

## EFFECTS OF SARVA SHIKSHA ABHIYAN ON THE SUBJECT PERFORMANCE IN RURAL AND URBAN SCHOOLS IN DISTRICT MORADABAD (INDIA)

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### ABSTRACT

The SSA (Sarva Shiksha Abhiyan) is a push to perceive the requirement for enhancing the execution of the educational system and to give the group possessed quality rudimentary training, in the mission mode. It likewise visualizes crossing over of sexual orientation and social wholes. The National Sample Survey 52nd Round (1995-96), the National Family Health Survey –I and II (1992-93 and 1998-99) likewise give us bits of knowledge on 6-14 years age kids, going to schools in different states. These studies serve as a gauge for the dispatch of the SSA. Pattern accomplishment tests would be attempted by the NCERT in the non-DPEP states on a need, to find out the present levels. The National and the state Mission will screen on the premise of these set up base line. Baseline study has been directed in all the 35 locale of the state amid 2003. Presently, this board has likewise attempted the midterm Assessment Study for SSA(MAS for SSA) amid 2008 in UttarPradesh covering all the 35 regions. This study is for the most part accomplishment study, with some extra perspectives also. The destinations of the BAS for SSA and philosophy have been clarified in this document. This study manages the correlation of different parameters of BAS and MAS. This incorporates examination of accomplishments of class III and class VI understudies execution.

**KEYWORDS:** SSA (Sarva Shiksha Abhiyan), BAS (Baseline Assessment Survey), MAS (Midterm Assessment Survey), UEE (Universalization of Elementary Education), DPEP (District Primary Education Program).

### INTRODUCTION

#### Background of Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan has been a notable step towards accomplishing the since quite a while ago treasured objective of universalisation of Elementary Education (UEE) through a period bound incorporated methodology, in an organization with the States. SSA, which guarantees to change the substance of the rudimentary instruction area of the nation, expects to give valuable and quality basic training to all children in the 6-14 age bunch of 2010.

#### Objective of Sarva Shiksha Abhiyan

- All children to be in school, Education GU School" camp by 2003.
- All children to finish five years of essential tutoring by 2007.
- All children to finish eight years of tutoring by 2010.
- Focus on rudimentary instruction of agreeable quality with accentuation on training forever.
- To connect all sexual orientation and social class level by 2010.

- Universal maintenance by 2010.

### Objectives of Midterm Assessment Study (MAS) Under SSA InUttar Pradesh

Pattern study has been led in all the 35 locale of the state amid 2003. Presently, this board expects to embrace the midterm Assessment Study for SSA (MAS for SSA) in Uttar Pradesh covering all the 35 regions. This study is for the most part accomplishment study, with some extra viewpoints also. The destinations of the BAS for SSA and approach have been clarified in this report.

### Sampling Procedure Adopted

Multi stage stratified arbitrary examining strategy as clarified beneath was taken after.

All out Number of Schools was chosen for the Survey.

For the Midterm study for SSA, it was chosen to take after comprehensively the example of DPEP studies and to take test of 50 segments for sexually transmitted disease III and VI in each of the locale. It was additionally chosen that the testing methodology followed in the DPEP overviews be taken after for this SSA study with fundamental adjustments.

The present study covers class VI also, and along these lines, the accompanying three classifications of schools were considered for inspecting.

- Primary Only
- Primary with upper essential
- High schools
- Primary with upper essential and Sec/Higher optional.
- Upper Primary with Sec/higher optional.

In Moradabad region (non DPEP), 25 schools were browsed the first and second classes and 15 from the third classification. For class III, 25 schools from classification (i) and 25 from class (ii) would make 50 schools. For class VI 25 schools from classification (ii) and 15 schools from class (iii) will make 40 schools.

