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Title of the Thesis: STUDY OF THE ALTERNATIVE SCHOOLS UNDER EDUCATION GUARANTEE SCHEME & ITS CONTRIBUTION TO SARVA SHIKSHA ABHIYAN

ABSTRACT

SSA is an umbrella programme launched by GOI to achieve the goal of UEE. With the concerted efforts of the state Government, NGOs & local bodies the overall scenario of education sector in Delhi has improved considerably over recent years. The national capital territory of Delhi inspite of being one of the main metropolitan cities is not in a position to enroll all children in the age group 6-14 and 11-14. The goal of UEE is still distant to achieve. Very few studies have been conducted on EGS scheme under SSA at state level. The main purpose of the investigation is to approximate the reality about the implementation of SSA under the jurisdiction of the Alternative schools (ASs).

The objectives of the studies were:

1. To study the background of the stakeholders (children, parents, instructors, supervisors, project heads, directors)/ beneficiaries.
2. To study the awareness of Alternative school members about SSA.
3. To study the contribution (role, function) of the Alternative Schools in achieving the goal of UEE.
4. To study the strategies adopted by the ASs for enrolment, checking dropouts, retention and mainstreaming.
5. To assess the support given by government of India to Alternative schools under SSA.
6. To study the mechanism of supervision of the work of Alternative Schools.
7. To find out the constraints and problems faced by the instructors and students in ASs.
8. To find out the relationship among the ASs functionaries and relationship between there functionaries and community.
9. To find out as to what extent the activities under taken by ASs are in accordance with their prescribed duties under SSA.
10. To study the perception of Children, parents, Instructors, Supervisors, Project head and Directors of NGOs towards the effective implementation

In accordance with the nature of the present study, Survey Method was adopted for the collection of data. A qualitative approach was adopted to analyse and interpret the data using some quantification in form of percentage.

FINDINGS

1. Most of the higher functionaries (Directors, Project Heads, Supervisors) were predominantly male, well qualified. 73 % instructors had no professional qualifications. It shows at the time of selection they are not, keeping in mind the qualifications of the instructors which is required under RTE Act 2009.

2. Awareness about the programme instructors was found to be very low. 50% instructors of LCs & KSS were not fully aware of the SSA and provisions under in programme.
3. The analysis of the data shows that all the objectives are fulfilled partially. Mid day meal , uniforms , play ground , more classrooms and proper space in the class rooms , separate toilets for girls, chairs for the children , vocational training & library are the facilities which needs improvement at these centres. 60% Ass did not have support services for children with special needs.
4. Most of the ASs conducted enrolment exercise every month & used various strategies such as the special admission drive, survey, counselling of parents & community involvement. It was found that innovative methods are not being adopted by the ASs for enrolling the children in ASs.
5. 36% (RBCCs & KSS) functionaries reported that building facility is provided under SSA. All the NGO functionaries were highly dissatisfied with the amount of money that they were getting and stated that the money was too less.
6. Alternative Schools keep the records of survey, no. of enrolled children their attendances, progress reports etc. It was found after the observation that most of the LCs. MLCs and KSS instructors did not keep the follow up record of mainstreamed children.
7. Majority of the children& instructors were not satisfied with the physical environment & basic facilities (toilets for girls) of the AS. Most of the instructors agreed that they have to face the problem at the time of enrolment of the children in ASs.
8. Relationship between Ass & community were cordial.30% PHs and directors agreed that the community helped them in generating funds.
9. Out of 18 norms (mentioned in check list) only 7 are being followed by ASs.
10. The perceptions of the parents suggest that the ASs schools are not the best as far as quality education is concerned. There is no overall development of the child's personality with incorporation of such things as computers, sports, music and yoga classes. All the ASs fonctionnaires (Directors, Project Heads, supervisors & instructors) agreed that ASs were very helpful in achieving the goal of UEE.

In short, we can say that SSA will encourage participation of NGOs by way of participatory need assessment, implementation and monitoring. In addition these agencies are expected to play a proactive role in advocacy for children' rights with emphasis on the Right to Education. SSA should review the nature of its engagement with NGOs and initiate a process of dialogue to open up new areas of collaboration in keeping with the parameters of the Act. Areas where partnerships have worked well should be continued taking into cognizance the new realities thrown up by the Act and fresh areas of partnership explored. NGOs would also have to re-think their roles in the light of RTE, NGO interventions in the running of Alternative schools, programme for OoSC. The act specifies that the NGOs have the responsibility of providing Special Training (for age –appropriate enrolment).