

**DEVELOPMENT OF INFRASTRUCTURE IN ELEMENTARY SCHOOLS OF  
ASSAM UNDER SARVA SHIKSHA ABHIYAN****Mrs. Manjuri Gogoi<sup>1</sup>, Sailendra Bhuyan<sup>2</sup> Ph.D**<sup>1</sup>Sibsagar College, Dept. of, Education, Joysagar-785665, (Assam)<sup>2</sup>Dibrugarh University, Dibrugarh -7856004(Assam)**Abstract**

*In India education has been accorded much importance since independence as it has been perceived that educational development is necessary to ensure economic and over all development of the country. In order to develop human resources in a better way it is important that education is imparted to all sections of population in the country irrespective of their caste, class, sex or religion. However, despite these provisions it has been noticed that the spread of education is not uniform and there are disparities of all kinds in the field of education. Availability of schools is not a major issue now. The real problem observed is facilities provided to these primary schools functioning in various localities. In order to universalize primary education, it is necessary to provide schools everywhere and also provide all necessary facilities to all the schools. This is because schools without proper infrastructure and facilities, termed as ill-equipped schools, may not be in a position to impart education properly and the quality of education in such schools will be poor. In 2001 the Government of India has launched Sarva Shiksha Abhiyan (SSA). It is the latest effort of the Government to universalize Elementary education in a mission mode. It aims to provide useful quality education for all children in the age group of 6- 14 years for which it has set the target 2010. Sarva Shiksha Abhiyan was launched in Assam in February, 2002. This paper looks at the status of basic infrastructure facilities provided by Sarva Shiksha Abhiyan in the primary schools of Assam with special reference to Nalbari, Sonitpur, Jorhat, and Dibrugarh District.*

**Keywords:** Sarva Shiksha Abhiyan, Elementary education, Infrastructure, Universalization.



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## **1.0 Introduction**

Elementary education in India is the foundation on which the development of every citizen and the nation as a whole depends. Making Elementary education available for all has been one of the major challenges for the Government of India since independence. At the time of independence, India inherited an educational system which was not only insufficient to offer education to one third of the population of the period, but also was qualitatively low.

In India, the credit for present form of education has to be given to the Christian Missionaries. In 1600 A.D. British East India Company was established and started trade with India. Several Missionaries came to India with the Company and they established institutions for spreading education. The East India Company was a mere trading body and had no interest in the education of the people of India. However, during this period, the East India Company had encouraged Missionaries to come and work in this country but at the same time propagation of Christianity was stopped by the Company. However, they did not completely ban the activities of the Missionaries. Missionaries made a good deal of attempt for the propagation of education in India. Due to this several institutions were established. These institutions imparted European as well Indian education.

In 1813, British parliament inserted a clause in the Charter of the Company. According to which British East India Company directed to accept responsibility for the education of the Indian people and to spend a sum of not less than one lac rupees a year for the purpose. But the amount was not utilised for the next ten years. Mass education made little progress during this period. Wood Despatch of 1854 adopted the policy to improve the indigenous school, open new Government schools and provide grants-in-aid to private agencies for the spread of primary education. But these proposals did not cut much ice as the resources available remained ridiculously meagre as compared to the magnitude of the problem. Stanley's Despatch of 1859 recommended that the Government of India should take up the responsibility of primary education. It advised that the Government should impose local taxes to bear the expenditure of education. Consequently, primary education made some progress during this period. In 1882, the Indian Education Commission recommended that management of primary education should be transferred to the local institutions. The Commission also made a number of recommendations regarding primary education. But the commission did not recognise the need of compulsory primary education. The policy of transferring responsibility to local institutions led to some progress but

reviewing its development during the next 20 years, Lord Curzon admitted in 1904, that primary education had received insufficient attention and an inadequate share of public funds. Thus during the period from 1813-1902 compulsory education did not make much progress due to various mistaken policies.

