

Sarvasiksha Abhiyan- A Model Study With Reference To Chrompet**Mr. T. Rajeshwaran***(Asst. Professor, Department of Economics, Faculty of science and humanities, SRM Institute of science and Technology, kattankulathur)***ABSTRACT**

Since the education is the key to gain the knowledge but every one child in the doesn't get to gain the knowledge. The education is must in the growing country like India. Because no can sustain or survive in the society without any education. The Govt of India has done a great job by introducing the SSA scheme in India because it is 2nd largest country in population. This has increased the literacy rate in tamilnadu and has changed the lifestyle of student in gaining knowledge without any cost. It might however help to look into the reasons behind some of the employees experiencing stress as well as fear / insecurity. If the triggering factors for these feelings could be identified and dealt with, employee dissatisfaction, poor performance, absenteeism and even attrition, could be prevented.

Key words: SSA, School, Benefits, Chrompet

INTRODUCTION

Elementary Education being the foundation of pyramid in the education system has been accorded high priority. To ensure "Education for All" the Department of School Education and Literacy has a multi pronged approach. Two flagship programmes are being implemented viz. the Sarva Shiksha Abhiyan (SSA) and the Mid-Day Meal Programme (MDM). While the Sarva Shiksha Abhiyan aims to achieve universal elementary education of satisfactory quality by 2010, the MDM supports it by way of enhancing attendance of children and simultaneously improving their nutritional status. Owing to increase in the number of students completing at elementary stage, there is a surge in demand for secondary education. It is, therefore, essential to be prepared to meet it through improving access at secondary level. Also, the challenges of non-literacy adult population have to be squarely met by adequately revamping our basic literacy programmes.

Under Sarva Shiksha Abhiyan we have not only been able to improve access to 98Percentage at primary level but have also been able to reduce out of school children to 3-

4Percentage of 6-14 age cohort. During the X Plan the basic infrastructure has improved through the opening of 1.87 lakh schools, appointment of 8.12 lakh teachers, construction of 1.70 lakh buildings & 7.13 lakh additional classrooms. Also, 1.72 lakh drinking water facilities and 2.18 lakh toilets have been created. Due to the efforts made under the SSA, the access to schools has improved to 98Percentage of habitations at primary level and 86Percentage at upper primary level. The Sarva Shiksha Abhiyan has improved enrolment by 25 million between 2001 to 2005, thereby reducing the out of school children to 3-4Percentage, hardest to reach in the 6-14 age group. The dropout rates at primary level are declining and that of girls is declining more sharply. The gender parity has improved from 0.81 (2001-02) to 0.93 at the elementary stage of education. The transition rate from primary to upper primary (class V to VI) has improved to 83.72Percentage.

To provide access to secondary education with special focus on the weaker sections of the society, the educationally backward, the girls, the disabled, children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM) are to be given special attention. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be a priority. New initiatives during the 11th Five Year Plan for Secondary Education are, inter-alia, SSA is conceived as partnership between the Central and the State / UT Governments. The funds are released based on the approval of the plan by the PAB based on the recommendation of the Committee constituted for the purpose by State and National Mission. The funds are released by Central Government based on the commitment for Contribution by State Government. The financial management & plan process¹⁵ is issued in a manual released by the Ministry. State society shall submit the Utilisation Certificate (UC) to the national mission before release of the subsequent instalment or on utilization of fund, whichever is earlier. For the Second Installment the UC must be submitted before release of subsequent year.

STATEMENT OF PROBLEM

The Central Government implements many more to enhance the quality of primary education. Education for all programmes was launched in all over India under SSA scheme. This scheme is implemented with effect from 2002. Many new schools are been open in each district of tamilnadu under this scheme. And with special facilities such as toilets, residential schools, classrooms, drinking water are some of provisions available as for the SSA scheme. So this study is aimed at evaluating the awareness of sarvsiksha abiy an with special reference to CHROMPET.

OBJECTIVE OF THE STUDY

To examine the awareness about the SARVASIKSHA ABHIYAN scheme

To analysis SSA and its benefits towards the students

REVIEW OF LITERATURE

The review of related studies and literature is an essential aspect in the development of the problem and in the derivation of an effective approach of sarvasiksha abhiyan . The success of a research worker's effort will depend on a large measure, on the extent to which he or she capitalizes on the advances both empirical and theoretical, made by previous researchers. In the field of education too, the research worker needs to acquire up to date information about what has been bought and done in the particular area from which he or she intends to take up a problem of research.

