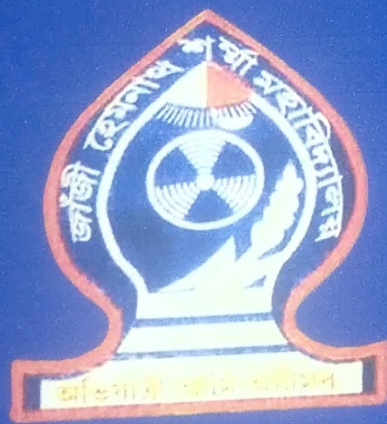


**“A STUDY ON IMPLEMENTATION OF  
SARVA SHIKSHA ABHIYAN (SSA) WITH  
SPECIAL REFERENCE TO GAURISGAR  
BLOCK OF SIVASAGAR DISTRICT”**

**A PROJECT  
SUBMITTED TO THE DEPARTMENT OF EDUCATION  
JHANJI HEMNATH SARMA COLLEGE**

**UNDER THE GUIDANCE OF  
DR. PALLABI SAIKIA**



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CERTIFICATE

This is to certify that the project entitled "A study on implementation of Sarva Shiksha Abhiyan (SSA) with special reference to Gaurisagar block of Sivasagar District" by Rahul Arandhara, is the result of his own investigation under my supervision.

He has not submitted the project or any part thereof for any degree or diploma to any University or Institution.

Date: 14.07.2022

Place: Jhanji H.N.S. College

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Title: *A study on implementation of Sarva Shiksha Abhiyan (SSA) with special reference to Gaurisagar block of Sivasagar District.*

## Chapter I

### INTRODUCTION :

India is one of the largest democratic countries in the world. For the development of every nation, education is very important. Education is a tool that can play a vital role in improving the socio-economic condition of the nation. Education involves not only textbook learning but also a growth of values, skills, and capacities. This helps individuals to plan for their carrier as well as plays a useful part in building a new society with progressive values. In the 21<sup>st</sup> century, a nation's ability to convert knowledge into wealth and social good through the process of innovation is going to determine the future. The future of all nations is in the hands of the young generation. That's why the quality and overall education at the primary level is very essential. It's the foundation of education and more focus on primary education is needed. India has one of the largest education systems in the world. But in another side the highest illiteracy was found in India, which shows the inability of our government to utilize program Sarva Shiksha Abhiyan.



**Sarva Shiksha Abhiyan** or **SSA** is an Indian Government program aimed at the universalization of Elementary education "in a time-bound manner", the 86th Amendment to the Constitution of India makes free and compulsory education to children between the ages of 6 to 14 (estimated to be 206 million children in 2001) a fundamental right (Article- 21A). The program was pioneered by former Indian Prime Minister Atal Bihari Vajpayee. It aims to educate all children between the ages of 6 to 14 by 2010. However, the time limit has been pushed forward indefinitely.

As an **intervention** programme, it started in 2002 and SSA has been operational since 2000-2001. However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education. DPEP, over several phases, covered 272 districts in 18 states of the country. The expenditure on the programme was shared by the Central Government (85%) and the State Governments (15%). The Central share was funded by a number of external agencies, including the World Bank, the Department For International Development (DFID) and UNICEF. By 2001, more than \$1500 million had been committed to the programme and 50 million children were covered in its ambit. In an impact

assessment of Phase I of DPEP, the authors concluded that its net impact on minority children was impressive, while there was little evidence of any impact on the enrolment of girls. Nevertheless, they concluded that the investment in DPEP was not a waste, because it introduced a new approach to primary school interventions in India.