Intensive attempts to induce the Government, to enact a law for compulsory education were made in the first two decades of the twentieth century. Although these attempts were failed but they carried the cause a step further and paved the way for its ultimate success. Maharaja Sayaji Rao Gaekwad, the king of Baroda has the credit of making the first successful experiment of compulsory education in India. As an experimental measure, he introduced compulsory education in the Amraoli Division of his state in 1893. The results of this experiment were so promising that he generalised it for the state as a whole in 1906. The honour of first introducing compulsory education, therefore, goes to this great ruler. It was also he who also gave confidence and courage to nationalist Indians to press forward their demand for the early introduction of universal, compulsory and free primary education in the country as a whole. In 1911 Gopal Krishna Gokhale submitted a bill in regard to compulsory primary education in the Imperial Legislative Assembly. The bill aimed to implement the principle of compulsory primary education through stages. These efforts of Gokhale however could not succeed. His bill was strongly opposed in the Imperial Legislative Assembly. Being inspired by the efforts of Gokhale, another great leader, Vitthal Bhai Patel presented a bill in the provincial Legislative Assembly of Bombay to introduce compulsory primary education. It became an Act in 1918. It was the first Act, which accepted the principle of compulsory primary education by the Government of a province. It was the pioneer of the revolution in the field of education. Hartog Committee of 1929 emphasised that instead of aiming the quantitative increase in primary education special attention should be given to the qualitative progress of primary education the policy of consolidation of education should be followed. In spite of opposition of the people, the government implemented the suggestions of this Committee, which brought about a setback in the expansion of compulsory education. Mahatma Gandhi in his Basic Education of 1937 and Sergent Report of 1944 also recommended for free and compulsory primary education on a nationwide scale.

After independence, the need for a literate community and universal education for all children was strongly felt. The national Government took active and sincere steps to make the primary education free, universal and compulsory. When the framework for Indian

Constitution was formulated, education got priority. Article 45 of the Constitution declared that the State shall endeavour to provide within the period of 10 years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years. To ensure Elementary education a fundamental right 93<sup>rd</sup> amendment of the constitution was made. The national policy on education of 1968 suggested that strenuous efforts should be made to provide free and compulsory education for all children up to the age of 14. The new education policy of 1986 claims to cover all children up to the age of 11 by the year 1990 and those up to the age of 14 years by 1995. In spite of all these best efforts, our education system fails to provide education to all and to achieve the target of the constitutional safeguard. Primary education is also not making much progress. The programme of action, 1992 have revealed that “Universalization of Elementary Education in its totality is still an elusive goal and much ground is yet to be covered. Dropout rate continue to be significant and retention of children in schools are still low and wastage is considerable. Enrolment by itself is of little importance if children do not continue beyond one year, many of them do not come to school for more than few days”. The revised Policy of Action therefore states that “It should be ensured that free and compulsory education of satisfactory quality will be provided to all children before we enter the twenty-first century. A national mission will be launched for the achievement of this goal”. To increase enrolment, retention and quality of primary education, the Government had initiated District Primary Education Programme (DPEP) in 1994. After the District Primary Education Programme (DPEP) of 1994, the Government has launched the Sarva Shiksha Abhiyan (SSA) in 2001. It is the latest effort of the Government to universalize Elementary Education in a mission mode. It aims to provide useful quality education for all children in the age group of 6- 14 years for which it has set the target 2010.

### **1.1 Sarva Shiksha Abhiyan (SSA)**

Sarva Shiksha Abhiyan is an effort to universalize Elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community- owned quality education in a mission mode.

#### **1.1.1 Basic features of Sarva Shiksha Abhiyan**

- A programme with a clear time frame for universal Elementary education.

- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of Elementary Schools.
- An expression of political will for universal Elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of Elementary education.

### **1.1.2 Aims of Sarva Shiksha Abhiyan**

The Sarva Shiksha Abhiyan is to provide useful and relevant Elementary education for all children in the 6 to 14 age group 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.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Ministry of Women and Child Development.

### **1.1.3 Objectives of Sarva Shiksha Abhiyan**

- All children in school, education guarantee centre, alternate school, back to school camp by 2003.
- All children complete five years of primary schooling 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.
- Bridge all gender and social category gaps at primary stage by 2007 and at Elementary education level by 2010.
- Universal retention by 2010.

