

SARVA SHIKSHA ABHIYAN IN DEVELOPING PRIMARY EDUCATION IN DISTRICT MORADABAD (INDIA)

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ABSTRACT

This study gives criticism on the viability of the distinctive inputs, to highlight the issue zone in the execution and to propose the adjustment in mediation to make them more successful in Sarva Shiksha Abhiyan. Sarva Shiksha Abhiyan (2001-2011) improved the primary education. Because of its strategies offered by the central government, Moradabad government is able to apply all the strategies of Sarva Shiksha Abhiyan to the development of primary education.

KEYWORDS: Developing Primary Education in District Moradabad

INTRODUCTION

“Education has been recognized as an instrument for human development and social Transformation. “Education is the key to social and economic development of any society. It encompasses every sphere of human life. Level of literacy has a profound bearing on the level of human development.” It has been considered as a key point in the training of manpower and national reconstruction. Expansion of investment in education increases accumulation of human capital, which in turn affects economic progress. The money invested on education returns with interest by the future generation. Keeping this idea in view the framers of Indian constitution has laid emphasis on **Free and compulsory** education, which is clearly mentioned in **Article 45 of the constitution of India**.

As per the Constitutional commitment to guarantee free and obligatory instruction for all kids up to the age of 14 years, arrangement of all inclusive Primary Education has been a remarkable component of national approach since independence [1]. This resolution has been spelt out vehemently in the National Policy of Education (NPE), (IWC) and the Program of Action (POA) 1992. Various plans and projects were propelled in compatibility of the accentuation exemplified in the NPE and the POA. These incorporated the plan of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State particular Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP, Lok Jumbish (LJP) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Program of Nutritional Support to Primary Education (MDM); District Primary Education Program (DPEP). National Education Policy has insisted on these issues: Universal Access to education and enrolment; Universal Retention of Children below the age of 14 years in the school and Qualitative improvement in the basic education. Though primary education has progressed on all the three accounts but in reality the goal has not been achieved in fullest measure. There is also problem of Education for the minority community and socio-economic disadvantageous groups. SC/ST and nomadic societies have not been given much attention. Sarva Shiksha Abhiyan comes handy in the way to solve all these existing structural problems of education.

Historical efforts are being made to implement the policy of universalization of primary education in the Country

[2]. It can be achieved only if the conditions of Universal Retention are ensured. **University of Provision** deals with the availability of school facilities in terms of infrastructure. Schools should be provided with a reasonable distance from the home of every child. This would require expansion of primary education in a balanced way.

STRATEGIES TO SSA PROGRAMME

- **Institutional Reforms-** As a component of the SSA, institutional changes in the States will be done. The states will leave to make a target appraisal of their predominant instruction framework including instructive organization, accomplishment levels in schools, monetary issues, decentralization and group proprietorship, audit of State Education Act, defence of educator arrangement and enlistment of instructors, checking and assessment, education of young girls, SC/ST and burdened gatherings, approach with respect to non-public schools and ECCE. Numerous States have officially influenced institutional changes to enhance the conveyance framework for primary education.
- **Sustainable Financing** - The Sarva Shiksha Abhiyan depends on the reason that financing of primary education interventions must be practical. This requires a long - term point of view on money related organization between the Central and the State governments.
- **Community Ownership** - The programme calls for group responsibility for based interventions through powerful decentralization. This will be expanded by association of ladies' gatherings, VEC individuals and individuals from Pancliyati Raj institutions.
- **Institutional Capacity Building** - The SSA conceives a noteworthy limit building part for national and state level-establishments like NIEPA/NCERT/NCTE/SCERT/SIEMAT. Change in quality requires a reasonable emotionally supportive network of asset people.
- **Improving Mainstream Educational Administration** - It calls for development of standard instructive organization by institutional improvement, mixture of new methodologies, and by appropriation of savvy and proficient techniques.
- **Community Based Monitoring Full with Full Transparency-** The Programme will have a group based checking framework. The Educational Management Information System (EMIS) will relate school level information with group based data from smaller scale arranging and overviews. Other than this, each school will have a notification board demonstrating every one of the stipends got by the school and different points of interest.
- **Habitation as a Unit of Planning** - The SSA works on a group based way to deal with arranging with residence as a unit of arranging. Residence arrangements will be the premise for defining locale arranges.
- **Accountability to Community-** SSA conceives participation between the educators, guardians and PRIs, and also responsibility and straightforwardness.
- **Education of Girls** - Education of girls, particularly those having a place with the booked standings and planned tribes, will be one of the main concerns in Sarva Shiksha Abhiyan.
- **Focus on Special Groups** - There will be an attention on the instructive investment of youngsters from SC/ST,

religious and etymological minorities impeded gatherings and the disabled children.

