

**AN APPRAISAL OF SARVA SHIKSHA ABHIYAN (SSA) IN
DODA DISTRICT WITH RESPECT TO COVERAGE ,
FACILITIES , ATTENDANCE AND CURRICULAR
ACTIVITIES**



A

DISSERTATION

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ABBREVIATION USED

S. No	Abbreviation
SSA	Sarva Shiksha Abhiyan
UEE	Universalization of elementary education
MPEGEL	National Programme for Education of girls at Elementary level
DPEP	District Primary Edu. Programme
CAG	Comptroller & Auditor General
GPS	Govt Primary School
AIES	All India Educational Survey
POA	Programme of Action Plan
EFA	Edu. For All
OBBS	Operational Black Board
ECCE	Early Childhood Care & Education
CDS	Integrated child development scheme
AIE	Alternative and Innovation edu.
EGS	Edu Guarantee Scheme
HTR	Hard to Reach
PED	Integrated Edu for Disabled
CM	Community Mobilization
ECO	Chief Edu office
DPO	District Project Officer
VEC	Village Edu. Committee
CAL	Computer aided learning

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ABSTRACT

The present study aims to investigate An Appraisal of Sarva Shiksha Abhiyan (SSA) in Doda District With Respect To Coverage , Facilities , Attendance And Curricular Activities of Jammu and Kashmir. In the study sample has been collected from the 3 zones of District Doda namely Bhaderwah , Bhalla and Pranoo. The research and collected the data for the present study with the help of self constructed tools namely Checklist, Questionnaires for Teachers and Students and Interview Schedule for Z.E.O . The present investigation is descriptive in nature . The data was statistically analyzed on the basis of percentage .The results of the study reveals that the highest enrollment is observed in Pranoo zone with 46.89% followed by Bhaderwah with 30.21% and Bhalla with 22.90 % respectively . The result of the study further reveal that the no of teachers are in Pranoo zone with 48.43% .followed by Bhaderwah by 23.23% and Bhalla with 28.35% . The study also reveal that the Mid-Day Meal and free text bpooks has primary schools. The provisions of some of these facilities has definitely helped in the universalisation of Elementry education In District Doda .

CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

1.1.1. Concept of Sarva Shiksha Abhiyan

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. Sarva shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water facility, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers. The capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

India has made long strides in the last 50 years in the field of education. The National Policy on Education 1986 and Program of Action 1992 accorded top priority for achieving the goals of Universal Elementary Education. A number of program / schemes were launched during the last four decades for Universalisation of elementary education. Some of these efforts have been in the field of primary education and a few also covering upper primary education. Due to these interventions, initiated by Government of India and the respective state Governments have achieved considerable progress in providing access, improving retention and the

quality improvement in primary education. However, much needs to be done for the special focus groups, and the upper primary sector. Quality improvement still remains a major concern, especially for upper primary sector. Sarva Shiksha Abhiyan is an attempt to fill this vacuum and covers all the districts in the country. The program covers the whole gamut of elementary education sector and is flexible enough to incorporate new interventions like specific interventions for girls, e.g., NPEGEL (National Programme for Education of Girls at Elementary Level) and Kasturba Gandhi Program. SSA adopts, “the bottom-up” process of planning, wherein the felt needs of the served communities and educational needs of learners are well taken care of and the plan fits into the broad framework of SSA. In view of the fact that the desired improvement and sustenance of the improved efficiency level cannot be achieved without the active involvement of the community in the schooling system. SSA has emphasized the involvement of local people & stakeholders in Planning. This also ensures reflection of local specificity, which is essential for achieving the goals of the program.

Sarva Shiksha Abhiyan is an attempt to provide quality education to all children through active participation of community in a mission mode. Sarva Shiksha Abhiyan is a program with a clear time frame for universal elementary education, a response to the demand for quality basic education all over the country. An opportunity for promoting social justice through basic education, an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass roots level structures in the management of elementary schools, an expression of political will for universal elementary education across the country, a partnership between the Central, State and local government, an opportunity for States to develop their own vision of elementary education.

Sarva Shiksha Abhiyan (SSA) provides for opening primary schools within one kilometer of the habitation as per State norms. Upper primary schools are opened as per requirement based on the number of children completing primary education up to a ceiling of one upper primary schools for every two primary schools as per State policy without any distinction between urban and rural areas. Interesting news which caught my eye on January 16th, 2010 was “Human Resource Department’s internal appraisals of ‘Sarva Shiksha Abhiyan’ showing most of its physical target’s for 2009-

10 are set to be fully achieved.” – With 85% schools opened of set target, 78% teachers, 92% schools with drinking water facility and providing free textbooks to 92% school students. SSA has been launched in 2001-2002 in partnership with the State Governments and Local Self Governments. The programme aims to provide useful and relevant, Elementary education to all children in the 6 to 14 age group by 2010. It is an initiative to Universalize and improve quality of primary education through decentralized, context specific planning and a process based, time bound implementation strategy. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. On one hand, SSA is a programme with its own targets, norms and processes and on the other it is an umbrella programme covering other programmes like District Primary Education Programme (DPEP), Lok Jumbish, Operational Blackboard, etc.

The gigantic dimensions of the programme and the financial implications call for a meticulous planning and a rigorous appraisal. There are about 45% Dalits who don't know how to read or write; literacy rate for Dalit women is just 37.8%. According to a survey by the Friends for Education, almost 52 % Muslims live below the poverty line (compared to 25 % of all Indians). Of every 100 Muslim girls admitted in schools at the primary level, only four pass out at high school while only one makes it to a college. The literacy level is a shocking 28% and graduates and postgraduates form less than 1 % of the total. In the field of medicine, the percentage is just 2.4 while in the judiciary it doesn't go beyond 3.1 %. The community occupies the lowest rung in the development index. Its literacy rate is poor and it has a low presence in private and public sector jobs. (“Keeping the Muslim Down” by Firoz Bakht Ahmed, May 19th 2008, HT) A Citizen's Review Report (7th Jan, 2008) on “India's Progress on the MDGs” showed that 55% of Muslims have never attended school compared to national average of 41 % (rural). In Bihar 86% of enrolled children drop-out by Standard VI. 99% Dalit children study in public schools & inadequate facilities and infrastructure as major problem for access to health & education. There is another report by Comptroller & Audit General (CAG) showing that SC, ST's literacy rate is very much poor in Tamil Nadu. For ST males' literacy rate is 32.18% and for female it stands at 31.77%. The total budget for ‘Sarva Shiksha Abhiyan’ stands at Rs.131 billion and the scheme's operation has come under severe flak from India's official auditor, the Comptroller and Auditor General (CAG). Out of Rs 8004.71-crore allotted for the development work of “Elementary

Education” and ‘Sarva Shiksha Abhiyan, only Rs 2,324.99 crore was spent through record. For the rest of money spent on the development work there is no record available.

A survey conducted by “Outlook” (April 7th, 2008) showed that 71% villagers said there is high corruption in all the Government schemes, the benefits don’t reach to them. India’s external debt is already at 201.4 billion USD. There is another worrisome part, an emerging trend whereby children belonging to different social backgrounds are attending different kinds of schools. In Andhra Pradesh, there is a divide between the government primary school (GPS) located in the Dalit basti and the GPS in the forward caste hamlet — only SC students attend the former school, while the latter has very few SC students. The youth in the SC colony in the village categorically stated that even if children from the SC colony try to seek admission in the other GPS, they are discouraged and told to attend the school in their own colony. A similar divide was observed in Tamil Nadu between the GPS and the schools run by the Adi-Dravida Welfare Board. (“Beyond the numbers” study conducted by Vimala Ramachandran) Fifth ‘All India Educational Survey’ (AIES) showed that approximately 94% of the national population had access to a primary school within 1 km of their habitation. But how many of these children complete primary education? This should be our main concern. Merely constructing buildings with no teacher is useless. All state governments are washing their hands by giving different reasons like “Hard to reach”, “Most difficult to access group” for the children who are not attending schools right now. No government is ready to take the responsibility that their welfare schemes are nothing but eye-wash/fraud in the name of welfare.

Education is considered as the bedrock of all socio-economic development of the country. But the elementary education is the foundation of the entire superstructure of the nation which we intend to build. In India, the elementary education is the starting point as well as a stepping stone of further education. In India, the standard entry age of children in elementary education is 6 and it covers the age level from 6-14 years and forms the First stage of schooling. Elementary education is most important for physical, social, mental and aesthetic development of the child. Elementary education should be available to all for overall welfare. The concept of Universalisation of elementary education was introduced in India with access of education available to all children in the age-group 6 to 14 years of age. The opportunities for this education may be provided through formal or non formal means

of education. It signifies that 'education is for all' not for a selected few. This concept accepts that education is the birth right of every child. The Ninth Five Year Plan envisaged Universalisation of Elementary Education to mean Universal access, Universal retention and Universal achievement. As a result of the efforts made by the Central and State governments, 94 percent of rural population have country's primary schools within one km. At the upper primary stage, 84 percent of the rural populations have schools within a distance of three km. In the Independent India, just after the commencement of the constitution, Universalisation was to be achieved in 1960. Later on the target was shifted to 2010, and we are still nowhere near the goal of Universalisation of Elementary Education (UEE). India has completed 70 years of independence but the goal of Universalisation of Elementary Education in its totality is still an illusive goal and much is yet to be done in this respect. NPE-1986 and Programme of Action Plan (POA-1992) again put the UEE on priority. The educational interventions like Operation Black Board (OBB), District Primary Education Programme (DPEP), Shiksha Karmi Project (SKP-1987), Lok Jumbish (LJ), Education For All (EFA) etc. were planned and implemented. But the goal of Universalisation of Elementary Education is yet to be achieved.

The government of India launched a scheme; known as Sarva Shiksha Abhiyan (SSA) in the year 2001-2002 in partnership with the State Governments and local self-governments. It is a comprehensive and integrated flagship programme of government of India to attain universal elementary education covering the entire country in a mission mode. As a holistic and convergent approach, SSA covers all the States and Districts of our country, where the main attempt is to provide an opportunity to all the children in the age group of 6-14 irrespective of caste, creed, sex and religion by 2010, for improving their capabilities through the provision of community-owned quality education. The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them in to respectable citizens capable of constructive contribution towards a better society in the field of science, technology, literature, administration and so on. It has also some efforts to decentralize the whole process of curriculum development from grass root level to the district and the State level. Child-Centered and activity-based learning has been attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education has been

made as integral parts of the learning process. Appropriate changes have been made in the evaluation system, where the performance of children has constantly monitored in consultation with parents. The following are the main objectives of the scheme: (1) Enrolment of all children in school, Education Guarantee Centre, Alternate Schools, Back-to-school camp by 2003; (ii) All children complete five years of primary schooling by 2007;(iii) All children complete eight years of elementary schooling by 2010;(iv) Focus on elementary education of satisfactory quality with emphasis on education for life; (v) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;(vi) Universal retention by 2010. Besides this, government of India launched many other incentive schemes to retain the children in the schools which are given below: (1) Free text books; (2) Free uniforms, stationary and school bags etc. (3) Mid day meal scheme; (4) Attendance scholarship for girls etc.

The objectives are expressed nationally though it is expected that various districts and states would achieve universalisation in their own respective contexts and in their own time frame. 2010 was the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies and on providing eight years of schooling for all children in 6-14 age groups. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing according to their natural and social environment. The program covers the entire country and all schools except private unaided schools. Under the scheme, regular schools /alternative schooling facilities are to be provided within one km of every habitation, strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, to improve teacher strength through recruitment of additional teachers, capacity building of teachers by extensive training, provision of grant for developing teacher-learning material and development of academic support infrastructure. The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age. There is also another goal to bridge social, regional and gender gaps, with 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 &

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 no permit mere selfish pursuits.

For specific focus on children's education as well as for enriching the universal elementary education, SSA has some basic components which are as under:

Early Childhood Care and Education (ECCE)

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education (ECCE) and looks at the 0-14 age as continuum. The ECCE programme was developed (started particularly after the National Policy for children in 1974) for realizing the importance of rapid physical and mental growth during early childhood. The existing ECCE programme includes:

- Integrated Child Development Scheme (ICDS).
- Scheme of assistance to voluntary organizations for conducting early Childhood Care and Education Centers.
- Balwadis and day care centers run by voluntary agencies with government assistance.
- Pre-primary schools run by the State Governments, Municipal Corporation and other Government and non-government organizations or agencies.
- Maternal and Child health service through primary health centers and sub-centers and other agencies.

In fact, ECCE is from two and half years to six years, where basic emphasis is given on child-centered approach, play way and activity based learning is the method of teaching. As a key learning of this stage, early introduction of the three' Rs (Reading, Writing and Arithmetic) is also emphasized. All efforts to support Pre School learning in ICDS centre's or special preschool centre's in non-ICDS areas will be made to supplement the efforts being made by the department of Women & Child Development.

Alternative and Innovative Education (AIE) and Education Guarantee Scheme EGS are the two strategies for out of school children. EGS and AIE schemes are the part of Sarva Shiksha Abhiyan framework. Guidelines issued separately for both EGS and AIE as Education guarantee School is for un-served habitation whereas Alternative and Innovative Education for out of school children including the children in difficult circumstance.

Hard to Reach (HTR)

HTR is a programme through which SSA focuses on the educational needs of the deprived urban children in the age group of 6-14 in an urgent way, because of the commitment of Education for All. The hard to Reach children in urban areas are out of school, some staying with their parents, some with relatives, some with employees and others staying on the street, some working while others at home doing chores or caring for their siblings are the most vulnerable among all categories of school children and hence requires special focus.

Integrated Education for Disabled (IED)

Under the 'Zero Projection Policy' SSA plans to ensure that no child of the State will be left out from the schooling facilities, irrespective of caste, creed, religion, sex etc. Besides these, one important focus is also given on the special needs of children who are suffering from physical and mental disabilities and through this scheme it has tried to make mainstreaming them to the normal children of the school by employing the trained teacher on those special subjects under the IED component of SSA. The categories divided under IED are basically - visually impaired, hearing impaired, orthopedically impaired, mentally impaired, learning disabilities and others.