The review of literature involves locating, reading and evaluating report of research as well as reports of casual observation and opinion that are related to the individuals planned research project. Exploring to the related Literature contributes to the scholarship of the investigator, and fills the gaps of his knowledge. In short, "the keys to the vast store house of published literature may open doors to sources of significant problems and explanations hypothesis and provide helpful orientation for definition of the problem, background of selection of procedure and comparative data for interpretation of results" (Good, 2008).

Good, Bar and Scates (2011) analysis the purposes of survey of related literature as: • To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the work of duplication. • To suggest methods of research appropriate to the problem. • To provide ideas, theories, explanation, or hypothesis valuable in formulating the problem. • To locate comparative data useful in the interpretation of results, and • To contribute to the general scholarship of the invest.

P. Rao,G, Viswanadappa and A.C.Joshy (2000), the impact of the sarvasiksha abhiyan on the students. Five centers were identified as the representative samples of the study where the SSA training was carried out. A total number of 456 Primary school teachers who underwent the SSA training programme at 10 centers in Mangalore and Chikmangalore districts constituted the sample of the study. Data was collected in two phases. Phase I from the administration of SSAQ (Sarva Siksha Abhiyan Awareness Questionnaire) to the teachers and Phase II involved the observation of classroom practices of some of the teachers who underwent the SSA training programme. From the findings it is inferred that the training

programmes needed to improve in certain aspects, which the paper highlights through a detailed analysis and discussion.

Saxena, R.R. et al. (2010) the study reviewed the policies on incentives for girls' participation and their implementation strategies in Sarva Siksha Abhiyan. It identified factors which contributed to girls' participation in primary education and sought the opinion of parents and village heads about the implementation of incentive schemes in Tamil Nadu and Uttar Pradesh. The study was conducted in two phases. In Phase I, data was collected from 32 States and UTs. In Phase II, in-depth field study covered a sample of rural primary schools of Tamil Nadu and Girl Child Education U.P. Results .

Gandhe, S.K, et al. (2013) reviewed on “reviewed on “A Research study on externally Aided project on SARVA SIKSHA ABHIYAN. The inadequacy of the school system to attract and keep children is more crucial than households' economic conditions. School enrolment has risen dramatically in cities and villages, but the ability of the government school system to retain and adequately educate children has been less impressive. The study also revealed that achievement levels in primary schools were the same between Classes III and IV. It was observed that children who had been to school for several years are not permanently literate. The study suggested adopting a flexible approach, accountability to the community, innovative actions at the local level whether in the classroom or in the community must be recognized for the universalization of primary education in India. Commitment on the part.

RESEARCH METHODOLOGY

The study comprises both primary data and secondary data, the primary data were collected by using questionnaire, and the secondary data were collected through the books, journals, magazine and the like

SAMPLING SIZE

In this research the researcher used 50 as sample size for her data analysis because it is model study. The sample size comprises of those students, who are studying under this scheme and the general public who are aware of this scheme.

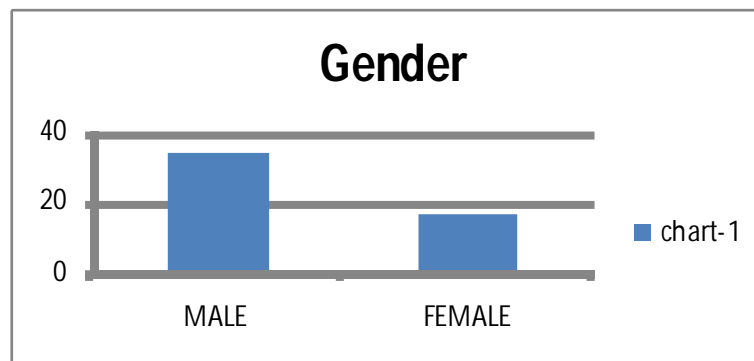
LIMITATIONS OF THE STUDY

- This study limits to geographical area of CHROMPET.

