

**“IMPACT ASSESSMENT OF THE SARVA SHIKSHA ABHIYAN
IN JEYPORE BLOCK OF KORAPUT DISTRICT, ODISHA”**

¹**Mr. Prasant Kumar Behera,**

Assistant Professor of Economics, Central University of Orissa, Koraput
&

²**Mr. Santosh Jena,**

Lecturer in Education, Central University of Orissa, Koraput

ABSTRACT

The present paper focused on the status of universalisation of elementary education under the Sarva Shiksha Abhiyan in Jeypore Block of Koraput district, Odisha. The specific objectives of the study are to assess the progress made for achieving the overall goals of SSA and to investigate its effectiveness and problems in Jeypore Block. Keeping in view the above objectives, both primary and secondary data have been collected. The primary data pertaining to various activities taken under the SSA have been collected from the stakeholders like head masters and teachers from 35 primary schools through a specific questionnaire and simple random sampling method was adopted to select schools. In addition, classroom observation had been undertaken to ascertain the actual status of classroom teaching process and infrastructure facilities. Besides, for the detail analysis, secondary data have been collected from the sources of Odisha Primary Education Programme Authority (OPEPA) website, District Project Coordinator (DPC) office, Koraput and Block Resource Center Coordinator (BRCC) office, Jeypore. The various issues of SSA such as dropouts of the students, gender ratio, enrolment rate, quality of education, infrastructure facilities etc. have been analysed through simple statistical tables. The findings showed that after the implementation of Sarva Shiksha Abhiyan, students' enrolment in the schools have increased and the dropout rate has declined but the schools are running with acute infrastructure problem and the student-teacher ratio is too low. Due to various reasons and constraints the SSA programme is not being effective enough in achieving its goal. There is an urgent need to draw serious attention from the government in solving the problems especially infrastructure, recruitment of trained teachers and optimum utilization of the grants for the smooth and successful running of the SSA programme in the Jeypore Block for achieving the target of universal elementary education in the study area.

Key Words: SSA, UEE, Enrolment, Dropouts, Education

INTRODUCTION

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode of children 6-14 year old. This scheme aims to improve enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to eliminate gender differences and gaps between different social categories. SSA is a programme with its own targets, norms and processes and on the other it is an umbrella program covering other programs like District Primary Education Program (DPEP), Lok Jumbish, Operational Blackboard, etc. The scheme of the SSA has been approved by the cabinet in its meeting held on 16th November 2000 and initiated in the year 2001 throughout India. But in the State of Odisha the Sarva Shiksha Abhiyan (SSA) programme was fully launched from April, 2002, though it was started in the year 2001-02 with its pre-project activities. Sixteen districts were covered under the scheme during 2002-03. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy.

Education is the key factor in the development of human potentials. Every country gives due importance to her education system through which all type of challenges are possible to be faced. It is possible to reach all the people with the benefit of economic and technical developments through well planned and well implemented system of education. However elementary education is the backbone of whole education system of the nation. The child of today is the builder of tomorrow. It is only possible through a well-designed and effectively implemented elementary program because it ensures the harmonious development of the child which contributes a lot in the economical social and cultural development of the nation universalisation of elementary education has been one of the important goal of educational development in India since Independence .At independence, more than four fifties of the population was illiterate in India. The immediate effort was to arrest further illiteracy in the country. This was attempted mainly through intervening more at the level of children then at the level of adults. It was implicitly assumed that access to primary education is a key instrument in nipping illiteracy in the bud. Hence, universal elementary primary education was emphasized in India from the very beginning of the planned development.

