



**ORIGINAL RESEARCH PAPER**

**Management**

**A STUDY ON THE INFRASTRUCTURAL DEVELOPMENT OF THE SCHOOLS UNDER SARWA SIKSHA ABHIYAN WITH RESPECT TO DIBRUGARH DISTRICT.**

**KEY WORDS:** Universalization, education, urban, Sarwa Siksha abhiyan (SSA)

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**ABSTRACT**

Primary Education plays a pivotal role in shaping the future of a society. Every country lays its foundation on primary education. India as a developing nation has played a significant role in the universalization of education. After independence India introduced various schemes and policies for the improvisation of education in the country, out of which Sarwa Siksha Abhiyan is the latest one. The scheme got implemented in the year 2002 with the aim of 100% universalization of education in the country. The aim of this paper is to study how far the schools in the urban district (Dibrugarh) of Assam have been able to implement the scheme objectives properly.

**INTRODUCTION**

Education is one of the most serious requirements of man's life in society. Various theorists, protagonist and policy makers, since time immemorial have been asking the question with regard to the purpose of education.

Free and compulsory education to all children up to the age of fourteen years is the Constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of Universalisation of Elementary Education (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted a number of times. Till 1960, all efforts were focused on provision of schooling facilities. It was only after the near realization of the goal of access that other components of UEE, such as universal enrolment and retention, started receiving attention of planners and policy makers. It is the Quality of Education, which is at present in the focus in all programmes relating to elementary education in general and primary education in particular. Significant efforts have been made in the last fifty years to universalize elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their numbers are now increased to 627 thousand and 190 thousand respectively as in the year 1998-99; thus showing an average annual growth of 2.30 and 5.58 per cent per annum. As many as 83 per cent of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km and 76 per cent habitations to upper primary schooling facilities within a distance of 3 km. About 94 and 85 per cent of the total rural population is accessed to primary and upper primary schools/sections. More than 84 per cent of the total 570 thousand primary schools in 1993-94 had school buildings. The number of single-teacher primary schools has also considerably declined.

**Sarwa Siksha Abhiyan:**

Sarwa Siksha Abhiyan (SSA) is the comprehensive and integrated flagship programme of the Government of India, to attain Universal Elementary Education (UEE) in the country in a mission mode. Launched in partnership with the State governments and local self-governments, SSA aims to provide useful and relevant education to all children in the 6-14 age groups by 2010. SSA was launched in 2000-01 with the objectives of (a) all children in school, Education Guarantee Centre, Alternative School, 'Back-to-School' camp by 2003; (b) all children complete five years of primary schooling by 2007; (c) all children complete eight years of elementary schooling by 2010; (d) focus on elementary education of satisfactory quality with emphasis on education for life; (e) bridge all gender and social category gaps at primary stage by 2007; and (f) universal retention by 2010. The components of SSA include: (a) preparatory activities for micro-planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all level. (b)

Appointment of teachers (c) opening new primary and alternative schooling facility like EGS/AIE centres, (d) opening of upper primary schools (e) constructing additional classrooms, schools and other facilities (f) free textbook to all girls/SC/ST children.

**Objectives of the study:** The basic objective of the study is to make an evaluation of SSA in Dibrugarh district and study how far the implementation of SSA has been successful, whereas the other objectives are as follows:-

- (a) To examine the role played by SSA in universalisation of elementary education.
- (b) To study the present status of the school infrastructures and identify the factors impeding the success of SSA.

**Data and Methodology**

The research project will be based on primary and secondary data. The project is to study the implementation of Sarwa Siksha Abhiyan in Assam and for that purpose, out of 29 districts in Assam 1 district have been selected i.e. Dibrugarh on the basis of convenient sampling. There are 6 developmental blocks in Dibrugarh district which are Khowang, Tengaghat, Lahowal, Borboruah, Tingkhong and Panitola. One third of the block population from both the district was considered for the study. Out of these 6 blocks 2 blocks were chosen for the purpose, on the basis of purposive sampling, one block was chosen from east Dibrugarh and the other was chosen from west Dibrugarh. From the selected blocks in Dibrugarh district, 50% of the schools under SSA were taken for the study.