- The data was collected through questionnaire. The response from the respondents may not be the accurate
- The sample taken from the study was only 50 and the result drawn may not be accurate
- Sample size was confined to 50 Respondents keeping in view of time and constraints

ANALYSIS AND INTERPRETATION

GENDER OF THE RESPONDENTS

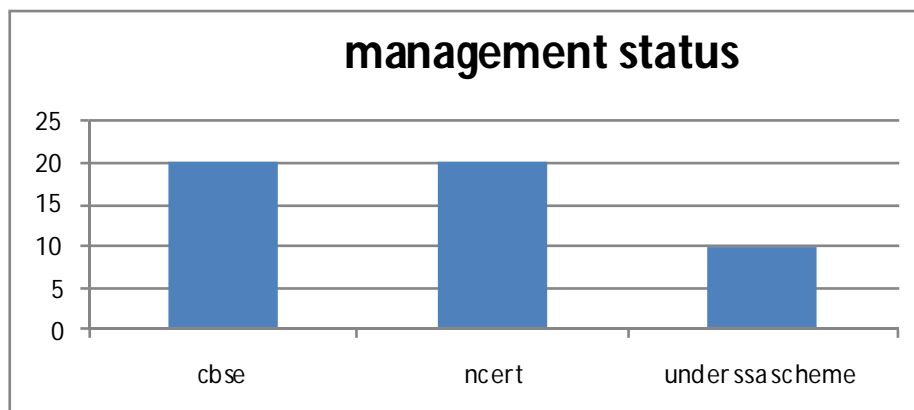


Source: Primary data

Source: Primary data

From the above chart 1 reveals that the 68 percentage are belong to male categories remaining 32 percentages are female, in this study no third gender included.

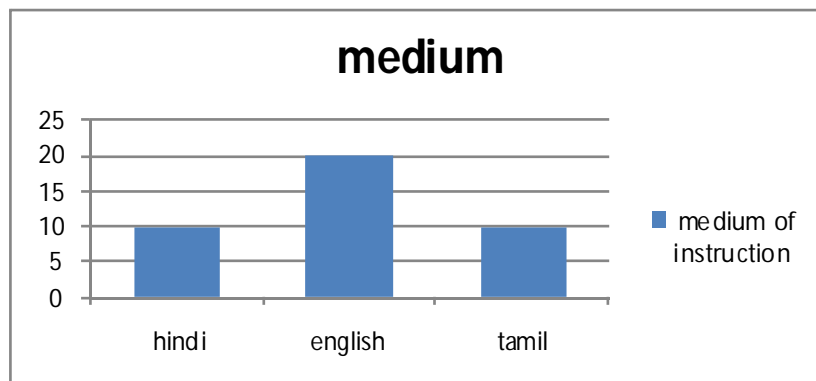
MANAGEMENT STATUS SCHOOL



Source: Primary data

From the chart 2 explain that 40 Percentage of students are in the CBSE, rest of them 40 Percentage are NCERT and the least 20 Percentage are under SSA scheme in the chromePET public school.

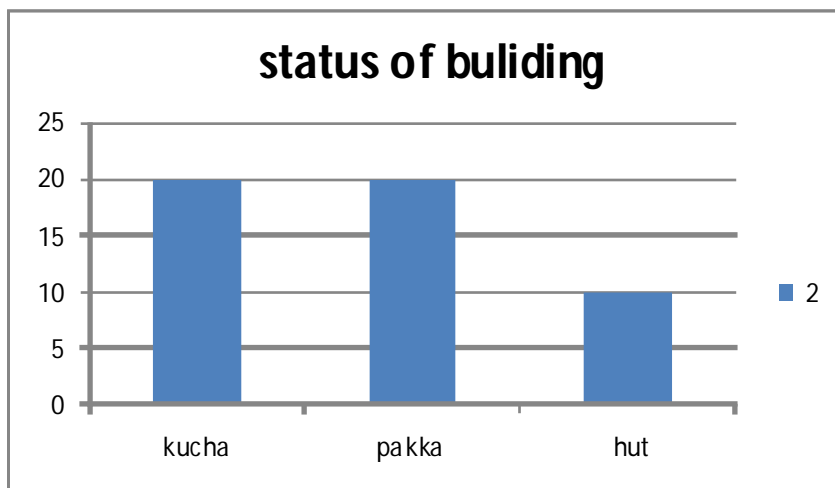
MEDIUM OF STUDIES



Source: Primary data

Chart 3 clearly defined that 40 Percentage are chosen as Hindi of their language rest 40 Percentage are English and 20 Percentage are belong to Tamil.

