

**AN EMPIRICAL STUDY OF IMPACT OF SARVA
SHIKSHA ABHIYAN ON THE SUBJECT
PERFORMANCE IN RURAL AND URBAN SCHOOLS,
A CRITICAL EVALUATION FROM BASE LINE
ASSESSMENT TO MIDTERM ASSESSMENT IN
NAGPUR DISTRICT**

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ABSTRACT

The SSA (Sarva Shiksha Abhiyan) is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps. The National Sample Survey 52nd Round (1995-96), the national Family Health Survey – I and II (1992-93 and 1998-99) also give us insights on 6-14 years age children, attending schools in various states. These studies serve as a baseline for the launch of the SSA. Baseline achievement tests would be undertaken by the NCERT in the non-DPEP states on a priority, to ascertain the current levels. The National and the state Mission will monitor on the basis of these established base line.

Baseline study has been conducted in all the 35 districts of the state during 2003. Now this council has also undertaken the midterm Assessment Study for SSA (MAS for SSA) during 2008 in Maharashtra covering all the 35 districts. This study is mainly achievement study with some additional aspects as well. The objectives of the BAS for SSA and methodology have been explained in this document.

This study deals with the comparison of various parameters of BAS and MAS. This includes comparison of achievements of class III and class VI students performance.

Keywords: SSA (Sarva Shiksha Abhiyan, BAS (Baseline Assessment survey), MAS (Midterm Assessment Survey), UEE (Universalization of Elementary Education), DPEP (District Primary Education Programme)

INTRODUCTION

Background of Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan is historic stride towards achieving the long cherished goal of universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with States. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010. The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps.

Objective of Sarva Shiksha Abhiyan

- All children to be in school, Education Guarantee Center, alternate school, “Back to School” camp by 2003.
- All children to complete five years of primary schooling by 2007.
- All children to complete eight years of schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- To bridge all gender and social category level by 2010.
- Universal retention by 2010.

Components of SSA -The components of SSA include appointment and training of teachers, qualities improvement of elementary education, provision of teaching & learning materials, establishment of Block and Cluster Resource Centers for academic support, construction of classrooms and school building, establishment guarantee centers, integrated education of the disabled and distant education etc.

Determining the Baseline Status -The National Sample Survey 52nd Round (1995-96), the national Family Health Survey – I and II (1992-93 and 1998-99) also give us insights on 6-14 years age children, attending schools in various states. These studies serve as a baseline for the launch of the Sarva Shiksha Abhiyan. Baseline achievement tests would be undertaken by the NCERT in the non-DPEP states on a priority, to ascertain the current levels. The National and the state Mission will monitor on the basis of these established base line.

Objectives of Midterm Assessment Study (MAS) Under SSA in Maharashtra

Baseline study has been conducted in all the 35 districts of the state during 2003. Now this council intends to undertake the midterm Assessment Study for SSA (MAS for SSA) in Maharashtra covering all the 35 districts. This study is mainly achievement study with some additional aspects as well. The objectives of the BAS for SSA and methodology have been explained in this document.

This study deals with the comparison of various parameters of BAS and MAS. This includes comparison of achievements of class III and class VI as well as building, infrastructure, facilities, cleanliness etc.

Sampling Procedure Adopted

Multi stage stratified random sampling method as explained below was followed.

Total Number of Schools was selected for the Survey.

For the Midterm study for SSA it was decided to follow broadly the pattern of DPEP studies and take sample of 50 sections for std III and VI in each of the districts. It was also decided that the sampling procedure followed in the DPEP surveys be followed for this SSA study with necessary modifications.

The present study, covers class VI as well and therefore the following three categories of schools were considered for sampling.

1. Primary Only
2. Primary with upper primary
3. High schools
 - a) Primary with upper primary and sec/Higher secondary.
 - b) Upper Primary with sec/higher secondary.

In Nagpur district (non DPEP) 25 schools were chosen from the first and second categories and 15 from the third category. For class III 25 schools from category (i) and 25 from category (ii) would make 50 schools. For class VI 25 schools from category (ii) and 15 schools from category (iii) will make 40 schools.

The following table shows the distribution of sample in Nagpur district.