**Table 1: The following table shows the distribution of sample in Moradabad district.**

R.No.	Category of Schools	Non DPEP District		
		No. of Schools	No. of Sections	
			III Std.	VI Std.
I	Primary only	25	25	-
II	Primary with Upper Primary	25	25	25
III	High Schools (Primary / Upper Primary with Secondary/ Higher Sec)	15	-	25
<b>Total</b>		<b>65</b>	<b>50</b>	<b>50</b>

**Note:** In this category of schools, two sections of Std. VI should be covered in 10 relatively big schools, so as to cover in all 25 sections; No. Of Schools was selected from the Urban and Rural Sectors.

### **Selection of Blocks**

Four blocks were sampled in Moradabad district namely-

- Bilari
- BhagatpurTanda
- Chhajlet
- Dingarpur

### **SELECTION OF SCHOOLS**

#### **Rural Schools**

- A rundown of government and government helped schools for each chose piece was set up for each of the three classifications of schools.
- The extent of schools was chosen from every piece and classification on the premise of the aggregate number of schools situated in the chose squares was worked out.
- The schools were haphazardly chosen from every square utilizing orderly arbitrary inspecting strategy with an irregular begins.

#### **Urban Schools**

- A rundown of government and government supported schools for each chose an urban spot was arranged in order for each of the three classes of the schools.
- The extent of schools was chosen from each urban situated in the chose urban territories were worked out.
- The schools were haphazardly chosen from each tested urban spot utilizing orderly irregular inspecting strategy with an arbitrary begins.

### **Overall mean Achievement**

While studying the particular impact on various variables during both the process of assessment, it was essential to discuss mainly on the subject issues related to the individual group. With this as central focus, we have considered two main target groups as class 3 and class 6 students from Rural and Urban background, and the main subjects of concern to these classes i.e. English(Because the study is carried out in UttarPradesh) as a first language and Mathematics, while for class 6 English as an additional subject where percentage failure was always on the higher side, then focus on their comparative performance during BAS & MAS. So, overall mean achievement for both BAS & MAS has taken into consideration accordingly.

Sexual orientation shrewd, Area savvy achievement of class VI in English: (BAS and MAS) Mean Percentage Achievement

**There was Critical Change of Mean Achievement in Country Young men MAS 72.76% as Against BAS 53.38%.**

If there should be an occurrence of urban young men likewise, the change was reasonable from BAS 57.24% to MAS 62.83%. As respects kids' aggregate achievement, MAS achievement 56.06% which was noteworthy. In the event of provincial young ladies, the change was noteworthy from BAS 48.03% to MAS 65.89%. In the event of urban young ladies, the change was sensible from BAS 61.22% to MAS 63.23%. As respects young lady's aggregate, moderate from BAS 56.75% to MAS 64.79%. If there should arise an occurrence of aggregate rustic young men and young ladies the change of execution in achievement was exceptionally critical from BAS 50.12% to MAS 68.89%.

As respects aggregate urban young men and young ladies, the adjustment in achievement was sensible from BAS 59.52% to MAS 63.07%. In the event of aggregate young men and young ladies and additionally provincial and urban, the change was critical from BAS 56.46% to MAS 66.62%.

Sex astute, Category shrewd achievement of class VI in English: (BAS and MAS) Mean Percentage Achievement

**There was Moderate Change of Mean Achievement in SC Young men MAS 58.17% as Against BAS 54.41%.**

If there should be an occurrence of ST Young men additionally, the change was moderate from BAS 53.80% to MAS 62.08%. As respects different young men, MAS achievement has indicated 73.90% as against BAS 57.06% which was momentous. As respects aggregate young men, MAS achievement has demonstrated 69.17% as against BAS 56.06% which was significant. In the instance of SC young ladies, the change was sensible from BAS 50.86% to MAS 54.18%. If there should arise an occurrence of ST Young ladies, the change was moderate from BAS 53.28% to MAS 62.24%. As respects different young ladies, MAS achievement have indicated 69.59% as against BAS 58.80% which was noteworthy. As respects aggregate young ladies, the execution change of achievement was moderate from BAS 56.75% to MAS 64.79%. If there should be an occurrence of aggregate SC young men and young ladies, the change of execution in achievement was reasonable from BAS 52.70% to MAS 55.64%. If there should arise an occurrence of aggregate ST Young men and young ladies, the change of execution in achievement was moderate from BAS 53.47% to MAS 62.18%. In the event of aggregate different young men and young ladies, the change of execution in achievement was momentous from BAS 58.10% to MAS 71.50%. If there should arise an occurrence of aggregate young men and young ladies, the change of execution in achievement was noteworthy from BAS 56.46% to MAS 66.62%.

