

Study on sarva shiksha abhiyan programmes in rural areas

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Received: 22.08.2012; Revised: 10.01.2013; Accepted: 05.04.2013

■ **ABSTRACT** : Education is a process of development from the cradle to the grave. Man becomes a gentleman through education and he alone can be educated while the other living organisms are trained. While his life is guaranteed by food, it is glorified by education. However, it is an undeniable fact that no community or society or district or state or nation can prosper without having educated manpower. Education is the most powerful instrument for imparting ideal training to the people. Hence, the study was undertaken to know the opinion and knowledge about selected 15 educational schemes in six villages in Haveri district of Karnataka. The results revealed that cent per cent of teachers had favourable opinion towards achievement of objectives of educational schemes. Regularity in attendance, control in students drop-out rate and interest in cultural activities were improved due to these educational schemes as expressed by cent per cent of the parents and students. Majority of teachers had opinion that due to these educational schemes, improvement was found in drop-out rate (96.67%). With regard to opinion level towards different educational schemes, majority of parents, students and teachers were having medium and high level of opinion, respectively. Majority of the fathers (75.00%) and mothers (60.41%) were having high knowledge level. With respect to students (79.17%) and teachers (53.33) were having high knowledge level.

■ **KEY WORDS** : Sarva Shiksha Abhiyan, Educational schemes, Stakeholders, Opinion, Knowledge

■ **HOW TO CITE THIS PAPER** : Hiremath, Uma S. (2013). Study on sarva shiksha abhiyan programmes in rural areas. *Asian J. Home Sci.*, 8 (1): 20-23.

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Children are considered not only as divine gifts but also a mirror of nation and the hope of the world. They are the country's biggest investment for development (Devdas, 1983). Education has been accorded a place of great importance and esteem in the Constitution of India (The 86th Constitutional amendment, added "Article 21). The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine". The scheme of Sarva Shiksha Abhiyana (SSA), a national flagship programme is being implemented in all districts of the country. The aim of SSA is to provide useful and relevant elementary education for all children in the 6-14 age groups by 2010. The programme covers the entire country with special focus on educational needs of girls, SCs/STs and other children in different circumstances. The programme seeks to open new schools in those places which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school

improvement grant. SSA has a special focus on children of weaker sections. A number of initiatives, including distribution of free textbooks, target these children under the programme. Hence, the study has been taken up with the objective that to know the opinion and knowledge about educational schemes by different stakeholders.

■ RESEARCH FINDINGS AND DISCUSSION

The present study was conducted during the year 2011 in Haveri taluk of Karnataka state. Purposive random sampling technique was used for selection of six villages in Haveri taluk *i.e.* Kanavalli, Kulenur, Kallihalli, Yalagachhi, Nelogal and Chikkalingadahalli. Random sampling procedure was used for selection of 225 respondents. Stakeholders included 48 beneficiary children, 96 parents (father - 48 and mother - 48), 30 teachers, 25 community leaders and 26 taluk level educational officials.

Central and State governments have implemented many

educational schemes where in 15 government educational schemes were selected after relevant review of literature, getting suggestions and guidance of the experts. The educational schemes selected for the study were Coolienda shalege (Labour to school), Baa-baale shalege (Bringing the girl child to school), Marali baa shalege (Back to school), Free text books, Free uniform, Scholarship, Free health check up, Mid day meals, Radio programmes, Ghruha adharita shikshana, Chinnara Karnataka dharshana, Parihar bhodhane, Writing materials and bags for SC/ST students, Free vitamin tablets and Samudhayadatta shale.

Keeping in mind the objectives of study, an interview schedule was structured. Based on the experience gained in pre-testing, the schedule was modified and standardized. Using this interview schedule, the required data were collected by personal interview method. Data were coded, tabulated, analyzed and interpreted using suitable statistical parameters like frequency, percentage, mean and standard deviation.

RESEARCH FINDINGS AND DISCUSSION

The results of the present study as well as relevant discussions have been presented under following sub heads:

Overall opinion towards achievement of objectives of educational schemes :

Overall opinion towards the achievement of objectives of educational schemes by teachers, community leaders, and officers of educational department was collected as favourable, unfavourable and neutral is showed in Fig. 1. Cent per cent of teachers had favourable opinion towards achievement of objectives of educational schemes followed by officers of educational department (80.77%) and community leaders (72.00%). Very few community leaders (28.00%) and officers of education department (19.23%) remained neutral. The possible reason behind this might be that these enrolments of children in the school were comparatively raised

