

A STUDY ON SARVA SHIKSHA ABHIYAN IN CHAKA BLOCK OF ALLAHABAD DISTRICT

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Received 28-10-2013
Accepted 18-10-2016

ABSTRACT

Sarva Shiksha Abhiyan is a national flagship programme which is to provide free and relevant elementary education for all children in the age group of 6-14 years in all districts of the country. A study on Sarva Shiksha Abhiyan in Chaka Block of Allahabad District was undertaken on the basis of 3 main objectives. First one was to find out different educational and other programmes under Sarva Shiksha Abhiyan in the selected area. Second one is to find out the parental view towards Sarva Shiksha Abhiyan in the selected area and last to find out role of Shiksha Mitras in Sarva Shiksha Abhiyan. The study was conducted on five primary schools of Allahabad i.e. in "Dabhaon, Dandi, Mahewa, Marauka, Mohabbatganj" Fifteen primary school students and their parents and 2 Shiksha Mitras were selected by random sampling technique from each Primary School and total number of 160 respondents who were approached personally by the investigator for collection of relevant data and facts by the use of a structured interview schedule. It was concluded from the study that most of the students were aware about Sarva Shiksha Abhiyan and they were also satisfied with midday meal programme but the education level of parents were so low and they were not aware about SSA and its other programmes properly. Shiksha Mitras play a very important role in primary school. They performed activities like teaching the students, record maintaining, motivating and guiding the students. Sarva Shiksha Abhiyan is very positive and it's improving their educational status but primary schools faced some problems like teacher's problems, funding problems and problems in participation of students and their parents.

Key words - Primary School Children (75) Parents (75) and Shiksha Mitras (10), Sarva Shiksha Abhiyan (SSA)

INTRODUCTION

Education is a dynamic process that starts from birth. It is the mirror to the society and is the seed as well as flower of socio-economic development. It transforms human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from underdevelopment to faster social and economic development (Patnaik and Singh, 2011).

Children are very important part of our society. Any lacunae in early education of a child can have long-term consequences. Not to be educated, not to acquire basic literacy and numeracy is a serious disability, both for the child and for coming generations. Every child in our country has a right to education. Commitment to provide basic education for all is a goal enshrined in the Indian constitution, which guarantees universal compulsory education as a fundamental right for every child in the age group 6-14 years (Jain and Mital, 2011).

According to Planning Commission, Government of India, the 86th amendment to the Constitution of India has made free and compulsory education to the children of 6-14 years age group, a Fundamental Right. Sarva Shiksha Abhiyan (SSA) is a Government of India's flagship program with a view to achieve Universalization of Elementary Education (UEE) in a time bound manner. The SSA focuses mainly on access to education, social and gender equity and quality of education imparted to the children. This programme is implemented in partnership with all the state governments with the aim of providing universal access, enrolment of all children in relevant age group and universal retention to be achieved by 2010. SSA also intends to reinforce the active participation of the community in the management of schools to bridge social and gender gaps (Srinivasan, 2010).

Education of girls is the prime focus of Sarva Shiksha Abhiyan (SSA), hence it is considered that there is a need to visualize the status of education of girls at elementary level and the problems that usually hamper their education. Realizing the importance of integrating differently disabled children in regular schools, SSA frame work has made adequate provisions for educating differently disabled. SSA ensures that every child who are differently disabled be provided meaningful and quality education. Hence, SSA has adopted a zero rejection policy. This means that no children who are differently disabled should be deprived of the right to education (Dash, 2008).

2- METHOD AND MATERIALS

2.1 SELECTION OF THE LOCALE

The present study was carried out in Allahabad district of Uttar Pradesh. This was selected purposively because of accessibility and convenience to the researcher for authentic collection of data.

2.2 SAMPLING PROCEDURE

Research design Descriptive research design was adopted for the study.

Selection of Villages: There are 49 villages in Chaka Block. The names of the villages were arranged alphabetically, then five villages were selected randomly which yielded the following names of the villages (Dabhaon, Dandi, Marauka, Mahewa and Mohabbatganj)

Selection of sample: For the selection of respondents, 75 primary school student's their parents and 10 Shiksha Mitras (2 from each village) of these villages were randomly selected by using random table.

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2.3 TOOLS FOR DATA COLLECTION

For data collection, pre-structured interview schedule was developed keeping in view the objectives of the study. The schedule consisted of three parts, A. Structured interview schedule for Primary School children: A structured interview schedule was formulated for collecting data from the selected primary school children. It consists of the following sections: Section I: The first part of the interview schedule consists of the information regarding the general profile of the Primary School children Section II: The second part of the interview schedule consists of the specific information of Primary School children regarding different educational and other programmes of Sarva Shiksha Abhiyan in selected area. B. Structured interview schedule for Parents: A structured interview schedule was formulated for collecting data from the selected primary school children parents. It consists of the following sections: Section I: This part of the interview schedule dealt with the general and background information of the respondents. It includes age, class, religion, type of family, size of family etc. Section II: The second part of the interview schedule consists of the specific knowledge of the parents regarding educational status and parental view towards Sarva Shiksha Abhiyan. C. Structured interview schedule for Shiksha Mitras: Section I: This part of the interview schedule consists of the general information for shikshamitras. Section II: The second part of the interview schedule consists of the role of Shiksha Mitras regarding Sarva Shiksha Abhiyan.