Sr. No.	Category of Schools	Non DPEP District		
		No. of Schools	No. of Sections	
			III Std.	VI Std.
I	Primary only	25	25	-
II	Primary with Upper Primary	25	25	25
III	High Schools (Primary / Upper Primary with Secondary/ Higher Sec)	15	-	25
Total		65	50	50

Note: In this, category of schools, two sections of Std. VI should be covered in 10 relatively big schools, so as to cover in all 25 sections, No. of Schools was selected from the Urban and Rural Sectors.

Selection of Blocks

Four blocks were sampled in Nagpur district namely –

1. Ramtek
2. Parseoni
3. Saoner
4. Hingna

Selection of Schools

Rural Schools –

- A list of government and government aided schools for each selected block was prepared for each of the three categories of schools.
- The proportion of schools was selected from each block and category on the basis of total number of schools located in the selected blocks was worked out.
- The schools were randomly selected from each block using systematic random sampling method with a random start.
- Urban Schools –
- A list of government and government aided schools for each selected urban place was prepared alphabetically for each of the three categories of the schools.
- The proportion of schools was selected from each urban located in the selected urban areas were worked out.
- The schools were randomly selected from each sampled urban place using systematic random sampling method with a random start.

Over all mean Achievement

While studying the particular impact on various variables during both the process of assessment, it was essential to discuss mainly on the subject issues related to the individual group. With this as central focus we have considered two main target groups as class 3 and class 6 students from Rural and Urban background, and the main subjects of concern to these classes i.e. Marathi (Because the study is carried out in Maharashtra) as first language and Maths, while for class 6 English as an additional subject where percentage failure was always on higher side, then focus on their comparative performance during BAS & MAS. So overall mean achievement for both BAS & MAS has taken into consideration accordingly.

MAS mean achievement of boys, in English, was significant 69.17% as against BAS mean achievement 56.06%. MAS mean achievement of girls has shown similar trend, it has shown moderately improved performance 64.79% as against BAS mean achievement 56.75%. In case MAS rural and urban mean achievements, there was significant improvement in MAS (rural) – 68.89% as compared to BAS (rural) – 50.12%. As regards MAS (urban), the mean achievement has shown moderate change from BAS 59.52% to MAS 63.07%, respectively. As regards SC, the change was reasonable from BAS 52.7% to MAS 55.64%. In case of ST, the change was significant from BAS 53.47% to MAS 62.18%. In case of “others”, the change was remarkable from BAS 58.1% to MAS 71.5%.

The overall result from BAS to MAS has shown significant change from BAS 56.46% to MAS 66.62%.

There was positive and remarkable change of mean achievement in SC boys MAS 54.81% as against BAS 31.84%. In case of ST boys also the change was extremely significant from BAS 31.5% to MAS 52.31%.

As regards other boys, MAS achievement has shown 50.69% as against BAS 35.01%, which was significant. As regards total boys, MAS achievement has shown 52.23% as against BAS 33.85% which was remarkable. In case of SC girls, the change was positive and significant from BAS 34.77% to MAS 49.45%. In case of ST girls, the change was significant from BAS 30.97% to MAS 45.47%.

As regards other girls, MAS achievement has shown 42.82% as against BAS 36.14% which was moderate.

As regards total girls, the performance change of achievement was significant from BAS 35.05% to MAS 45.71%. In case of total SC boys and girls the change of performance in achievement was remarkable from BAS 33.26% to MAS 52.01%. In case of total ST boys and girls the change of performance in achievement was significant from BAS 31.23% to MAS 49.03%. In case of total other boys and girls the change of performance in achievement was significant from BAS 35.56% to MAS 47.21%. In case of total boys and girls the change of performance in achievement was very significant from BAS 34.44% to MAS 49.13%. In case of rural SC, there was significant change in achievement from BAS 35.39% to MAS 48.57%. There was highly significant change in achievement in case of rural ST, the change was from BAS 32.27% to MAS 50.15%. Rural "other" category has shown significant change from BAS 35.68% to MAS 47.43%. As regards rural total the change was significant from BAS 35.04% to MAS 48.44%. With respect, urban SC there was noteworthy change from BAS 32.04% to MAS 55.46%. In case of urban ST, the performance was remarkable from BAS 29.74% to MAS 44.46%. As regards urban "other" category the change in achievement was significant from BAS 35.43% to MAS 46.68%. The urban total change in achievement also has shown highly positive trend from BAS 33.79% to MAS 50.46%. In case SC (rural + urban) the change in achievement was remarkable from BAS 33.26% to MAS 52.01%. As regards ST (rural + urban) the change in achievement was very significant from BAS 31.23% to MAS 49.03%. With respect to "other" category (rural + urban), the change in achievement was significant, from BAS 35.56% to MAS 47.21%. As regards total (rural + urban), the change was positive from BAS 34.44% to MAS 49.13%.

