

# Review on Study of Implementation And Importance Of Sarva Shiksha Abhiyan

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**Abstract-** This paper provides a clear overview of the objectives, scope, and significance of the Sarva Shiksha Abhiyan (SSA). It effectively outlines the purpose of the research, which is to assess the implementation and impact of SSA, specifically focusing on the management policies of the Government of India. The abstract highlights SSA's role in improving access to education for all children, especially in underprivileged areas. Furthermore, it emphasizes key factors such as resource allocation, teacher training, infrastructure, and monitoring mechanisms, which are central to the program's management. It also acknowledges both the achievements and challenges encountered by SSA in realizing its goals. The abstract concludes by indicating the research's contribution to understanding SSA's role in the Indian education system, while suggesting areas for improvement in policy and implementation to achieve better educational outcomes.

**Keywords -** Sarva Shiksha Abhiyan (SSA), Universal Elementary Education, Government of India, Educational Management Policies, Teacher Training, Infrastructure Development, Resource Allocation, Monitoring Mechanisms, Educational Disparities, Inclusive Education.

## 1. INTRODUCTION

As the education concerned person is mostly aware about SSA i.e. Sarva Shiksha Abhiyan for a decade. In this era where we talk and involve about internet and other information and technology dependent system, we have become a part of such policies. In this continuation Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA program is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

The introduction provides a comprehensive background to the Sarva Shiksha Abhiyan, detailing its inception, goals, and the challenges it aims to address in the Indian education system. The context of SSA is well-explained, with a focus on its objective of universalizing elementary education,

particularly in rural and disadvantaged areas. The introduction effectively establishes SSA's significance in bridging educational disparities and improving quality while highlighting the program's emphasis on inclusivity. It introduces key components of SSA such as infrastructure development, teacher training, and monitoring mechanisms, setting the stage for a more detailed examination of the program's management policies and their role in its implementation. The mention of the challenges faced by SSA—such as infrastructure gaps and teacher shortages—adds depth and suggests that while SSA has achieved notable progress, there is still work to be done. Overall, the introduction successfully contextualizes the study and frames the research in the broader discourse on educational reform in India.

Although there are several programs to promote education in India but when we talk about the root program relatively for primary and secondary education the basic education system is directly proportional to the fundamental rights of the constitution of India. And therefore the Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

## 2. LITERATURE REVIEW

Just to know the policies before we get to come on the findings of the framework and its program, however we are relatively compressed and compelled to follow the norms which are already made but as we know that the need of suggestions are everywhere in any system of country or on the international level. Sarva Shiksha Abhiyan (SSA) has two aspects – I) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

### FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN

The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.

The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.

The Government of India would release funds to the State Governments/Union Territories only and installments (except first) would only be released after the previous installments of Central government and State share has been transferred to the State Implementation Society.

The support for teacher salary appointed under the SSA program could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.

All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.

Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.

District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.

All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement for decentralisation adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way of procurement. Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

## 3. INDIAN PUBLIC FACET

Education is for people and its development is ultimately aimed at maximizing the capacity for achieving full welfare of the population. The educational planner as well as administrator is constantly engaged in activities for and with the people. The question arises: **What are the demographic challenges facing educational planning today?** It is vital for planners and decision-makers to know the structure and distribution of the population at a given date, as well as how it has changed in recent years. In other words, educational planning cannot be divorced from considerations about dynamics of population (i.e., its growth and change), as it deals with a 'target population' which is constantly changing in number, age and sex composition, and geographic distribution.

Population growth results in significant variations in the age and sex compositions of the population besides the numerical increase. The rate of population growth has wide implications on all spheres of human activity. Migration of people determines their geographical distribution and this too, has a significant impact on the needs of the society. All these affect educational development in a direct manner. In fact, the findings of demography are one of the foundations on which educational plans are built and for this reason, planners should have a sufficient knowledge of demographic methods and concepts, their meanings and limitations. Nearly all quantitative analyses and estimates of the qualitative aspects of education are related to population - its size, structure, location, dynamics and prospects. Hence there is need to study demographic aspects of educational planning.

