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SARVA SHIKSHA ABHIYAN IN INDIA: AN OVERVIEW

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Abstract :-

Sociological Perspective of Education written/published by eminent sociologists, and their perception of education as whole in their country so as to know the broadbased nature of the education and therefore the commitment with that the folks, Government, community leaders, and therefore the society participate in it. The progressing importance of education has challenged prospective lecturers, academic directors, sociologists to use social science vision as explicit by the social scientist Ronald G. Corwin to realize the good thing about information and a basis for understanding them higher. The social science Perspective of Education is joined with various aspects of social problems, values and the way it shaped alliance with education particularly in basic education, the role of lecturers and fogeys and students of the first and elementary schools within the country. The paper focuses social science Perspective of Education, college as a Social Entity, college and Community

Key Words:-eminent sociologists , educational administrators, sociologists .

INTRODUCTION

The Sarva Shiksha Abhiyan is the national Flagship Programme of Government of India which aims to provide useful and relevant elementary education to all children in the 6 to 14 age group by 2010 and bridge social, regional and gender gaps. It assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making. In keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, National Education Policy (NPE) and recommendations of Committee on Decentralized Management of Education, the Village Education Committees (VEC) were constituted or revitalized under DPEP. The process has been reinforced under SSA as funds for the programme flow through community based bodies for all school related expenditures, which infact constitute more than 50% funds of SSA.

Almost all States/UTs have constituted VEC/ PTA/SDMC/MTA/SMC/VEDC etc. under SSA. However, the nomenclature for the community level structure varies from State to State including the size, tenure as well as its pattern. Community based monitoring in specific issues like enrolment, retention, education of girl child and other disadvantage groups, utilization of various grants and construction is important and helps to ensure attainment of the programme objectives. These community level structures play a key role in micro-planning, especially in the development of Village/Ward Education Plan and School Improvement Plans. Under SSA the Annual Work Plan and Budget is prepared by participatory planning process through these communities and they take into account the local needs and specificity.

The original Article 45 in the Directive Principles of State Policy in the Constitution mandated the State to endeavour to provide free and compulsory education to all children up to age fourteen in a period of ten years. The National Policy on Education (NPE), 1986/92, states: "In our national perception, education is essentially for all... Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and

independence of mind and spirit - thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution”

Over the years there has been significant spatial and numerical expansion of elementary schools in the country. Access and enrollment at the primary stage of education have reached near universal levels. The number of out-of-school children has reduced significantly. The gender gap in elementary education has narrowed and the percentage of children belonging to scheduled castes and tribes enrolled is proportionate to their population. Yet, the goal of universal elementary education continues to elude us. There remains an uncompleted agenda of universal education at the upper primary stage. The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before completing upper primary education, remains high. The quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education.

SOCIOLOGICAL PERSPECTIVE OF EDUCATION

The Sociological study of Sarva Shiksha Abhiyan (SSA) leads to a comprehensive understanding of primary education. This study will evaluate the changing trends and assess the evolution of general approaches to its development in relation to achievements made in the area. Due to this reason, sociologists study business, family and other institutions to determine the level of achievement from a sociological perspective and in the process satisfy their interest about such institutions. However, there are some unique features in the sociological study of education, especially some social problems that have been inherited by default. Education already had its share of researchers who have evolved their own methods of inquiry. To deal with these challenges, educational sociologists have formed an alliance with educationists. Obviously, the education process is an inevitable product of organizational facilities, teacher's status, influence of social class, level of teacher-pupil interaction and institutional change. The growing importance of primary education has forced teachers, educational administrators, and social thinkers to apply their vision to education.

The Social Perspectives on Education uses some of the concepts from social sciences and these will be introduced in appropriate areas. There are three fundamental concepts namely, society, culture, and education. Nevertheless in each case these concepts have other popular usage and meanings, differentiated from one to another. Society refers to Collection of people, self-sustaining and simultaneously interdependent with a definite location and sharing a way of life for long duration. However, society may be a simple illiterate tribe or a large, complex and modern one.