BACKGROUND OF THE STUDY

At Independence, the country decided that eight years of education will be provided to all children. It was agreed upon that formal schools will be an ideal institutional arrangement to impart primary education. Hence, universal elementary education meant full time education through formal school with full time teachers. It was decided that the goal of universal elementary education will be achieved through public funding. In other words elementary education for all through formal school with full time teachers and funding support and control by the government become the norm. This was reflected in the constitution also. Therefore, the article- 45 of India constitution states that elementary education must be free and compulsory for all children until they complete age of 14 years. In the beginning just after the commencement of the constitution, universalization was to be achieved in 1960. Now, it is 2015 we are still now where near the goal of universalization of elementary education (UEE). Elementary education is the foundation on which the whole structure of education is built. It is the stage when the child starts when they receiving formal instruction in an institution. It moulds the personality of the child. One cannot underestimate the importance of providing the basic education to all.

SSA is comprehensive and integrated flagship program of government of India which aims to provide useful and relevant elementary education to all children in the 6-14 age groups by 2010, covering the entire country in a mission mode. It is an initiative to universalize and improve quality of education through decentralization and context specific planning and process based, time bound implementation strategy. The program lays emphasis on bridging all gender and social category gaps at elementary education with time bound objectives. On one hand, SSA is a program with its own targets, norms and processes and on the other hand it is an umbrella program (DPEP), Operation Black Board etc. However SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. It also seeks to provide computer education to bridge the digital divide.

JUSTIFICATION OF THE STUDY

Koraput is a very backward district of Odisha and majority population of this district are tribal's. In the 2011 census the literacy rate of the district was only 49%. Due to its backwardness and literacy constraints the district is given more importance on education by central government as well as state government. In this paper an attempt has been made to study the status of universalisation of elementary education under the Sarva Shiksha Abhiyan in Jeypore Block of

Koraput district. The significance of the study is that how much effective the working condition and management of various schools running through SSA programme in the Jeypore Block. There is little analytical research that focuses on the working of SSA in a particular region of a tribal district like Koraput. Therefore, this study is primarily concerned with whether SSA programme create sustainable benefits to local habitants, and, if so, whether there are policies or processes that can increase the effectiveness of the programme and eliminate the defects of the programme. The paper is evaluated to see whether educational status has deteriorated, improved, or remains the same with the implementation of this programme.

REVIEW OF LITERATURE

Rao, V. S. (2009) discussed the working condition of the school management committee in a tribal area of East Godavari district of Andhra Pradesh. This article reviewed the community participation in improving education was negligible and that members of the SEMCs had limited awareness of the SSA. The author suggested introducing mid-day meal program on a daily basis in the schools, making drinking water available in the premises, use of TLM materials by teachers, provision of better infrastructure schools and so on. Roy, N. (2009) showed about the structural constraint of Sarva Shiksha Abhiyan schools in Sahibganj district of Jharkhand. The study reflects a perception of poor quality of the SSA and also lack of understanding by the program of social relations. Her study is based on primary survey and she has done 330 households survey through random sampling method. He recommended that to provide quality education for all children there is a need to provide adequate infrastructure and evaluation of education system must be done.

Das, A. (2007) studied the realistic assessment and achievement of Sarva Shiksha Abhiyan across the country. He analysed his study using the data published by National Institute of Educational Planning and Administration New Delhi in March 2006. This article suggested that for better education facilities, quality Infrastructure and teaching standards in the government school much to be disarmed. Singh, S. and Kala, S. (2005) evaluated the district primary education program inventions in Madhya Pradesh. Here the author focused about the progress made towards achieving the overall goals of DPEP, mainly providing access to primary education for out of school children and increase the retention rate. The findings shows that DPEP had worked positively, enrolment of students have increased and dropout rates especially

of female and SC and ST students of the state have declined. Iyenger, R. and Surianarain, S. (2008) studied the policy goals of Sarva Shiksha Abhiyan. The study had been conducted using indicators like access overcrowding, achievement, mainstreaming, fund utilization and retention of children etc. This article focused on quality education in the two cities, Delhi and Mumbai. From this survey the author found that giving school administration greater flexibility may partly resolve some issues related to educational policy and practice. Whereas further research must be implemented to fully explore the mechanism through which policy gap can be effectively transformed.

OBJECTIVES OF THE STUDY

- To assess the progress made for achieving the overall goals of SSA in Jeypore Block.
- To investigate the effectiveness and problems of SSA programme in Jeypore Block.

