



IMPLEMENTATION OF SARVA SHIKSHA ABHIYAN PROGRAMME IN UPPER SHILLONG EAST KHASI HILLS DISTRICT, MEGHALAYA

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ABSTRACT

Education involves not only textbook learning but also a growth of values, skills and capacities. This help individual to plan for their career as well as play a useful part in building a new society with progressive values. Hence, education results in changing both individual lives as well as that of the entire community. The SSA programme 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. It is also an opportunity for promoting social justice through basic education, for states to develop their own vision of elementary education. . One of the focus areas of SSA is to increase access, enrolment, retention of all children and to reduce school drop outs. The emphasis of SSA is also on providing quality education to all children. It has been rarely considered that the special educational needs of these children could be met by providing adequate resource support to them in regular schools and giving them an opportunity to receive education in the most appropriate environment. Sarva Shiksha Abhiyan realizes the importance of early childhood care and education and looks at the 0-14 age as a continuum. The SSA programme's focus is to allow children to learn and grow materially and spiritually in their natural environment. The present study reveals that SSA has done well to achieve the major objectives and aims in the State. Effective administrative systems exist in SSA schools in Upper Shillong area. The enrollment ratio is increased and the dropout rate has been reduced. However, better awareness on the importance of education in villages/communities will lead to make it easier to enroll more students and lessen the dropout rates even further.

KEYWORDS: IMPLEMENTATION, SARVA SHIKSHA ABHIYAN, PROGRAMME.

1.0 INTRODUCTION

'Elementary Education' is much debated universal issue, which is given emphasis as a fundamental right of each and every human being. All the nation-states the world over have made statutory provisions to ensure that none could be deprived of elementary education. Many world organizations are playing vital role in advancing the status of elementary education. Despite all these measures a large number of children in different parts of the world are still deprived of basic education.

National Policy on Education (NPE 1986) and Programme of Action (POA) (1992) expressed its need very emphatically and planned to provide free and compulsory education of good quality to all children up to the age of 14 years by the turn of the 21st century. It resolved that all children who attain the age of 11 year by 1990 will have had five years of schooling or its equivalent through the non-formal stream. Likewise, by 1995, all children will be provided free and compulsory education up to 14 years.

Sarva Shiksha Abhiyan (The Education for All) Movement, sometimes referred to as "each one teach one" is a flagship programme of the Government of India, for achievement of universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education of children of ages 6-14 a fundamental right. The programme aims to achieve the goal of universalization of

elementary education of satisfactory quality by 2010.

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 programme 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.

With the Lok Sabha passing the Right of Children to Free and Compulsory Education Act 2009 on 4th August 2009, education for children between the ages of 6-14 years has become a fundamental right. To promote literacy among its citizens, the government of India has launched several schemes such as the Kasturba Gandhi Balika Vidyalaya Scheme, Mid- Day Meal Scheme, and the National Programme for Education of Girls at Elementary Level (NPEGEL).

The Government of India has launched *Sarva Shiksha Abhiyan* for Universalization of Elementary Education (UEE). The programme aims at providing useful and relevant elementary education in the age group of 6-14 years by 2010. The 86th Constitutional Amendment, which has made free and compulsory education a right of all children from 6-14 years of age, has given further thrust to the goal of UEE.

The *Sarva Shiksha Abhiyan* (Education for all) or popularly known as SSA is a flagship programme of the

government of India for achievement of universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6-14 as a fundamental right.

2.0 SARVA SHIKSHA ABHIYAN IN MEGHALAYA

SSA was launched in the State of Meghalaya in the year 2001-02. The scheme's goal is to provide useful and relevant elementary education for all children in the 6-14 age group by 2010. SSA's other main goal is to bridge social, regional and gender gaps with active participation of the community in the management of schools. Implementation of SSA is in response to the demand for quality basic education all over the country. Thus, *Sarva Shiksha Abhiyan* aims at universalizing elementary education through community ownership of the school system. The program draws on the basic premise and principle that the process of value based learning should allow children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.

The organizational set-up for the implementation of SSA in Meghalaya is as such; at the State level the programme is implemented by the SSA State Mission Authority of Meghalaya (SSASMAM). At the district level, Deputy Commissioner (DC) is the chairperson of the SSA District Unit. The District Mission Coordinator coordinates the activities relating to SSA within the District. At the Block level, BMC (Block Mission Coordinator) coordinates the activities relating to SSA within the Block. The BMC coordinates all activities within the BRC (Block Resource Centre). BRC is followed by CRC (Cluster Resource Centre)-at the cluster level which is headed by the Cluster Resource Coordinator, who assists the BMC. At the grassroots level, the village education committee (VEC) and the School Management Committee get involved with implementation of SSA interventions.