#### **1.1.4 Broad strategies central to SSA programme**

- **Institutional Reforms:** As a part of the SSA, the central and state governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent educational system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of state education Act, rationalization of teacher deployment and recruitment of teachers monitoring and evaluation status of education of girls, SC/ ST and disadvantaged groups, policy regarding private schools and ECCE. Many states have already carried out several changes to improve the delivery system for elementary education.
- **Sustainable financing:** The SSA is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the central and the state governments.
- **Community Ownership** - The programme calls for community ownership of school based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj Institutions.
- **Institutional Capacity Building** - The SSA conceives a major capacity building role for national, State and district level Institutions like NUEPA / NCERT / NCTE / SCERT/ SIEMAT / DIET. Improvement in quality requires a sustainable support system of resource persons and institutions.
- **Improving Mainstream Educational Administration** - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- **Community Based Monitoring with Full Transparency** - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all

information with the community, including grants received. A Notice board would be put up in every school for this purpose.

- **Habitation as a Unit of Planning** - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- **Accountability to Community** - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- **Priority to Education of Girls** - Education of girls, especially those belonging to the Scheduled castes and Scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- **Focus on Special Groups** - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other Disadvantaged groups and the children with special needs, in the educational process.
- **Pre-Project Phase** - SSA will commence throughout the country with a well planned Pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.
- **Thrust on Quality** - SSA lays a special thrust on making education at the Elementary level useful and relevant for children by improving the curriculum, child centred activities and effective teaching learning strategies.
- **Role of teachers** - SSA recognizes the critical and central role of teacher's and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

## **2.0 Title of the study: Development of infrastructure in elementary schools of Assam under Sarva Shiksha Abhiyan.**

### **3.0 Rationale of the study**

It was laid down in the constitution of independent India that within a period of 10 years from the commencement of the Constitution, State shall endeavour to provide free and compulsory education to all children until they complete the age of 14 years. In Primary Education, the main objective is attainment of stable literacy through five years of schooling. To achieve this objective the Government of India has launched many programmes. In this context mention can be made of Sarva Shiksha Abhiyan Mission of 2001 and Right to Education Act of 2009. Sarva Shiksha Abhiyan Mission has brought many innovative practices in teaching learning process for quality education and to attain universal Elementary education. Frequent short-term teacher training, proper infrastructure of schools, availability of teaching-learning material, proper arrangement of teacher, practice of mid-day-meal, non-retention policy, provision of free text-books and uniforms are implemented to attain quality education and universalized Elementary education. Infrastructure development is the key driver for providing universal education to India's children. Study on rural education indicates that one of the major reasons for children staying out of school is inadequate infrastructure. Although infrastructure has developed significantly over the last few years, there is still a considerable gap that needs to be filled to meet Sarva Shiksha Abhiyan norms.

Sarva Shiksha Abhiyan was launched in Assam in February, 2002. Although this was implemented in Assam, still there arise a number of issues regarding its growth, quality and success which demands a comprehensive research. Despite tremendous efforts being made on infrastructure development some of the significant shortages in the provisions of infrastructure facilities are yet to be achieved. To universalize primary education, it is necessary to provide schools everywhere and also provide all necessary facilities to all the schools. This is because schools without proper infrastructure and facilities, termed as ill-equipped schools, may not be in a position to impart education properly and the quality of education in such schools will be poor. In this paper attempt has been made to study about the infrastructural development in elementary schools of Assam after implementation of Sarva Shiksha Abhiyan.

### **4.0. Objective**

1. To study the infrastructural development in Elementary schools of Assam under Sarva Shiksha Abhiyan.



### **5.0. Operational definition of the terms used**

**1. Development:** Development means act of improving by expanding or enlarging or refining. It is a path to achieve certain goal. In this study, development means change of Elementary education in positive direction.

**2. Elementary education:** Elementary education is a stage of education covering from class I to VIII which is divided into two levels viz. upper primary (class VI-VIII) and lower primary (class I-V). In this study Elementary Education has been accepted the lower primary classes i. e. from class I to V.

**3. Sarva Shiksha Abhiyan:** Sarva Shiksha Abhiyan (SSA) as used in this study means the policy of Government of India launched in 2001 for free and compulsory education up to the age of 14 years.

**4. Infrastructural development:** Infrastructure means basic physical and organizational structure. Here infrastructural development in school means basic facilities –sufficiency of classrooms, sufficiency of furniture to accommodate all the students, playground, drinking water and separate toilets for teachers, boys and girls, boundary-wall, teaching – learning materials, sports materials available in the schools.

