

RAJIV VIDHYA MISSION (SSA) IN WARANGAL DISTRICT OF ANDHRA PRADESH- A CASE STUDY

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ABSTRACT

Sarvashika Abhiyan in Warangal district of Andhrapradesh was studied in terms of educational provisions at elementary stage number of elementary schools and teachers, comparison provision of infrastructure and schooling facilities including teachers and, students enrolment trends during sarva shiksha abhiyan programme. The study is based on secondary source of data. From the findings it was found that the number of schools in Warangal district increased. All most all the schools are provided with basic facilities like playground, common toilets, drinking water, ramp, electricity, but there is no fire safety in entire district. The total enrolment figure over the period 2007-08 to 2008-09 shows as an increasing trend and then decline. It may be observed from enrolment figure for the year 2007-08 to 2008-09 that boys share is always more than girls share. caste wise comparison of enrolment show that percentage of general category of students to total enrolment shows a declining of (10-15%) from 2009-10 to 2012 than other category students.

KEYWORDS: Sarva Shiksha Abhiyan, Education, Indian Education

INTRODUCTION

Primary education is the first foundation of all further education and the back bone of the whole educational system of nation. It is the basis on which the future of the child as well as the nation depends on importing primary education is a constitutional obligation of the Indian government. According to the article 45 of the directive principle of the Indian constitution and 1986 the constitutional amendment act, 2002 states that it is the duty of the government to provide free and compulsory education to every child until he or she attains the age of 14. The National Policy of Education (1986) and Programme of Action (POA) have emphasized the importance of Universal Elementary Education (UEE). The RTE bill was approved by the cabinet on 2nd July, 2009 Rajyasabha passed the bill on 20th July, 2009 and the Locksabha on 26th Aug, 2009. It received presidential assent and was notified as law on 29th Aug, 2009 as the children's right to free and compulsory education act. The right of children to free and compulsory education act has come into effect from 1st April, 2010 in whole of India (except Jammu and Kashmir). India now become the 21st country in the world to make education as a fundamental right. The right to education also empowers the individual to exercise other civil, political, economic, social and cultural rights.

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of education (UEE) covering the entire country in a mission mode. Sarva shiksha Abhiyan has had been landed in 2001-02 in partnership with state Govt. and local self Govt. The programme aims to provide useful and relevant to elementary education to all the children in the 6 to 14 age group by 2010. It is an initiative to universalize and improving quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. The programme lays emphasis on brining all gender and social category gaps at elementary education level with time bound objectives. On one hand Sarvashiksha Abhiyan is a programme with its own targets. Norms and process and on the other it is an umbrella

programme covering other programmes like (DPEP) District Primary Education Programmes, Lock Junish (OBB) operation etc.,

The programme seeks to open new schools in habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water maintenance grant and school with inadequate teacher strength are provided additional teachers under the programme. The capacity of existing teachers is built by extensive training, provision of grant for developing teaching-learning material and development of academic support structure. SSA has a special focus on girls' and children of weaker sections. A number of initiatives, including free textbooks, target these children under the programme. SSA also seeks to provide computer-aided education even in rural area. The SSA is a major intervention towards achieving the long cherished goal of universalization of elementary education (UEE) through a time bound integrated approach, in partnership with states. The SSA aims to provide useful and quality elementary education to all children of the 6-14 age groups, by 2010. SSA is helpful in improving and providing quality education, community participation, and enrolment of students, Pupil Teacher Ratio (PTR), attendance and accountability of teachers (Prabhakar 2006).