DATA SOURCES AND METHODOLOGY

Keeping in view the above objectives, both primary and secondary data have been collected. The primary data pertaining to various activities taken under the SSA have been collected from the stakeholders like head masters and teachers from 35 primary schools through a specific questionnaire. Simple random sampling method was adopted to select schools. In addition, classroom observation had been undertaken to ascertain the actual status of classroom teaching process and infrastructure facilities. Besides, for the detail analysis, secondary data have been collected from the sources like Odisha Primary Education Programme Authority (OPEPA) website, District Project Coordinator (DPC) office, Koraput and Block Resource Centre Coordinator (BRCC) office, Jeypore.

IMPACT ASSESSMENT OF SSA IN JEYPORE BLOCK

In this section, analysis of the various aspects namely dropouts, category wise and class wise enrolment of the students, number of trained and untrained teachers before and after the implementation of SSA, and the facilities available in the schools have been analyzed through the following tables. This analysis is useful to understand the impact of the SSA programme on the education system in Jeypore block. Further it will be clearer to know whether or not the programme has made significant contribution to the education system and the various problems of the programme in the block.

Table-1: TOTAL STUDENTS IN THE SCHOOLS (2013-14)
(CATEGORY WISE)

CATEGORY	BOYS	GIRLS	TOTAL
SC	437	455	892
ST	510	510	1020
OTHERS	614	722	1336
GRAND TOTAL	1561	1687	3248

Source: Author's own survey

It is a generally known fact that in rural areas, most of the families are not willing to send their girl child to schools. It is observed that the enrolment of the SC girls is slightly more than that of SC boys. In case of ST students, the number of enrolled boys and girls remain the same. It is further observed that the enrolment of the girls belonging to others category (OBC, General, and Minorities) is much more than that of the boys of same category. The above data on enrolment of the students in the schools indicate that the number of girls enrolled in every category is comparatively more as compared to the enrolled boys. On the whole, it may be observed that the awareness of education among the parents is going on increasing day by day.

Table-2: TOTAL STUDENTS IN THE SCHOOLS (2013-14)
(CLASS WISE)

CLASS	BOYS	GIRLS	TOTAL
CLASS-I	350	382	732
CLASS-II	329	373	702
CLASS-III	327	349	676
CLASS-IV	308	313	621
CLASS-V	247	270	517
GRAND TOTAL	1561	1687	3248

Source: Author's own survey

The data regarding the total students in the schools reveal that the total number of students in class –I is 732 out of which boys are 350 and girls are 382 respectively. That clearly shows that the girl students enrolled more than that of boys. Similarly in class-II, out of 702

students the number of girls (373) is more than boys (329). 676 students are there in class-III, with more girls enrolled as compared to the boys. In class-IV and V, the number of girls is more as compared to the number of boys.

Table-3: NUMBER OF STUDENTS ENROLED BEFORE SSA (1990-2001)

CATEGORY	BOYS	GIRLS	TOTAL
SC	4988	5532	10520
ST	4528	4741	9269
OTHERS	7823	9063	16886
TOTAL	17339	19336	36675

Source: Author's own survey

It is surprising to know the enrolment of the students in the schools before implementation of SSA (1990-2001). The data reveals that the enrolment of SC girls (5532) was more than that of SC boys (4988). In case of ST students, the number of enrolled boys (4528) was less than that of girls (4741). It is further observed that the enrolment of the girls belonging to others category (OBC, General, and Minorities) was much more than that of boys of the same category. The above data on enrolment of the students in the schools before SSA (1990-2001) indicate that the number of girls enrolled in every category is comparatively more as compared to the enrolled boys.