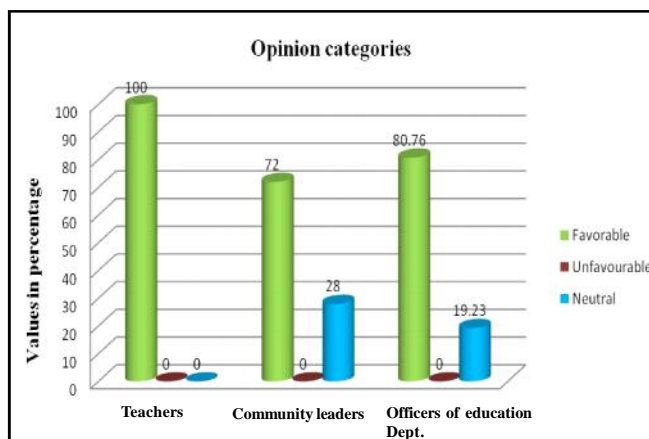


Fig. 1: Overall opinion towards achievement of objectives of educational schemes

Sr. No.	Areas	Improved						Partially improved						Not improved											
		Father (48)		Mother (48)		Students (48)		Teacher (30)		Father (48)		Mother (48)		Students (48)		Teacher (30)		Father (48)		Mother (48)		Students (48)		Teacher (30)	
1.	Regularity in attendance	48 (100.00)	48 (100.00)	48 (100.00)	48 (100.00)	27 (90.00)	27 (90.00)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.	Control in drop-out rate	48 (100.00)	48 (100.00)	48 (100.00)	48 (100.00)	29 (96.67)	29 (96.67)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	Health status	42 (87.50)	28 (58.33)	45 (93.75)	19 (63.33)	06 (12.50)	06 (12.50)	25 (52.08)	08 (16.67)	20 (41.67)	03 (6.25)	03 (6.25)	11 (36.67)	11 (36.67)	-	-	-	-	-	-	-	-	-	-	-
4.	Academic performance	23 (47.92)	36 (75.00)	27 (56.25)	13 (43.33)	25 (52.08)	08 (16.67)	23 (58.33)	27 (56.25)	09 (18.75)	09 (18.75)	19 (63.33)	09 (18.75)	15 (31.25)	04 (8.33)	-	-	-	-	-	-	-	-	-	-
5.	Behavioral changes	11 (22.92)	06 (12.50)	23 (47.92)	11 (36.57)	23 (58.33)	27 (56.25)	15 (31.25)	26 (54.17)	05 (10.42)	05 (10.42)	10 (33.33)	10 (33.33)	13 (27.08)	01 (3.33)	-	-	-	-	-	-	-	-	-	-
6.	Interest in sports	33 (68.75)	22 (45.83)	30 (62.50)	19 (63.33)	15 (31.25)	26 (54.17)	05 (10.42)	05 (10.42)	08 (26.67)	08 (26.67)	01 (2.08)	01 (2.08)	-	-	-	-	-	-	-	-	-	-	-	-
7.	Interest in cultural activities	48 (100.00)	48 (100.00)	42 (87.50)	22 (73.33)	23 (76.57)	23 (76.57)	14 (29.17)	21 (43.75)	07 (14.58)	07 (14.58)	07 (23.33)	07 (23.33)	-	-	-	-	-	-	-	-	-	-	-	-
8.	Leadership quality	34 (70.83)	27 (56.25)	30 (62.50)	23 (76.57)	11 (36.57)	11 (36.57)	40 (83.33)	34 (70.83)	25 (52.08)	19 (63.33)	02 (4.17)	02 (4.17)	09 (18.75)	07 (14.58)	-	-	-	-	-	-	-	-	-	-
9.	Vocabulary development	06 (12.50)	05 (10.42)	16 (33.33)	11 (36.57)	40 (83.33)	34 (70.83)	25 (52.08)	19 (63.33)	02 (4.17)	02 (4.17)	09 (18.75)	07 (14.58)	-	-	-	-	-	-	-	-	-	-	-	-

Values in parenthesis indicate percentages

after the introduction of the scheme and also the school drop-out rate got minimised. The findings are consistent with the observations of Parvathi *et al.*(1995).

Effect of different educational schemes on children :

The data projected in Table 1 show that effect of different areas of educational schemes on children were measured as

improved, partially improved and not improved. Cent per cent of the parents had the opinion that regularity in attendance, control in students drop-out rate and interest in cultural activities were improved due to these educational schemes, followed by partial improvement in vocabulary development (83.33%) and children's behaviour (56.25%).

It can be observed from Table 1 that cent per cent of the

Table 2: Opinion level of different stakeholders about educational schemes			
Sr.No.	Opinion level	Frequency	Percentage
1.	Father (48)	08	16.67
	Low (<22)	34	70.83
	Medium (23-24)	06	12.50
	High (>25)	48	100.00
	Total		
2.	Mother (48)	14	29.17
	Low (<22)	28	58.33
	Medium (23-24)	06	12.50
	High(>25)	48	100.00
	Total		
3.	Students (48)	13	27.08
	Low (<23)	14	29.17
	Medium (24-26)	21	43.75
	High(>27)	48	100.00
	Total		
4.	Teachers (30)	10	33.33
	Low (<28)	08	26.67
	Medium (29-30)	12	40.00
	High(>31)	30	100.00
	Total		