*Padhe Bharat Badhe Bharat* is a nationwide sub-programme of *Sarva Shiksha Abhiyan*. Children who fail to read in early education lag behind in other subjects. The programme is designed to improve comprehensive early reading, writing and early mathematics programme for children in Classes I and II. Under this programme, ₹762 crores (US\$100 million) was approved by States. The programme will not only provide a print-rich environment, and timely distribution of books but will also include a new teacher mentoring and appraisal system. SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, the opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in-service training and academic resource support, free textbooks &



uniforms and support for improving learning achievement levels/outcome. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles: A holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management. Equity means not only equal opportunity but also the creation of conditions in which the disadvantaged sections of the society – children of SC, ST, MUSLIM minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity. Access is not to be confined to ensuring that a school becomes accessible to all children within a specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and other sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs. Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a

decisive intervention to bring about a basic change in the status of women. Centrality of teachers is to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds. Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes. The convergent and integrated system of educational management is a prerequisite for the implementation of the RTE law. All states must move in that direction as speedily as feasible.

The Right To Education Act. Came into force on 1 April 2010. Some educationists and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementation.

India's Sarva Shiksha Abhiyan is the most successful school program . It was launched in 2001. The basic objectives of SSA are:

1. All children in school, education guarantee centre, Alternate school or "Back to school" camp by 2003.
2. All children complete five years of primary schooling by 2007.



3. Children complete eight years of elementary schooling by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at the primary stage by 2007 and at the elementary education by level by 2010.
6. Universal retention by 2010.
7. Improving quality in education through teachers training, provision of teaching learning materials, textbooks etc.

The programme covers the entire country and all schools except private unaided schools. Under the scheme, regular school/ alternative schooling facilities are to be provided within 1 km of every habitation.

SSA has been operational in Assam since 2000-2001. With the passage of the RTE Act, changes need to be incorporated into the SSA approach, strategies and norms. The changes are not merely confined to norms for providing teachers or classrooms, but encompass the vision and approach to elementary education as evidenced in the shift to child-centric focus entitlements and quality elementary education in regular schools.

Axom Sarba Siksha Abhiyan Mission (A.S.S.A.M) was established in the year 2001 as a registered society under the Registration of Societies Act,

1860 for the implementation of Sarva Siksha Abhiyan (SSA) in Assam. Providing education to all children of the age group 6-14 years has been a directive principle of the Constitution of India. For achieving the goal of Universalisation of Elementary Education (UEE), the Constitutional obligation (86th Amendment Act) of providing free and compulsory education for all children in the age group of 6-14 years and the formulation of the National Policy of Education 1996 (NPE), Government of India launched a number of schemes and programmes. These included Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project, Teacher Education Scheme (TES), which put in place a decentralized system of teacher support through District Institutes of Education and Training (DIET) and District Primary Education Programme (DPEP). In the year 2000- 01, Sarva Siksha Abhiyan (SSA) was launched throughout the country for ensuring the Universalisation of Elementary Education.

With the enactment of the Right of Children to Free and Compulsory Education Act, 2009 (RTE) and the Act coming into force from 1st April 2010 across the country, Axom Sarva Siksha Abhiyan Mission along with SCERT and Directorate of Elementary Education, Assam has been notified as to the "Implementing Authority of the Act". SSA provides for a variety of interventions, including inter-alia, the opening of new schools, special



training centres, construction of schools and additional classrooms, toilets and drinking water facilities, provisioning for teachers, periodic teacher training and academic resource support and textbooks and support for learning. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act. The Act provides a justifiable legal framework that entitles all children in the age group of 6-14 years, to free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of reasonably good quality, based on principles of equity and nondiscrimination.

### Significance of the study :

The significance of the Study presents the importance of your research. It gives you an opportunity to prove the study's impact on your field of research, the new knowledge it contributes, and the people who will benefit from it.

The framework of SSA includes the appointment of teachers, their training, motivating parents and students, and provision of incentives like scholarships, uniforms, textbooks, etc. The program also aims to open new schools in areas having inadequate schooling facilities and strengthen existing school infrastructure through the

construction of additional classrooms, provision of toilets, drinking water facilities, and so on.

The significance of my study is to study all aspect of these mentioned above.

### Statement of the problem :

A statement of the problem is a brief description of an issue, condition, or problem that needs to be resolved.

The title of the study is stated as "A study on the implementation of Sarva Shiksha Abhiyan (SSA) with special reference to Gaurisagar block of Sivasagar District."

