one of the schemes under SSA, to retain students in the school. This shows that school is taking a good initiative to improve the educational level by carrying forward these types of schemes. These schemes were the main incentive to increase the enrolment number of the students and keeping them retained in the school, thus increasing the literacy rate of the country.

Table (2) (Table showing Enrolment in the school (Period of study 2010 to 2015) (Total Sample)

Classes	Enrolment in (2010-2011)	Enrolment in (2011-2012)	Enrolment in (2012-2013)	Enrolment in (2013-2014)	Enrolment in (2014-2015)	%Increases /Decreases in Enrolment (2010 to 2015)
1 st	49	88	127	116	120	144.8%
2 nd	90	67	126	140	138	53.3%
3 rd	61	92	101	123	138	126.2%
4 th	53	67	121	107	112	111.3%
5 th	58	78	92	129	108	86.2%
Total	311	392	567	615	616	98.0%

Table (3) (Table showing Enrolment of Girls in the school) (Period of Study 2010 to 2015)

Classes	Enrolment Of Girls in (2010-2011)	Enrolment Of Girls in (2011-2012)	Enrolment Of Girls in (2012-2013)	Enrolment Of Girls in (2013-2014)	Enrolment Of Girls in (2014-2015)	%Increases /Decreases in Enrolment (2010 to 2015)
1 st	21	24	54	55	55	161.9%
2 nd	35	31	62	64	65	85.7%
3 rd	28	37	46	62	61	117.8%
4 th	17	30	46	47	60	252.9%
5 th	23	26	46	48	52	82.6%
Total	124	148	254	276	283	128.2%

Table (4) (Table showing Enrolment of Boys in the School) (Period of Study 2010 to 2015)

Classes	Enrolment Of Boys in (2010-2011)	Enrolment Of Boys in (2011-2012)	Enrolment Of Boys in (2012-2013)	Enrolment Of Boys in (2013-2014)	Enrolment Of Boys in (2014-2015)	%Increases /Decreases in Enrolment (2010 to 2015)
1 st	28	44	73	61	65	132.1%
2 nd	55	36	64	76	73	32.7%
3 rd	33	65	55	61	77	133.3%
4 th	36	37	75	60	52	44.4%
5 th	35	52	46	81	56	60%
Total	187	234	313	339	323	72.7%

1. Total Enrolment in a year had significant increase of 98.0 in schools whereas in enrolment of girls. It had a remarkable increase of 128.32% as compared to boys enrolment which was just 72.7. Sudhar Seetharaman (2001) in his study of Uttar Pradesh and Rajasthan, the district selected were Lakimpurkheri and Sitapur (Uttar Pradesh) and Bharatpur and Jodhpur (Rajasthan) schools also indicated improved students enrolment, particularly impressive jumps were made in female enrolment in Uttar Pradesh and Rajasthan with the introduction of Sarva Shiksha Abhiyan.
2. Maximum increase in Enrolment can be seen in Class 1st with 144.8 increase where in girls percentage had shown an upward increase 161.9 and boys percentage had also increased to 132.1. Shah and Jain (2005) conducted a survey in 70 backward villages of Madhya Pradesh and found an overall 15 % increase in Enrolment. The rise in Enrolment of girls was 38% out of this the increase in Enrolment of SC's and ST's was 91 % due to the Government Schemes.
3. In classes 3rd, 4th, and 5th total enrolment had increased 126.2 %, 111.3% and 86.2% respectively. Wherein both boys and girls % Enrolment had an increased trend. Sethi (2003) studied Rayagada district (Orissa) finds evidence not only of an increase in class -1 enrolment but also of improved retention throughout the primary cycle with the introduction of Government scheme. Hence, we can say that Sarva Shiksha Abhiyan had increased the enrolment of children both boys as well as girls

Table (5) (Table Showing total Dropout in School) (Period of study 2010-2015)

Years	Total Dropout	% of Dropout
2010-2011	41	31.2
2011-2012	3	2.2
2012-2013	27	20.6
2013-2014	48	36.6
2014-2015	12	9.1
Total	131	

Table (6) (Table showing Dropout in Gender- wise) (Period of study 2010-2015)

Years	Girls	Boys
2010-2011	25	16
2011-2012	0	3
2012-2013	9	18
2013-2014	23	25
2014-2015	6	6
Total	63	68

Drop-out rates reveal the extent of discontinuation in study by the student at various levels. The gender gaps in drop-out rates depict the strength of economic and social taboos working against women / girls of the society. The comparative picture of gender-wise drop-out rates during 2010-2011 and 2014-2015 is given in the table. Total dropout in a year had significant increase of (2010-2011) 31.2 and in the year (2014-2015) only 9.1. Whereas in enrolment of girls the dropout cases have increased as compared to girls enrolment which is just 63 as compared to boys.

Conclusion and Suggestions

The hypothesis, that "government schemes have resulted in increased enrolment of attendance and retention of students particularly girls" stands accepted and retained. Tables show that going through the data collected, one can come to the conclusion that there is an increase in the enrolment of students in government schools covered under SSA from year 2010 to 2015. That government schemes have resulted in increased retention of students particularly girls. After going through the data collected and analyzing it can be concluded that there was a decrease in number of dropouts of students in the schools. While analyzing the data one gets to know that in comparison to boys there was more decrease in dropout rate of girls in the government schools under SSA. Hence the hypothesis stands accepted.

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