

INFLUENCE OF SARVA SHIKSHA ABHIYAN (SSA) IN DISTRICT BANDIPORA (J&K).

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Abstract:

Imparting education to every student is the main responsibility of every educational institution. Education helps in the harmonious development of personality of an individual. It continues from birth till death. But there are certain problems that hinder the students to acquire the basic or primary education like poverty, illiteracy of the parents, child labour etc. So it is decided by the government of India to make the provision for universalization of elementary education that aims at providing free education to children aged 6-14 years (estimated to be 205 million in number in 2001) a Fundamental right by the 86th amendment of the constitution of India. As the scheme is implemented in district Bandipora, it being a remote area of the state and kashmir region in particular, investigator decided to conduct a study on district Bandipora of J&K State. Survey method under Descriptive method of research was used. Simplerandom sampling technique by employing lottery method was used by the investigators. The main objectives of the present study is to investigate the effectiveness of SSA as per the views given by Chief Education Officer (CEO) with respect to the Information about the scheme and information related to the utilization of funds and the second objective of the present study is to see the effectiveness of SSA as per the views given by Heads of concerned institutions with respect to the General information about the schools. Enrolment of the children, Completion of education, Number of dropouts and Mid-day meal program. An interview schedule regarding the effectiveness of SSA was prepared by the investigators for CEO and Heads/ Senior Most Teachers of the selected institutions. For the purpose of analysis of data, percentages were applied. The main findings of the study concluded that the qualifications, experience and nature of appointment of the heads appointed in schools is concerned, seems quite satisfactory, enrolment of children (Boys/Girls) has increased in the recent years, percentage of children who have completed primary education has also increased in recent years and the dropout rate of girls is higher in comparison to boys and the same has decreased in the recent years of both boys and girl and the children were given noon meal well in time and mid -day meal is not cooked in class room in majority of schools. The study recommended that more attention should be paid on construction part, requisite number of classrooms should be constructed, and maintenance work of already constructed buildings should be properly channelized and requisite number of teachers in all schools should be appointed time to time.

Introduction

Education is the process of development from 'Infancy to maturity'. It begins at birth and continues throughout the life, till death. It includes all the knowledge and experience acquired during infancy, childhood adolescence, youth, manhood or old age, though any agency of education. Education is life and life itself is education. Education is nothing but experience of life. It starts in the cradle and ends in the grave. Education is journey to self-realization and is the most important part of every person's life. Whether he is male, female, children, or aged person, everyone needs education. Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best to his capacity. Indian Education system offers world class education and provides students with knowledge of every subject and has reduced the number of illiterates in India. It provides holistic education. Indian Education system has helped to change the India society to a great extent. India is progressing country and the present scenario of Indian Education has improved a lot from the past. Different kinds of steps are taken by the Government for bettering the present Indian Education., Proper education system will help India to make more powerful. But as we know India is developing country right now it lacks proper infrastructure and we do not use modern methods of teaching and lack of well-trained teachers in the primary level.

Primary Education is the basic need of a country to acquire the intellectual mobility and empowering the globalization. Developing primary education means enhancing the quality of democracy like our democratic country. Naik, J.P. an eminent educator stated that the progress of primary education is an index of the general, social and economic development of the country as a whole. Universalization of primary education is intimately connected with the development of living condition of the people. By resolving to provide elementary education 'free' to all, the Government of India has also implicitly recognized the 'public good' and 'merit good' nature of elementary education. Elementary education is, in fact, recognized by many as a 'pure public good' as the benefits from elementary education are immense; they are not confined to the individuals who go to the school; and the rest of the society also benefits considerably. The country has made impressive achievement in the elementary education sector. But the flip side is that out of the 200 million children in the age group of 6 -14 years, 59 million children are not attending school. Of this, 35 million are girls and 24 million are boys. There are problems relating to drop - out rate, low levels of learning achievement and low participation of girls, tribal and other disadvantaged groups. There are still at least one lakh habitations in the country without schooling facility within a kilometre. Coupled with it are various systemic issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds.

In short, the country is yet to achieve the elusive goal of Universalization of Elementary education (UEE), which means 100 per cent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the Government has launched the Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (Education for All movement) is a program by the government of India aimed at the universalization of elementary education “in a time bound manner” as mandated by the 86th amendment to the constitution of India making free education to children aged 6-14 (estimated to be 205 million in number in 2001) a Fundamental right. The program was pioneered by Sh. Atal Bihari Vajpayee. SSA 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. In Financial year (FY) 2009-2010 60% of SSA funds came from Government of India. This has now been revised to 65%. The scheme is aimed to provide coverage to out of schools boys and girls in the enrolment at the primary stage of schooling. As the scheme is implemented in district Bandipora, it being a remote area of the state and kashmir region in particular, investigator decided to conduct a study on district Bandipora of J&K State.

