

## A study on performance of Sarva Shiksha Abhiyan in India

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### Abstract

Sarva Shiksha Abhiyan is a flagship programme and it main aims to provide quality of education to all. Education has been accepted as the most powerful tool for empowerment. It should reach the doorsteps of the poor, the economically disabled and socially depressed. Further, infrastructure facilities have a positive role in improvement of Elementary education. The goal of infrastructure development in Elementary education is to increase school attendance and to improve academic performance of students. In order to universalize primary education, at the outset it is necessary to provide schools everywhere and also provide all necessary facilities to all the schools. By and large, the development of school infrastructure is a comprehensive exercise for developing the school building along with its indoor and outdoor spaces in ways that contribute to the goals of universal access, retention, equity and quality in education.

**Keywords:** Education, Empowerment, Primary Education, Equity, Infrastructure

### 1. Introduction

#### 1.1 Introduction and Statement of the Problem

The Indian educational system is one of the most important system and it efforts to make the primary education is compulsory for all the children around this world. Education has been accepted as the most powerful tool for empowerment. It should reach the doorsteps of the poor, the economically disabled and socially depressed. Further, each and every year funds are allocated for achieving the objective of universalization of the primary education. Planning as well as management of School education has primarily been a state subject although the central government also legislates in this area. Moreover, education has the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labor exploitation and disease and give them the knowledge, skill and confidence to reach their full potential. Education has continued to evolve, diversify and extend its reach and coverage since the dawn of Human history. Over the last two decades, many developing countries have embarked on major curriculum and pedagogical reforms to meet the EFA goal, often with donor involvement. Development partner pressure may have prompted countries to reforms that encourage more student- or learner-centred, active and outcomes- or competency-based education, but these ideas have also been favorably received at the local level as a means for achieving educational, economic, social and political goals (Chisholm and Leyendecker, 2008) <sup>[12]</sup>. However, even when well-planned, their implementation has not always been as successful as hoped, and evidence suggests that a wide gap exists between the expected goals of curriculum reforms and actual progress achieved in classrooms, schools and numbers of teachers (Chisholm and Leyendecker, 2008, Dembélé and Lefoka, 2007, World Bank, 2008) <sup>[12, 14, 13]</sup>. Inequality within countries is also manifested, whereby some children succeed often urban boys from wealthier backgrounds while others are silently excluded, failing to understand what is going on in the classroom. Gaps in learning between urban and rural children,

able and disabled, rich and poor, boys and girls, have increased since 1990 (UNESCO, 2012).

### 2. Theoretical Framework

Initial searching for this review confirmed that many of the terms and categories used to describe pedagogical theory and practice are contested and subject to multiple interpretations and uses. Terms such as constructivism or student-centred, when used across, and even within contexts can obscure rather than clarify and conceptualize. Details of practices used are sometimes not given either, with assumptions that they are already known. This section therefore sets out to analyses and critique the theories of learning that underpin the different pedagogical approaches seen in developing countries and to explain some of the assumptions implicit within them. Behaviourism emerged as a theory of learning from the work of Thorndike (1911) <sup>[8]</sup>, Pavlov (1927) <sup>[9]</sup> and Skinner (1957) <sup>[10]</sup>, becoming dominant in the 1960s and 1970s; these the scientifically proved laws of stimulus-response and classical and operant conditioning were used to explain the learning process through the use of rewards and sanctions or trial and error. This was seen as biologically driven, a form of adaptation to the environment. The learner is rewarded for small steps of learning and achievement with consistent positive reinforcement. The behaviourist model was later challenged by social learning theory, where children were seen to learn via observation (Bandura, 1977) <sup>[11]</sup> or imitation side by side with adults in an apprenticeship model. Broadly speaking, behaviourism supports teacher-controlled or -centred approaches where the teacher is the sole authority figure. Knowledge is parcelled out from different parts of a separated curriculum that children experience as distinct subjects, and directed from the teacher to the students in set sequences, with little student choice or interaction. Assessment is often exam-oriented and high stake, without teachers direct involvement. Drawing on Bernstein, such performance pedagogies would be highly visible to the learner, strongly framed and paced by the

teacher, with subjects strongly classified. Pedagogic approaches that can broadly be described as behaviouristic in origin may result in practices such as lecturing, demonstration, rote learning, memorisation, choral repetition, imitation/copying or master-classes (e.g. learning music or dance). Structured or direct/explicit instruction as a practice differs in being teacher-led rather than teacher centred, and indicates that teachers follow a particular sequence, often scripted and even prescriptive, as in the teaching of early reading, but this may develop into more student-centred activities at a later stage of the lesson (Barratt, Sajid *et al.*, 2007) [15]. Behaviourism could be held to be universal as a theory, applicable within a variety of contexts, both cost- and time-efficient and require fewer resources, including demanding less-qualified and -skilled teachers.

### 2.1 Objectives

1. To study the infrastructure facilities in primary schools under SSA programme in India.
2. To suggest the suitable solution to improve the facilities through SSA in India.

