Abstract
A Study of Sarva Shiksha Abhiyan Programme in Relation to Internal Efficiency of School and Scholastic Achievement of Students at Primary Level in Rural West Bengal

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The study mainly focuses on internal efficiency, physical facilities, students’ socioeconomic background, students’ achievement and constraints of implementation of Sarva Shiksha Abhiyan (SSA). Purposive sampling technique was adopted. 18 schools and their altogether 539 pupils who were enrolled in class I in 1974 (phase I), 830 in 1990-91 (phase II), and 786 in 2007-08 (phase III), sessions: 212 (pre SSA) and 538 (post SSA) students are selected as sample. It is an empirical and longitudinal study. Five tools - schedule on (i) general information of the school, (ii) opinion of teacher and (iii) socio-economic background of the student, (iv) checklist regarding causes of dropout and (v) achievement level test were used. Besides this, students’ admission and attendance register were also used. Ratios, percentage, mean, S.D, t-test, z-test and λ-test were applied and qualitative analysis was done. Major findings were (i) All indicators of internal efficiency - input-output ratios, wastage ratios, average duration of stay of graduates, input per graduate, completion rate, cohort survival and dropout rates were improved, (ii) In all classes, dropout and repetition rates were significantly lower in phase II than in phase I and it is very low in phase III (iii) Though physical facilities except the information and communication technology have been improved in phase III, students’ enrolment has surprisingly decreased in each government aided school due to increase of private schools (iv) There was a great deal of variations among the schools in pupil-teacher ratio, ranging from 16.33 to 52.67 (v) There was no significant difference in the performance of students in achievement test between pre and post SSA period (vi) In terms of dropout, repetition and scholastic achievement, the gender parity has been improved,(vii) Majority of the students of government aided primary school are coming from the socio-economically disadvantaged family although educational background of the parents has slightly have been increased. (viii) Temporary migration of guardians, inadequate manpower support, shortage of teachers, weak community ownership and participation, weak linkages in monitoring and supervision, irregularities and low voltage of electricity and fragment examination were the main constrains for implementation of SSA. It is recommended that existing teaching learning and evaluation system needs a paradigm shift to activity based learning and continuous comprehensive evaluation system. Classrooms are not hygienic as there is no provision for non-teaching staff in primary school. So, they should be appointed and vacant teaching post to be filled to make learning environment conducive.