

Study and Review of Role of Sarvashikshaabhiyan in the Development of Elementary Education

Mr.Rahul Laxman Vikhe

Research Scholar, Pravara Institute of Research & Educational in Natural & Social Sciences, Loni,
SavitribaiPhule Pune University, India.

Corresponding Author: Mr.Rahul Laxman Vikhe

Abstract: Sarva Siksha Abhijan Mission has been trying to provide quality elementary education to every child up to the age of 14 years. In order to achieve this noble objective, SSA in Maharashtra has been working very hard to bring the 'out of school' children in the purview of education. Sarva Shiksha Abhiyan seeks to provide quality elementary education including life skills. SSA has a special focus on academic performance of children. The success of the programme of providing free and compulsory education of high standard to all the children in the age group 6-14 will largely depend upon the extent and quality of the research work developed in this particular field during the next few years. Thus, the present study is related to review of SSA and further research on implementation of SSA schemes in Ahmednagar district related to the factors like number of parameters are responsible for upliftment of primary education quality under sarvshikshaabhiyan..

Date of Submission: 24-02-2018

Date of acceptance: 15-03-2018

I. Introduction

India is one of the largest democratic country in the world. For the development of the every nation the quality basic education is sin qua non. So the human being without education becomes an animal. Education is a constant process of development and innate powers of man which are natural, harmonious and progressive. In the 21st century a nation's ability to convert knowledge into wealth and social good through the process of innovation is going to determine its future. The future of the nation is in the hands of young generation. That's why the quality and overall education at primary level is very essential. It is the foundation of the education and more focus on primary education is needed. India having one of the largest education system in the world. But in another side the highest illiteracy was found in India it shows the inability of our government to utilize programme like SarvaShikshaAbhiyan and National Literacy Mission. On other hand the countries like Sri Lanka, Myanmar, Vietnam, Thailand these country achieved the better literacy in very short period [1]. After India getting independence the government attempted to extend the primary education to masses in the rural areas. The universalization of the elementary education accepted as a national project. The root of education in India probably traced from Veda, Purana, Ramayana and Mahabharata era and then after kings, Moguls and British administration. But in these administrations, education was limited only to privileged classes of the society. The Vedic education was fully capable of character building, development of the various branches of knowledge and which lead to economic prosperity. Post-Vedic period extends between 1400 and 600 B.C. from the end of Rig Vedic period to the beginning of Buddhism and Jainism. The practical and useful subjects in post-Vedic period increased the importance of Brahmanic education. The Post-Vedic education was only for the sake of life. During the time of Woods dispatch the position of the primary education was very bad because the company's attention was diverted towards the university education. Again the Indian education commission 1882 was established to assess the position of primary education and to give the suggestions for its reforms and to evaluate the work of all the missionaries in the field of education. The Hunter Commission appointed for the purpose of primary education. This had changed the shape of primary education. During that period the Maharaja of Baroda made primary education free and compulsory. In 1918 the Vitthal Bhai Patel introduced the Bill in the legislative council in Bombay in order to declare the primary education compulsory. After the independence the Government of India had done the expansion of the primary education because it was the emerged need of free India [2]. The Government took active and sincere steps to make the primary education free, universal and compulsory. The principal of compulsory education was declared through Article 45 of the Constitution of India i.e. the state shall endeavor to provide within a period of ten years from the commencement of this constitution for free and compulsory education between the age group of 6 to 14 years. Board of National Education was established on this basis. The government takes efforts to expand compulsory primary education in all corners of the country. The Supreme Court had given the guideline for the free and compulsory education. The government made the 86th amendment 2002 it becomes a fundamental right under

Article 21A i.e. the state shall provide free and compulsory education to all children between the ages of 6 to 14 years [3].

II. LITERATURE REVIEW

Elementary education besides being a basic human need is vital for raising the standard of life, providing gainful employment, removal of regional backwardness, thereby ensuring overall development and wellbeing of a country. It is therefore the need of the hour to review the literature carried out by different academicians, educational thinkers, researchers, policymakers and educational reformers in the field of education in India and particular in Maharashtra state. I have examined the relevant published literature related to my study of research with a view to find out further scope of my objective of the research. The crux of the various studies, views and comments on the aforesaid topics is as follows.

Acharya, Prasanta Kumar and Behera, Manoranjan[4], pointed out that that, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centres had been made operational by OPEPA which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centres(AIE) was very unsatisfactory. Adhikari, Tejaswini[5] identified the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, under Navi Mumbai Municipal Corporation (NMMC). The study revealed that the infrastructure of schools was in a very poor state. The number of classrooms, teachers, tables and chairs were inadequate. For 420 students there were only 3 classrooms and only two teachers looked after the entire school.

