

**STATUS OF UNIVERSALIZATION OF ELEMENTARY EDUCATION IN CHAMBA
DISTRICT HIMACHAL PRADESH UNDER SARVA SHIKSHA ABHIYAN-RTE****Jitender Singh¹, Atul Mahajan², Rashi Jandrotia³ & Monika Mahajan⁴**

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Abstract

Free and compulsory education to all children upto age 14 years is the constitutional commitment in India. At the time of the adoption of the constitution in 1950, the aim was to achieve the goal of universalisation of elementary education (UEE). On which efforts have been made in the last fifty years. However due to various reasons the goal is yet not be achieved. So Government launched the programme Sarva Shiksha Abhiyan (SSA) in 2000, with the aim to achieve universalization of elementary education (UEE). SSA was launched in Chamba district in 2001-02. Present paper focuses on the status of UEE in SSA-RTE in Chamba district Himachal Pradesh.



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Introduction

National policy on Education NPE(1986) and programme of Action 1992 show a clear blue print of the management of education for the grassroot level to the higher levels with respect to emergency issues like universalization of elementary education and eradication of illiteracy in addition to quality education. Also free & compulsory education of children in the age group 6-14 years has been made fundamental right under RTE-2009.

Sarva Shiksha Abhiyan

To achieve this goal DPEP (District Primary Education Programme) was initiated in Chamba district in 1997 and later on SSA in 2001-02. Its main objectives were:

- i. Enrolling all the children in the age group of 6-14 years & EGS by 2005
- ii. Universal retention by 2010
- iii. Bridging gender & social categories gaps at Primary stage by 2007 and upper primary by 2010.
- iv. Elementary education of satisfactory quality

Also providing infrastructure viz. teacher, classrooms, separate toilets for girls & boys, library etc. under RTE-2009.

Since targets of SSA programme for UEE of satisfactory quality by 2010 is yet not achieved. Therefore continuous evaluation of SSA is necessary as it is presently going on.

The study will throw light in input indicators of SSA (Number of schools, enrolment teachers, civil facilities, Pupil Teacher Ratio, Uniform, grants, free text books etc.) and output indicator (teacher training, community training etc.) of education of Chamba district which will help the ground level teacher/planner to formulate new techniques which will further enhance the quantitative & qualitative aspects of elementary education in Chamba district.

Objectives

To evaluate following input and output indicators in the district

- I. Status of number of schools (Urban & rural) and civil facilities
- II. Teachers (gender and category wise)
- III. Enrolment and retention, text books, uniforms and other grants.
- IV. Pupil teacher ratio(PTR)
- V. Teacher and community training and other facilities

Study Area

All the fifteen educational blocks of Chamba district were taken in this study/paper

Methodology

Major source of data collection for this study was done by analyzing U-DISE of Chamba district with the help of MIS wing of District Project Office SSA Chamba which captures data of all the schools as on 30th September every year. Also interview of different BRC (Block Resource Co-ordinator) was conducted along with different SSA co-ordinators. Data provided by some of the schools was inadequate and there were cases where even VER (Village Education Register) was not updated. The study delimit to three academic sessions i.e. 2012-13, 2013-14, 2014-15. Inconsistencies in U-DISE were also rectified to a great extent from inquiring block level offices of SSA.

Result & discussion

Figure 1 Distribution of schools in rural and Urban area in Chamba district-HP

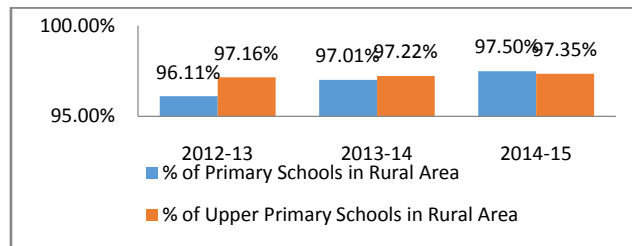
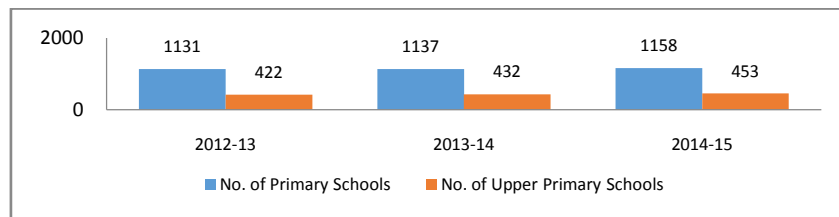
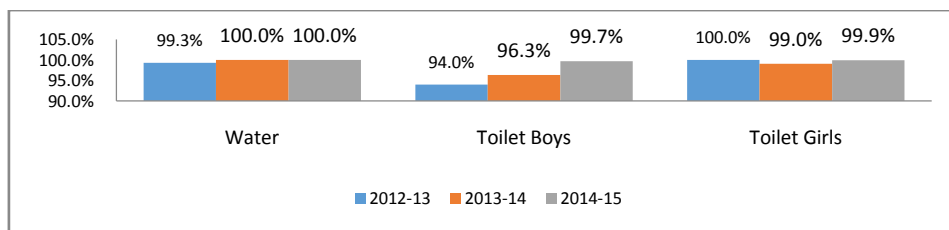


