



## REVIEW OF RESEARCH



### SARVA SHIKSHA ABHIYAN AND GROWTH ENROLMENT PATTERN OF STUDENTS AT ELEMENTARY SCHOOLS IN HIMACHAL PRADESH

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#### ABSTRACT :

The state of Himachal Pradesh has emerged as one of the leading state in the country in education. Although Sarva Shiksha Abhiyan (SSA) had shown a big success in the state in the field of elementary education to provide universal retention, universal access and to bridging all gender and social gaps at elementary level but a decline in the overall enrolment amongst the government schools was observed. In the paper researcher tried to identify the reasons of the decline in enrolment to ensure the high success rate. Here it is important to mention that reasons emerged for this decline were the growing prosperity, increased single child trend and unavailability of nursery/KG classes attached to government primary schools etc. However SSA authorities were advised to concentrate on the quality issues and to apply English as medium of instruction in the schools so that unfavourable attitude of parents towards quality of education in government schools can be changed, which was one of the major reasons emerged in the study.



**KEY WORDS :** Sarva Shiksha Abhiyan, Universal Elementary Education, Elementary Schools.

#### INTRODUCTION

The scheme of SSA was evolved from the recommendation of the State Education Ministers' Conference held in October 1998, to pursue Universal Elementary Education (UEE). The scheme of SSA was approved by the cabinet in its meeting held on November 16, 2000. The Government launched SSA as intervention in January 2002 through a time bond integrated approach, in partnership with states and it had been operational since 2000-2001. The aim of SSA was to provide useful and relevant elementary education for all children 6 to 14 age group by 2010. In the present content elementary education refers to education being implied from class I to VIII. Education from class I-V is termed as 'primary education' and from class VI-VIII is termed as 'upper primary education'.

#### The specific objectives of SSA were:

- All children should be in school guarantee centers/alternatives schools/back to school camp by 2003.
- All children should complete five years of primary education by 2007.
- All children should complete 8 years elementary in 2010.

- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social gaps at primary by 2007 and at elementary level by 2010.
- Universal retention by 2010.

In India, since independence, UEE has been accepted as a national goal, a great expenditure was spent by the Centre and different governments and if the return on that investment will not bear fruitful results then the whole investment goes waste. So, it was worthwhile to judge the return on investments made by the governments on the students, teachers and schools and as a whole, on education itself. Without ensuring sufficient enrolment the goals of UEE and further of SSA seemed incomplete.

### OBJECTIVES OF THE STUDY

- 1) To study the growth pattern (from year 2001 onwards) in students' enrolment at elementary stage with regard to the following variables:
  - (i) Gender-wise growth in enrolment.
  - (ii) Category-wise growth in enrolment.
  - (iii) Area-wise growth in enrolment.
- 2) To identify the various causes affecting students' enrolment pattern at elementary stage.

### DELIMITATION OF THE STUDY

- The study has been confined to State of Himachal Pradesh only.
- The study has been confined to the government primary and government upper primary schools. Govt. aided schools and EGC/AIE centers were not considered for present study.

### RESEARCH METHODOLOGY

Descriptive survey method of research was used in the present investigation. Enrolment data of students was compiled from DISE data and the data received from Statistics Department of Higher Education. To have the first hand information regarding growth enrolment pattern under study, information from certain primary sources i.e. Elementary School Teachers, SMC members and parents etc. was collected. In the present study, a combination of different sampling methods had been used. The sampling in the present investigation was carried out at different stages.

### TOOL USED

- Questionnaire for Elementary School Teachers.
- Interview schedule for Block Resource Center Coordinator.
- Interview schedule for SMC members/parents.

### ANALYSIS AND INTERPRETATION OF DATA

In order to assess the status of SSA in terms of growth in students' enrolment, percentage analysis was done. In addition to this, information gathered through conducting the interviews with various functionaries involved in SSA and elementary school teachers, frequency count and percentage was the sole criterion.

### FINDINGS OF THE STUDY

The present study reveals the following findings:

**1(j) Gender-wise Growth in Enrolment:** On the basis of Table 1 & 2.

- There has been a decline in total enrolment of students in government primary schools from year 2001 to year 2010. This is an alarming trend which may be attributed to the inclination of people towards private

educational institutions, higher paying capacity of parents for educating their children in public/private schools and lack of modern facilities in government primary schools.

