CHAPTER-VII

Summary and Conclusion

Introduction:

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. During the year 2000 there was a conscious effort towards convergence of programmes and approaches concerning realization of the goals of Education for all – the country has launched the Sarva Shiksha Abhiyan. This provides the umbrella under which all the programmes pertaining to Universalisation of Elementary Education have been merged. A number of new initiatives have proposed to improve the access to and participation of children in elementary education as well as for improving the quality of education provided in the primary schools. The proposed Sarva Shiksha Abhiyan will be implemented by the Government of India in partnership with the State government with a long term perspective on cost sharing and through district level decentralized management framework involving local bodies.

Sarva Shiksha Abhiyan (SSA) is Government of India’s Flagship Programme for achievement of Universalization of Elementary Education 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, a Fundamental Right, SSA is being implemented in partnership with State Government to cover the entire country and address the need of 192 million children in 1.1 million habitations.
Historical Background of Sarva Shiksha Abhiyan:

Universalisation of education in India implies ‘Elementary Education for All’ (Classes I to VIII) and not for a selected few. This concept accepts that education is the birth right of every child. This means that all children belonging to the rich and the poor, living in towns as well as rural areas and in places, which are accessible with difficulty, have to be provided with facilities for elementary education. It is accepted in UN’s Declaration of Human Rights and Children’s Rights. It is universally accepted that the Universalisation of the elementary education is the true index of the general, economic, political and social development of a country.

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with state SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

The SSA is an effort to recognise the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

Sarva Shikha Abhiyan in Assam:

Assam Sarva Shikha Abhiyan Mission was established by Government of Assam as a registered society on 24th April 2001 under the societies Registration Act XXI of 1860 as an autonomous and independent body to function as a societal mission for bringing about a fundamental cheque in the basic education system. The validity of registration was extended up to 29th December 2007. The implementation of SSA programme in Assam stand vested with the above named State Mission. The authorities
of the society are the Governing Body and Executive Committee. The Governing Body of the Society is headed by the Chief Minister of the State with all the administrative heads of department's viz. Education, Social welfare, Health, PHE, Finance Planning etc are the members. The Government of India has a nominee in both the bodies. The Chief Executive Officer of the society is the Mission Director who is an officer in the ranks of Commissioner & Secretary to the state Government. Another officer of IAS cadre designated as Executive Director assists him.

**Sarva Shiksha Abhiyan in Udalguri District:**

At the time of implementation of SSA in Assam, Udalguri district was not created by the govt. of Assam. So the undivided Darrang district, SARVA SHIKSHA ABHIYAN, DARRANG has implemented the SSA programmes as per guidelines of the govt. of Assam in Udalguri district. Initially the Udalguri district was created in the year 2004. So the SSA programmes were implemented under the guidelines and controlled by the SSA Darrang. Accordingly 3(three) educational blocks (Udalguri, Mazbat and Khoirabari) were established in Udalguri district and they were conducted and regulated by the SSA Darrang. Till to-day the separate SSA office for Udalguri district is not created. Though the separate SSA office is not created in Udalguri district, several SSA programmes were implemented in Udalguri district under SSA Darrang.

The important schemes and programmes of SSA with different functional areas which were implemented in Udalguri district are as follows:- Civil Works, Text Books, Maintenance Grants, Teachers and Teacher's Training, Teaching Learning Materials, Mid Day Meal, Integrated Education for Disabled Children, Alternative and Innovative Education, Kasturba Gandhi Balika Vidyalaya, National Programme for Education of
Girls at Elementary Level, Functioning of Village Education Committee and Tea
Garden Education Committee, Community Mobilisation, Education Guarantee Scheme
etc.

**Need and Significance of the Present Study:**

It is a fact that the standard and the conditions of primary education in the
Udalguri district are far below being satisfactory. In Udalguri District the Bodos are
predominant. The standard of education in the primary schools of tribal areas is so poor
that the educated tribal boys cannot complete their education in other high schools.
Udalguri district is newly created district in 2004. Before placing the district Udalguri
was Sub-Division of Darrang District. These tribal people are inhabitants of the
northern part of the Darrang district. Up to 1907, there were a few primary schools in
the tribal areas established by Baptist Missionaries. These schools were not sufficient
for imparting education to the tribal people. After independence, though the number of
schools increased in the tribal areas the standard of primary education was not
improved.

To implements this Abhiyan is not an easy task – especially in the poor and
backward rural areas. There are a number of problems in the path of primary education
for all children in Udalguri district as such poverty, ignorance, lake of education of
parents, social taboos specially in the case of girl’s education-are some of the prominent
problems disturbing growth of primary education in Udalguri district. Therefore, the
SSA has to cross such hurdles to reach its goal.

