



ORIGINAL ARTICLE

Universalisation of Elementary Education under Sarva Shiksha Abhiyan in Rajasthan**Arun Kumar Singh, Kavita Sharma and Jyoti Kumawat**Faculty of Education and Methodology,
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Email: aksingh03091980@gmail.comReceived: 21st Dec. 2018, Revised: 17th Jan. 2019, Accepted: 26th Jan. 2019**ABSTRACT**

One amongst the constitutional obligations of the Indian democracy is to supply universalisation of teaching (UEE) within the country. However, thanks to varied reasons and factors, this obligation couldn't come through nonetheless. When the formulation of National Policy on Education, 1986 and follow up POA-1986, sure steps and measures are obsessed within the type of significant partnership of Union and authorities. The theme of Sarva Shiksha Abhiyan (SSA) has been launched since 2001 so as to create generalize teaching for all kids until they complete fourteen years mature everywhere the country. The current paper is to focus the standing of Universalisation of teaching below Sarva Shiksha Abhiyan (SSA) within the state of Rajasthan, and its constraint to attain by 2010. This paper are going to be thus helpful for college kids and lecturers generally for his or her educational purpose and for the esearchers as a supply of connected literature particularly.

Key words: Universalisation of Elementary Education(UEE), Sarva Shiksha Abhiyan (SSA), District Primary Education (DPE), People's movement programmes (Lok Jumbish), Education Guarantee theme (EGS) and different and Innovative Education (AIE)

INTRODUCTION

Universalisation of teaching (U.E.E.) is an academic term refers to create education accessible to any or all kids within the age of cluster of 6-14 or in categories I-VII. It means that the education for each kid to finish the stage of Elementary or Primary education either formal or non- formal means that of education. Here all kids coated the youngsters of each community castes, creed, religions, incapacitated, orphans or destitutes and underprivileged teams. It signifies that education is for all and not for a particular few. This idea accepts that education is that the birth right of each kid. This suggests all kids' happiness to the made and therefore the poor living in cities yet as rural areas or hills and plains that are accessible with difficulty; got to be given facilities for teaching. In short, universalisation of teaching is that the academic provision for all kids to coach teaching with none dropouts. Universalisation of teaching conjointly means that free and mandatory instruction for all youngsters until they complete fourteen years mature. Universalisation of instruction concerned the 3 years stages or steps, that square measure Universalisation of Provision, Universalisation of entry, and Universalisation of Retention. Sarva Shiksha Abhiyan (SSA) is a trial to extrapolate instruction by community possession of the varsity system. It's a response to the demand for quality basic education everywhere the country. The Sarva Shiksha Abhiyan (SSA) programme is additionally a trial to produce a chance for rising human capabilities to all or any youngsters, through provision of community owned quality education during a mission mode. The Sarva Shiksha Abhiyan (SSA) is an in depth theme covering the whole country subsuming at intervals itself all different major governmental academic interventions. All programme like, the District Primary Education Programme (DPEP), the People's movement programmes (Lok Jumbish), the operation flat solid, etc. is lined beneath the umbrella of thee independent agency. The independent agency is associate initiative to generalize and improve the standard of instruction during a mission mode through district based mostly decentralised, context specific coming up with and implementation strategy, considering the large dimensions of the project and therefore the money implications of the same, it's necessary that the project plans be appraised with a watch for details of the activities referring to the entire college improvement

interventions as well as quality dimensions, rationale, approach/strategy, utilization of existing resource budget needs, etc.

The independent agency could be a comprehensive and integrated flagship programme of presidency of Bharat to realize Universalisation of Elementary Education (UEE) covering the whole country during a mission mode. Independent agency has been launched in 2001-2002 in partnership with the State Governments and native self-Governments. The programme aims to produce helpful and relevant, instruction to all or any youngsters within the 6-14 age brackets by 2010. Its associate initiative to initiative to generalise and improve quality of education through decentralizes and specific coming up with and a method based mostly, time certain implementation strategy. The programme lays stress on transferral all gender and social class gaps at instruction level with time certain objectives. On one hand, independent agency is programme with its own targets, norms associated processes and on it's an umbrella programme covering other programmes like District Primary Education Programme (DPEP). The big dimensions of the programme and therefore the money implications entail a meticulous coming up with and a rigorous appraisal.

The meaning of Sarva Shiksha Abhiyan (SSA) can be understood from the following features:

1. A programme with a clear time frame for Universal Elementary Education.
2. A response to the demand for quality basic education everywhere the country.
3. An chance for promoting social-justice through basic education.
4. 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 within the management of elementary school.
5. An expression of political will for universal elementary education across the country.
6. A partnership between tie Central, State and Social Government.
7. An opportunity for States develops their own vision of elementary education.