- With regard to enrolment of students in government upper primary schools, the same trend of decline is noted in total students’ enrolment from year 2002 to 2010. The similar reasons as mentioned in case of primary schools may be considered responsible for such declining trend in students’ enrolment at upper primary stage.
- In case of boys’ enrolment in government primary schools, there is a percentage decrease of 1.51% in the enrolment. On the other hand, in girls’ enrolment in government primary schools has witnessed a hike of 1.15% from 48.96% to 50.11% of total enrolment from year 2001 to 2010.
- In case of boys’ enrolment in government upper primary schools, there is a percentage decrease of .32% in the enrolment. On the other hand, the girls’ enrolment in government upper primary schools has witnessed a small hike of .27% from 48.68% to 48.95% of total enrolment from year 2002 to 2010.

**1(ii) Category-wise Growth in Enrolment**

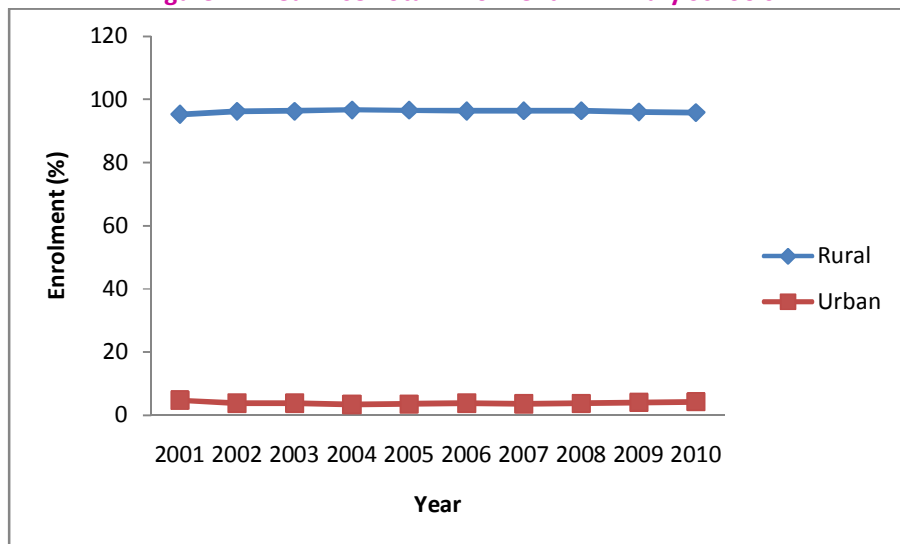
With regard to category-wise enrolment of students in government primary schools, there is a sharp percentage decrease of 18.83% and 1.66% in the enrolment of students belonging to general category and OBC category. However, in case of students belonging to other categories, there is a percentage increase of 2.72% (Schedule Cast), 1.51% (Schedule Tribe) and .72% (Minority Categories) in the enrolment from year 2001 to 2010.

With regard to category-wise enrolment of students in government upper primary schools, there is a sharp percentage decrease of 10.72% in the enrolment of students belonging to general category from year 2002 to 2010. However, in case of students belonging to other categories, there is a percentage increase of 5.67% (Schedule Cast), 1.92% (Schedule Tribe), 1.48% (OBC) and .49% (Minority Categories) in the enrolment of students from year 2002 to 2010.

**1(iii) Area-wise Growth in Enrolment:**

Area wise total enrolment of primary schools is represented in Figure 1 given below.

