



A study on present status of Sarba Siksha Abhiyan Mission (SSA) among the tea tribes of Nazira subdivision under Sivasagar district, Assam, India

Polee Saikia¹ and Dipankar Malakar²

1. Department of Education, Gauhati University, Guwahati, India

2. Department of GUINEIS, Gauhati University, Guwahati, India

Abstract

Education is the birth right of every child. Now every child has the right to demand free and compulsory primary education because the right to education Act has come in to force in the entire country from 1st April, 2010. The framers of Indian constitution took a serious note on elementary education in the article no.45 which says- "The state shall endeavour to provide within a period of ten years from the commencement of the constitution free and compulsory education for all children until they complete the age of 14 years". But this prescribed goal could not be achieved till now. Although in India primary education has been made compulsory by the government but there are some major problems which are arising in the path of implementing universalisation of elementary education. Govt. of India has launched various programmes to achieve the development of primary education. Sarba Shiksha Abhiyan (SSA) is one of them which have been implemented by the government in India from the year 2001. Sarba Siksha Abhiyan Mission is a special programme which was prepared by the central Government for the universalisation of elementary education (UEE) in the entire country. It is a national flagship programme which seeks to provide quality elementary education to all children in the age group of 6- 14. Among the different communities living in Assam, Tea garden communities are educationally lagging much behind. It is admitted that the literacy rate of these communities is lower than other communities of Assam. It has been also observed that the growth of primary education is very poor in the tea-garden of Assam. The tea garden communities have failed to respond satisfactorily to the various efforts of Government and non-Government agencies towards universalisation of elementary education. Different developmental scheme undertaken so far have been found ineffective to improve literacy in the tea garden of Assam. So if this matter is not studied in detail the solution of universalisation of primary education would remain a dream. The present study is concerned mainly with primary data. The present study is descriptive in nature. 'Descriptive Survey Method' has been adopted for the present study. The study covers all the lower primary schools of tea garden of Nazira subdivision under Sivasagar district. These impediments are poor infrastructural facility, illiteracy of the parents, lack of awareness of the parents, language problem in teaching etc.

Keywords: Sarba Shiksha Abhiyan, universalisation, education, descriptive survey method

1. Introduction

Education is the birth right of every child. Now every child has the right to demand free and compulsory primary education because the right to education Act has come in to force in the entire country from 1st April, 2010. The framers of Indian constitution took a serious note on elementary education in the article no.45 which says- "The state shall endeavour to provide within a period of ten years from the commencement of the constitution free and compulsory education for all children until they complete the age of 14 years". But this prescribed goal could not be achieved till now. Although in India primary education has been made compulsory by the

government but there are some major problems which are arising in the path of implementing universalisation of elementary education. Govt. of India has launched various programmes to achieve the development of primary education. Sarba Shiksha Abhiyan (SSA) is one of them which have been implemented by the government in India from the year 2001. Sarba Siksha Abhiyan Mission is a special programme which was prepared by the central Government for the universalisation of elementary education (UEE) in the entire country. It is a national flagship programme which seeks to provide quality elementary education to all children in the age group of 6- 14. Among the different communities living in Assam, Tea garden

communities are educationally lagging much behind. It is admitted that the literacy rate of these communities is lower than other communities of Assam. It has been also observed that the growth of primary education is very poor in the tea-garden of Assam. The tea garden communities have failed to respond satisfactorily to the various efforts of Government and non-Government agencies towards universalisation of elementary education. Different developmental scheme undertaken so far have been found ineffective to improve literacy in the tea garden of Assam. So if this matter is not studied in detail the solution of universalisation of primary education would remain a dream.

2. Objective

1. To study the academic qualification of the teachers.
2. To study the difference of the number of trained and untrained teacher.
3. To study the status of teacher student ratio.

3. Significance of the study

The people of tea garden communities are considered more backward than other communities of Assam. The problem of universalisation of elementary education is considered more serious among the people tea garden communities of Assam. Therefore the findings of the study will help to understand the present condition of the lower primary schools of tea garden under Nazira sub-division of Sivasagar district. The study will also help in formulating specific strategies under SSA for the universalisation of elementary education.

4. Methodology

Method for the present study : The present study is descriptive in nature. 'Descriptive Survey Method' has been adopted for the present study.

