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SARVA SHIKSHA ABHIYAN (SSA) AND GIRLS EDUCATION

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ABSTRACT

Girl Child education not only reduces poverty but also boost the economic growth of the people. India has made considerable strides during the last couple of decades in terms of access to school, development of school infrastructure, enrolment of out of school children and improved pupil teacher ratios. However, gender parity in school education remains elusive. Sarva Shiksha Abhiyan (SSA) is the brain child of the Government of India to provide free and compulsory education to all school going children by making the community to participate actively and to bring quality basic education to fulfil the international cherished goal of Education for All (EFA). The present study has been taken up with a humble beginning to delineate how far Sarva Shiksha Abhiyan (SSA) could able to reach its goals in terms of providing infrastructural and teaching learning material to girl students. A sample of three hundred girl students were selected through purposive sampling technique. A tool was developed to elicit responses from the sample. Statistical techniques like ANOVA and Scheffe test were used to interpret the data. It was revealed that facilities like laboratory; playground & play material; telephone and internet and computers are far from satisfactory. Further, the supply of free text books to students, individual attention by the teachers and use of technology needs attention. Educational implications were drawn and suggestions were made for future research.

Key Words: *Sarva Shiksha Abhiyan (SSA); Education for All (EFA); Girls education; infrastructural facilities; Teaching-learning material;*

1.0 Introduction

Girl child education benefits a nation. It not only reduces poverty but also boost the economic growth of people. Educated women can make healthy decisions, help in reducing gender violence and disparity, inequality and discrimination.

India has made considerable strides during the last couple of decades in terms of access to school, development of school infrastructure, enrolment of out of school children and improved pupil teacher ratios. However, gender parity in school education remains elusive.

UNESCO's (2015) emphatically stated India is lagging behind at least 50 years in attaining the cherished goal of Education for All (EFA), and gender disparity in education is one of the major reasons for this fall back. According to a report from MHRD (U-DISE,2015-16) girls dropout rate found to be 16.88%, which is very devastating The reasons for this unprecedented fall is due to safety of girl children; distance to school; poor infra-structural facilities; non-availability of female teachers; toilets etc.,

Sarva Shiksha Abhiyan (SSA) is the brain child of the Government of India to provide free and compulsory education to all school going children by making the community to participate actively and to bring quality basic education to fulfil the international cherished goal of Education for All (EFA). In doing so the country can promote social justice and partnership among the Central, state and local bodies can be strengthened. It is also effort to involve parents as partners in addition to school management committees as well as Panchayat raj institutions effectively in the process of providing education. The States are also given autonomy to design their own plan of Action (PoA) to strengthen elementary education. SSA will adapt Zero rejection policy to ensure that no child is left out of the education system.

The Sarva Siksha Abhiyan (SSA) has different types of programmes and these programmes are going on all over India. The Government of Andhra Pradesh/Telangana has modified this programme and is being implemented with various facets

In **Telangana State** Samagra Shiksha (Saarva Shiksha Abhiyan) focus on Girls Education with a view to empower them, KGBVs upgradation; Self-defense training for girls; more stipend for special children; more commitment for the clarion call of Beti Bachao Beti Padhao.

Sarva Shiksha Abhiyan from its inception has been doing yeoman service for the upliftment of girls especially in rural areas, still miles to go to cover the out of school girls and drop outs and arrest absenteeism. Though much time has passed peacefully still the girl children are seemed to be out-of-school; the facilities are meager; and the community's participation seems to be a distant one.

Umpteen research has been taken place to study the functioning of Sarva Siksha Abhiyan (SSA), still there is scope to do more research in this fertile area. Moreover, the research that has taken place on Sarva Shiksha Abhiyan (SSA) is still in its nascent stage. Further, research on Girls education is meager. This warrants to take up a in-depth study on existing system of implementation of policies and programmes related to Sarva Shiksha Abhiyan (SSA) with that of the proposed system.

1.1 Objectives off the study

1. To investigate the perceptions of girls on infrastructural facilities available under Sarva Siksha Abhiyan (SSA) programme in the State of Telangana.
3. To appraise the perceptions of girls on teaching learning material available under Sarva Siksha Abhiyan (SSA) programme in the State of Telangana.

