

Study of Sarva Shiksha Abhiyan in the terms of Community Participation

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ABSTRACT;

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme 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. In the process in 2001 there was the starting of a time bound and planned national programme of SSA for universalisation of primary education, considering the context of aims as well as expansion of SSA, the researcher has tried to make relevant study of school efforts to collect and apply the resources in the implementation of SSA. Moreover what is the community participation and what is the role of parents, member of Gram Shiksha Samitti, teachers and educational functionaries, has also been studied by the researcher.

INTRODUCTION

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.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.

Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.

SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community-owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

MAIN FEATURE OF SSA:

1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic.
4. A expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.
6. An opportunity for states to develop their own vision of elementary education.
7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other Grass roots level structures in the management of elementary schools.

AIMS OF STUDY:

1. To provide useful and elementary education for all children in the 6-14 age group by 2010.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.
3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
4. To inculcate value-based learning this allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.
5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

RELATED REVIEW OF LITERATURE;

Direct community involvement in the form of Village Education Committees (VECs) for management of elementary education has been visualized in the National Policy on Education, 1986. Sarva Shiksha Abhiyan (SSA) calls for community ownership of school-based interventions through effecting decentralization. Under SSA, concerted efforts have been made to mobilize the community to promote education, to help in development of educational facilities and to oversee the functioning of schools. It advocates for community based monitoring system with full transparency. Every school is expected to share all information with the community, including grants received.

- Menon (1996) in her study to operationalize participatory decentralized model of development with community initiative in a rural society of Mewat region of Haryana underlined the need to search for all possibilities so that the people are made 57 primary agent of their own development through education and organization. The researcher is of the view that development at grassroots level can not achieved without the participation of the community.
- Lal (1997) in his study on "Community participation through Village Education Committee (VEC) in primary education in selected blocks of Sitamari district in Bihar" found out that VECs in this district were constituted through general meetings of the village with active participation of the school headmaster and village leaders. There was no proper representation of women, scheduled castes and

scheduled tribes and minorities. The participation of district BEP officials and Block Education officer (BEO) was very poor in the process of formation of VECs

- Vaijayanti (2005) examined various aspects of involving the community in elementary education with particular reference to the role of School Development and Monitoring Committee (SDMCs) in Karnataka. The major scope of the study was to know the a) general facilities available in the village to ensure universalization of Elementary Education; b) Level of awareness of the members about the various aspects of the SDMC and their socio-economic status and their degree of participation in school; c) to know the availability of information about SDMCs and d) Procedure and process adopted for their formation; and the perception of government functionaries on the functioning of SDMCs.
- Yadav (2006) in his study on role and performance of VECs in Haryana suggested that only those member should be nominated who are at least matriculate and there must be a fixed tenure for each member. It should be made mandatory for all members to attend the meetings. Community leaders should extend full cooperation to VECs for better functioning of the schools. In his study he found out that there was no sharing of the responsibility among the VEC members while only four VECs have made contribution towards construction of classrooms and drinking water facilities. There was no coordination and rapport between Parent Teachers Association and the VEC although there were two representatives of PTA in each VEC.
- Banerjee et al. (2007) report the findings of a survey in a rural district in Uttar Pradesh. Rural households, parents, teachers and VEC members were surveyed on the status of education services and the extent of community participation in the public delivery of education services
- Mor (2008) in his article 'encourage community participation' underlined that the school-community partnership in education gives a right to the parents to choose the kind of education that their children should get. It can achieve many objectives, including increasing the relevance and quality of education, improving ownerships, reaching disadvantaged groups, mobilising additional resources and building institutional capacity. In Punjab, for managing the school affairs, the community in the form of panchayat, parent-teacher association and village education development committee (VEDC) has been empowered to inspect schools,
- Dash and Panda (2009) carried out a study on the effectiveness of Village Education Committee on promoting universal elementary education in Nabarangpur district of Orissa. The effective VECs of different areas were selected by purposive sampling. For the present study, 30 VEC members were selected and were interviewed by developing a structured interview schedule. The authors highlighted that most of the Village Education Committees worked excellently well for all round development of primary schools.
- Zingkhai and Asung (2011) in their article published in the Sangai Express bring out the dismal state of affairs of Village Education Committee in the state of Manipur. According to the authors, in 2011 alone, in the month of April, these bodies were known as VEC (Village Education Committee) chaired by the Headman, in the month of May, they were named as SMDC (School Management and Development Committee) chaired by the Headmaster, and in the month of June, the name was further changed to SMC (School Management Committee) chaired by the District Councillor. Highlighting the misadventures in governance of the Government of the State of Manipur, the authors laments that the composition and nomenclature and its frequent changes of the village level education committees in the hills, is more surprising and interesting..

- SSA GOI VOL9/ISSUE 2 (2017) Government school enrolment vs. SSA approved allocations: In 2015, five Indian states – Uttar Pradesh, Bihar, Rajasthan, Madhya Pradesh and West Bengal – accounted for 54 per cent of total elementary school enrolment. Together, these states received 60 per cent of the SSA approved allocations in FY 2016-17.
- SSA GOI VOL9/ISSUE 2 (2018) In FY 2016-17, Uttar Pradesh received 26 per cent of the total SSA approved budget, while it accounted for 14 per cent of enrolment in government schools in 2015. Bihar, which accounted for 18 per cent of the total government school enrolment, received the second largest share of SSA money at 13 per cent.