The discipline of the study of human population is known by two terms: (i) population studies (ii) Demography. Population Studies can easily be understood as studies concerned with population. Demography has been derived from the latin word 'demos', meaning people and hence is the science of population. Demographic analysis is confined to a study of the components of population variation and change. Population studies are concerned not only with population variables but also with the relationships between population changes and other variables - social, economic, political, biological, genetic and geographical etc. Whereas the theoretical demographic analysis tries to explain demographic facts and to seek the causes behind them, the descriptive approach limits oneself to a 'statistical description of populations'. In reality, however, the distinction is not as clear as this; population forecasts, for instance, cannot be made without a minimum of demographic analysis. Whichever approach is adopted, demographers have two possible fields of study distinct from each other, both in objectives and in method. The first one is *static* demographic analysis which deals with the *current situation* of the population, their structure or composition. The second one is the *dynamic* aspect of population analysis which aims at the *trend* of the population – also called *movement* of the population which depend on a number of factors, particularly on such demographic events as births, marriages and deaths.

*Section I of this paper deals with the structure of a population and its effects on educational problems, and Section II deals with population trends or movements and their impact on educational planning over the longer term.*

### **I. Population Structure and Its Effects on Education**

Studying the structure of a population means studying its composition, i.e., its distribution according to certain pre-defined criteria. Educational planners may be concerned with the distribution of the population for various reasons. First, they may be interested in its distribution by age and sex. This enables them to measure the relative size of the school-age population, which is the foundation and the point of departure for any educational policy. Second, they may be concerned with the distribution of the population by sector of economic

activity and, within each of these sectors, by occupation. Without accurate knowledge of the distribution by sector and occupation, it is impossible to estimate manpower requirements, and hence to determine targets for technical, vocational and higher education. Third, planners may be concerned with the geographical distribution of the population, which affects both the cost of education and the choice of types, sizes and locations of schools. Our examination of population structure will be confined to the three above-mentioned aspects.

### ***Structure of the Population by Age and Sex***

The simplest method of studying the population structure by age and by sex is to construct an 'age pyramid'. The age structure of the population is very important in demographic analysis because it provides a sort of summary of the demographic history of the nation, and also because, as it governs to some extent the future growth of the population. The number of individuals at each age, or in each age group, depends on (i) the number of births in the generation, or generations, of which they were born; (ii) the effect of mortality on that generation or those generations; and (iii) the size of migratory flows at various times, and the ages of the migrants.

### **Age Composition**

The age structure of a population is the consequence of trends in fertility (birth), mortality (deaths) and migration over past periods with fertility trends having the dominant influence. The proportion of small children, for instance, reflects the recent birth rate as further affected by infant mortality. The proportion of old person is a cumulative effect of population trends ever since the time when they are born. The population of children aged 0-4 years gives an indication of the burden of child care. The group 5-14 is an indicative of investment needed for school enrolment and teaching staff. The economically active population is reflected by the 15-64 group while a rough index of old age dependency is the proportion of the population aged 60 years and over.

## **4. STATE COMPONENT UNDER SARVA SHIKSHA ABHIYAN**

SSA provides for support at State level from the 6% management cost as also the funds for Research, Evaluation, Supervision and monitoring at State level. The cost of State level orientation and training programmes can be built into the District Plans at the State level. This does not imply that there will not be a state component. The State Component has to be integrated with the needs of the district. Support to SCERT over and above the support under the Teacher Education Scheme can come from the State component under the SSA. The objective of the State component is to facilitate programme implementation and provide support for capacity development at all levels. Effective monitoring would also require a system of intensive review and planning mechanism