3.0 SIGNIFICANCE OF THE STUDY

Sarva Shiksha Abhiyan (SSA) is a programme launched by the Government of India to universalize Elementary Education system. It is a response to the demand for quality basic education all over the country. It is a programme with a clear time frame for universal elementary education. The SSA programme 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. It is also an opportunity for promoting social justice through basic education, for states to develop their own vision of elementary education. One of the focus areas of SSA is to increase access, enrollment, and retention of all children and to reduce school drop outs. The emphasis of SSA is also on providing quality education to all children. It has been rarely considered that the special educational needs of these children could be met by providing adequate resource support to them in regular schools and giving them an opportunity to receive education in the most appropriate environment. So, education of children with

special needs is considered an important area in SSA. It is thus, evident that a study of the implementation of SSA programme in a state is essential for the society, scholars and educational administrators. The present study is a humble attempt to fulfill this requirement.

4.0 REVIEW OF RELATED LITERATURE

The review of related literature is an attempt to give a brief review of the available research studies that has already been done in the areas related to the study. Some of the related reviews are given below:

Sharma (1976) & Sharma H.C. (1982) in their study found out that incentives like free textbooks, uniforms, free scholarships and foods had a positive effects on the regularity of students.

Ralte (1992), reported that only 55% of the schools had properly partitioned classrooms. Store room, students' common room and library room, etc., were almost non-existent, he also studied and discussed that the expansion in enrolment in Mizoram and was not matched by a proportionate increase in the teacher population. She also undertook an analytic study of Primary Education in Mizoram during the post-Independence period. She reported that Primary Education developed in a big way in Mizoram during that period.

Birdi (1992), conducted a study on the growth and development of Primary Education in Punjab from 1947-87, it was found that there was a considerable growth of primary education but it still lacked behind the All India indicators.

Buch, & Sudame (1990), carried out the in depth study of the status of Primary Education in selected Urban Areas in Gujarat. Their findings were that there were a large number of Primary schools irrespective of their management, faced shortage of space, many of the schools located in areas that were prone to heavy traffic and noise pollution, some schools were frequented with anti-social elements and many schools did not have their own school buildings and conducted classes in rented buildings.

Acharya (1984), carried out a study on Compulsory Primary Education in Andhra Pradesh. The findings of the study were: In view of the constitutional directive to provide education to all children 6-14 years of age, the mid-day meals programme had become a boon to the poor children of the areas. It helped to a considerable extent in the increase of enrolment and retention of students of weaker section in schools. Important provisions like preparing schemes, making declarations, enumerating the school going children, and enrolling them in schools were not effectively followed. The entire state was taken as the specified area for implementation of the compulsory education scheme and all schools under different managements were treated as approved schools. The extension officer and deputy inspector of schools had not insisted on regular enumeration, enrolment, attendance and retention of children in schools for the last ten years; they confined themselves to advising the headmasters

during school inspection. Headmasters and teachers did not show personal interest in accelerating enrolment and retention of children.

Steve et al. (2003), argued that the design of classroom furniture should be based on the student's height rather than body height. The study has used this idea and took anthropometric measurements of students' body dimensions.

Steve (2003), in this study, teachers were reported to desire more space, a good location and quiet environment, and have lots of storage and water in the classroom. Teachers preferred classrooms with windows, daylight and views, but these were not a top priority.

Steve et al. (1987), comment that 'The classroom is the basic structural unit of our educational system', the nature of the classroom is clearly affected by the school design and objectives adopted at the school level.

Steve et al. (1999), concluded that there was a substantial degree of mismatch between student's body dimensions and furniture that they use. Such a mismatch was also found.

In 2008, The DERT, Shillong conducted a study on "Reasons of Large Decline in Enrolment between classes I & II in Meghalaya with special reference to Ri-Bhoi and East Garo Hills Districts in collaboration with the EDCIL's Technical Support Group, New Delhi. The major findings are: a) That the percentage of promotes is more in East Garo Hills (about 80% in all 3 years, 2005, 2006, and 2007) than in Ri-Bhoi District (about 73% in all the three years. b) That the percentage of students who discontinued studies gradually decreased from 2.61% during 2005 to 1.85% in 2007. c) Most of the students discontinued their studies & dropped out from the school system. d) That majority of the class I children (about 69%) are over age. e) That these are more under age boys (79.30%) being promoted to class II than girls (76.92%).