**Figure 1: Area Wise Total Enrolment in Primary Schools**

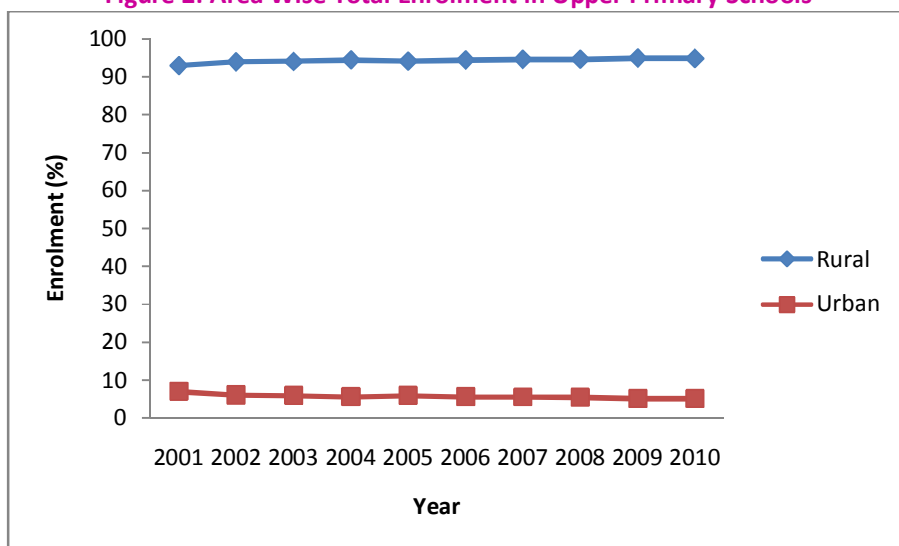


	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Rural</b>	95.27	96.21	96.28	96.66	96.55	96.29	96.36	96.32	96.00	95.80
<b>Urban</b>	4.73	3.79	3.72	3.34	3.45	3.71	3.64	3.68	4.00	4.20

Looking from a different perspective, from Fig.1 it is clear that in government primary schools situated in rural areas there is a percentage increase of .53% from year 2001 to year 2010 in the enrolment of students. On the contrary, there is a little percentage decline of .53% in the enrolment of primary school students in urban areas of the state in year 2010.

Area wise total enrolment of upper primary schools is represented in Figure 2 given below.

**Figure 2: Area Wise Total Enrolment in Upper Primary Schools**



Years	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Rural</b>	92.97	93.90	94.04	94.44	94.12	94.40	94.59	94.64	94.90	94.86
<b>Urban</b>	7.03	6.10	5.96	5.56	5.88	5.60	5.51	5.36	5.10	5.14

In terms of area-wise enrolment of students it is clear from Fig.2 that in government upper primary schools, the total enrolment of students in government upper primary schools situated in rural areas there is a percentage increase of 1.89% from year 2001 to year 2010 in the enrolment of students. On the contrary, there is a little percentage decrease of 1.89% in the enrolment of primary school students in urban areas of the state in year 2010.

**2) Various causes identified for change in enrolment pattern:  
As per Teachers**

Only 43% of elementary teachers were of the view that enrolment of students has increased in government schools after launching of SSA in the state. On the other hand, 57% teachers indicated that enrolment of students at elementary stage has decreased in government schools after initiation of SSA in the state. The major reasons for decline in enrolment of students as reported by these elementary teachers were; (i) increase in number of govt. as well as private schools in small habitations (82.54%), (ii) adoption of single child trend by the parents (91.22%), (iii) no provision of nursery and KG classes in government schools (60.08%) and, (iv) unfavourable attitude of parents towards quality of education in government schools (50.43%).

### As per Block Resource Center Coordinator

Majority teachers BRCCs (82.86%) indicated that enrolment of the students in government schools decreased. The major reasons for decline in students' enrolment in govt. schools as forwarded by BRCCs included; (i) increase in number of private schools (68.97%), (ii) craze and inclination among parents towards private schools due to medium of instruction as English and consideration of private education as a status symbol (68.97%), (iii) lack of exposure to teachers and students of govt. schools (34.48%), (iv) unfavorable attitude of parents towards quality of education in govt. schools (34.48%) and, (v) no provision of nursery and KG classes in government schools (10.34%).

### As per School Management Committee Members:

It was reported by (60%) SMC members that enrolment rate in government schools did not increased but found unable to give reasons.

### EDUCATIONAL IMPLICATIONS AND SUGGESTIONS OF THE STUDY

The overall enrolment of children up to elementary level in government school shows declining trend. However in case of girls' enrolment in primary as well as upper primary schools has witnessed a hike. Also in rural area enrolment of girls has increased. Looking from a different prospective, except the enrolment of students belonging to general and OBC category in primary schools and enrolment of students belonging to general category in upper primary schools, the enrolment has increased in government primary as well as upper primary schools for rest of the categories. As without universal enrolment it is not possible to achieve other objectives of SSA, so special consideration must be given to enhance the enrolment in government schools, as government has been invested huge amount on elementary education. In urban areas availability of large number of private schools is one of the reasons of decline in enrolment in government schools, so government schools must be developed on the pattern of private schools as per the requirement of majority of people. English as a medium of instruction should be compulsorily adopted from primary level.

In brief overall standard of government must be raised on the pattern of private schools and the facilities given to SC, ST and girls students, kind of scholarships and few other special incentives should also be extended to general category, OBC category and male students. So as to ensure their enrolment in government schools.