Community Mobilization (CM)

Community involvement is the prime concern of SSA. For empowering the community members and its grass root level structures like, Village Education Committee, NGO, SSA tries to focus the participation of the community members, its leaders, volunteers, mothers, parents etc. The process of training, sharing, visionary workshop is the regular feature which helps to develop the inbuilt capacity of the members of the School Managing Committees, Village Education Committees, Parents-Teachers Association, Mother-Teacher Association, Tribal Autonomous Councils.

1.1.2. Broad Strategies Central to SSA Programme

- 1. Institutional Reforms:** As part of the SSA the central and the State Governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership,

review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out changes to improve the delivery system for elementary education.

2. **Sustainable Financing:** The Sarva Shiksha Abhiyan based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.
3. **Community Ownership:** The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups. VEC members and members of Panchayati Raj institutions.
4. **Institutional Capacity Building:** The SSA conceives a major capacity building role for national and state level institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT. Improvement in quality requires a sustainable support system of resources person institutions and main stream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
5. **Improving Mainstream Educational Administration:** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
6. **Community Based Monitoring with Full Transparency:** The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details.
7. **Habitation as a Unit of Planning:** The SSA works on a Community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

8. **Accountability to community:** SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.
9. **Priority to Education of Girls:** Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.
10. **Focus on Special Groups:** There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities, disadvantaged groups and the disabled children.
11. **Pre-Project Phase:** SSA will commence throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies etc.
12. **Thrust on Quality:** SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching learning strategies.
13. **Role of teachers:** SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.
14. **District Elementary Education Plans:** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.
15. **Components of SSA:** The components of Sarva Shiksha Abhiyan includes appointment of teachers, teacher training, qualitative improvement of

elementary education, provision of teaching learning materials, establishment of Block and Cluster Resource Centre's for academic support, construction of Classrooms and school buildings, establishment of education guarantee centre's, integrated education of the disabled and distance education.

1.1.3. Requirement of Financial Resources for UEE

According to broad assessments made by the Department of Elementary Education & Literacy, nearly Rs. 60,000 crores additional resources are required from the budget of the Central and the State level Departments over the next ten years. Since SSA is a programme for universalisation of elementary education, the actual requirement of funds can only be worked out after the District Elementary Education Plans are finalized. 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.

Financial Norms

- The assistance under the programme of Sarva Shiksha Abhiyan could be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.
- States will be required to maintain their level of allocation for elementary education in real terms on the base year 1999-2000. The share of states under SSA programme will be over and above the base year allocation.
- 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 programme could be shared between the central government and the State government in a ratio 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 food grains 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 JRY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs. State Plan, foreign funding and resources generated in the NGO sector.
- All funds to be used for up gradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/School Management Committees.
- 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.

1.1.4. Areas OF Intervention and Norms

1. **Teacher:** To ensure One teacher for every 40 children in Primary and upper primary schools.
2. **Civil Works:** A total of 33% of the entire project cost may be spend to construct buildings, additional classrooms, toilets and providing drinking water facilities.
 - (a) **Opening of new schools:** Primary schools within 1 km and upper primary school within 3 kms of each habitation may be constructed as per state norms and with the approval of MHRD. State should ensure that a ratio of 2:1 is maintained for primary and upper primary schools.

- (b) **Construction of Additional Classrooms:** To construct additional classrooms to ensure a room to every class/grade at primary and upper primary level including a room for HM at primary level.
 - (c) **Free Text Books:** Free text books provide to all Girls and SC/ST children at primary and upper primary level. within an upper ceiling or Rs. 150/- per child.
 - (d) **Construction of Toilet Blocks:** An amount of Rs. 20,000/-per toilet block may be utilized, if proposed by the State and approved by MHRD Government of India.
 - (e) **Drinking water facilities:** An amount of Rs.15,000 /- per school may be utilized, if proposed by the state and approved by MHRD Government of India.
3. **Maintenance Grant for Schools:** Rs. 7,500/- per school per year is given to all government and local bodies .It is given to the schools in both shifts separately and double amount to Sarvodaya Vidyalaya (for Primary and upper primary classes separately).
 4. **School and Teacher Grant:** Rs. 5,000/- per school year for each Primary Schools and Rs. 7,000/- per school per year for each Upper Primary School (including aided schools) run by Government and local Bodies, is given for replacement of non functional school equipment, procurement of items for Science Laboratories and other recurring such as consumables. It is given to the schools in both shifts separately and double amount to a Sarvodaya Vidyalaya (for Primary and upper primary classes separately).
 5. **Teacher Training:** For the development of In-Service Teachers, there is provision of 20 days In-Service training for all teachers and 30 days induction training for new recruits working at Elementary level.
 6. **Training of Community Leaders:** Maximum 3 Persons for each School/habitation in the urban areas are to be oriented for two days utilizing funds @ Rs. 30/-per day per person, to ensure the participation of Community in School Management and Children's Education.
 7. **Teaching Learning Equipment (TLE):** Rs.20,000/-may be utilized for each new primary School and Rs. 50,000/- for each new Upper Primary schools.
 8. **Research, Evaluation, Supervision and Monitoring @1,300/-** per school per year to develop and implement monitoring system to measure quality related

outcomes like teacher performance, students learning outcomes, student and teacher attendance rates by gender and social categories, as also parameters for measuring changes in classroom practices, impact of teacher training, efficacy textbooks and textual materials, quality of academic supervision provided by BRCs/CRCs, DIETs etc. To update household data on 6 to 14 years old children's educational status. To carry out Action Research Projects to improve the quality of education in schools and to organize seminars and workshops.

9. **Provision of Disabled Children** up to Rs.1,200/- per child for providing all kind of needed support including aids and appliances, resource teachers to Children with Special Needs enrolled in schools and making efforts to mainstream out of school disabled children.
10. **Setting up of Block/Urban Resource Centre's and Cluster Resource Centre's:** to create this resource Centre's in schools to provide academic support to the teachers and schools to help them in the in the improvement of quality of elementary education.
11. **Innovative Activities for:** Early Childhood Care and Education (ECCE), Girls, SC/ST children, Urban Deprived children and Minority Children: Any four innovative Projects within ceiling of Rs. 15 Lakh per district for a particular sub area up to a maximum of Rs. 50 Lakh per district per year for all four areas.
12. **Computer Education:** Up to Rs.50 Per district per year may be utilized for creating, developing and implementing Computer Aided Learning Activities in schools.
13. **Intervention for out of School Children:** To run short term Bridge Courses, Back to school camps with a focus on mainstreaming of all Out- Of-School children into regular schools. Remedial Teaching for children of mainstreamed for bridge courses/ back to school strategies and children already in formal schools particularly in the areas with high concentration of SC/ST Population and minority community.
14. **Kasturba Gandhi Balika Vidyalaya (KGBV):** This is an imitative to promote Girl's education in the habitation with low literacy rates. Only one KGBV (Model III- a Hostel for 50 girls in one of the existing schools) for the

girls belonging to minority community has been sanctioned for Mustafabad ward of North East Delhi.

In J&K, a Society named “Ujala” was established and registered for planning, monitoring, and evaluation of the Program. On 24th of October 2000, the Society was registered with registrar of Societies as an autonomous and independent body for implementation of Sarva Shiksha Abhiyan. All Primary Schools and Upper Primary Schools of 14 districts of J&K State were being covered under SSA. Annual Work Plan and Budget in respect of eight additional districts created in the State were not prepared. The authorities of the Society are the “Governing Body” and the “Executive Committee”. The Governing body is headed by the Hon’ble Education Minister. The executive Committee, which administers the affairs of the society, is chaired by Secretary, Department of Education. The State Project Office is the most crucial unit for the implementation of the Programme, which has links with the district and block level Structures, State government, national bureau and all other concerned. The district level implementation authority is headed by the District Development Commissioner as Patron with Chief Education Officer (CEO)-cum-District Project Officer as chairman of District level Implementation Committee. After the district level, there are block level structure to provide academic support and supervision, monitor implementation at gross root level and act as a vital link between the field and the District Project Office (DPO). At the bottom, the village education committee (VEC) is required to prepare plans for local Needs and also monitor school level intervention and works towards community.

The Sarva Shiksha Abhiyan has touched upon various aspects of elementary and middle school education with broad based objectives and provisions. However some loopholes as shown by the study need to be looked into, which are negatively affecting the efficacy of the programme. These are low awareness level about the objectives and provision under the programme among the students, teachers and parents. However, with better planning, regular monitoring and frequent evaluation, the programme can be further improved.

1.1.5. Doda District- Profile

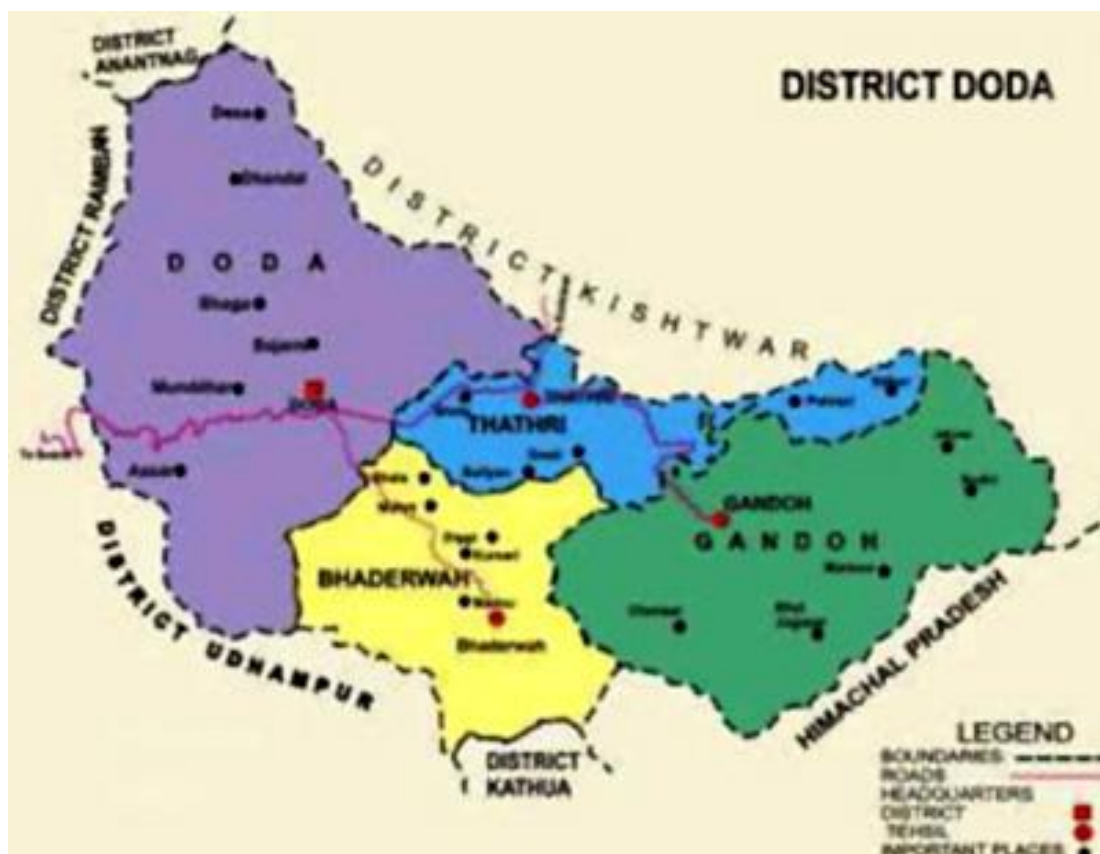
Doda district is the third largest district after Leh & Kargil extending over an area of 11,691 sq. km. The district comprised of 654 inhabited villages, 07 tehsils namely Banihal, Ramban, Doda, Bhaderwah, Kishtwar, Thathri and Gandoh. Out of

these tehsils, Kishtwar is the largest tehsil having area of 1644 sq. km. The district has 19 blocks namely Marwah, Warwan, Kishtwar, Inderwal, Padder, Thathri, Banihal, Bhalessa, Bhaderwah, Doda (Ghat), Assar, Bhagwah, Ramban, Ramsoo, Marmat, Gundana, Chatroo, Drabshalla and Nagesni. Urban area consists of 06 NAC's namely Bhaderwah, Doda, Batote, Kishtwar, Ramban & Banihal.

Doda District is spread over an area of 11,691 sq. km. and as per 2011 census the population of the district is 409576 persons forming 12% area and 6.8% population of state respectively. The density of population as per said census is 79 persons per sq.km.

The Doda district lies within latitude 32°25'00'' and 34°14'00'' N and 75°00'' and 76°45'30'' E. The area is rugged and mountainous and falls under two important tehsils, Ramban and Kishtwar of Doda district. The Ramban township is located on the right bank of Chenab river, on the National Highway-1A and is about 155 km from Jammu, the nearest rail head Kishtwar is about 230 km from Jammu, on NH-1B on the left bank of Chenab river and the ancient town of Kishtwar is located on a plateau –the Kishtwar plateau. The bifurcation of NH-1A and NH-1B starts from Batote –a famous health resort about 120 km from Jammu and the both the highways run parallel to the course of the Chenab river one towards Ramban (NH-1A) and the other towards Kishtwar.

The climate of the area is not uniform due to wide variations in altitude from place to place. The area, in general, enjoys temperate to sub-tropical type of climate. The climate of the district is almost dry. The rainfall is scanty. The temperature of the district varies from place to place. Ramban and Doda tehsils are fairly hot while as Padder, Marwah and Warwan remain snow bound for five-six months of the year. Summer is generally without rain and precipitation. The regions with elevations more than 1500 m above msl, experiences snowfall in the winter. The regions below 1000 m (amsl) during summer months viz. from April to July are quite hot, but the winters are pleasant. The precipitation occurs either in the form of snowfall in higher regions and as rainfall in the lower regions. Monsoons prevail from July to September. Rainfall in the Doda district is heavy during July and September. The average annual rainfall is 926 mm and snowfall of about 135 mm.



The District is endowed with vast wealth of natural beauty and resources. Full with natural gift, scenic majesty, places of tourist interest, round the year snow mountain peaks and challenging tracks. Monuments of archeological importance in the district include a fort at Bhadarwah. The District is known for its rich mineral deposits. Lead, mica, gypsum, manganese, marble, graphite and copper etc. Blankets of Bhaderwah tehsil are famous in J&K state. Wild Mushroom is also a special variety in Distt. Doda Bhaderwah Rajmash are very famous due to taste, color and cooking quality.

