



AN EVALUATIVE STUDY OF SARVA SHIKSHA ABHIYAN

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Abstract

Education occupies a very prominent place in the history and life of a nation. It is the most important single factor in the achievement of rapid economic development, technological progress and in creating social order on the basis of freedom, social justice and equal opportunity.

“Education for All” and “Life-long Learning” are the slogans of all the developing countries. The U.N.O. Charter (1948) resolved that education should be a fundamental right for all human beings. In India, free and compulsory Primary Education has already been made a fundamental right which came to effect on 1st April, 2010. The Constitutional (83rd Amendment) bill in this regard was passed in the Indian Parliament in 2002 for achieving the goal of “Education For All” (EFA) by making free and compulsory education a Fundamental Right for all children in the age group of 6-14 years and the same received the assent of President of India on 26th August, 2009 known as “Right of Children to Free and Compulsory Education Act, 2009”. In 2010, District Primary Education Program (DPEP) has been extended to Sarva Shiksha Abhiyan (SSA). The SSA is a key move toward achieving the long cherished goal of Universalization of Elementary Education (UEE) through a bound integrated approach in partnership with the states. The SSA provides useful and relevant Elementary Education for all children in the age group of 6 to 14 by 2010. Also, another goal is to bridge the gap of social, regional and gender, with active participation of community in the management.



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Introduction:-

In Article 45 of Indian Constitution, it states “Compulsory Education for all Children until they complete the age of 14 Years”. “Education for All” and “Life-long Learning” is the slogan of all developing countries. Elementary Education is the first and the fundamental stage of our national education system. It brings about the harmonious development of the children's personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs. Elementary Education provides adequate mastery over basic tools of learning, with full awareness of social and physical environment. J.P. Naik (1965) observed “The progress of Primary Education is an index of the general, social and economic development of the country as a whole”. Elementary Education plays an important role in laying the proper foundation of the child's cultural, emotional, intellectual, moral, physical, social and spiritual development.

Universalization of Elementary Education means free education. As a developing country like India, education is provided free of cost at Elementary level. In 2003, Jean Dreze said “Educational Disparities which contribute a great deal to the society, also largely more fundamental inequalities such as those of class, caste and gender”. A large proportion of children from economically poor and socially disadvantaged groups, and especially girls from rural areas, are either denied access or fail to complete even 5 years of basic education. The goal of Universal Elementary Education remains a challenge to achieve even after 6 decades of independence. The 73rd and 74th Amendments of Indian Constitution recommended providing statutory legitimacy to the local self government, which delegate power to the districts, blocks, panchayats and at municipal level. This offered opportunities in institutionalizing people’s participation in schools management.

Various Programmes for Universalization of Elementary Education:-

- National Bal Bhawan (1956)
- Mahila Sainiakhya Programme (1989)
- Pradhan Mantri Gramodaya Yojna (2000-2001)
- Kasturba Gandhi Ballika Vidyalaya (2004)
- Sarva Shiksha Sbhayan(SSA)

In 2000, District Primary Education Programme (DPEP) has been extended to the SSA. The SSA is a historic move towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach, in partnership with the states. The SSA provides useful and relevant Elementary Education for all children in the age group of 6 to 14 by 2010.

Objectives of SSA:-

- All children in school, Education guarantee centre, Alternative School, Back to School Camps by 2003
- All children should complete 5 years of primary schooling by 2007
- All children should complete 8 years of elementary schooling by 2010

Sarva Shiksha Abhiyan in Cuttack:-

The SSA aims to provide useful and relevant Elementary Education for all children in the age group of 6 to 14 years. There is also another goal to bridge social, regional and gender gaps with the active participation of the community in the management of the schools. District Project Officer, RTE-SSA, Cuttack is functioning since 01/04/2001; collector of the district is

the chairman of RTE, SSA. The office is functioning within the Collaborate premises, Cuttack. The program started in the state in 2002; a huge amount was given for the expansion of Elementary Education since 2002.

The assistance under the programme of SSA is 85:35 sharing arrangement during X plan and 50:50 sharing thereafter the Central Government and State Government.

Growth of Government Elementary Schools during the period, i.e., 2002:-

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Year	No. Of Primary Schools
2002-04	80
2005-07	84
2008-10	84
2011-13	86
2014-16	86
2017-18	88

Objectives of the Study:-

1. To study the existing provision of various types of inputs given to elementary schools during academic sessions 2016-17 to 2017-18 in order to promote Elementary Education in the District of Cuttack.
2. To study the views of Head Teachers/ Teachers of Elementary Schools about the adequacy of inputs provided at the Elementary school level
3. To study the effects of Inputs regarding qualitative improvement in Elementary school Education as perceived by heads of the Schools/ Teachers
4. To study the views of Head Teachers/ Teachers of Government Elementary Schools with regard to difficulties/problems faced by them in terms of utilization of these inputs
5. To obtain suggestions from Head teachers/ Teachers of Government Elementary Schools with regard to proper utilization of inputs for the promotion of Elementary Education