In Dibrugarh the total number of schools in lahowal block is 270 and in Borboruah block is 355. Through random sample generator, 50% of the schools from both the blocks were taken for the study which resulted to sample size 158 and 187 and in total 345 schools.

**ANALYSIS**

**Building status \* building type Cross tabulation**  
% within building status

Building status	building type			Total
	concrete	partially concrete	Non-concrete	
Private	26.7%	71.7%	1.7%	100.0%
Government schools	47.3%	51.2%	1.4%	100.0%
Government schools in a rent free building	100.0%			100.0%
Under Construction	100.0%			100.0%
Total	44.3%	54.2%	1.4%	100.0%

**Table 1.1**

From the above table, the status of the building can be interpreted

that 51.2% of the government schools are partially concrete and 47.3% are concrete. In case of government school in a rent free building and those building which are under construction are 100% concrete. 71.7% of the private schools are partially concrete and 26.7% are concrete.

**School management \* playground Cross tabulation**  
% within school management

School management	playground		Total
	yes	no	
Department Of Education	50.0%	50.0%	100.0%
Local Body	100.0%		100.0%
Private Aided	65.4%	34.6%	100.0%
Private Unaided	66.7%	33.3%	100.0%
Others		100.0%	100.0%
Unrecognized	60.0%	40.0%	100.0%
Tea Garden Mgt	50.0%	50.0%	100.0%
Newly Provincialized	100.0%		100.0%
Total	53.6%	46.4%	100.0%

**Table 1.2**

The above table represent the availability of playground in various schools managed by various management. In case of schools managed by department of education and tea garden management the availability of playground is 50% whereas the school managed by the local body and the newly provincialised have 100% availability of the playground. In case of private aided and private unaided schools the availability of the playground is 65.4% and 66.7%.The schools which are included in the others management have no availability of playground. In totality 53.6% of the schools have playground whereas 46.4% of the schools have no playground.

**School management \* electricity Cross tabulation**  
% within school management

School management	electricity			Total
	yes	no	disconnected	
Department Of Education	23.5%	66.3%	10.2%	100.0%
Local Body	100.0%			100.0%
Private Aided	11.5%	88.5%		100.0%
Private Unaided	40.0%	60.0%		100.0%
Others		100.0%		100.0%
Unrecognized		100.0%		100.0%
Tea Garden Mgt	27.8%	66.7%	5.6%	100.0%
Newly Provincialized		100.0%		100.0%
Total	22.3%	69.6%	8.1%	100.0%

**Table 1.3**

The above table represent the electricity connection in schools. Those schools which are managed by the department of education are facing problems in electricity connection. Only 23.5% of the schools are having electricity whereas 66.3% of the schools have no electricity, 10.2% of the schools electricity is disconnected due to the non-payment of the bill. The schools managed by the local body have 100% electricity connection. The condition of private aided school is more severe than the private unaided schools. In private aided schools the percentage of schools having electricity is only 11.5% whereas the percentage increases in private unaided schools which are 40%. The school managed by others, the unrecognized schools and the newly provincialised schools have no electricity connection. In case of those schools managed by the tea garden management 27.8% of the schools have electricity, 5.6% of the schools don't have electricity due to non-payment of the bill and 66.7% of the schools don't have electricity. In totality 22.3% of the schools have got electricity connection, 69.6% of the schools have no electricity connection and 8.1% of the schools have electricity but due to non-payment of bill the electricity has been disconnected.

**School management \* class room condition Cross tabulation**  
% within school management

School management	Class room condition			Total
	good	bad	average	
Department Of Education	17.8%	22.3%	59.8%	100.0%
Local Body			100.0%	100.0%
Private Aided	26.9%	42.3%	30.8%	100.0%
Private Unaided	13.3%	6.7%	80.0%	100.0%
Others			100.0%	100.0%
Unrecognized	40.0%	30.0%	30.0%	100.0%
Tea Garden Mgt	22.2%	16.7%	61.1%	100.0%
Newly Provincialized	20.0%		80.0%	100.0%
Total	19.1%	22.3%	58.6%	100.0%