Gender wise, Area wise achievement of class VI in Marathi: (BAS and MAS) Mean Percentage Achievement

There was noteworthy change of mean achievement in rural boys MAS 72.76% as against BAS 53.38%.

In case of urban boys also the change was fair from BAS 57.24% to MAS 62.83%. As regards boy's total achievement, MAS achievement has shown 69.17% as against BAS 56.06% which was significant. In case of rural girls, the change was remarkable from BAS 48.03% to MAS 65.89%. In case of urban girls, the change was reasonable from BAS 61.22% to MAS 63.23%. As regards girl's total, the performance change of achievement was moderate from BAS 56.75% to MAS 64.79%. In case of total rural boys and girls the change of performance in achievement was very significant from BAS 50.12% to MAS 68.89%.

As regards total urban boys and girls, the change in achievement was reasonable from BAS 59.52% to MAS 63.07%. In case of total boys and girls as well as rural and urban, the change was significant from BAS 56.46% to MAS 66.62%.

Gender wise, Category wise achievement of class VI in Marathi: (BAS and MAS) Mean Percentage Achievement

There was moderate change of mean achievement in SC boys MAS 58.17% as against BAS 54.41%.

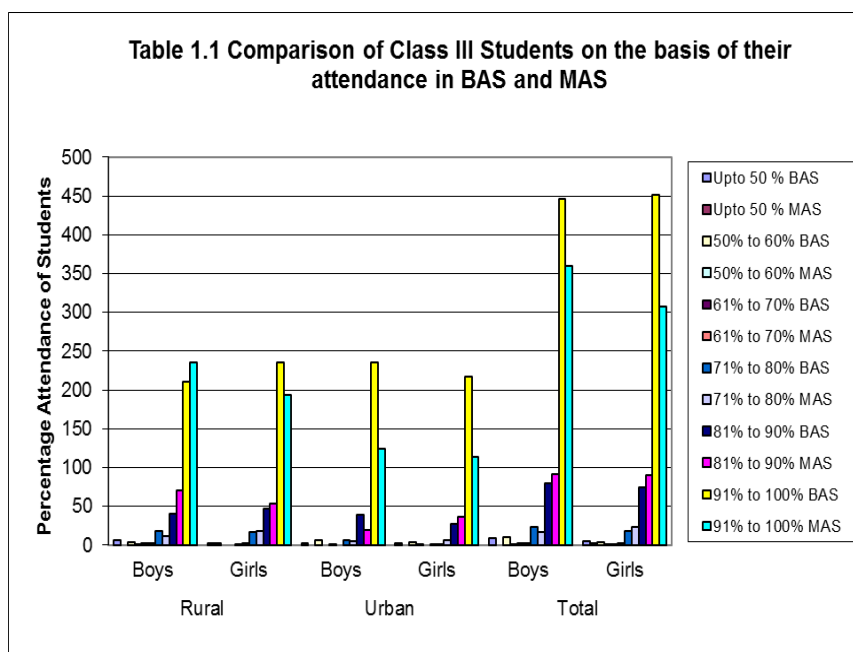
In case of ST boys also the change was moderate from BAS 53.80% to MAS 62.08%. As regards other boys, MAS achievement has shown 73.90% as against BAS 57.06% which was remarkable. As regards total boys, MAS achievement has shown 69.17% as against BAS 56.06% which was significant. In case of SC girls, the change was reasonable from BAS 50.86% to MAS 54.18%. In case of ST girls, the change was moderate from BAS 53.28% to MAS 62.24%. As regards other girls, MAS achievement has shown 69.59% as against BAS 58.80% which was significant. As regards total girls, the performance change of achievement was moderate from BAS 56.75% to MAS 64.79%. In case of total SC boys and girls the change of performance in achievement was fair from BAS 52.70% to MAS 55.64%. In case of total ST boys and girls the change of performance in achievement was moderate from BAS 53.47% to MAS 62.18%. In case of total other boys and girls the change of performance in achievement was remarkable from BAS 58.10% to MAS 71.50%. In case of total boys and girls the change of performance in achievement was significant from BAS 56.46% to MAS 66.62%.

