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INFRASTRUCTURE FACILITIES OF SCHOOLS UNDER THE SSA PROGRAMME IN TAMIL NADU – A CASE STUDY

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ABSTRACT:

The constitutions commitment of India, to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been spelt out emphatically in the National Policy Since independence (NPE) 1986 and the Programme of Action (POA) 1992. A number of schemes and programmers were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Black Board (OBB): Non-Formal Education (NFE): Teacher Education (TE): Mahila Samakhya (MS): state specific basic Education projects like the Andhra Pradesh Primary Education Project (APPEP): Bihar Education Project (BEP), Lok Jumbish (LJP) in Rajasthan: National Support to Primary Education (MDM): District Primary Education Programme (DPEP).



KEYWORDS: compulsory education , Operation Black Board , Bihar Education Project.

INTRODUCTION:

As a result, the enrolment in regular primary schools has increasing from 26.38 lakhs in 2002 – 2003 to 30.07 lakhs in 2005 – 2006. The corresponding enrolments in upper primary classes were 9.45 lakhs and 13.70 lakhs, respectively. Thus, while the primary enrolment had increased by 14 per cent that for the upper primary increasing at the higher rate of 45 per cent resulting in overall increase in elementary enrolment from 35.85 lakhs to

43.77 lakhs, an increase by 22.2 per cent. The increase in the annual enrolment of children in elementary education is 2.65 lakhs per annum between 2002 – 03 and 2005 – 06 of which primary classes accounted for an annual increase of 1.23 lakhs and that for the upper primary at 1.42 lakhs per annum. Access to primary education has increased to 97 per cent and the upper primary to 95 per cent due to the implementation of Sarva Shiksha Abhiyan (SSA) Programme along with its infrastructural development.

The state has reported a decline in dropout rate at primary levels to 17 per cent and that for upper primary to 20.6 per cent although these estimates are at variance with those given in the educational statistics, MHRD, the latest estimate should significant decline from 31.43 per cent in 2002 – 03 to 26.8 per cent in 2003 – 04. The decline dropout together with higher transition rate of 90.77 per cent from class V to class VI the demand for upper primary education has significantly increased squaring up with significant step – up in

upper primary enrolment.

In this context, a study on the infrastructural facilities under the SSA programme is conducted to bring out the impact of SSA in Thuraiyur Block of Tamil Nadu.

REVIEW OF LITERATURE

Rani (2007) studied the critically examines the program on Education for All (EFA) in India, namely Sarva Shiksha Abhiyan (SSA) in a financing and development framework. The study identified a number of policies and implementation gaps in the program. **Banerji and Mukherjee (2008)** studied the India's programme for universalisation of elementary education. The Sarva Shiksha Abhiyan (SSA), is regarded as the largest such programme in the world. Over the years, notable strides have been made in improving infrastructure, ensuring access, bringing out-of-school children into the mainstream education system and appointing teachers. In the next phase of the SSA, until 2012, the focus needs to shift to retention and quality, which are interlinked. **Verma H, (2010)** examined the ICT integrated innovative teaching and learning methodologies in education can help eradicate some social evils and bring about community development. With an illiteracy rate of over 90 per cent, social evils like illiteracy and child marriage (in Toda) and child labour (in Karaikottai) were rampant. In Karaikottai poverty and lack of education, had resulted in the practice of child labor. The teachers of these schools were empowered to incorporate 21st century skills into the classroom teaching and impart the same skills to the students. A technology infrastructure was also provided to the school thereby integrating technology in classroom practices. A computer with an internet connection was provided to the schools after the training and classes were assigned time to work on the computer. The students were encouraged to work collaboratively on projects concerning issues facing their community and it was seen that they were able to develop the skills of research, critical thinking and communication. They were also able to work with different kinds of media and put together a presentation to convince the community about the evils of child marriage and child labour. **Indira and Prasad (2012)** studied the efforts to reduce regional disparities in education among the states through various measures, regional differences continue to persist. Sarva Shiksha Abhiyan (SSA) is one of the interventions which aim to address these differences at the elementary education level. While some of the factors responsible for these differences could be rooted in culture, having access to school and basic minimum facilities at the school are very important. With this premise, a considerable number of allocations are made under SSA to provide access and basic facilities. The study examined the regional differences in the allocation of funds and the educational outcomes across different states in India. An attempt had been made to find out the correlations between the expenditure on education and the outcome. **Das K (2013)** studied the development and expansion of primary education in Karbi Anglong District, which is a tribal dominated area of Assam. **Sharma (2014)** studied the Nandi Foundation has worked closely with SSA in coordination with village communities to have a quality education for children in a sustainable way and demonstrate Public Private Partnership (PPP) in Kanker District of Chhattisgarh. Naandi Foundation, a social welfare organisation, has tried to fill the gaps in the existing system of implementation of SSA by extensive community mobilisation and participation in the entire process of execution through the project 'Ensuring Children Learn'. **Bal (2015)** highlighted the Neo liberal ideas improved the Gross Enrolment Ratio (GER) significantly in the higher education segment. Initiatives like Right to Education (RTE) Act and Sarva Sikshya Abhiyan (SSA) have ensured high universal access in primary education. **Kusum (2016)** attempted to study the attitude of elementary school teachers towards Sarva Shiksha Abhiyan. Purposive sampling was done and 100 teachers were selected. After the analysis of data, it was found that there is no significant difference between the attitude of rural and urban Elementary School teachers towards Sarva Shiksha Abhiyan. There is significant difference between the attitudes of male and female Elementary School teachers towards Sarva Shiksha Abhiyan. **Kaul and Sahni (2017)** surveyed the implementation and achievement of the SSA Scheme. The survey aimed at getting concrete knowledge and information about the degree of infrastructure on its plus and minus sides. Under the SSA programme, physical access to schools has greatly increased when compared before implementation of the SSA but quality of education has not improved because still most of the students