1.1.6. Educational Scenario of Doda district

In the District, Chief Education Officer looks after the elementary / Secondary Education as District Administrator. District Education Planning Officer is also in the administration for planning work of the District.

At the Zonal level, Zonal Education Officer and Zonal Education Planning Officer are there to handle the problems of the Zones regarding quality Education, achievement of SSA Goals, smooth functioning of PS and UPS. The 25 EGS Centre's opened under SSA during the recent years and out of 25, 22 have been converted into PS while 03 has been merged with other Primary Schools. Zonal Education Planning

Officer has to look after the Educational Planning work at the Zonal level. Zonal Education officers are the administrative heads at the Zonal level.

District Institute of Education & Training: DIET, Doda is a located in area of Doda district in the State of Jammu and Kashmir. DIET, Doda is located in Urban area. The DIET, Doda is managed by State Government and was established in the year 2008 and got recognition in the year 2008. The academic session of our College starts in the month of July.

Our DIET, Doda has many students studying in various classes with very well qualified faculty/teachers teaching them giving a healthy student pupil ratio of . These teachers are able to provide innovative and practical teaching to our students. This helps in overall development of our students. To support our students and teachers DIET, Doda also has a good Library which is open at convenient time for students. The library is well equipped with a good collection of books and other relevant study material.

DIET, Doda's medium of instruction and teaching is student's friendly and is affiliated to JKBOSE.

DIET, Doda has been having regular functions , events and festivals inside the campus and outside also which helps student in developing their overall skills. DIET, Doda also boasts of some known alumni who have created a name for themselves and for our college.

In 2011, Doda had population of 318,898 of which male and female were 169,124 and 149,774 respectively. In 2001 census, Doda had a population of 272,539 of which males were 143,677 and remaining 128,862 were females. Doda District population constituted 2.54 percent of total Maharashtra population. In 2001 census, this figure for Doda District was at 2.69 percent of Maharashtra population. There was change of 17.01 percent in the population compared to population as per 2001. In the previous census of India 2001, Doda District recorded increase of 29.01 percent to its population compared to 1991. Average literacy rate of Doda in 2011 were 81.41. If things are looked out at gender wise, male and female literacy were 88.41 and 73.64 respectively. Total literate in Doda District were 228,139 of which male and female were 130,312 and 97,827 respectively.

1.2. NEED AND SIGNIFICANCE OF THE STUDY

Elementary education is backbone of the whole educational system of a nation. The child of today is the builder of tomorrow. A well designed and effective implemented elementary education programme is necessary for the harmonious development of the child, which in-turn contributes to economical, social and cultural development of the Nation. A lot of problems are faced by various implementing agencies in the universalisation of elementary education in India. Since independence various efforts have been made by the government for free and compulsory education to the children in the age group of 6-14 years .For this purpose large number of schools was opened by the government and various incentive drives have been made to ensure enrolment of the children in primary schools. But the question still remains that out of 200 million children in the age group of 6-14 years, 59 million children are not attending the school, out of which 35 million were girls and 24 million were boys. So keeping the universalisation of elementary education and governmental resolve in view, it is imperative to study the various problems faced by the implementation agencies in Sarva Shiksha Abhiyan (SSA) scheme. To provide coverage to out of schools boys and girls at the elementary stage of schooling, SSA is the governmental resolve to ensure the same. Keeping in view of above discussion there is a need for present study to investigate and to see how far the government has succeeded in implementation of SSA in district Doda. The purpose of the present study is also to see and observe the conditions in schools that have been opened under SSA in all zones of district Doda. The present study is also an attempt to collect and analyze the data collected from these zones and to see what achievements have been made by this scheme in district Doda in particular and the state in general.

1.3. STATEMENT OF THE PROBLEM

“AN APPRAISAL OF SARVA SHIKSHA ABHIYAN (SSA) IN DODA DISTRICT WITH RESPECT TO COVERAGE, FACILITIES, ATTENDANCE AND CURRICULAR ACTIVITIES”

1.4. OPERATIONAL DEFINITION

Sarva Shiksha Abhiyan (SSA) is comprehensive and integrated flagship program of Government of India to attain universalisation of elementary education, covering the entire country in a mission mode.SSA is an effort to provide useful and

relevant elementary education for all children of 6-14 years of age groups by 2012. It is a centrally sponsored scheme to improve the literacy rate in the country.

1.5. OBJECTIVES OF THE STUDY

The objectives of the research study are:

1. To assess enrolment of students, and number of increase in enrolment schools and number of teachers in 3 zones(Bhaderwah, Bhala,Pranoo) of District Doda.
2. To study the attendance, increase and decrease in enrolment of students in sample schools of District Doda.
3. To study the facilities and curricular activities, mid-day meal and free text books provided under SSA scheme in 3 zones of Doda district.

1.6. RESEARCH QUESTIONS

The following are the research questions of the study:

1. What are the reasons for poor infrastructure in primary schools of the three zones (Bhaderwah, Bhala, Pranoo) of District Doda?
2. How is Mid-day meal scheme being run under SSA?
3. How can the coverage, facilities and attendance be increased?

1.7. DELIMITATION OF THE STUDY

Keeping in view in shortage of time, the present study has been delimited to 3 Educational Zones namely Bhaderwah, Bhala and Pranoo of District Doda.

CHAPTER II

REVIEW OF LITERATURE

2.1. INTRODUCTION

The review of literature is an essential part of investigation. The survey of the related studies is a crucial aspect of the planning of the study. The advantages of the related studies are to provide insight into the statistical methods and Research design for the current study in hand. According to David (1969), the literature is reviewed to create the content from the past for the new study to be conducted with new subjects and newly obtained data.

The related studies in any field form the foundation upon which future work depends. Review of related literature makes an investigation fully aware with previous work that has been done. It also provides an opportunity of gaining insight into the method, measures, subjects, sample and approaches employed by other research workers. A careful review of research, journals, books, dissertations, thesis and other sources of information about the problem to be investigated is one of the important steps in the planning of the present study.

2.2. RESEARCHES CONDUCTED ON AN APPRAISAL OF SSA IN DODA DISTRICT WITH RESPECT TO COVERAGE FACILITIES, ATTENDANCE AND CURRICULAR ACTIVITIES

Savicks (2017) in his thesis submitted to University Of Southampton on the topic "Democratic Participation in Educational Reform: The case of Sarva Shiksha Abhiyan (Campaign for Universal Education) in rural India" studied that Since its inception in 2002, Sarva Shiksha Abhiyan (SSA) has achieved only limited success in implementing its goals, especially in rural sections of India. There appears little basic awareness of the policy, not only among the members of the community but those involved in local administration and the teachers employed under SSA. With SSA's mandate for community involvement in policy implementation, the purpose of this research is to seek to understand if and how community involvement is effective in the local-level educational leadership and, if so, how it helps in the process of implementing SSA to ensure greater success in access and quality of education. The research utilises a qualitative case study methodology to gather in-depth data from

local-level educational leaders within SSA's management structure in two rural villages in Odisha. Documents were analysed and used as supportive evidence to the data. The analysis of both case studies generated three major themes: management structure that does not foster effective community participation; dominance, both institutional and social, that leaves little scope for inclusion of the marginalised in the implementation process; and how support from the government and policy-makers that is made available to the community is insufficient in terms of resources and accountability procedures. The study makes recommendations to: policy-makers to make changes in the way policies should be contextualised in their time frames and promoted; policy evaluators, government planners and those issuing checks and controls at the local level to strengthen the implementation process and work out better ways of involving communities to be part of the local-level leadership within the implementation process; and community members, especially the marginalised, so they have the chance to reflect and express their honest opinions. The process enables them to understand the legalities of their position and the responsibilities that were being ignored because of their tokenistic position. The thesis makes suggestions to empower both people and systems.

Mohan (2017) in his paper "Opinion of Educational Functionaries towards the Functioning of Rajiv Vidya Mission (SSA)" studied that SSA is an Indian programme aimed at the 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 between the ages of 6 to 14 a fundamental right. The Sarva Shiksha Abhiyan realizes that untills now focus has been more on Access to primary education and increase in enrolment and Retention of children in schools with somewhat inadequate attention to quality of education in terms of effective teaching and adequate level of student's achievement. The Sarva Shiksha Abhiyan now, while recognizing the need for increasing Access, enrolment and Retention lays stress on improving the quality of elementary education. It therefore proposes a holistic and comprehensive approach to the issue of quality. It encourages decentralization and vibrant role of community in the school management and implementation of interventions. It is implied that planning and interventions and their implementation. Focusing on improvement of quality in elementary education, must go hand in hand with the effort to increase enrolment and Retention (T.N. Dhar, et.al.,

2004). This study focuses on the opinion of educational functionaries towards the functioning of Rajiv Vidya Mission.

Kerketta and Nongbri (2017) in their published paper "In-Service Training Programmes under Sarva Shiksha Abhiyan (SSA) and the Impact on Classroom Teaching Learning" studied that the 42nd Amendment to the Constitution in 1976 brought education, which was largely a state responsibility, into the Concurrent List and made universalizing elementary education the responsibility of both the central and state governments. This culminated in the launching of the national flagship programme of Sarva Shiksha Abhiyan in 2001. In 2002, Government of India took another significant step by making elementary education a fundamental right through the 86th Constitutional Amendment. The RTE Act has considerable implications for the overall approach and the implementation strategies of SSA. Some of the provisions mandated under RTE exists under SSA and Teacher Education is one such provisions. In this paper attempt has been made to find out the nature of In-service training programmes conducted under SSA and the impact on classroom teaching learning in the three districts of Garo Hills, Meghalaya, India.

Burnette, et al. (2016) in their article titled as "Community Participation In Rural Primary Education: An Underestimated And Understudied Component Of India's Sarva Shiksha Abhiyan (Education For All) Initiative" studied that This article explores the meaning of community participation in primary education in India, through the lens of various stakeholders like teachers, parents and government and identifies factors that aide and impede such participation. The study was set in Morigaon, Assam and Medak, Telangana and data was collected through Focus Group Discussions with teachers and with members of School Management Committees (SMC), Parent-Teacher Associations (PTA) and Mothers Groups and in-depth interviews with government officials. Since there were no PTA and Mothers Groups in Medak, a case study was conducted in Chebarthi village which serves as an exemplar of effective community engagement. Virtually all participants acknowledged the importance of community participation and endorsed community development through an active and engaged citizenry; however, most had very limited understanding of the concept of community participation. Our findings suggest increasing general understanding of the meaning of participation and how people can participate through ongoing trainings that use the language and concepts of participation. Committees such as Mothers Groups, PTA and SMC should develop

fixed guidelines for operationalizing their unique roles to avoid redundancy, even as they explore areas for mutual community-building and collaboration.

Jibin and Naseema (2016) in their published paper "Empowerment Of Scheduled Caste/Scheduled Tribe Children Under Sarva Shiksha Abhiyan Of Tamil Nadu" studied that The Policy and its Programme of Action (POA), 1992 contains specific directions and measures for the educational upliftment of Scheduled Castes and Scheduled Tribes. Sarva Shiksha Abhiyan (SSA), which means 'Movement of Education for All' was implemented as one of India's flagship programmes for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. 600 students belonging to SC/ST groups of primary schools in Tamil Nadu were randomly selected as the sample. Analysis of the results revealed that many activities for the empowerment of SC/ST students were carried out by schools in the selected districts of Tamil Nadu. These programmes are helpful in increasing self confidence in students. Among these, community living camp, learn to earn programmes, exposure trips and remedial teaching are the major activities. Community living camps and exposure trips were beneficial to increase leadership ability and to develop social feeling. The study also showed that more programmes for the empowerment of SC/ST students are needed.

Jana, et al. (2015) in their article "Hierarchical Monitoring and School Supervision for Quality Assurance in Jangalmahal, West Bengal: A Development Agenda through Sarva Shiksha Abhiyan" stated that Hierarchical Monitoring and Quality Assurance in education are the major issues for the nations of the developing world. Consequently a spurt is seen in endeavors to promote quality in education through differed means and mechanism. School supervision is seen as an effective mechanism for quality assurance in the schools as is evident from the roles assigned to the supervising officers. However, the supervisory functions to be performed by the education officers are found to be impeded by several factors that should be redressed to make school supervision contributory to quality improvement endeavors. The present paper discusses the variegated roles of school supervisors to establish the complexity of their roles. Consequently, it presents a review of the major impediments that prevents school supervision from achieving its goal of enhancing school performance in Jangalmahal, West Bengal.

Sharma (2013) studied that one of the constitutional obligations of the Indian democracy is to provide universalisation of elementary education (UEE) in the country. However, due to various reasons and factors, this obligation could not achieve yet. After the formulation of National Policy on Education, 1986 and follow up POA-1986, certain steps and measures have been taken up in the form of meaningful partnership of Union and State Government. The scheme of Sarva Shiksha Abhiyan (SSA) has been launched since 2001 in order to make universalise elementary education for all children till they complete fourteen years of age all over the country. The present paper is to focus the status of Universalisation of Elementary Education under Sarva Shiksha Abhiyan in the state of Manipur, and its constraint to achieve by 2010. This paper will be so useful for students and teachers in general for their academic purpose and for the researchers as a source of related literature in particular.

Kapur (2013) in his book "Sarva Shiksha Abhiyan" stated that The Sarva Shiksha Abhiyan (SSA) is Government of India's flagship elementary education program. Launched in 2001, it aims to provide universal primary education to children between the ages of 6-14 years. SSA is now the primary vehicle for implementing the Right to Free and Compulsory Education Act (RTE). Using government reported data, this brief analyses the performance of SSA along the following parameters: a) Overall trends in allocation and expenditures b) Expenditure performance across key SSA activities, and c) Coverage and outputs.

