

Education for Girls Children: Under the Programme of Sarva Siksha Abhiyan

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Abstract: The constitution of India provides for free and compulsory primary education for all children upto the age of fourteen, irrespective of caste, creed, sex and religion. The core of Human Resource Development is education, which plays a remarkable role in the socio-economic development of the Country. Development of the citizens is depend on the quality basic education leads to a better quality life. Good quality education is the foundation of new discoveries, knowledge, innovation and entrepreneurship that trigger growth and prosperity of the individual as well as that of a nation. Government has started SSA in a mission mode program to provide elementary education to all children between the age of 6-14. Program succeeded to a large extent but the girls children could not achieve its objectives properly. The achievement of girls children is low. The government takes various programmes to achieve the goal. This paper highlights achievement of girls children under sarva shiksha abhiyan.

Keywords: SSA (Sarva Shiksha Abhiyan).

‘The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.’

- Article 45, Directive Principles of State Policy, Constitution of India

I. INTRODUCTION

Dictionary meaning of Universalisation is extending education opportunities to all youths in respective of their caste, creed, colour and sex. Other hand the Meaning of the statement ‘Universalisation of Elementary Education’ (UEE) is 100 percent enrolment and retention of children with all schooling facilities up to the age of 14 years. But there are so many problems of Universalisation of Elementary Education those are wastage, stagnation, low enrolment of girls, defective curriculum, lack of qualified teachers, insufficient teaching aids, low enrolment of ST, SC and OBC’s etc. To fulfil the target of UEE there are so many plans and policies have been taken by our Government those are National Policy of Education (NPE), Indian Women Centre (IWC) and the Program of Action (POA) etc. In very recent past, our Government has approved the new scheme name Sarva Siksha Abhiyan (SSA), with the slogan of **Sab parhe sab barhe**, which was started in the year 2001-2002 to achieve the long cherished goal of UEE through a time bound integrated approach, in partnership with states. But the achievement of this programme is not as per expectations. Because the dropout rate and low enrolment is still relatively high specially among girls children. The present study attempt to examine the girls education under SSA programme.

II. OBJECTIVES OF THE STUDY

- To analyze the specific activity of SSA.
- To find out the girls literacy status in India.
- To analyze the problems of girls education in present scenario in India.

A. Perspective of SSA:

For achieving the proper goal of education as well as the development of nation, Universalization of Elementary Education has been accepted as a national goal in India. Indian constitution recognised UEE as an important key of nation building. In this context, about 60 years ago, Article 45 of the Indian constitution (1950) stated that the state shall endeavour to provide, from the commencement of this constitution free and compulsory education for all children up to the age of fourteen. When the target could not achieve till 2001, Indian Government started its flagship programme named as 'The Sarva Shiksha Abhiyan in 2001. SSA has been built upon the experience of several primary and elementary education programmes that predict it, including the District Primary Education Programme (DPEP), National Programme for Education of Girls at Elementary Level (NPEGEL), Siksha Karmi Project (SKP) and Lok Jumbish project (LJP). It is a partnership project between the central and state Government, which seek to improve the performance of the school through a community owned approach, with specific focus on the provision of quality education.

B. What is SSA:

- i) A clear time frame for UEE
- ii) Quality based education
- iii) To established social justices through basic education.
- iv) An opportunity of states to develop their own vision of elementary education.
- v) A partnership between the central, state and local government.

C. Aim of SSA:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the age group 6 to 14 years by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

D. Objectives of SSA:

- ⊕ The SSA is to provide useful and relevant elementary education to all children in the 6-14 age groups by 2010. Other objectives of SSA are:
- ⊕ Encompass all children in school, Education Guarantee Centre, Alternative School, 'Back-to-School' camp by 2003.
- ⊕ All children complete five years of primary schooling by 2007
- ⊕ Bridge all gender and social category gaps at primary stage by 2007.
- ⊕ All children complete eight years of elementary schooling by 2010
- ⊕ Focus on elementary education of satisfactory quality with emphasis on education for life
- ⊕ Improve and -reduce the gaps within education system existing due to social, regional and gender divides.
- ⊕ Promoting community participation in primary education by formulating Village Education Committees.

E. Elements of SSA:

The element of SSA is quality improvement of primary and elementary education, including inside and outside class activities like curriculum renewal plan, teaching learning material, teachers training, teaching learning, inclusive education of SC, ST, girls, disabled, also urban deprive children, establishment of state, district, block, WEC, PRS resource canters, community mobilization, various types of research and evaluation.

III. SPECIFIC ACTIVITIES UNDER THE SSA

- ❖ Priority to Education of Girls- Education of girls, especially those belonging to scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- ❖ Open new schools in habitations, which do not have schooling facilities.