Figure 2 Number of schools in Chamba district-HP



There were 1131 Primary schools & 422 Upper primary schools in 2012-13, which increased to 1158 Primary & 453 Upper Primary schools in the session 2014-15. Analysis also reveals that more than 97.50% (1129 in rural area) and 97.35% (441 in rural areas) Upper primary Schools are in rural areas.

Figure 3 Civil facilities (Part-I) in schools of Chamba district-HP



In infrastructure/Civil facilities all the schools have drinking water facility and girls toilets. 99.7% schools have boys' toilet facilities.

Figure 4 Civil facilities (Part-II) in schools of Chamba district-HP

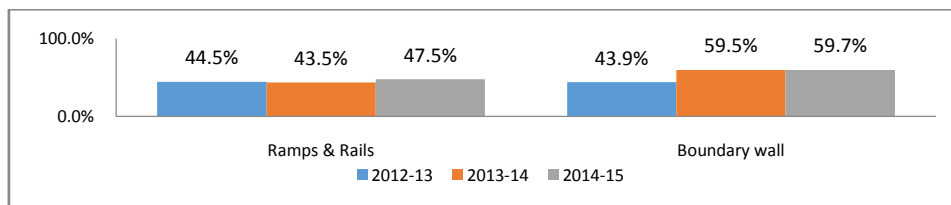
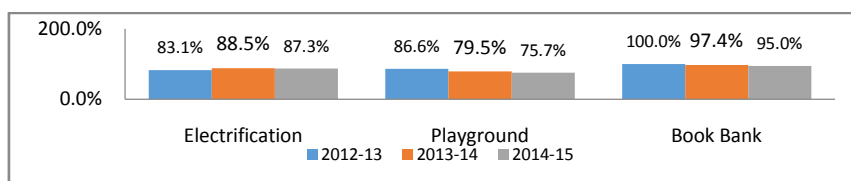
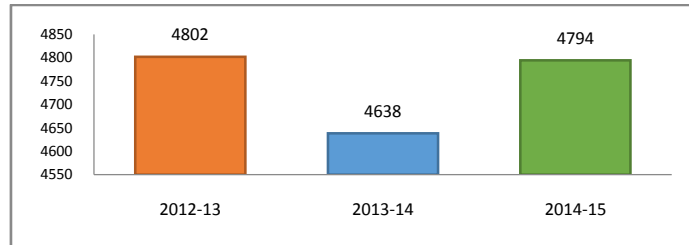


Figure 5 Civil facilities (Part-III) in schools of Chamba district-HP



Overall not more than 75.7% schools have playground & 59.7% have boundary walls. Further analyzing the data overall presence of Ramps & rails in different blocks is not more than 47.5%. More than 87.3% schools have got electrification.

Figure 6 Number of Teachers in schools of Chamba district-HP



In 2012-13 there were 4802 teachers which got decreased to 4794 in 2014-15. However there is 1% increase in female teachers i.e. 25% in 2012-13 to 26% in 2014-15.

