



INCLUSIVE EDUCATION AND SARVA SHIKSHA ABHIYAN

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ABSTRACT

The concept of inclusive growth occupies the significant place in the economy. Inclusive means “without excluding any section of the economy or to Include all sections”. Inclusive Growth means “fullfledged growth of the entire economy”. In other words it is an equitable allocation of resources with benefits accruing to every section of society. But the allocation of resources must be focused on the indented short and long terms benefits and economic linkages at large and not just equitable mathematically on some regional and population criteria.

Our country has come across 12 five years plan which gives importance of growth and development in education sector since independence. Whereas the 11th five year plan(2007-2012)gives importance to inclusive growth which is possible only by investing on education . Our former prime minister has termed 11th five year as “India educational plan” because education given a highest priority for achieving rapid and inclusive growth. Our government has taken measures to improve the literacy level. It is possible by providing basic education. Social justice and equity are by themselves a strong argument for providing basic education for all. Any higher education is possible only after the completion of basic education. So that the government gives more importance to free and compulsory education upto 6-14 age group through “Sarva Shiksha Abhiyan” programme which is significantly contributes to economic growth.

Keywords: Inculsive growth, Sarva Shiksha Abhiyan and five year plan

INTRODUCTION

Success of a nation is determined by the quality of its citizen. Nation is not built by bricks and mortars, but by the quality of people and is determined by education, health and standard of living. Among them, education is the base for other two. Education is a process of character building, strengthening mind and expansion of Intellect. Education is a major factor of economic growth. It alters the attitude to work, consumption preferences, saving propensities, economic rationality, adaptability, innovativeness, flexibility, attitude towards family size and various social attitudes relevant from the economic point of view. So that the Centre and State governments made hectic efforts to educate the people and also improve literacy rate since independence. The first Education Minister of Independent India, Maulana Abul Kalam Azad said that, any development programmes for Industrial, Scientific, Agricultural and Commerce could not be achieved without an improvement of human material.

According to Amartyasen, Education is the solution of all problems related to the economy and also the parameter for any inclusive growth. So education has given first priority among national requirement and our Government has taken many measurements and also framed the educational policies based on recommendations of Kothari Commission(1964) in the year 1968, 1986 and 1992. Apart from these national policies, the following initiatives have been taken.

- ∅ Operation Blackboard (1987)
- ∅ Restructuring and reorganization of Teacher Education (1987)
- ∅ Minimum level of Learning (1991)
- ∅ District Primary Education Programme (1993)
- ∅ National Programme for Nutritional support to Primary Education (1995)
- ∅ Sarva Shiksha Abhiyan (SSA) (2001)
- ∅ The Rashtriya Madhyamik Shiksha Abhiyan

The Government of India has launched several programmes after independence to uplift the literacy level in the country. Among them, SSA (2001) occupies an important place to achieve the inclusive education. In order to achieve inclusive education our government has provided incentives to the children belonging to the SC, ST and also girls. The goal of inclusive education is to end all form of discrimination and Social foster cohesion. This could be achieved by universalisation of elementary ,education by community ownership of the school system which is the objective of SSA. SSA is the flagship programme in partnership with the state government to cover the entire country and address the needs of 192million children. Thus an attempt has made to study the inclusive education and the impact of SSA on India's education.

LITERATURE REVIEWS

Sandeep Kumar (2004) in his article on “Education of Girls- Building bridges for future” stated that educating girls offers a multitude of benefits for girls themselves, their present and future families and their societies. Although central, state and local Government and development organizations around the world now recognize the needs to educate girls and also implementing programmes for doing so. 73 million girls of primary school age are still not access to basic education. Education of girls is a powerful weapon against malnutrition, increased knowledge and food security. It in turns increase the quality of the society.

Sheila christopher and Elizabeth David (2009) in their study on “Universal Primary Education – A lesson from SSA in Perambalur District” stated that Sarva Shiksha Abhiyan or Anaivarukkum Kalvi Thittam is a effort to universalize elementary education within a definite timeframe. It includes the children with Special Needs(CWSN) as well since UEE cannot be achieved without bringing these children to the mainstream of education. These special children are identified and enrolled in schools to enable them to mingle with their normal counterparts and learn along with them.SSA has helped mainstream children, and they showed: A reduced fear of difference. There was growth in social awareness and improvement in their self- concept. There was development of personal ethics and warm and caring friendships. The more contact with labeled children, the better the outcomes. The success of a SSA in the block of perambalur has been achieved by the sincere effort of innumerable people.The few lacunae found will be remedied and rectified in due course and sure SSA will be a role model for many to emulate.

OBJECTIVES

This present study mainly aims at

- To find out the trends in literacy rate.
- To examine the enrolment ratio of girls.
- To identify the drop out of school children.
- To find out the impact of SSA and civil works in SSA.

METHODOLOGY

This paper mainly based on the secondary data which has been collected from report of SSA, census of India, number of research studies in Journals, magazines and websites.

CONCEPTUAL FRAMEWORK

Education and the development of a country are interrelated . All developed countries have high rates of literacy with a few exceptions countries. Educationally advanced countries enjoy the better standard of living. Recently inclusive concept occupies the significant place in the economy.

. Rapid and sustained poverty reduction requires inclusive growth that allows people to contribute to and benefit from economic growth. Rapid pace of growth is unquestionably necessary for substantial poverty reduction, but for this growth to be sustainable in the long run, it should be broad-based across sectors, and inclusive of the large part of the country's labour force . So growth of a country is based on labour force. We have plenty of labour force , but we need of quality of labour force which is possible only by providing education.