Indian Institute of Education, Pune [6], investigated the problem of school dropout which has been continually troubling the primary education system not only in India but in other developing countries too were highlighted. In this article various factors affecting fewer attendances were explained. It was also suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system. Jayachandran, Usha [7], opined that Most child labour of Thane and Nashik districts work in the brick kiln industry. During the slump period, these children would stay at home and were unable to pick up their education. Keeping this in view, mobile schools, run by Vidhayak Sansad (constructive parliament) in association with Shramjeevi Sangathan, were set up at the site of brick kilns near bhongas (temporary huts built by migrant labourers). Examinations are conducted at the end of the session by the Zilla Parishad and certificates are given to these children who were unable to continue their education in regular schools due to the migratory nature of their parents' lifestyle. As per SarvaShikshaAbhiyan report [8], owing to cuts in budgets and delays in fund releases from GOI, there have been improvements in the proportion of funds spent out of total funds available (opening balance and releases) in most states. In FY 2014-15, Odisha spent 100 per cent of its funds available, up from 80 per cent in the previous year. Similarly, expenditures improved in Maharashtra from 73 per cent to 93 per cent between FY 2013-14 and FY 2014-15. In December 2015, Accountability Initiative conducted a facility level expenditure tracking survey (PAISA survey). The survey aimed to capture the flow of monies at the facility level across key social sector schemes. These are the SarvaShikshaAbhiyan (SSA), Integrated Child Development Scheme (ICDS) and the Swachh Bharat Mission (SBM). In this section we report on some of our key findings from the SSA survey. The survey covered 300 schools, spread across 10 districts in 5 states in India. These include Bihar - Nalanda and Patna, Himachal Pradesh - Kangra and Solan, Madhya Pradesh - Sagar, Maharashtra - Satara, Rajasthan - Jaipur, Udaipur, Jhalawar and Jhunjhunu.

Basu [9] conducted a study on female education in Bihar from 1904 A.D. to present day. The main objective of the study were to investigate the causes of the backwardness of education of women in Bihar". SarvaShikshaAbhiyan has two aspects i.e. it provides a wide convergent framework for implementation of Elementary Education Schemes and programme with budget provision for strengthening vital areas to achieve universalization of elementary education. Dubey [10] in his Article SarvaShiksha for special focus groups said that although SSA depends upon the initiative taken and drive launched by the school education department of each state, but its implementation at the ground level is equally important". As part of the SSA, the Central and the State governments will undertake reforms in order to improve efficiency of the delivery system. SarvaShikshaAbhiyan is based on the premise that financing of elementary education interventions has to be sustainable and programme calls for community ownership of school-based interventions through effective decentralisation. Sharma [11] analysed the effectiveness of the SarvaShikshaAbhiyan in district Hamirpur of Himachal Pradesh in terms of academic achievement of students. It conceives a major capacity building role for national, state and district level institutions like NCERT/NCTE/SCERT/SIEMAT/DIET. It calls for the

improvement of the mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods and this programme will have a community based monitoring system. "Aggarwal [12] examined the need for consistent and timely availability of data on keys indicators in the area of education".

III. Need Of Study

Teachers are the pillars of education system. Qualitative training input leading to value addition amongst teachers is a way to enhance quality teaching learning process. Teacher training is a continuous process under SSA. Teachers have a broader role and crucial responsibility in achieving UEE. It is quite important to target the teachers. Unless the teachers prepare themselves to adopt the new teaching pedagogies, no improvement in the existing standard of education being imparted in our schools can be achieved. It is necessary that all the teachers teaching elementary classes be fully oriented under SSA. Teacher training programmes for in service / freshly recruited / un-trained teachers should be regularly organized at district level. The main objective of the teacher training should be to improve the knowledge of teachers regarding curricular and co-curricular activities and to make teaching learning process more effective, joyful and interesting. The basic rationale of the study comes from the importance of teachers in education system as they are one of the most important components of our society who help in overall development of their students. For this it is necessary that the teacher themselves should be aware about various government plans and schemes related to education especially elementary education. Additionally, it will look at the overall performance of the programme implementation and indicate whether the scheme is being implemented in various states, along with suggesting corrective measures. Education activists welcomed the move stating that the scheme is not being practiced properly in Maharashtra. "There is a lot of corruption in SSA," said Jayant Jain, president of the Forum for Fairness in Education, a non-government organization (NGO). In the past, the organisation had uncovered a scam worth crores, in which fake schools were claiming aid by showing fake students.