### Objectives of the study :

1. To study the status of implementation in respect of some dimensions.
2. To study the problems faced by the head of the institution during the implementation of the SSA.
3. To give some suggestive measures to solve the problem.

### Delimitation of the study :

Delimitations are choices made by the researcher.

My area of study is in the Sivasagar district under the Gaurisagar block.

## Chapter II

### Review of Literature :

A review of related literature helps the researcher to acquaint him or herself with the available knowledge in the particular area of study. After studying a number of limited literature the investigator found some studies which are associated with the present problem.

1. **Jones S.M. (January 2018)** examined the Sarva Siksha Abhiyan and its consequences. The study found that SSA has enrolment, particularly by reducing the gender gap. The increase in enrolment at the elementary level has been higher for girls than that of boys. Still, there are challenges in moving towards universal enrolment.
2. **Priti, Tyagi H.K., Kumar A. (2015)** conducted a study on the successful schemes of education in India. The study revealed that the learners who studied at the center having adequate facilities with 86.50 % marks in maths and Hindi and who were studied at the center having Inadequate learning facilities had less academic achievement (73.3%) than adequate learning centers.
3. **Vikhe R.L. (March 2018)** studied on role of Sarvasikshaabhiyan in the development of Elementary education. The study evaluated that special activities like debates, discussions, seminars, field surveys, etc. should



be organized to develop awareness about Sarva Siksha Abhiyan. And this study will be fruitful for the policymakers and planners for creating more awareness among primary school teachers.

4. **Mondal A.K., Nandy S. (June 2020)** investigated "Sarva Shiksha Abhiyan(SSA)" an effective program in the elementary education system in India. The study found that the quality dimensions of elementary education are improved by the program SSA. It has many dimensions to achieve quality education and restructure the classroom infrastructure, teaching-learning material, sanitation equipment, and teacher ratio in primary education. SSA is a suitable evaluation technique that increases the literacy rate, and enrolment ratio, and decreases of dropout ratio in primary education.

5. **Mondal P., Pal P.K. (February 2016)** examined on Educational impact of Sarva Shiksha Abhiyan (SSA) in respect of access to and retention in formal education: a comparative study between agro occupational and non-agro occupational groups in traditional rural communities of West Bengal, India. The study revealed that the enrolment of children who emerged from the agricultural occupational background was less than the children coming out from another occupational background. The

dropout was also more in agricultural societies. It also found that the retention of the girl child was more than the male child in agricultural communities which may be due to the fact that male children are more engaged in parental occupations viz. farming than the female children.

**6. Kumar S. (1 August 2021)** studied on Aims and main features of Sarva Siksha Abhiyan & its importance in education. The study revealed that Sarva Siksha Abhiyan is an endeavor to provide quality inculcation to all children through active participation of the community in a mission mode. SSA program with a clear time frame for ecumenical elementary inculcation and additionally replication to the authoritative ordinance for quality fundamental edification all over the country. It withal provides the opportunity for promoting gregarious equality through rudimental inculcation and effort at efficaciously involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Edification Committees, Parents Edifiers Sodalities, Mother Edifier Sodalities, Tribal Autonomous Councils and other grassroots level structure in the management of elementary schools. An expression of political will for macrocosmic elementary inculcation across the country. It additionally accentuation the

partnership between the central, state, and local regimes and provided the opportunities for states to develop their own vision of elementary incultation.

7. **Noor-Ul-Amin S., Basit Y. (19 march, 2013)** investigated Sarva Shiksha Abhiyan(SSA) in block Keller of District Pulwama ( J and K). The study found that SSA opened 94 primary schools in block Keller district Pulwama from 2003 to 2011. SSA has upgraded 52 schools in this block. A total of 145 male ReT teachers and 43 female ReT teachers have been appointed in primary schools opened under SSA from 2003 to 2011. A total of 85 male and 28 female ReT teachers have been appointed in upgraded schools under SSA from 2003 to 2011 in block Keller district Pulwama.