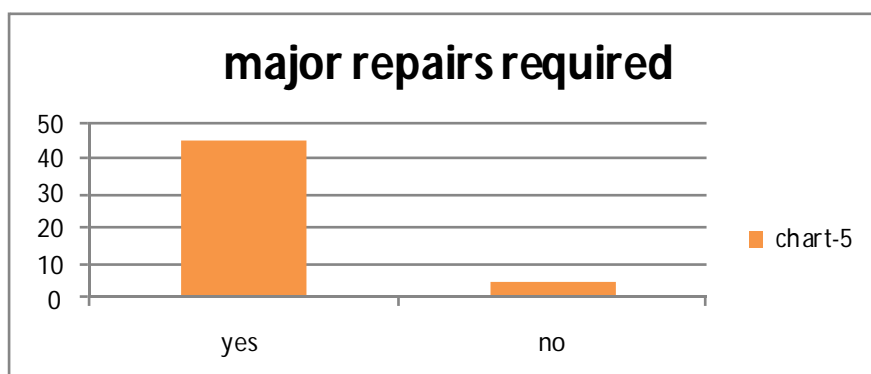
STATUS OF BUILDING OF THE SCHOOL



Source: Primary data

From the above chart 4 portraits that 40 Percentage are kucha rooms rest 40Percentage are pakka and rest 20 Percentage are hut/ normal building facilities.

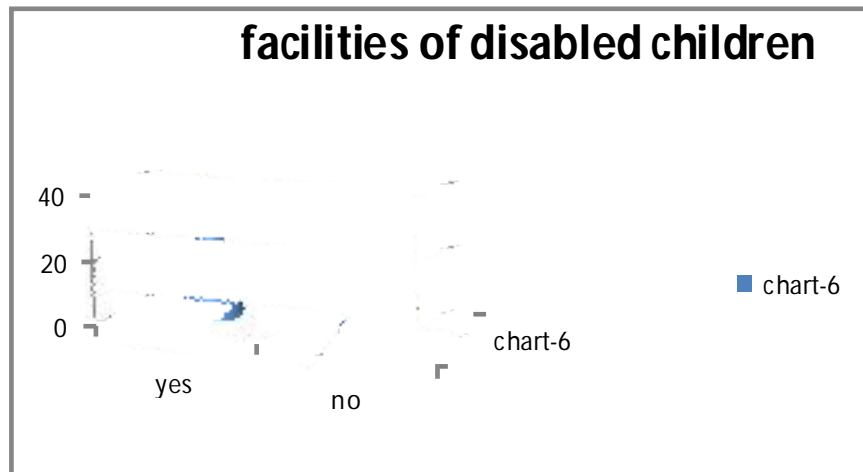
WHETHER MAJOR REPAIRS REQUIRED



Source: Primary data

From the above analysis chart 5 is clearly stated that there are 70 percentage of public school building need to renew their school building and sanatioary and 30 percentage of public school have enough facilities.

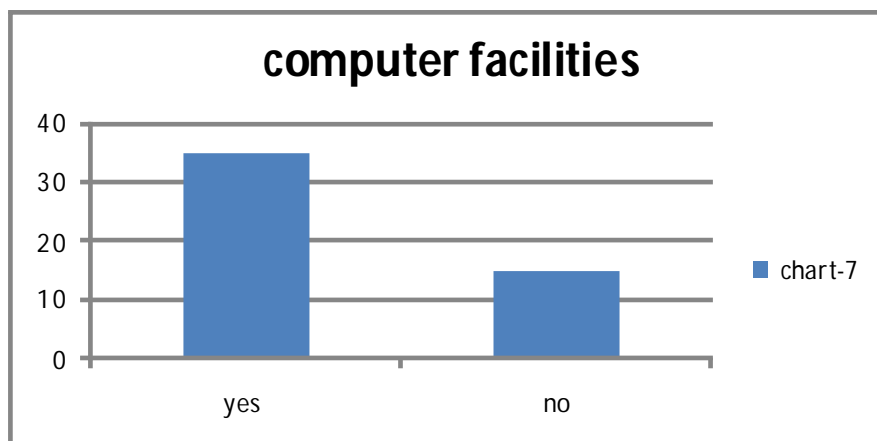
FACILITY FOR DISABLED CHILDREN



Source: Primary data

From the above chart 6 it is stated that there are facilities available for the physically challenged students