- **Pre Project Phase** - SSA will start all through the nation with an all around arranged pre project stage that accommodates an expansive number of interventions for limit advancement to enhance the conveyance and checking framework.
- **Role of Teachers** - SSA perceives the basic part of teachers and advocates an emphasis on their advancement needs. Setting up of BRC/CRC, enrolment of qualified instructors, open doors for educator advancement through cooperation in educational modules related material improvement, concentrate on classroom procedure and introduction visits for the teachers intended to build up the human asset among teachers.
- **District Primary Education PLANS** - According to the SSA system these arrangements mirroring all the speculation made in the primary education.

In Moradabad, the SSA affected a lot in the education of the primary students. These strategies have helped the primary students from poor family.

EFFECT OF STRATEGIES ON PRIMARY EDUCATION IN MORADABAD

Uttar Pradesh (UP) is the most populous state in India and contributes 16.5% of the aggregate population of 1.21 billion (Census of India 2011). The literacy rate in UP was low (28%) in 1981 yet there had been upgrades in the decade to 1991 (42%). The proficiency rates for UP have indicated significant upgrades as per evaluation 2011 (70%) from 56% in 2001 and from the levels in 1981.

The upgrade in the Primary Education in Moradabad is creating following a concentrated joint exertion is being made by UNICEF, Sarva Shiksha Abhiyan and the District Institute of Educational Training (DIET) to bring up the rate of youngsters be taught in Uttar Pradesh. Moradabad is one of the nine regions where Project "Ahvaan" arranged for low proficiency areas in Uttar Pradesh government schools is being presented. The other eight locales incorporate Rampur, Badaun, Gonda, Sidhartnagar, Maharajganj, Sonebhadra, Lalitpur and Sitapur.

As of 2001 statistics, Moradabad has populace of 641,240. Guys constitute 53% of populace though females 47% [3]. In an article (Published in 2009) concentrated on 10 essential government schools in Moradabad that only 20% of those on roll are going to class and 18% of those on move stay for the entire school day [4]. These are the kids who are impacted by the conduct and state of mind of the instructors. Moradabad has a normal proficiency rate of 74%, higher than national normal education rate of 59.5%; male proficiency is 82% and female proficiency is 66%. Normal education rate in Moradabad region according to enumeration 2011 is 63.35 % of which guys and females are 67.46 % and 58.84 % literates separately. In real number 856,706 individuals are educated in urban locale of which guys and females are 477,441 and 379,265 separately. Gross Enrolment Ratio (GER) at essential level has expanded from 96.3 in 2001-02 to 111.24 in 2006-07. Sarva Shiksha Abhiyan made this improvement conceivable in Moradabad.

Sarva Shiksha Abhiyan infers that all youngsters in the age bunch 6 to 14 years get enlisted in a consistent school or an option educational system and they don't drop out from school before finishing the full cycle of basic training. Efforts are being made on different fronts to guarantee that no youngster in this age bunch stays out of school. Out of the around 207.76 million kids in the 6-14 age bunches in 2000, the quantity of kids not going to the schools in 40 million. As per temporary appraisals of the Seventh All India Education study, enrolment in the essential stage expanded from 114 million

in 2001-02 to 122 million in 2002-03. As per Right to Education Act 6-14 ages bunch youngsters can be profited from Sarva Shiksha Abhiyan [5]. Dropout rate likewise declined essentially from 39-03 percent to 34.89 percent amid this period after this demonstration. Deliberate studies are expected to recognize the present status and genuine issues in accomplishing the objective of Sarva Shiksha Abhiyan by 2010 in India and particularly in Moradabad District.

CONCLUSIONS

Universalization of Elementary Education (UEE) is a constitutional provision and a national commitment in India. Sarva Shiksha Abhiyan since last decade (2001-2011) enables the Moradabad district in terms of the primary education. Because of its strategies offered by the central government, Moradabad government is able to apply all the strategies of Sarva Shiksha Abhiyan to the development of primary education. District Institute of Education & Training refers to new type of educational institutional designed to improve and enrich the academic background of elementary school teachers and to provide them pre service and in-service education in Moradabad District. The progress in primary education justifies the importance of Sarva Shiksha Abhiyan for the Moradabad district.

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