



**IMPLEMENTATION OF ALTERNATE SCHOOLING AND EDUCATION  
GUARANTEE SCHEME IN JUMMU AND KASHMIR: AN EVALUATIVE STUDY**

**Wakil Ahmad Ganai<sup>1</sup> & Geeta Rani<sup>2</sup>**

<sup>1</sup>Research Scholar, Mewar University, Gangrar, Chittorgarh, Rajasthan-312901

<sup>2</sup>Assistant Professor, Mewar Institute of Management, Ghaziabad.

**Abstract**

*The present study is an attempt to evaluate the Implementation of Alternate schooling and Education Guarantee Scheme in Jammu and Kashmir: The sample of this study included 150 alternate school teachers/centers, by using random sampling method. The self constructed questionnaire and interview schedule was used by the investigator in order to collect the data. The data was collected on the basis of availability of infrastructure facilities, school management, classroom practices, learning materials etc. The data was analyzed by calculating the percentage of responses and qualitative analysis. It was found that mostly all the EGS centers lack the proper infrastructure facilities as almost all the schools opened under SSA are facing accommodation problems.*

**Keywords:** *alternate schooling, education guarantee scheme, Jammu & Kashmir, SSA*



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

**Introduction**

Alternate schooling intervention for specific categories of very deprived children for example: child labor, migrating children, children living in difficult circumstances and older children in the age group (6-14) of especially adolescent girls are being supported under EGS all over the

country (India). EGS addresses the inaccessible habitation where there is no formal school within the radius of 1km and at least 15-25 children of 6-14 years of age group who are not going school are available. In exceptional cases in remote habitation in hilly areas even for 10 children an EGS School can be opened.

### **Significance of the Study**

EGS is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. EGS aimed at achieving the universal retention in a holistic and convergent way within the mission period.

EGS scheme has been started by the Government of India to support the poor children with respect to their education, health and also to fulfill the objective SSA that is to provide education to all. More than a decade has been completed by the scheme. It is very much necessary to study the effectiveness of EGs. Very few studies come in the notice related to this scheme on state or national level. Therefore the researcher became interested to conduct a study on this scheme in Jammu and Kashmir. The researcher decided to examine the functioning EGS scheme and its beneficiaries.

The present study is very much needed to see the role of EGS in providing education to children in J&K. It can help us to know whether the objectives of EGS were achieved in J&K or not. The purpose of present study is to evaluate EGS, their functionaries and beneficiaries about its implementation.

### **Objectives of the Study**

- To study the EGS infrastructure facilities, curriculum, teaching learning material and classroom organization.
- To explore the view of community members and parents towards the implementation of Alternate Schooling and EGS
- To study the limitations related to implementation of EGS.
- To suggest possible measures for improvement of EGS.

### **Research Questions**

Based on reviewed research following research questions were formulated.

- Which are the available infrastructure facilities, curriculum, teaching learning material and classroom organization in EGS schools

- What are the views of community members and parents towards the implementation of Alternate Schooling and EGS?
- What are the limitations associated with EGS?
- Which are the possible measures for improvement of EGS?

### **Research Method**

Descriptive survey' method was used in this study. This type of research describes records, analyzes, and interprets data that exist. It involves some type of comparison and contrasts, and attempts to discover relationship existing between variables. Such studies are conducted to collect detailed descriptions of phenomena with intent of employing data to justify current conditions and practices. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid conclusions from the data discovered.

### **Sample**

As the location of Alternate Schools is limited and available at such places where there is only a need, the investigator used purposive sampling. 150- Alternate schools-50 schools from each district of Jammu and Kashmir namely Anantnag, Kulgam and Srinagar were selected for the study. The requirement of 150 schools was met with a lot of hardship and time.

### **Tools**

For the collection of data the investigator used the following tools:

#### ➤ **Questionnaire**

The questionnaire comprised 25 questions seeking information on implementation of Alternate Schooling and Education Guarantee Scheme in Jammu and Kashmir.

