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**Sarva Shiksha Abhiyan and Other Inclusive
Schemes' impact on Tribal Society: A Study of
Two Villages in Dibrugarh District of Assam, India**

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Abstract

Sarva Shiksha Abhiyan (SSA) is a special scheme of the Govt, of India for universalisation of Elementary Education. This programme was prepared and launched as a consequence of the demand of quality education all over the country. After SSA the Government of India launched Rashtriya Madhyamik Shiksha Abhiyan(RMSA)and Samagra Shiksha for quality education.

It has now been seen that the Educational scenario of the tribal backward areas basically in the elementary level arc quite changed after implementation of SSA and other schemes of inclusive education. But, still there is a big question of quality

education. In this context, the paper attempts to examine overall situation of education among the tribal people by emphasizing on two tribal communities i.e. Sonowal Kachari and Deori. The study has been confined as case study in two villages of Dibrugarh district i.e. Kalowlowa Sonowal Gaon and Kalowlowa Deori Gaon which was selected purposively. Both primary and secondary data have been used in this study. The present study reveals that in spite of various facilities provided by Government through SSA, some of the tribal people under study are not developed in education as expected. They are still unaware of the fact. In this context, some relevant suggestions have been made in the paper.

Keywords: Sarva Shiksha Abhiyan (SSA); Rashtriya Madhyamik Shiksha Abhiyan (RMSA); Samagra Shiksha; Elementary Education; Tribal village.

Introduction:

Sarva Shiksha Abhiyan is a flagship programme of the Central Government for achievement of Universalization of Elementary Education (UEE) in a time bound manner. The scheme got the approval of the Central Government in November 2000.

Sarva Shiksha Abhiyan (SSA) is a scheme which was specially launched for free and compulsory primary education to all children within the age group of 6-14 years. This Abhiyan is being implemented in partnership with state Governments to cover the whole country. The SSA is in operation with the help of Panchayati Raj institutions, schools management committee, village education committee and slum areas of town and cities. The tribal Autonomous councils and other agencies related with the spread of primary education are also associated with SSA. The prime objective of SSA were provisioning of admission in primary education for all children of age group 6-14 years by the help of Education Guarantee Scheme (EGS), Focus on elementary education of satisfactory quality with emphasis on education for life, Reform and change in administration and principles of primary and upper primary education of states etc.

Beside SSA, the Government of India launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in March 2009, for enhancing

access in secondary education and improve its quality. It is envisaged to achieve an enrolment rate of 75% from 52.56% in 2005-06 at secondary level of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving the quality of secondary education conforming the prescribe norms, removing gender socio-economic and disability barriers, providing secondary universal access to secondary level education within 2017 (RMSA online).

In the same way, the Union Budget 2018-19 has proposed to treat school education holistically without segmentation from pre-nursery to class 12. The scheme is declared by the Government as Samagra Shiksha. The Samagra Shiksha is an overarching programme for the school education sector extending from pre-nursery to class 12. The scheme has been prepared with the border goal for improving school effectiveness measured in term of equal opportunities for schooling and equitable learning out comes. It subsumes three schemes of Sarva Shiksha Abhiyan (SSA), Rastriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) (Samagra Shiksha online)

In Assam SSA has been launching its programme in full swing with a view to complete the mission of 'Education for All' within 2010. The programme seeks to open new school under EGS scheme in those habitations which do not have schooling facility of any kind within a radius of 1.5 km and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant etc. Existing schools with inadequate teacher strength are provided additional teacher. The capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials (TLM) and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. The SSA has special focus on girls education and children with special needs. The SSA provide free text book facility to all children from pre-primary to class VIII standard and provided evaluation book to the students from class I to class VIII. Besides, the SSA provided KaryaPatra (Subject and lesson wise evaluation paper) for continuous and comprehensive evaluation for the quality development of

education in the elementary level (SSA online).

On the basis of foregoing discussion, the present paper attempts to study the educational scenario and changing attitude of tribal people with regard to education, emphasizing on two tribal villages of Sonowal Kachari and Deori Community respectively.