8. **Dr. Dasari S., Alam Md. A. (May 2019)** studied on impact of Sarva Shiksha Abhiyan on the quality of school education in Patna district in Bihar. The study revealed that the enrollment ratio and infrastructure have improved to some extent in the Patna district of Bihar. On the other hand, the dark side of the finding is the poor learning skills of students. A low level of learning skills is a long-term consequence for individuals. Because the low quality of elementary education reduces the chance for higher education and better economic opportunities for the future.



9. Gogoi M., Bhuyan S. (2015) researched on development of infrastructure in elementary schools of Assam under Sarva Shiksha Abhiyan. The study revealed that there exist differences in infrastructure before and after the implementation of SSA in the elementary schools of Assam. SSA has taken measures to provide more and more facilities to the schools. However, differences prevail among the schools. This may be due to improper management and an unequal monitoring process. In the survey, it has found that in the majority of schools facilities for separate classrooms for different classes were not available. So, proper arrangements for permanent partition between classes should be made so that noise in one class cannot create disturbance in the teaching-learning process of other classes. Separate rooms for the Head of the institution, administrative functions, library work, for Assistant teachers were not available. For proper functioning of the school's facilities, all these things must be available.

## Chapter III

### Research methodology

#### A. Research consideration for the present study :

The study is based on a descriptive survey method. The method deals with systematic collection analysis and interpretation along with logical and skillful reporting of the findings.

#### B. Population of the study :

Population refers to the total of items about which information is desired.

The population of the present study is consist of the government as well as provincialized schools primary students under the Gaurisagar block.

#### C. Sample :

The sample is a smaller representation of the totality.

The investigation selected 5 schools and 50 students were selected from the schools with the help of the purposive sampling method.

#### D. Tools :

Keeping in view the objectives of the study the investigator prepared a questionnaire. The questionnaire comprises questions.

### **E. Procedure for :**

For the study, both primary and secondary data were used.

Primary – A questionnaire was prepared by the investigator.

Secondary – The information from secondary sources has been collected from various books, journals, government reports, newspapers, and different educational websites.

### **F. Statistical method used :**

The collected data were analyzed with the help of percentage.



## Chapter IV

### Analysis and interpretation of data :

To study the status of implementation of Sarva Shiksha Abhiyan with respect to some dimensions i.e. enrollment, dropout, and physical facilities of the students.

Table 1: (Enrollment and dropout)

Serial No.	Name of schools	Enrolled			Dropout		
		Boys	Girls	Total	Boys	Girls	Total
1	323 No. Hatighuli L.P. School	22	17	39	0	0	0
2	625 No. Silpukhuri L.P. School	26	29	55	0	0	0
3	661 No. Potuachala L.P. School	10	18	28	0	0	0
4	706 No. Kolori L.P. School	11	8	19	0	0	0
5	732 No. Borjiyari L.P. School	12	16	28	0	0	0

From this table, I have found that these five schools have no dropouts. The dropout rate is 0 percent. The total number of students enrolled in 323 No. Hatighuli L.P. School is 39, in 625 no. Silpukhuri L.P. School is 55, in 661 No. Potuachala L.P. School is 28, in 706 no. Kolori L.P. School is 19, in 732 no. Borjiyari L.P. School is 28.

From this data, we got that the enrolment rate is 100 percent and the dropout rate is 0 percent.

Table 2: (Facilities for students)

Questions	Total no of students	Yes		No	
		No. of students	Percentage	No. of students	Percentage
1. Drinking water facilities.	50	50	100%	0	0%
2. Furniture (Desk, Bench, Chair, Table etc.)	50	50	100%	0	0%
3. Facilities of outdoor games.	50	0	0%	50	100%
4. Facilities of indoor games.	50	50	100%	0	0%
5. Availability of library.	50	50	100%	0	0%
6. Separate toilets for boys and girls.	50	30	60%	20	40%
7. Mid Day Meal	50	50	100%	0	0%
8. Free uniform	50	50	100%	0	0%
9. Free textbooks	50	50	100%	0	0%
10. Electricity facility	50	50	100%	0	0%

Table 2 shows that 100% of schools have drinking water facilities. 100% of schools said that they have water storage



facilities and furniture facilities, but some furniture was destroyed. Games and sports help the physical development of the children but this table shows that 100% of schools don't have outdoor games facilities because they do not have any playgrounds, and 100% of schools have indoor games facilities. 100% of schools have library facilities but there are not enough books. 60% of schools have separate toilets for boys and girls but 40% of schools do not.