There are some research evidence which explored that for universalisation of primary education focus must be on local conditions affecting schooling such as allocation use of resources in teaching learning in the classroom (Banerjee 1997)

OBJECTIVES

- To study the infrastructure, schooling facilities and teacher student attendance rates during Sarva shiksha Abhiyan Programme in Warangal District of Andhra Pradesh.
- To study and compare enrolment trends of boys and girls as well as SC, ST, OBC and general population groups at elementary stage in Warangal District of Andhra Pradesh

Need of the Study

For better development and growth of child quality education is most important aspect Every child should have the opportunity to make better life for himself .Unfortunately, too many children in our country today grow up without this chance. Because they are deprived of their basic right to even attends primary schools. Education is central to development. It empowers people and strengthens nations. It is powerful “equalizer” opening the doors to lift themselves out of poverty. According to Article 45, the Government of India has to provide universalisation of elementary education within 10 Years after commencement of constitution. After independence so many commission and programmes introduced in order to achieve **Approach to the study:** universalization of elementary education. All the commissions and programmes made impact for same extent. Because the population explosion, child labor, illiteracy of parents, superstitions the dream of Article remained the same till 21st century, Sarva Shiksha Abhiyan is an effort to universalize elementary education by 2010 through community ownership. A number of effective studies on the baseline assessment in a certain situation with regard to learning achievement, retention, access, gender, equity, social equity and physical infrastructure etc... would also have to be under taken as preparatory activities. Hence the present study has done by researcher on “A Study on the Impact of Sarva Shiksha Abhiyan (Rvm) On Enrolment of Students at Elementary Stage in Warangal District of Andhra Pradesh” To achieve these objectives, descriptive method of research taking into account quantitative and qualitative approaches have been followed.

Profile of Study Area

Warangal District lies between 17° 19' to 18° 36' North latitudes and 78° 40' to 80° 43' East longitudes. The North east border of the district touches Madhya Pradesh. The district area (12, 846 Km) occupies 4.67 percent of total state and the coverage of population (32.41 Lakhs) is 4.23% of total Andhra Pradesh. Warangal city is the Head Quarter of Warangal District. Warangal district contributes a total of twelve seats in the lower house of the state. Legislature and two seats (Warangal and Mahabubabad) in lower house of Indian Parliament. The district is constituted of five revenue divisions with 51 Mandals and 1098 villages.

Sources of Data

The study is based on secondary sources of data such as census of data of Andhra Pradesh, Ministry of MHRD documents, Sarva shiksha Abhiyan Authority of Andhra Pradesh, D.E.O (Elementary education) Warangal, DIET, DISE Warangal.

Progress of elementary education in Warangal District under Sarva shiksha Abhiyan Sarva shiksha Abhiyan has been launched in 2001-02 in Warangal District, the implementation of Sarvashiksha Abhiyan in Warangal District of Andhra Pradesh as in all other districts and also different states in rest of country has yielded some significant results in terms of school inputs and enrollment and retention. A few glimpses of progress in elementary education made under Sarva shiksha Abhiyan in Warangal district

Table 1: Infrastructure Facilities

Type of School	No. of Schools	No. of Teachers	No. of School with Own Bldg.	No. of Schools Pucca Class rooms	Toilets Facilities	Toilets for Girls	Drinking	No. of School with Access Ramp	Boundary Wall	Kitchen Shed for Mid-Day Meals
Primary schools	2458	7805	2382	5273	2121	2036	1824	280	1120	583
UPS & PS sections of High schools	933	3788	902	3052	580	703	809	297	736	348
Total	3391	11593	3284	8325	2701	2739	2633	577	1856	931

School Strength

It may be observed that there were 2381 primary schools (2001-02 to 2003-04) and in 2004-05, there were 2455 primary schools the number increased by 74 but (2005-06 to 2009-10) there is no increase in primary schools and 2010-11 there were 2458 schools, the number increased by 3 in Upper Primary there are 354 Upper Primary schools 2001-02 to 2002-03 there were 358 Upper Primary Schools the number increased by 14. There is no increase in 2004-05 to 2010-11.