Objective of the Study:

The basic objectives of the present study are as:

1. To examine overall situation of education in tribal society after implementation of SSA.
2. To focus how far various facilities are implemented as well as executed in tribal society.
3. To suggest some measures for the improvement of educational environment in tribal backward areas.

Field of Study:

The field of present study was confined as case study in two tribal villages in Dibrugarh District of Assam, India. Assam is a North Eastern state of India. The state of Assam covers an area of 78438 sq.km land with 3,12,05,576 population (Census Report : 2011). The state is bounded by the Himalayan foot hills and bordering states of Bhutan and Tibet on the North on the south of it, there are Myanmar and its hills and to the west, Bangladesh. At present the state of Assam has 33 districts including BTAD (Bodoland Territorial Areas districts) four districts and 78 subdivisions. The Dibrugarh district is situated on the southern bank and the upper reaches of the river Brahmaputra and lies in the north eastern corner of Assam. The total area of the district is 3381.00 sq. km with 3330.36 sq. km rural areas and 5064 sq. km urban areas. The total population of Dibrugarh district is 13,26,335 of which 6,76,434 are males and 6,49,901 are females. The rural population of the district is 10,82,605 and urban population is 2,43,730. The average literacy rate of the district is 76.05% whereas male literacy rate is 82.82% and female literacy rate is 68.99% (census : 2011). The villages Kalowlowa Deori Gaon and Kalolowa Sonowal Gaon are under the jurisdiction of Khowang Development Block and under Kalowlowa Gaon Panchayat, which are 30 km away from Dibrugarh town the headquarter of the District. There are 191 households in the Kalowlowa Deori Gaon, which is

exclusively inhabitant of Deori tribal people. In the same way, there are 146 households in the Kalowlowa Sonowal Gaon and this village also exclusively inhabited of tribal people belongs to Sonowal Kachari Group.

Collection of Data:

In the present study both primary and secondary data have been used. The primary data were collected with the help of face to face interview and observation method. To collect primary information the researcher interviewed with some leading personal of the studied villages i.e. Gaon Burdha (village headman), Panchayat ward member, School Head master as well as teachers' of the studied villages and president of the School Management and Development Committee (SMDC).

The secondary data were collected with the consultation of various books, journals and offices of the Mission coordinator of the district and block level.

Findings and analysis:

Educational Institutions:

There were six (6) educational institutions in the studied villages till 2016. Out of six educational institutions, three institutions are lower Primary Schools, One M.E. School, One senior Basic School and one High School. In the month of January 2017, four (4) schools were amalgamated along with the Kolowlowa Deori Gaon High School; the another schools are Kolowlowa Deori Gaon L.P. School, Kolowlowa Deori Gaon Junior Basic School and Kolowlowa Deori M.E. School. The School wise teachers and enrolment of before and after amalgamation are shown in the following Table-1 and Table-2 respectively.

Table: 1:

School-wise teachers and enrolment including year of establishment

Sl. No.	Name of Schools	Year of establishment	No. of Teacher at Present	No. of Students at present
1.	Kalowlowa Deori Gaon L.P. School	1940	2	26
2.	Kalowlowa Deori Gaon Junior Basic School	1940	2	19
3.	Kalowlowa Deori Gaon M.E. School	1964	5	79
4.	Kalowlowa Deori Gaon High School	1979	6	91
5.	Kalowlowa Senior Basic School	1943	4	43
6.	HintiJanajati L.P. School (non-provincialized)	1987	2	35

Source: Field survey (April, 2012)

Table: 2:

School wise Teachers and Enrolment including Gunutsav's Grade

Sl. No.	Name of Schools	No. of Teachers' at Present	No. of Students at present	Grade in Gunutsav
1.	Kalowlowa Deori Gaon High School	14	49	A
2.	Kalowlowa Senior Basic School	4	45	A
3.	HintiJanajati L.P. School (non-provincialized)	1	22	A

Source: Field survey (January, 2020)

From the above table-1 and table-2, it is understood that student-teacher ratio is not in conformity before and after amalgamation in these schools as per SSA and Government rule is concerned, which should be

30:1. The number of enrolment is very low in all these schools of the studied villages then and now. The very noticeable fact is that the number of enrolment in the Kalowlowa Deori Gaon High School becoming very low after amalgamation in comparison to before amalgamation. There are various reasons in this state of affairs. In the field situation we observed that the economically developed section of the parents send their children to other private English medium school and Jatiya Vidyalaya etc. situated in the nearest urban centre as well as outside of the villages. Of course, remarkable fact reflects in the table-2 that all the three schools obtained Grade-'A' in the Gunutsav which was conducted by the state Government. It signifies that over all environment of schools are conducive for education in the studied villages.