**Area wise and Category wise mean Achievement Performance of Class VI in English**

In the event of country SC, there was a moderate change in achievement from BAS 49.96% to MAS 55.12%.

There was a noteworthy change in achievement in the event of provincial ST, the change was from BAS 44.35% to MAS 65.46%. Country "other" from BAS 51.78% to MAS 72.63%. As respects rustic aggregate, the change was exceedingly noteworthy from BAS 50.12% to MAS 68.89%. With deference, urban SC there was a sensible change from BAS 53.80% to MAS 56.02%. If there should be an occurrence of urban ST, the execution was negative from BAS 59.20% to MAS 56.67%. As respects urban, it was moderate from BAS 61.09% to MAS 69.24%. The urban aggregate change in achievement has demonstrated a moderate pattern from BAS 59.52% to MAS 63.07%. On the off chance that SC (provincial + urban), the adjustment in achievement was reasonable from BAS 52.70% to MAS 55.64%. As respects ST (provincial + urban), the adjustment in achievement was moderate from BAS 53.47% to MAS 62.18%. With respect to "other" class (country + urban), t BAS 58.10% to MAS 71.50%.

As respects aggregate (provincial + urban), the change was huge from BAS 56.46% to MAS 66.62%.

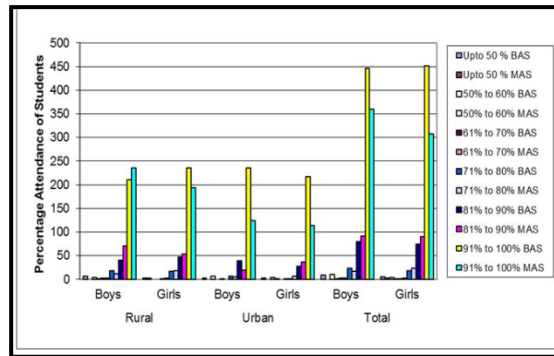


Figure 1: Comparison of Class III Students on the Basis of Their Attendance in BAS and MAS

As respects participation of class III understudies in rustic region, there was a good change amid MAS when contrasted with BAS. It was watched that the participation of the understudies amid MAS was running from 81% to 100%. If there should be an occurrence of urban zones, the photo was same. The participation amid BAS seemed, by all accounts, to be more than amidMAS

Table 2: Comparison of Class VI Students on the Basis of Their Attendance in BAS and MAS

Name of District : Moradabad							
Attendance		Rural		Urban		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
Upto 50 %	BAS	0	0	4	3	4	3
	MAS	0	0	0	0	0	0
50% to 60%	BAS	3	2	0	1	3	3
	MAS	5	1	2	3	7	4
61% to 70%	BAS	8	7	0	0	8	7
	MAS	4	9	3	3	7	12
71% to 80%	BAS	12	15	4	0	16	15
	MAS	22	18	10	5	32	23
81% to 90%	BAS	18	37	46	65	64	102
	MAS	30	64	27	21	57	85
91% to 100%	BAS	122	193	315	427	437	620
	MAS	235	289	125	235	360	524

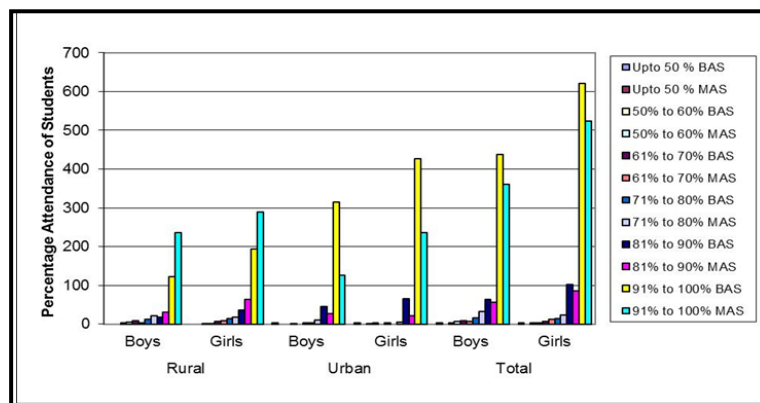


Figure 2: Comparison of Class VI Students on the Basis of Their Attendance in BAS and MAS