IV. Methodology

For conducting the present study research scholar consulted following types of studies, conducted by various researchers.

1. Wastage and stagnation at elementary education.
2. Impact of physical conditions on primary education.
3. Effect of stay of teachers at headquarters on the enrolment and retention of pupils.
4. Administration of elementary education in relation to the programme of universalization.
5. Teacher's involvement in the programme universal elementary primary education.
6. Stress and strain in implementing universal free and compulsory primary education.
7. Tracing the disparities in elementary education.
8. Impact of primary education curriculum on school functioning.
9. Curriculum for primary education.
10. Problem of dropout and failure in primary schools.
11. Development of Pre-primary and primary education.
12. Research needs in primary education.
13. Evaluative study of the facilities available in primary schools in the Development of primary education. Critical study of single teacher primary school.
14. Importance and role of local bodies in the development of primary education.
15. Status of primary education facilities in the schools.
16. Mother tongue is essential for full-fledged Primary Education.
17. Various studies Under DPEP (District Primary Education Programme.)
18. Learning disabilities of primary school children.
19. Progress reports of district project office (DPEP) Ahmednagar.

In this way the rational of the selecting the present problem has been established.

V. Review Of Fund On Sarvshikshaabhiyan

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides a legal entitlement to every child of the age of six to fourteen years for free and compulsory elementary education in a neighborhood school. The Centrally Sponsored Scheme of SarvaShikshaAbhiyan (SSA), which is the designated scheme for meeting the objectives of the RTE Act, 2009, provides assistance to State Governments and UT Administrations for universalization of elementary education in the country. As per data given by the government [13] Central share of fund released under SSA during the year 2016-17 as on 06.12.2016 was Rs. 1899557.76 lakhs in India. The top 10 states in terms of Central share of fund released under SSA during 2016-17 as on 06.12.2016 were: Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh, Jammu & Kashmir, Tamil Nadu,

Gujarat, West Bengal, Andhra Pradesh and Maharashtra. Central share of fund released under SSA in Uttar Pradesh was Rs. 430674 lakhs during 2016-17. It was 22.67% of total Central share of fund released under SSA in India during 2016-17. Central share of fund released under SSA in Bihar was Rs. 270688.44 lakhs during 2016-17. It was 14.25% of total Central share of fund released under SSA in India during 2016-17. Central share of fund released under SSA in Rajasthan was Rs. 164678.9 lakhs during 2016-17. It was 8.67% of total Central share of fund released under SSA in India during 2016-17. Central share of fund released under SSA in Madhya Pradesh was Rs. 141450.86 lakhs during 2016-17. It was 7.45% of total Central share of fund released under SSA in India during 2016-17. Central share of fund released under SSA in Jammu & Kashmir was Rs. 83275.43 lakhs during 2016-17. It was 4.38% of total Central share of fund released under SSA in India during 2016-17. These top 5 states accounted for 57.42% of the total Central share of fund released under SSA in India as a whole during the year 2016-17 as on 06.12.2016. Central share of fund released under SSA in Tamil Nadu was Rs. 79143.3 lakhs during 2016-17 (4.17% of All India). Central share of fund released under SSA in Gujarat was Rs. 77740.5 lakhs during 2016-17 (4.09% of All India). Central share of fund released under SSA in West Bengal was Rs. 69357.13 lakhs during 2016-17 (3.65% of All India). Central share of fund released under SSA in Andhra Pradesh was Rs. 63302.18 lakhs during 2016-17 (3.33% of All India). Central share of fund released under SSA in Maharashtra was Rs. 60369.65 lakhs during 2016-17 (3.18% of All India). The above mentioned top 10 states accounted for 75.84% of the total Central share of fund released under SSA in India as a whole during the year 2016-17 as on 06.12.2016.

VI. Case Study To Be Studied Of SSA In Ahmednagar District

Primary school students of Ahmednagar district were considered as the sample in order to study the academic performance of primary school students under SSA programme with respect to independent variables. To make the study worthwhile, representative sampling of total school's population of each taluka is to be taken. The total population of the study may consist of Government urban and rural schools of Ahmednagar district. The study period will be 2010-11 to 2015-16.

VII. Methods Of Data Collection

1. Primary Data

1.1 Questionnaire

Through the questionnaire technique, the data will be collected from 500 respondents. With the help of email, social media researcher will send questionnaire to respondents.

Table no 1: Data Collection From Respondent.