### 2.2 Assessment on Infrastructure Facilities in Primary School Education in India

Infrastructure facilities have a positive role in improvement of Elementary education. The goal of infrastructure development in Elementary education is to increase school attendance and to improve academic performance of students. In order to universalize primary education, at the outset it is necessary to provide schools everywhere and also provide all necessary facilities to all the schools. This is because schools without proper infrastructure and facilities, termed as ill-equipped schools, may not be in a position to impart education properly and the quality of education in such schools will be poor. Moreover, it realizing the importance of infrastructure facilities the study has made an attempt to know the infrastructural development in Elementary schools under Sarva Shiksha Abhiyan in India.

Before SSA, infrastructure facilities of Elementary schools were not satisfactory. For drinking water Tube well was available in schools. Those school where these facilities were not available and where water is not suitable for drinking, dependent on neighbouring people for drinking water. Conditions of toilet facilities were also pitiable. Facilities for separate classrooms for different classes were available only in 49% schools. The partition system between classes was also temporary in nature. Except black board, teaching learning materials like globes, maps were not available in all schools. Schools had no boundary walls Aggarwal (2001). Aggarwal reported that among the school infrastructure a school with boundary wall is considered safe and desirable. Over the years the proportion of schools having boundary wall has increased in all states. There are very few schools with boundary walls in the states of Assam, West Bengal, Himachal Pradesh and Bihar. Facility of desk-bench was not available for all classes. Separate common rooms for teachers, for administrative work, for library were not available. The present study found out that faulty location of schools, lack of proper boundary walls, absence of drinking water facility and library, insufficient teaching-learning materials, lack of qualified and trained teachers put up a negative picture of development in primary education level in India. Aggarwal (2001) reported that

availability of facilities does not mean that all such facilities are fully operational and in use. There are many instances when the toilets, drinking water facilities exist but are in unusable condition due to various factors. The condition of toilets has improved to a large extent after implementation of SSA. Permanent toilet has found in almost all the schools and in remaining schools it was under construction. SSA has not provided any grant for play materials. Every school has got some amount of infrastructural facilities which is very essential for both teachers and students. Every school gets repairing grant from SSA for different types of repairing works. It helps in maintaining the school properly. Hence, the study enlarged the positive role of SSA has been improved the infrastructure of the schools and child's education in India.

### 2.3 Conclusion and Policy Implications

Development of school infrastructure is a comprehensive exercise for developing the school building along with its indoor and outdoor spaces in ways that contribute to the goals of universal access, retention, equity and quality in education. Since the infrastructure design and development contributes towards learning of children in the school it is not to be viewed narrowly as a building construction/ repair/maintenance activity alone. Schools infrastructure will have to be well thought-out physical learning environments and seen as integrated systems. They are no longer to be visualized as mere physical structures of collections of rooms. The design will need to address various aspects of the educational vision of the school. Each school component and space will need to be seen from the lens of right of the child and learning existing as well as to be still made.

### 2.4 Policy Implications

1. Schools, including infrastructure expenses such as construction of civil works and maintenance grants;
2. Allocations that directly benefit children enrolled in school, such as transport allowance, uniform and textbooks and mainstreaming activities to get out-of-school children back into school;
3. Quality: largely untied monies for activities to improve learning, such as the learning enhancement programme and innovation grants to districts;
4. Management: allocations related to administration and management activities and,
5. Miscellaneous: allocations made to community training and mobilisation.
6. Civil works like construction of school rooms, urinals & toilets should be taken up as per requirement. There should not be any delay in construction of school buildings once the funds are made available.
7. As per provision, the monitoring mechanism should be made effective. Monitoring team at district level, zone and village level must be constituted. The monitoring reports should be prepared and record to this effect be maintained for follow up action. The Village Construction Committees should be constituted in all the villages to monitor the civil works under SSA in their villages.
8. Wide and effective publicity of the SSA should be done to make the people aware about the various activities of the programme. Constitution of school management committees with parent and student representatives.

- Greater involvement of NGOs in generation of awareness and community ownership.
9. Mid-Day Meal register should be maintained on the daily basis by the concerned person and should be countersigned by the Head/Member of VEC. The district agency should supply timely ration to the schools. Proper monitoring of the funds under the Mid-Day Meal scheme should be done at cluster, zone and district levels.
  10. Teacher training to be reoriented towards use of improved methods of teaching, multi-grade teaching, sensitivity towards children with disabilities and to make punishment an exception rather than a rule to discipline children. Teacher training must be imparted by the well trained staff so that the teachers can teach the student properly and able to develop the hidden talents of the students. Teaching Learning Material should be prepared keeping in view the prescribed syllabus of the class -I to VIII and should be used while teaching the students and should not be kept in Headmasters room as a showpiece.
  11. Classroom libraries to be set up in all schools and reading habits amongst students to be encouraged. Sports equipment to be provided in all schools.
  12. Free uniforms and financial incentives should be provided to students living below poverty line.
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