2.4 Collection of Data: Personal interview technique was used to collect the data. The respondents were interviewed at their school and home due to the researcher's conveniences and to get reliable data.

3- RESULTS AND DISCUSSION

The result of the present study derived through the use of required methodology have been classified, tabulated and discussed.

Table 3.1 : Distribution of the respondents (students) according to awareness about Sarva Shiksha Abhiyan [N=75]

S.N.	Awareness regarding Sarva Shiksha Abhiyan	Frequency	Percentage
1.	Yes	50	66.67
2.	No	25	23.33
	Total	75	100.00

Above table 3.1 shows that, a maximum number of the respondents (66.67%) of the respondents were aware about Sarva Shiksha Abhiyan Programme and 23.33 per cent of the respondents were unaware about Sarva Shiksha Abhiyan Programme due to illiteracy.

Table 3.2 : Distribution of the respondents according to awareness about Mid Day Meal Programme [N=75]

S.N.	Awareness regarding Mid day Meal Programme	Frequency	Percentage
1.	Yes	59	78.67
2.	No	16	21.33
	Total	75	100.00

From table 3.2 evident that, a maximum of the respondents i.e. 78.66 per cent of the respondents had knowledge about Mid Day Meal Programme and 21.33 per cent of the respondents were not aware about Mid Day Meal Programme.

Table 3.3 : Distribution of the respondents according to satisfaction gained about the Mid Day Meal Programme [N=75]

S.N.	Satisfaction gained about Day Meal Programme	Frequency	Percentage
1.	Yes	71	94.67
2.	No	4	5.33
	Total	75	100.00

Above table 3.3 shows that, a maximum of the respondent i.e. 94.67 per cent of the respondents were satisfied with the Mid Day Meal and 5.33 per cent of the respondents were not satisfied with the Mid Day Meal due to taste and poor quality of the food. Same finding were also reported by **Kingdon (2005)** that a midday meals scheme was initiated in the 1990s through centrally funded project to reduce gender and caste disparities and to improve primary schooling.

Table 3.4 : Distribution of the respondents according to knowledge regarding Kasturba Gandhi Balika Vidyalayas [N=75]

S.N.	Knowledge regarding Kasturba Gandhi Balika Vidyalayas	Frequency	Percentage
1.	Yes	27	36.00
2.	No	48	64.00
	Total	75	100.00

Table 3.4 indicated that maximum of the respondents i.e. 64 per cent were not known about Kasturba Gandhi Balika Vidyalayas and 36 per cent having knowledge about this. **Herz (2010)** reported that Kasturba Gandhi Balika Vidyalayas (KGBV) effectively implemented central schemes for enhancing educational opportunities for girls at primary and upper primary levels.

Table 3.5 : Distribution of the respondents (parents) according to awareness regarding Sarva Shiksha Abhiyan [N=75]

S.N.	Awareness regarding Sarva Shiksha Abhiyan	Frequency	Percentage
1.	Yes	13	17.34
2.	No	62	82.66
	Total	75	100.00

From the above table 3.5 it is clear that maximum number of the respondents i.e. 82.66 per cent were not aware about Sarva Shiksha Abhiyan and 17.34 per cent of the respondents were aware about Sarva Shiksha Abhiyan because of they were illiterate. Same finding were also reported by **Vansta (2009)** that more than half respondents do not know about SSA meant. It was also found that parents reported that SSA meant only provision of a mid-day meal programme for all the children in the school."

Table 3.6 : Distribution of the respondents according to the favourable attitude towards girl's education

[N=75]

S.N.	Favour in girls education	Frequency	Percentage
1.	Yes	62	82.67
2.	No	13	17.33
	Total	75	100.00

From the *table 3.6* it is clear that, majority of the respondents i.e. 82.67 per cent were having favourable attitude towards girls education and 17.33 per cent were not in favour in girls education due to some problems like financial problems and transportation facilities. **Herz (2010)** found that educate girls has systematically challenged and addressed these structural, cultural and socio-economic barriers through strong program interventions and strategies that work in partnership with parents, communities, teachers and the government. Educate Girls programs have empowered girls by providing them access to quality education and development opportunities.

Table 3.7 : Distribution of the respondents according to awareness regarding Sarva Shiksha Abhiyan

[N=10]

S.N.	Awareness regarding Sarva Shiksha Abhiyan	Frequency	Percentage
1.	Yes	9	90.00
2.	No	1	10.00
	Total	10	100.00

Table 3.7 shows that majority of the respondents i.e. 90 per cent were aware about Sarva Shiksha Abhiyan and 10 per cent were unaware about it, and that it was launched for Primary School children. A majority of them were aware about SSA implementation

Table 3.8 : Distribution of the respondents according to activities performed by Shiksha Mitras

[N=10]

S.N.	Activities performed by Shiksha Mitras	Frequency	Percentage
1.	Teach the students	10	100.00
2.	Record maintenance	5	50.00
3.	Provide nutrition related information	3	30.00
4.	Motivation of local children	8	80.00
5.	Guiding the students	10	100.00

* Multiple Responses

Regarding the activities performed by respondents the above table reveals that 100 per cent were teach the students and majority of the respondents i.e. 80 per cent were motivate the local children for education. Fifty per cent respondents were record maintain and 30 per cent were provide nutrition related information.