Sample of the Study:-

For drawing samples of the present study, at first stage, only 10 wards of Cuttack city were selected on simple random basis. At the second stage, 10 schools (primary and upper primary schools) from different wards of the sample districts were selected on random basis. At the third stage, 10 teachers and the Heads of schools of those 100 schools (10x10= 100) were selected on simple random basis for the study

Tools used:-

1. Information Bank was used to collect data regarding the extent to which infrastructural and financial inputs were provided at elementary school level
2. A self development questionnaire was used to know the views of heads and teachers of schools regarding adequacy of infrastructural and financial inputs provided to elementary school level for qualitative improvement
3. A self development questionnaire was used to the views of heads and teachers of schools regarding the problems faced by them in terms of utilization of these infrastructural and financial inputs at elementary level
4. A self developed opinionaire was used to obtain the suggestion of heads and teachers of the schools regarding proper utilization of these infrastructural and financial inputs to promote elementary education

Collection of Data:-

The researchers visited four districts, schools/offices of SSA related to the present study to collect data. Data is collected in three phases. In the first phase from the Officers of the State Project Director, Directorate of Elementary /Secondary Education through Information Bank/ Proforma. At the second phase, data collected from D.P.E. OS Office (District Project Coordinator Office) regarding the infrastructural and financial inputs given to schools, teacher, students for promoting Elementary Education at District level. At the third phase, the data was collected from Heads of the Schools and teachers of Primary, Middle and High Schools

Statistical Techniques Used:-

In order to analyze data, the frequencies and percentage were calculated for each item of the opinionaires under three options, responses viz; “To a great extent”, “to some extent” and “Not at all” in order to see direction and degree of importance. The score value and scale value of each item were also calculated for determining the rank order of different items /statements

Major Findings:-

The findings of the study were presented in 5 sections:-

Section-I: This section covers existing provision for various inputs during the session 2016-17 to 2017-18 for promoting Elementary Education in the city of Cuttack

- a. School related inputs were covered in form of grant for construction works, technical gadgets, furniture, etc.
- b. Student related inputs covered free textbooks and cash incentives
- c. Teacher related inputs covered teacher grant for preparation of teaching learning materials and in-service teacher training

Section-II: This section deals with findings regarding views of the Heads of the schools/teachers about the adequacy of inputs provided at Elementary School Level

- a. Heads and teachers of schools (78%-88%) were of the view that the infrastructural and financial inputs provided at Elementary School Level were not adequate such as “School Improvement Grant”, “Maintenance and repair grant” and computers
- b. Heads and teachers(21%-37%) expressed grants provided for construction of classrooms, furniture for students are not adequate
- c. Heads and teachers(50%-74%) that incentives for children teaching learning material and in-service teacher training were not adequate to a great extent

Section-III: This section deals with qualitative improvement.

- i. The heads of schools and teachers(68%-100%) the following qualitative improvement in schools:-
 - Due to provision of different incentives enrolment of children were increased
 - The sanction/construction of additional classroom for schools
 - Due to provision of different inputs, learning achievements of the children had increased
 - Due to provision of different grant / facilities in the school students regularity in school was improved
 - Dress provided to the children had helped them a feeling of sense of equality
 - Teachers were helped to teach with the help of T.L.M.

Section-IV: This section deals with the problems faced by head of schools and teachers in terms of inputs

- i. 2nd and 3rd instalments for construction of classrooms were not released in time
- ii. Final instalment was not released after submitting the papers of the papers of compilation
- iii. Labour employed for construction work were not paid at D.C. rates

- iv. School improvement grant maintenance and repair was not released in the beginning of the session
- v. No training for the preparation and proper use of T.L.M.
- vi. Teachers did not have the required competency regarding the use of computer

Section-V: This section deals with the major findings regarding the proper utilization of inputs for the promotion of Elementary Education at School level

- i. Regarding in-service teacher training, it should not be imparted during the summer vacations or a winter break. So training programmes at beginning of the session were started(95% heads of schools and teachers indicated)
- ii. Monitoring and follow-up actions for in-service training programmes was very necessary(84% of heads of schools and teachers indicated)
- iii. Civil work was an extra burden(90% of heads of schools and teachers indicated)
- iv. Maintenance and repair grant and school grant should be increased to meet out school day to day work(98% heads of schools and teachers indicated)

Educational Implications:-

The present study was an attempt to evaluate Sarva Shiksha Abhiyan which is the national flagship programme of the country, having a clear time frame for Universal Elementary Education and a response to the demand for quality education all over the country. The SSA is also an opportunity to promote social justice through basic education and is also an effort for effectively involving the Panchayat Raj institutions, School Management Committees, Parent-teacher Associations and other grass root level structures in the management if Elementary schools

Therefore, the present study has its implications for educational planners, policy makers, educational administrators, principals/head of schools, teachers, members of school management committees, community leaders, voluntary organizations, Central and State Governments, State Project Directorates, Project Approval Board(P.A.B.), Ministry of Human Resource Development (MHRD), Government of India, educationalists, researchers and different academic bodies associated with school education and other bodies related to Elementary Education directly or indirectly in order review their contribution, role and responsibilities in the organization, implementation and time to time assessment of outcomes of Sarva Shiksha Abhiyan