**Table 1.4**

The above table interpret the classroom conditions of the schools managed by different management. The classroom condition of the schools managed by department of education was found to be average. 59.8% of the schools managed by department of education were found to be average, 22.3% was found to be in bad condition and only 17.8% condition was found to be good. 100% of the schools which are managed by the local body and also the new schools in other category were found to be in average condition. The highest percentage of bad classroom condition was found in private aided school with a percentage of 42.3% whereas in case of tea garden managed school the bad classroom condition was found to be lowest with 16.7% only. Most of the schools were found to be in average condition. In totality 58.6% of the schools have average classroom condition, only 19.1% of the schools have got good classroom condition and 22.3% of the schools have got bad classroom conditions.

**School management \* class room adequate Cross tabulation**  
% within school management

School management	Classroom adequate		Total
	yes	no	
Department Of Education	53.0%	47.0%	100.0%
Local Body		100.0%	100.0%
Private Aided	46.2%	53.8%	100.0%
Private Unaided	46.7%	53.3%	100.0%
Others		100.0%	100.0%
Unrecognized	50.0%	50.0%	100.0%
Tea Garden Mgt	38.9%	61.1%	100.0%
Newly Provincialized	40.0%	60.0%	100.0%
Total	50.7%	49.3%	100.0%

**Table 1.5**

The above table represent the adequacy of the classroom in various schools managed by the various management. The schools managed by others and the schools managed by the local body were found to have inadequate classroom. In case of school managed by department of education only 53% of the school had adequate classroom and rest 47% did not had adequate classroom. The adequacy of the classroom in private aided and unaided was somewhere similar with a percentage of 53.8% and 53.3% . Even the newly provincialised schools had the problem of inadequate classroom with 60% and only 40% had adequate classroom. In totality 50.7% of the schools have adequate classroom and 49.3% of the schools do not have adequate classroom.

**Summarised Findings**

Only 44.3% of the schools are fully concrete whereas 54.2% are partially concrete and 1.4% of the schools are non-concrete.

53.6% of the schools have playground whereas 46.4% of the schools don't have playground in the campus.

Only 22.3% of the schools have the electricity facilities whereas

69.6% of the schools don't have electricity and 8.1% schools have got electricity but disconnected due to non-payment of the bills.

Only 19.1% of the schools have classroom in good condition whereas 22.3% schools have bad classroom condition and 58.6% of the schools are having average classroom condition.

50.7% of the schools have adequate classroom whereas 49.3% of the schools do not have adequate classroom.

#### **Deficiencies of the schools as per the SSA norms:-**

As per the SSA norms every school building should be fully concrete with a proper playground within the campus, but many schools do not have fully concrete building neither a proper playground in the campus.

Many schools don't have land for the expansion of the schools. It was also found that many schools lacked electricity connection, out of which few schools lacked electricity due to non-payment of bills.

In most of the schools, be it concrete, partially concrete or non-concrete, the conditions of the classroom was found to be average. In few schools the classroom floors were not proper whereas in few the roofs were leaking. In fact in many schools it was found that the class-room was not adequate to take all the classes.

#### **Factors impeding the success of SSA**

- 1) High rate of corruption among the government officials for development of the schools.
- 2) Lack of awareness among the school students regarding the importance of education.
- 3) Good basic facilities in private schools in comparison to the schools under SSA are one of the major factors impeding the success of SSA.

#### **Suggestions and Recommendations-**

The government can allocate more funds for better infrastructural facilities.

The school authority should properly maintain the library and classroom.

Electricity bill should be paid on time in order to avoid disconnection.

#### **Conclusion-**

The SSA scheme started in Assam in 2002 and to a certain extent it has been successful in the universalization of education but still not been fully successful in providing a better infrastructural facilities in the schools of Dibrugarh district. Although the norms of SSA have been implemented in the schools but due to inadequacy of fund many schools lack the basic facilities in the classroom which ultimately creates problem for the students. To a greater extent the scheme of SSA have been able to bring children from family existing under BPL and provide them the elementary education, but still there are many families who do not want to indulge their children in learning and development. The government should try to bring more new policies to connect children and families with the SSA scheme.

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