Population : The present study covers all the lower primary schools of tea garden of Nazira

subdivision under Sivasagar district. All the students, Head of the institutions, and parents of the students of these lower primary schools will be the population of this study.

Sample : In the present study simple random sampling has been used for the selection of representative sample. In Nazira Sub-division There are 21(twenty one) registered Tea garden according to the report from the Assistant Labour Commissioner office of Sivasagar district. These tea gardens are registered under chief inspector of plantation, Assam. Out of these 21 tea gardens 9 tea gardens (40% of total tea garden) has been selected with the help simple random sampling technique. The sample size selected for the present study is 9 Head of the institution, 90 students and 45 parents.

Tools for the present study: The present study is concerned mainly with primary data. The primary data has been collected from the Head of the institution, students of the school and also from the parents with the help of 2(two) self prepared interview schedule and 1(one) self prepared questionnaire.

5. Delimitation of the study

The present study has been delimited in the following dimension

- ❖ Only the Registered Tea garden of Nazira sub-division has been included in the study.
- ❖ The present study has been delimited only to the lower classes of primary level (from class I to IV).
- ❖ The present study has been delimited only to the lower primary schools of tea-garden under Nazira sub-division.

6. Analysis and interpretation of data

The primary data which has been collected through the Questionnaire and interview schedule in the present research study is analyzed objective wise in the following tables and diagrams.

Objective No. 1

Table 1 : Qualification of the teachers

Qualification	No. of teachers	Percentage (%)
Below H.S.L.C	Nil	0
H.S.L.C	32	63%
H.S.S.L.C	16	31%
Graduate	3	6%

The table no.1 shows that out of 51 teacher 32(63%) H.S.S.L.C passed and only3(6%) teachers are teachers are H.S.L.C passed,16 (31%) teachers are graduate which is shown in the bar diagram below

Academic qualification of the teacher

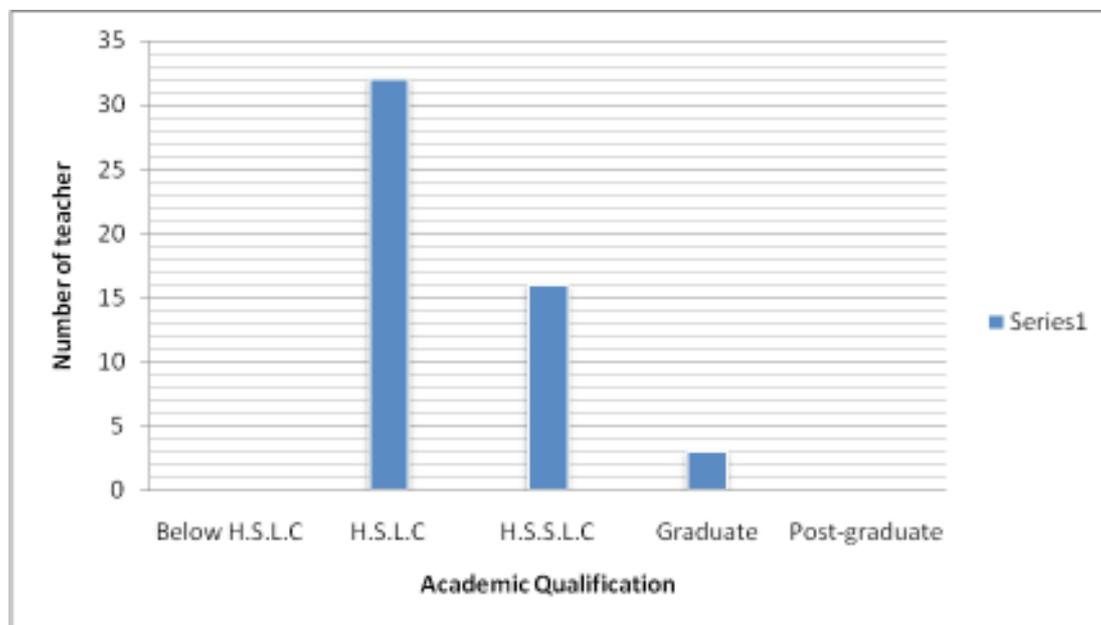


Fig 1

Objective No. 2

Table 2 : Number of trained and untrained teachers

Sl. No.	Name of the school	Total No. of teachers	No. of trained teachers	No.of untrained teachers
1	Madoori Joya L.P School	7	5	2
2	Behubor L.P. School	6	6	nil
3	Deopani Bagicha L.P. School	3	3	nil
4	Ligiripukhuri Bagicha L.P school	7	5	2
5	Sibbari Bagicha L.P.School	3	3	nil
6	Mackeypore Bagicha L.P.school	11	11	nil
7	Borsilla Bagicha L.P. School	6	6	nil
8	Hanumanbag L.P.School	4	4	nil
9	Bodridas Modi L.P. School	4	3	1
	Total no. of teachers	51	46	5
	Percentage of trained and untrained teachers	90%	10%	