Above *table 3.8* shows that, a maximum number of the students (66.66%) were aware about Sarva Shiksha Abhiyan Programme and 33.33 per cent of the respondents were unaware about Sarva Shiksha Abhiyan Programmme while shiksha mitras i.e. 90 per cent were aware about Sarva Shiksha Abhiyan and it was launched for Primary School Children and 10 per cent were unaware about it, that it was launched for Primary School Children.

Table 3.9 : Distribution of the respondents (Students and Shiksha Mitras) according to awareness regarding Sarva Shiksha Abhiyan

[N=85]

S.N.	Knowledge about Sarva Shiksha Abhiyan	Students [N=75]		Shiksha Mitras [N=10]		Z-Test Value
		F	%	F	%	2.476
1.	Yes	50	66.66	9	90.00	
2.	No	25	33.33	1	10.00	

Calculated value of $z=2.476$

Tabulated value of $z=1.644854$

Table 3.9 indicated that the calculated value of z (2.476) is more than the table value of z (1.644854) at 5 per cent level of significance. Therefore, it is concluded that there is a significant difference between students and shiksha mitras awareness and knowledge about Sarva Shiksha Abhiyan.

Table 3.10 : Distribution of the respondents (parents and shiksha mitras) according to awareness regarding Kasturba Gandhi Balika Vidyalayas

[N=85]

S.N.	Knowledge about Kasturba Gandhi Balika Vidyalayas	Parents [N=75]		Shiksha Mitras [N=10]		Z-Test Value
		F	%	F	%	0.938488
1.	Yes	3	4.00	8	80.00	
2.	No	72	96.00	2	20.00	

Calculated value of $z=0.938488$

Tabulated value of $z=1.644854$

From the above *table 3.10* it is clear that maximum numbers of the parents (96 %) were not aware about Kasturba Gandhi Balika Vidyalayas because of illiteracy and they did not have knowledge of any programme and schemes of Sarva Shiksha Abhiyan, and 4 per cent aware about this programme while, for shikshamitras majority of the respondents i.e. 80 per cent were aware about Kasturba Gandhi Balika Vidyalayas and 20 per cent of the respondents were not aware about that.

Table 3.10 indicated that the calculated value (0.938488) of z is less than the table value (1.644854) of z at 5 per cent level of significance. Therefore, it is concluded that there is a no significant difference between of parents and shikshamitras (respondents) regarding awareness about Kasturba Gandhi Balika Vidyalayas. Therefore null hypothesis is accepted i.e. there is no significant difference between of parents and shikshamitras regarding awareness about Kasturba Gandhi Balika Vidyalayas. It may be due to acceptance and exposure of mass media and interaction in society regarding Kasturba Gandhi Balika Vidyalayas.

The data presented in Table reveals that majority of the parents respondents i.e. 60 per cent were having knowledge about Meena Campaign and 40 per cent of the respondents were unaware about Meena Campaign, further for Shiksha Mitras respondents, 80 per cent of the respondents were aware about Meena Campaign and they also knew that it is a work for adolescent girls and 20 per cent who were unaware about it.

Table 3.11 : Distribution of the respondents (parents and shiksha mitras) according to awareness regarding Meena Campaign

[N=85]

S.N. Awareness regarding Meena Campaign	Parents [N=75]		Shiksha Mitras [N=10]		Z-Test Value
	F	%	F	%	
1. Yes	45	60.00	8	80.00	4.023
2. No	30	40.00	2	20.00	

Calculated value of $z=4.023$

Tabulated value of $z=1.644854$

Table 3.11 Indicated that the calculated value (4.023) of z is more than the table value of z (1.644854) at 5 per cent level of significance. Therefore, it is concluded that there is a significant difference between of parents and Shiksha Mitras respondents regarding awareness about Meena Campaign.

CONCLUSION

It is concluded from the study that most of the students were aware about Sarva Shiksha Abhiyan and they were also satisfied with mid day meal programme but the educational level of parents were very low and they were not aware about Sarva Shiksha Abhiyan and its other activities properly, Shiksha Mitras performed the activities like teaching the students, maintaining record, motivating and guiding the students. Sarva Shiksha Abhiyan is very positive and it is improving their educational status, but primary schools are facing some problems like lack of teachers, lack of funding for infrastructure and also less participation of students and their parent's in regular curriculum activities.

ACKNOWLEDGEMENT

I owe a never ending debt of gratitude to my adored and worshipful God for his grace in the completion of the study. I grateful acknowledge to Mrs. Sangmitra Mohapatra (Advisor) for her great support during my research work.

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