Area wise and Category wise mean achievement performance of class VI in Marathi

In case of rural SC, there was moderate change in achievement from BAS 49.96% to MAS 55.12%. There was remarkable change in achievement in case of rural ST, the change was from BAS 44.35% to MAS 65.46%. Rural “other” category has shown noteworthy change from BAS 51.78% to MAS 72.63%. As regards rural total the change was highly significant from BAS 50.12% to MAS 68.89%. With respect, urban SC there was reasonable change from BAS 53.80% to MAS 56.02%. In case of urban ST, the performance was negative from BAS 59.20% to MAS 56.67%. As regards urban “other” category the change in achievement was moderate from BAS 61.09% to MAS 69.24%. The urban total change in achievement has shown moderate trend from BAS 59.52% to MAS 63.07%. In case SC (rural + urban) the change in achievement was fair from BAS 52.70% to MAS 55.64%. As regards ST (rural + urban) the change in achievement was moderate from BAS 53.47% to MAS 62.18%. With respect to “other” category (rural + urban), the change in achievement was noteworthy, from BAS 58.10% to MAS 71.50%.

As regards total (rural + urban), the change was significant from BAS 56.46% to MAS 66.62%

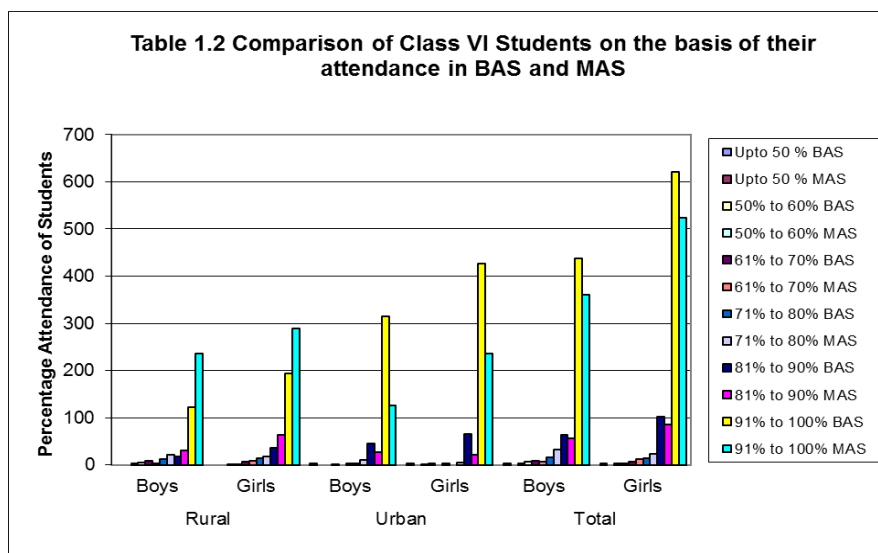
Comparison of class III students on the basis of their attendance in BAS and MAS



As regards attendance of class III students in rural area, there was favourable change during MAS as compared to BAS. It was observed that attendance of the students during MAS was ranging from 81% to 100%. In case of urban areas, the picture was same. The attendance during BAS appeared to be more than during MAS.