OBJECTIVES OF THE STUDY

In the light of the statement of the problem which was inclined to investigate the effectiveness of SSA in district Bandipora (J&K), following objectives were framed:

1. To investigate the effectiveness of SSA as per the views given by Chief Education Officer (CEO) with respect to the following:
 - (i) Information about the scheme.
 - (ii) Information related to the utilization of funds.
2. To study the effectiveness of SSA as per the views given by Heads of concerned institutions with respect to the following:
 - (i) General information about the schools.
 - (ii) Enrolment of the children.
 - (iii) Completion of education.
 - (iv) Number of dropouts.
 - (v) Mid-day meal program

DELIMITATIONS OF THE STUDY

The present investigation was delimited in the following respects:

- 1.The present investigation was confined only to the schools of district Bandipora of Kashmir province.
- 2.The investigation was only confined to a sample of 30 schools and C.E.O of the district Bandipora of Kashmir province.

OPERATIONAL DEFINITION OF THE TERMS USED

SarvaShikshaAbhiyan: SarvaShikshaAbhiyan (SSA) is government of India's flagship program for achievement of universalization of elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the constitution of India making free and compulsory education to the children of 6-14 years age group, a fundamental Right.

METHOD

In the present investigation, survey method under Descriptive method of research was used

POPULATION

In the present study the Heads of all the Middle Schools and Chief Education Officer (CEO) of the district constituted the population.

SAMPLING TECHNIQUE

The sample of the present investigation was drawn from the middle school teachers. For this purpose, investigator consulted Chief Education Office of District Bandipora and got the list of 90 Middle schools of District Bandipora. Out of 90 Middle schools, Heads of 30 middle Schools were randomly selected by the investigator for the collection of the sample with the help of lottery method. The purpose of the investigation was explained to Chief Education Officer (CEO) and Heads of selected institutions, and then they were requested to give their views regarding the effectiveness of SSA through the questionnaire framed by the investigator.

TOOLS EMPLOYED AND THEIR DESCRIPTION

The investigator have used the following tools developed by them for the collection of data for the present study.

For the accomplishment of the objectives set forth, interview schedules regarding the effectiveness of SSA were prepared by the investigator for CEO and Heads/ Senior Most Teachers of the selected institutions.

A. Interview schedule for Chief Educational Officer (C.E.O.)

To prepare interview schedule for the Chief Education Officer (CEO) of the selected district, the policies and plans under SSA were thoroughly studied by the investigator. Afterward, 10 major areas related to the policies and plans under SSA were identified for investigation. In the preliminary draft of the schedule, 64 items were framed. Then, the schedule was shown to the experts of the field for further suggestions and deletion of the items. The suggestions were incorporated and some items were deleted. Then the final draft of the schedule was prepared which consisted of 56 items.

B. Interview Schedule for senior most Teacher/Head Master

To prepare interview schedule for the senior most teachers/Head Master of the selected district, the policies and plans under SSA were thoroughly studied by the investigator. Afterward, 17 major areas related to the policies and plans under SSA were identified for investigation. In the preliminary draft of the schedule, 119 items were framed. Then, the schedule was shown to the experts of the field for further suggestions and deletion of the items. The suggestions were incorporated and some items were deleted. Then the final draft of the schedule was prepared which consisted of 107 items.

STATISTICAL TECHNIQUES EMPLOYED

For the analysis and interpretation of data, percentage analysis technique was employed.

ANALYSIS AND INTERPRETATION:

A) Analysis of the Information given by Chief Education Officer (CEO)

Following was the analysis of the information given by C.E.O about the effectiveness of SSA in the selected district:

- (a) The SSA was implemented in the selected district since 2009 and the classes of 1st to 8th standard of the government schools of the selected district were undertaken for its implementation.
- (b) The goals for the implementation of SSA were same as those framed at national level. There were no specific guidelines for specific districts and the SSA was implemented as per the needs of schools.
- (c) The district has perspective plan to achieve UEE which is prepared by the district itself. The education is given the status of fundamental right in the state of Jammu and Kashmir and is provided free of cost to the children of age group of 6-14 years.