Vayaliparampil and Chandy (2012) in his Ph.D. Dissertation titled as "Stakeholder Perceptions of the Sarva Shiksha Abhiyan Effectiveness in Increasing School Enrollment in India" examines how diverse stakeholders involved with school enrollments perceive the effectiveness of the Sarva Shiksha Abhiyan in increasing school enrollment in India. Sarva Shiksha Abhiyan is the Indian Government's flagship program for achieving universal school enrollment. Eight specific interventions within the Sarva Shiksha Abhiyan that target disadvantaged population subgroups were considered. These interventions include the Midday Meal, Stipend for Girls, School Sanitation and Hygiene Education, Madrassa Modernization, Civil Works, Village Education Committee, Residential Hostel for Girls and School Supplies. The disadvantaged subgroups in the general population include Muslims, scheduled castes (SC), scheduled tribes (ST) and girls. Stakeholders under consideration are the state government, international non-governmental organizations,

local non-governmental organizations, teachers and parents. A multiple case study design was adopted to conduct the research. The data methods used to collect data for the study includes photovoice and semi-structured interviews. A phenomenological approach was employed to analyze data. The primary findings of the study are: 1) all the stakeholders attribute the increase in primary school net enrollment ratios from 73.99 percent in 2003-04 to 98.59 percent in 2008-2009 and in secondary school net enrollment ratios from 43.14 percent in 2005-06 to 56.22 percent in 2008-09 almost entirely to the Sarva Shiksha Abhiyan. Some interventions such as the Midday Meal were perceived to be more effective than others in increasing school enrollment, 2) the stakeholders perceived that the difficulties in implementing the Sarva Shiksha Abhiyan were the misappropriation of funds, misuse of school facilities and the insufficiency of personnel, and 3) the stakeholders perceive the Sarva Shiksha Abhiyan to be inadequate in addressing secondary school enrollment challenges of loss of income, poor quality of schooling and the safety of girls. The Sarva Shiksha Abhiyan did not compensate for the loss of income, did not provide good quality schooling comparable to that of private schools and did not enhance the safety or guarantee the purity of girl children when enrolled in school.

Mariharan (2011) conducted that the Sarva Shiksha Abhiyan (SSA) has brought about numerous innovative methods to bring about changes in the educational practice. In the state of Tamil Nadu, the elementary schools have started using the methodology called as Activity Based Learning (ABL) through the SSA. This study investigated the educational experiences and attainment of learning outcomes of students in class IV who have gone through the ABL methodology. Classroom observations showed that a good deal of students' time is spent on non-learning related activities for a majority of students. Certain social, emotional and psychological aspects of classroom behavior have been seen to be positive in ABL classed through certain problems were also seen consistently. Learning achievement were seen to be moderate for basic language and mathematical skills. Further the levels of learning outcomes of public school students was found to be significantly lower than that of private school students even at basic levels of skills. A set of recommendations arising out of the study was been presented.

Parida (2010) conducted a study entitled, "Mid Day Meal Scheme and Growth of primary education. A case study of a District in Orissa" and found that the Mid Day Meal Scheme has produced a positive impact in the case of attendance and

drop-out rate. The scheme has increased the enrolment of boys and girls of all categories in all the schools. The scheme has also been able to increase the rate of attendance of school going children. Though the impact of Mid Day Meal Scheme is impressive in terms of enrolment, retention and attendance, nonetheless, the scheme suffers from a number of bottlenecks in the course of its implementations. The quality of food materials supplied for the noon meals programme is found very poor. Massive corruption and kick backs are also reported in the operation of the scheme. Dal and other Condiments supplied by the agents were not fit for human consumption. Financial allocations for operation of this scheme is inadequate and irregular. The quality of food materials supplied for school lunch programme is found very poor. Rice supplied by the FCI go down was found producing bad smell. Supervision and monitoring of the programme is not regular. The study are getting affected due to direct involvement of teachers in the management and operation of the Mid Day Meal scheme. The scheme also suffers from managerial and administrative problems. There is no separate staff to look after the operation of the Mid Day Meal Programme. Further, the poor quality of food sometimes discourages the children to take mid day meals in schools.

Jasrotia (2010), The study was designed to collect and analyze the data regarding Sarva Shiksha Abhiyan (SSA) in five Zones of district Kathua. The study was conducted in the P.G department of education in the MIER College of education by Savita Jasrotia. The study reveals that SSA programme in the district Kathua was functioning smoothly. No problems have been observed in the field. The provision of Mid- day Meal scheme under SSA has enhanced the enrolment of students at primary and upper primary level in district Kathua. No problems were faced by Staff and Officers working in the SSA programme in the Kathua district. Education Officers and teachers were satisfied with the scheme. The enrolment of boys and girls has enhanced at primary and upper primary level. Computer facilities and library facilities need to be made available in every school. Games and sports should be held regularly in every school. More than 80 percent of the selected upper primary schools were having their own accommodation under SSA. All the selected upper primary schools in five blocks of Kathua district were government schools and were under SSA programme. All the upper primary schools under SSA programme were aided by government. As the functioning of upper primary schools under SSA programmes was concerned. All upper primary schools were found to profess English and Hindi as a

medium of instruction. While observing the upper primary schools teaching, it has been found that approximately 100 percent of the upper primary schools have English and Hindi as a medium of instruction. The teachers involved in upper primary schools under SSA programmes had a wide range of professional qualifications that is trained graduate and trained post graduate teachers with qualification of B.Ed and M.Ed. Most of the upper primary schools under SSA programme function for six hrs a day. As far as, the regularity is concerned, 60 percent of the students of the upper primary school under SSA programme were regular. Due to Mid day Meal scheme of the State government (SSA) the attendance of students has increased. As far as, teachers intervention under SSA programme is concerned it has enhanced the attendance to the level of Sixty percent. Ninety percent of the students get drinking water facilities at school under SSA programme. Eighty percent of the schools under SSA programme have got toilet facilities. The teachers were provided 10 days training in the capacity building courses during summer vacations.

Mehta (2008), again in 2008 presented analytical report 2006-07 The National University of Educational Planning and Administration has created a comprehensive database on elementary education in India known as District Information System for Education (DISE). The project covers both primary and upper primary schools/ sections of all the districts of the country. Six states in the north-eastern region which was true for primary and composite primary and upper primary levels of education. Seven states have been grouped under smaller states. These smaller states were doing much better than a number of bigger states. There is also need to analyze each indicator separately and identify states that need improvement. Many schools are left to Para teachers, who manage school affairs. Studies should be initiated on the functioning of all such schools. The dropout rate was high at primary level; it needs to be checked, without which neither the goal of universal primary education nor retention can be achieved.

National Evaluation of Civil Works, SSA (2006-2007). The National Evaluation of civil works was carried out by Educational consultants India Ltd. on behalf of Ministry of Human Resources Development, Govt. of India by engaging an independent agency. This study was conducted in selected eleven (11) states representing all the regions throughout the length and breadth of the country. The purpose of the study was to assess an overall performance of the states in terms of quality of works completed and in progress, problems faced by implementing bodies,

responses of village/ ward committees with regards to financial and technical support provided to them, implementation of child friendly elements and cost effective measures, provisions for children with special needs, addressing environment friendly aspects etc. and hence to ascertain strengths, weaknesses of the concerned states along with suggestions/ recommendations for improvement. The sites visited in the states were decided on the basis of stratification and random selection so as to represent different topographies, availability of construction materials and construction methodologies or technologies practiced within the state. A uniform set of tools approved by the Ministry was adopted in all states where the study was undertaken. Final state reports were prepared and sent to the states. Synthesis report has been prepared.

Nanda (2006), one of prime concerns after the post independence era has been removal of illiteracy and backwardness among the masses in India. The malaise has been one of the road blocks in the transition of a primitive- cum-agrarian economy like India into a modern industrial society, because it has helped to create an educated class of citizenry, which proved to be decisive factor in the economic miracle of Japan. Even after 57 years of independence universal literacy in India still remains a distant dream. Unless the basic fabric of Indian polity was educated. It was not possible to harness the potential of intellectual power of the people to facilitate the growth and development of the Nation. Number of committees and commission has been instituted to suggest ways and means, for universalisation of elementary education, even more than 45 percent of Indian population still remain illiterate. The magnitude of illiteracy is more profound in rural areas as also in such societies and tribes which are still rigidity traditional and conservative even today consider education as western value imposition and perceive to have a bad influence on the younger generation, more so far the girl child. The present study has focused on a Sunni- Muslim ethnic group bordering Pakistan occupied Kashmir which appears to have strong religion cultural link will the families living on the other side of the border.

Chand, et al. (2006), Studied innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation. These innovations played an important role in reducing the number of out-of-school children. It was also observed

that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. The linking of civil works to an educational purpose like teaching rainwater harvesting was also another innovation to be encouraged. Strategies should be made to focus on a problem area identified by national guidelines, and monitoring and assessment systems be established where, ever possible, to facilitate modifications to the interventions and to bring in innovations.

Mehta (2006) Studied elementary Education in 581 districts across 29 States and Union Territories (UTs) of India the Major findings include i) A majority of the teachers in primary schools were in the age group 26-45 years. ii) forty nine percent male and forty eight percent female teachers were graduates and above. iii) As many as 379,000 Para teachers were appointed in 2005, which was 9.09 percent of the total 4.17 million teachers, and of these sixty five percent were posted in primary schools. There is still need to focus on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

Indian Institute of Education, Pune (2006), investigated the problem of school dropout which has been continually troubling the primary education systems not only in India but in other developing countries too were highlighted. In this article various factors affecting fewer attendances were explained. It was also suggested that local teachers should be made available for teaching in schools so as to reduce the problem of teacher absenteeism and improve punctuality; incentives should be provided to encourage women teachers; and the cultural gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

All India Sample Survey Report (2005). A major sample survey was conducted in 2005 for assessing the number of out of school children in the country in the age group 6-14. While Research, Evaluation & Studies unit of Technical Support Group of Educational Consultants India Ltd. for Sarva Shiksha Abhiyan provided technical guidance and help in selection of samples of villages and urban blocks and in estimation of the percentage and number of out-of-school children, the survey was actually conducted by Social & Rural Research Institute -IMRB International (SRI-IMRB) in all the states and Union territories covering rural and urban areas of 588 districts. Data were collected during the months of July to October 2005 from a sample of 87874 households in 3178 villages and 1823 urban blocks covering all the districts in the country. The findings of the survey indicated that the country had

about 19.4 crores children in the age group 6-13 (i.e. 6 to below 14 years), of whom 6.9 percent children were out of school. Amongst the out of school children, 68.3 percent children had never attended school and 31.7 percent were dropouts. Further, out of those children who were attending school, 97.3 percent studied in Government or Private recognized schools (including recognized Madarsas/Sanskrit Pathshalas) and another 1.8 percent attended unrecognised schools. The remaining 0.9 percent children attended Education Guarantee schools, Alternative & Innovative Education centres or recognized Madarsas/ Sanskrit Pathshalas. The report of the survey was published by EdCIL in 2006.

Kothari (2004), discussed Challenges of universalization of elementary education in India. The study was conducted by National Institute of Educational Planning and Administration (NIEPA) to explain the elementary education scenario in India through the use of a variety of data sources such as Census, the NSS, NCERT and NFHS surveys. The overall development situation was assessed with respect to gender, age, rural-urban divide, expenditure groups, village amenities, and health status of children. India was classified in the medium human development category. The Author in the conclusion part emphasized that we are far from attaining the goal of universal enrolment of children 6 to 14 years of age. It is even possible that under-nourishment, severe morbidity and physical disability are delaying their entry into school. For girls and for first generation learners school has to become more attractive. Unless we take adequate steps, we as a country are likely to remain stuck at 80 percent-85 percent enrolment rates, while most of the developing countries would be heading towards 100 percent enrolment.

Yadappanavar (2002) used a case study approach to study factors influencing elementary schools. The study, identified the major reasons for poor access and retention of children in elementary education in Deodurg Block, Raichur district, Karnataka. The study revealed that poverty was the main reason for children not being able to attend school. Teachers faced the problem of the student population migrating along with their parents looking for jobs. Girls' education was not given importance as compared to boys. Infrastructure facilities including toilet, drinking water, and playground were not satisfactory. Casual parental attitude towards schooling and poor resource planning were also responsible for poor enrolment of children. The study recommended that incentives should be provided to low income families to encourage them to spare their daughters for school. Provision of transport, up gradation of lower

primary schools into higher primary school with good infrastructure was also recommended.

Sangai et al. (2002) conducted a study on “Universalization of Elementary Education – search for relevance”. And found that the Education Guarantee Centres (EGC) and Alternative Innovative Education (AIE) centres provided education to children who were not going to school. The infrastructural conditions of EGC and AIE centres were generally good. There was no difference in the age group of children in EGC and AIE centres. Only difference in the running of EGC and AIE centres. EGC centres functioning during the day time on the pattern of a formal school with AIE centres normally functioned in the evening. The EGC centres were predominantly run by the Government department with the help of Community. AIE centres, covered under the study were being run by the Lok Jumbish. The centres were managed by the Community through Village Education Committee (VEC), the functionaries lacked training and exposure to perform their task effectively. Qualifications of instructors were generally higher than minimum prescribed qualification of instructors. In most of the cases it was higher than minimum prescribed qualification for the post in all EGC centres of Madhya Pradesh and Rajasthan. Most of the teachers attended training programme organised by Block Resource Centre (BRC), DIET and Lok jumbish for skill enhancements.

Aggrawal (2001), examined the various dimensions of access and retention in District Primary Education Programme (DPEP) and specifically focused on the structure and trends in enrolment for DPEP in various districts. The researcher examined trends in district level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrolment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data, steps of data processing and the community has to be strengthened, secondly, periodic validation of data through scientifically designed sample surveys need to be undertaken, and the margin of error should be estimated at the district level.

2.3. CONCLUSION

Review of literature was undertaken to know the researches conducted in this specific area and their implication in the context of the present investigation. The review of related literature quoted above has been very brief and precise. As the present investigation is about a newly launched scheme SSA of government of India, a limited research support was available as in this field. Most of the studies were of evaluative nature and Governmental Project studies. The studies have been carried out by the governmental agencies like National Sample Survey, Educational Consultants India Limited, and National Evaluation teams, the MIER college of Education and the University departmental projects with national funding.

In the present study the researcher have investigated the specific area wise initiatives taken up by the government and change can be observed in the field of Elementary education of the grass root level.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology is a systematic way to solve a problem. Research methods are of utmost importance in a research process. It is a science of studying how research is to be carried out. Researcher must be aware of the research methods, techniques, Research methodology, there strengths, limitations, applications and appropriateness. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomenon are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. It is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered in two problems is same the methodology may be different. It is important for the researcher to know not only the research method necessary for the research under taken but also the methodology.

All this means that it necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem. The scope of research methodology is wider than that of research methods.

The present chapter throws light on the research methodology being adopted for the present study. Here research objectives and design of the study that is sample for the study and selection of the research instrument are discussed. Methods for the collection of data and analyzing data have also been discussed.