### **6.0. Delimitations of the study**

The investigator has delimited the study in the following respects:

- 1.** The selection of the sample was confined only to four districts of Assam viz., Jorhat, Dibrugarh, Nalbari and Sonitpur.
- 2.** The study was restricted only to Assamese and Bengali medium schools of four districts of Assam.
- 3.** The study was confined only to five classes *i.e.* I, II, III, IV and V.

### **7.0. Research Question**

Is there significant development of infrastructure in Elementary schools of Assam after implementation of Sarva Siksha Abhiyan?

### **8.0. Review of Literature**

The investigator had gone through the available earlier studies relating to Universalization of Elementary education and SSA. Some of the studies having relevance with this study have been mentioned under the following heads.

### **8.1 Research related to SSA**

Educational Consultants India Limited on behalf of the Ministry of Human Resource Development, Government of India initiated the research studies on National evaluation of civil works under SSA to assess an overall performance of 11 different states in terms of quality of works completed and in progress, problems faced by implementing agencies, responses of village/ward committees as regards to financial and technical supports provided to them, implementation of child friendly elements and cost effective measures, addressing environmental friendly aspects and hence to ascertain strengths, weakness of the concerned state. Research studies on teacher's absence in primary and upper primary schools were carried out in the state of Andhra Pradesh, Madhya Pradesh and Uttar Pradesh with the objectives to estimate teaching days lost due to teachers remaining absent from school and to ascertain the reasons for absence.

Konwar (2003) outlined some of the issues and concerns of Elementary education of North-Eastern (NE) states in relation to SSA. National Council of Applied Economic Research, India conducted the research on deployment and competence of teachers to assess the performance and professional competence and to find out how they were recruited, their job satisfaction, their training needs, the problems they face and the kind of support they require for functioning effectively.

A study conducted by Indian Institute of Management, Ahmadabad in 2006 revealed that SSA had been useful in bringing up Scheduled Cast (SC) and Scheduled Tribe (ST)-towards Universalization of Elementary education into the educational mainstream.

Sharma (2007), in his study on "Impact of implementation of Sarva Shiksha Aviyan Programme on improving the educational scenario of the tea-tribes of Assam" revealed that after launching of SSA an increasing trend in enrolment in class I was noticed. Study revealed that the impact of SSA on improvement of educational scenario of the tea tribes is quite positive and encouraging.

### **8.2. Studies related to infrastructural development in Elementary schools**

Kundu (1995), in his study on the "physical conditions of the primary schools of greater Guwahati" found that physical facilities of primary schools of sample area were found to be pitiable. Some of the schools had no partition walls. 80% schools were without playground and 20% had no urinals. 35% had no drinking water facility.

Thakuria (1996) in his study on “problems of primary education under West Guwahati area”. In the study he found that faulty location of schools, lack of proper boundary walls, absence of drinking water facility and library, insufficient teaching-learning materials, lack of qualified and trained teachers put up a negative picture of development in primary education under sample area.

Aggarwal (2001) reported that among the school infrastructure a school with boundary wall is considered safe and desirable. Over the years the proportion of schools having boundary wall has increased in all states. There are very few schools with boundary walls in the states of Assam, West-Bengal, Himachal Pradesh and Bihar. He also reported that availability of facilities does not mean that all such facilities are fully operational and in use. There are many instances when the toilets, drinking water facilities exist but are in unusable condition due to various factors.

Singh (2005) highlighted some of the critical issues like lack of drinking water, classroom and toilet facility for girl students which had negative effect on increasing drop out girl student in India.

Todd (2008) reported the positive role of SSA in improving the infrastructure of the schools and child’s education in India.

The investigator reviewed the work done by Revathy (2008), on “organizational culture of schools.” In his study it was suggested that infrastructural facilities and resources need to be improved, including furniture, grant for maintenance, whitewash and repair, water facilities.

Bosumatary (2012) reported that SSA proposes to provide funds for the renewal of school equipments which is otherwise not covered by any other schemes.

Mehta revealed in his study on “Drop-out rate at primary level :A note Based on DISE 2003-04 and 2004-05 Data, that, the country progressed tremendously but still it has certain areas of concern, which are primarily responsible for unfulfillment of the goals of universal literacy and enrolment. A few schools still do not have school buildings and other teaching-learning facilities. The number of teachers and pupil-teacher ratio over time has improved significantly but still there are schools that do not have adequate number of teachers and instructional rooms.”

