



RESEARCH ARTICLE

ENFORCEMENT OF SARVA SHIKSHA ABHIYAN: A LEAD TO UPHOLD THE SUPREMACY OF EDUCATION

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ARTICLE INFO

Article History:

Received 15th June, 2016
Received in revised form
19th July, 2016
Accepted 15th August, 2016
Published online 20th September, 2016

Key words:

Effect, Awareness,
Problem, Sarva Shiksha
Abhiyan, Stakeholder.

ABSTRACT

The Sarva Shiksha Abhiyan is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps. The scheme of SSA was launched in 2001. The Sarva Shiksha Abhiyan realized the importance of pre-school learning and early childhood care and its role in improving participation of children in school. The present study was conducted in six villages Maswanpur, Kasipur, Barasiroh, Gayagan, Nankaur, Laramaw of Kalyanpur Block of Kanpur District of Uttar Pradesh with the objectives of quantify effect and problems of the stakeholders under Sarva Shiksha Abhiyan. 180 respondents were selected (10 children, 10 father and 10 mother from each village) and the information was collected with the help of structured interview schedule and data was analysed with the appropriate statistical tools as percentage, average, weighted mean, rank, correlation coefficient and standard deviation and result were drawn from it. It was found that respondent were well aware about the scheme of sarva shiksha abhiyan and it can be concluded that SSA had positive effect on children, they become more regular in their attendance.

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Citation: Deepti Singh and Sunita Mishra. 2016. "Enforcement of sarva shiksha abhiyan: A lead to uphold the supremacy of education", *International Journal of Current Research*, 8, (09), 38257-38260.

INTRODUCTION

Education is a life long journey for every person. A person experiences most of their education through school from grade school all the way. As more than half of the India's population lives in villages, rural development is an eminent factor for the inclusive development. The government of India implemented the right of children to free and compulsory education Act or Right to Education Act (RTE) on 1st April, 2010 and with this India become one amongst the 135 countries to make education a fundamental right to every child. Primary education is being provided through who are involved in physical labour, street children, migrating children etc. in spite of this, a few children are still deprived of primary education due to inability of the parents to send their children to school due to their poor economic status. Sending their children to school means incurring extra financial burden on them, (Byatappanavar *et al.*, 2012). Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and

upgrading the overall quality of individual and societal life. Maulick 2013, stated that education improves functional and analytical ability and thereby opens up opportunities for individual and also groups to achieve greater access to labour markets and livelihoods. The SSA is a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach, in partnership with the state. SSA, which promises to change the face of the elementary sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The SSA realizes the importance of pre-school learning and early childhood care and its role in improving participation of children in schools. Sarva Shiksha Abhiyan has a special focus on children of weaker sections. SSA is an effort to universalize elementary education by effectively involving the Panchayati Raj Institutions, the school management committees, the village and slum level education committee, the parent's teacher association, the tribal autonomous councils. It is a programme with a clear time frame for universal elementary education by community ownership of the school system. A number of initiatives, including distribution of free text books, free uniform, scholarship, mid-day meal, free health check-up and provision

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of free Bags and Books to SC/ST students, etc. target these children under the programme.

Aims and Objectives of Study

The present study was undertaken with the following objective.

- To study the socio-economic background information of Sarva Shiksha Abhiyan among stakeholders (children).
- To elicit the problems faced by different stakeholders.
- To quantify the effect of Sarva Shiksha Abhiyan on children and parents.

MATERIALS AND METHODS

To complete the above objectives by employing the appropriate research methodology, the study was conducted in district Kanpur Nagar during the year 2013-2014. One block Kalyanpur was selected randomly in this study area. From this selected block, six villages were selected 10 children and 20 parents were selected randomly from each village. Thus, 180 respondents were selected randomly. Independent variables, namely age, educational qualification, caste, religion, type of family, size of family, type of house, annual income, material possession and dependent variables awareness, problems and effect etc. were used. The data so collected were subjected to statistical analysis for which statistical tools, such as