Allocation of Grants:

In the first time field survey, it was found in the field situation that the SSA allotted one additional room grant of Rs.2,30,000/- to Kalowlowa Deori Gaon L.P. School in the year 2007-08. The Kalowlowa Senior Basic School also obtained an additional room grant amounting to Rs.2,30,000/- in the year 2008-09. (Source: Block Mission co-ordinator Office) But the remaining schools in the studied villages have not got additional room grant. Except Kalowlowa Deori Gaon High School and Hinti Janajati L.P. School, all the schools in the studied villages have obtained separate toilet for boys and girls under SSA scheme. These schools have also availed annual grant i.e. infrastructure development grant, maintenance grant and TLM grant under SSA programme as per rules.

According to SSA rules and regulations, a primary school may get Rs.5000/- as infrastructure development grant, Rs.5000/- or 10,000/- as maintenance grant and Rs.500/- for each teacher (subject to maximum Rs.2500/- every School) as TLM grant. Accordingly an upper primary school may get Rs.7000/- as infrastructure development grant, Rs.5000-10,000/- as maintenance grant and Rs.500/- for each teacher (subject to maximum Rs.3000/- for every school) as TLM grant. These granting facilities are provided yearly by the SSA to all the provincialized and Govt, primary and upper primary schools. But non provincialized as well as venture school do not get these granting facilities as per SSA rules. At that time Hinti Janajati L.P. School was in

non-provincialized position. This school has got the status of provincialization in the month of January, 2013.

In the second time field survey, it was found that the Kalowlowa Deori Gaon High School obtained an amount of Rs.5,00,000/- for the financial year 2012-13 under Tribal Sub Plan Scheme of the state Government for construction of office building and teacher common room. In the financial year 2018-19, this school obtained Rs.10,00,000/- from local MLA Academic Scheme for new building construction. This amount is executed as well as expences by the Block Development office. Besides, this school also obtained Rs.50,000/- as annual grant in the final year 2018-19 (it was 25,000/- earlier) for repairing and purchasing books and other necessary items for students support. The SSA allotted Rs.33,000/- as infrastructure development grant to Kolowlowa Senior Basic School and Rs.5000/- for sports goods purchasing in the financial year 2018-19. This school also got Rs.25,000/- as annual grant (earlier it was Rs.5000/- for L.P. and U.P. level schools). In the same way, HintiJanajati L.P. School has got Rs.25,000/- as annual grant in the financial year 2018-19. Besides, annual grant this school obtained Rs.1,38,000/- for Boys toilet and Rs.1,25,000/- for Girls' toilet in the year 2015-16.

It is known from the schools Headmasters that every year their schools have been obtained annual grant as allotted by the SSA through the concerned department of the Government. It is also found that the school Head Master in co-ordination with the school management and development committee (SMDC) utilize the infrastructure development grant and maintenance grant in repairing, ceiling and colouring school building, bamboo fencing in school boundary, repairing and purchasing bench-desk etc. From the TLM grant they purchase black-board, map, chart, globe, model- ABC, Photographs of eminent persons, instrument box etc.

Free Text Book and evaluation book facilities:

Generally SSA provide free text book and evaluation book facilities up to class VIII Standard. But, in the academic year 2017-18, the state Government had decided for the first time to provide free text books to all the students of class IX and X. Since then, all the schools in our sample villages regularly avail free text book facility provided by the SSA for the students up to class X standard. In the

same way, they obtain evaluation book for the class as well as unit test examinations. Accordingly, for half yearly and annual examination these schools obtain separate evaluation book. Apart from these evaluation book, they obtain two copies of 'Karya Patra' for each student for continuous and comprehensive evaluation provided by the SSA for quality elementary education.