Table-4: NUMBER OF STUDENTS ENROLED AFTER SSA (2002-2014)

CATEGORY	BOYS	GIRLS	TOTAL
SC	8211	8381	16592
ST	7834	7460	15294
OTHERS	10982	12617	23599
TOTAL	27027	28458	55485

Source: Author's own survey

The data regarding the enrolment of students in the schools after implementation of SSA (2002-2014) shows that the enrolment of SC girls (8381) is more than that of SC boys (8211). In case of ST students, the number of enrolled boys (7834) is more than that of girls (7460). It is

further observed that the enrolment of the girls belonging to others category (OBC, General, and Minorities) is much more than that of boys of the same category. The above data on enrolment of the students in the schools indicate that the number of girls enrolled in every category except ST is comparatively more as compared to the enrolled boys.

Table-5: DROPOUTS BEFORE SSA (1990-2001)

CLASS	BOYS	GIRLS	TOTAL
CLASS-I	227	166	393
CLASS-II	529	480	1009
CLASS-III	227	94	321
CLASS-IV	533	461	994
CLASS-V	234	301	535
GRAND TOTAL	1750	1502	3252

Source: Author's own survey

The data regarding the total number of dropouts in the schools before SSA shows that a total of 3252 students left the school during the year (1990-2001) which is a huge figure that can't be ignored. The number of dropouts in Class-I is 393 whereas the figures for Class-II is shocking that crossed thousand. For class-III, the number of dropouts is 321 where girls' dropout is somewhat less than that of the boys'. In class IV and V the number of dropouts is 994 and 535 respectively. The number of dropouts among boys is more as compared to the dropouts among the girls.

Table-6: DROPOUTS AFTER SSA (2002-2014)

CLASS	BOYS	GIRLS	TOTAL
CLASS-I	0	0	0
CLASS-II	0	0	0
CLASS-III	0	0	0
CLASS-IV	17	5	22
CLASS-V	0	0	0
GRAND TOTAL	17	5	22

Source: Author's own survey

It is significant to know that after the implementation of SSA the dropout rates suddenly came down in these schools. From the above data it is seen that not a single student from class I, II, III and IV left the school, which is a great achievement in itself. Only in class-IV, some students discontinued their study but the dropout number is very less.

Table-7: TEACHERS BEFORE AND AFTER SSA

	BEFORE SSA (1990-2001)			AFTER SSA (2002-2014)		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
TRAINED	87	65	152	34	130	164
UNTRAINED	7	5	12	1	1	2
TOTAL	94	70	164	35	131	166

Source: Author's own survey

The above data focuses on the number of trained and untrained teachers before and after the implementation of SSA. It is found from the data that before implementation of the SSA, the total numbers of teachers were 164 and out of that there were five untrained female teachers and seven male teachers. And after the implementation of SSA, the number of untrained teacher decreased. After SSA implementation, only one male and female untrained teacher remains out of 166 teachers.

Table-8: FACILITIES AVAILABLE IN THE SCHOOLS

FACILITIES AVAILABLE IN THE SCHOOL	YES (In Percentage)	NO (In Percentage)	TOTAL (In Percentage)
Availability of books	100	0	100
Staff room for teacher	6	94	100
Separate room for head master	60	40	100
Electric connection	20	80	100

Availability of teaching learning aids	100	0	100
Infrastructure improved in school	97	3	100
Safe and hygienic drinking water facility	85	15	100
Toilet facility	43	57	100
Separate toilet for girls	49	51	100
MDM facility in the school	100	0	100
Have a kitchen shed in the school	65	35	100
MDM is hygienic & nutrient	97	3	100
Provision of uniform	94	6	100
Blackboard in classrooms	100	0	100
Classroom availability in school(three or more than three)	43	57	100
Library in school	15	85	100
Availability of furniture for school	45	55	100
Hostel facilities	0	100	100