As respects participation of class VI understudies in rustic range, there was a positive change amid MAS when contrasted with BAS. It was watched that the participation of the understudies amid MAS was extended from 91% to 100%. If there should arise an occurrence of urban regions, the photo was the same. The participation amid BAS seemed, by all accounts, to be more than a mid MAS

## RECOMMENDATIONS

- As for every mean rate achievement of class III in English and Mathematics, it is proposed that an advisory group of specialists be formed to study the purposes behind this achievement of all understudies.
- As respects achievement of ST understudies of class VI in Mathematics and English, there is no compelling reason to change some instructing systems.
- For the advancement of dialect and Mathematics, separate workshops ought to be organized at town level or piece level.
- The showing helps need updation. Most recent showings helps ought to be made accessible to the instructors with due consideration that they are prepared to work those frameworks.
- In house preparing ought to be masterminded by the deans in separate schools to build up the abilities of educators and in addition understudies.
- Many schools force fine against the non - appearance of understudies as negative inspiration. It is suggested that trade prizes or prizes out the type of books and so forth can be givento those understudies, whose participation indicates consistent normality.

## CONCLUSIONS

- The main achievements of young men, young ladies, provincial and urban, of class III English in the area have indicated positive huge changes amid MAS when contrasted with the execution achievements amid BAS.
- The main achievements of young men, young ladies, and country of class III Mathematics in the locale have indicated an amazing change amid MAS when contrasted with the execution achievements amid BAS. The execution in urban was inconsequential.
- As respects, mean rate achievement of class VI English, in the area has demonstrated an astounding change in young men, young ladies, rustic and urban with enhanced achievement.
- Mean rate achievements of class VI Mathematics young men, young ladies, country and urban in the locale have indicated a very critical change with better execution in MAS when contrasted with BAS.
- Mean rate achievements of young men and country of class VI English, in the area have demonstrated noteworthy change in MAS when contrasted with BAS. Young ladies and urban have indicated moderate achievement in MAS when contrasted with BAS.

- With appreciation to Gender wise mean achievement execution of class III English, • Gender wise achievement in class III Mathematics understudies has demonstrated an exceedingly vital change in provincial and urban young men in MAS when contrasted with BAS.
- Mean rate achievement of class III English, Gender wise and Category wise, has demonstrated that the achievement of SC young men was surprising.
- The main achievement of class III Mathematics understudies, Gender wise and Category wise execution, unmistakably showed a surprising change in SC young men in MAS when contrasted with BAS.
- As respects, Area wise and Category wise mean achievement execution of class III in English, has demonstrated that country SC understudies have given exceptionally critical execution.
- In the instance of Area wise, Category wise mean achievement execution of class III in Mathematics, it was watched that execution achievement of rustic SC understudies was critical. Exceptionally noteworthy change was seen if there should be an occurrence of rustic ST understudies.
- With respect to Gender wise mean achievement, performance of class VI English, it was observed as exceptionally significant for boys and girls in rural area.
- Gender wise achievement in class VI Mathematics students has shown a highly significant change in rural boys and exceedingly significant change in urban boys in MAS as compared to BAS.
- Gender wise achievement in class VI English students has shown noteworthy changes in rural boys and fair change in urban boys in MAS as compared to BAS.
- Mean percentage achievement of class VI English, Gender wise and Category wise, has shown that achievement of SC boys was noteworthy significant.
- The main achievement of class VI Mathematics students, Gender wise and indicated remarkable change in SC boys in MAS as compared to BAS. Category wise performance, clearly

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