Method of Data Collection	Area	Sources of Data Collection				
Questionnaire	Ahmednagar	District Education Officer	Block Education Officer	Head Master	Teacher	Students
		1	14	100	100	285
		Total				

1.2 Observation

Researcher will observe infrastructure and facilities given to the schools.

2. Secondary Data

Secondary data will be collected from encyclopedia, journals, reference books, newspaper, internet, research thesis.

3. Selection of Sample

3.1 Universe/Population

Table no 2: Population Sample.

Sr.No.	Name of Tehsil	Total School
1	Rahuri	65
2	Shrirampur	70
3	Shrirampur	75
4	Kopergaon	55
5	Sangamner	79
6	Rahata	82
7	Akole	50
8	Karjat	50
9	Shrigonda	60
10	Parner	70
11	Ahmednagar	50
12	Pathardi	56

13	Shevgaon	58
14	Jamkhed	55

3.2 Selection of Sample from population

Out of 14 taluka's 3 taluka's are selected from North and South region of district.

Table no 3: Selection of Sample

Sr.No.	North Ahmednagar	Total School	Selected School	South Ahmednagar	TotalSchool	Selected School
1	Rahata	82	50	Rahuri	65	40
2	Shrirampur	75	45	Ahmednagar	50	35
3	Akole	50	40	Parner	70	56

4. Tools to be used to analyze the data

Information collected in table is not information for research purpose. Conclusion will be drawn by researcher using sample and statistical tools. For data interpretation popular statistical tools like multiple regression and factor analysis may be used to reach to some considerable conclusion.

VIII. Discussion

The purpose of the present study was to investigate the awareness of the primary school teachers of Ahmednagar district towards the key concepts of SSA. This study also attempted to compare the awareness of different variables like gender, level of education, inhabitation, academic discipline, implementation of schemes under SSA, useful insights for fund planning of SSA for elementary education. The study will be helpful for its wide range of implications like

1. This study is useful in knowing the existing level of awareness of key concepts of SSA among Ahmednagar district.
2. Special activities like debates, discussions, seminars, field survey etc. should be organized to develop awareness About SarvShikshaAbhiyan.
3. This study will be fruitful for the policy makers and planners for creating more awareness Among primary school teachers.

References

- [1]. Malik Pal Krishna: Right to Elementary Education, Allahabad Law Agency, Law Publishers, Faridabad, page no. 3
- [2]. Sharma R. N. and Sharma R. K.: History of Education in India, Atlantic Publishers & Distributors (P) LTD, New Delhi.
- [3]. Ghosh Suresh Chandra, The History of Education in Modern India 1757-2012, Orient Black Swan Publication, Hyderabad, page no. 178.
- [4]. Acharya, Prasanta Kumar and Behera, Manoranjan, (2004), Functioning of SarvaShikshaAbhiyan Programme in Orissa (quarterly monitoring report). Bhubaneswar, Nabakrushna Choudhary Centre for Development Studies, pg. 39
- [5]. Adhikari, Tejaswini. (2001), Study of five NMMC schools in Navi Mumbai. Mumbai, Tata Ins of Social Sciences, pg. 14
- [6]. Indian Institute of Education, Pune., (2006), A Study of the extent and causes of dropouts in primary schools in rural Maharashtra with special reference to girl dropouts., Pune : IIE, pg. 155
- [7]. Jayachandran, Usha., (2001), Taking schools to children: Bhongshalas. , - Economic and Political Weekly. 36(35), 3347-50
- [8]. BUDGET BRIEFS, SSA, GOI 2016-17 VOL8/ISSUE1
- [9]. Basu, (1975). Female education in Bihar from 1904 A.D. to the present day. PH.D. Thesis in Education, Patna University, Patna
- [10]. Dubey, R.R. (2006). SarvaShiksha for special focus groups. Daily excelsior
- [11]. Sharma, S (2004). A study of effectiveness of SSA in District Hamirpur in terms of academic achievement of students. M.Ed. Dissertation, Himachal Pradesh University, Shimla Henry RR. Preventing cardiovascular complications of type 2 diabetes: focus on lipid management. Clinical Diabetes.
- [12]. Aggarwal, Yah (1997). Database on elementary education in India: scope, coverage and issues. NUEPA, New Delhi
- [13]. <https://data.gov.in/catalog/answers-data-rajya-sabha-questions-session-241>

IOSR Journal of Business and Management (IOSR-JBM) is UGC approved Journal with Sl. No. 4481, Journal no. 46879.

Mr. Rahul Laxman Vikhe. " Study and Review of Role of Sarvashikshaabhiyan in the Development of Elementary Education." IOSR Journal of Business and Management (IOSR-JBM) 20.3 (2018): 60-64.