

**A STUDY ON THE PROBLEMS FACED BY THE SCHOOL TEACHERS
DURING IMPLEMENTATION OF SARVA SHIKSHA ABHIYAN IN
HARYANA**

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INTRODUCTION

In India, efforts towards universalization of elementary education were stepped up especially after independence when the education of children in the age group of 6-14 years was accepted as their constitution right. This obligation remained unfulfilled as resources were inadequate during early years of independence. Other sector of education, especially higher education received more attention than the universalization of elementary education. A shift in policy, however, appeared after 1976, when more resources were made available for elementary education-formal and non-formal. Education is a critical input for investment in human capital. As against the goal of 6% of GDP, the total expenditure on education in India is currently 3.99% of GDP (2001-02). A high priority has been given to elementary education in the tenth five year plan (1997-2002), with an allocation of Rs. 28,750 crores out of total education budget allocation of Rs. 43,825 crores.

Further, the NPE (1986) and POA (1992) also emphasized that the aim of education is essentially, to empower the learners and to aid in their wholesome development as persons and citizens. The communities which are the kingpin in this enterprise have to be a clear thinking and inspiring community member with an honest and sincere commitment towards society. Particularly, the community especially in rural, remote areas with poor infrastructure may have to accept responsibility for looking after the living needs of the teacher and school. Participation should or consultation, but also decision making and initiation action are important and essential component of participation. It must be therefore understood as a process by which

the people are able to organize, are able to identify their own needs and share in the design implementation and evaluation of the participatory action. The Indian education system is facing challenges especially at the elementary education level. These include universal access to an infrastructure of comparable quality, improving retention, efficiency and effectiveness of the schools. While in the recent years, there has been a considerable emphasis on decentralized management and involvement of community in micro planning; the outcome is quite mixed one. This is partly due to the inadequate planning and lack of managerial and professional competencies at various levels. At the national level, broad perspective on various sub-sectors is developed. The management professional and financial support is provided to the state government and the districts for implementation of various reform programs in the form of centrally sponsored schemes. Among other things, their successful implementation is contingent upon the availability of timely, comprehensive and up-to-date educational statistics on key performance indicators.

SARVA SHIKSHA ABHIYAN: INTRODUCTION

The Sarva Shiksha Abhiyan is a major programme for achieving the large cherished goal of universalization of elementary education through a time bound integrated approach, in partnership with states. The Sarva Shiksha Abhiyan is to provide useful and relevant education for all children in the age group of 6 to 14 years by 2010. It also aims to bridge the social regional gaps with active participation of the community in the management of schools. The programme seeks to open new schools in habitations which do not have schooling facilities. It helps in strengthening existing school infrastructure through provision of additional classrooms, toilets, drinking water and maintenance grant. Sarva Shiksha Abhiyan has a special focus on girls and children of weaker section. Under this programme a number of initiatives, free textbooks were also provided under this programme. Sarva Shiksha Abhiyan also seeks to provide computer-aided education. The Sarva Shiksha Abhiyan cover the entire country, with a special focus on educational needs of girls. The Scheduled caste and scheduled tribes and other children in different circumstances.

MAIN CHARACTERISTICS OF SARVA SHIKSHA ABHIYAN

- A programme with a clear time frame for Universal elementary education.
- Thrust on quality and making education relevant.
- A main streaming Gender approach. Focus on the educational participation of children from the SC/ST, religious and linguistic minorities etc.
- An opportunity for promoting social justice through basic education.
- A partnership between the Central, State, and Local Government.
- An effort at effectively involving a Panchayati Raj Institution, School Management Committees, Village and Urban Slum level committees, Parents- Teacher Associations, Mother- Teacher Associations, Tribal Autonomous Councils and other grass-root level structures in the management of Elementary Schools.
- An opportunity for states to develop their own vision of Elementary Education.
- Community ownership of school based interventions through effective decentralization.