Culture denotes the way life is shared by a given society and reflects the learned behavior, in contrast to biological behavior. Often, Social Scientists refer all men as “cultured”; since they learn from birth, either knowingly or unknowingly, the expected behavior, attitudes and values of their “culture”. Nevertheless, sub-cultures exist among groups in a society; and it recognizes and allows sub-cultures thrive within it. In this context, we can relate the existence of sub-cultures of teachers as well as pupil in terms of religious subcultures, racial sub-cultures among many others. A society provides the opportunity for social interaction and a culture provides “direction” to that interaction.

Education encourages the sense of behavior and promotes change in the attitude of individuals. The result of change in behavior is known as learning, although education has specific purpose of more than just learning. Education is not confined to school/class room alone; instead it consists of formal aspects of family, peer groups and community as a whole. Education helps an individual to assess the outcome of personality development with a view to attaining the goals of observing behavioral change, through which a child is educated and portrays some experiences in terms of reading books, writing or “passed” some formal courses. The result of an educational test can be a tool to observe the change of behavior of pupil, which is mainly by paper and pencil tests, performance appraisal, and demonstration of learning.

SCHOOL AS A SOCIAL ENTITY:

The relationship between a mother and child is the earliest form of Socialization. However, education is a process of Socialization by which learning takes place and one learns ways of society in which he is born. Learning stresses a methodical socialization of the whole generation. Yet the fact distinction is made between the socialization that takes place within and outside the formal school system.

Although, school learning is planned, organized, methodical, and scheduled. Learning process made possible in terms of human interaction (outside the school-learning) also flourishes among people. A secondary goal of learning is understanding social factors which affect a great deal in life; even things that may appear not to be influenced by social factors especially knowledge itself. The teacher who works with a disadvantaged child in the classroom embodies within his effort a national mandate. The local citizen who votes to enable the schools to extend

their services to underprivileged children is responding locally to a national concern. If the problem is both national and local, the school is one of many agencies whose services are essential in an attack upon the problem from community, state and national levels.

a) Socialization into the Profession: All recruited teaching faculty members need to demonstrate their commitment to infuse universal institutional values through close coordination with colleagues without exploiting and involving emotionally with their students. In general, certain ideologies are focused by teachers universally. For instance, the belief that “spelling” is one of the foundations of good education. Well-groomed educational programs should emphasize innovative teaching methods, extracurricular activities; promote discipline, art and other skills among pupil.

b) Socialization into the Organization: In general, long-term training is a must for teaching profession prior to entry into an occupation for promotion of organization’s admission standards, improvement in the socialization of the hiring organization. Many schools have their own value systems, which vary with the values derived in the training program. Usually, the local value practice is treated as official. In this context, parents expect from the teachers of a school that they should train their children in regular subjects and emphasize character education, especially at primary school level. Informal institutional goals, like local ideologies and procedures, friendship and interaction pattern are linked to the concept of informal culture.

FAMILY INFLUENCE IN THE PUPIL

The family is first and by far the most important source of shaping personality of a child. The country’s past traditional family system has predominantly rural and agrarian history. However, the formation of the joint family has altered the system in different ways. The role of father in any society continues to be that of providing for the welfare of his family, which largely depends on how much he earns. The level of earning is linked to standard of living conditions, provision of better education, and better child rearing pattern. Parents of a village or town are expected to be concerned about the health of their children, providing proper food and adequate rest. In advanced society the child must attend school, and parents are encouraged to send them. To substantiate this view the unique programme of Sarva Shiksha Abhiyan plays a pivotal role for the parents of the rural community. It is a significant duty of a schoolteacher to apply his mind to improve the interaction of schools and homes with a view to achieve the desired results. Efforts can be made by undertaking home visits by teachers, communicating with parents, conducting joint programs with parents, back- to-school visits of the parents, use of parents as members of advisory council to the school etc.