#### ➤ **Interview**

The interview was used to collect supplementary information for which a structured schedule was used comprising 05 questions. The respondents had the flexibility to give comprehensive views/comments

### **Statistical Techniques**

The study is descriptive and basically percentage was required to analyze data and to derive result. Qualitative analysis gained more importance in the study.

## **Analysis And Interpretation Of The Data**

### **1. Status Of EGS Centers in Rural and Urban Habitations**

To assess the present status of EGS in rural and urban areas the investigator collected the data from 150 centers of EGS from Kashmir region of Jammu and Kashmir.

The investigator analyzed these facts under the heading below:

- Experience of Teachers in EGS centers
- Strength of Students in EGS centers
- Distance covered by the students to reach their destination
- Transportation facilities provided in centers

It was found that in the rural area 11% teachers in EGS centers have been working since 5 years, 46% has been working as a teacher since 5 to 10 years and 43% teachers are working from more than 10 years. In Urban area 35% teachers working less than 5 yrs, and 40% teachers are working 5 to 10 years and 25% are working more than 10 years. Over all, it shows that less than 50 percent of teachers are working for over 10 years irrespective of location. They might have got better jobs or absorbed as regular teachers in primary schools. There are 8% schools having the strength of student's lying between 10-20, about 46% schools whose strength of students lies between 20-30, and 46% schools whose strength of students are more than 30 students. In urban area there are 10% schools having the strength of students less than 10, and about 20% schools whose having the strength of students lie between 10-20 students and 40% schools between 20-30 students. It seems that there are over 40 percent schools with more than 20 students which is a sizable number and signifies the need of EGS. The result also shows that in urban as well as rural areas students are coming from 1 km to the EGS centers for their study. They come to centers by their own feet and as such do not use any transportation facility.

The views of teachers are that the students coming to their centers are mostly average students. In such a situation the teachers have to put extra effort in raising the academic performance of students. The government provides the funds for the proper running of EGS centers. So basically it is a public sector intervention.

**Table 1: Showing EGS scheme impact as viewed by teachers**

<b>Response</b>	<b>Rural</b>	<b>Urban</b>
Yes	99%	97%
No	1%	3%
Total	100%	100%

Table above shows that in general there is a positive view of respondents on EGS existence and its role in providing access to education.

**Table 2: Showing cost effectiveness of EGS scheme**

<b>Response</b>	<b>Rural</b>	<b>Urban</b>
Yes	100%	96%
No	0%	4%
Total	100%	100%

Table above shows that in rural area 100 % teachers responded that EGS scheme is a cost effective scheme but in urban area 96% teacher's view that it is a cost effective, but 4% teachers responded that EGS scheme is not cost effective. In general it is perceived as a cost effective scheme. The reason could be that there is less cost involved in the scheme whereas it helps raising access to education.

**Table 3: Showing teaching methods used in EGS centers**

<b>Direct method</b>	<b>Story telling method</b>	<b>Play way method</b>
55%	30%	15%

It can be interpreted from the table above that 55% of the respondents use direct method while 30% of respondents use story telling method, and where as 15% adopt play way method in their teaching. This reflects that teachers are using teacher centred strategy to the maximum than the learner centred one. It calls for training of teachers in learner centred pedagogy.

**Table 4: Showing the nature of the building**

<b>Type</b>	
Pacca	Kacha
20%	80%

The table above show that as much as 80% of the EGS centers are located in kacha building whereas only 20% are located in pacca buildings. It reveals that wherever there is kacha building, the safety of the students is to be ensured.

**Table 5: Showing rooms available in EGS centers**

<b>1 room</b>	<b>2 rooms</b>
30%	70%

Table above reveals that 30% of EGS centers are having only 1 room where as 70% are having 2 rooms. The less number of rooms in EGS centers depict that teachers must be using multigrade teaching in the class

**Table 6: Showing Response of community members and parents about how EGS centre can help in achieving the goals of SSA.**

<b>EGS centre help in achieving the goals of SSA</b>	<b>Percentage</b>
Education for all	23%
Easy access	27%
Free text books	20%
Fulfill the goals of SSA	18%
Universalization of elementary education	12%

Above table shows that 23% of the respondents agree that EGS centre help in providing education to all. 27% said that with the help of EGS centre's primary education become easily accessible. 20% of the respondents said that free text books are provided to students in EGS centers. That EGS centre's fulfils the goals of SSA is revealed by 18% of respondents. Twelve percent respondents agreed that EGS centers help in universalization of elementary education.

