

SARVA SIKSHA ABHIYAN – A MULTI DIMENSIONAL PROGRAM FOR RURAL DEVELOPMENT

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Abstract

India being a land of villages, rural development is essential to establish a stable economy. In the process of improving quality of life and economic well being of people living in rural areas, large variety of rural development approaches were taken up by the government of India. Education changes society. It stimulates economic growth by increasing innovation, productivity, and human capital. It brings positive change like political participation, social equality, and environmental sustainability. Educated society facilitates better development than an illiterate one. To bridge social, regional and gender gaps, education is the most powerful weapon which enhances the welfare of every section of our country. Recognizing education as a basic human right, like food and shelter, the government of India with the 86th amendment to the constitution has introduced Sarva Siksha Abhiyan in 2000-01 to give free and compulsory education to children between the ages of 6 to 14 years. Started by the then Prime Minister Sri Atal Bihari Vajpayee the main aim is to achieve socio-economic development.

KEY WORDS: Compulsory education, human capital, social equality, illiteracy, socio-economic development, positive change, powerful weapon.

OBJECTIVE

- To learn about the progress made by implementation of Sarva Siksha Abhiyan (SSA).
- To study the role of centre and state contribution in achieving the objective of universal primary education.
- To analyse how SSA is bridging the gender and social gaps in the economy through education.

METHODOLOGY

The study is completely based on secondary data collected from various books, articles, internet and journals.

INTRODUCTION

Since independence, the Indian Government sponsored a variety of programmes to address the problems of literacy. Education facilities at primary level expanded tremendously making education more accessible to larger sections of population. It also resulted in the Education facilities of varying quality in terms of institutional infrastructure, teaching learning process and student pass outs. The aim of education is liberation. Knowledge is a third eye of man which give him insight into all affairs and teaches him insight into all affairs and teaches him how to achieve all round progress and prosperity. Education provides all round development of physical, mental, moral and intellectual development to children who contributes to society in a positive way. To develop curiosity, inquisitiveness and social involvement among children education is most powerful weapon. To address the problem of illiteracy in rural and urban areas a uniform education system is essential to achieve national integration and greater cultural and economic development. To remove disparities and achieve social integration, to promote economic and social development at the grass root level in rural India a uniform education system is essential. The education system aims at increasing income, employment and social status, to provide new aspirations and imports and modern outlook to children, to improve productivity and prosperity, to contribute to growth of individual as well as society, to increases efficiency of government, to increases National Income, along with other richness, to remove child labour and other social evils.

Literacy rate in India was 12% in1947. It increased to 74% in 2011 and is approaching to 80% while the world literacy average rate is of 84%. The factors for low literacy rate in India are many. Some of them being lack of availability of schools in vicinity in rural areas, no proper sanitation, shortage of teachers, caste disparities that lead to dropouts. According to 2007 study, 59% schools had no drinking water, 89% had no toilets, and with poverty levels of 22%, not meeting basic needs much less education, with illiterate females on high because of gender differences i.e. 64.60% as against 80.9% for males, a comprehensive support system of education is must to bring a difference. In -order to improve literacy -rate many education programs were taken up by the central government over the years.

1. University Education Commission (UEC) was started in 1948-49.
2. University Grants Commission was set up in 1952-53.

3. IITs and NCERT was introduced in 1961
4. Kothari Commission worked for the education policy in India during 1964-66.
5. First National Policy on education (NPE) 1968 by Indira Gandhi government was the 1st educational policy with “radical restructuring”, equalling educational opportunities. Compulsory education for all children up to 14 years of age. Three language formula and English Medium study was initiated.
6. Second National Policy on Education (NPE) was started in 1986 by Rajiv Gandhi government giving “special emphasis on the removal of disparities and to equalize education opportunities especially for women, ST, SC. “Child - centred approach” “Operation Black Board”, Open University System was initiated.
7. Common Minimum Program started by P. V. Narasimha Rao Government in 1986 emphasized on common entrance exam on all India basis for admission to Professional and Technical programs in the country. (JEE, AIEEE, SLEEE).
8. District Primary Education Program DPEP 1993-94 concentrated on primary level education were around 50 million children were covered with a centre-state funding of 85:15 ratio by 2001, an amount of \$1500 million was spent.
9. Right to Education Act started in 1st April 2010 the allocation by Government of India was Rs. 21, 000 crore. Making education available, accessible, affordable and accountable Sarva Siksha Abhiyan was introduced by the Government of India in 2001-02 as a flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner. According to the 86th amendment of the constitution, free and compulsory education to children of 6-14 years was made a fundamental right and SSA is in partnership with State governments to cover the entire country and take care of the educational needs of 192 million children. The program seeks to set up new schools and strengthening of existing school infrastructure like adding classrooms, building toilets, providing drinking water etc. Recruitment of additional teachers and providing extensive training – learning materials to strengthening the education structure by involving members of Panchayat Raj, School management, education committees at village and urban level, parents and other associations (teachers, tribal and autonomous councils) in the management of elementary schools is the main feature of SSA. Great political will is necessary for the achievement of elementary education all over the country. Central, State and Local government partnership is an opportunity for States to develop their own vision of elementary education.

AIMS OF SSA

1. The SSA is to provide elementary education for all children in the age of 6 to 14 by 2010.
2. Useful and relevant education with community solidarity helps to bridge social, regional and gender gaps.
3. To allow children to learn about and master their human potential both spiritually and materially value- based learning must be given importance so that it provides children an opportunity to work for each other’s well being rather than to permit mere selfish pursuits.
4. With the support of the Department of Women and Child Development, SSA realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be the priority.

