



A STUDY OF SOURCES FOR ELEMENTARY EDUCATION IN MAHARASHTRA UNDER SARVA SHIKSHA ABHIYAN.

Education

Vikhe Rahul

Pravara Institute of Research & Educational in Natural & Social Sciences (PIRENS), Loni (Bk), Tal: Rahata, Dist: Ahmednagar. Pin: 413736

Gujrathi DM

Pravara Institute of Research & Educational in Natural & Social Sciences (PIRENS), Loni (Bk), Tal: Rahata, Dist: Ahmednagar. Pin: 413736

ABSTRACT

Elementary education is very important for a society and a country at large. Elementary education is very important whether you are living in a developing country or a developed world. As you know India's main challenge is poverty, we need to uplift millions of people out of poverty and we can't do it unless we focus on elementary education. Primary education starts from Class 1st when child is 5 years old. Primary education does not only mean a classroom, books and a teacher (that is bare minimum) but nutrition, clothes and creating an environment where a child can learn new things every day, an environment that can help in bringing out best within a child.

KEYWORDS

Sarva siksha abhiyaan, Elementary education, Maharashtra, Government

1. Introduction:

The most recent challenge to financing elementary education in India is posed by the Planning Commission's decision to change the financing arrangements for Sarva Shiksha Abhiyan (SSA). SSA is one of the most important flagship programs of the Government of India, implemented in a mission mode to realize the Universal Elementary Education (UEE) goals by 2010. Till the end of 10th Plan, Centre government put up with 75 percent of the SSA financial outlays (resources allocated to Centre from Planning Commission) while the rest 25 percent was provided by the states (as additional resources in their budgets, after maintaining the states' 1999-2000 expenditures on elementary education in current prices). However, Planning Commission has taken the decision to implement the 50:50 sharing of SSA allocations between Centre and States from 11th Plan onwards (as envisaged in the SSA Framework for the 11th Five Year plan period) Aggarwal, Yash (2001).

5. Non availability of play grounds.
6. All the teachers do not take this profession seriously.
7. Shortage of funds for implementation.
8. Problem in implementation of the scheme.

The above problems are directly related to educational system and badly affected on quality of education. Hence it is necessary to make a detailed study of entire funding process of "Sarva Shiksha Abhiyan" and to overcome the problems by suggesting practical suggestions Aggarwal Chugh Sunita (2003).

3. Relevance of study :

- The study will provide solution to the government for effective penetration of education policy for better education quality in country.
- Secondly students and parents will cooperate in this sector to grow in order to contribute substantially for rise in nations quality education will be useful for trained manpower for sector and specified training can be provided.
- Also the study shall help to understand useful method for systematic planning in education sector.

The research work will be useful to central and state government and schools for better implantation of "Sarva Shiksha Abhiyan" scheme.

4. Objectives of the study

1. To study Primary education in Maharashtra.
2. To study the Sarva Shiksha Abhiyan.
3. To Study the source of Sarva Shiksha Abhiyan.
4. To study the process of elementary education and Sarva Shiksha Abhiyan.
5. To study the problems faced by government in implementing Sarva Shiksha Abhiyan.
6. To study the problems faced by the school.
7. To study the constructive suggestions to overcome the problems.

5. Justification of the objectives

1. The research work is related with sources and utilisation of for Sarva Shiksha Abhiyan in general and particularly in Ahmednagar district. This Abhiyan is related with primary education; hence it is necessary to study primary education in Maharashtra. The core part of the research is implementation of Sarva Shiksha Abhiyan and funds there on. Research has concentrated the study of Sarva Shiksha Abhiyan. It's sources and utilisation of funds is important aspect in this study, hence it is covered as important objectives.

2. Utilisation of funds is important for improvement in primary education. How these funds are utilised under this scheme is important. However, at the time of availability of funds and utilisation of funds for

Table No. 1

Year	2011-12	2012-13	2013-14	2014-15
No of Schools	18387	19244	20887	23208
a) Public	3976	4567	5007	6545
b) Private	14411	14677	15880	16663
No of Pupils	2800000	3200000	3500000	42,00000
No of teachers	80,000	101000	120000	165000

Ahmednagar District:

The primary education in the Ahmednagar city and in the Cantonment area is looked after by the Municipal School Board, Ahmednagar and the Cantonment Executive Officer, respectively, while in the rest of the district it is looked after by the Zilla Parishad. Formerly it was looked after by the District School Board Adhikari, Tejaswini. (2001).