(d) Adequacies/ inadequacies in the implementation of the guidelines of SSA in the selected district:

2) ALLOCATION RELEASE & UTILIZATION OF FUNDS IN THE YEAR 2014-2015

The information related to the allocation & utilization of funds in the year 2014-2015 is given in the table no. 1 below:

Table -1
Allocation, Release & Utilization of Funds in the Year 2014-2015 (Rs. In lacs)

Item	Category	Year	Allocation	Release	Utilization
Allocation, Release & Utilization of funds with respect to different areas	School Infrastructure	2014-2015	545.35	414.92	392.87
	Up gradation of EGS to regular school or setting up of new primary school	2014-2015	115.75	94.33	81.70
	Teachers salary	2014-2015	607.49	607.49	607.49
	Teacher training	2014-2015	1.45	1.20	1.17
	Training of community Leaders	2014-2015	0.55	0.55	0.49
	Teacher learning equipments for upper primary	2014-2015	20.00	20.00	17.00

	Disabled children	2014-2015	27.00	19.00	15.00
	Research, evolution, supervision, monitoring	2014-2015	15.00	15.00	11.00

From the above table we can interpret that:

- (a) In the selected district Rs. 545.35 lacs were allocated for school infrastructure in the 2014-2015 out of which 414.92 lacs were released and 392.87 were spent on infrastructure.
- (b) For the upgradation of EGS schools to regular schools or for setting up of new primary schools, Rs. 115.75 lacs were allocated to the district out of which 94.93 lacs were released but only Rs. 81.70 lacs were spent for the said purpose in the year 2014-2015.
- (c) For the salary of teachers Rs. 607.49 lacs were allocated to the district, same was released and same were spent for the said purpose in the year 2014-2015.
- (d) For the training of teachers, rupees Rs. 1.45 lakh were allocated to the district and 1.20 lacs was released and 1.17 was spent for the said purpose in the year 2014-2015.
- (e) For the training of community leaders, Rs. 0.55 lakh were allocated to the district, 0.55 lacs was released and 0.49 was spent for the said purpose in the year 2014-2015.
- (g) For the disabled children Rs. 27.00 lacs were allocated to the district, out of which Rs. 19.00 lacs were released and 15.00 lacs were spent for the disabled children in the year 2014-2015.
- (h) For the research, evaluation, supervision and monitoring, Rs. 15.00 lacs were allocated to the district, out of which all Rs 15.00 lacs were released and only Rs. 11.00 lacs were spent for the said purpose in the year 2014-2015.

B. Analysis of the Information given by the Senior-most Teachers/ Heads regarding the Effectiveness of SSA

1) INFORMATION RELATED TO HEADS/ SENIOR-MOST TEACHERS

The information related to the qualification, experience, and nature of appointment of heads of selected schools is given in the table no. 2 as below:

Table -2

Information Related to Heads

Item	Category	No of Teachers	%age
Qualification	Graduation with B.Ed.	13	43.34%
	P.G with B.Ed.	10	33.34%
	P.G with B.Ed.& above	7	23.34%
Experience	Below 10 years	19	63.34%
	10 years and above	11	36.67%
Nature of appointment	Permanent	24	80%
	Temporary	06	20%

From the above table we can analyse that:

(a) So far the qualification of Heads were concerned, 43.34% of them were graduate with B.Ed., 33.34% them were P.G with B.Ed. and 23.34% of them were possessing higher qualification along with P.G and B.Ed.

(b) It came to light that majority (63.34%) of Heads working in the schools have experience of below 10 years ,whereas 36.67% of them were having experience of 10 years and above .

(c) 80% of Heads were appointed on permanent basis and 20% of them were appointed as on temporary basis.

1)GENERAL INFORMATION ABOUT SCHOOLS

The information related to the No. of years of establishment, schools covered under SSA is given in the table no. 3 below:

Table-3**General Information about Schools**

Item	Years	No	%age
No of years of establishment	Below 15 years	16	53.34%
	15-30 years	8	26.67%
	Above 30 years	6	20%
Schools covered under SSA	From 2009-2010	4	13.33%
	From 2010-2011	6	20%
	From 2011-2012	9	30%
	From 2013-2014	11	36.67%

From the above table it can be interpreted that:

(a) Majority (53.34%) of schools were established in the last ten years, the percentage of such schools who were established about 10-30 years back was 26.67%, whereas minority (20%) of them were established more than 30 years back.

(b) So far the information related to the schools covered under SSA is concerned, it may be interpreted from the table that majority (36.67%) were covered under SSA within the period of 2013-2014, whereas minority of them (13.33%) were covered under SSA during the period of 2009-2010.

2) ENROLLMENT OF CHILDREN IN THE AGE GROUP OF (6-14) CLASS 1ST- 8TH

The information related to the enrolment of children in the age group of (6-14) class 1th to 8th is given in the tableno.4as below:

Table -4**Enrollment of Children in the Age Group of (6-14) Class 1th-8th**

S. N O.	Year	No of Boys	%age	No of girl	%age
1	01-12-2010	998	62.6 4%	595	37. 36 %
2	01-12-2011	1025	58.1 8%	737	41. 82 %
3	01-12-2012	1217	55.7 4%	966	44. 26 %
4	01-12-2013	1349	55.1 2%	1098	44. 88 %
5	01-12-2014	1555	54.9 9%	1273	45. 01 %

From the above table it can be analysed that the percentage of enrolment of boys is greater in all the years from 2010 to 2014. Also, there is gradual increase in the enrolment of boys and girls from 2010-2014.