**Response of community members and parents about how EGS centre can help in achieving the goals of SSA.**

**Table 7: Showing Response of community members and parents about how EGS centre can help in achieving the goals of SSA.**

<b>EGS centre help in achieving the goals of SSA</b>	<b>Percentage</b>
Education for all	23%
Easy access	27%
Free text books	20%
Fulfil the goals of SSA	18%
Universalization of elementary education	12%

Above table shows that 23% of the respondents agree that EGS centre help in providing education to all. 27% said that with the help of EGS centres primary education become easily accessible. 20% of the respondents said that free text books are provided to students in EGS

centers. That EGS centres fulfil the goals of SSA is revealed by 18% of respondents. Twelve percent respondents agreed that EGS centers help in universalization of elementary education.

## **2. Results Pertaining to Limitations Associated with Egs**

These are the various problems and issues showing limitations of EGS scheme in Kashmir

- Problem of shortage of funds even in areas of assured central funding (as in SSA) due to difficulties of release of counterpart funding and timely release of funds.
- Problems of continued funding of salaries and pensions in grant-in-aid institutions, question of imposing budget ceiling as in other states and ensuring quality and performance of these institutions.

Problems of physical infrastructure in terms of construction and renovation of school buildings, basic facilities and all weather access of pupils to schools.

## **3. Possible Measures for the Improvement of EGS**

The following measures for the improvement of EGS emerged in the study.

- Increase budgetary allocation for children.
- Addressing the long-term financial and human resource sustainability of the programme.
- Updation in the physical infrastructure.

## **Limitations of the Study**

The study was subject to following limitations:

- The area of present study was limited to EGS centers of three districts of Kashmir region only.
- The size of the sample was relatively less as not so many EGS centers are available in the state and they are widely dispersed

## **Conclusions**

The conclusions are the substance of an investigation and holds significant importance. From the above results it is concluded that:

- EGS scheme is helpful for achieving the goal of universalization of education.
- It is helpful to improve the student's enrollment in school.
- Government provides the grants for monitoring the EGS centers but proper infrastructure facilities are not available in centers.
- It is a cost effective scheme because students get education at very low cost.

### **Recommendations**

- Education Guarantee scheme should not be stopped taking into the consideration the role played by this scheme on student's enrollment. The monitoring and supervision is to be enhanced.
- Adequate training of teachers and academic support is needed for quality improvement.
- Teacher need to be trained in handling multi-grade teaching.
- The classroom processes should be child centered and EGS teachers need to be trained in child centered pedagogy.

### **Suggestions For Further Research**

The researcher by the virtue of his experience in the field of the study offers the following suggestions for further research that could be undertaken by prospective researchers.

- Similar evaluative study can be conducted at the national level.
- Cost-effectiveness study using economic tool and analysis can be conducted on EGS centers.

### **References**

- Ehyog (2005). Education Guarantee Scheme and Alternative and Innovative Education, <http://www.dise.in/webpages/egs&as.html>.
- Kumar (2006). Effectiveness of national programme of nutrition support to primary education in districts of Himachal Pradesh: An evaluated study. M.Phil Dissertation in *Himachal Pradesh University Shimla*
- Pollitt (1990). Extension of target under Sarva Shiksha Abhiyan, <http://www.ncert.nic.in/html/pdf/Publication/Journal2008/Annual%20Report%20English%2006-07/Chapter%203.pdf>
- Punjab News Line network, (2008) .Punjab to upgrade 31 education guarantee scheme centers to regular primary schools, <http://www.punjabnewslines.com/content/view/11941/38/>
- Rama (2004). A report on Akshradasoha scheme of Kartanataka University Dharwad, Kartanataka
- Rana (2004) .Economic and political weekly feb 8 <http://www.fundaschool.org/whatsit.html>