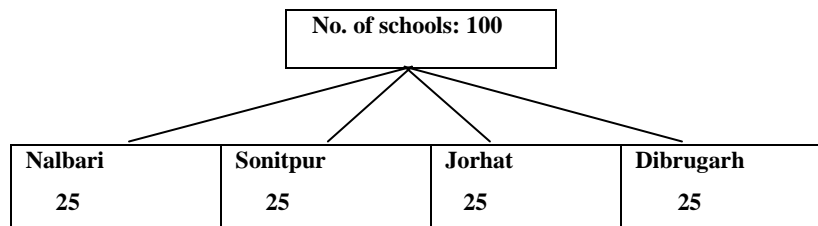
**9.0. Methods and Procedure:** The study design was adopted keeping in view the objective of the study. Descriptive Survey method has been adopted for collection of data by using information schedule from both primary and secondary source.

**9.1. Population of the study:** In the present study all the Heads of the Elementary schools of Nalbari, Sonitpur, Jorhat, and Dibrugarh district of Assam was considered as population.

**9.2 Samples of the study:** The size of sample of this study has been stated under the following heads.

**9.2.1. Selection of sample of schools**

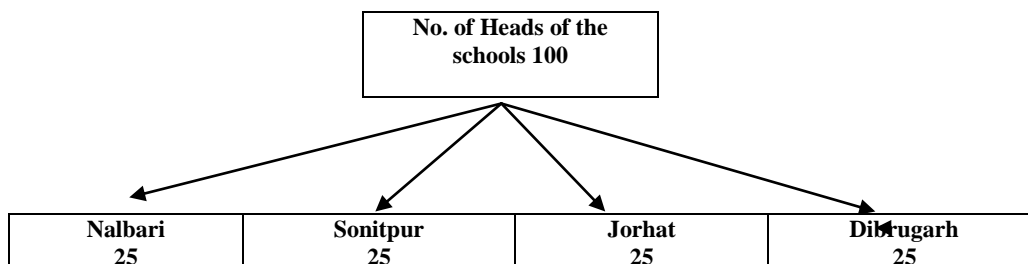
There were all total 7502 Elementary schools in four districts of Assam viz. Nalbari, Sonitpur, Jorhat and Dibrugah. Out of which 100 schools were selected purposively in order to collect the information required to study the present problem. The researcher had selected 25 schools from each district purposively. In selection of schools care was taken to select schools from different educational blocks of each district to make it representative.



**Fig.1 Shows the No. of schools selected from four districts of Assam**

**9.2.2. Sample of Heads of the schools**

A sample of 100 Heads of the schools from 100 Elementary schools of four districts viz. Nalbari, Sonitpur, Jorhat and Dibrugarh of Assam were selected as Heads of the schools sample.



**Fig. 2- Shows the number of Heads of the schools selected from the sampled schools**

**Tools used:** In the light of the need of the present study the following tool was used with reference to the objective of the study.

## **10.0. Information Schedule**

An information schedule was prepared to collect the information regarding facilities available in the elementary schools before and after implementation of SSA. Items were arranged in proper order. The items include Yes/No statements as well as short answer type. While constructing the information schedule, the researcher consulted the research literature related to the procedure of schedule construction. Attempts were made to make the schedules attractive in appearance, neatly arranged, and clearly printed. It also kept in mind to use simple languages in statements.

### **10.1. Reliability of the Information Schedule**

In order to find out the reliability of the information schedule the schedule was administered for two times on a group of 40 Heads of the schools of Sonitpur and Jorhat district. The information was recorded in written form and the questions where ambiguity was found were reframed and dropped before final administration.

## **11.0. Analysis and interpretation of Data**

Data collected through the research tools mentioned above were arranged in proper tables. The information schedule was analyzed with the help of percentage. Efforts were made for qualitative analysis. Analysis has been done in terms of the objectives of the study. These are mentioned below.