The Udalguri district is covered out of the Darrang district of which it is a sub-
division till the creation of B.T.A.D. in 2003. The geographical area of Udalguri district
is 1,852.16 Sq. Km and the total population stands at 7, 56,671.
There are a number of problems in the path of primary education for all children in Udalguri district as such poverty, ignorance, lack of education of parents, single untrained teacher, irregular attendance of the children, poor enrolment of the girl child – are some of prominent problems disturbing growth of primary education in Udalguri district.

Flood has become a recurring problem in the district causing extensive damage to the lives and properties every year. But in last ten (10) years the district was badly affected by insurgency, which hampers the regular and smooth functioning of the school routine. At present about five-six militant (insurgent) outfits have been active in the district and for various issues and demands, they regularly called for Assam Bandh, local bandh which disturbed all round development of the district, particularly the education system or sector. Recently communal violence in the district has also caused serious damage to the academic environment.

Therefore the investigator wants to make an in depth study as to the implementation of the programme of Sarva Siksha Abhiyan in Udalguri district.

**Statement of the Problem:**

Udalguri district is lagging behind in universalisation of primary education for different reasons. Hence the investigator has planned to do the present study and thus the study has been, titled as “**A Study on the Programme Implementation of Sarvā Shiksha Abhiyan in Udalguri District of, BTAD, Assam.**”

**Definitions and Explanation of the Terms:**

**Alternative Schooling (AS):**

Alternative Schooling has been defined as organised and systematic learning arrangement, which responds to the needs and convenience of learners in rural and
remote area. ASs are relaxing type education system through which primary education is imparting to the out-of-schooling and drop-out students from age group of 6 to 14 years.

Community Coaching Programme (CCP):

The habitation with less than 5 out of school children of 7-14 years are covered through Community Coaching Programme (CCP). The Community Coaching Programme was started and functioning in w.e.f. March, 2007.

Cluster Resource Centre (CRC):

Cluster Resource Centre in the grass root institution for training of teachers and delivery of new inputs in Primary Education. All teacher trainings are being held at CRC level. CRC is the vital agency for supervision at sub-block level. CRC is the centre for preparing Teaching Learning materials, Educational devices and other supporting materials.

District Primary Education Programme (DPEP):

District Primary Education Programme launched in 1993 is a national initiative to achieve universalisation of Elementary Education through district level intervention. The overall goal of the programme is the reconstruction of primary education system to operationalize the strategy of UEE as envisaged in NPC (as updated in 1992) and its programme of Action – POA (1992) through decentralized planning and management, disaggregated target setting, community mobilization and population specific planning.

Early Childhood Education (ECE):

Early Childhood Education or pre-school education is meant for the age group of children before entry into primary education. NEP had adopted the policy that the child should receive pre-school education before going to primary school.
Education Guarantee Scheme (EGS):

Education Guarantee Scheme has been conceptualised to provide access to schooling to those children who are deprived for schooling for non-availability of school within a walk able distance.

Integrated Education for Disable children (IED):

Integrated Education for Disable children (IED) popularly known as IED is very important component of SSA. It aims to fulfil the unique needs of the Children with Special Needs (CWSN). It is basically a challenge to introduce the children who have various physical and mental conditions to the world of education where the others are more privileged.

Karmasthali Siksha Kendras (KSK):

Karmasthali Siksha Kendras (KSK) also organised at Brick Industry to provide the primary education facility for the children of the bricks industries labourars.

Kasturba Gandhi Balika Vidyalaya (KGBV):

The govt. of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) for setting up one residential school with boarding facilities at elementary level for girls belonging predominantly to the ST/SC/OBC and Minorities in difficult areas.

National Programme for Education of Girls at Elementary Level (NPEGEL):

NPEGEL is an additional component of SSA for education of girls at elementary level. The scheme was started in the year 2006-2007 with the objectives of Universization of Elementary Education. It is attempt to provide an opportunity for improving human capabilities to all children including girl’s child, provision of community owned quality education in a mission mode.
Residential Bridge Course (RBC):

Residential Bridge Course centres were opened as an intervention to facilitate enrolment of out of school children of 10 to 14 years age group particularly the child labourer into formal school.

Sarva Siksha Abhiyan (SSA):

Sarva Shiksha Abhiyan is an effort to universalise 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 implementing human capabilities to all children, through provision of community owned quality education in a mission mode.

Scheduled Tribes (ST):

Mishra 2002 defines scheduled tribes as people who (i) claim themselves as indigenous to the soil, (ii) generally inhabit forest and hilly regions, (iii) largely pursue a subsistence level economy, (iv) have great regard for traditional religious and cultural practices, (v) believe in common ancestry and (vi) have strong group ties. However, all characteristics do not apply to all tribal communities.