Our country come across 12th five years plan which gives importance of growth and development in education sector since independence. Whereas the 11th five year plan(2007-2012) gives importance to inclusive growth which is possible only by investing on education . Our former prime minister has termed 11th five year as "India educational plan" because education given a highest priority for achieving rapid and inclusive growth. Our government has taken measures to improve the literacy level. It is possible by providing basic education. Social justice and equity are by themselves a strong argument for providing basic education for all. Any higher education is possible only after the completion of basic education. So that the government gives more importance to elementary education and free and compulsory education upto 6-14 age group which is significantly contributes to economic growth.

SARVA SHIKSHA ABHIYAN

"Education for All" is a National flagship programme to provide quality elementary education to all children in the 6-14 years age group is now a fundamental Right of every child in India after the passing of constitution Act in Dec 2002.

OBJECTIVES OF SSA

1. To reduce out of school children by atleast 9 million in the 6-14 age group with an increase in enrollment in the process of UEE by 2007.
2. To narrow existing gender and social gaps, so that enrolment of girls will be near parity with boys , enrolment of children of SC and ST will be near parity with that of other groups.
3. To increase the quality of education of all elementary school students, so that learning will be improved and transition rates from primary education to upper primary education will increase.

India has the distinction of having one of the largest elementary education systems in the world. With more than 15 crore children enrolled and more than 30 lakhs teachers, the elementary education is expanding in the country is significant scale due to the effect of SSA (2001). According to the 2011 census, that proportion has gone up to 74%. The achievement among males has been from 27 to 82% in the 60 years and from less than one in 10 women counted as literate in 1951. Today two out of three women are enumerated as literate.

Table No.1**LITERACY RATE IN INDIA**

Census year	Male	Female	Male-female literacy gap
1951	27.2	8.9	18.30
1961	40.4	15.4	25.05
1971	46.0	22.0	23.98
1981	56.4	29.8	26.62
1991	64.1	39.3	24.84
2001	75.3	53.7	21.59
2011	82.1	65.5	16.68

Source: Secondary data

The table no.1 shows that literacy level for both male and female from 1951 to 2011. Compared to 2001 in 2011 male literacy rate increased by 6% and female literacy rate increased by 12% which is the remarkable achievement of SSA.

Table No. 2**GIRLS ENROLMENT**

Year	Primary	Upper Primary	Elementary
2001-02	85.1	49.9	72.4
2010-11	116.7	83.1	103.7
2011-12	109.3	76.3	96.3
2012-13	107.2	84.6	98.6
2013-14	102.7	92.8	99.1

Source:Secondary data

Girls enrollment in the primary and upper primary education is the one of the objectives of SSA . The table no.2 shows that the girls enrolment has increased in primary education , upper primary education and elementary education from 2001-02 to 2010-11 whereas 2011 onwards it has a decreasing trend due to reduction of sex ratio for both 0-6 and 6-18 age groups.

Table No. 3

DROP-OUT RATE

Year	Primary			Upper primary		
	Boy	Girls	All	Boy	Girls	All
2011-12	5.89	5.34	5.62	2.13	3.20	2.65
2012-13	4.68	4.66	4.67	2.3	4.01	3.13
2013-14	4.53	4.14	4.34	3.09	4.49	3.77
2014-15	4.36	3.88	4.13	3.49	4.6	4.03

Source: Secondary data

The table no shows the average annual drop-out rate in school education for all categories which exhibits reduction of dropouts among boy and girls from 2011-12 to 2014-15 in primary but slight increment in upper primary schools from 2012 onwards.

Table No.4
PROGRESS OF SSA

Indicators	2002	2012
Access to Primary schools < 1km	87%	99%
Access to Upper Primary schools < 3km	78%	95%
Enrolment (Class I-VIII) million	159	199
Gross Enrolment Ratio	82%	104%
Gender gap in Enrolments (% Points)	17	1.2
Dropout rate (Class I-VIII)	55%	41%
No. of out of school children (Million)	32	8.1
No. of Child labour (Million)	10.6	5.2

Source: Secondary data

The table no .4 explains the progress of SSA from 2002 to 2012 which shows that the indicators like gender gap, dropout rate, out of school children and child labour are showing decreasing trend due to intervention of SSA.

Table No.5

TARGETS OF CIVIL WORKS UNDER SSA IN THE 12TH PLAN

Items	Number	Estimated cost (Rs.in Cr
New School Buildings	67,010	7,685
Residential schools	10,500	10,500
Additional Classrooms	4,98,560	19,942
DWS	62,366	468
Toilets	3,43,013	2,884
KGBVs and so on	3,598	3,692
Total		45,171

Source :Secondary data

The table no.5 shows that civil works under SSA to be carried out in the 12th plan to improve the infrastructure facilities in schools.

FINDINGS

- Due to the effort of Government and the introduction of SSA, literacy level has increased from 75.3% to 82.1% for male and 53.7% to 65.5% for female
- The literacy gap between male-female has declined from 18.30% in 1951 to 16.68% in 2011.
- Gross enrolment Ratio for female in primary, upper primary and elementary education has increased significantly up to 2011. Due to reduction of sex ratio for 0-6 and 0-18 age group in 2011, it has decreased.
- Dropout rate for all category has reduced in primary education from 2011-12 to 2014-15.
- Due to the intervention of SSA programme, reduced the gender gap, drop-out, out of school children and child labour significantly.

SUGGESTIONS

- Productive and sustainable jobs are essential for inclusive growth
- There should be employment oriented education is essential for inclusive growth.
- There should be importance to rural industrialization which is more important for inclusive growth.

CONCLUSION

Education is an important role in the present setup of the world. It is the nourishment of the mind with knowledge that is practical, purposeful and productive and it is the process of increasing the knowledge, the skills and the capacities of all people in a society. The compulsory education for all (6-14) age group makes the people to read and write and also encourage them to study higher education which is the most powerful instruments for growth of a country.

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