### **11.1. Objective No.1: Analysis of data regarding Development of infrastructure in Elementary schools of Assam under Sarva Shiksha Abhiyan.**

To analysis the data regarding Development of infrastructure in Elementary schools of Assam under SSA both qualitative and quantitative method was used. This has been mentioned below. Regarding facilities available in the schools, before and after implementation of SSA, the investigator has found the following information:

#### **11.1.1 Drinking water facility**

In the survey it was found that Tube well facility was available in 73% Elementary schools in the study area before implementation of SSA. Whereas this facility was not available in 27% schools. The quality of water in 23% schools was not suitable for drinking. These schools were dependent on the neighbouring people for useable water.

After implementation of SSA 75% schools were provided with hand pump by SSA and rest of the schools hand pump were provided by the public health department. As a result the

difficulty of getting good drinking water solved to a large extent. Due to ill management it was found that tube wells were not functioning well in 19% of schools.

### **11.1.2. Toilet facility**

1. Before implementation of SSA 10% school had Pucca toilets which were common for both boys and girls. 20% schools had toilets which were made of bamboo or other materials which were completely temporary in nature. Rest of the schools had no toilet facilities for boys and girls.

The condition of toilets has improved to a large extent after implementation of SSA because separate permanent toilet and latrine facilities were constructed in 87% schools and in remaining schools it was under construction. Of course, at first common toilets were constructed by SSA and from 2006-07 separate toilets for girls were also constructed by SSA.

2. Toilets for teachers were available in all schools. Of course still now separate toilets for gents and lady teachers were not available in any schools of the sampled area.

### **11.1.3. Sports facility**

Before implementation of SSA sports materials like Ludoo, Skipping, and Ring were available in 95% schools and besides these football was also available in 5% schools.

At present sports materials like Ludoo, Skipping, and Ring were available in all Elementary schools in sufficient quantity. Football is also available in 49% schools. SSA is basically not responsible for providing sports materials. In the year 2006 UNICEF provided sports material to some of schools of tea garden area of Dibrugarh district.

There was not any improvement found in the playground for students after implementation of SSA. This facility was existed only in 25% schools right from before implementation of SSA.

### **11.1.4. Class rooms' and other rooms' facility**

1. In the survey it was found that in 49% schools, facilities for separate classrooms for different classes were available. Out of which permanent partition was found in 37% schools. The rest of the schools were functioning with temporary partition made up of bamboo and wood.

2. In the study it was found that in 42% schools one room and in 35% schools two rooms have been constructed by SSA according to the norms of 7sq. ft per student.

3. Facility for separate common rooms for teachers was available only in 12% schools. These 12% schools were situated in urban areas. In most cases it was seen that a part of the headmaster's office room is used as a teachers' common room.

4. There were no separate rooms for administrative purpose. Head masters room was used for official purpose.

5. There were no separate rooms for library. It was found that schools kept their books in wardrobe of the Headmasters which were used as Library.

In the survey it was found that SSA did not bring any change in the scenery of teacher's common room, office room and in school library.

6. In the study it was found that SSA has built recreation centre in twenty two schools. Before SSA, there was no recreation centre in schools.

#### **11.1.5. Teaching learning materials**

Before implementation of SSA Teaching –learning materials like black boards, globes, and maps were available in 76% schools. Black board was the only Teaching aid available in all the schools. While observing the quality of Black boards it was found that only in 78% schools the Black boards were of appropriate size and good quality. After implementation of SSA Teaching –learning materials like black boards, globes, maps, pictures, radios and models of various objects have been provided in all the elementary schools. The conditions of radios were not up to the mark.

#### **11.1.6. Boundary walls**

15% schools had their own boundary walls made up of bamboo. Whereas permanent walls were available in 6% schools only. Rest of the schools had no boundary walls. There is no change in the case of boundary walls after implementation of SSA.

#### **11.1.7. Desk-Bench facility**

Desk-bench facilities were not satisfactory in Elementary schools of Assam before implementation of SSA. In the survey it was found that before implementation of SSA in 75% school the students of class III, IV and V got the facility of desk-bench. Rest of the schools had desk- bench facilities only for the students of class IV and V. Now this problem has been completely solved.

### **11.1.8. Teacher –Student ratio**

Before SSA 87% schools did not have proper student –teacher ratio. In 5% schools temporary teacher is appointed for two months under the scheme of SSA. Of course 3% of those, appointed temporarily have resigned before completion of the term.

In the study conducted after implementation of SSA it was found that 40% schools have favourable teacher- student ratio i.e. 1:40. In 42% schools no. of student is more than the norm. In 18% schools no. of teacher is even more than the number of student.

