

An Evaluative Study of Sarva Shiksha Abhiyan (SSA) in Education Zone Anantnag Particularly With Reference to Enrolment & Reaction of Teachers

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Abstract: It was found that there are 47 schools established under SSA scheme in education zone Anantnag from 2002-2015 with total enrolment 1846, among them boys were 812 constituting 44% and girls were 1034 constituting 56%. It was found that there were presently 23 Primary schools established under SSA in education zone Anantnag with total enrolment 571, among them 276 were boys constituting 48% and girls were 295 constituting 52%. It was found that there were presently 24 Middle schools established under SSA in education zone Anantnag with total enrolment 1275, among them 536 were boys constituting 42% and girls were 739 constituting 58%. It was found that the total no. of children enrolled in 47 schools established under SSA scheme in education zone Anantnag from 2002-2015 at the time of opening of the schools was 1118, among them boys were 560 constituting 50.08% and girls were 558 constituting 49.9%. It was found that the total enrolment in 23 Primary schools at the time of opening of the schools was 442, among them 238 were boys constituting 54% and girls were 204 constituting 46%. It was found that the total enrolment in 24 Middle schools at the time of opening of the schools was 676, among them 322 were boys constituting 48% and girls were 354 constituting 52%. It was found that the ratio of girl students was good.

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Introduction

Human life has two aspects, biological and social. Biologically the needs of man are not different from that of animals. The biological needs like food, shelter, and sex can easily be satisfied with external bodies. Besides this his cultural and social needs are to be satisfied. Man does not live on bread alone. He wants something more to be called a man-civilized, cultured and socialized. Hence there is need to educate human beings. It is through education that man can be transferred to a socialized, cultured and civilized person. Without transformation, man is no way better than an animal. This transformation can only be possible through education.

Education is as old as the human race. From cradle to grave, it is a never ending process of inner growth and development. Education, in real sense, is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of the individual and society. It is through education that man develops his thinking and reasoning, problem solving, skills, good values and attitudes. It is through education only, that man is transformed into human, social, moral and spiritual being, as he learns something everyday, every moment. His entire life is education. Hence education is a continuous and dynamic process. It is concerned

with ever growing man in an ever growing society. Education is considered to be the most effective instrument for developing the best in the man and reducing disparities between human beings. When we say that education is the birthright of an individual, it means that it is not confined to any particular nation.

Primary education is considered as the first step to entire educational setup. It is the first and the most important stage for physical, social, mental and aesthetic development of a child. As far as the primary stage is concerned, it is in fact the foundation stage for the development of basic skills. Primary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social, spiritual personalities. It further contributes to national development also. So the development and progress of a country depends heavily on the universalization of primary education in the country.

Universalization of Elementary Education (UEE) in the country means making education available to all children in the age group of six to fourteen (6 – 14) years or in the classes (I – VIII) and to provide opportunities for this education through formal and non formal means of education. It signifies that education is for all and not for a selected few. This concept of UEE accepts that education is the birthright

of every child irrespective of one's religion, caste, colour, creed or sex etc. This also means that all children of the country belonging to the rich and poor, living in towns and in rural areas have to be provided with the facilities of elementary education.

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership of school system. It is a response to the demand for quality based education all over the country. It is an effort that involves the Panchayati Raj Institutions, school management committees in the management of elementary school. The central and state government will together implement Sarva Shiksha Abhiyan (SSA) in partnership with local community signify the priority attached to this programme. National SSA Mission has been setup with Prime Minister and Human Resource Development Minister as the Chairperson and Vice Chairperson respectively. The states have been asked to form implementation societies for UEE under patronization of the Chief Minister and Education Minister. According to the mission, the SSA will not disturb the existing structures in states and districts but would only try to bring convergence in all these efforts. SSA has been launched to achieve following goals.

- To provide access to all children in the age group 6 – 14 years through formal primary school and through other alternatives such as Education Guarantee Scheme (EGS) centers, and innovate education and back to school camp by 2003.
- All children should complete five years of primary education by 2007.
- All children should complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for all.
- Bridge all gender and social category gaps at primary stage by 2007.
- Provision of elementary education of satisfactory quality for all by 2010.
- Universal retention by 2010.

These objectives are expressed nationally though it is expected that various districts and states are likely to achieve universalization in their own respective contexts and their own time frame. 2010 was the outer limit for such achievements, now it has been extended up to 2012 within this framework it is expected that the education system will be made relevant so that children and parents find schooling system useful and absorbing according to their natural and social environment.