The above table it has been found that out of 51 teachers 90% of the teachers are trained and 10% of the teachers are untrained which is shown below

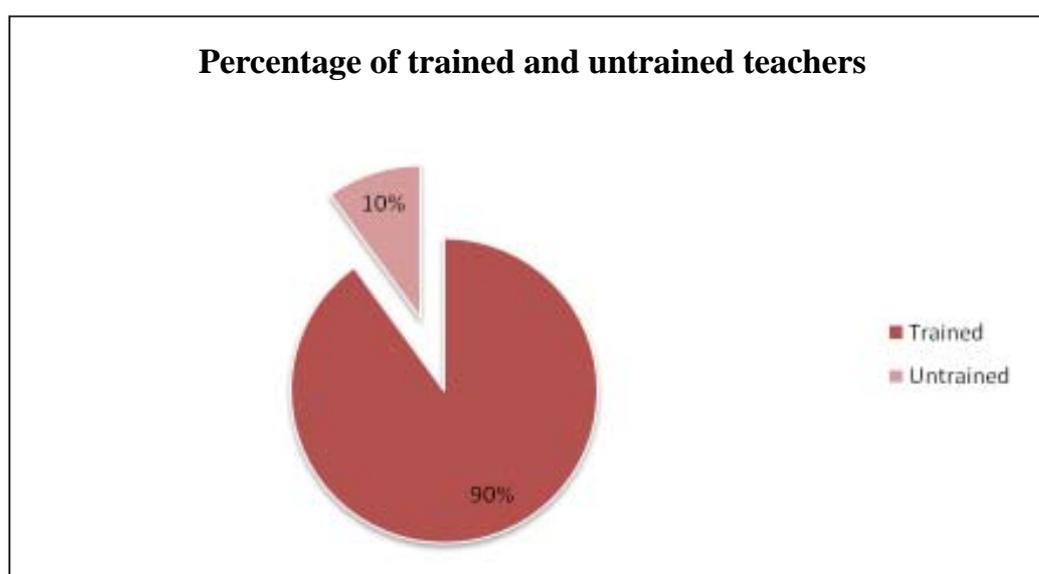


Fig 2

Objective No. 3

Table 3 : Teacher-pupil ration at TG lower primary schools of Nazira subdivision

Sl. No.	Name of the school	No. of teachers	No. of students	Teacher-pupil ration
1	Madoori Joya L.P School	7	50	1:7
2	Behubor L.P. School	6	212	1:35
3	Deopani Bagicha L.P. School	3	53	1:18
4	Ligiripukhuri Bagicha L.P school	7	150	1:21
5	Sibbari Bagicha L.P.School	3	73	1:24
6.	Mackeypore Bagicha L.P.school	11	270	1:25
7.	Borsilla Bagicha L.P. School	6	149	1:25
8.	Hanumanbag L.P.School	4	56	1:14
9.	Bodridas Modi L.P. School	3	94	1:31
	Total	51	1097	1:22

From the table no.3 it has been observed that the teacher pupil ratio in the lower primary schools of tea garden under Nazira sub-division of Sivasagar District is not satisfactory as the number of teacher is more in

comparison to the number of student because as per SSA norm the level of teacher pupil ratio should be 1:40. The teacher pupil ratio is diagrammatically shown below.