- ❖ Strengthen existing school infrastructure through provision of additional classrooms, providing separate toilets for girls and boys and drinking water. While taking into account the infra structure gap and other disparities, SSA recognizes the intra-regional, inter state and inter district disparities and is making efforts to address these disparities. A crucial step in this direction is identification of Special Focus Districts (SFDs). These districts are identified based on indicators like large number of out of school children, high gender gap, infra structure gap as well as concentration of SC/ST/Minority population. School building and classrooms are sanctioned on need basis to these districts on priority, besides focused scrutiny during appraisal.
- ❖ Provide schools with inadequate teachers additional, requisite number of teachers.
- ❖ Free textbooks are provided to girls and children of weaker sections.
- ❖ Community Based Monitoring with Full Transparency - The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides, every school will be encourage to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.
- ❖ Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

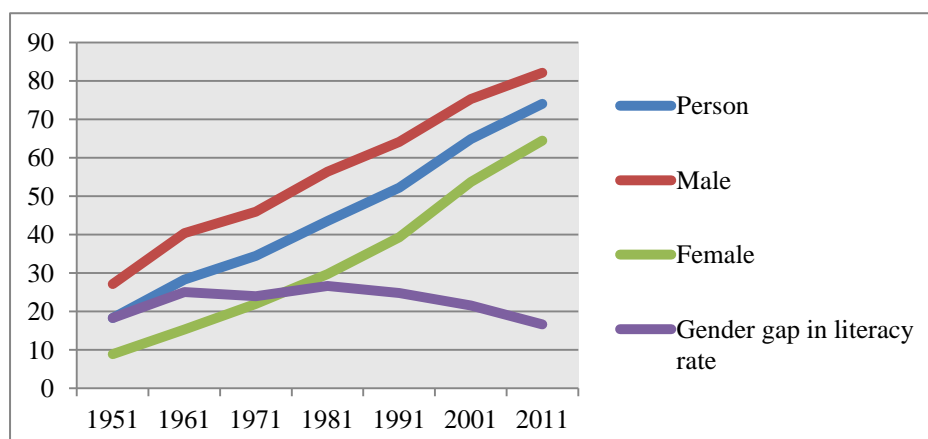
► **Major schemes under SSA Programme:**

For achieve the goal of SSA various schemes are followed under SSA programme like District Primary Education Programme (DPEP), District Elementary Education Programme (DEEP), Kasturba Gandhi Balika Vidyalaya (KGBV), Mid-Day Meal Scheme, Mahila Samakhya. Total Sanitary Campaign (TSC), Accelerated Rural Water Supply Programme (ARWSP), and Meena Campaign, Maa-beti Mela, Mahila Sanmellan, Kishori Mela, Sishu Mela, Prabhat Pheris etc are conducted to ensure increase enrolment and reduce dropout specially disadvantage group.

IV. GIRLS LITERACY STATUS IN INDIA

TABLE NO I: LITERACY STATUS IN INDIA

Years	Person	Male	Female	Gender gap in literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	64.46	16.68

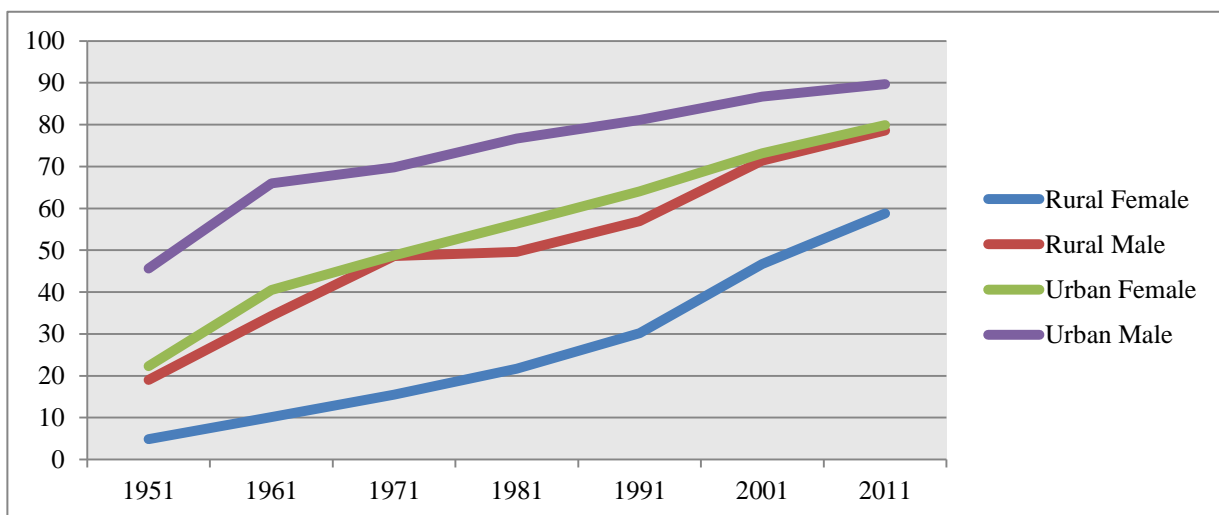


Source: Census of India 2011

Table1 shows that there has been a considerable increase in the rate of literacy of female in last two decades. It was observed that during 1951 to 2011, the rate of female literacy has been increased by seven times. Again, it can observe that gender gap has been followed in our country.