Source: Author's own survey

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

Therefore, the sample headmasters were asked about the facilities that are available in the schools in order to find out the extent to which the SSA programme has been implemented. It is significant to know that all the schools are having sufficient books. Text books to all students are provided at the beginning of the academic year. The facility of staffrooms for the teachers is available only in 6% of the schools whereas 94% of schools are lacking the minimum seating place for the teachers. Only in 60% of the schools, headmasters are allotted a separate room or place to work. In the era of technology, the electric connection is found only in 60% of the schools whereas in rest 40% of the schools there is no electricity connection. For concrete understanding of any topic teaching aids are very much useful and it was found that almost 100% of schools are having teaching learning materials. Almost all schools are having infrastructure facilities. 85% of the schools are having hygienic water facilities whereas 15% of the schools are struggling for hygienic water. Almost half of the schools cannot able to fulfil the need of girls' toilet which shows the pathetic condition of schools. Without fulfilling the basic needs especially food, the students cannot able to concentrate in studies. It is found from the data that in almost every school the mid-day meal which is being served is hygienic and also served in proper time. But 65% of schools are having only mid-day meal shed and rest of the schools is preparing the meal without any shed. 94% of the schools are providing free uniform to the student and most of the students are coming with proper uniform. 57% of the schools are not having enough classrooms where students can sit. But wherever the rooms are available there are enough blackboards that fulfil the prime purpose of teaching-learning process. Library is a place where a student can learn independently, but it is found that only 15% of schools are having their library whereas 85% of schools are continuing without any library. In 45% of schools only, furniture facilities are available whereas 55% of schools are lacking this facility. Not a single school is providing hostel to the students.

GRANTS AND EXPENDITURES IN THE SCHOOLS

Under SSA programme the government provides different grants for Mid-day meal, SIG, Teaching Learning Materials, Uniform, R&W, R&M, Toilet, Kitchen shed, Ramp, Books for library, functions of co-curricular activities etc in the schools. In the year 2003 the total grants to all these 35 sample schools was Rs 1771803 where the expenditure in the same year was Rs 1745404 and Rs 26399 was the remaining balance amount. In the year 2012 the total grants to all these schools was increased to Rs 2610031 where the expenditure in the same year was Rs 2581780

and Rs 28251 was the remaining balance amount. Similarly, in the year 2013 the total grants of these schools was Rs 2220166 where the expenditure in the same year was Rs 2037509 and Rs 182657 was the remaining balance amount. Due to some reasons grants are not fully utilized. It is recommended that the grants provided for the programme by the govt. should be fully utilized.

MAJOR FINDINGS

- 1.** The enrollment of the girls for the session 2013-14 in every category is comparatively more as compared to the enrolment of the boys. On the whole, it may be observed that the awareness of education among the parents is going on increasing day by day.
- 2.** The above data on enrolment of the students in the schools before SSA (1990-2001) indicate that the number of girls enrolled in every category is comparatively more as compared to the enrolled boys.
- 3.** It is surprising to know the enrolment of the students in the schools before implementation of SSA (1990-2001). The total number of students enrolled before the implementation of the SSA is 36675 whereas the number has increased to 55485 after the implementation of SSA (2002-14).
- 4.** Before implementation of SSA the dropout rate was very high but after the implementation of SSA the dropout rates have fallen down.
- 5.** It is found from the analysis that before implementation of SSA, the total numbers of untrained teachers were more. But after the implementation of the programme the number of untrained teacher has reduced a lot. All schools do not have the minimum required number of teachers. Despite training, teachers of many schools do not understand at all the National Curriculum Framework guidelines and the Constructivist approach of teaching.
- 6.** After the implementation of SSA, the school has started to provide free books and uniforms to the students at the beginning of an academic year. Almost in every sample school students are receiving the books free of cost.
- 7.** The facility of staffrooms for the teachers is available only in 6% of the schools whereas 94% of the schools are lacking the minimum seating place for the teachers. Only in 60% of the schools, headmasters are allotted a separate room or place to work.
- 8.** The electric connection is found only in 20% of the schools whereas in rest 80% of the schools, electric connection is not reached yet. It is their dream to have electricity.

