



**ORIGINAL RESEARCH PAPER**

**Management**

**A COMPARITIVE STUDY ON THE INFRASTRUCTURAL DEVELOPMENT OF SCHOOLS UNDER SARWA SIKSHA ABHIYAAN WITH RESPECT TO DIBRUGARH AND DHEMAJI DISTRICT.**

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

**Manisha Singh**

Research Scholar, Dibrugarh University

**Dr. Pratim Baruah\***

Associate Professor, Centre for Management Studies, Dibrugarh University  
\*Corresponding Author

**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 make a comparison that how far the schools in the rural district and urban district of Assam has 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, protagonists 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 *Universalization of Elementary Education (UEE)* within the next ten years i.e. by 1960. 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. 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. The ratio of primary to upper primary schools over time has improved which is at present 3.3. 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 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 objectives of the study is to make an evaluation of SSA in Dibrugarh and Dhemaji districts 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 universalization of elementary education.
- (b) To do a comparative study on the infrastructure development of the schools in Dibrugarh and Dhemaji whether the fulfilment of SSA objectives as per the SSA norms has been high in the rural area or in the urban areas.

**Data and Methodology**

The research project will be based on primary and secondary data. The project is a comparative study and it will try to study the implementation of SSA in Assam and for that purpose, out of 29 districts in Assam 2 districts have been selected i.e Dibrugarh and Dhemaji on the basis of convenient sampling, considering Dibrugarh to be an urban area and Dhemaji to be a rural area.

There are 6 developmental blocks in Dibrugarh district which are Khowang, Tengaghat, Lahowal, Barbaruah, 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. There are 3 developmental blocks in Dhemaji district which are Dhemaji, Bordoloni and Murkongselek and out of these 3 blocks 1 block was chosen for the purpose, on the basis of convenient sampling. From the selected blocks in both the districts, 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 Barbaruah 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. The same technique for generating schools sample from Dhemaji district was applied. In Dhemaji the total number of schools in Bordoloni block was 323 schools and through random sample generator 50% of the sample was selected which resulted to sample size of 175 schools.

**Comparison table between Dibrugarh and Dhemaji**

Frequency comparison of school management

**Table 1.1 Dibrugarh**

School management	Frequency	Valid Percent	Cumulative Percent	
Valid	Department of Education	264	76.5	76.5
	Local Body	1	.3	76.8
	Private Aided	26	7.5	84.3
	Private Unaided	15	4.3	88.7
	Others	1	.3	89.0
	Unrecognized	10	2.9	91.9
	Tea Garden Mgt	18	5.2	97.1
	Newly Provincialized	10	2.9	100.0
	Total	345	100.0	

**Table 1.2 Dhemaji**

School management	Frequency	Valid Percent	Cumulative Percent
Valid Department of Education	150	85.7	85.7
Tribal/Social welfare department	1	.6	86.3
Private Aided	17	9.7	96.0
Private Unaided	5	2.9	98.9
Newly Provincialized	2	1.1	100.0
Total	175	100.0	

From the above table if we make a comparison of the valid percentage of school management than we can find that in Dhemaji the valid percentage of schools managed by department of education is 85.7% whereas in case of Dibrugarh is 76.5%. The valid percentage of the schools which are managed privately but get financial aid from government is 7.5% in Dibrugarh whereas in Dhemaji the valid percentage of private aided school is found to be 9.7%. In case of private unaided schools the valid percentage was 4.3% in Dibrugarh and 2.9% in Dhemaji. The valid percentage of newly provincialised schools was found to be more in Dibrugarh with 2.9% than in comparison to Dhemaji with 1.1%.

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

% within building status

**Table 2.1 Dibrugarh**

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%

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

% within building status

**Table 2.2 Dhemaji**

Building status	Building type			Total
	Concrete	partially concrete	non-concrete	
Private	14.3%	57.1%	28.6%	100.0%
Rented	100.0%			100.0%
Government	55.6%	44.4%		100.0%
Government school in rent free building	100.0%			100.0%
Dilapidated	30.8%	15.4%	53.8%	100.0%
Total	52.6%	42.3%	5.1%	100.0%

The above tables make a comparison of the school building status and types in both the district. From the above table we can say that in Dibrugarh the private schools building which are totally concrete buildings percentage is 26.7% which is more in comparison to the percentage of 14.3% in Dhemaji. Similarly the percentage of partially concrete private schools building is 71.7% in Dibrugarh whereas 57.1% in Dhemaji. The percentage of private school buildings which are being run in non-concrete building is only 1.7% in Dibrugarh but in Dhemaji the percentage was very high with 28.6%. The status of government school building was found to be better in Dhemaji than in comparison to Dibrugarh. The percentage of government schools having concrete building is 55.6% in Dhemaji whereas in Dibrugarh it is 47.3%. The percentage of government schools having partially concrete buildings was 51.2% in Dibrugarh and 44.4% in Dhemaji. No government school in Dhemaji was found to be non-concrete whereas in Dibrugarh the percentage was 1.4%. Those government schools which were previously being run in rent

buildings are now owned by the government and their building type was found to be concrete with 100% in both the districts. In Dhemaji 30.8% of the school buildings which were concrete were found to be in dilapidated conditions whereas 15.4% of the partially concrete buildings were in dilapidated conditions and 53.8% of the schools which were non-concrete were found to be in dilapidated condition. No school building was found to be in dilapidated condition in Dibrugarh district.