Table 3: Knowledge level of educational schemes by different stakeholders			
Sr. No.	Knowledge categories	Frequency	Percentage
1.	Father (48)	08	.67
	Low (<14)	04	08.33
	Medium (15-16)	36	75.00
	High(>16)	48	100.00
	Total		
2.	Mother (48)	17	35.42
	Low (<14)	02	4.17
	Medium (15-16)	29	60.41
	High(>16)	48	100.00
	Total		
3.	Students (48)	06	12.50
	Low (<14)	40	8.33
	Medium (15-16)	38	79.17
	High(>16)	48	100.00
	Total		
4.	Teachers (30)		
	Low (<20)	03	10.00
	Medium (21-22)	11	36.67
	High (>23)	16	53.33
	Total	30	100.00

students expressed that there was improvement in attendance, control in students drop-out rate followed by children’s health status (93.75%). Partially improved areas were vocabulary development (52.08%) followed by children academic performance (43.75%). Majority of teachers had opinion that due to these educational schemes, improvement was found in drop-out rate (96.67%) followed by regularity in attendance (90.00%). Further, they expressed partial improvement was found in the areas of vocabulary development and changes in children’s behaviour (63.33%) followed by children’s academic performance (56.67%).

Very few stakeholders expressed their opinion as ‘not improved’ as these educational schemes helped the children to improve in various areas. The possible reason might be that all schemes had an impact on students’ enrolment, retention and health. These schemes reduced the drop-out rate and improvement in child health by increasing the nutritional level and enhancing their living abilities. These schemes help to create congenial and conducive environment to tap the natural and innate potentialities of the children and also bring the novelty in their learning process.

Opinion level of different stakeholders about educational schemes :

It is clear from Table 2 that about 70 per cent of fathers were having medium opinion level followed by low (16.67%) and high level (12.50%) about educational schemes. Similar trend of opinion level as medium (58.33%), low (29.17%) and high level (12.50%) was found in case of mothers also. In case of students, their opinion level towards different educational schemes was high (43.75%) followed by medium (29.17%) and low level (27.08%). Majority of teachers were having high level of opinion (40.00%) followed by low (33.33%) and middle level (26.67%) regarding various schemes.

The reason behind this might be that these schemes have positive effect on the child’s health and academic achievement. Majority of the schemes benefitted to students. Stakeholders indicated that enrolment of children in the school was comparatively raised after the introduction of these schemes also the school drop-out rate got minimized. The findings of the present study are supported by the observation of Parvathi *et al.* (1995) and Kumari Ratna *et al.* (2009).

Knowledge level of educational schemes by different stakeholders

A cursory look at Table 3 depicts that knowledge level of educational schemes by different stakeholders such as father, mother and students found to be high followed by low and medium. But in case of teachers’ knowledge, it was high, medium and low. Majority of the fathers (75.00%) were having high knowledge level followed by low (16.67%) and medium

(8.33%). Similarly in case of mothers most of them were having high knowledge level (60.41%) followed by low (35.42%) and medium level (4.17%). With respect to students, majority of them were having high knowledge level (79.17%) followed by low (12.50%) and medium level (8.33%) whereas; in case of teachers it was high, medium and low with the per cent age of 53.33, 36.67 and 10.00 per cent, respectively. It may be inferred that participation of the children in the schemes might have imparted some knowledge to the parents and teachers also.

Knowledge level of teachers about objectives of Sarva Shiksha Abhiyan :

Knowledge level of teachers about objectives of Sarva Shiksha Abhiyan has been explained in Fig. 2. It was found that 50.00 per cent of teachers were having high knowledge level followed by 36.67 per cent of medium and 13.33 per cent of low knowledge level. The possible reason behind this might be that teachers play an important role in implementing the schemes and they act as important person between education department and school. So also the concerned taluk and district level officers of education department organizes capacity building trainings and workshops to make the school teachers aware of the scheme objectives for effective implementation.

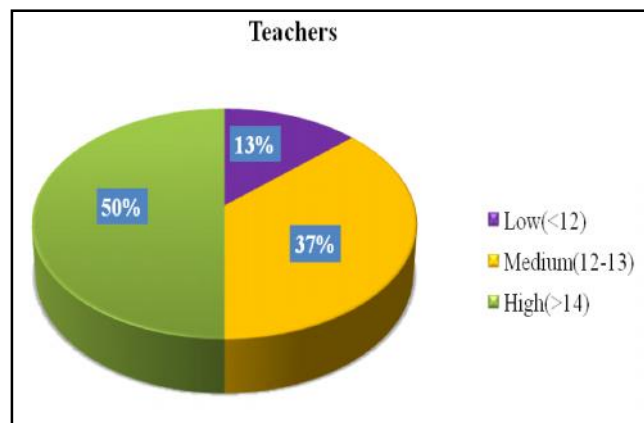


Fig. 2: Knowledge level of teachers about objectives of Sarva Shiksha Abhiyan

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