TABLE NO II: LITERACY RATES IN INDIA

Year	Rural			Urban			Combined		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
1951	4.87	19.02	12.1	22.33	45.6	34.59	8.86	27.15	18.32
1961	10.1	34.3	22.5	40.5	66	54.4	15.35	40.4	28.31
1971	15.5	48.6	27.9	48.8	69.8	60.2	21.97	45.96	34.45
1981	21.7	49.6	36	56.3	76.7	67.2	29.76	56.38	43.57
1991	30.17	56.96	36	64.05	81.09	67.2	39.29	64.13	52.21
2001	46.7	71.4	59.4	73.2	86.7	80.3	53.67	75.26	64.83
2011	58.75	78.57	67.8	79.92	89.67	84.1	65.46	82.14	74.04
%Increase in 2011 over 2001	26%	10%	14%	9%	3%	5%	22%	9%	14%



Source: Census of India, Office of Registrar General, India.

TableII shows that Where as in 1951 the female literacy rate was only 4.87% and total literacy rate was 12.1%, in 2011 the female literacy rate has become 58.75% and the total has become 67.8%. Where in 1951 the urban female literacy rate was 22.3% the overall literacy was 34.59%, in 2011 it has become 79.92% and the overall literacy has become 84.1%. So, we can conclude from here that the female literacy rate is growing continuously. The female literacy levels according to the Literacy Rate 2011 census are 65.46% whereas the male literacy rate is over 82.14%.

As per 2011 census, literacy rate in India has been reported as 74.04% with a 14% increase to that in 2001, whereas the hike is maximum for rural women at 26% in the last decade, which may be attributed to literacy mission of Government of India.

TABLE NO III: PERCENTAGE OF BOYS AND GIRLS ENROLMENT IN PRIMARY TO ELEMENTARY CLASS: 2007 -08

	Boys	Girls	Total
All Areas: All Managements	52.12	47.88	185043293
Rural Areas: All Managements	52.07	47.93	147269002
All Areas: All govtManagement	50.90	49.10	133652070
All Areas All Private Management	55.34	44.66	51090375

Source: Flash Statistics 2006-07, Elementary Education in India Progress towards UEE, Analytical Report 2006-07, NUEPA.

Table No III represent that percentage of girls enrolment is lower than the boys, both primary and upper primary level in respect of total enrolment.

V. PROBLEMS OF GIRLS EDUCATION

- ◆ Poor families can not afford direct cost of schooling.
- ◆ Quality of school environment is very poor.
- ◆ Sanitation and drinking water facility are not available in rural schools.
- ◆ Insufficient female teacher is a problem of girls' education.
- ◆ Early marriage is also a major problem.
- ◆ Existing curriculum is not free from gender biased.

VI. SUGGESTIONS

01. Necessity to increase the awareness regarding education to the parents of dropout and illiterates girls' student.
02. Every school must be provided with adequate sanitary facility for girls.
03. Environment of class room and school must be made attractive with picture diagrams related to girls
04. More interesting and need based curriculum should be formulated for girls.
05. Different method should be applied in the class room teaching for creating interest among the girls students.
06. Teacher pupil ratio should improve through the recruitment of teachers.
07. Female teachers should be selected for girls.
08. Hostel facility and ashram school should be provided in backward areas.
09. More arrangement of door-to-door educational campaign for creating educational awareness.
10. Free textbook, dress should be provided.
11. Short-term orientation programme should be arranged for girls.
12. Heartiest cooperation of the teachers to find out the reasons to solve the problems of girls' education.

VII. CONCLUSION

Education is the powerful tool for social change particularly in a society where the majority of people are illiterate and steeped in poverty, disease, and unemployment. A large part of women are belonging there, women of the present society are the future parents. But current status of girls education in India is not as per expectations, there are dozens of problems behind girls education like poverty, wastage and stagnation, lack of sufficient teacher, superstitions, alien language etc. Problems of illiteracy among girls child varies from place to place and region to region. On the basis of the study, it may be concluded that central and state government should take more initiatives to concentrate the problems of girls education.

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