Free Uniform Facility:

The free uniforms distribution scheme was stalled in 2014-15 fiscal by the Government of India for the students of class I to VIII standard. The state Government allotted fund to the school authority for purchasing uniforms at the rate of Rs. 600/- per students for two pairs of uniforms. All the schools of our sample villages avail this free uniform grant as per student strength. This free uniform facility highly helps the parents of the studied village for their school going children support.

Training for Teachers:

There is a provision of 20 days training for the teachers in SSA programme in an academic year in different times, maximum 3 days in one time as per SSA rules. At present, training for teachers are held under NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement) programme which was launched by Ministry of Human Resource Development on November 5, 2019. The teachers of our studied village schools are attended in various training programme organized by the SSA and under NISHTHA in Block level, in different times. But it is found alleged that most of the teachers are not interested to teach the students as instructed in the training programme. Sometimes, they are not interested to attend the training programme sincerely, but they are out of schools during the training period for which students are deprived of their regular classes in school. Obviously, it is a negative impact which hindrance educational improvement of the children.

Para-Teacher:

There was a provision of appointment of para-teacher in SSA scheme to function its works in a systematic manner. In Assam at least 18,000 Para-Teachers had been appointed at that time (Akhtar et al. 2006). But in our studied villages only the Kalowlowa Senior Basic School has obtain one para-teacher for the academic year 2009-10 for

three months. At present, the state Government has been appointed teachers in schools by conducting TET (Teachers Eligibility Test) examinations in different levels.

Overall Scenario:

It is fact that the educational scenario of rural backward as well as tribal backward areas basically in the elementary level are quite changed after implementation of SSA Scheme. We observed some positive and some negative impact with regard to development of formal education among the tribal people. It is notable that after receiving additional room grant and infrastructure development grant the schools building are reconstructed as well as repairing very nicely. There are no lack of bench-desk, black board, toilet etc. in the primary and upper primary schools at present. So, this is definitely a positive impact for tribal inhabitant backward areas, which may create a quite well and hygienic school environment for taking up formal education. The free uniform, free text book and evaluation book facilities also greatly helps economically backward section of the parents, without which they would not send their children for school education.

In spite of various facilities provided by the SSA for universalization and quality elementary education, there are some negative attitude that we observed in the field situation. The highly striking fact is that there is institutionalized tendency of compulsory promotion, which aiming at education for all and to achieve learning society as well. In most of time students are promoted to upper classes by the teachers, although their students' performance in examinations is not satisfactory. At the same time students are also not interested in their studies, because they know that they will get the promotion to upper class. As a matter of fact, this type of attitude hindrance in development of educational quality in the elementary level.

We have already stated earlier that economically well-to-do section of the parents send their children to outside private schools. It is observed that most of the students are reading in the schools of our studied villages belong to poor family background. Mention may be made that some of the students are irregular in school due to engagement in domestic work and lack of interest in studies and lack of parental awareness etc. In our observation, we gathered information

that some parents are still unaware with regard to education of their children. In this context, the noticeable fact is that the school authority call on guardian meeting two/three times in an academic year, but some parents do not come to the meeting due to their daily earning activities. They do not take care of their children's daily study. They passes away their leisure time in gossiping, taking wine etc.It signifies that their home environment is not conducive for proper educational development. They have no higher level of educational aspiration with regard to their children.

Conclusion and suggestion:

On the basis of the above findings it may be concluded that inspite of providing various facilities by the Government under SSA and Samagra Shiksha most of the tribal people are still unaware of the fact, for which their educational scenario is still under process of development. Of course, now most of the tribal people have realized about the need and values of education, which may bring their socio-economic change and development. To create educational awareness among the tribal people and improvement of quality education in the elementary level in particular we would like to put forward the following suggestions:

- (a) Special awareness programme should be organized by the SSA in the tribal backward areas and Ex-tea labour areas, so that the parents also become aware of their children's education.
- (b) Regular inspection in the educational institution from the higher authority should be executed for quality education.
- (c) The state Government should appoint one additional teacher under SSA in schools where single teacher in service and where class-wise shortage of existing teacher strength. □

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