Schooling Facilities

The number of schools having different facilities, number of classrooms in Warangal District is provided in table 1 it may be noted that 2382 primary schools, 900 up schools are provided with own building. 5273 primary and 3052 upper primary have pucca class rooms, 2036 primary and 703 Upper Primary Schools provided girls toilets. Drinking water which was basic necessity. It was 1824 Primary Schools and 809 Upper Primary Schools provided, the access of ramps was provided in 280 Primary Schools and 297 Upper Primary Schools, the number of schools having boundary walls are provided to 120 primary schools and 360 Upper Primary Schools also Kitchen sheds are provided to 583 Primary Schools and 348 Upper Primary Schools. However, it is the matter of satisfaction that basic facilities are available in most of the

elementary schools. Even there is problems in primary level 93 Upper Primary Schools have no building and 2 primary school, 1 Upper Primary Schools school building is in dilapidated condition

Table 2: Teacher and Student Attendance Rates

Year	2007-08	2007-08	2008-09	2009-10	2010-11	2011-12
Teacher Attendance Primary	70%	68%	69%	75%	67%	100%
Teacher Attendance Upper Primary	82%	80%	82%	81%	79%	100%
Student Attendance Primary	64%	74%	78%	82%	80%	100%
Student Attendance Upper Primary	82%	80%	83%	83%	84%	100%

Teacher Student Attendance Rates

The data pertaining to student, teacher attendance rates in elementary (Primary Schools & Upper Primary Schools) schools of Warangal over the period 2006-07 to 2010-11 is also given in table (2) it is clear from table that student attendance rates was 64%, 82% in 2006-07 (Primary Schools and Upper Primary Schools) it increased to 74%, 80% in 2007-08, 78%, 83% in 2008-09, 82%, 85% in 2009-10 and 80% 84% in 2010-11. The last lowest attendance rate in Primary Schools school in the year 2006-07 and highest attend rate in Primary Schools in 2009-10. Then it is decline, but in Upper Primary Schools, lowest attend rate 80% in 2007-08. Then after increasing the student attendance rates in following years 2008-09 to 2010-11. The reason may be that increasing of student attendance rate joyful atmosphere, innovative activities, CLAPS, LEP programme, radio programmes and teacher are approaching the parents. As a results Sarva shiksha Abhiyan programme achieve the goals dropout rates very low in the district.

The teacher attendance ratio was 70%, 82% in 2006-07 it is decreasing to 68% 80% and afterwards shows a continuous decline to 67%, 79% in 2010-11. This may happened promotion of teachers and hence their shifting to secondary school. It was 82% 85% in 2009-10. Teacher's attendance rates are high due to good involvement of community participation, good monitoring by higher authority and a concern for education bases transfer and recruitment policy to provide as proper and appropriate student teacher attendance rates.

Student Enrolment at Elementary Stage

Student enrolment in government schools in Warangal District in terms of total enrolment, boys enrolment, girls enrolment along caste with the percentage for the year 2007-08 to 2011-12 is provided in table (3). The total enrolment figures over the period 2009-10 to 2010-11 show an increase and then decline.

The enrolment of the year 2007-08 is higher than that of 2008-09 and 2009-10 it may be observed that the increase in enrolment may be due to Sarva Shiksha Abhiyan drive for enrolment. The decline in the last two sessions may be due to reason that

- Either there is stability in population growth in the age group 0-6
- Shifting of students in the age group of 6-14 to private schools. This needs to be probed

Table 3: A Student Enrollments Student Enrollment (In Different Categories)

Year	Total	Boys	%	Girls	%	Disabled	
2007-08	580477	*296476	51.07	284050	48.93	11959	11060
2008-09	479955	245332	51.11	234613	48.88	11066	9896
2009-10	463698	*236859	51.08	226839	48.91	11740	10040
2010-11	466382	239724	51.35	229108	48.64	10364	4748
2011-12	443691	251949	51.03	241742	48.96	9836	*5326

Gender Wise Distribution

The gender wise distribution in enrolment of students elementary stage shows that out of total enrolment of 580477 the number of boys are 296476 (51.07%) girls are being 284050 (48.93%) for the year 2007-08, it was 479955 in 2008-09 in which boys share was 245332 (51.11%) and girls share was 234163 (48.88%) it was 463698 in 2009-10. Somewhat less than previous year in which boys share 236859 (51.05%) and girls share was 226839 (48.91%). A small function is noted in the enrolment for the year 2007-08, 2008-09, 2009-10 being 580477, 479955, 466832 and respectively. However, there is substantial decline during section is 2011-12 is 443691 as compare to 466832 in the previous year.