1.2 Hypotheses of the Study

1. There is no significant difference in the perceptions of Girls on the efficacy of SSA in Telangana State with regard to availability of infrastructural facilities.
2. There is no significant difference in the perceptions of Girls on the efficacy of SSA in Telangana State with regard to availability of teaching learning material.

1.3 Methodology

The present study is a normative survey as it falls under non-experimental designs and Purposive sampling technique was followed in sample selection.

The sample comprises three hundred students (300) (75 schools x 4 students) drawn from Rangareddy and Hyderabad Districts of Telangana.

A questionnaire was developed for students, it consists of two parts. Part-A, try to bring out the personal information from students their name; date of birth; class in which they are studying; community; parental educational qualifications; their occupation and income. Part-B comprises TWO components. Component-1 Physical & Infrastructural facilities and Component-2 Availability of Teaching -Learning Material (TLM)

The tools were administered to the selected sample. Suitable statistical techniques like ANOVA, Scheffe test with SPSS was used for analysis.

1.4 Results and discussion

HO₁ : There is no significant difference in the perceptions of Girls on the efficacy of SSA in Telangana State with regard to availability of infrastructural facilities.

Anova table showing perceptions of Students on *Physical & Infrastructural facilities*.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	140.828	12	11.736	10.771	.000
Within Groups	4235.237	3887	1.090		
Total	4376.064	3899			

The ANOVA table demonstrates the perceptions of girl students under SSA on the availability of physical and infrastructural facilities. Since the table value of F (2.189) is < calculated F- value (10.771) significant at 0.5% level. Hence, the hypothesis is **rejected**.

Table showing Scheffe test for difference in *Physical & Infrastructural facilities*

	Physical & Infrastructural facilities	Mean Difference (I-J)	Std. Error	Sig.
Pucca building	Ventilation in all classrooms	-.12333	.08523	.999
	Availability of electricity facility	-.26000	.08523	.677
	Furniture in school is	-.06000	.08523	1.000
	Availability of drinking	.13000	.08523	.999
	Compound wall	-.10333	.08523	1.000
	Library is centrally located	.34000	.08523	.196
	Laboratory facilities	.40333*	.08523	.034
	Playground & Play material	.28333	.08523	.525
	Telephone facility	.09000	.08523	1.000
	Condition of Computers	.26333	.08523	.656
	Internet facility	.08667	.08523	1.000
	Visibility of main entrance and exit for students	.02333	.08523	1.000
Ventilation	Pucca building	.12333	.08523	.999
	Availability of electricity facility	-.13667	.08523	.998
	Furniture in school is	.06333	.08523	1.000
	Availability of drinking	.25333	.08523	.717
	Compound wall	.02000	.08523	1.000
	Library is centrally located	.46333*	.08523	.003
	Laboratory facilities	.52667*	.08523	.000
	Playground & Play material	.40667*	.08523	.030
	Telephone facility	.21333	.08523	.902
	Condition of Computers	.38667	.08523	.057
	Internet facility	.21000	.08523	.912
Visibility of main entrance and exit for students	.14667	.08523	.996	
Availability of electricity	Pucca building	.26000	.08523	.677
	Ventilation in all classrooms	.13667	.08523	.998
	Furniture in school is	.20000	.08523	.939
	Availability of drinking	.39000	.08523	.052
	Compound wall	.15667	.08523	.992
	Library is centrally located	.60000*	.08523	.000
	Laboratory facilities	.66333*	.08523	.000
	Playground & Play material	.54333*	.08523	.000
	Telephone facility	.35000	.08523	.155
	Condition of Computers	.52333*	.08523	.000
	Internet facility	.34667	.08523	.168
Visibility of main entrance and exit for students	.28333	.08523	.525	
Furniture in school	Pucca building	.06000	.08523	1.000
	Ventilation in all classrooms	-.06333	.08523	1.000
	Availability of electricity facility	-.20000	.08523	.939
	Availability of drinking	.19000	.08523	.959
	Compound wall	-.04333	.08523	1.000
	Library is centrally located	.40000*	.08523	.038
	Laboratory facilities	.46333*	.08523	.003
	Playground & Play material	.34333	.08523	.182
	Telephone facility	.15000	.08523	.995
	Condition of Computers	.32333	.08523	.277