Figure 7 Percentage of Female teachers in schools of Chamba district-HP

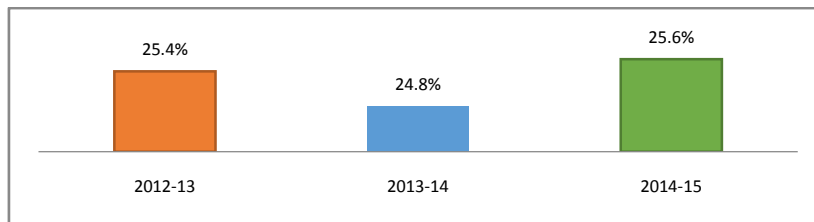
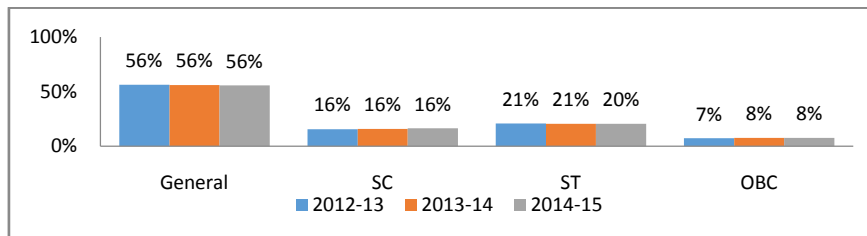
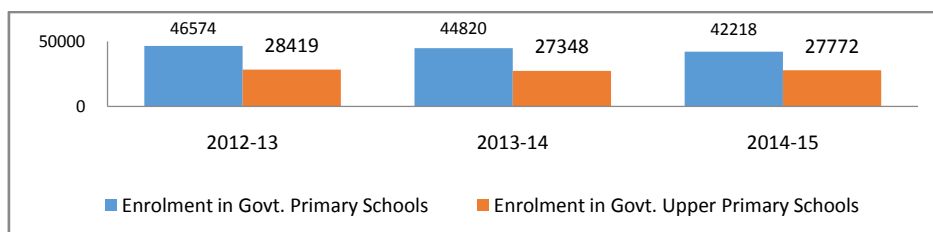


Figure 8 Category wise teachers in schools of Chamba district-HP



Data also reveals that for the three sessions there were 56% general category teacher, 20% ST, 16% SC and 8% OBC teachers in the district. In enrolment it is decreasing trend in the government schools.

Figure 9 Enrolment in Government Schools of Chamba district-HP



There is 3.03% decrease in enrolment in government schools from the session 2012-13 to 2014-15.

Figure 10 Girl's percentage in Government Schools (Primary Level) of Chamba district-HP

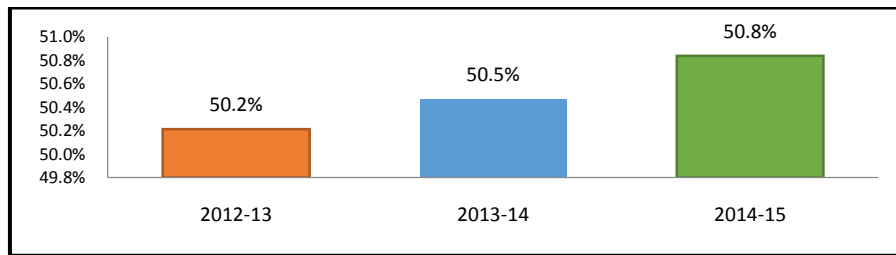


Figure 11 Girl's percentage in Private Schools (Primary Level) of Chamba district-HP

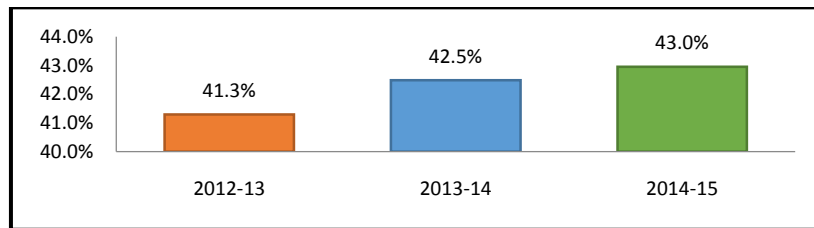


Figure 12 Girl's percentage in Government Schools (Upper Primary Level) of Chamba district-HP