AIMS AND OBJECTIVES OF SARVA SHIKSHA ABHIYAN (SSA)

The Sarva Shiksha Abhiyan (SSA) aims to provide use till and relevant elementary education for all children in the 6-14 age groups 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. Following are the main objectives of Sarva Shiksha Abhiyan (SSA):

1. All children in school, Education Guarantee Centre, Alternate School, Back to School Camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary Education level by 2010. Universal retention by 2010.

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN (SSA)

1. Institutional reforms in States.
2. Sustainable financing in partnership with States (IX Plan 85:15, X Plan 75:25, After X Plan 50:50).
3. Community ownership of school based interventions through effective decentralization.
4. Institutional capacity building for improvement in quality.
5. Community based mostly observance with full transparency all told aspects of implementation.
6. Community based approach to planning with a habitation as a unit of planning.
7. A mainstreaming gender approach.
8. Focus on the educational participation of children from the SC/ST, religious and linguistic minorities, etc.
9. Thrust on quality and making education relevant.

10. Recognition of essential role of teacher and specialize in the human resource development desires of lecturers.
11. Preparation of District Elementary Education Plans reflecting all governmental and non-governmental investments.

CHARACTERISTICS OF SARVA SHIKSHA ABHIYAN (SSA)

Some of the Characteristics of Sarva Shiksha Abhiyan (SSA) are:-

1. A programme with a clear time frame for Universal Elementary Education
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social-justice through basic education.
4. 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.
5. An expression of political will for universal elementary education across the country.
6. A partnership between the Central, state and social government.
7. An opportunity for States to develop their own vision of elementary education.

MAJOR AREAS OF INTERVENTIONS IN SARVA SHIKSHA ABHIYAN (SSA)

Education of out-of- college youngsters (Educational Guarantee theme and various and Innovative Education) in and of itself Quality Improvement, Special Focus Groups, Research and Evaluation, Management Structure and Institutional capability Building, Community Mobilization, Civil Works, Monitoring and MIS, Financial Management and Procurement.

UNIVERSALISATION OF ELEMENTARY EDUCATION UNDER SSA IN RAJASTHAN

Rajasthan receive formal education, which is called modern education very late. With the establishment of John stone School in 1885. The folks of province began to receive electronic equipment formal education. But the progress of education was very slow. After the merger of to India Rajasthan and dominion and the Rajasthan, also enter to follow Indian Constitution with the enactment of Indian Constitution on 26th January 1950. One of the Article enshrine in Indian Constitution in regard to education is Article 45 which is the provision for free and compulsory education for all children until they complete the age of fourteen years beneath the Directive Principle of State Policy. Most of the State Governments and the Union territories have enacted legislation relating to compulsory primary education. The Acts empower the concern governments and administrators to introduce compulsory education in particular area and establish a machinery for the enforcement of relevant provision of the act in this area. Rajasthan does not have such legislation to enact the Article 45 of the Indian Constitution. So Rajasthan still lack behind in providing education to all children to achieve universalisation of education till date due to various factors and problems. Population of Rajasthan has also been increasing day by day. The number of schools has also been increasing, even though the State cannot provide free and compulsory education to all children to achieve universalisation of education.

The government of state is committed to attain the target of Universalisation of Elementary Education (UEE) by 2010 for the aim the theme of Sarva Shiksha Abhiyan (SSA) has additionally been haunted when creating elementary education Fundamental Right as per 86th Amendments of Indian Constitution 2002. Hence, the work for Universalisation of Elementary Education (UEE) had been taken up with active co-operation for all section of the people of Rajasthan. In Rajasthan, the Sarva Shiksha Abhiyan (SSA) theme was introduced in July 2004. As per the directive of the GOI, the scheme has to be launched since 2001. However, due to some government problem the scheme started very late.

OBJECTIVES

1. All children in Rajasthan should be in School, Education Guarantee Centre, Alternative school, back to school camp by 2005;
2. All children in the State complete five years of primary schooling by 2007;

3. All children complete eight years of schooling in Rajasthan by 2010;
4. Focus should be made on elementary education of satisfactory quality with emphasis on education for life in the State;
5. Bridge all gender and social category gaps at the primary stage by 2007 and at the elementary level by 2010 in the State; and Universal retention of children by 2020 in Rajasthan.
6. The target of SSA in state is to bring forth sixty,000 children under different activities of out-of-school children in the year 2005-06 with Rs.26,341 lakhs per year marked for this purpose.