3.2. DESIGN OF THE STUDY

Sample

District Doda formed the sample of the study. It has 5 educational zones; out of these 3 educational zones are selected for the study. From each educational zone three primary schools were selected randomly in which 200 students and 50 students were selected. Distribution of the Sample frames for the study is provided in the Table as under:-

Table 3.1: Sample identified for the present study

S.No.	Name of the School	Zones	No. of Schools	Teachers	Students
1.	Govt. Girls Primary School	Pranoo	1	24	35
2.	Govt. Primary School Drodhu	Bhala	1	12	20
3.	U P S Nalthi	Bhaderwah	3	14	145
Total			5	50	200

3.2.1. Method

Descriptive survey method was used for the present study.

3.3. TOOL EMPLOYED AND THEIR DESCRIPTION

The data for present study was collected with the help of following self constructed tools:

- 1. Checklist:** The checklist was also developed and used by investigator to know detailed information about infrastructural facilities provided by the government to these schools such as classrooms, desks, chairs, blackboard, electricity, toilet, play ground, library, Principal rooms, mid-day meal facility. For the analysis and interpretation, data was collected from the sample frames selected randomly. Percentage analysis was incorporated to arrive at the meaningful trends.
- 3. Questionnaires for Teacher:** The Questionnaire for teacher was developed with about 15 questions ranging from student attendance, regular participation in school activities, classes held daily schedule of the classes and timing observed by the primary schools, teacher's attempts to check the absentee behaviour and the teacher contact with the family of the enrolled students formed the broad range of questions. The opinion was ascertained through the responses to the questionnaire. These responses were collected as data and presented in meaningful way.
- 4. Questionnaire for Students:** The questionnaire for students was developed with about 15 questions ranging from their text-books, uniform, mid-day meal, participation in Games, celebration of Independence Day and republic day on regular basis. The responses were collected from the students through the

Questionnaire from the sample students. The provision of various facilities for the students, teachers and school infrastructure under the SSA programme were ascertained for the reference of the study.

5. **Interview Schedule for Z.E.O:** In this schedule and broad questions were identified about the Zonal educational Officers it consist of 7 items about the status of SSA in district Doda. Number of schools under SSA scheme, benefits provided to schools under SSA, nature of grants, improvements in SSA sponsored primary schools during the last 2 years, any specialized training for teachers of primary school under SSA scheme, number of training and days of trainings were also included under SSA scheme. It was further scrutinized to identify special problems faced by staff and the students.

3.4. ADMINISTRATION OF THE TOOL

The investigator visited all the selected schools personally for the collection of data. First of all, the investigator approached the head of the institutions and the problem was fully explained to them. Permission for the administration of these tools was sought from them. The tool was administered in the classroom. An attempt was made to explain the purpose of the study to the students in order to ensure the reliable responses. The students were asked to be frank, honest, bold and sincere while answering the questions. After giving the necessary instructions, the investigator distributed the copies of questionnaire among the students. Every attempt was made by the investigator to clear their doubts and difficulties. It was also made clear that there is no time limit but they have to complete it at the earliest. The students were directed to read statements one by one carefully and rate the most suitable response for the respective questions. After filling the responses in the questionnaire, all the copies were collected back from the students in the schools included in the sample and thus data was collected.

3.5. STATISTICAL TECHNIQUES EMPLOYED

The data thus collected were presented in the chapter 4 under the title analysis and interpretation. For the analysis and interpretation, data collected were from the sample frames selected purposively and was analyzed for presentation. Percentage

analysis was incorporated to arrive at the meaningful trends from the collected data. The analysis and interpretation is presented in the subsequent chapter.

CHAPTER 4

ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing that data to obtain answer to the research question. The purpose of analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and tested. Analysis of data can be done on the basis of hypothesis set.

In order to get a meaningful trend analysis and interpretation of data represents the application of deductive logic to raw information collected as data. The data collected through various tools, need to be systematized and organized to serve the research purpose. The chapter involves breaking down of the existing collected data into simpler parts and arranging the same to present a meaningful trend.

4.2. RESULTS OF THE STUDY

Findings based on research objectives posed and followed by data analysis. The actual analysis of data is presented in meaningful Tables as under:-

Table 4.1: Zone-Wise Total number of SSA Schools, Enrolment and Teachers in District Doda.

S. No.	Educational Zones	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
		Schools				Students Enrolled				Teachers			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Bhaderwah	57	22.71	59	22.35	2759	30.21	4682	30.35	59	23.23	250	25.10
2.	Bhala	71	28.29	75	28.41	2092	22.90	3903	25.30	72	28.35	269	27.01
3.	Pranoo	123	49.00	130	49.24	4283	46.89	6842	44.35	123	48.43	477	47.89
Total		251	100.00	264	100.00	9134	100.00	15427	100.00	254	100.00	996	100.00

The Table 4.1 reveals that the highest number of SSA schools were in Doda Distt. with 251 schools with an enrolment of 9134 respectively in the year 2016-17. The highest enrolment is observed in Pranoo zone with 46.89% followed by Bhaderwah with 30.21% and Bhala with 22.90. This Table also depicts that highest number of teachers are in Pranoo zone with 123 (48.43%) teachers followed by Bhaderwah with 59(23.23%) and Bhala with 72(28.35).

The Table also reveals that the highest number of SSA schools were in Doda Distt. with 264 schools with an enrolment of 15427 respectively in the year 2017-18. The highest enrolment is observed in Pranoo zone with 44.35% followed by Bhaderwah with 30.35% and Bhala with 25.30. This Table also depicts that highest number of teachers are in Pranoo zone with 477 (47.89%) teachers followed by Bhaderwah with 250 (25.10%) and Bhala with 269 (27.01).

Fig. 4.1. Bar Graph Showing Zone wise Total number of SSA Schools, Total Enrolment and No. of Teachers in District Doda.

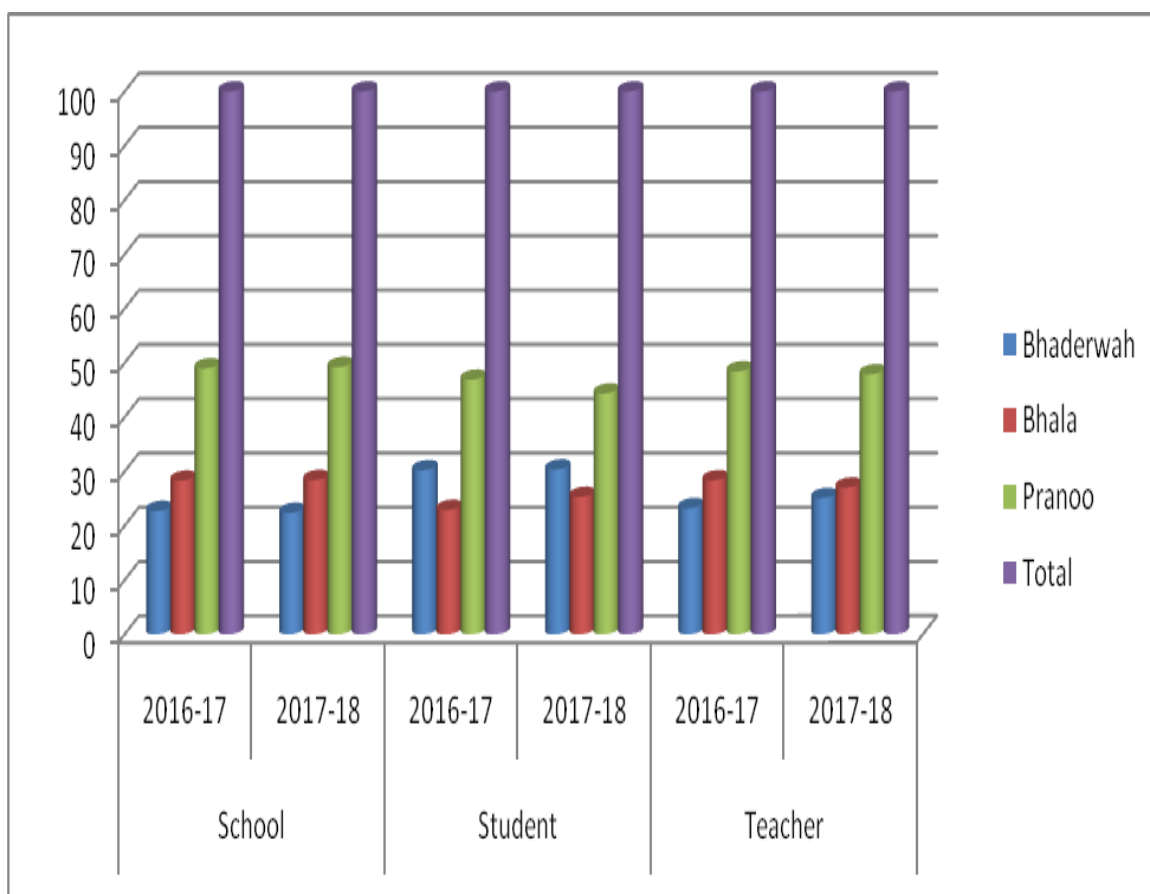
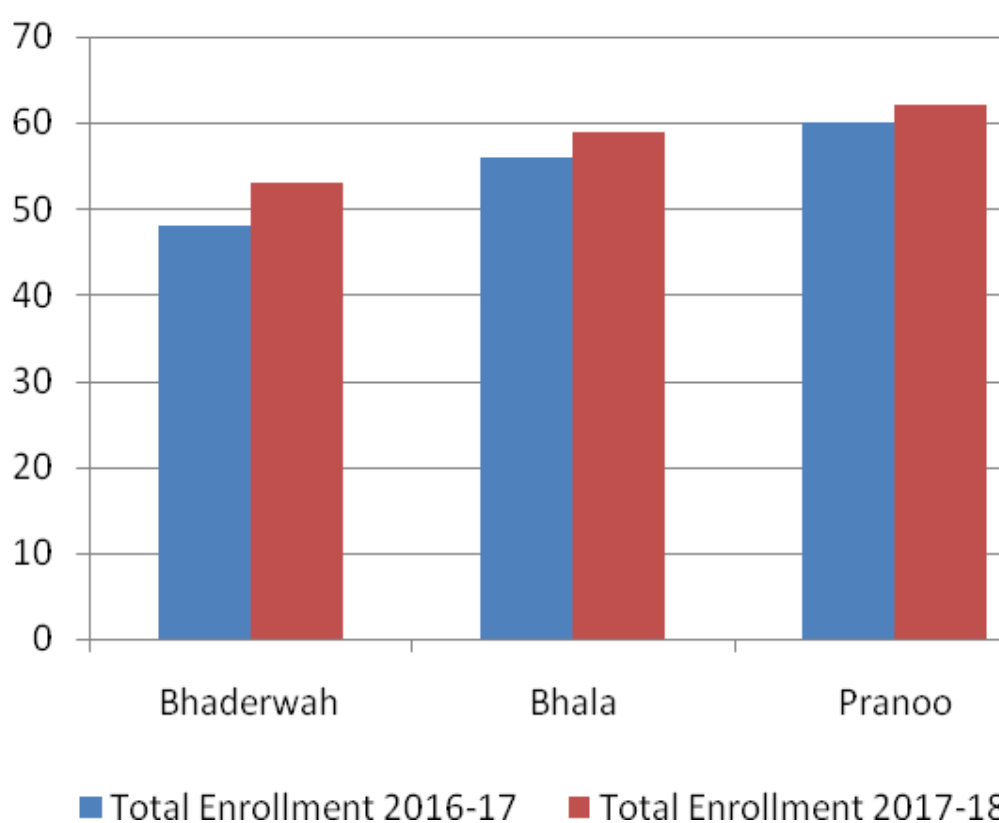


Table 4.2: Zone-wise Percentage Enrollment in Sample Schools of District Doda

S. No.	Educational Zones	Total Enrollment		Increase/Decrease	% Increase
		2016-17	2017-18		
1.	Bhaderwah	48	53	5	10.41
2.	Bhala	56	59	3	5.35
3.	Pranoo	60	62	2	3.22
Total		164	174	10	6.09



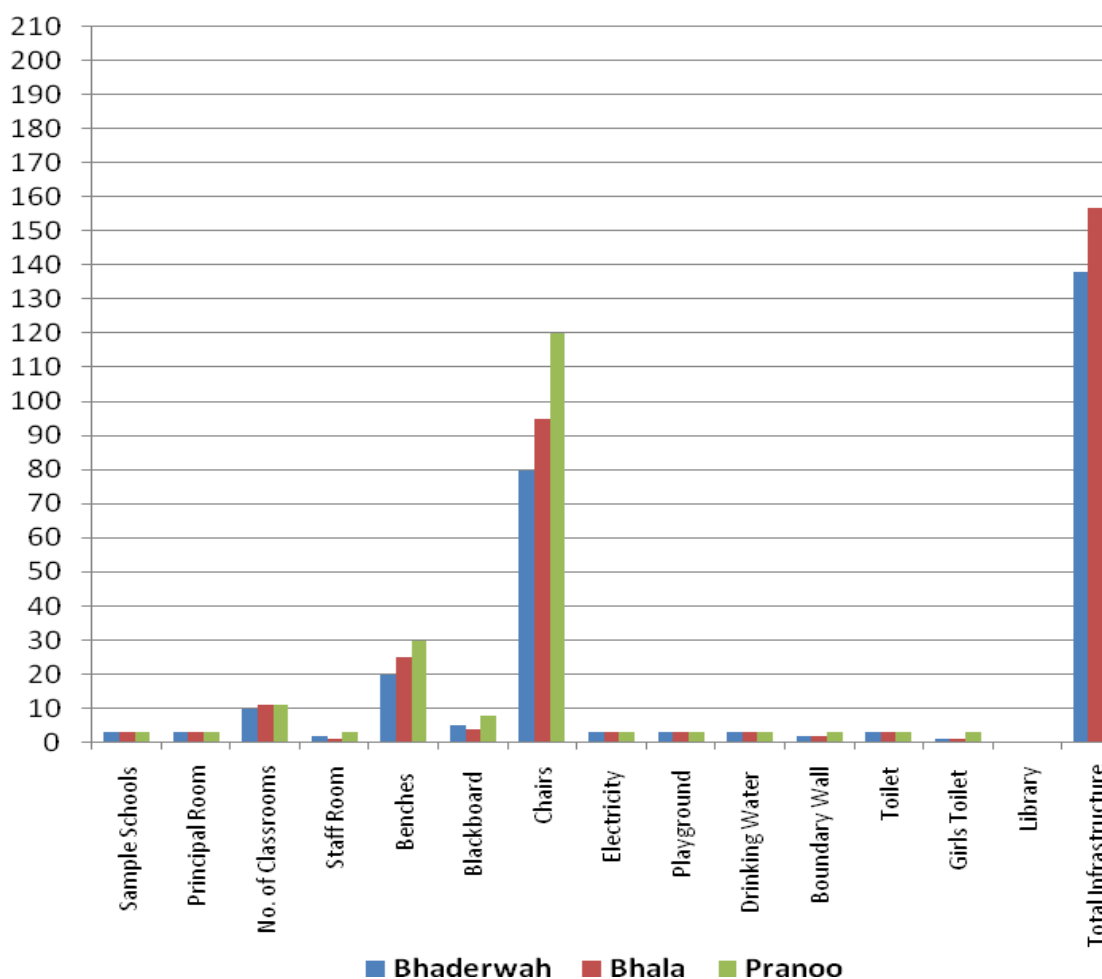
The Table 4.2 reveals increase/decrease in enrolment in sample schools of all the three zones of district Doda from session 2016-17 to 2017-18. In Educational Zone Bhaderwah the total enrolment in 2016-17 was 48 students and it is increased to 53 in 2017-18, with an increase of 10.41%. The total enrolment in Educational Zone Bhala was 56 students in 2016-17 and it enhanced to 59 students in 2017-18, with an increase of 5.35%. In Educational Zone Pranoo the total enrolment was 60 students in 2016-17 and it enhanced to 62 students, with an increase of 3.22%. Whereas the total

enrolment in all three zones of district Doda was 164 students in 2016-17 and 174 students in 2017-18 with an increase in enrolment to 6.09%.