OBJECTIVES OF SSA:

1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

Sarva Shiksha Abhiyan (SSA) has two aspects:

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.
2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

Education being an important social activity its meaning have been changing throw to the pages, due change in social and physical condition. Different educationist, therefore, interpreted it differently at different times. In present time the meaning of education has been totally change and it is said that education means makes a man self-reliant and self-less and education is that which makes a man a good character and good society. In this way so many efforts were made by the society and government

SSA Scheme is being implemented through its components programme. The epicenter of this scheme is rural area and although a huge grant /aid has been allotted for this scheme, still the targets are still for off. But the Question why the scheme is not moving ahead to achieve its goals? What is the reality behind the virtual implementation of the scheme? These are the questions that has impressed and motivated the researcher for the selection of this topic.

OBJECTIVES:-

- Studying the suggestions and perceptions of Guardians, Teachers, Members of Village education committee in the implementations of SSA

LIMITATIONS OF STUDY:

1. Present study is limited only unto the rural areas of Allahabad District.
2. Present study is limited unto Parishadiya Primary Schools.

RESEARCH DESIGN:

Objections	Sample	Tools	Date Collection	Analysis of Data
1 Studying the suggestions and perceptions of Guardians, Teachers, Members of Village education committee in the implementations of SSA-				Contained analysis, and percentage analysis
1. Guardians	100	Interview schedule	Interview by the researcher	
2. Members of the village education committee	All members of VEC (104)	Interview schedule	Interview by the researcher	
3. Teachers	All teachers (80)	Questionnaire for the teachers	Application of questionnaire	content analysis and percentage analysis

POPULATION AND SAMPLING:

All the primary schools of rural areas and guardians, members of education committee and teachers of Allahabad district have been taken as population.

Present study adopts purposive sampling process. For investigative research, purposive sampling is an accepted sampling method.

The nature of the present study is investigative therefore purposive sampling technique has been adopted-

S.No.	Procedure	Types of sampling
1.	Selection of the field	Selection of the district (Allahabad)
2.	Wide sampling	Selection of the field (Rural Area)
3.	Maximum variation in sampling procedure	Selection of the Block (Block of the rural area)

4.	Unite Selection	Village and School (Village and primary school)
5.	Network sampling	Perception, suggestion and information providing network as community member, Guardians, members of village education committee and education officers.

	Conclusions:- Major findings are given below
	<input type="checkbox"/> There is no electricity supply in maximum schools and toilets are not in usable conditions.
	<input type="checkbox"/> Schools do not use their funds properly.
	<input type="checkbox"/> No use of T.L.M. funds.
	<input type="checkbox"/> Mid day meals are not according to schedule.
	<input type="checkbox"/> No medical facilities.
	<input type="checkbox"/> No Book Bank.
	<input type="checkbox"/> Sports equipments are not sufficiently.
	<input type="checkbox"/> All teachers are trained.
	<input type="checkbox"/> No use of T.L.M. in teaching.
	<input type="checkbox"/> Teacher-students ratio is and proportionate
	<input type="checkbox"/> No remedial teaching.
	<input type="checkbox"/> Home work is given
	<input type="checkbox"/> Guardians motivate their children's to go school and they observe the activities of the school also.
	<input type="checkbox"/> Guardians make pressure on the teachers for learning.
	<input type="checkbox"/> No transparency in distribution of incentives.
	<input type="checkbox"/> According to Guardians only sending children the school is SSA.
	<input type="checkbox"/> School are used as Baratshala and for other functions.
	<input type="checkbox"/> Education officers see only documents therefore teachers prepare documents all the time.
	<input type="checkbox"/> Absence of teacher is a major problem.
	<input type="checkbox"/> No other responsibility should be given to the teachers.
	<input type="checkbox"/> No actual knowledge of SSA to teachers and guardians.
	<input type="checkbox"/> Attendance of students in school between 60-70 percentages.

	<input type="checkbox"/> There is no electricity in maximum school.
	<input type="checkbox"/> There is no play ground and sports material.
	<input type="checkbox"/> There is no place of games period in the time table.
	<input type="checkbox"/> There is no appropriate ratio of students and teachers in 70% schools.
	<input type="checkbox"/> School opens and closes on time.
	<input type="checkbox"/> Community contributes in school activities.
	<input type="checkbox"/> VEC does monitoring on regular basis.
	<input type="checkbox"/> School functionaries do monitoring occasionally.
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Conclusions:

Sarva Shiksha Abhiyan is an important policy for India, where people. The present study proposes to examine the participation and observation of community guardians teachers and school functionaries in Allahabad district, UP. The present research was carried out with the objectives of analyzing the factors that programme implementation by the different blocks of Allahabad to implement the programme in the respective blocks, estimating the rate of success of implementing the SSA programme . _ The study has made use of primary and secondary data to address the issues taken up for research. Journals, reports, books and other published materials were referred to for collecting secondary data for the study. The methodology used for preparing the population frame of teacher's guardians and school functionaries and VEC for the propose of the study. To collect the relevant data questionnaires were used data were collected through survey method with the help of questionnaires. The collected data were arranged in a tabular form. Analysis was made by using descriptive statistics like averages and percentage and content analysis. The main features of the study is –

Guardians, teachers, community and VEC are aware about the objective of sarva shikcha abhiyan SSA but number of schools, teachers, students, community and school functionaries are unable to get the maximum facilities which are given under the SSA scheme .Attendance of students in school is more than 70% but attendance of teachers is not regular in their schools. Teachers involve in paper works instead of classroom learning .There are lack of devotion and honesty in the implementation of SSA .There is no lack of financial support by the government..

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