Comparison of class VI students on the basis of their attendance in BAS and MAS (Table 1.2)

Name of District : Nagpur							
Attendance		Rural		Urban		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
Upto 50 %	BAS	0	0	4	3	4	3
	MAS	0	0	0	0	0	0
50% to 60%	BAS	3	2	0	1	3	3
	MAS	5	1	2	3	7	4
61% to 70%	BAS	8	7	0	0	8	7
	MAS	4	9	3	3	7	12
71% to 80%	BAS	12	15	4	0	16	15
	MAS	22	18	10	5	32	23
81% to 90%	BAS	18	37	46	65	64	102
	MAS	30	64	27	21	57	85
91% to 100%	BAS	122	193	315	427	437	620
	MAS	235	289	125	235	360	524



As regards attendance of class VI students in rural area, there was favourable change during MAS as compared to BAS. It was observed that attendance of the students during MAS was ranging from 91% to 100%. In case of urban areas, the picture was the same. The attendance during BAS appeared to be more than during MAS.

RECOMMENDATIONS

1. As per the mean percentage achievement of class III in Marathi and Maths, it is suggested that a committee of experts be formed to study the reasons for this achievement, results in case of all students. The committee should also suggest steps to be taken to improve the achievement performance in other districts on the basis of achievements of this district.
2. As regards achievement of ST students of class VI in Maths and English, there is no need to change some teaching techniques. The teachers should make more use of preparatory material like work books etc.
3. For development of language and Mathematics, separate workshops should be arranged at village level or block level.
4. The teaching aids need updation. Latest teaching aids should be made available to the teachers with due care that they are trained to operate those systems. Video conferencing system should be deployed either at village level or block level where training can be given to the teachers and certain programs can be arranged to solve the queries of students and teachers pertaining to the subjects taught in the school.
5. In house training should be arranged by head masters in respective schools to develop the skills of teachers as well as students.
6. Many schools impose fine against absenteeism of students as negative motivation. It is recommended that cash prizes or prizes in the form of books etc can be given to those students whose attendance shows continuous regularity.

CONCLUSIONS

1. The mean achievements of boys, girls, rural and urban, of class III Marathi, in the district have shown positive significant changes during MAS as compared to the performance achievements during BAS. **As regards SC students the mean achievement performance in Marathi during MAS was very significant as compared to BAS but in case of ST students the change was exceedingly significant.**
2. The mean achievements of boys, girls, and rural of class III Maths, in the district have shown remarkable change during MAS as compared to the performance achievements during BAS. The performance in urban was insignificant. **The mean percentage achievement in Maths of SC students was noteworthy whereas there was extremely significant improvement of achievement in Maths by ST students in MAS as compared to BAS.**
3. As regards, mean percentage achievement of class VI Marathi, in the district has shown remarkable improvement in boys, girls, rural and urban with improved achievement. **The performance of SC students was significant whereas the performance of ST students was highly significant in MAS as compared to BAS. In case of others, the change was modest.**
4. Mean percentage achievements of class VI Maths boys, girls, rural and urban in the district have shown highly significant change with better performance in MAS as compared to BAS. **As regards SC and ST students, the mean achievement results in Maths were similar showing highly remarkable change in MAS as compared to BAS.**
5. Mean percentage achievements of boys and rural of class VI English, in the district has shown significant improvement in MAS as compared to BAS. Girls and urban have shown moderate achievement in MAS as compared to BAS. **The mean achievement performance of SC was reasonable but the performance achievement of ST students was significant.**
6. With respect to Genderwise mean achievement performance of class III Marathi, **it was observed as remarkable for boys and girls in rural area while it was quite significant as regards boys and girls in urban area, during MAS as compared to BAS. The total performance of boys and girls in the district was quite significant.**
7. Genderwise achievement in class III Maths students has shown highly noteworthy change in rural and urban boys in MAS as compared to BAS. **As regards girls the performance achievement was significant in MAS as compared to BAS, in rural area of the district. Similarly the achievement performance in urban girls was also significant.**
8. Mean percentage achievement of class III Marathi, Genderwise and Categorywise, has shown that achievement of SC boys was remarkable. **The performance of ST boys was highly significant in MAS as compared to BAS. In case of SC girls, the**

achievement performance was significant whereas in case of ST girls, it was very significant.