Need And Importance Of The Present Study

Education is considered to be the most effective instrument for equalizing opportunities and reducing

disparities between human beings. In a democratic society like ours, the thrust is to equalize and enlarge the coverage and improve quality of education in educational institutions so that a person belonging to any caste, creed, sex, region or economic strata would have the chance of developing his potential to the fullest possible extent. History reveals that education is the basis for the development of human society. Through development of healthy attitudes, positive values, good capabilities, skills and knowledge, education provides strength to people to respond to changing situations and enables them to contribute to societal development. Education also plays a significant role in the development of human resources, which in turn help us to develop the nation. No doubt huge amount of money are being spent on education to eradicate illiteracy but still a large number of population still remains in the grip of illiteracy. In spite of launching the programme of universalization of elementary education, only one third of the population of children in the age group of 6 – 14 years receives formal education. Others either are not admitted to the school or they leave school permanently i.e. before attaining the elementary education. Two most important problems of primary education are that of wastage and stagnation.

Our country being a developing one needs more and more policies and schemes in the field of education in order to eradicate illiteracy. The government of India launched a number of schemes and policies from time to time and from state to state in order to eradicate illiteracy. In 2000 government of India launched a scheme namely Sarva Shiksha Abhiyan on nation basis in order to achieve universalization of elementary education.

SSA which is a flagship programme of Government of India has been launched in recent past in Jammu & Kashmir state. Koul F.A. (2011) found that the total enrollment in SSA schools in district Anantnag is 23590 with 12307 (52%) boys and 11283 (48%) girls. Manimekalai. N. (2011) found that KGBV scheme is a blessing opportunity for the never enrolled and dropout girls to continue their education. Plan India, New Delhi, (2009) found that despite the progress a significant number of children in India were out of school especially from disadvantaged groups because of non awareness of communities of various government schemes on education. UNESCO, (2009) Advised, if the world's Governments are serious about Education For All, they must get more serious about tackling inequality and improving quality of education. Sharma. S. (2009) found that the main reason for not attending school by children aged 6–17 years in 2006 was that they were not interested in studies. Revathy, G.L. (2008) found that the management should take care to maintain the current

way of working and ensure that it does not regress to the old bureaucratic model. According to Directorate of Economics & Statistics J&K Government (2008) 61% schools have own buildings while as the remaining 39% are housed in rented accommodations. In the literature reviewed so far, a variety of studies have been conducted related to our problem, but only few studies have been conducted in Kashmir Valley regarding Sarva Shiksha Abhiyan (SSA). The investigator found it suitable to evaluate the Scheme of Sarva Shiksha Abhiyan (SSA), particularly with reference to enrolment and reaction of teachers and students in zone Anantnag. The present study will clearly reveal the picture of SSA Scheme in zone Anantnag. It will further pin point towards the reaction of teachers regarding the scheme. So the investigator felt it suitable to undertake an objective based evaluation of this Scheme in order to bring about future improvements in our educational schemes to achieve universalization of elementary education.

Statement Of The Problem: The problem for the present study reads as under:

‘An evaluation study of Sarva Shiksha Abhiyan (SSA) in education zone Anantnag particularly with reference to enrolment and reaction of teachers and students’

Objectives Of The Study

The following objectives have been formulated for the present investigation.

1. To access the total number of schools established under SSA scheme in education zone Anantnag.
2. To study the total number of children in the schools established through SSA scheme in education zone Anantnag.
3. To study enhancement of the enrolment at 1⁰ level in education zone Anantnag.
4. To study the reaction of teachers and students about the functioning of SSA scheme in education zone Anantnag.

Methodology And Procedure

Research is the application of scientific methods to study the problems. It is a planned activity to obtain answers of meaning questions of phenomena or events by application of scientific methods. Every type of research is directed towards the solution of a problem characterized by systematic and logical enquiry aimed to develop generalizations. So every part of research must be planned and designed carefully so that researcher proceeds ahead without getting confused at the setup of research. Research involves the quest for answer to unsolved problems. Therefore the researcher must have the clear understanding of what is to be done, what type of data is to be needed and what tools are to be employed and how data is to be statistically analyzed and interpreted. The preparation

of research proposal or design is an important step in the research process. J.W. Best (1989) remarks, “Research design is comparable to the blue print, which the architect prepares before the bids are let and buildings commence. The initial draft proposal is subject to modification in the light of analysis by the student and his or her project advisor”.

Keeping in view the requirements for an adequate design as discussed above, the investigator formulated an appropriate design for the purpose of the present study. The details about the same are given as under.