### **11.1.9. Financial Assistance**

1. SSA has provided repairing grant to all schools. Repairing works like repairing of desk-bench, floor, windows, door, earth filling etc. are done by the repairing grant provided by SSA in the schools. Before SSA there was no provision for repairing grant to schools.

2. 15% schools of tea garden areas received grant from tea garden. Besides facilities provided by SSA, these schools get some facilities like drinking water facilities, playing materials, desk-benches etc. from respective Tea gardens.

3. In the study it was found that 5% schools had received grant from MLA fund besides fund from SSA. These funds were also used for infrastructural development.

4. Each and every school has received repairing grant from 10 to 15 thousand per year according to the budget produced by the school. Before SSA there was not any provision of repairing grant.

5. Every year Rs. 500.00 is sanctioned against each teacher for preparing Teaching – Learning Materials (TLM). Before SSA, there was no provision of TLM grant for teachers.

### **11.1.10. Other facilities**

1. At present after introduction of SSA, from the year 2012 free uniform has been provided to all the students.

2. SSA has made provision for free text-book facilities, but only 8% of schools have informed that they get free – books before the beginning of the new session. 92% of schools have informed that they do not get free-books in time. Teachers collect old books from the senior students to carry- out the classes. From the year 2012 the scenario has changed. Now these are provided at the right time.

3. SSA has introduced Mid-Day-Meal scheme for students. Under this scheme SSA has built kitchen in 72% schools. In rest of the schools construction was in process.



4. The facility of electricity was not available in any schools of sampled area before implementation of SSA. SSA is also not responsible for providing electricity to schools.

**12.0 Major findings of the study:** The major findings of the study have been mentioned under the following head.

**12.1 Findings for the objective (study the infrastructural development in elementary schools of Assam under Sarva Shiksha Abhiyan)**

1. The problem of drinking water has solved entirely after the introduction of SSA. Due to ill management it was found that tube wells were not functioning well in 19% of schools.
2. The condition of toilets has improved to a large extent after implementation of SSA because permanent toilet has found in almost all the schools and in remaining schools it was under construction.
3. Still now separate toilets for gents and lady teachers were not available in any school.
4. There was not any improvement found in the playground for students after implementation of SSA. This facility was existed only in 25% schools right from before implementation of SSA.
5. SSA is basically not responsible for providing sports materials. At present sports materials like Ludoo, Skipping, and Ring were available in all elementary schools in sufficient quantity. Now Football is also available in 49% schools.
6. After implementation of SSA teaching-learning materials like black-boards, globes, charts, maps, pictures, radios and models of various objects have been provided. The condition of radios and tape recorders were not up to the mark.
7. Facility for separate common room for teachers was available only in 12% schools. In most cases it was seen that a part of the headmasters' office was used as a teacher's common room.
8. 15% schools had their own boundary walls made up of bamboo. Where as permanent walls were available in 6% schools only. Rest of the schools had no boundary walls. There is no change in the case of boundary walls after implementation of SSA.
9. SSA has built recreation centre in twenty two schools. Before SSA there is no recreation centre in schools.
10. There were no separate rooms for administrative purpose. Head masters room was used for official purpose.

11. There were no separate rooms for library. It was found that schools kept their books in wardrobe of the Headmasters which were used as Library.
12. After introduction of SSA, from the year 2012 free uniform has been provided to the students.
13. SSA has made provision for free text-book facilities. Schools had informed that at the beginning they do not get free –books in time. From the year 2012 the scenario has changed. Now these are provided at the right time.
14. SSA has provided repairing grant to all schools. Repairing works like repairing of desk-bench, floor, windows, door, earth filing etc. are done by the repairing grant.
15. 40% schools have favourable student teacher ratio of 30:1.
16. SSA has provided Rs 500.00 against each teacher for preparing teaching-learning material.
17. SSA has introduced mid-day meal- scheme for students. Under this scheme SSA has built kitchen in 72% schools. In rest of the schools construction was in progress.

### **13.0 Discussion**

The present study was carried out mainly to analyse the development of infrastructure in elementary schools of Assam under Sarva Siksha Abhiyan. The results obtained in the study have already been presented. Now an attempt has been made to present a discussion on the major findings.