THE MANAGEMENT STRUCTURE OF THE SOCIETY COMPRISES OF TWO BODIES

The governing body at the open for policy formulation with Chief Minister as ex- official president. The Executive Committee below the berth of the cabinet minister to administer the implementation of the programme. Management Information System (MIS) is the support system of the Sarva Shiksha Abhiyan (SSA) programme. Under this activity school- wise and village-wise information are collected through districts Information System in education. During the year 2005-06, a household survey was conducted under this programme to understand the actual problems and issues for school going and the out-of-school children, 20 days in- service training for 3,293 primary and upper primary teachers has been conducted in district level training for 1,750 teachers are in progress, 450 untrained teachers are ready for 60 days training programme under distance education Rs. 24.36 lakhs is allocated for this purpose. Various activities have to be taken up during the financial year 2006-07 for EGS and AIE 63,051 out-of-school children in 6-14 years had been identified in Rajasthan during the household survey conducted in 2005 under Sarva Shiksha Abhiyan (SSA).

All the free youngsters within the State would be coated throughout 2006-07 during which stress would be LED on adolescent boys and women within the people 13-19 years. Voluntary agencies had been involved in a massive scale in the implementation of EGS and AIE under Sarva Shiksha Abhiyan (SSA) programme in the State. 60 voluntary agencies have been selected for organization residential and non-residential bridge courses. 107 EGS schools would be upgraded to regular schools. There are various constraints in the implementation of Sarva Shiksha Abhiyan (SSA) programme in state from 2004. Some constraints of the programme embrace difficulties in mobilization because of inhabitancy of scattered remote cragged areas, problem of data collection among the different communities in habited in hilly areas, lack of transferred and communication facilities, insurgency problem, law and order situation, high rates of blockades, bandhs, agitation and uncertainty of personal securities in any development work mainly in the field of educational development work. Not only this there is frequent change of official and additional charges, frequent transfer policy at the State and district level and also double charges, so, they cannot discharge their duties fully to the Sarva Shiksha Abhiyan (SSA) programme.

Some other constraints within the progress of Sarva Shiksha Abhiyan (SSA) programme are improper rationalization of lecturers, poor infrastructure, and absence of Experts resource persons and co-ordination among the intervention, coordinators and less exposure of programme. Due to having various constraints and problems, the progress of Sarva Shiksha Abhiyan (SSA) programme has not been far reaching till date. Therefore, it's tough to predict true that whether or not the programme of Sarva Shiksha Abhiyan (SSA) can be deliver the goods or not among the target year of 2010 in state. Therefore, the government, the authorities, and the public in general should have to make co-ordination and co-operation to the implementation of the programme of Sarva Shiksha Abhiyan (SSA) success in near future by considering as an obligation for everybody of the State and the Country.

CONSTRAINTS IN THE IMPLEMENTATION OF SSA IN RAJASTHAN

Delay in Sarva Shiksha Abhiyan (SSA) implementation: Sarva Shiksha Abhiyan (SSA) programme in Rajasthan from 2004. Difficulties in mobilizing Data Collection at scattered remote desert area: Out of 9 districts 5 are desert districts inhabited by the schedule tribes of different groups having their own identity of socio-culture, language, and faith and villages are scattered, communication and transport are mostly on foot. Insurgency problems/law and order situation: High rate of blockades/bandhs agitations and uncertainty of personal securities affect in any development

works mainly in the field of educational development. Frequent change of officials and of additional charges: Frequent transfer and posting of officials at the State and District level and double charges, so they cannot discharge their duties fully to the Sarva Shiksha Abhiyan (SSA) programme. Improper rationalization of teachers: The post of teachers are state cadre, so teachers can be posted anywhere in Rajasthan irrespective of District/locality, etc. Poor infrastructure like power, transport, communication, and irregularities of electricity during office hours handicapped in official works, which depend on the electronic devices. Absence of experts/resource persons and co-ordinations amongst the intervention coordinators and less exposure of the programme. Least knowledge of community based planning.

CONCLUSION

Universalisation of Elementary Education (UEE) is the provision of education to make education for all children to complete elementary education. Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community ownership, which is a comprehensive and integral flagship programme of Government of India to achieve Universalisation of Elementary Education (UEE) by 2010. In Rajasthan Sarva Shiksha Abhiyan (SSA) has been introduced since 2004. However, thanks to numerous reasons and constraints it couldn't deliver the goods within the target amount. There is need to draw serious attention and action to take up in achieving the scheme of Sarva Shiksha Abhiyan (SSA) for achieving Universalisation of Elementary Education (UEE) in the state within short period.

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