Sample: The sample chosen for the current investigation consisted of 47 SSA schools in education zone Anantnag. **The breakup of the sample is as under**

S. No	Total No Of Schools	Total No Of Students Enrolled	Boys	Girls
1	47	1846	812	1034

Selection And Description Of Tools

Selection of tools is very important in any research study. If appropriate tools are not used the investigator may mislead and the investigator would not be able to achieve the objectives of the study. An investigator has to look for such procedural techniques and tools that will answer his pursuits and hypotheses objectively. A competent investigator therefore, looks into the possible measure, which can help in arriving at the described results.

For every research, the researcher either uses the already existing tools or self constructed tools to collect appropriate data. Accordingly the investigator used self constructed information blank in order to access the enrolment and to get the reaction of teachers and students about the functioning of SSA scheme in education zone Anantnag.

Procedure

For the accomplishment of the objectives set forth for the present investigation, the investigator personally visited 47 primary and middle schools of zone Anantnag. An information schedule was administered to the sample subject in order to find their enrolment. Further the information blank was developed and administered by the investigator to get the reaction of teachers and students regarding the scheme.

Statistical Treatment

The data obtained through the administration of Information Blank was put to statistical treatment by applying percentage statistics. The data has been tabulated and inferences have been drawn from the analysis of data. The statistical analysis of the data is presented in the next chapter.

Statistical Analysis And Interpretation:

The analysis and interpretation of the data is of great significance. Data analysis is the act of transforming data with the aim of extracting useful information and facilitating conclusion. Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condenses, recap and evaluate data. The data collected has no meaning, if it is not analyzed and interpreted properly. In order to achieve objectives formulated for the present study, the data was collected with the help of self constructed information blank. The data was subjected to Percentage statistics. The details of the statistical treatment of the data have been arranged in a tabular form and are present in the following manner.

1. Total number of schools and their present enrolment in education zone Anantnag.
2. Total number of primary schools and their present enrolment in education zone Anantnag.
3. Total number of middle schools and their present enrolment in education zone Anantnag.
4. Total number of schools and their enrolment at the time of opening of the schools in education zone Anantnag.
5. Total number of primary schools and their enrolment at the time of opening of the schools in education zone
6. Total number of middle schools and their enrolment at the time of opening of the schools in education zone Anantnag.

Table 1: Showing the total number of SSA schools and their present enrolment in education zone Anantnag.

S.No	Total No. Of Schools	Total No. Of Students Enrolled	Boys	Girls
1	47	1846	812	1034

The above table shows that there are forty seven SSA schools in education zone Anantnag. Total number of students enrolled in these schools is one thousand eight hundred and forty six. Out of these, eight hundred and twelve students are boys and one thousand thirty four are girls.

Table 2: Showing the present enrolment (current year) and percentage of students in 47 SSA Schools of education zone Anantnag.

Total no. of students (Present enrolment)	Boys	Girls
1846	812	1034
Percentage	44%	56%

The above table reflects that there are one thousand eight hundred and forty six students enrolled in forty seven SSA schools of education zone Anantnag. Out of these, eight hundred and twelve students are boys and one thousand thirty four are girls. The percentage of boys is 44% and that of girls is 56%.

Table 3: Showing the total number of students from class I-V and percentage of students in 23 Primary Schools (established under SSA Scheme) of education zone Anantnag.

Total no. of students from classes I-V (Present enrolment)	Boys	Girls
571	276	295
Percentage	48%	52%

The above table reflects that there are five hundred and seventy one students enrolled in twenty three primary SSA schools of education zone Anantnag. Out of these, two hundred and seventy six students are boys and two hundred ninety five are girls. The percentage of boys is 48% and that of girls is 52%.

Table 4: Showing the total number of students from classes VI-VIII and percentage of students in 24 Middle Schools (established under SSA Scheme) of education zone Anantnag.

Total no. of students from classes VI-VIII (Present enrolment)	Boys	Girls
1275	536	739
Percentage	42%	58%

The above table reflects that there are one thousand two hundred and seventy five students enrolled in twenty four Middle schools under SSA scheme in education zone Anantnag. Out of these, five hundred and thirty six students are boys and seven hundred thirty nine are girls. The percentage of boys is 42% and that of girls is 58%.

Table 5: Showing Enrolment and percentage of students at the time of opening of the schools in 47 SSA Schools of education zone Anantnag.