9. Mean achievement of class III Maths students, Genderwise and Categorywise performance, clearly indicated remarkable change in SC boys in MAS as compared to BAS. **As regards ST boys the performance change was extremely significant in MAS as compared to BAS. In case of SC girls the performance change was positive and significant whereas in case of ST girls the performance achievement was highly significant.**
10. As regards, Area-wise and Category-wise mean achievement performance of class III in Marathi, has shown that rural SC students have given very significant performance. In case of rural ST students, the performance achievement results were highly significant in MAS as compared to BAS. **In case of urban SC students, there was noteworthy change but in case of urban ST students the change in achievement was remarkable. In case of "Other" category, the change was positive and significant in MAS as compared to BAS.**
11. In case of Area-wise, Category-wise mean achievement performance of class III in Maths, it was observed that performance achievement of rural SC students was significant. Highly significant change was observed in case of rural ST students. **As regards urban SC students, the change in achievement was noteworthy whereas in case of urban ST students, it was remarkable in MAS as compared to BAS. In case of "other" category, the change in achievement was significant in MAS as compared to BAS.**
12. With respect to Genderwise mean achievement performance of class VI Marathi, it was observed as exceptionally significant for boys and girls in rural area. **Similarly, it was highly significant as regards boys and girls in urban area, during MAS as compared to BAS. The total performance of boys and girls in the district was noteworthy.**
13. Genderwise achievement in class VI Maths students has shown highly significant change in rural boys and exceedingly significant change in urban boys in MAS as compared to BAS. **As regards girls the performance achievement was highly noteworthy in MAS as compared to BAS, in rural area of the district, whereas the achievement performance in urban girls was remarkable.**
14. Genderwise achievement in class VI English students has shown noteworthy change in rural boys and fair change in urban boys in MAS as compared to BAS. **As regards girls the performance achievement was remarkable in MAS as compared to BAS, in rural area of the district, whereas the achievement performance in urban girls was reasonable.**
15. Mean percentage achievement of class VI Marathi, Genderwise and Categorywise, has shown that achievement of SC boys was noteworthy significant. **The performance of ST boys was significant in MAS as compared to BAS. In case of SC girls, the achievement performance was significant whereas in case of ST girls, it was very significant.**

16. Mean achievement of class VI Maths students, Genderwise and Categorywise performance, clearly indicated remarkable change in SC boys in MAS as compared to BAS. **As regards ST boys the performance change was highly significant in MAS as compared to BAS. In case of SC girls the performance change was noteworthy whereas in case of ST girls the performance achievement was remarkable.**
17. Mean achievement of class VI English students, Genderwise and Categorywise performance, clearly indicated moderate change in SC boys in MAS as compared to BAS. **As regards ST boys the performance change was also moderate in MAS as compared to BAS. In case of SC girls the performance change was reasonable similarly in case of ST girls the performance achievement was also moderate.**
18. As regards, Areawise and Categorywise mean achievement performance of class VI in Marathi, has shown that rural SC students have given highly significant change in performance. In case of rural ST students, the performance achievement results were incredibly significant in MAS as compared to BAS. **In case of urban SC students, there was significant change but in case of urban ST students the change in achievement was moderate. In case of “Other” category, the change was remarkable in MAS as compared to BAS.**
19. In case of Areawise, Categorywise mean achievement performance of class VI in Maths, it was observed that performance achievement of rural SC students was remarkable. Similar change was observed in case of rural ST students. **As regards urban SC students, the change in achievement was highly significant similarly in case of urban ST students, it was remarkable in MAS as compared to BAS. In case of “other” category, the change in achievement was positive and noteworthy in MAS as compared to BAS.**
20. In case of Areawise, Categorywise mean achievement performance of class VI in English, it was observed that performance achievement of rural SC students was moderate. The change was observed to be remarkable in case of rural ST students. **As regards urban SC students, the change in achievement was reasonable similarly in case of urban ST students, it was negative in MAS as compared to BAS. In case of “other” category, the change in achievement was noteworthy in MAS as compared to BAS.**
21. With respect to attendance of class III students, it was observed that the attendance was ranging between 81% and 100%, in case of rural students. As regards urban students, it was ranging between 81% and 100%.
22. In case of attendance of class VI students, it was observed that in both rural and urban areas the attendance was ranging between 91% and 100%.

REFERENCE

1. MSCERT PUNE Reports on BAS (2003) & MAS(2008)