3) COMPLETION OF PRIMARY EDUCATION (PASSED CLASS V)

The information related to the completion of primary education (passed class v) is given in the table no.5 below:

Table-5

Completion of Primary Education (passed class v)

S.No.	Year	Boys	%age	Girls	%age
1	2010	98	55.69%	78	44.31%
2	2011	121	56.01%	95	43.98%
3	2012	145	55.34%	117	44.66%
4	2013	168	53.67.%	145	46.33%
5	2014	179	52.49%	162	47.51%

From the above table we can interpret that the percentage of boys is greater than girls in case of completion of primary education from 2010 to 2014. Similarly, the number of children (boys and girls) who have completed primary education has gradually increased from 2010 to 2014.

4)No. OF DROP OUTS

The information related to No. of dropouts is given in the table no.6 below:

Table-6
No. of Dropouts

S . N o	Y e a r	No. of Enrollment		Dropouts			
		TOTAL		Bo ys	%ag e	Gir ls	%age
		B O Y S	Girl s				
1	2 0 1 0	62 1	347	22	3.54 %	26	7.49%
2	2 0 1 1	99 8	595	18	1.80 %	23	3.86%
3	2 0 1 2	10 25	737	15	1.46 %	15	2.03%
4	2 0 1 3	12 17	966	10	0.82 %	12	1.24%
5	2 0 1 4	13 49	109 8	8	0.59 %	8	0.72%

From the above table it can be highlighted that dropout rate of girls is higher than boys in all the years from 2010 to 2014, also the number has gradually decreased both in case of boys and girls from 2010 to 2014.

5) Information regarding Mid -Day Meal programme.

Categor y	Statements	Y e s	% ag e	N o	% ag e
Cooked mid- day meal program	Are children given free noon meal in the school	3 0	10 0 %	-	-
	Do children like having the meal?	3 0	10 0 %	-	-
	The Dispossession of teaching – learning time due to CMDM?	6	20 %	2 4	80 %
	Is the CMDM hygienic & nutrient?	2 5	83 .3 %	5	16. 66 %

From the above table it can be highlighted that All the Heads (100%) responded that children were given free noon meal in the schools and is liked by all.

MAIN CONCLUSIONS:

1. The qualifications, experience and nature of appointment of the heads appointed in schools is concerned, seems quite satisfactory.
2. Above findings indicate that a good number of schools have been established and covered in the recent years.
3. The enrollment of children (Boys/Girls) has increased in the recent years. The percentage of children who have completed primary education has also increased in recent years.
4. The dropout rate of girls is higher in comparison to boys and the same has decreased in the recent years of both boys and girls.
5. The children were given noon meal well in time and mid -day meal is not cooked in class room in majority of schools.
6. There was no inadequacy in release of funds.
7. The infrastructure & teaching learning material was adequate and was as per the guidelines.
8. There was inadequacy with regard to the availability of teachers. There was no proper monitoring of the implementation of SSA.

9. Many steps have been taken up for dropouts of children like special appointment of teachers for the purpose, making parents aware towards free and compulsory education in different workshops for enrolling children in schools, parent teacher association is also existing in schools.

EDUCATIONAL IMPLICATIONS

The following educational implications emanate from the findings and conclusions of the present study:-

Policy planners:

The outcomes of the study are going to be very beneficial for educational administrators, policy planners and curriculum designers. This study will be helpful for the effective implication of SSA. They should be careful enough for the allocation of funds well in time. Efforts should be made to cover the left out schools especially those situated in tribal areas. Requisite number of teachers in all schools should be appointed time to time.

Teachers: The study will be very helpful for teachers also. Efforts should be made on the part of teachers to enroll more and more children's in schools. Proper check should be made on the dropout rate of children so that the goal of universalisation of Elementary Education (UEE) should be achieved.

Parents:

The findings of the study will be very beneficial for the parents also. With the help of this study an awareness towards education and its importance for children should be realized for the parents.

SUGGESTIONS FOR FURTHER STUDY

The study leads to the following suggestions for further research:

1. A sample of 30 schools was taken in the study under investigation. Same study can be done on large sample
2. Since the present investigation was confined to Bandipora district, similar study can be conducted in other districts of J&K state.
3. A study at state/ national level about the Effectiveness of SarvaShikshaAbhiyan (SSA) can be conducted.
4. A detailed study of different components as infrastructural facilities, curriculum transaction, regular teaching learning programme etc. can also be taken up for investigation.

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