Further to increase the overall enrolment of children in government schools firstly, it should be mandatory for each and every government employed whether it belongs to center or state government, bureaucrats and politicians to enroll their wards in government schools with the motive of upliftment in the standards of government schools. Because when educated people from such class will be the part of SMC, only then the community can be involved to its maximum effective level in field of elementary education. Secondly, there must be the provision of nursery, KG classes attached to primary schools in government sector to minimize the capturing of children by Private Schools.

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Table 1: Year Wise Total Enrolment in Primary Schools

Category →	General			SC			ST			OBC			Minority			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys Total	Girls Total	Boys & Girls Total
<b>2001</b>	205232 (31.76)	198301 (30.68)	403533 (62.44)	109029 (16.87)	102590 (15.87)	211619 (32.75)	15596 (2.41)	15504 (2.40)	31100 (4.81)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	329857 (51.04)	316395 (48.96)	646252
<b>2002</b>	153801 (24.77)	147741 (23.79)	301542 (48.56)	102589 (16.52)	98310 (15.83)	200899 (32.35)	15230 (2.45)	14923 (2.40)	30153 (4.86)	44816 (7.22)	43594 (7.02)	88410 (14.24)	0 (0.00)	0 (0.00)	0 (0.00)	316436 (50.96)	304568 (49.04)	621004
<b>2003</b>	141344 (23.97)	136144 (23.09)	277488 (47.05)	98731 (16.74)	94958 (16.10)	193689 (32.84)	17328 (2.94)	16992 (2.88)	34320 (5.82)	43113 (7.31)	41131 (6.97)	84244 (14.28)	0 (0.00)	0 (0.00)	0 (0.00)	300516 (50.96)	289225 (49.04)	589741
<b>2004</b>	132621 (23.36)	128144 (22.57)	260765 (45.93)	96521 (17.00)	93288 (16.43)	189809 (33.43)	171183 (3.03)	16835 (2.97)	34018 (5.99)	42848 (7.55)	40294 (7.10)	83142 (14.64)	0 (0.00)	0 (0.00)	0 (0.00)	289173 (50.93)	278561 (49.07)	567734
<b>2005</b>	125313 (23.04)	122252 (22.49)	247565 (44.54)	93304 (17.16)	90466 (16.64)	183770 (33.80)	163149 (3.00)	16260 (2.99)	32609 (6.00)	41058 (7.55)	38658 (7.11)	79716 (14.66)	0 (0.00)	0 (0.00)	0 (0.00)	276024 (50.77)	267636 (49.23)	543660
<b>2006</b>	119122 (22.45)	117004 (22.06)	236126 (44.51)	90654 (17.09)	88127 (16.61)	178781 (33.70)	16439 (3.10)	16354 (3.08)	32793 (6.18)	39138 (7.38)	36776 (6.93)	75914 (14.31)	3593 (0.68)	3285 (0.62)	6884 (1.30)	268952 (50.70)	261546 (49.30)	530498
<b>2007</b>	110862 (22.24)	109591 (21.98)	220453 (44.22)	86185 (17.29)	83894 (16.83)	170079 (34.11)	15851 (3.18)	15773 (3.16)	31624 (6.34)	36138 (7.25)	34108 (6.84)	70246 (14.09)	3226 (0.65)	2942 (0.59)	6168 (1.24)	252262 (50.60)	246308 (49.40)	498570
<b>2008</b>	103692 (21.94)	103206 (21.84)	206898 (43.79)	82565 (17.47)	81153 (17.17)	163718 (34.65)	15229 (3.22)	14993 (3.17)	30222 (6.40)	33383 (7.06)	31739 (6.72)	65122 (13.78)	3495 (0.74)	3076 (0.65)	6571 (1.39)	238364 (50.44)	234167 (49.56)	472531
<b>2009</b>	97719 (21.76)	97720 (21.76)	195439 (43.51)	79189 (17.63)	78079 (17.38)	157268 (35.01)	14291 (3.18)	14230 (3.17)	28521 (6.35)	30318 (6.75)	29444 (6.56)	59762 (13.31)	4276 (0.95)	3881 (0.86)	8157 (1.82)	225793 (50.27)	223354 (49.73)	449147
<b>2010</b>	93323 (21.63)	94843 (21.98)	188166 (43.61)	76746 (17.79)	76294 (17.68)	153040 (35.47)	13536 (3.14)	13739 (3.18)	27275 (6.32)	27204 (6.30)	27075 (6.28)	54280 (12.58)	4469 (1.04)	4240 (0.98)	8709 (2.02)	215278 (49.89)	216191 (50.11)	431469

Source: Compiled from DISE Data and Data Received from Statistics Department of Higher Education.