	Internet facility	.14667	.08523	.996
	Visibility of main entrance and exit for students	.08333	.08523	1.000
Availability of drinking	Pucca building	-.13000	.08523	.999
	Ventilation in all classrooms	-.25333	.08523	.717
	Availability of electricity facility	-.39000	.08523	.052
	Furniture in school is	-.19000	.08523	.959
	Compound wall	-.23333	.08523	.823
	Library is centrally located	.21000	.08523	.912
	Laboratory facilities	.27333	.08523	.591
	Playground & Play material	.15333	.08523	.994
	Telephone facility	-.04000	.08523	1.000
	Condition of Computers	.13333	.08523	.998
	Internet facility	-.04333	.08523	1.000
	Visibility of main entrance and exit for students	-.10667	.08523	1.000
Compound wall	Pucca building	.10333	.08523	1.000
	Ventilation in all classrooms	-.02000	.08523	1.000
	Availability of electricity facility	-.15667	.08523	.992
	Furniture in school is	.04333	.08523	1.000
	Availability of drinking	.23333	.08523	.823
	Library is centrally located	.44333*	.08523	.008
	Laboratory facilities	.50667*	.08523	.000
	Playground & Play material	.38667	.08523	.057
	Telephone facility	.19333	.08523	.953
	Condition of Computers	.36667	.08523	.102
	Internet facility	.19000	.08523	.959
Visibility of main entrance and exit for students	.12667	.08523	.999	
Library centrally located	Pucca building	-.34000	.08523	.196
	Ventilation in all classrooms	-.46333*	.08523	.003
	Availability of electricity facility	-.60000*	.08523	.000
	Furniture in school is	-.40000*	.08523	.038
	Availability of drinking	-.21000	.08523	.912
	Compound wall	-.44333*	.08523	.008
	Laboratory facilities	.06333	.08523	1.000
	Playground & Play material	-.05667	.08523	1.000
	Telephone facility	-.25000	.08523	.736
	Condition of Computers	-.07667	.08523	1.000
	Internet facility	-.25333	.08523	.717
Visibility of main entrance and exit for students	-.31667	.08523	.314	
Laboratory facilities	Pucca building	-.40333*	.08523	.034
	Ventilation in all classrooms	-.52667*	.08523	.000
	Availability of electricity facility	-.66333*	.08523	.000
	Furniture in school is	-.46333*	.08523	.003
	Availability of drinking	-.27333	.08523	.591
	Compound wall	-.50667*	.08523	.000
	Library is centrally located	-.06333	.08523	1.000
	Playground & Play material	-.12000	.08523	.999
	Telephone facility	-.31333	.08523	.333
	Condition of Computers	-.14000	.08523	.997