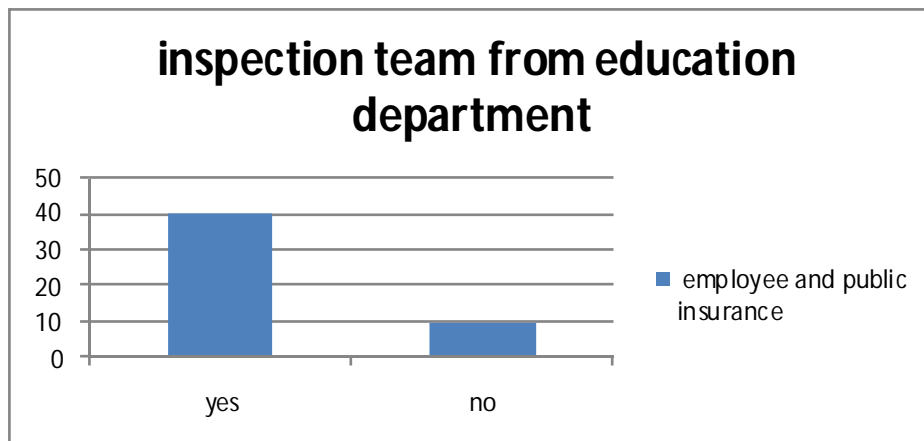
COMPUTER FACILITIES



Source: Primary data

From the above chart 7 it is stated that there are 75 percentage of school having proper computer lab facilities available and rest of 25 percentage need to improve computer facilities.

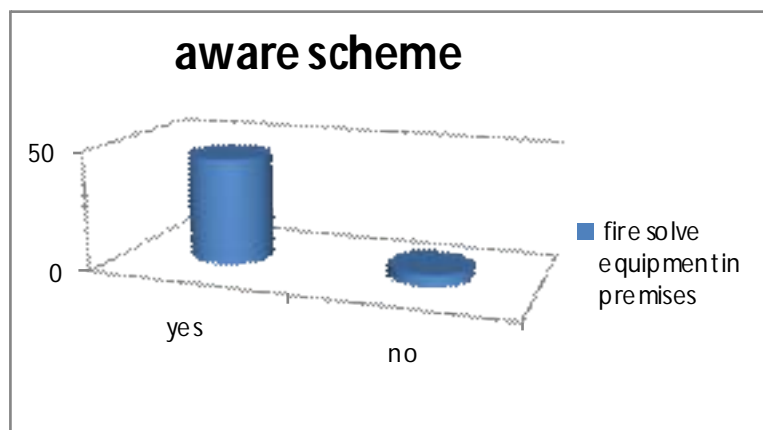
INSPECTION FROM EDUCATION DEPARTMENT



Source: Primary data

From the above chart 8 its shows that the inspection team visits the school frequently of 65 percentage and reaming 35 percent of school visit made happen in occasionally.

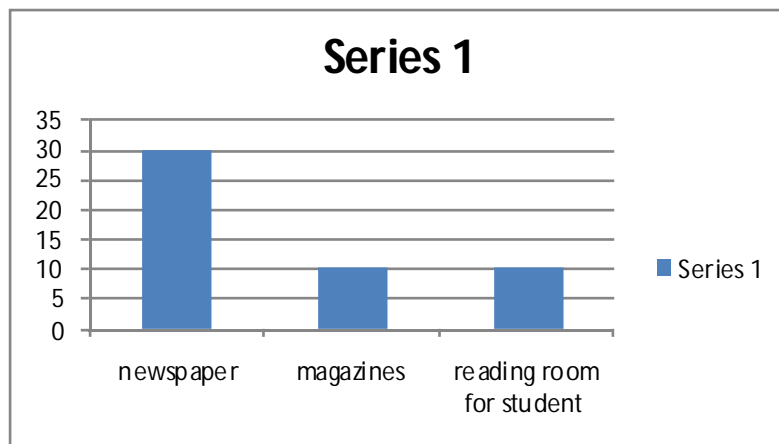
AWARENESS ABOUT THE SSA SCHEME



Source: Primary data

From the above chart 9 elucidates that the children are aware of the SSA scheme about 80 percent, but the above students are not aware fully. 20 percent of the students are not aware about the SSA scheme.