have difficulty in reading and writing, though infrastructural gaps have reduced but use of conventional teaching methods lacks the interest of the students in the curriculum.

OBJECTIVE

- To analyse the infrastructure facilities of schools under the SSA Programme in Thuraiyur Block of Tamil Nadu.

METHODOLOGY

Tiruchirappalli District is one of the economically and educationally advanced Districts in Tamil Nadu. It is divided into sixteen Blocks namely Andanallur, Manikandam, Pullampodi, Thathiangarpet, Tiruchirappalli Urban, Tiruchirappalli West, Upliyapuram, Manachanallur, Lalgudi, Musiri, Thuraiyur, Thottiam, Manapparai, Marungapuri, Thiruverambur and Vaiyampatty. Total number of registered schools was 2075 at the end of the April 2016. Among these Blocks, Thuraiyur Block is considered as an educationally developing Block in this district. It has captured 5th position in number of register schools in the District. Totally, 141 schools were registered in this Block and total number students enrolled 41,130. In Thuraiyur Block, 98 schools are, exist and are managed by the Government. From which, the researcher randomly selected 20 schools through application of lottery method. From the twenty Schools, 20 students were selected from each school, randomly. Finally, the primary data were collected from the 400 students through a well-structured interview schedule. This study was completely based on disproportionate random sampling method. The study had also used secondary data, collected from Department of School Education, Ministry of HRD, Educational Report, District Statistical Handbook, and Population Census Report, publications like Journals, Magazine, News Paper, and Books and so on.

Infrastructure facilities of schools under the SSA Programme in Thuraiyur Block

It is observed from the study, cent per cent of infrastructure facilities are available at the twenty schools under the SSA programme, in the study area. The key findings are given below.

- The boards are cement made.
- The class rooms are pucca concrete rooms.
- Drinking water facilities are available. This is the most encouraging contribution of SSA.
- Another appreciable response is availability of toilet facilities in all the schools.
- SSA provided learning material in all the schools.
- These materials are text books, note books, uniform dresses, pen and pencils. This is the most important feature of SSA. Students are highly motivated to continue their studies.
- The class rooms have light and fan facilities.
- Television and computer are used in the class room.
- Mid-day meals are provided.
- Sanitation facility is available.

To sum up, all the students responded uniformly that all infrastructural facilities are available in the school due to the implementation of SSA programme.

The study analysed the response of the twenty school headmasters related to infrastructure facilities under the SSA programme. The good educational and social environment in the school is existing. The headmasters indicated that the use of television, computer and library is ascertained to the full extent. Teacher attendance is regularly monitored which also contributes positively to the success of school. Free meal scheme is also cent percent successful under the SSA. Basic facilities namely water, and toilet facilities are cent percent made available under the SSA programme in the Thuraiyur Block Schools. Building facility requires attention because it is insufficient in 30 per cent schools. This is to be taken note for the future development. Educational kits for the students are provided cent percent.

Table- 1: Details of Infrastructure Facilities of the School at Thuraiyur Block

Si. No	Details	Total	In percentage
1	Good Environment in this School		
	Yes	19	95
	No	1	5
	Total	20	100
2	Makes Use of Television and Computer in this School		
	Yes	20	100
	Total	20	100
3	library facilities at school		
	Yes	17	85
	No	3	15
	Total	20	100
4	Teacher Attendance Regularly Monitoring in this School		
	Yes	19	95
	No	1	5
	Total	20	100
5	Properly Functioning in this Free Meal Scheme		
	Yes	20	100
	Total	20	100
6	Facilities Not Available at the School		
	water, toilet and electricity facilities available	14	70
	water, toilet facilities available	6	30
	Total	20	100
7	Building Facility in this School		
	Insufficient	6	30
	Sufficient	14	70
	Total	20	100

Source: Compiled for the Primary Data

CONCLUSION

The Sarva Shiksha Abhiyan (SSA) is an important segment of Indian school education system. It ensured all necessary infrastructural facilities namely good educational environment, television and computer including ICT, library facilities, free meals scheme, water, toilet and electricity facilities, education kits for children, cement blackboard, light and fan facilities and other basic amenities. Finally, this study concludes the need for intervention by the government on proper maintenance of these facilities including building construction for further increase in student enrollment and decline the dropout of the students under the SSA. This will improve the literacy in backward areas and rapid development of the rural economy.

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