Tribals are not homogenous groups. There are at least four groups of STs - hunting-gathery group, agricultural group, and irrigation – agricultural group and industrial wage earning group.

Shiksha Karmi (SK):

The term “Shiksha Karmi” is used here in a broad sense, to refer to various kinds of para-teachers hired by state governments to supplement the regular teaching staff.
**Tea Garden Education Committee (TGEC):**

In Tea Garden areas (which may or may not be revenue villages), a Tea Garden Education Committee is to be constituted in every division of a Tea Estate. Thus every division of the Tea Estate will be considered as a village.

**Village Education Committee (VEC):**

The Village Education Committees are responsible for administration of the delegated programmes in the field of education of the village level. The major responsibility of the VECs is operationalisation of Micro level planning in the village through systematic house-to-house educational survey and periodic discussion with the parent and community. It should be the endeavour of the committee that every child in every family participates in primary education.

**Worksite Sanjogi Siksha Kendras (WSSK):**

Worksite Sanjogi Siksha Kendras (WSSK) is opened in the vicinity of the brick kiln/other worksite to provide facilities of elementary education to the children. The worksite SSK’s are opened in November-December, 2006 for the first time in Assam.

**Delimitation of the Present Study:**

The present study was limited to the Lower Primary Schools, Sarva Shiksha Abhiyan educational block office, 1 KasturbaGandhi Balika Vidyalaya (KGBV) School, 4 National Programme for Education of Girls at Elementary Level (NPEGEL) covered schools and Education Guarantee Scheme (EGS) centers under Udalguri, Mazbat and Khoirabari block of Udalguri district, B.T.A.D., Assam.

**District Profile:**

The district of Udalguri lying along the north bank of the Brahmaputra is situated between 26.12° and 27.08° N Latitude and 9.47° E Longitude. The Bhutan hills
as sentinels on the north and the mighty Brahmaputra flows on the south. The Udalguri district under the Bodoland Territory Area District in Assam is chiefly a Bodo dominated district. Udalguri is a town and a town area committee and the headquarters of Udalguri district in the North-Eastern Indian State of Assam. Earlier, Udalguri was a sub-divisional headquarters in Darrang District. But after signing Bodo accord to end the demand for a separate Bodoland Territorial Autonomous District (BTAD) was created and Udalguri district become one of the four District under BTAD. Udalguri become the District headquarters when the new district was formally inaugurated on June 14, 2004.

**Scheme of Sarva Shiksha Abhiyan in Udalguri District**

To implement the Sarva Shiksha Abhiyan in Udalguri District (Under Darrang District) the government has formulated various programmes and schemes. The important schemes and programmes are – Civil Works, Text Books, School Grants, Teachers and Teacher’s Training, Teaching Learning Materials, Mid Day Meal, Integrated Education for Disabled Children, Alternative and Innovative Education, KasturbaGandhi Balika Vidyalaya, National Programme for Education of Girls at Elementary Level, Functioning of Village Education Committee and Tea Garden Education Committee, Community Mobilisation, Education Gurantee Scheme.

**Review of the Related Literature:**

Following studies or Literature are reviewed which are related to the present study which helped the investigator to frame the present study –

Thakur, T. Sarma, Mahanta, Nirmala. Sarma, U. J., Dipti and Goswami G. C. (1988) of Assam, state institute of Education studied on “Drop-out in the primary schools of Assam.” The main objectives of the study was to compute the drop-out rate,
the stagnation rate and the rate of regular promotion in the primary stage of education in Assam and to study the sex-wise, area wise and community wise variation of drop-out and stagnation in Assam. The major findings of the study were the rate of dropout in the scheduled tribe’s areas and in urban and rural areas.

Bhargava, S.M. (1990). Of the Maharaja Sayajirao Univ. of Baroda studied on “A study of the growth of educational facilities and enrolment at the elementary stage in India.” The main objectives of the study were to study the growth of educational facilities and the growth of enrolment of girls, Scheduled Castes and Scheduled Tribes at the primary and middle stages of education. The major findings of the study were that there had been a steady growth of educational facilities at the primary stage. In 1957, 57.75 % children had schooling facilities within a distance one kilometre, but this was available to 80.34% in 1986. Educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986.

Sarma, H. N.; Dutta, Bineeta and Sarma, Dipti (1991) of Jorhat State Institute of Education studied on “Identification of the problems of Primary Education”. The main objective of the study was to identify the problems of the primary education and to determine their comparative importance. The major findings of the study were that 35% of the schools had no blackboards. In 81% of the schools, no teaching aids were available, 46% of the schools did not have school buildings; in 4% of the schools, there was only one teacher.

