



**ORIGINAL RESEARCH PAPER**

**Management**

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

**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. 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 Dhemaji 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 universalization of elementary education.
- (b) To study the present status on whether the schools are

achieving the objectives set as per SSA norms.

**Data and Methodology**

The research project will be based on primary and secondary data. The project is a study which will try to study the implementation of SSA in Assam and for that purpose, out of 29 districts in Assam 1 district have been selected i.e Dhemaji on the basis of convenient sampling. 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 the district, 50% of the schools under SSA were taken for the study.

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.

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

% within building status

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%

From the above table the status of the building can be interpreted that 44.4% of the government schools are partially concrete and 55.6% are concrete. In case of government school in a rent free building and those schools which are in rented building are 100% concrete. 57.1% of the private schools are partially concrete and only 14.3% are concrete whereas 28.6% are non-concrete.

**School management \* playground Cross tabulation**

% within school management

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%

The above table represent the availability of playground in various schools managed by the various management. From the above table it can be interpreted that 78% of the schools managed by department of education has playground whereas the schools managed by the tribal and social welfare and the newly provincialized schools have 100% availability of playground. In case of private aided and private unaided schools the playground availability is 58.8% and 40%.

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

% within school management

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 table represent the availability of land for the expansion of the school. From the table it can be seen that 100% of those schools which are managed by the local body have land available for the expansion of the schools, whereas in case of the schools managed by the department of education is seen that 34% have lands available for the expansion and 43.3% have playgrounds which can be used for the expansion. In case of private aided schools it is that 29.4% of the schools have land for expansion, 47.1% have playground for the expansion and 23.5% have no lands for the expansion of the school.

**School management \* Electricity Cross tabulation**

% within school management

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%

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 44% of the schools are having electricity whereas 48.7% of the schools have no electricity and 7.3% of the schools had electricity but it was disconnected due to non payment of bill. The schools managed by the tribal/social welfare department have 100% electricity connection. In private aided schools the percentage of schools having electricity is 41.2% whereas the percentage decreases in private aided schools which are 20%. The newly Provincialized schools have much better condition in electricity connection with 50%

**School management \* class room condition Cross tabulation**

% within school management

School management	Class-room condition			Total
	good	bad	average	
Department of Education	24.7%	26.7%	48.6%	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%

The above table interpret the classroom conditions of the schools managed by different management. 48.6% of the schools managed by department of education were found to be average, 26.7% was found to be in bad condition and only 24.7% condition was found to be good. 100% of the schools which are managed by the local body and also the newly provincialized schools were found to be in average condition. The classroom condition in private aided schools and private unaided schools was found to be average with a percentage of 70.6 and 80%

**School management \* class room adequate Cross tabulation**

% within school management

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%

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 adequate classroom. In case of school managed by department of education only 52% of the school had adequate classroom and rest 48% did not had adequate classroom. The adequacy of the classroom in private aided was 29.4% only and in case of private unaided schools were 60%. Even the newly provincialized schools had the problem of inadequate classroom with 100%.

**Summarised Findings**

- 52.6% of the schools are fully concrete whereas 42.3% are partially concrete and 5.1% of the schools are non-concrete.
- 75.4% of the schools have playground whereas 24.6% of the schools don't have playground in the campus.
- 33.1% of the schools have land for expansion in the future whereas 22.3% don't have land for expansion and 44.1% have playground for the expansion of the school.
- Only 43.4% of the schools have the electricity facilities whereas 49.1% of the schools don't have electricity and 7.4% schools have got electricity but disconnected due to non-payment of the bills.
- Only 24% of the schools have class-room in good condition whereas 23.4% schools have bad class-room condition and 52.6% of the schools are having average class-room condition.
- 49.7% of the schools have adequate class-room whereas 50.3% of the schools do not have adequate class-room.

**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 it has not been fully successful in providing a better infrastructural facilities in the schools of Dhemaji district. Although the norms of SSA have been implemented in the schools but due to inadequacy of funds many schools lack the basic facilities in the class-room 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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