9. It was found that almost 100% of the schools are having teaching learning materials that are to be used for better understanding of any concept.
10. 85% of the schools are having hygienic water facilities whereas 15% of the schools are struggling for hygienic water. Drinking water facility is available through tube well, pipe water or dug well.
11. Almost half of the schools cannot able to fulfill the need of girls' toilet as well as the common toilets which shows the pathetic condition of schools.
12. It is found from the data that in almost every school the mid-day meal which is being served is hygienic and served in proper time. But 65% of schools are having only mid-day meal kitchen shed and rest of the schools is preparing the meal without any shed.
13. 57% of the schools are not having enough classrooms where students can sit. But wherever the rooms are available there are enough black-boards that fulfill the prime purpose of teaching-learning process.
14. The condition of the buildings especially classrooms and staff rooms are not well maintained.
15. 95% of the schools organize parents' teachers meeting.
16. Library is a place where a student can learn independently, but it is found that only 15% of schools are having their library whereas 85% of schools are continuing without any library.
17. Hostel facility is not available in any of the schools for the purpose of students' accommodation.
18. The problem and issues in the cluster plans reveals the learning difficulties for first generation learners of SC/ST communities as the language of SC/ST is different from school language and therefore children are getting difficulties to absorb the book to link language.
19. Lack of Infrastructure facilities and school attractiveness is discouraging the children to go to school.
20. Out of the 35 sample schools, in 29 schools all classrooms are properly ventilated and lighted.
21. There is no significant effort by School Management Committee / teacher to raise attendance.
22. The SC/ST children have low learning achievement level. Parents are not conscious to their learning. And there is no remedial teaching for them.

23. Only 25 out of the 35 sample schools have a playground of their own. These schools organize games and sports in these grounds. In case of other schools, games and sports are being organized either in the playground of nearby High School or government land.
24. After the implementation of SSA the government is providing grants for Buildings, Ramps, Uniforms, Repair and maintenances, Library, Toilet and special toilet for girls, TLM, SIG, special grants for CWSN students, MDM grand with Rice. They are also providing some grants for different co-curricular activities in the schools, but most of the schools have not utilized the grant in bringing all these facilities because of the unknown reasons.
25. It also found that the grants provided by the government for various purposes are not fully and properly utilized.

SUGGESTIONS AND CONCLUSION

In Odisha SSA has been introduced since 2002. However, due to various reasons and constraints it could not achieve its goals in the target period. Lack of classrooms, teaching learning materials, toilet facility, playground, irregularities of electricity, inadequate number of teachers, and untrained teachers are some of the major problems in the implementation of SSA in Jeypore Block. Absence of experts/resource persons and co-ordinations as well as due to frequent transfer and posting of officials at the District level and double charges, they could not discharge their duties fully to the SSA programme. There is need to draw serious attention and action to take up in achieving the scheme of SSA for achieving UEE in the study area. Effective planning and implementation is required to impart training to all the untrained teachers and upgrade the qualifications of the under-qualified teachers to achieve the objective of quality elementary education. Considering the poor infrastructure in the schools, provision of the basic facilities needs to be given priority like TLM, separate toilet for girls, more classrooms, etc. At the same time adequate number of teachers efforts should be made to address the issues relating to out of school children and children with special needs.

REFERENCES

- Block Resource Center Coordinator (BRCC), Jeypore, Koraput.
- Das, A. (2007). "How Far Have We Come in Sarva Shiksha Abhiyan?", *Economic and Political Weekly*, 42 (1), 21-23.
- Iyengar, R. and Suurianarian, S. (2008). "Education Policy and Practice: Case studies from Delhi and Mumbai", *Economic and Political Weekly*, 43 (12), 20-24.
- Odisha Primary Education Programme Authority (OPEPA)
<http://www.opepa.in>
- Rao, V. S. (2009). "Lack of Community Participation in the Sarva Shiksha Abhiyan: A case Study", *Economic and Political Weekly*, 44 (8), 61-64.
- Roy, N. (2009). "Structural Constraint in Sarva Shiksha Abhiyan Schools", *Economic and Political Weekly*, 44 (16), 17-20.
- Singh, S. and Kala, S. (2005). "Educational Outcomes: DPEP Catching Up", *Economic and Political Weekly*, 44 (35), 3863-3873.