Sundar (2005), enquired on Socio Economic Analysis of School Dropouts and Retention of Enrolments with reference to Primary Education in Cuddalore District in Tamil Nadu. The major findings are: a) Reduction in girl student's dropout due to effective implementation of SSA's schemes for girl education. b) Lack of coordination among village panchayats, parent-teacher association, NGOs and education. c) There is a problem of enrolment of school dropout.

Krishnamurthy (1985), made a study of position of enrolment of children in the Age Group 6-13 years and problems involved in their enrolment in Andhra Pradesh and found that the enrolment of Scheduled Caste was 4.7 per cent and that of the Scheduled Tribe was 5.1 per cent in the age group of 6 to 11 years.

Banerjee (2000), conducted field studies in Mumbai and Delhi to focus Poverty and primary schooling. The study revealed that the reason for so many children not being in school had less to do with their families

economic circumstances than with the school system's short comings. School enrolment has risen dramatically in cities and villages, but the ability of the government school system to retain and adequately educate children has been less impressive. Commitment on the part of schools and communities to the education of all children must be publicly rewarded.

Kar (2002), undertook the study to assess the extent to which enrolment in Primary and secondary schools in the state of Orissa access. It was revealed that there is no significant difference between the factors influencing girls and boys enrolment at the primary and secondary stages of Schooling. With regard to primary school enrolment, an economic variable represented by agricultural development plays a major role while in the secondary stage, educational factors like the number of schools and literacy rate becomes predominant. In educational system, the role of schools is instrumental in promoting secondary school education, but not in the case of primary school enrolment.

Sarma et al. (1991), had identified the lack of physical facilities at schools was a major problem of the primary schools.

Govinda & Vergese (1991), conducted a study to analyzed and understand the quality of primary education in India with specific reference to the varying socio-economic developmental context in which the primary education institutions are functioning. The major findings are: a) The level of infrastructure facilities provided in the schools played an important role in improving the teaching-learning environment and consequently, learner's achievement levels and overall school quality. b) Learner's achievement was highly correlated with the time spent on teaching-learning activities.

Sharma (1992), conducted an evaluative study of non-formal education in U.P. She concluded that the majority of learning Centre's (62%) were located according to the convenience of the learners. However, the provisions of physical facilities was not fully satisfactory since only 20 % of Centre's had good physical facilities whereas 46.6% were working in adequate conditions; but 50% were functioning without textbooks or learning materials, stationery etc.

Bobonis et al. (2006), state that past research found that children who are suffering from disease, infection, or poor nutrition have significantly lower school participation rates than children who are healthy.

Miguel & Kremer (2004), state that the particular policy intervention evaluated is a government-sponsored school feeding program, which partially mitigates the cost of schooling by offering a free or subsidized meal or snack, conditional on a child's enrollment and attendance. This type of intervention improves school participation by

addressing both the financial and health factors contribute to lower attendance rates.

Sakkthivel (2008), Assessment and Realignment of existing SSA Management System in Tamil Nadu. The major findings that followed were: a) Most of the respondents are positive about the recent changes that are happening in the organization. b) Most of the respondents are agreeing to that the state level support is effective than District and Block level in various aspects in order to exercise their duties and responsibilities effectively.

Ryan et al. (2009), further studied the connection between organizational management and internal and external types of school accountability and concluded: "(a) external accountability seems to fortify the internal monitoring and use of evaluation systems within schools and (b) seems to promote the search for successes in failures within the schools" educational practices".

Ryan et al.(2011), stated, A review of the current research seems to suggest that internal accountability is more likely to affect authentic change in schools; external demands and the force of government policies appear to provide the impetus for initiating the process of self-assessment.

Thus, the above studies at different levels depict the SSA programme through various above variables. But the present study is an evaluative study and covers almost all the variables of SSA programme such as the administrative system, financial system, the enrollment of the children, mid-day meal programme, and facilities that are provided in schools which were not dealt in detail in the above research. And so the present study will bridge the gap and bring to some conclusions.