It may be observed from enrolment figure for the year 2007-08 to 2011-12 boys share is always more than girls share. Boys share is always more than 50% and girls share is always less than 50% though the percentage share of boys in total enrolment has continuously decreased over the year 2008-09, 2009-10 was 245332 and 236859 (highest in 2010-11 with 51.35%) still it is higher than that of girls. It may be seen that there was reporting of disabled children who are 11060 in 2007-08, 9896 in 2008-09, 10040 in 2009-10, and 4748 in 2010-11 5326 in 2011-12. Enrolment of children with disability showed that boys were 0.97% and girls were 0.58% this is may be concluded that boy's enrolment percentage lies between 50% to 53%. But percentage share of girls in total enrolment has remained between 46.94% to 48.05% over the year 2008-09, 2009-10 it has been less than 50% which may be due to based on sex ratio in the population.

Table 4: Student Enrollment - 3B Student Enrollment (Caste Wise)

Year	OBC & General	%	SC	%	ST	%	Total
2007-08	383812	*66.12	106420	18.33	90245	15.34	580477
2008-09	270138	56.28	104608	*21.79	105209	*21.92	479955
2009-10	280138	60.46	90847	19.59	92489	19.99	463698
2010-11	285143	61.08	89418	19.15	92271	19.76	466382
2011-12	314369	63.79	87379	17.69	91348	18.50	443691

Caste Wise Distribution

Student enrolment by caste in terms of percentage to total enrolment shows an increase of (9-10%) from 2007-08 to 2011-12 as given table 4. But percentage of general category students to total enrolment shows a declining trend of (9-10%) from 2007-08 to 2011-12. The percentage of general category student's enrolment goes on decreasing over the year. The reasons of this trend are that parents of general category students opt private or aided schools for better learning. The percentage of SC enrolment has always 21% above from the year 2008-09 to 2010-11. Similarly enrolment of ST also shows (21%) increasing trend. The percentage of OBC goes on increasing over the year 2007-08 (25%) to 2010-11 (32%) it should an improvement status of SC, ST and OBC Castes in society. The large share of SC, ST, OBC population in the government elementary schools may because of decreasing strength of general population who strength of general population who trend to send their children in private schools.

CONCLUSIONS

School Facilities

Almost all the schools are provided with basic facilities like play ground, common toilets, drinking water, ramp, electricity fire safety, pucca class rooms, and kitchen room for mid-day meal programme. However it is matter of satisfaction that basic facilities are available in most elementary schools. The number of class rooms has been increased till 2006-07 but there is decline in number of classrooms in 2007-08. Student classroom ratio of classroom govt. schools lie between 27% to 30%. Decreasing trend of student classroom ratio shows positive trend that more class room facilities are available for students.

Teacher and Student Attendance

The number of teacher show a interest on attending the classes 2007-08 to 2011-12 is increasing but student attendance ratio greater than the teacher 2007-08 to 2011-12. That indicates the schools are facilitated the children in different way's like classroom facilities, TV programs, radio programs and innovative activities are attract the child for attending the class regularly but still it is 82% of students attending the classes. The reason is Parents are not care about their children studies, migration problem and economical problem.

Student Enrolment

The total enrolment figure over the period 2007-08 to 2009-10 shows an increase and then decline. The enrolment of the year 2007-08 is higher than that 2008-09 and 2009-10 it may observed from enrolment figure for the year 2007-08 to 2011-12 boys share is always more than girls share. Boys share is always more than 50% and girls share is always less than 50% which may be due to based on ratio in the population. Percentage of general category students to total enrolment shows a declining trend. The percentage of SC enrolment has always about 19% for the 2008-09 to 2011-12 but highest in 2008-09 is 21%. Similarly enrolment of ST, OBC also shows increasing trend.

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