1. Statement of Problem :

Dr. Chand Vijaya Sherry, The education is the process of instruction aimed at the all-round development of individuals, providing the necessary tools and knowledge to understand and participate in day to day activities of today's world.

The education is the key which allows people to move up in the world, seek better jobs, and ultimately succeed in their lives. So, education is very important, and no one should be deprived of it. However, following problems faced by education institutes, students, parents and government.

1. Facilities not available as per requirement.
2. Shortage of girl's common room.
3. No alternative arrangement when load shedding.
4. Non availability of purifier drinking water facility.

this scheme is important and it should be study by researcher. The result of this scheme is not satisfactory hence it is necessary to find out problem in implementation of the scheme i.e. problem of students, teacher and others. As a research scholar it is important to take some measures to improve the elementary education system and funds are to overcome the problem in this system. The researchers had selected seven objectives in order to suggest that measurement of such elementary education system i.e. SSA.

6. Working definitions of terms used:

a. Pre Primary Education:

Definition: Pre-primary education (ISCED) is defined as the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere.

b. Primary education:

Also called elementary education, is for children in kindergarten through sixth grade. Primary education provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives. Schools offering Elementary Education degrees can also be found in these popular choices.

c. Primary Education Basics:

Every state government in the United States regulates primary education, according to the United States Department of Education. Some states also supervise the curriculum, processes and standards of elementary schools to ensure students receive a quality education regardless of the school they attend. Most states require children to receive a primary education to learn basic concepts. According to the United Nations Children's Fund (UNICEF), providing children with this education has many positive effects, including:

- Decreasing poverty
- Decreasing child mortality rates
- Encouraging gender equality
- Increasing environmental concern

7. Methods of data collection:

Primary data:

1. Questionnaire: Through the questionnaire technique, the data will be collected from 500 respondents. With the help of email, and social media like Twitter, WhatsApp, Facebook, researcher will send this questionnaire to respondents.

a. Data collected from respondent

Table No. 2

Method of data Collection	Area	Sources of data collection				
		District Education Officer	Block Education Officer	Head Master	Assistant Teacher	Students
	Ahmednagar	1	14	100	100	285
Total	500					

2. Observation: Researcher will observe the infrastructure and facilities given to the schools under SSA.

Selection of sample:

1. About Ahmednagar District: Ahmednagar is a relatively small town and shows less development than the nearby western Maharashtra cities of Mumbai and Pune. Ahmednagar is home to 19 sugar factories and is also the birthplace of the cooperative movement, Manish Gupta et.al. Due to scarce rainfall, Ahmednagar often suffers from drought. Marathi is the primary language for daily-life communication. Hindi is also widely understood and spoken, though of the Dakhani dialect, with a lot of grammar and loan words from Marathi. Ahmednagar has recently published a plan of developing the city by year 2031. Ahmednagar having 13 talukas Ahmednagar district got huge geographical area in Maharashtra but percentage of people compare to other district living in rural area.

A. Universe / Population:

Table No.3

Sr. No	Name of the tehsil (Ahmednagar)	Total school
1.	Rahuri	65
2.	Nevasa	70
3.	Shrirampur	75
4.	Kopergaon	55
5.	Sangamner	79
6.	Rahata	82
7.	Akole	50
8.	Karjat	50
9.	Shrigonda	60
10.	Parner	70
11.	Ahmednagar	50
12.	Pathardi	56
13.	Shevgaon	58

A. Selection of sample

Selection of talukas: 14 talukas, 3 from North Ahmednagar, 3 from South Ahmednagar section.

Table No. 4

Sr.No.	North Ahmednagar 3 Tehsil	Total Schools	Selected Schools	South Ahmednagar 3 Tehsil	Total Schools	Selected Schools
1	Rahata	82	50	Rahuri	65	40
2	Shrirampur	75	45	Ahmednagar	50	35
3	Akole	50	40	Parner	70	56

References:

1. Adhikari, Tejaswini. (2001) identified the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, under Navi Mumbai Municipal Corporation (NMMC).
2. Aggarwal Chugh Sunita (2003) in "Learning achievement of slum children in Delhi. New Delhi:" highlighted that basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education.
3. Aggrawal, Yash (2001). In his examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education.
4. Dr. Chand Vijaya Sherry, Education System in India. Published by Springer Publication New Delhi.
5. Manish Gupta, Anit Mukherje, Tapas K. Sen, R. Srinivasan, "Improving Effectiveness and Utilisation of Funds under SSA Schemes through Suitable Changes in Timing and Pattern of Releases by the Centre"