**School management \* playground Cross tabulation**

% within school management

**Table 3.1 Dibrugarh**

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%

**School management \* playground Cross tabulation**

% within school management

**Table 3.2 Dhemaji**

School management	playground		Total
	Yes	no	
Department of Education	78.0%	22.0%	100.0%
Tribal/Social welfare department	100.0%		100.0%
Private Aided	58.8%	41.2%	100.0%
Private Unaided	40.0%	60.0%	100.0%
Newly Provincialized	100.0%		100.0%
Total	75.4%	24.6%	100.0%

From the above tables we can make a comparison about the availability of playground in various schools in managed by various bodies in both the districts. As we can see that the percentage of availability of playground in schools is more in Dhemaji than in comparison to Dibrugarh. 78% of the schools in Dhemaji district which are managed by department of education are found to be having playground which was much more than in comparison to the Dibrugarh schools with 50% which were managed by department of education. The newly provincialized schools in both the districts were found to have 100% availability of playground. The availability of playground in Private aided schools in Dibrugarh was 65.4% whereas in Dhemaji it was found to be 58.8%. Even in case of private unaided schools in Dibrugarh the availability of playground percentage was more than in comparison to the private unaided schools in Dhemaji. The private unaided schools having playground percentage in Dibrugarh is 66.7% whereas in Dhemaji it is 40%.

**School management \* land for expansion Cross tabulation**

% within school management

**Table 4.1**

School management	Land for expansion			Total
	Yes	no	Playground	
Department Of Education	22.3%	27.7%	50.0%	100.0%
Local Body			100.0%	100.0%
Private Aided	38.5%	19.2%	42.3%	100.0%
Private Unaided	20.0%	33.3%	46.7%	100.0%
Others	100.0%			100.0%

	Unrecognized	30.0%	10.0%	60.0%	100.0%
	Tea Garden Mgt	22.2%	16.7%	61.1%	100.0%
	Newly Provincialized	40.0%	20.0%	40.0%	100.0%
Total		24.3%	25.8%	49.9%	100.0%

**School management \* land for expansion Cross tabulation**  
% within school management

**Table 4.2 Dhemaji**

School management	Land for expansion			Total
	Yes	no	Playground	
Department of Education	34.0%	22.7%	43.3%	100.0%
Tribal/Social welfare department	100.0%			100.0%
Private Aided	29.4%	23.5%	47.1%	100.0%
Private Unaided	20.0%	20.0%	60.0%	100.0%
Newly Provincialized			100.0%	100.0%
Total	33.1%	22.3%	44.6%	100.0%

The above tables make a comparison of the availability of land for the expansion of the schools in both the districts. The table clearly shows the availability of land for the expansion of the schools is more in Dhemaji district than in comparison to Dibrugarh district. The total percentage of schools having land for the expansion of the schools in Dhemaji is 33.1% whereas in Dibrugarh it is 24.3%. If we make an individual comparison of the availability of land for the school expansion by various school management than we can see that except private aided schools percentage(38.5%) in Dibrugarh is higher than in comparison to Dhemaji(29.4%). In case of private unaided schools the percentage of schools having land for expansion is same for both the districts which is 20%. In case of Dibrugarh district a total of 49.9% of schools managed by various managements had the availability of playground to be used for the expansion of the schools whereas in Dhemaji the percentage was 44.6%.

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

**Table 5.1 Dibrugarh**

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%

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

**Table 5.2 Dhemaji**

School management	Electricity			Total
	Yes	no	disconnected	
Department of Education	44.0%	48.7%	7.3%	100.0%
Tribal/Social welfare department	100.0%			100.0%
Private Aided	41.2%	52.9%	5.9%	100.0%
Private Unaided	20.0%	60.0%	20.0%	100.0%
Newly Provincialized	50.0%	50.0%		100.0%
Total	43.4%	49.1%	7.4%	100.0%

From the above tables we can make a comparison of the availability and disconnection of electricity in the schools managed by various departments in both the districts. The percentage of electricity availability in Dhemaji district is 43.4% which is more in comparison to Dibrugarh districts which is 22.3%. Even in case of disconnection of electricity the percentage of schools in Dibrugarh is 8.1% which is more in comparison to Dhemaji which is 7.4%. If we were to make the comparison individually of the availability of electricity in the schools managed by various departments than it can be said that 44% of the schools managed by department of education in Dhemaji have electricity connection whereas the percentage was found to be very low in Dibrugarh which was 23.5% only. In case of private unaided schools in Dibrugarh the availability of electricity percentage was 40% which was twice the percentage in Dhemaji private unaided schools 20%. The condition of availability of electricity in private aided schools in Dibrugarh was found to be very low with a percentage of 11.5% and rest 88.5% with no electricity, whereas the condition was found to be better in Dhemaji with a percentage of 41.2%. The availability of electricity in newly provincialized schools in Dhemaji was 50% which was better than 100% no electricity in the newly provincialized schools in Dibrugarh.