**Table 2: Year Wise Total Enrolment in Upper Primary Schools**

Category →	General			SC			ST			OBC			Minority			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>2001</b>	40806 (36.07)	37876 (33.48)	78682 (69.55)	15309 (13.53)	13974 (12.35)	29283 (25.88)	2758 (2.44)	2413 (2.13)	51171 (4.57)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	58873 (52.04)	54263 (47.96)	113136
<b>2002</b>	106577 (28.23)	101113 (26.78)	207690 (55.02)	52070 (13.79)	48772 (12.92)	100842 (26.71)	9255 (2.45)	7980 (2.11)	17235 (4.57)	26020 (6.89)	25712 (6.81)	51732 (13.70)	0 (0.00)	0 (0.00)	0 (0.00)	193922 (51.37)	183577 (48.68)	377499
<b>2003</b>	101400 (26.57)	96828 (25.38)	198228 (51.95)	55129 (14.45)	51630 (13.53)	106759 (27.98)	9917 (2.60)	8674 (2.27)	18591 (4.87)	28877 (7.57)	29127 (7.63)	58004 (15.20)	0 (0.00)	0 (0.00)	0 (0.00)	195323 (51.19)	186259 (48.81)	381582
<b>2004</b>	94012 (25.67)	89814 (24.53)	183826 (50.20)	54909 (14.99)	51394 (14.03)	106303 (29.03)	10580 (2.89)	9466 (2.58)	20046 (5.47)	28302 (7.73)	27714 (7.57)	56016 (15.30)	0 (0.00)	0 (0.00)	0 (0.00)	187803 (51.29)	178388 (48.71)	366191
<b>2005</b>	89326 (25.26)	85291 (24.12)	174617 (49.39)	54248 (15.34)	50426 (14.26)	104674 (29.60)	10609 (3.00)	9737 (2.75)	20346 (5.75)	27161 (7.68)	26783 (7.57)	53944 (15.26)	0 (0.00)	0 (0.00)	0 (0.00)	181344 (51.29)	172237 (48.71)	353581
<b>2006</b>	82825 (24.39)	79460 (23.40)	162285 (47.79)	52006 (15.32)	49346 (14.53)	101352 (29.85)	10811 (3.18)	9802 (2.89)	20613 (6.07)	26072 (7.68)	25151 (7.41)	512223 (15.09)	2348 (0.69)	1731 (0.51)	4079 (1.20)	174062 (51.26)	165490 (48.74)	339552
<b>2007</b>	84535 (24.06)	81418 (23.17)	165953 (47.22)	54440 (15.49)	51893 (14.77)	106333 (30.26)	10908 (3.10)	10174 (2.90)	21082 (6.00)	27466 (7.82)	26379 (7.51)	53845 (15.32)	2353 (0.67)	1844 (0.52)	4197 (1.19)	179702 (51.14)	171708 (48.86)	351410
<b>2008</b>	79057 (23.25)	76990 (22.64)	156047 (45.89)	54010 (18.88)	51448 (15.13)	105458 (31.01)	10899 (3.21)	10574 (3.11)	21473 (6.31)	27418 (8.06)	26191 (7.70)	53609 (15.77)	1895 (0.56)	1567 (0.46)	3462 (1.02)	173279 (50.96)	166770 (49.04)	340049
<b>2009</b>	76042 (22.99)	74680 (22.57)	150722 (45.56)	53511 (16.18)	51107 (15.45)	104618 (31.62)	10593 (3.20)	10208 (3.09)	20801 (6.29)	25859 (7.82)	24882 (7.52)	50741 (15.34)	2190 (0.66)	1737 (0.53)	3927 (1.19)	168195 (50.84)	162614 (49.16)	330809
<b>2010</b>	71147 (22.44)	69281 (21.85)	140428 (44.30)	52563 (16.58)	49948 (15.76)	102511 (32.34)	10411 (3.28)	10163 (3.21)	20574 (6.49)	24751 (7.81)	23373 (7.37)	48124 (15.18)	2965 (0.94)	2407 (0.76)	5372 (1.69)	161837 (51.05)	155172 (48.95)	317009

**Source:** Compiled from DISE Data and Data Received from Statistics Department of Higher Education.