at the State level. The State level team will constantly undertake field visits to ascertain the quality of programme implementation. Information systems to monitor progress with regard to SSA objectives, effective structures for financial management and audit, support to districts for capacity development, are some areas that require continuous partnership with the State level team. The management structure under the Sarva Shiksha Abhiyan at all levels has to be accountable to the State specific arrangements for decentralised management of education. This would require full transparency in all activities. Since the effort is to strengthen the mainstream structures, SSA would involve investment for human resource development among the education department functionaries. Exposure visits, orientation programmes for capacity enhancement, working with Non Governmental Organizations, developing partnerships with elected representatives for universal elementary education, focus on special educational needs of focus groups, capacity for implementation of quality related interventions, will be integral to the management structure. Partnerships like the Total Literacy Campaign management structures within the overall Panchayati Raj/ Tribal Autonomous Council set-up will be required to build an effective management system. The State level team also has to encourage diversity across districts and document good practices so that they could be adopted in other regions. Management of Accounts and Audit has also to be an important area requiring attention at all levels. Proper maintenance of books of accounts at all levels, generation of financial progress reports, utilization certificates, financial and social audit of interventions, transparency about findings, systems of continuous improvement will have to be developed to sustain effective programme implementation.

#### ***A. Illustrative Management Structure At State, District And Sub-District Levels***

The Sarva Shiksha Abhiyan allows States/ UTs to have their own management structures, respecting the diversity that exists in these structures across the States. This, however, does not mean that decentralization will not be monitored. In fact, the effort is to empower schools to take their own decisions, within the overall management context of a state/UT. The States have to set up the State level Implementation Society. In DPEP states, it is likely that the existing DPEP Society will be suitably modified to meet the needs of UEE. In other States/UTs either new Societies are being set up or existing Societies like the State Level Mission Authorities for literacy are being suitably modified. The linkage with the mainstream educational administration set up has been emphasised. The State level Implementation Societies have to have effective monitoring and operational support units. Creation of an effective EMIS unit, a team of experts to provide support in specific functional areas, regular monitoring, supervision and appraisal activities, etc. will have to be organised at the State level Implementation Society. These structures could come up from the 6 percent management costs available under SSA. While doing so, States have to ensure that the educational mainstream has to

be totally involved in programme activities. This however, does not, rule out the requirement for specific strengthening of the machinery by infusion of experts. Each State would like to re-organize the State level setup in the mission mode. Like the National Mission, the State level Mission will have to carry out a large number of monitoring and operational support tasks. In the DPEP states, such support may be provided by the existing State level set up. State level Programme Support Unit will have to be established in non-DPEP States. This office, suitably strengthened, will have the added responsibility of implementing Sarva Shiksha Abhiyan. District and Sub district units will similarly be set up by the State. As mentioned in the section on community planning process, creation of a district, Block and Cluster level teams comprising of governmental and non governmental persons would go a long way in establishing effective structures. The selection of the core team has to be very careful, as that would determine the quality of programme implementation. Setting up of EMIS team has to be done on priority in order to put in place an effective MIS. The infusion of additional contractual staff will only be after an assessment of the existing staff strength. Effort will be made to involve representatives of Non Governmental Organizations with proven excellence while constituting teams for programme implementation at various levels.

#### ***B. Improvement Of School Facilities And Other Civil Works***

Community participation should be the only means of undertaking any civil works in improvement of school facilities. Experiments in community participation under Lok Jumbish and under DPEP in many States have been very encouraging and such experiments will be further carried out. The Sarva Shiksha Abhiyan would first of all try to mobilise resources under Rural Employment Programme and other developmental schemes for constructing school buildings. The community would have to come forward to maintain school facilities if any investment is proposed in a village. An annual support to the community for repair and maintenance is envisaged under the SSA. The upper ceiling is Rs. 5000 per year, based on the actual need and the willingness of the community to contribute. The Lok Jumbish Project has had significant success by adopting this procedure. The allocation for civil works will not exceed 33% of the perspective and the Annual Plan. The elementary education becoming an obligation of the state (including the local government), the Panchayats could even be directed to prioritise construction of school facilities where it does not exist. The participation of the community in all civil work activities will be mandatory in order to ensure a sense of ownership and a departure from contractor driven approaches. Engagement of contractors will not be allowed under the Sarva Shiksha Abhiyan. School Management Committees/ Village Education Committees/ Gram Panchayat Committee on Education will have to carry out the civil works activities through a transparent system of account keeping. The DPEP and Lok Jumbish Project have developed effective community based approaches for civil works. These will be mandatory in all Sarva Shiksha Abhiyan districts. The