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

**Table 6.1 Dibrugarh**

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%

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

**Table 6.2 Dhemaji**

school management	Class-room condition			Total
	Good	bad	average	
Department of Education	24.7%	26.7%	48.7%	100.0%
Tribal/Social welfare department			100.0%	100.0%
Private Aided	23.5%	5.9%	70.6%	100.0%
Private Unaided	20.0%		80.0%	100.0%
Newly Provincialized			100.0%	100.0%
Total	24.0%	23.4%	52.6%	100.0%

Comparing the above tables we can say that the classroom condition in the schools managed by the various management. In total only 19% of the schools in Dibrugarh were found in good conditions whereas in case of Dhemaji the percentage was 24%. In Dibrugarh only 17.8% of the schools managed by department of education had good classroom conditions whereas in Dhemaji 24.7% of the schools managed by department of education were in good conditions. In Dibrugarh only 26.9% of the private aided schools have good classroom condition whereas in Dhemaji the percentage was 23.5%. In Dhemaji 20% of the private unaided schools are in good condition whereas in Dibrugarh only 13.3% of the schools are found to be in a good condition.

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

**Table 13.1 Dibrugarh**

school management	Class-room 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%

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

**Table 13.2 Dhemaji**

school management	Class-room adequate		Total
	Yes	no	
Department of Education	52.0%	48.0%	100.0%
Tribal/Social welfare department	100.0%		100.0%
Private Aided	29.4%	70.6%	100.0%
Private Unaided	60.0%	40.0%	100.0%
Newly Provincialized		100.0%	100.0%
Total	49.7%	50.3%	100.0%

Comparing the above tables we can say that 50.7% of the total schools in Dibrugarh have adequate classrooms whereas 49.7% in Dhemaji have adequate classroom. In Dibrugarh 53% of the schools managed by department of education have adequate classroom whereas the percentage was found to be slightly low in case of Dhemaji with 52%. In Dibrugarh in case of private aided schools the adequacy of classroom was found to be 46.2% whereas in Dhemaji the percentage was low with 29.4%. In case of private unaided schools 60% of the schools in Dhemaji had adequate classroom whereas the percentage was quite low in the private unaided schools of Dibrugarh with 46.7%. The condition of newly provincialized schools in Dhemaji was not good, as 100% of the schools were not having adequate classrooms whereas in case of Dibrugarh only 40% of the newly provincialized schools had adequate classrooms.

**Summarised Findings**

- 76.5% of the schools in Dibrugarh is managed by the Department of Education whereas the percentage is more in case of Dhemaji district which is 85.7%.
- The building condition was found to be better in the schools of Dhemaji district. 52.6% of the schools had concrete buildings, whereas in Dibrugarh the percentage was 44.3%.
- The availability of playground was found to be more in Dhemaji with 75.4% in comparison to Dibrugarh which was 53.6%.
- In Dibrugarh 24.3% of the schools have lands available for the expansion of the schools whereas the percentage is high in case of Dhemaji district which is 33.1%.
- In Dibrugarh the 22.3% of the schools have the facility of electricity and the percentage was found to be almost double in Dhemaji district 43.4%.
- In Dibrugarh only 19.1% schools were found to have classrooms in good conditions whereas 24% of schools in Dhemaji were found to have class-rooms in good conditions.
- 50.7% of the schools were found to be having adequate classroom whereas the percentage was slightly low in case of Dhemaji with 49.7%.

**Conclusion**

As stated in my objectives, to study about the role and present status of SSA, I believed that the implementation of SSA scheme was properly implemented in Dibrugarh as it was considered to be an urban area but after my field work and data analysis it was

found that the implementation of SSA was better implemented in Dhemaji which was considered to be a rural area. In the schools of Dhemaji the building condition, availability of playground, electricity and land for expansion of schools was found to be better than Dibrugarh. In case of class-room condition the schools of Dhemaji was found to be better in comparison to Dibrugarh. In case of adequacy of class-room the Dibrugarh schools were found to be slightly better than the Dhemaji schools.

**References**

1. Das, K.K- "Evolution of the system of elementary education (1904-1947)". Ph.D Thesis, Utkal University, Bhubaneswar, 1968.
2. Chandrashekhar, R- "A critical study in depth of the various measures taken by the government of Karnataka (Mysore) in the field of Primary Education during 1947-72". Ph.D
3. Thesis, Mysore University, Mysore 1978.
4. Nagar, R.S- "Development of education in Manipur from 1811-1970." Ph.D Thesis, Gauhati University, Guwahati 1975.
5. Sarwa Siksha Abhiyan: A Programme for Universal Elementary Education, Ministry Of Human Resource Development Department of Elementary Education and Literacy.
6. Sarwa Siksha Abhiyan, Axom: Prayash a Journal Published by Distance Education Programme- Sarwa Siksha Abhiyan, Kahilipara, Guwahati- 192005.