Table 4.3(a): Available Infrastructure in the Schools under SSA

S. No	Zones	Sample Schools	Principal Room	No. of Classrooms	Staff Room	Benches	Blackboard	Chairs	Electricity	Playground	Drinking Water	Boundary Wall	Toilet	Girls Toilet	Library	Total Infrastructure	%
1	Bhaderwah	3	3	10	2	20	5	80	3	3	3	2	3	1	0	138	28.11
2	Bhala	3	3	11	1	25	4	95	3	3	3	2	3	1	0	157	31.98
3	Pranoo	3	3	11	3	30	8	120	3	3	3	3	3	3	0	196	39.92
Total		9	9	32	6	75	17	295	9	9	9	7	9	5	0	491	100.00

Fig 4.3(a): Available Infrastructure in the Schools under SSA



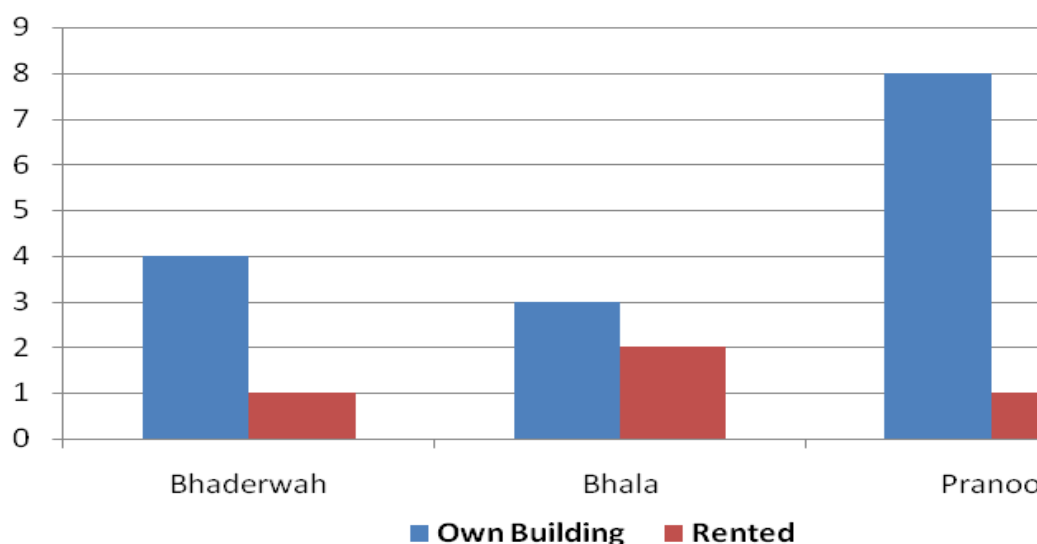
The Table 4.3(a) shows the infrastructure provided in the schools under SSA which includes Principal's room, Classrooms, Staffroom, availability of benches, blackboard, chairs, Electricity, playground, drinking water, boundary wall, toilets, Girls toilet and library. Data reveals that the all sample schools Bhaderwah, Bhala and Pranoo having the facility of principal's room. The highest facility of Staffroom in sample schools was seen in one zone Pranoo which is 3 while the remaining two zones Bhaderwah is having 2 staffroom and Bhala having 1.

All sample schools of 3 zones of district Doda have facility of benches, blackboards, Chairs, electricity, playground, drinking water, boundary walls and having separate girls toilet. No sample schools of all the three zones of district Doda have a facility of library/ reading room. It appears that none of the schools in Doda district have a school library. Among all three Zones Pranoo Zone is having the highest percentage of Infrastructure i.e. 39.92 followed by Bhala with 31.98% and Bhaderwah with 28.11.

Table 4.3(b): Nature of Buildings in the Sample Schools under SSA Scheme

S. No	Zones	Own Building	%	Rented	%
1.	Bhaderwah	4	26.67	1	25.00
2.	Bhala	3	20.00	2	50.00
3.	Pranoo	8	53.33	1	25.00
Total		15	100.00	4	100.00

Fig. 4.3(b): Bar Graph showing Nature of Buildings in the Sample Schools under SSA Scheme



From Table 4.3(b), it can be stated that nature of buildings in the sample schools under SSA Scheme under various zones Pranoo Zone is having highest percentage of Owned building i.e. 26.67%, followed by Bhaderwah with 26.67% and Bhala with 20.00%. Table also reveals that Bhala is having 2 Rented Building (50.00%), Bhaderwah and Pranoo is having 1 (25.00%) respectively.

Table 4.4: Incentives Provided to Sample Schools under SSA Scheme

S. No.	Educational Zones	Sample Schools	Incentives			
			Mid-Day Meal	%	Free Text Books	%
1	Bhaderwah	3	3	100.00	3	100.00
2	Bhala	3	3	100.00	3	100.00
3	Pranoo	3	3	100.00	3	100.00
Total		9	9	100.00	9	100.00

The Table 4.4 depicts the incentives such as mid-day meals and free textbooks provided to SSA schools. The Table reveals that the scheme of mid-day meal is functional in all the 09 sample schools (100%) of district Doda. Free textbooks and uniforms are also provided to all the students in all the SSA schools of district Doda. Under this scheme variety of food is being served every day. Children are happy with both the quality and quantity of food served to them.

Table 4.5: Available CAL Centers, and Computers in the Schools under SSA

S. No.	Educational Zones	CAL Centers	Computer Trained Teacher in CAL Centers	No. of Sample Schools	Available Computers	%
1.	Bhaderwah	5	1	3	3	33.33
2.	Bhala	5	1	3	1	11.11
3.	Pranoo	5	2	3	5	55.56
Total		15	4	9	9	100

The Table 4.5 reveals that three zones Bhaderwah, Bhala and Pranoo have five computer aided learning (CAL) centres each. Among all 15 CAL centres Pranoo is having 2 Trained Teachers in the CAL Center followed by Bhaderwah and Bhala Zone with 1 each. The Table also reveals that in 15 sample schools of 3 zones of

district Doda Pranoo is having the highest number Computers i.e. 5 (55.56%) followed by Bhaderwah with 3 Computers (33.33%) and Bhala with 1 (11.11%). It further indicates that there were less number of computers and teachers in CAL centres in Doda district.

Fig. 4.5: Pie Diagram showing availability of Computers in %age in the Schools under SSA

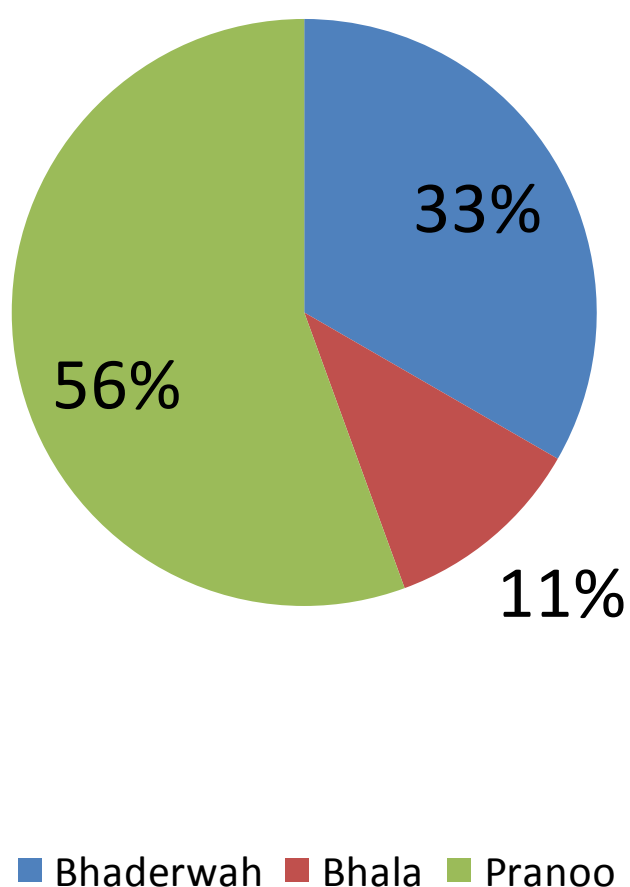
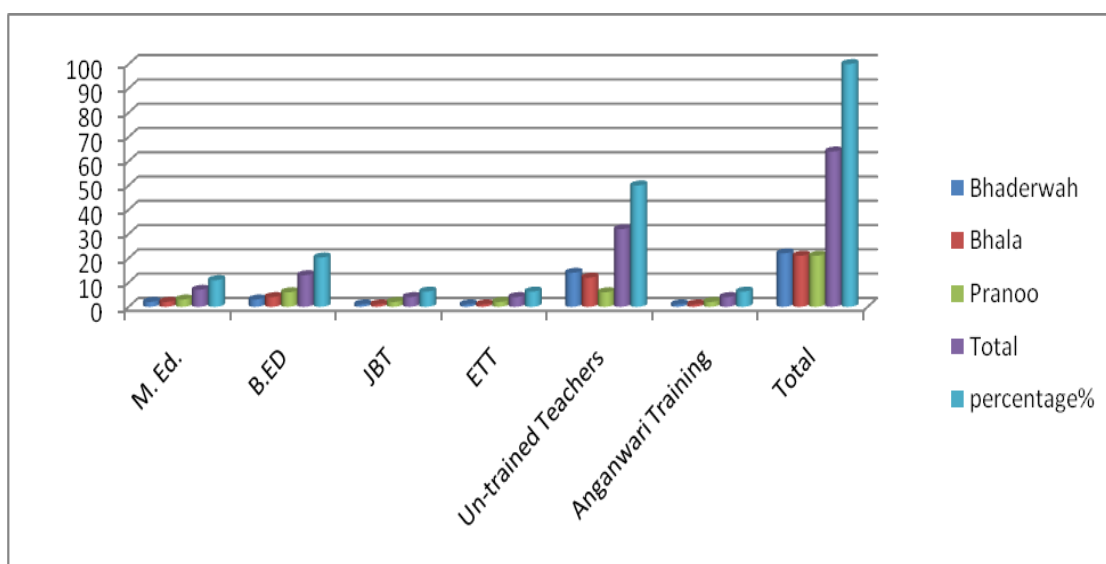


Table 4.6: Professional Qualification of teachers of Schools under SSA

Qualification	Bhaderwah	Bhala	Pranoo	Total	%
M. Ed.	2	2	3	7	10.94
B.ED	3	4	6	13	20.31
JBT	1	1	2	4	6.25
ETT	1	1	2	4	6.25
Un-trained Teachers	14	12	6	32	50.00
Anganwari Training	1	1	2	4	6.25
Total	22	21	21	64	100.00

Fig. 4.6: Graph Showing Professional Qualification of teachers of Schools under SSA

The Table 4.6 reveals that about 10.94% of the teachers of all sample schools in 3 Zones of District Doda were M.Ed. 20.31% teachers were B.Ed., 6.25% were JBT, 6.25% were ETT, 50.00% were untrained and 6.25% are providing Anganwari Training. Teachers were mostly trained graduates and trained post graduates in all the Zones of district Doda.

Table 4.7: Questionnaire for students

S. No.	Questions	Yes	%	No	%
1.	Are you regular in the class?	120	60%	80	40%
2.	Do you play games at school?	125	62.5%	75	37.5%
3.	Do you get books in the school?	200	100%	-	0%
4.	Do you get drinking water at school?	170	85%	30	15%
5.	Do your teachers use audio visual?	70	35%	130	65%
6.	Are their toilet facilities in your school?	180	90%	20	10%
7.	Are you encouraged by the teachers for regular attendance in the class?	175	87.5%	25	12.5%
8.	Are you satisfied with the Mid day meal?	150	75%	50	25%
9.	Is there any good play ground in your school?	130	65%	70	35%
10.	Do your teachers have contact with your parents?	120	60%	80	40%
11.	Is your school near to your home?	165	82.5%	35	17.5%
12.	Do you reach school at right time?	155	77.5%	45	22.5%
13.	Is the medium of instruction in your school?	200	100%	0	0%
14.	Do you get uniform from the school?	200	100%	0	0%
15.	Do your teachers give individual attention to every students	150	75%	50	25%

The above data reveals that 60% of the students are regular in the class while rests of the students are not regular in the class. 62.5% of the students used to play games at school, while 37.5% of students did not play any games at school. Data indicates that 100% of the students agreed that they get uniform and books from the schools. 85% of students get drinking water at school while 15% of students did not get pure water facilities from the school, 35% of teachers use audio visual aids revealed or support material while teaching. Data reveals that 90% of the students get toilet facilities at school while 10% of the students did not get the toilet facility at school premises, 75% of the students were satisfied with the Mid day Meal while 25%

students were not satisfied. Data further reveals that 82.5% schools were near to their home and 17.5% of schools were far away their home. 75% teacher give individual attention to every student and 25% teachers did not give individual attention to the students.