Mid-day meals, free uniforms, and free textbook schemes are implemented in 100% of schools. The table also shows that 100% of schools have electricity facilities.



33: (Questions for the head of the institution)

Questions	Total no of head masters	Yes			No	
		No of headmasters	Percentage	No of headmasters	Percentage	
Involvement of school managing committee	5	5	100%	0	0%	
Involvement of guardian	5	5	100%	0	0%	
Availability of Mid-Day-Meal	5	5	100%	0	0%	
Involvement of SSA officials	5	5	100%	0	0%	
Funding from govt.	5	5	100%	0	0%	
Availability of kitchen and store room	5	5	100%	0	0%	
Separate staff room	5	0	0%	5	100%	
Adequate rooms	5	5	100%	0	0%	

3 shows that the involvement of the school  
able committee; guardian and SSA officials are 100%.  
ing schools avail mid-day meals. 100% of schools got  
of schools from the government. 100% schools have kitchen and  
ing from the government. 100% of schools do not have  
room and adequate rooms. 100% of schools do not have  
ade staffrooms.

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## Chapter v

### Findings:

1. There are no dropouts in schools under SSA.
2. All schools have those facilities like drinking water, furniture, electricity, indoor games, a library, mid-day meal, free uniforms, free textbooks, etc.
3. There is no playground for outdoor games and outdoor game facilities in all L.P. schools.
4. School managing committee and guardians are always involved in any activity at school.
5. SSA officials are always involved in the inspection of schools and all schools get funding from the government.
6. Every school has adequate rooms but there are no separate staff rooms because of less number of teachers. And the gaps between classrooms are not properly maintained.

### Suggestions:

1. L.P. schools do not have separate toilets for students and teachers. So, the government should be provided separate toilets for students and teachers.
2. Under the SSA programme the gap between the classrooms was not properly maintained when the



classrooms were constructed. Due to this problem the teachers were not talking in their classrooms smoothly or properly for the greater interest of the children. To solve this problem government should be provided with partitions.

3. In this study the basic problem of the schools is that there is no separate room for headmasters and teachers. The headmasters have to seat with the teachers of the school. It is also a basic problem for the headmasters for smooth management of the affairs of the schools. So, the government should be constructed separate rooms for headmasters and teachers.

4. Regular visits and inspections of schools by the authority will help the programme operators to identify the problems of schools and to take measures accordingly.

5. Physical exercise is most important for the physical development of children. But it was observed that the basic needs of the playground and outdoor games facilities for schools and children were not as per the requirement of the SSA programme which is a major problem faced by the schools. So, the government should be provided playground and outdoor games facilities for schools.

6. In this study, one basic problem is that destroyed furniture and desk benches are short in measure. The

students find it difficult to sit there. So, the government should be provided new furniture.

### **Conclusion:**

The aim of SSA is to enhance total India. SSA has achieved significant success and also faced certain problems. But it is wrong to say that the SSA has failed completely. According to this field study, we saw that the children aged 6-14 years are educated now. Many people of India got a positive idea or reflection on the education of children. Even the girls are also going to the schools now and are being educated. People have changed; they have left the orthodoxy feelings and are stepping forward to educate girls. We can say that this is the greatest achievement of SSA and also by the children are receiving free textbooks, free uniforms, and mid-day-meals in government schools. Parents are showing much interest to educate children as they are getting free educational books, Mid-day-meal, etc. This made our India an educated country but the only wish of SSA is to change our India totally educated India. We think there is such achievement of the SSA.

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# 625 NO. SILPUKHURI L.P. SCHOOL