5.0 OBJECTIVES OF THE STUDY

The objectives of the study are given in the followings:

- a) To study the administrative system of the SSA schools.
- b) To find out the system of enrollment of the children under SSA schools.
- c) To assess the implementation of the mid-day meal programme.
- d) To find out the system of financing of SSA schools.
- e) To find out the facilities that is given to the school children.

6.0 METHODOLOGY OF THE STUDY

a) Research Design

The investigator has employed Descriptive Survey design to undertake the present study.

b) Population

There are 8 SSA schools around Upper Shillong Area. The total Population of the students and teachers are as follows:

TABLE 3.1: UNIVERSE OF THE STUDY

Sl No.	Name of the Schools	No. of the teachers	No. of the students
1	Duncan SSA U.P School	15	330
2	Iewrynghep SSA L.P&U.P School	15	300
3	Lumpdeng SSA L.P&U.P School	12	150
4	Laitmysaw SSA L.P School	2	25
5	MawklotPres.SSA L.P&U.P School	15	240
6	NongpyuirPres.SSA L.P & U.P. School	13	165
7	Nongumlong SSA U.P School	15	280
8	Phila Rapsang Memorial SSA U.P School	15	250
TOTAL		105	1710

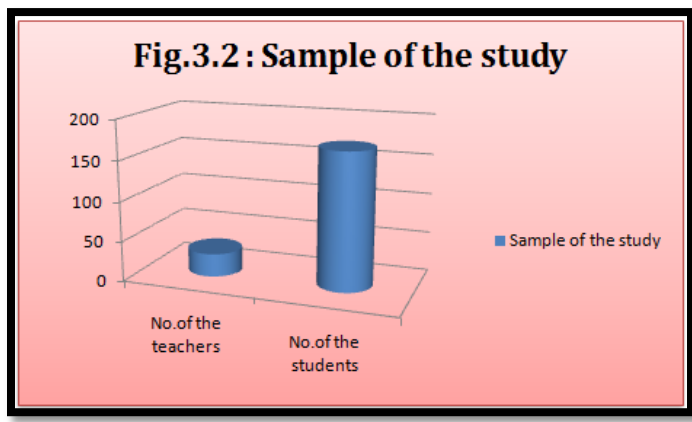
c) Sample

Out of 8 Schools implementing SSA programme in the universe of the study 7 schools were selected for the Study 1 School could not be covered due to shortage of time. All the SSA teachers in the schools were contacted and administer the questionnaire prepared for the teachers. Thus, 27.62% of the teachers i.e., a total of 29 teachers were covered by the study. Besides 10% of the SSA students from each school were randomly selected by lottery from among the students enrolled in the register. The total number of the students came to 170 who were administered the questionnaire meant for the students. The details of the sample are as follows:

TABLE 3.2: SAMPLE OF THE STUDY

Sl.No.	Name of the School	No. of teacher	No of students
1	Iewrynghep L.P &UP SSA School	5	38
2	Lumpdeng L.P&U.P SSA School	3	27
3	Laitmysaw L.P School	1	4
4	Mawklot Pres. L.P and UP SSA School	8	30
5	Nongpyuir Pres. L.P&U.P School	4	30
6	Nongumlong Pres .U.P SS	4	21

7	Phila Rapsang Memorial School	3	20
TOTAL		29	170



d) Tool of the Study

The investigator used the following two self developed tools for data collection:

- i. **Questionnaire** – Two sets of questionnaires were design and administered to the selected teachers and students. The questionnaire consisted of both open ended and closed ended type of questions. The questionnaire was the main tool to which information concerning the topic was gathered.
- ii. **Interview schedule** – Besides an interview schedule was developed and used to collect information from the school authorities (Headmaster/ Headmistress /School In charge).

e) Data collection

The researcher personally visited the *Sarva Shiksha Abhiyan* schools and met the Headmaster/Headmistress, Teachers and selected students and administered the questionnaires and also the researcher fill up the interview schedules personally whenever felt required.

f) Analysis of the data

The data collected were analyzed by using simple averages, percentage wise and presented through tables and graphical presentation.

7.0 MAJOR FINDINGS

After analyzing the available data collected from the SSA Schools the following findings have been prepared in different aspects as given below:

- a) It is found that there are different types of school management within the school such as the Village Managing Committee/Local body, Adhoc, Deficit school, Government Aided, Private aided, Mission School and SSA.
- b) In this field study it is found out that there is

managing committee in the school and the headmaster/headmistress is the administrative head who managed and plan all the work in the school.