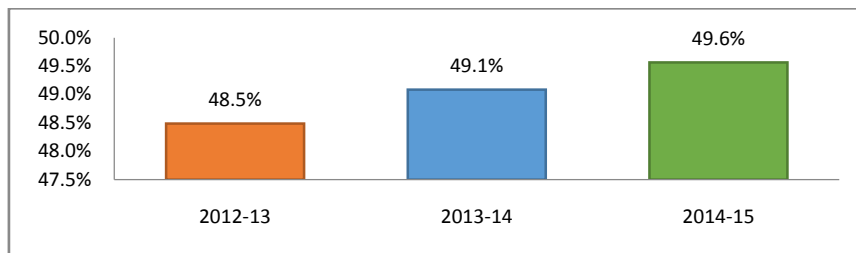
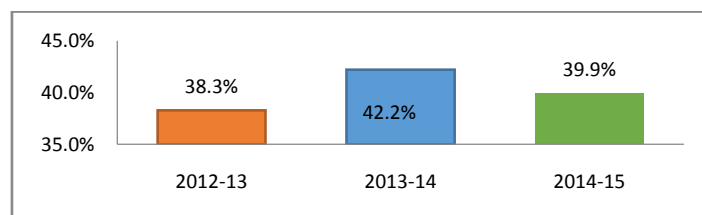
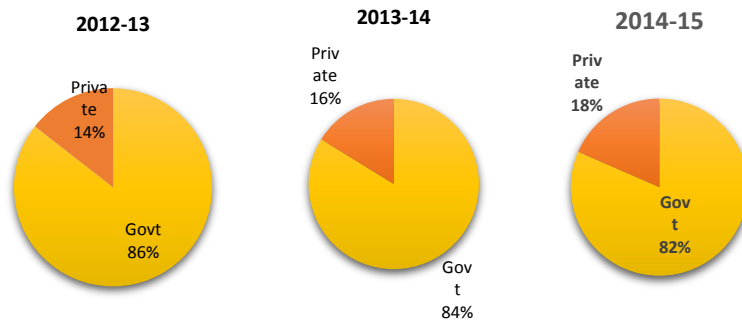


Figure 13 Girls's percentage in Private Schools (Upper Primary Level) of Chamba district-HP



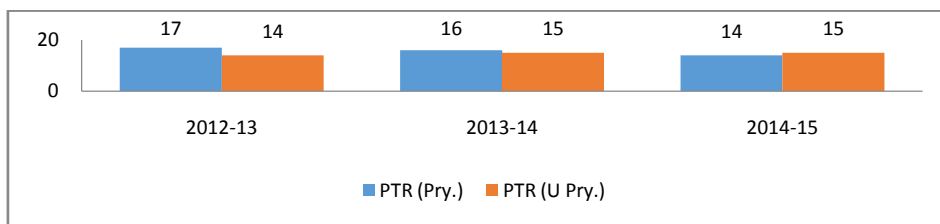
However there is 17.4% gender gap in 2012-13, 15.0% in 2013-14 and 14.10% in 2014-15 in private schools at primary level but it is hearting to see that there are more girls in government schools which are very healthy sign. Gender gap is more in Upper Primary Level in private schools i.e. 12% in 2012-13, 8% in 2013-14 & 10% in 2014-15. There is negligible gender gap in Upper Primary also in government schools.

Figure 14 Distribution of students in Government and Private Schools of Chamba district-HP



There is 86% enrolment in government schools in 2012-13, 84% in 2013-14 and 82% in 2014-15. Data also reveals that enrolment in private schools is increasing by 2% i.e. 14% in 2012-13, 16% in 2013-14 & 18% in 2014-15.

Figure 15 Pupil Teacher Ratio in Government Schools of Chamba district-HP



PTR is below 14 in primary & 15 in Upper primary level in 2014-15. There are only 717 (0.95%) Out of school children in 2012-13, 354(0.49%) in 2013-14 and 512 (0.73%) in 2014-15 in the district which is below 1% of the total enrolment.

Figure 16 Gender wise number of out of school children in Chamba district-HP

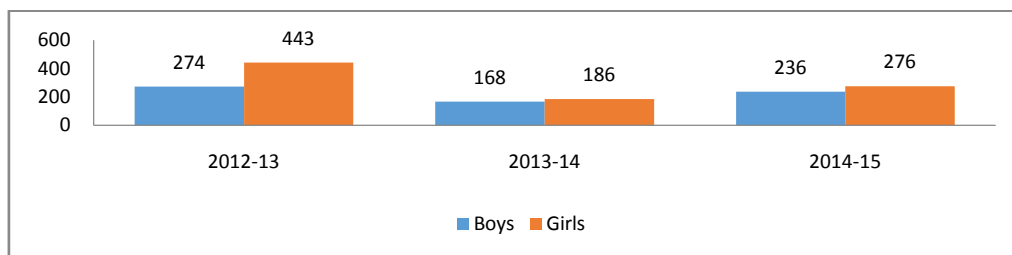
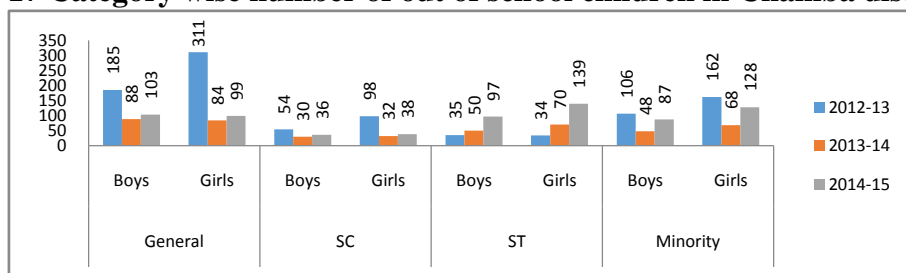
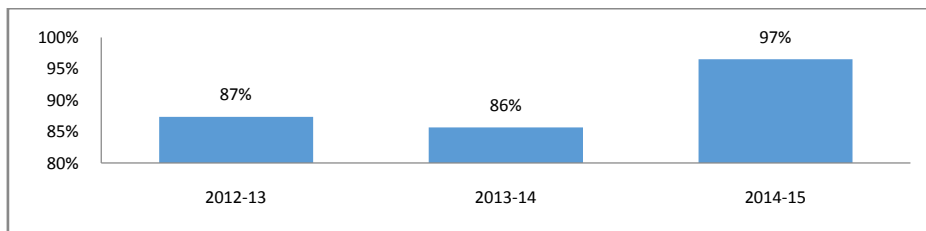