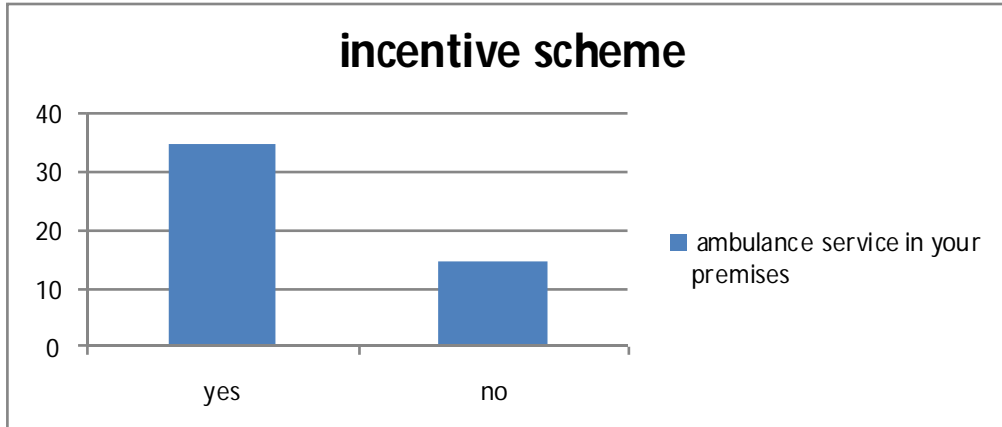
LIBRARY FACILITY UNDER SSAS SCHEME



Source: Primary data

From the above chart 10, researcher should interpreted that depict that the schools under the SSA scheme have all the library facilities, in that 60 percent of the respondents stated that their using library for news paper reading. Reaming 40 percent of the use reading room and magazine reading.

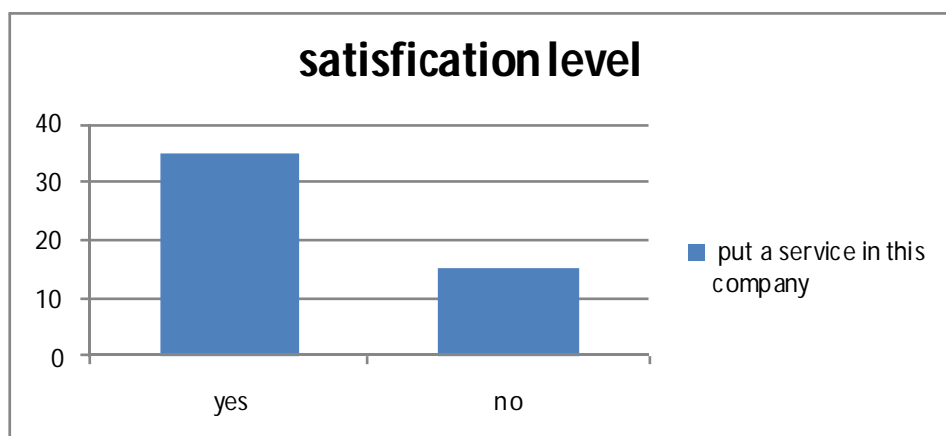
INCENTIVE SCHEME PROVIDED BY THE SCHOOL



Source: Primary data

The chart 11 shows that the school has all the incentive schemes that are implemented by the central and state govt.

ARE YOU SATISFIED WITH THIS SCHEME



Source: Primary data

From the above chart 13 it shows that the students are satisfied with the scheme

FINDINGS OF THE STUDY

- In this study included majority of respondent are (68 Percentage) belong to male.
- Most of the respondent age group is 12 to16 age because of their school students.
- Majority of respondent answering yes for up to date safety measures and policy .
- Majority of respondent answering yes for secure for disabled students under SSA scheme.
- It is found that majority of respondent stated their opinion towards conducting special safety program in the school.
- Majority of respondents accept the first aid clinic in the school

RECOMMENDATIONS

The school should organize many health facility programmes for the student’s .Establish professional learning communities. Encourage teachers to use social networking sites. Manage and share the data with the students. The teachers should engage with students. The teachers should take regular coaching classes to the students who are weak in the specific subjects.

CONCLUSION

In order to achieve the target of universalization the SSA should be strengthened. This programme is an attempt to provide an opportunity for improving human capabilities through provision of community owned quality education in a mission mode. SSA collects more information than previous RL schemes about long-term effects of policy changes and shifts

of inductive bias. In contrast to traditional RL approaches, time is not reset at trial boundaries. Instead we measure the total reward received and the total time consumed by learning and policy tests during all trials following some bias shift: bias shifts are evaluated by measuring their long-term effects on later learning. Bias shifts are undone once there is empirical evidence that they have not set the stage for long-term performance improvement. No bias shift is safe forever, but in many regular environments the survival probabilities of useful bias shifts will approach unity if they can justify themselves by contributing to long-term reward accelerations.

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