Table 4.8: Teacher's responses on the questionnaire

S. No.	Questions	Yes	%	No	%
1.	Regular classes held in the school?	39	78%	11	22%
2.	Take classes regularly?	37	74%	13	26%
3.	Encourage the students for regular attendance of the class?	50	100%	0	0%
4.	Encourage students with high percentage of attendance?	42	84%	8	16%
5.	Keep track of absentee students?	36	72%	14	28%
6.	Meals that were provided under mid -day meal scheme rich in nutrients?	31	62%	19	56%
7.	Contact with parents of the child?	34	68%	16	32%
8.	Use teaching aid in your teaching period?	40	80%	10	20%
9.	Give individual attention to every child in the class?	45	90%	5	10%

It is clear from Table 4.8 that 78% of the teachers revealed that there were regular classes held in the school and 22% opined that regular classes were not held in the school. Approximately 26% of the teachers revealed that classes were not taken regularly and approximately 74% teachers took classes regularly. 100% of the teachers encourage students for regular attendance in the class. 62% of the teachers revealed that the mid day meal was rich in nutrients and 56% Of the teachers revealed that meals provided was not rich in nutrients. 68% of the teachers revealed that they had regular contact with the parents of students and 32% of the teachers revealed that they had not regular contact with the parents of the students. 80% of the teachers said that they use teaching aids in their teaching periods and 90% of the teachers gave individual attention to every student in the class.

CHAPTER 5

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. MAJOR FINDINGS OF THE STUDY

5.1.1. RESEARCH OBJECTIVE 1

1. To assess enrolment of students, and number of increase in enrollment schools and number of teachers in 3 zones of District Doda.

The result reveals that the highest number of SSA schools were in Doda Distt. with 251 schools with an enrolment of 9134 respectively in the year 2016-17. The highest enrolment is observed in Pranoo zone with 46.89% followed by Bhaderwah with 30.21% and Bhala with 22.90. The Table number 4.2 also depicts that highest number of teachers are in Pranoo zone with 123 (48.43%) teachers, followed by Bhaderwah with 59(23.23%) and Bhala with 72(28.35). The results also indicates that the highest number of SSA schools were in Doda Distt. with 264 schools with an enrolment of 15427 respectively in the year 2017-18. The highest enrolment is observed in Pranoo zone with 44.35% followed by Bhaderwah with 30.35% and Bhala with 25.30. The Table no. also Exhibits highest number of teachers in Pranoo zone with 477 (47.89%) teachers followed by Bhaderwah with 250 (25.10%) and Bhala with 269 (27.01). The results further reveal increase/decrease in enrolment in sample schools of all the three zones of district Doda from session 2016-17 to 2017-18. In Educational Zone Bhaderwah the total enrolment in 2016-17 was 57 students and it increased to 59 in 2017-18, with an increase of 3.51%. The total enrolment in Educational Zone Bhala was 71 students in 2016-17 and it enhanced to 75 students in 2017-18, with an increase of 5.63%. In Educational Zone Pranoo the total enrolment was 123 students in 2016-17 and it enhanced to 130 students, with an increase of 5.69%. Whereas the total enrolment in all three zones of district Doda was 251 students in 2016-17 and 264 students in 2017-18 with an increase in enrolment to 5.17%.

5.1.2. RESEARCH OBJECTIVE 2

To study the attendance, increase and decrease in enrolment of students in sample schools of District Doda.

The study reveals increase/decrease in enrolment in sample schools of all the three zones of district Doda from session 2016-17 to 2017-18. In Educational Zones of Bhaderwah the total enrolment in 2016-17 was 48 students and it increased to 53 in 2017-18, with an increase of 10.41%. The total enrolment in Educational Zone Bhala was 56 students in 2016-17 and it enhanced to 59 students in 2017-18, with an increase of 5.35%. In Educational Zone Pranoo the total enrolment was 60 students in 2016-17 and it enhanced to 62 students, with an increase of 3.22%. Whereas the total enrolment in all three zones of district Doda was 164 students in 2016-17 and 174 students in 2017-18 with an increase in enrolment to 6.09%. The attendance and increase in teacher got a flip during the SSA scheme in the district Doda between 2016 to 2018.

5.1.3. RESEARCH OBJECTIVE 3

To study the facilities and curricular activities, mid-day meal and free text books provided under SSA scheme in 3 zones of Doda district.

The result reveal that the infrastructure provided in the schools under SSA which includes Principal's room, Classrooms, Staffroom, availability of benches, blackboard, chairs, Electricity, playground, drinking water, boundary wall, toilets, Girls toilet and library. Data reveal that the all sample schools Bhaderwah, Bhala and Pranoo having the facility of principal's room. The highest facility of Staffroom in sample schools was seen in one zone Pranoo which is 2 while the remaining two zones Bhaderwah is having 2 staffroom and Bhala having 1. All sample schools of 3 zones of district Doda have facility of benches, blackboards, Chairs, electricity, playground, drinking water, boundary walls and having separate girls toilet. No sample schools of all the three zones of district Doda have a facility of library/reading room. It appears that none of the schools in Doda district have a school library. Among all three Zones Pranoo Zone is having the highest percentage of Infrastructure i.e. 39.92 followed by Bhala with 31.98% and Bhaderwah with 28.11. The figures indicate due to inadequate infrastructure facilities, children as well as staff members of these schools are facing lot of problems.

Results also reveal that nature of building in the sample schools under SSA Scheme under various zones Pranoo Zone is having highest percentage of Owned pucca buildings i.e. 26.67%, followed by Bhaderwah with 26.67% and Bhala with 20.00%. Doda also revealed that Bhala is having 2 Rented Building, Bhaderwah and Pranoo is having 1 respectively.

During investigation it was observed that almost all the school teachers take 2 to 3 classes in a single classroom which hampers the teaching learning process of the students in sharing classroom

The result also reveals that the incentives such as mid-day meals and free textbooks provided to SSA schools. The Table reveals that the scheme of mid-day meal is functional in all the 09 sample schools (100%) of district Doda. Free textbooks and uniforms are also provided to all the students in all the SSA schools of district Doda. Under this scheme variety of food is being served every day. Children are happy with both the quality and quantity of food served to them.

The result reveals that no provision has been made for micro- nutrients and medical check-up in the schools. During investigation it was found that food is being cooked either in the classroom or in the kitchen of the holder and no regular payment is made to the cooks. During investigation it was found that mid-day meals are not being properly served in some zones of district Doda.

5.2. CONCLUSIONS AND DISCUSSION

- Study reveals that SSA has opened 251 schools in year 2016-17 and added 13 schools and number increase 264 in year 2017-18 in three Zones of district Doda with total enrolment of 9134 and 15427. An increase of about 6.3% has been observed form year 2016-17 to 2017-18 which is good sign and a proof of moderate working of SSA in district Doda.
- A total number of teachers have been trained through SSA in the year 2016-17 and 2017-18. In 2016-17 the highest number of teachers have been observed in Pranoo zone with 123 (48.43%) teachers followed by Bhaderwah with 59(23.23%) and Bhala with 72(28.35). and in Pranoo zone with 477 (47.89%) teachers followed by Bhaderwah with 250 (25.10%) and Bhala with 269 (27.01). Though, maximum numbers of teachers have been trained.

- Though SSA has opened schools in every habitation but maximum number of these schools are facing accommodation problem. Almost all the school teachers take 2 to 3 classes in a single class room daily which hampers the quality of education.
- No provision is provided by government for library or reading room in primary schools of district.
- The midday meal scheme is helping in universalisation of elementary education but most of primary schools in district Doda have single teacher and have a burden on them which hampers the teaching learning process. Though, 100% text books and uniforms are provided to the school children under SSA Scheme but delayed and defective issuing of text book and poor amenities has affected academic performance of the students.
- No provision of good micro nutrients like Iron, Vitamins for anemic children is provided to the children, in the schools under the SSA scheme.
- Through 46% and 24% of teachers in all sample schools of district Doda are trained graduates and trained Post Graduates with qualification of B.Ed and M.Ed. Teachers were mostly trained graduates and trained post graduates in all the Zones of district Doda
 - Though the I.T facility has been provided in the schools of district Doda. It has 15 CAL. Although that there were below average Number . of computers and Computer Trained teachers in Doda Distt yet CAL centres in Doda district were functional

The results of present study reveals that there were no problems faced by the staff and students of the schools under the scheme and the Mid-day meal scheme was very successful in these districts and found to be helpful in the universalisation of elementary education, beneficial for regularity and enhancing enrolment of students in schools. Yet there is lag in building construction, supply of micro-nutrients in food and medical check-up of the enrolled students in these zones of the district. The present study also reveals that almost all the teachers have been trained through SSA and maximum teachers are appointed under SSA are talented, hard worker and highly qualified. But the results of present study are contrary and supportive to the results revealed by the previous studies in some aspects. There are problems in the proper implementation of SSA and smooth functioning in this district. Almost all the teachers take 2 to 3 classes in a single

classroom which hampers the quality of education in the district Doda. No provision have been made by the government for computer, library or reading room and delayed and defective issuing of text books in primary schools of the district Doda which is supportive to the previous studies. The results of present study related to trained teacher are contrary to the previous studies because in district Doda still 25% of the teachers are untrained. In order to overcome the problems of proper implementation of SSA scheme in district Doda, The scheme need to continue for some more time so that the goal of universalisation of elementary education will be achieved.

5.3. EDUCATIONAL IMPLICATIONS OF THE STUDY

Education at the school level is of utmost importance and is very essential for the proper growth and development of human beings. Government of India initiated a program known as Sarva Shiksha Abhiyan which aims at providing useful and relevant elementary education for all children in 6 to14 age group by the year 2017, with special emphasis on girl's education.

The present study reveals that despite some loopholes in the program, the program has been very effective in bringing out of school children in the main stream and reducing drop outs to improve the awareness and efficacy of the program, appointing well qualified teachers with regular refresher courses and involving NGO'S with better funding for timely dispersal of the funds for their smooth functioning.

The present study reveals that for enhancing enrolment and regular attendance in schools, free text books are provided late to all children of primary and upper-primary schools. Special efforts should be made to ensure that the text books are distributed timely and in the beginning of the academic session.

The investigation further reveals that almost all the school teachers take 2to3 classes in a single classroom daily. It hampers the teaching learning process of various classes and students. In single teacher schools additional teachers need to be appointed in the schools to carry out teaching learning process in an effective way. Mostly teachers were having heavy teaching load, they need to be made free from the duties of census, Surveys, election duties, electoral roll preparation, and collection of information from Z.E.O and C.E.O offices.

It would be worthwhile to mention that the Policy planners, Management and Principals/Headmistresses of the primary and upper- primary schools should provide feedback to the teachers and conduct some orientation programmes/workshops associating senior experienced teachers in the teacher trainings in the classroom teaching behavior of the of the teachers. So that the teachers can be made efficient and effective at primary stage of schooling.

The decrease in enrolment is because of increase in number of private schools in the area, lack of adequate infrastructure and poor quality of education. To improve the quality of school education, arrangements should be made for developing the educational technologies like computers, O.H.P., Smart classes in the elementary schools. It can be helpful in making schemes activity based learning centres. The schools can be of immense value in the overall development of personality of the children in today's world where multimedia education is proving highly effective and interesting.

The SSA program should open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.

SSA needs to improve further quality of elementary education including life skills. SSA should focus special attention on girl's education and children with special needs. SSA should also provide Technical computer education to bridge the digital divide in the urban/ rural areas.

SSA scheme need to continue for some more time so that our elementary education becomes more attractive to attract more children to the schools portal and reduce failure and dropout further through committed trained teachers

5.4. SUGGESTIONS FOR THE FURTHER STUDY

1. Accommodation problem in schools should be solved and new buildings should be constructed with well ventilated classrooms.
2. To improve the quality of education, arrangement should be made by the government for library, computer facilities and trained computer teachers.
3. Free text books need to be provided at the beginning of academic sessions as during interaction it came into notice of investigator that books are provides during midsession.

4. Talented and hard working teachers should be encouraged and rewarded.
5. In single teacher schools more teachers should be appointed to carry out teaching learning process in an effective way.
6. Arrangement for providing micro nutrients and medical checkup by a doctor should be made available in all schools under SSA scheme.
7. Regular surveys should be conducted in communities to identify and control the drop outs and efforts be made to enroll such cases.
8. Boundary wall and girls toilet should be constructed in every school under the SSA scheme.
9. All teachers need to be trained through refresher courses, subject training courses, orientation courses and workshops.
10. Child centered and activity based teaching need to be encouraged in the schools under the scheme.
11. Teachers should be trained for development of low cost of Teaching Learning Material (TLM).
12. In single teacher schools additional teachers need to be appointed in the schools to carry out teaching learning process in an effective way and made them free from the duties of census, surveys, election duties, electoral roll preparation, and collection of information from Z.E.O. offices, C.E.O. offices, collection of Mid-day meal ration etc.
13. Government should frame separate authority/departments who take the responsibility for providing food to children in schools under Mid-day meal scheme. So that teacher gives their 100% for imparting quality education.
14. To provide hygienic drinking water to children, water purifier should be installed in all schools.

SUMMARY

TITLE : AN APPRAISAL OF SARVA SHIKSHA ABHIYAN (SSA) IN DODA DISTRICT WITH RESPECT TO COVERAGE, FACILITIES, ATTENDANCE AND CURRICULAR ACTIVITIES

Supervisor

Dr. B.L. Raina

Investigator

Sumbal Nazra Kelu

A. The Problem

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. Sarva shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water facility, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers. The capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

India has made long strides in the last 50 years in the field of education. The National Policy on Education 1986 and Program of Action 1992 accorded top priority for achieving the goals of Universal Elementary Education. A number of program /

schemes were launched during the last four decades for Universalisation of elementary education. Some of these efforts have been in the field of primary education and a few also covering upper primary education. Due to these interventions, initiated by Government of India and the respective state Governments have achieved considerable progress in providing access, improving retention and the quality improvement in primary education. However, much needs to be done for the special focus groups, and the upper primary sector. Quality improvement still remains a major concern, especially for upper primary sector. Sarva Shiksha Abhiyan is an attempt to fill this vacuum and covers all the districts in the country. The program covers the whole gamut of elementary education sector and is flexible enough to incorporate new interventions like specific interventions for girls, e.g., NPEGEL (National Programme for Education of Girls at Elementary Level) and Kasturba Gandhi Program. SSA adopts, “the bottom-up” process of planning, wherein the felt needs of the served communities and educational needs of learners are well taken care of and the plan fits into the broad framework of SSA. In view of the fact that the desired improvement and sustenance of the improved efficiency level cannot be achieved without the active involvement of the community in the schooling system. SSA has emphasized the involvement of local people & stakeholders in Planning. This also ensures reflection of local specificity, which is essential for achieving the goals of the program.