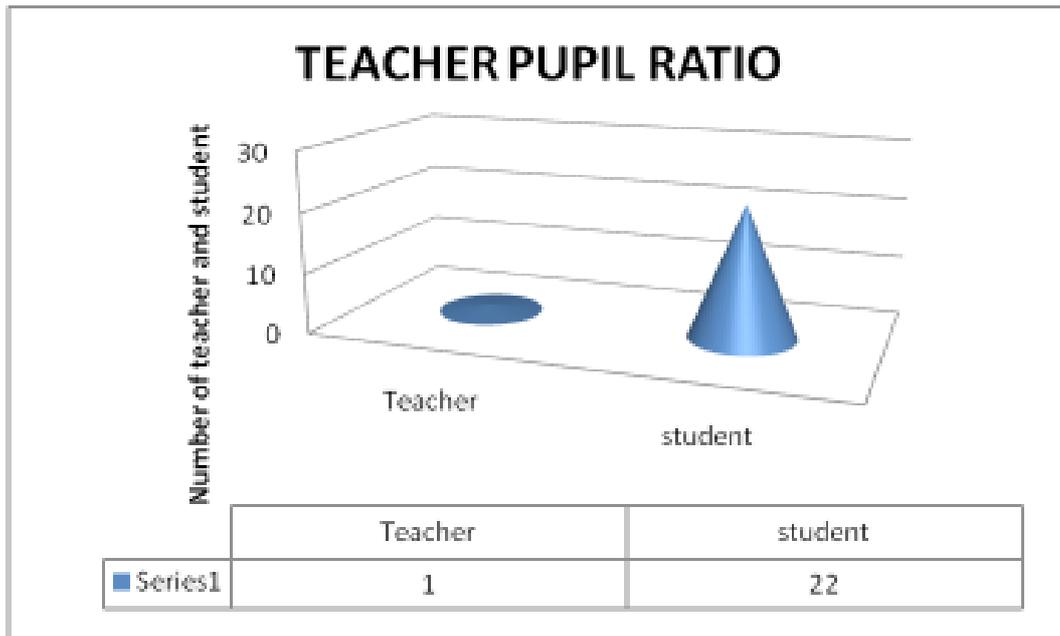


Fig 3

Table 4 : Problems faced in Universaling Elementary Education

Sl. No.	Problems	% of responses from the Head
1	Lack of awareness among parents	100%
2	Illiteracy of parents	100%
3	Poor economic condition of the family	100%
4	Problem of language	100%
5	Sibling care by the school children	100%
6	Poor infrastructural facilities	90%

From the analysis of the table no.4 it has been found that lack of awareness among parents, language problem, Illiteracy of parents, Poor infrastructure of the school and poor economic condition of the family are the major problems of universalisation of primary education. Most of the head of the institution are of the view that sibling care by the school going children is one of the main causes of low attendance of the student at school.

7. Conclusions

From the above study it can be concluded that the Sarba Shiksha Abhiyan Mission has not been properly implemented among the tea tribe’s communities under Nazira sub-division of Sivasagar District. The programme is not 100% successful. Though the programme is on the way to achieve its desired goal, but there are some sorts of impediments which are creating problem in the way of successful

implementation of the programme. These impediments are poor infrastructural facility, illiteracy of the parents, lack of awareness of the parents, language problem in teaching etc. So for finding out the solution of the above problems and for the complete successful implementation of the above programme following are some of the suggestions –

- ❖ Infrastructural condition of all these schools should be improved. The electricity, boundary wall, toilet and fresh drinking water facility must be made available for these schools.
- ❖ For the solution of language problem in teaching, educated person from the tea garden communities should be appointed as teacher.
- ❖ Policies should be framed for the

- maintenances of teacher pupil ratio in all these schools.
- ❖ Adult literacy programme should be undertaken by the government so that parent of these communities become aware of the importance of education for their children

References

- Agarwal, J. 1983 : *Landmarks in History of Modern Indian Education*. New Delhi, Vikash Publishing House Pvt. Ltd.
- Benerjee, R. 2008 : Achieveing Universal Primary Education in India. *The Journal of Applied Economic Research*, 2, 213-228.
- Best, J. 1977 : *Research in education*. New Delhi, Prentice Hall of India Pvt.Ltd.
- Kumar, A., & Biswas. 2011 : Universalisation of elementary Education, *Kurukshetra, A journal of Rural Development* , 59.
- Devi, R. 1987 : *Progress of Education in Assam*. Gauhati, Omsran Publication.
- Koul, L. 1984 : *Methodology of Educational Research*. New Delhi, Vikash Publishing House.
- Rai, B. 2001 : *Problems of Indian Education*. Lucknow, Prakashan Kendra.