Total no. of students Enrolled at the time of opening of the schools	Boys	Girls
1118	560	558
Percentage	50%	50%

The above table reflects that there are one thousand one hundred and eighteen students enrolled in forty seven SSA schools of education zone Anantnag. Out of these, five hundred and sixty

students are boys and five hundred and fifty eight are girls. The above table clearly shows that there is not much difference in the number of boys and girls enrolled. The percentage of boys is 50% and that of girls is 50%.

Table 6: Showing Enrolment and percentage of students (classes I-V) at the time of opening of the schools in 23 primary schools SSA Schools of education zone Anantnag.

Total no. of primary students (classes I-V) Enrolled at the time of opening of the school	Boys	Girls
442	238	204
Percentage	54%	46%

The above table reflects that there are four hundred and forty two students enrolled in twenty three primary schools established under SSA schools in education zone Anantnag. Out of these, two hundred and thirty eight students are boys and two hundred and four are girls. The percentage of boys is 54% and that of girls is 46%.

Table 7: Showing Enrolment and percentage of students (class VI-VIII) at the time of opening of the schools in 24 Middle schools established under SSA in education zone Anantnag

Total no. of students of Middle schools(classes VI-VIII) enrolled at the time of opening of the Schools	Boys	Girls
676	322	354
Percentage	48%	52%

The above table reflects that there are six hundred and seventy six students enrolled in twenty four middle schools established under SSA schools in education zone Anantnag. Out of these, three hundred and twenty two students are boys and three hundred and fifty four are girls. The percentage of boys is 48% and that of girls is 52%.

From the analysis of the data, it was found that there were 47 schools (23 Primary schools and 24 Middle schools) established under SSA scheme in education zone Anantnag from 2002-2015 with total enrolment 1846, among them boys were 812 constituting 44% and girls were 1034 constituting 56%. It was found that the total no. of children enrolled in 47 schools established under SSA scheme in education zone Anantnag from 2002-2015 at the time of opening of the schools was 1118, among them boys were 560 constituting 50.08% and girls were 558 constituting 49.9%.

The investigator further calculated the t value of the above data and tested the level of significance at 1⁰ level of significance. The calculated t value was

5.964 which was greater than the tabulated value of t (which is 2.326) for 46 degree of freedom and at 1⁰ level of significance for a one tailed test. Thus it was concluded that there is enhancement of enrolment.

Summary, Conclusion And Suggestions:

The study conducted in education zone Anantnag under the heading *Evaluation study of SAA in education zone Anantnag particularly with reference to enrolment and reaction of teachers*. It was a research to evaluate the enrolment, reaction and functioning of SSA in education zone Anantnag. 47 schools (23 Primary and 24 Middle schools), of zone Anantnag served as a sample for the present investigation.

Objectives: The following objectives have been formulated for the present Investigation.

1. To access the total number of schools established under SSA scheme in education zone Anantnag.
2. To study the total number of children in the schools established under SSA scheme in education zone Anantnag.
3. To study enhancement of enrolment at 1⁰ level in education zone Anantnag.
4. To study the reaction of teachers about the functioning of SSA scheme in education zone Anantnag.

Tools used: The following tool was employed for the purpose of collecting relevant data from the selected subjects.

Information Blank: Information Blank constructed by investigator in consultation with the supervisor was used to collect the information about the functioning of SSA Schools in education zone Anantnag.

Conclusion: On the basis of analysis and interpretation of data and after the discussion with the teacher following conclusion has been drawn:

➤ It was found that there are 47 schools established under SSA scheme in education zone Anantnag from 2002-2015 with total enrolment 1846, among them boys were 812 constituting 44% and girls were 1034 constituting 56%.

➤ It was found that there were presently 23 Primary schools established under SSA in education zone Anantnag with total enrolment 571, among them 276 were boys constituting 48% and girls were 295 constituting 52%.

➤ It was found that there were presently 24 Middle schools established under SSA in education zone Anantnag with total enrolment 1275, among them 536 were boys constituting 42% and girls were 739 constituting 58%.

➤ It was found that the total no. of children enrolled in 47 schools established under SSA scheme in education zone Anantnag from 2002-2015 at the time of opening of the schools was 1118, among them

boys were 560 constituting 50.08% and girls were 558 constituting 49.9%.

➤ It was found that the total enrolment in 23 Primary schools at the time of opening of the schools was 442, among them 238 were boys constituting 54% and girls were 204 constituting 46%.

➤ It was found that the total enrolment in 24 Middle schools at the time of opening of the schools was 676, among them 322 were boys constituting 48% and girls were 354 constituting 52%.

➤ It was found that the ratio of girl students was good.

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