SCHOOL AND COMMUNITY

The role of community and its action is critical to shape better schools in a country. The interest of local citizens in schools and the community’s role in day-to- day affairs is critical for improvement of schools in a town or village community. Eventually, the aim of the community is to provide best education in a best possible way within the available resources to its constituents. Nevertheless, the extent to which the school reflects the community’s desire to serve this interest is highly variable. This differs from one village to another; one community to other. The existence of socially harmonious schooling within the community is possible when the practicing task is acceptable to all of its citizens without disturbing local customs and interests. A good and healthy school system meets human needs in terms of providing satisfaction to employees and their well being; and gaining support and confidence from the community. In certain cases, some degree of deviation between the community and school administration may take place in terms of differences of opinion etc. and it is not a sign of ill health of a school.

The Government and Education

It is the primary duty of national leaders to carefully watch and influence the younger generation with the aim to struggle the control education is largely for larger gains. At the grass root level, the functioning of schools and its associated institutions, administrators and educational bodies has become an increasingly prominent concern of legislative bodies. When a problem is faced by a section of the society, the affected groups of the society turn to the political authority of the region to take up the issue with the Government to solve the problems. However, the federal Government will have to take up the core issue of the problem to the Central Government so as to ensure the required benefit reaching the needy people. Indeed, the Government has achieved more control over education; the objective of the learning process has become narrowly prescribed through the interest of the government. It is a general opinion that public education is treated as training the citizenship of a country especially learning patriotism to a

particular region as it is opposed to worldwide. Nevertheless, promoting nationalism is vital for a Government during their critical phase. It is a primary duty of a federal Government is to train their citizens to make their citizen useful to their country. As a whole education has come to play pivotal role in the economic growth of a Country with the involvement of active politics.

ALLOCATION OF RESOURCES

Allocation of resources to schools is an important process. This will reflect the way in which the resources are allocated to schools and its well being in the society and its ability of achieving goals. Due to this reason, there is a perception that allocation of resources under the SSA to schools is inadequate, for which reply is sought from the teachers / parents. It is interesting to note that well trained teachers can teach precise thinking and give encouragement to make them bright students. In the above direction, this study is focused on the perception of parents / teachers in its schedules, the level of quality education, learning achievement, child's participation of schooling in terms of enrolment and retention etc.

ALLOCATION OF FACILITIES TO THE SCHOOLS

Proper education requires provision of facilities in schools, especially school buildings for instructional program. Early school buildings provided large classrooms to accommodate a single teacher and a group of un-graded children. When schools became graded, individual classrooms were provided for each class. A marked change took place by the turn of the century, through development of infrastructure, especially sports grounds, and laboratories in many schools. Obviously, the school buildings were specialized to meet the specific requirements of elementary education. At present, the most pressing problem faced by a country like India is to keep pace with the fast growing Population. However, in spite of many innovations in the elementary education, construction of school buildings has usually lagged behind instructional requirements.

SELECTION AND ASSIGNMENT

Teachers: It is the duty of educational administrator to evaluate and select at each stage of allocation of teachers to schools. Specialized teachers require special qualifications. However, uniform teaching assignments reduce the flexibility of teaching loads, which otherwise could be reduced for deserving teachers; the teaching load is one official reward over which educational administrators do have direct control.

Students: Education requirement represents the extreme situation in which pupil is accepted uniformly irrespective of their preferences and characteristics. By way of allocation of resources, schools promote opportunity of the students to obtain education and define their social status. It is interesting to note that on many occasions middle class children receive preference in the academic record and is motivated, performing better than lower class. The situation is aggravated by the fact that educational resources are distributed disproportionately to middle-class.

CONCLUSIONS

The developing world today, there is a great concern for universal elementary education and that everywhere some progress has indeed been made, although there is still a large gap between the developed and the developing worlds. The third world countries, especially India, are groping in the dark in very many areas of EFA and most importantly in enrolment, provision of teachers in appropriate numbers, infrastructures and also technological solutions to the EFA. It appears there is not only a gender gap, there is in addition a rural-urban (spatial) gap that have to be bridged. With the MDGs to follow through, there is hope for further improvement, even though there is still a lingering doubt as to whether the goal of the EFA could be achieved within the time framework set down for the world and ourselves. If only we could follow dutifully and with community participation and involvement, we could indeed achieve the EFA for all the States of the Indian Union, not before long.

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