principle of social audit could be accepted for minor repairs. The School Management Committee/ Village Education Committee could certify the maintenance and repair work under taken in a school. For larger repair and maintenance as well as new construction, technical provisions will be followed. The technical provisions however, have to be totally demystified (as has been done under the Lok Jumbish Project) and the communities' right to know the cost parameters has to be fully respected. Efforts to improve the school environment by addition of a few inexpensive internal and external elements will be made. New building designs developed in Lok Jumbish and DPEP would be adapted to promote child centred learning. Use of local materials and cost effective technologies will be encouraged. A civil works innovation fund will be set up in each state/UT to encourage experimentation with design. Repair and maintenance of buildings will be given the top most priority. A large number of (more than 100) building designs for schools have been developed in DPEP districts. These designs, apart from being attractive, are child centred, functional and in tune with the new pedagogical concepts. The publication called "Building rural Primary schools" published by the Ed Cil and the building construction manuals developed by the Lok Jumbish Project may be utilised by all the States/ districts to develop their civil works plan. The States may make use of designs already developed under DPEP/ Lok Jumbish Project in their specific local contexts. Incorporation of child-friendly internal and external elements will be mandatory in all the new construction and repair works. SSA will encourage use of local construction of materials and low cost technologies. This would require a large amount of capacity building, including training of engineers and masons in these technologies. Apart from the Technical Resource Group of DPEP, assistance of Resource institutions like HUDCO may also be sought for this purpose. There will be a Civil Work innovation fund of Rupees fifty lakhs in each State. This will be used for civil works innovations, demonstration buildings, and capacity building. Civil works under SSA should start with a proper assessment of the infrastructure requirement for each district. There need to be a school-wise compilation of physical and monetary requirements. The attempt should be to find out the minimum money required to provide adequate infrastructure to each school including repairs, toilets, drinking water, boundary wall, etc. Provision of additional classrooms is to be considered only after exploring possibility of repairs and double shifts. Once the total requirement for the district is obtained, one needs to find out how much of this requirement can be funded through the on going schemes and therefore what is the gap that is required to be funded through SSA. There should be a single agency in each district to manage all funds related to school construction. Ideally, it should be an engineering cell in the district team. All school infrastructure works should be executed by the single agency. Each State must formulate a strategy for repair. The Rupees five thousand per year available to a school for regular maintenance and repair could be used to create a maintenance corpus in a school. The money will be credited to the VEC and the VEC could decide to use only part of the funds and use the rest to create a corpus. Community involvement is a must if the school infrastructure has to be well maintained.

## CONCLUSION

Demand for quality education is increasing in India. At the same time it has been observed that required changes and task of educating all cannot be done in isolation. It needs collaborative efforts of the state and central government, private organizations, and local government. Based on this and by merging all the District Primary Education Programmes (DPEP), Sarva Shiksha Abhiyan was initiated in 2001-2002 by Atal Bihari Vajpayee.

But the backbone of Sarva Shiksha Abhiyan is one of its major limitations and this is parateachers. Parateachers are hired to educate class I and II students. But to do the task successfully, almost all the parateachers are under-qualified so they cannot deliver the expected quality. In Rajasthan the minimum qualification for these teachers is 8th class and for female teachers it is 5th class. At most of the places the specific education level of these parateachers is 10th or 12th class. Now do you think that such a teacher can educate students? Not only this but the teachers are also not paid well. An average salary is Rs 2000 per month with honorarium even as low as Rs 800. It is said that salary of five parateachers is equivalent to the salary of one normal teacher. So their salary is much lower than the salary of a normal teacher. All the parateachers work on contract basis. This causes insecurity and lower down the quality of education. Now how can a good teacher be interested to join the cause? It can be a voluntary service.

Other hurdles on the way to success of Sarva Shiksha Abhiyan are quality, funding, accountability and active participation.

To overcome all these problems the Right to Education Act (RTE) was launched with an aim to make elementary education fundamental for children belonging to the age group 6-14 years. It is also working on the same goals but now the question is whether it will fulfill the gaps created by Sarva Shiksha Abhiyan or just the duplication of the same. The most favorable point of RTE is its legal backing whereas SSA lacks this. RTE is working on the weaknesses of the SSA. It will also check the increasing dropout rates under SSA programme.

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