OBJECTIVES

1. All children in school, Education Guarantee Centre, Alternate School, ‘Back-to-School’ camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

FRAMEWORK FOR IMPLEMENTATION

1. To allow states to formulate context specific guidelines within the overall framework.
2. To encourage districts in States and UTs to reflect local specificity.
3. To promote local need- based planning based on broad National Policy norms.
4. To make planning a realistic exercise by adopting broad national norms.

GENDER FOCUS OF SSA

Special campus for out of school girls. Community participation with women involvement.

Free textbooks to girls up to eighth standard. 50% women teachers had to be appointed.

RECENT DEVELOPMENTS in SSA

In 2018, SSA along with Rashtriya Madhyamik Shiksha Abhiyan was integrated to form Samagra Shiksha Abhiyan. SSA is likely to be extended to 2020. The Government of India in 2011-12 fiscal allocated Rs 21,000 crore for the project. 2015 funds sharing pattern of SSA was 60:40 ratio between centre and states. (90:10) for eight North Eastern States and three Himalayan States with effect from 2015-16. The revision done in view of the higher devolution of funds to the states from 32% to 42% as recommended by 14th Finance commission. State governments of Bihar, Odisha, Puducherry, Tamil Nadu, Karnataka and West Bengal had raised concern on reduction of central share of funding in the SSA from 65% to 50%, which has subsequently rationalized to 60% based on report of the sub-group of CMS on Rationalisation of Centrally Sponsored Schemes. In 2017, Education for All and Quality Education guided policy actions and decisions enabling transformation that emphasized on promoting quality education. All States and UTs has received an amount of Rs, 91.20 crore from the ministry of Human Resource Development. Giving importance to the regional languages the amount is spent on the distribution of the printed learning outcomes, documents posters and leaflets.

National Achievement Survey 2017-18 was conducted. Around 22 lakh students from around 1,10,000 schools across 700 districts of India were assessed in the year 2017-18 (Nov 13, 2017) making it one of the largest sample surveys of student learning achievement. Through NAS 2017-18 for the first- time teachers will have a tool to understand what ex-

actly the child should be learning in various classes. How to teach this through activities, how to measure and ensure that children have reached the required level. There will be detailed district specific report cards for all the districts in the country.

ACHIEVEMENTS OF SSA

S.NO	Particulars	2009-10	2015-16
1	Total enrolment in elementary schools has risen form	18.79 crore	19.67 crore
2	Gross enrolment ratio for Primary Upper Primary		99.21% 92.81%
3	Pupil teacher ratio have improved. 62.65% of government schools in India have PTR as per RTE norm which is 30:1 in primary level on an average	32	25
4	School drop outs have come down. Average annual dropout rate at primary level came down to 6.76% in 2009-10 to 4.13% in 2014-15 as per UDISE, 2015-16 and average annual dropout rate at upper primary level is 4.03% in 2014-15 as per UDISE, 2015-16	81 lakh	60.64 lakh
5	Transition rate from primary to upper primary has gone up from	85.17%	90.14%
6	The gender parity Index in 2014-15 reached to 0.93 for primary and 0.95 at upper primary level.	2010-11	2015-16
7	Enrolment of SC children at elementary level ST children Muslim children increased	19.06% 12.50%	19.79% 10.35% 13.80%
8	Number of government schools operational according to UDISE 2015-16		10,76,994
9	Number of primary schools		1,62,237
10	Number of upper primary schools increased to		78,903

Source: Government of India, Planning Commission, Twelfth five-year plan 2012-17. Vol. 11, P-47

In order to improve literacy rate, Saakshar Bharat, a centrally sponsored scheme for Adult Education and Skill development is being implemented in rural areas of 410 districts in 26 states and one UT that had adult female literacy rate of 50% and below as per census 2001, and including left wing extremism affected districts, irrespective of their literacy rates, with special focus on women and other disadvantaged groups. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is working for development of higher education from 2013.

CONCLUSION

Analysis of data and findings of research and evaluation studies conducted by different organisations reveal that SSA program has been quite successful in achieving its goal quantitatively. But quality aspects also need to be looked seriously. SSA in India over the years contributed multidimensionally to the economy. It seeks to provide quality elementary education including life skills, giving great importance to girl education and children with special needs. It also seeks to provide computer education to six year and above age children to bridge digital divide. Improving literacy rates, increase in National Income, positive changes in socio and cultural wellbeing of the people living in the country is the success that SSA with its enhanced scope achieved over the years. The power of education is what binds the nation. There is a need for a much higher level of investment in education of at least 6% of the National Income as recommended by Kothari Commission in 1964-66. The combined expenditure incurred by both central and state government on education hovered around three to four percent of the GDP since 2001. Shortage of funds acts as obstacles in quantitative expansion and qualitative improvement on education. Changes must be made in the existing educational system. Research work in Universities should be both meaningful and productive. Emphasis should be on quality and not on quantity. Education should be made job oriented, i.e. promote vocational education rather than general education. Technical education should be properly planned since it involves heavy cost and above all teaching standards in the classroom must improve. The success and achievements of an education system depend to a large extent on the ideas that remove darkness of ignorance to the light of knowledge. Education should act as a strong support system to achieve constant development in India, in reducing poverty, to create a sustainable planet, to prevent needless deaths, and illness and to foster peace. Today's children are tomorrow

citizens. Keeping this in mind children should be taught values, traditions, and good habits so that they are nurtured into good human beings. They must be allowed to blossom, to perform, to reach their highest potential in the areas where they have natural talents. The syllabus and courses in schools should allow children to learn about and master their natural environment to develop their potential both spiritually and materially.

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