OBJECTIVES AND GOALS OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guaranty Centre, Alternative School, 'Back-to-School' Camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of elementary schooling 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007;
- Retention of children in schools by 2010 or zero dropout rate;
- Universal retention by 2010;

AIMS OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in 6 to 14 age group by 2010. There is also another goal to bring social, regional and gender gaps, with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and

master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.

COVERAGE AND PERIODS OF SARVA SHIKSHA ABHIYAN (SSA)

- SSA wills all districts in country by March 2002.
- The programme aims to bring all children to school or alternative school by 2003
- Provide five years of primary education to all children by 2007.
- Eight years of elementary education by 2010.

OBJECTIVE OF THE STUDY

- To study the problems faced by the school teachers during implementation of SSA.
- To provide suitable suggestions on the basis of findings of the present study for further improvement in this programme.

DELIMITATION OF THE STUDY:-

- The present study will be limited to SSA programme only.
- This study will be restricted to districts Kurukshetra and Yamuna Nagar of Haryana only.
- The study will be delimited to 200 teachers only.
- Present study will be delimited to 60 schools of two districts.

Tools Used

A self developed Questioner was used to know the views of Teachers of schools regarding the difficulties/problems faced by them after implementation of Sarva Shiksha Abhiyan.

Findings

Area-Wise Clustering of the Highly Contributing Causal Factors as perceived by the Teachers

This section an attempt was made to assess the significance of causal factors, viewed by the teachers, on the basis of their score values and ratings. In this part of the chapter, an attempt has been made to determine of highly affecting causal factors, mentioned in Table 4.34 under different areas such as Infrastructure Related Problems, Teacher & Students Related Problems, Teacher & Students Related Problems, Text Book Related Problems, CWSN Related Problems. Area-wise classification of the causal factors which highly affecting the process of implementation of Sarva Shiksha Abhiyan in schools is given in the Table 1.1.

TABLE 1.1

Area-Wise Classification of Causal Factors as Viewed by the Teachers

Sr. No.	Areas	Causal/Factors/Item No.
1.	Infrastructure Related Problems	9, 1, 5, 7, 10
2.	Teacher & Students Related Problems	14, 11
3.	Grant Related Problem	Nil
4.	Text Book Related Problems	30, 29,
5.	CWSN Related Problems	33, 35, 36, 32
6.	Other Problems	40, 44, 43

In Table 1.1, under the area- ‘Infrastructure Related Problems’ the factors which were adversely affecting the process of implementation of Sarva Shiksha Abhiyan in schools are as follows(in order of their significance):

- Lack of Appropriate Furniture in School.
- Lack of Appropriate Building.

- Lack of Electricity facility in School.
- Lack Health Services and First Aid
- Lack Of Spacious Play Ground in School.

In the Table 1.1, under the area- 'Teacher & Students Related Problems' the factors which were adversely affecting the process of implementation of SarvaShikshaAbhiyan in schools are as follows (in order of their significance):

- Overburden on Teachers Due to Extra Work
- Lack of Teachers According to RTE Norms.

In the Table 1.1, under the area- 'Text Book Related Problems' the factors which were adversely affecting the process of implementation of SarvaShikshaAbhiyan in schools are as follows (in order of their significance):

- None received of all Text Books for Students at Appropriate Time.
- None received of Text Books in the Time of Admission.
- Problem to complete the syllabus due to late availability of Text Book.

In the Table 1.1, under the area- 'CWSN Related Problems' the factors which were adversely affecting the process of universalisation of Elementary Education (UEE) are as follows (in order of their significance):

- No regular Medical Checkup for CWSN Students.
- No available of Ram for CWSN Students

In the Table 1.1, under the area- 'Other Problems' the factors which were adversely affecting the process of implementation of SarvaShikshaAbhiyan in schools are as follow:

- Lack of Awareness of the Parents Toward Importance of Education.
- No Active Participation of Women in SMC

- Lack of Training Programmes for SMC.

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