	Internet facility	-.31667	.08523	.314
	Visibility of main entrance and exit for students	-.38000	.08523	.070
Playground & Play material	Pucca building	-.28333	.08523	.525
	Ventilation in all classrooms	-.40667*	.08523	.030
	Availability of electricity facility	-.54333*	.08523	.000
	Furniture in school is	-.34333	.08523	.182
	Availability of drinking	-.15333	.08523	.994
	Compound wall	-.38667	.08523	.057
	Library is centrally located	.05667	.08523	1.000
	Laboratory facilities	.12000	.08523	.999
	Telephone facility	-.19333	.08523	.953
	Condition of Computers	-.02000	.08523	1.000
	Internet facility	-.19667	.08523	.946
	Visibility of main entrance and exit for students	-.26000	.08523	.677
Telephone facility	Pucca building	-.09000	.08523	1.000
	Ventilation in all classrooms	-.21333	.08523	.902
	Availability of electricity facility	-.35000	.08523	.155
	Furniture in school is	-.15000	.08523	.995
	Availability of drinking	.04000	.08523	1.000
	Compound wall	-.19333	.08523	.953
	Library is centrally located	.25000	.08523	.736
	Laboratory facilities	.31333	.08523	.333
	Playground & Play material	.19333	.08523	.953
	Condition of Computers	.17333	.08523	.981
	Internet facility	-.00333	.08523	1.000
Condition of Computers	Visibility of main entrance and exit for students	-.06667	.08523	1.000
	Pucca building	-.26333	.08523	.656
	Ventilation in all classrooms	-.38667	.08523	.057
	Availability of electricity facility	-.52333*	.08523	.000
	Furniture in school is	-.32333	.08523	.277
	Availability of drinking	-.13333	.08523	.998
	Compound wall	-.36667	.08523	.102
	Library is centrally located	.07667	.08523	1.000
	Laboratory facilities	.14000	.08523	.997
	Playground & Play material	.02000	.08523	1.000
	Telephone facility	-.17333	.08523	.981
Internet facility	Internet facility	-.17667	.08523	.977
	Visibility of main entrance and exit for students	-.24000	.08523	.790
	Pucca building	-.08667	.08523	1.000
	Ventilation in all classrooms	-.21000	.08523	.912
	Availability of electricity facility	-.34667	.08523	.168
	Furniture in school is	-.14667	.08523	.996
	Availability of drinking	.04333	.08523	1.000
	Compound wall	-.19000	.08523	.959
	Library is centrally located	.25333	.08523	.717
	Laboratory facilities	.31667	.08523	.314
	Playground & Play material	.19667	.08523	.946
Telephone facility	.00333	.08523	1.000	

	Condition of Computers	.17667	.08523	.977
	Visibility of main entrance and exit for students	-.06333	.08523	1.000
Visibility of main entrance and exit for students	Pucca building	-.02333	.08523	1.000
	Ventilation in all classrooms	-.14667	.08523	.996
	Availability of electricity facility	-.28333	.08523	.525
	Furniture in school is	-.08333	.08523	1.000
	Availability of drinking	.10667	.08523	1.000
	Compound wall	-.12667	.08523	.999
	Library is centrally located	.31667	.08523	.314
	Laboratory facilities	.38000	.08523	.070
	Playground & Play material	.26000	.08523	.677
	Telephone facility	.06667	.08523	1.000
	Condition of Computers	.24000	.08523	.790
Internet facility	.06333	.08523	1.000	

The Scheffe test reveals that there are only a few groups having significant value less than 0.05 which indicates the mean significant difference and the rest of the groups are having significant value more than 0.05 which indicates no mean significant difference among them.

Though Physical infrastructural facilities are existing, a great majority of the sample reported that facilities like laboratory; playground & play material; telephone and internet and computers are far from satisfactory.

HO 2: To study the perceptions of girls on teaching learning material available under Sarva Siksha Abhiyan (SSA) programme in the State of Telangana.

Anova table showing perceptions of girl students on **Teaching- Learning Material**.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	270.158	6	45.026	31.287	.000
Within Groups	3012.163	2093	1.439		
Total	3282.321	2099			

The table indicates the perceptions of students of SSA on teaching-learning materials available. Since the table value of F (2.81) is < Calculated F- value (31.287) is significant at 5% level. Hence, the hypothesis framed is **rejected**.