Table 1. Socio economic background information of stakeholders

N=60			
Characteristic	Category	Frequency	Per cent
Age group	6 to 10 years	20	33.3
	10 to 14 years	40	66.7
Education	Up to Primary	21	35.0
	Up to Secondary	39	65.0
Caste	General	16	26.7
	OBC	19	31.76
	SC/ST	25	41.7
Religion	Hindu	41	68.3
	Muslim	14	23.3
	Christian	5	8.4
Family type	Nuclear	32	53.3
	Joint	28	46.7
Family size	Up to 5 members	21	35.0
	6 to 8 members	24	40.0
	9 members and above	15	25.0
House type	Kaccha	16	26.7
	Pakka	21	35.0
	Mixed	23	38.3
Family annual income	Up to Rs 50,000	14	23.3
	Rs 50,001 to Rs 100,000	30	50.0
	Rs 100,001 and above	16	26.7
Material possession	Fan	60	100
	Table, Chair	60	100
	Gas	60	100
	Television	45	75
	Telephone/Mobile	40	66.66
	Computer	30	50
	Radio	60	100
	Refrigerator	35	58.33

Table 2. Distribution of stakeholder's problems of scheme of Sarva Shiksha Abhiyan

N=60						
CHILDREN (60)						
SNo	Problems	Agree	Undecided	Disagree	Mean Scores	Rank
1.	Free Text Book Distribution					
	Not providing to all category children	78.3	10.0	11.7	2.67	I
	Free Uniform Distribution					
1.	Paying money for stitching uniform is difficult	96.7	3.3	0.0	2.97	I
2.	Parents do not give money for stitching uniform	65.0	3.3	31.7	2.33	II
	Scholarship					
1.	Too less money	70.0	15.0	15.0	2.55	I
2.	Not provided on time	60.0	16.7	23.3	2.37	II
	Mid-Day Meal Programme					
1.	Tasteless meal	60.0	16.7	23.3	2.37	IV
2.	Additional work load	63.3	16.7	20.0	2.43	II
3.	Food is not in good quality	60.0	18.3	21.7	2.38	III
4.	Sanitation problem	75.0	11.7	13.3	2.62	I
	Provision Of Free School Bags And Books To Sc/St Student					
1.	Not for all categories students	80.0	20.0	0.0	2.80	I
2.	Fund is not providing on time	76.7	3.3	20.0	2.57	II
	Free Health Check-Up					
1.	Doctors do not give good treatment	61.7	13.3	25.0	2.37	II
2.	Do not provide every time	78.3	6.7	15.0	2.63	I

Percentage, Average, Weighted mean, Rank, Correlation coefficient and Standard deviation were used.

RESULT AND DISCUSSION

Major findings of the study are Above table shows that majority of respondent were of 10-14 years of age group, followed by 6-10 years (35 percent) of children were educated up to primary level and 65 percent were up to secondary level. Maximum 41.7 percent of respondents belongs to SC/ST and 68.3 percent belongs to Hindu religion. 53.3 percent belongs to nuclear family and rest 46.7 percent belongs to joint family it shows that large number of family belongs to Nuclear family type. Majority of respondents (50 percent) had their family annual income Rs. 50,000 to 100,000. 26.7 percent had 100,000 and above rest had annual income of Rs. Up to Rs 50,000. These findings are supported by as study in conducted by Raju (2000), surveyed on children drop-outs, who found that school drop-outs were very high (50%) after primary level, followed by upper primary level (24%) and more than three forth of the drop-outs were discontinued their education between 10-14 years of age. With regard to poor family income.

the fact that fund is not provided on time, they were given rank II. Problems faced by children under the government scheme of health check-up, 78.3 percent of children, with mean score 2.63, agrees with fact that doctors do not provide treatment every time, were given rank I, whereas 78.3 percent of children, with mean score 2.37, agrees that doctors do not give good treatment to the children. They were given rank II.