- c) The examinations are conducted either quarterly or half yearly.
- d) The recruitment of teachers is done by the State SSA Board and Managing Committee of the school.
- e) The number of students enrolled in a year is in between 0-50. Indeed, there is maintenance of statistical record of the school dropout students and it is found that the reasons for dropouts are the migration, occupation and social backwardness of family.
- f) The student of SSA schools are happy with the teachers' activities in the classroom as they stated that the teachers are teaching well and uses blackboard, posters and chart papers as their teaching aid.
- g) It is found that many students got their meals only 3-4 days in a week. Non -vegetarian meals are served once in a week. Moreover, 90%of the students' feel that the meal served are healthy and clean. And also there is a separate kitchen for cooking. But there is no such facility like refrigerator to keep the food items fresh.
- h) The mid-day meal is served in the classroom, school verandas and open place of the school. The menu for the mid -day meal is fixed by the MDM officials, managing committee of the school, Headmaster/Headmistress and teachers.
- i) The Headmaster/Headmistress and teachers also stated that the grant provided by the government is not sufficient for the management of the school especially to meet the requirements of the mid-day meal.
- j) It is also found out that there is proper washroom facility, adequate furniture and the students are being provided free uniforms, free textbooks but they received it only in the mid or the end of March.
- k) The researcher found out that there is no electricity, teachers' common room, no proper writing materials and water facilities, and also they are not given any grant for computers in the Schools.
- l) It was stated by the Headmaster/Headmistress, teachers and students that there is a regular inspection by the higher officials' authorities from the Block who is in charge of the SSA programme.
- m) It is also found that there are inadequate classrooms and fewer teachers in number which lead to a situation that in one classroom students of different classes were taught by a single teacher at a time. This has an adverse affect on the students and teachers.
- n) The teachers' salary is not paid regularly and they are not made permanent in their job.

8.0 SUGGESTIONS

The following are few suggestions which can help to improve the implementation of SSA programme:

- a) The mandatory provision for the State to intervene and to see that electricity, computers, and proper writing materials, safe drinking water are being provided to the SSA schools, be strictly followed.
- b) Proper and more classrooms should be constructed so that student can have a cheerful and comfortable atmosphere to study. Paintings, posters, drawings should be made by both teachers and students so that it can make the classroom less boring and activity-oriented.
- c) The State should provide more funds and grants for the SSA schools so that they can meet the requirements and needs of the School and students especially so that they can provide free mid-day meal everyday which helps in eradicating hunger, improving the enrollment and attendance of children in schools and enhances the capacity of children especially in the rural areas.
- d) Providing books at the beginning of the session is a must i.e. it should be distributed to the students before the new session begins which means from the month of January/February because receiving books at the start of the session can increase the interest of students in studying, enrollment and can lessen school dropouts rate.
- e) More number of teachers in Primary and Upper Primary Schools are needed because it is extremely difficult for the teacher to manage students of different classes in one classroom at a time.
- f) The salary of the teachers should be paid regularly, and they should be made permanent employees so that they can have a job security and feel motivated towards their duties and responsibilities.

9.0 CONCLUSION

Sarva Shiksha Abhiyan (SSA) is a programme launched by the Government of India to universalize Elementary Education system. It is a response to the demand for quality basic education all over the country. The SSA programme 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. It is also an opportunity for promoting social justice through basic education, for states to develop their own vision of elementary education. One of the focus areas of SSA is to increase access enrollment, retention of all children and to reduce school dropouts. The emphasis of SSA is also on providing quality education to all children.

Finally, the present study reveals the implementation of SSA programme in Upper Shillong Area, E.K.H. District, Meghalaya .Overall, SSA has done well to achieve the major objectives and aims in the State. Effective administrative

systems exist in SSA schools. The enrolment ratio is increased and the dropout rate has been reduced. Better awareness on the importance of education in villages/ communities will help to make it easier to enroll more students and lessen the dropout rates even further. Proper mid -day meal and other facilities like drinking water , classrooms, writing materials, teachers' common room should be provided .The implementation of the programme mostly depend in the government, likewise there is a need to addressed at an urgent basis and suitable alternatives should be found for all the problems and difficulties faced by these schools. Therefore for better development and effectiveness, there should be better planning and further improved implementation framework.

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