Table showing Scheffe test for difference in Teaching- Learning Material

	Teaching- Learning Material	Mean Difference (I-J)	Std. Error	Sig.
Teachers teaching	The use of teaching-learning material in classroom instruction is	.17667	.09795	.776
	Life skills and vocational skills	.25000	.09795	.369
	The learning materials employed in classroom teaching	.25667	.09795	.334
	Teachers use technology in classroom	.36000*	.09795	.036
	Free text books provided to students	1.18333*	.09795	.000
	Individual attention in academics provided is	.58000*	.09795	.000
The use of teaching-learning material in classroom instruction	Teachers teaching is	-.17667	.09795	.776
	Life skills and vocational skills	.07333	.09795	.997
	The learning materials employed in classroom teaching	.08000	.09795	.995
	Teachers use technology in classroom	.18333	.09795	.743
	Free text books provided to students	1.00667*	.09795	.000
	Individual attention in academics provided is	.40333*	.09795	.010
Life skills and vocational skills	Teachers teaching is	-.25000	.09795	.369
	The use of teaching-learning material in classroom instruction is	-.07333	.09795	.997
	The learning materials employed in classroom teaching	.00667	.09795	1.000
	Teachers use technology in classroom	.11000	.09795	.974
	Free text books provided to students	.93333*	.09795	.000
	Individual attention in academics provided is	.33000	.09795	.079
The learning materials employed in classroom teaching	Teachers teaching is	-.25667	.09795	.334
	The use of teaching-learning material in classroom instruction is	-.08000	.09795	.995
	Life skills and vocational skills	-.00667	.09795	1.000
	Teachers use technology in classroom	.10333	.09795	.981
	Free text books provided to students	.92667*	.09795	.000
	Individual attention in academics provided is	.32333	.09795	.092
Teachers use technology in classroom	Teachers teaching is	-.36000*	.09795	.036
	The use of teaching-learning material in classroom instruction is	-.18333	.09795	.743
	Life skills and vocational skills	-.11000	.09795	.974
	The learning materials employed in classroom teaching	-.10333	.09795	.981
	Free text books provided to students	.82333*	.09795	.000
	Individual attention in academics provided is	.22000	.09795	.538

Free text books provided to students	Teachers teaching is	-1.18333*	.09795	.000
	The use of teaching-learning material in classroom instruction is	-1.00667*	.09795	.000
	Life skills and vocational skills	-.93333*	.09795	.000
	The learning materials employed in classroom teaching	-.92667*	.09795	.000
	Teachers use technology in classroom	-.82333*	.09795	.000
	Individual attention in academics provided is	-.60333*	.09795	.000
Individual attention in academics provided is	Teachers teaching is	-.58000*	.09795	.000
	The use of teaching-learning material in classroom instruction is	-.40333*	.09795	.010
	Life skills and vocational skills	-.33000	.09795	.079
	The learning materials employed in classroom teaching	-.32333	.09795	.092
	Teachers use technology in classroom	-.22000	.09795	.538
	Free text books provided to students	.60333*	.09795	.000

The above table shows that there are a few groups having significant value less than 0.05 which indicates the mean significant difference and the rest of the groups are having significant value at 0.05.level. The results amply demonstrated that the supply of free text books to students, individual attention by the teachers and use of technology needs attention.

1.5 Conclusions

The present study is to appraise the efficacy of Sarva Siksha Abhiyan (SSA) in relation to girls education in the State of Telangana, the focus should be on the following areas to make the programme reach girl students invariably.

1. Facilities like library, laboratory, play materials, computer and internet for the girl students should be provided on a regular basis.
2. Teachers are to use technology mediated teaching and use of Power Point presentations would certainly boost the confidence level of girls in learning new concepts and textual materials may be modified.

1.6 Educational Implications

The findings of this research provide insight to *teachers* seeking effective ways to instil among students the abilities for academic instruction.

1. The teachers are to plan well in advance to create a congenial atmosphere which is stress-free and other facilities like labs; resourceful TLM are to be provided at the beginning of the academic year.
2. The findings point to a specific set of areas where the students are to be encouraged to participate whole-heartedly in making its implementation a success.

3. The implications for parents are that they should be made equal partners in SSA activities for their wards. This is one of the areas, especially in India, given scant attention. Schools implementing SSA programmes for their girl children is an unknown territory for most of the parents.

1.7 Suggestions for Further studies

1. The sample size was small and a larger sample could be strong enough to find out the efficacy of SSA, especially for girls in Telangana State.
2. In terms of professional expertise, More research to determine the efficacy of SSA in the State of Telangana in terms of professional expertise by involving functionaries at different levels.

With the concerted effort of all functionaries the efficacy of the SSA can be attained and the goal of educating every girl would see the light of the day. The goal of the SSA - 'every child is in school and is learning well.' can be a dream come true.

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