#### **13.1 Discussion on analysis of the Infrastructural development in Elementary schools of Assam under Sarva Shiksha Abhiyan.**

Infrastructure facilities have a positive role in improvement of Elementary education. The goal of infrastructure development in Elementary education is to increase school attendance and to improve academic performance of students. In order to universalize primary education, at the outset it is necessary to provide schools everywhere and also provide all necessary facilities to all the schools. This is because schools without proper infrastructure and facilities, termed as ill-equipped schools, may not be in a position to impart education properly and the quality of education in such schools will be poor. This finding is also consistent with the previous findings by S.M.I.A. Zaidi. Realizing the importance of infrastructure facilities the researcher has made an attempt to know the infrastructural development in Elementary schools under Sarva Shiksha Abhiyan.

Before SSA, infrastructure facilities of Elementary schools were not satisfactory. For drinking water Tube well was available in schools. Those school where these facilities were not available and where water is not suitable for drinking, dependent on neighbouring people for drinking water. Conditions of toilet facilities were also pitiable. Facilities for separate classrooms for different classes were available only in 49% schools. The partition system between classes was also temporary in nature. Except black board, teaching –learning materials like globes, maps were not available in all schools. Schools had no boundary walls. This finding is also consistent with the previous findings by Aggarwal (2001). Aggarwal reported that among the school infrastructure a school with boundary wall is considered safe and desirable. Over the years the proportion of schools having boundary wall has increased in all states. There are very few schools with boundary walls in the states of Assam, West-Bengal, Himachal Pradesh and Bihar. Facility of desk-bench was not available for all classes. Separate common rooms for teachers, for administrative work, for library were not available. Similar findings were found by Thakuria (1996) in his study on “problems of primary education under West Guwahati area”. In the study he found that faulty location of schools, lack of proper boundary walls, absence of drinking water facility and library, insufficient teaching-learning materials, lack of qualified and trained teachers put up a negative picture of development in primary education under sample area. Kundu (1995) in his study it was found that physical facilities of primary schools of sample area were pitiable. Some of the schools had no partition walls. 80% schools are without playground and 20% had no urinals. 35% had no drinking water facility.

After the introduction of SSA the problem of drinking water has solved entirely. Due to ill management it was found that tube wells were not functioning well in some schools. Aggarwal (2001) reported that availability of facilities does not mean that all such facilities are fully operational and in use. There are many instances when the toilets, drinking water facilities exist but are in unusable condition due to various factors. The condition of toilets has improved to a large extent after implementation of SSA. Permanent toilet has found in almost all the schools and in remaining schools it was under construction. SSA has not provided any grant for play materials. Every school has got some amount of infrastructural facilities which is very essential for both teachers and students.

Every school gets repairing grant from SSA for different types of repairing works. It helps in maintaining the school properly. This finding is in consistent with the previous

findings of Bosumatary (2012). In his study it is reported that SSA proposes to provide funds for the renewal of school equipments, which is otherwise not covered in any other schemes. Kitchen for MDM are constructed by SSA in those schools which are newly built by SSA. The investigator reviewed the work done by G. Revathy (2008) on “organizational culture of schools.” In his study it is suggested that infrastructural facilities and resources need to be improved, including furniture, bore well, grant for maintenance, whitewash and repair, water facilities. After all, SSA has brought about a new light in the field of elementary schools of Assam. Todd (2006) reported the positive role of SSA in improving the infrastructure of the schools and child’s education in India.

## **20.0 Conclusion**

From the present study, it has found that there exist differences in infrastructure before and after implementation of SSA in the elementary schools of Assam. SSA has taken measures to provide more and more facilities to the schools. However, differences prevail amongst the schools. This may be due to improper management and unequal monitoring process. In the survey it has found that in majority of schools facilities for separate classrooms for different classes were not available. So, proper arrangement for permanent partition between classes should be made so that noise in one class cannot create disturbance in teaching-learning process of other class. Separate room for Head of the institution, for administrative functions, for library work, for Assistant teachers were not available. For proper functioning of the schools facilities for all these things must be available.

However, such studies will be a useful base for effective implementation of plans and programmes and also for visualizing the future strategies for further development of elementary education in Assam. It is envisaged that the study will generate information like efficient resource management at all possible levels.

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