Figure 17 Category wise number of out of school children in Chamba district-HP



In 2012-13 among 717 out of school children there were 443 (61.78%) girls and 268 (37.37%) were from minority. In 2013-14 among 354 out of school children there were 186 (52.54%) girls and 116 (32.76%) were from minority. In 2014-15 among 512 out of school children there were 276 (53.90%) girls and 215 (41.99%) were from minority.

Figure 18 Teachers Training Achievement under SSA



Also 85% & above teacher were trained during in-service teacher training in three consecutive sessions. In infrastructure all the BRCCs except educational block Kalhel & Gehra have been provided with a pucca building for conducting various training programmes. All the grants under SSA viz. School grant, free text books, uniforms etc. have been provided to all government schools in the district.

There were 19 NRST (Non Residential Special Training) centres in 2012-13, 18 NRST special training centres in 2013-14 to 2014-15. It is pertinent to mention that more than 30% children were from muslim community especially Gujjars.

Summary & conclusion

There are three primary schools for every one upper primary school which shows that there is no problem of accessibility to schools in the district. Enrolment data shows that there is decreasing trend in enrolment in government schools possibly due to lack of quality education provided by government school and thus there is a need for more emphasis on the quality education. Teachers are also carrying out activities like supervision of mid day meal, census/election duties etc. in addition to teaching. Teacher time should be completely utilized for teaching related activities. Additional staff should be employed to carry out other activities such as mid day meal, census work etc. The monitoring mechanism is very poor, due to which teacher's approach is very lenient /casual towards their duties. So, there is a dire need of robust mechanism for school monitoring to improve the quality of education.

There is almost equal number of boys & girls in government schools which is a very good sign. Enrolment data also shows that there is more than 80% children still getting education in govt. schools. There are more than 70% male teachers in the district as compared to female teachers. Infrastructure facilities such as classroom, toilet, drinking water facilities etc. have been found adequate in maximum number of schools. However electricity, ramps & rails and

boundary walls required urgent intervention so that in coming years these schools should be RTE compliant.

Rain water harvesting should be carried out in maximum schools and there should be provision of funds for the construction of this. As we all know that there will be scarcity of water in near future. Also children in very young age will learn the importance of saving water. Number of out of schools children is less than 1% in the district. However data reveals that number of out of schools children were from educational block Kalhel, Salooni, Chamba & Hardaspura blocks. For enrolling and sustaining them these children in schools, community will be mobilized by organizing mobilization & motivational camps. The out of schools children seems more prevalent among girls. However it is pertinent to mention that more than 30% children were from minority community especially Gujjars.

In Chamba district there are eight KGBV Hostels for 50 girls each. Only SC, ST, Minority, BPL girls are getting free of cost education in these hostels. All schools have got grants under SSA & a large percentage have utilized them completely for the allocated activities.

Community participation in different activities at school level is not satisfactory, 40% members do not participate in academic attains. SDMC as a concept is good and is present in all schools. But effectiveness of SDMC is still lacking in term of active involvement in school activities. So special focus needs to be given to members of SDMC. Awareness building should be planned through the PRI or local NGOs.

Since the process of distribution of other interventions such as uniforms, text books, mid day meal etc. were found to be efficient across the district. The current system should be retained. Overall view of SSA is very positive in respect of Chamba district. Now there should be more emphasis on the quality improvement which in return will increase enrolment in government schools.

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