B. NEED AND SIGNIFICANCE OF THE STUDY

Elementary education is backbone of the whole educational system of a nation. The child of today is the builder of tomorrow. A well designed and effective implemented elementary education programme is necessary for the harmonious development of the child, which in-turn contributes to economical, social and cultural development of the Nation. A lot of problems are faced by various implementing agencies in the universalisation of elementary education in India. Since independence various efforts have been made by the government for free and compulsory education to the children in the age group of 6-14 years .For this purpose large number of schools was opened by the government and various incentive drives have been made to ensure enrolment of the children in primary schools. But the question still remains that out of 200 million children in the age group of 6-14 years, 59 million children are not attending the school, out of which 35 million were girls and 24 million were boys.

So keeping the universalisation of elementary education and governmental resolve in view, it is imperative to study the various problems faced by the implementation agencies in Sarva Shiksha Abhiyan (SSA) scheme. To provide coverage to out of schools boys and girls at the elementary stage of schooling, SSA is the governmental resolve to ensure the same. Keeping in view of above discussion there is a need for present study to investigate and to see how far the government has succeeded in implementation of SSA in district Doda. The purpose of the present study is also to see and observe the conditions in schools that have been opened under SSA in all zones of district Doda. The present study is also an attempt to collect and analyze the data collected from these zones and to see what achievements have been made by this scheme in district Doda in particular and the state in general.

C. OBJECTIVES OF THE STUDY

1. To find out the number of primary schools and enrolment of students and number of teachers in 3 zones in district Doda.
2. To study the attendance, increase and decrease in enrolment of students in sample schools.
3. To check the facilities and curricular activities, mid-day meal and free text books provided under SSA scheme in 3 zones of Doda district.

D. RESEARCH QUESTIONS POSED

1. Why infrastructure of the primary schools is poor?
2. How Mid-day meal can be provided in the scheme s run by SSA?
3. How coverage, facilities and attendance can be increased?

E. DELIMITATIONS OF THE STUDY

The present study is delimited to 3 Educational Zones namely Bhaderwah, Bhala and Pranoo of District Doda.

F. SAMPLE

District Doda formed the sample of the study. It has 5 educational zones; out of these 3 educational zones are selected for the study. From each educational zone three primary schools were selected randomly Distribution of the Sample frames for the study is provided in the table as under:-

G. TOOLS USED

The data for present study was collected with the help of following self constructed tools:

1. Checklist:
2. Questionnaires for Teacher.
3. Questionnaire for Students
4. Interview Schedule for Z.E.O

H. RESULTS

In order to accomplish the objectives of the study, percentage analysis have been employed.

I. EDUCATIONAL IMPLICATIONS OF THE STUDY

- Education at the school level is of utmost importance and is very essential for the proper growth and development of human beings. Government of India initiated a program known as Sarva Shiksha Abhiyan which aims at providing useful and relevant elementary education for all children in 6 to14 age group by the year 2017, with special emphasis on girl's education.
- The present study reveals that despite some loopholes in the program, the program has been very effective in bringing out of school children in the main stream and reducing drop outs to improve the awareness and efficacy of the program, appointing well qualified teachers with regular refresher courses and involving NGO'S with better funding for timely dispersal of the funds for their smooth functioning.
- The present study reveals that for enhancing enrolment and regular attendance in schools, free text books are provided late to all children of primary and upper- primary schools. Special efforts should be made to ensure that the text books are distributed timely and in the beginning of the academic session.
- The investigation further reveals that almost all the school teachers take 2to3 classes in a single classroom daily. It hampers the teaching learning process of various classes and students. In single teacher schools additional teachers need

to be appointed in the schools to carry out teaching learning process in an effective way. Mostly teachers were having heavy teaching load, they need to be made free from the duties of census, Surveys, election duties, electoral roll preparation, and collection of information from Z.E.O and C.E.O offices.

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- The SSA program should open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.
- SSA needs to improve further quality of elementary education including life skills. SSA should focus special attention on girl's education and children with special needs. SSA should also provide Technical computer education to bridge the digital divide in the urban/ rural areas.
- SSA scheme need to continue for some more time so that our elementary education becomes more attractive to attract more children to the schools portal and reduce failure and dropout further through committed trained teachers

J. MAJOR FINDINGS OF THE STUDY

RESEARCH OBJECTIVE 1

To assess enrolment of students, and number of increase in enrollment schools and number of teachers in 3 zones of District Doda.

The result reveals that the highest number of SSA schools were in Doda Distt. with 251 schools with an enrolment of 9134 respectively in the year 2016-17. The highest enrolment is observed in Pranoo zone with 46.89% followed by Bhaderwah with 30.21% and Bhala with 22.90. The highest number of teachers were in Pranoo zone with 123 teachers with(48.43%) followed by Bhaderwah with 59 teachers with(23.23%) and Bhala with 72 teachers with (28.35). The results also indicates that the highest number of SSA schools were in Doda Distt. with 264 schools with an enrolment of 15427 respectively in the year 2017-18. The highest enrolment is observed in Pranoo zone with enrolment percentage of 44.35% followed by Bhaderwah with enrolment percentage of 30.35% and Bhala with percentage of 25.30. This depicts that highest number of teachers were in Pranoo zone with 477 teachers with (47.89%) followed by Bhaderwah with 250 teachers with (25.10%) and Bhala with 269 teachers with(27.01).The results further reveal increase in the enrolment in sample schools of all the three zones of district Doda from session 2016-17 to 2017-18. In Educational Zone Bhaderwah the total enrolment in 2016-17 was 57 students and it is increased to 59 in 2017-18, with an increase of 3.51%. The total enrolment in Educational Zone Bhala was 71 students in 2016-17 and it enhanced to 75 students in 2017-18, with an increase of 5.63%. In Educational Zone Pranoo the total enrolment was 123 students in 2016-17 and it enhanced to 130 students, with an increase of 5.69%. Whereas the total enrolment in all three zones of district Doda was 251 students in 2016-17 and 264 students in 2017-18 with an increase in enrolment to 5.17 percent.

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increased to 53 in 2017-18, with an increase of 10.41%. The total enrolment in Educational Zone Bhala was 56 students in 2016-17 and it enhanced to 59 students in 2017-18, with an increase of 5.35%. In Educational Zone Pranoo the total enrolment was 60 students in 2016-17 and it enhanced to 62 students, with an increase of 3.22%. Whereas the total enrolment in all three zones of district Doda was 164 students in 2016-17 and 174 students in 2017-18 with an increase in enrolment to 6.09%. The teachers employment got a flip during the SSA scheme in the district Doda and the number of teachers increased considerably during 2016-2018.

RESEARCH OBJECTIVE 3

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The result reveals that the infrastructure provided in the schools under SSA which includes Principal's room, Classrooms, Staffroom, availability of benches, blackboard, chairs, Electricity, playground, drinking water, boundary wall, toilets, Girls toilet and library. Data reveals that the all sample schools of Bhaderwah, Bhala and Pranoo having the facility of principal's room. The highest facility of Staffroom in sample schools was seen in one zone Pranoo which is 3 while the remaining two zones Bhaderwah is having 2 staffroom and Bhala having 1. All sample schools of 3 zones of district Doda have facility of benches, blackboards, Chairs, electricity, playground, drinking water, boundary walls and having separate girls toilet. No sample schools of all the three zones of district Doda have a facility of library/reading room. It appears that none of the schools in Doda district have a school library. Among all three Zones Pranoo Zone is having the highest percentage of Infrastructure i.e. 39.92 followed by Bhala with 31.98% and Bhaderwah with 28.11. The figures indicate due to inadequate infrastructure facilities, children as well as staff members of these schools are facing lot of problems.

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The result reveals that no provision has been made for micro- nutrients and medical check-up in the schools. During investigation it was found that food is being cooked either in the classroom or in the kitchen of the holder and no regular payment is made to the cooks. During investigation it was observed that mid-day meals are not being properly served in bhalla zone of district Doda.

K. SUGGESTIONS FOR FURTHER RESEARCH

1. An Evaluative study of Sarva Shiksha Abhiyan (SSA) in Doda district can be conducted.
2. A study of infrastructural facilities improvement may be conducted at the State level.
3. A study on regular teaching learning programme in the SSA schools can be undertaken.
4. A study on the financial allocation to the various districts under ssa may be undertaken.

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APPENDICES

Appendix-A

CHECK LIST OF PRIMARY AND UPPER PRIMARY SCHOOLS UNDER SSA.

DIRECTIONS

The purpose of this Performa is to collect information regarding infrastructure and functioning of your pre-primary/upper primary school. Please furnish correct and up to date information regarding the different items given under in the Performa. The information shall be treated strictly confidential and used for research purposes only.

1. Name of the school
2. Establishment Year.....
3. Primary/Upper Primary
4. Number of teachers.....
5. Total no. of students enrolled.....
6. Type of school. Only boys/ only girls /co-education
7. Nature of building..... Own Building/Rented.....
8. Type of building.....Concrete/brick./ Temporary structure/ Kacha structure.
9. Does the building have a proper boundary wall or fence?
10. Availability of Infrastructure

S. NO.	ROOMS	YES	NO
(a)	Principal room		
(b)	Office		
(c)	Staff room		
(d)	Reading room		
(e)	Toilets		
(f)	Library		
(g)	Drinking water		

11. Rating on the building and premises.

Tick the appropriate column against each component

Components	Excellent	Good	Average	Poor	v. poor
i. Construction					
ii. Maintenance					
iii. Location					
iv. Ventilation					
v. Lighting					
vi. Play ground					
vii. Lawn					
viii. Garden					
ix. Any other					

12. Toilet Facilities. (Yes / no)

13. Water Facilities (yes / no)

14. Library Facilities (yes / no)

15. Mention the number against the appropriate column

Teaching staff	Male(Numbers)	Female(Numbers)	Total
Trained staff			
Untrained staff			
Total			Grand total

16. Professional Qualification of teachers

Qualification	Male	Female	Total
M.Ed.			
B.Ed./I.T.			
B.T.C/J.B.T			
N.T.T.C			
Anganwadi Training			

17. Available CAL Centers and Computers in the Schools under SSA

S. No.	Educational Zones	CAL Centers	Computer Trained Teacher in CAL Centers	No. of Sample Schools	Available Computers	%age of Sample Schools having Computers

18. Incentives Provided to Sample Schools under SSA Scheme

S. No.	Educational Zones	Sample Schools	Incentives			
			Mid-Day Meal	%age	Free Text Books	%age

QUESTIONNAIRE FOR TEACHERS

Name.....

Gender.....Sex.....

.....

Tick the right choice

Q1 Do you encourage the students for regular attendance in the class?

(a) Yes

(b) No

Q2 How many students are regular in the class?

(a) Yes

(b) No

(c) None

Q3 What's steps do you take for regular attendance of the students?

(a) Punishment

(b) Individual attention

(c) Not allowing to sit in the final examination

(d) Informing the parents

Q4 Are the regular classes held in the school?

(a) Yes

(b) No

Q5 Do you take classes regularly?

(a) Yes

(b) No

Q6 Do you keep track of absentee students?

(a) Yes

(b) No

Q7 If, yes how do you do that?

(a) Informing the parents

(b) Punishing the students Fine the students

(c) Any other

Q8 How do you plan to check the absentee behavior of children?

(a) Informing the parents

- (b) Regular check on attendance
 - (c) Live pt association
 - (d) Not allowing sitting in final exam.
- Q9. Do you encouraged students with high percentage of attendance?
- (a) Yes
 - (b) No
- Q10. If yes how?
- (a) Giving a prize
 - (b) Encouraging the students in morning assembly
 - (c) Giving a citation
 - (d) Any other
- Q11. Do you give individual attention to every child in the class?
- (a) Yes
 - (b) No
- Q12. Do you have the contact with the parents of the child?
- (a) Yes
 - (b) No
- Q13. If yes
- (a) How often
 - (b) Once in six month
 - (c) Annually
- Q14. Do you use teaching aid in your teaching period?
- (a) Yes
 - (b) No

QUESTIONNAIRE FOR STUDENTS

Appendix-C

S. No.	QUESTIONS	Yes	No
1.	Do you get books from the school?		
2.	Do your teachers use audio visual aids?		
3.	Do you play games at school?		
4.	Are you regular in the class?		
5.	Do you get drinking water at school?		
6.	Are you satisfied with the Mid day meal?		
7.	Are their toilet facilities in your school?		
8.	Do you get uniform from the school?		
9.	Are you encouraged by the teachers for regular attendance in the class?		
10.	Is there any good play ground in your school?		
11.	Do your teachers give individual attention to every student?		
12.	Do your teachers have contact with your parents?		
13.	Is the medium of instruction in your school Hindi?		
14.	Is your school near to your home?		
15.	Do you reach school at right time?		

Appendix-D

INTERVIEW SCHEDULE FOR BLOCK EDUCATIONAL OFFICER

Name of the officer.....

1. Present status of Sarva Shiksha Abhiyan in district Reasi?
2. How many schools are under SSA in your block?
3. Benefits you provide to SSA schools:
Primary.....
Upper primary.....
4. Did the enrolment of SSA schools improve during last 5 years (YES/NO)
If yes, what could be approximate percentage of increase in enrolment?
5. Did you provide any specialized training to the teacher of SSA schemes schools?
6. What is the trainings and name them?
7. What is the funding pattern of SSA in your block:-
 - (a) Infrastructure
 - (b) Staff salary
 - (c) Drinking water facility
 - (d) Mid-day meal
 - (e) Uniform and Books
 - (f) Cash payment if any
 - (g) Scholarship if any