As the table indicates 76.7 percent children improved their interest in sports with mean score 2.60, were given rank I, while 63.3 percent children agreed that student's drop-out rate has been controlled and 18.3 percent children were partially improved in drop-out rate with mean score 2.45, were given rank II, followed by 65.0 percent children agreed that changes in behavioural pattern has been improved with mean score 2.43, were given rank III. 61.7 percent children agreed that they are more regular in their attendance with mean score 2.40, given rank IV, while 60.0 percent agreed that academic performance has been improved with mean score 2.35, given rank V, while 57.6 percent children agreed that interest in cultural activities has been increased with mean score 2.30, given rank VI. Followed by 55.0 percent children agreed that health status increased and leadership quality also increased

Table 3. Distribution of stakeholder's effect of scheme of Sarva Shiksha Abhiyan

						N=60
CHILDREN(60)						
S.No.	Effect of Sarva Shiksha Abhiyan	Improved	Partially Improved	Not Improved	Mean Score	Rank
1.	More regular in your attendance	61.7	16.7	21.7	2.40	IV
2.	Student's drop-out rate been controlled	63.3	18.3	18.3	2.45	II
3.	Health status been increased	55.0	15.0	30.0	2.25	VII
4.	Academic performance been improved	60.0	15.0	25.0	2.35	V
5.	Change in behavioural pattern	65.0	11.7	23.3	2.42	III
6.	Interest in sports is increased	76.7	6.7	16.7	2.60	I
7.	Interest in cultural activities	56.7	16.7	26.7	2.30	VI
8.	Leadership quality been increased	55.0	16.7	28.3	2.27	VII
9.	Improvement in vocabulary	53.3	18.3	28.3	2.25	VIII

As shown in table 96.0 percent of children, with mean score 2.97, agrees with the fact that paying money for stitching uniform is difficult, were given rank I, whereas 65.0 percent of children, with mean score 2.33, agrees with the fact that parents do not give money for stitching uniform, were given rank II. Under the government scheme of scholarship distribution 70.0 percent of children faced problem, with mean score 2.55, agrees with the fact that government is providing too less money, were given rank I, similarly 65.0 percent of children, with mean score 2.33, agrees that scholarship is not providing on time. They were given rank II. Problems faced by children under the government scheme of mid-day meal, 75.0 percent of children, with mean score 2.62, agrees with the fact that they face sanitation problems, were given rank I, while, 60.0 percent of children, with mean score 2.48, agrees the fact that food is not in good quality, were given rank II, followed by, 63.3 percent of children, with mean score 2.43, agrees that additional work load is given to the children, were given rank III and 60.0 percent of children, with mean score 2.37, agrees that tasteless meal is provided under mid-day meal to the children. They were ranked IV. Under the government scheme of provision free school bags and books to SC/ST students, 80.0 percent of children, with mean score 2.80, agrees that the scheme is not for all category children, were given rank I, whereas 76.7 percent of children, with mean score 2.57, agrees

with mean score 2.27, given rank VII. 53.3 percent children agreed that there is improvement in vocabulary and 18.3 percent children improved in vocabulary with mean score 2.25, given rank VIII.

Conclusion

Education is the single most important institution for social and economic transformation of the country. India, education was not considered as a necessary part of life but now-a-day we came across through a fact that education place a vital role in the development of community, society and nation. Government of India considered this fact and implemented a programme called Sarva Shiksha Abhiyan in year 2001, this programme, helped in gradually increasing the literacy rate and decreasing the school drop-out rate access the country.

These programmes contributed in personally development of students and after study among different stakeholders we came to know the fact that Sarva Shiksha Abhiyan had positive effect on children, they become more regular in their attendance, there were positive changes in behavioural pattern I children, leadership quality were increased, interest in sports and cultural activities got increased, academic performance of children been increased, health status been improved by mid-

day meal programme. Under Sarva Shiksha Abhiyan children faced many problems in this programmes mid-day meal provided was tasteless and the food was also not of good quality. There was sanitation problem also. Text books was not provided to all category of children, medical treatment was not satisfactory because doctors do not give good treatment and not provide every time. Too less amount was provided as scholarship and it was also not given on time. As the study shows, there are many problems faced by the stakeholders, so the government should take suitable measurements, to overcome these problems.

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