Birdi Bimlesh (1992) of Punjab University studied on “A study of the growth and development of the primary education in Punjab from 1947 to 1987.” The main objective of the study was to trace the growth and development of the primary education in Punjab, in its various aspects such as schools, teachers, enrolment and expenditure.
The major findings of the study were the conditions of buildings, furniture and equipment was unsatisfactory in almost all the primary schools.

Mishra’s work (1994) on a study of dropout of tribal students of Keonjhar district, Orissa, highlights enrolment and the rate of retention, extent of dropout and the factors responsible for irregular attendance and dropouts. He has compared the variables amongst the tribal students belonging to primary, middle and high school levels in Education Department and Tribal Welfare Department schools. He has discussed the causes in relation to the local environment, economy of the local tribes, cultural constraints, school environment etc.

Mishra and Behera (2000) have made a comparative study on the impact of Mid-Day-Meals scheme in Orissa and Tamil Nadu states in which they have shown how far this scheme has acted in improving enrolment, retention and attendance reducing the rate of dropout among the tribal students at primary level of schooling. And they found that the scheme has tremendous impact on attending schools regularly among the primary level tribal and other students in both the states. Similarly, this scheme has reduced the rate of dropout among the target groups in the sample states.

Shaukath Azim, EPW, April 16, (2005) studied on “Literary growth Disparities in Karnataka”. The main disparities in literary growth rates in Karnataka in relation to regions and districts. The major findings of the study were (i) using census data, 2001 looks at the regional (district-wise) variation in literary among men and women (ii) Dakshin Kannada, Bangalore having high (80%) literary rates as compared to the district especially the educational backwardness of Hyderabad-Karnataka (Bellary, Gulbarqa, Koppal, Raichur) region (around 50%).
Das, Debabrata and Barman Jogeswar (2007), Department of Commerce, Gauhati University, studied on “Evaluation of the impact of Integrated Evaluation of the Impact of Integrated Education for Disabled (IED) Interventions with Focus on Ensuring their Enrolment and Retention in the School. The main objectives of the study was to examine the enrolment status retention level of CWSN, to study the level of awareness and attitude of teachers and common people towards CWSN, to find out the causes of drop out of CWSN. The major findings of the study were (i) there is a 57.6% growth in the identification of CWSN over the last three years, (ii) out of the total CWSN identified, 68.4% are enrolled in the schools during the period 2006-07. Enrolment trend has shown that average 56% CWSN have been enrolled in schools during 2003-04 to 2006-07 out of total identified CWSN. (iii) the retention level of CWSN is very high which stands at 99.4%. (iv) Reasons for non enrolment and dropout of CWSN reveal that 19.9% are not enrolled due to parents’ weakness, 19.3% due to severe disability, 19.1% due to lack of self confidence of the children and 17.1% due to inadequate school environment.

Hussain, Tasaduk Ariful and Hazarika, Rekhamoni (2008) of Northeast Social Trust (NEST), Golaghat, studied on “Functioning and Effectiveness of Involvement through members of various peoples’ committees in SSA Activities”. The main objectives of the study was, to study the present status of involvement of various members of people committees in the development of elementary education for both PRI and Non PRI members, to study the implication of role of the Peoples’ Committees of teachers’ accountability, to study the possibilities of peoples’ committees as supervision and monitoring agency for the better school functioning at the local level.
The major findings were, peoples' committees are found in each school, in each village, in each ward of the town committees, in each Gaon Panchayat and in most of the tea gardens, SMCs are found to be more vibrant than the other committees, one third of the peoples’ committee members are women, 49.8% members of the people of the peoples’ committee are of the age group of 26-45 years.

The major findings were, Aids and Appliances have to be some extent helped in improving the academic performance of the CWSN, parents are not satisfied with the role played by Resource Teachers, most of the Aids and Appliances do not work for longer time after maintenance, no use are manual is provided with the Aids and Appliances supply to the CWSN.

Chaturvedi, A.M., (2009) of AMC Research Group, New Delhi, studied on “Effectiveness of Academic Support given by CRCs at Lower Primary Level”. The main objectives of the study was, to study the existence and present status of the CRC in the cluster, to assess the role played by each CRC in giving quality education to all school children of elementary level, to assess the need of CRCC in cluster level for the improvement of quality education. The major findings were, 81% of the CRC are being run in the school building and only 19% of the CRC have their own building, 86% of the CRCCs make their own TLM, CRCCs helped teachers in creating TLM and their utilization.

Though various studies have already been conducted on the impact of different functional areas of SSA but no study has been conducted so far to find out the programme implementation in different functional areas of SSA in Udalguri district.
Statement of the Problem

Udalguri district is lagging behind in universalisation of primary education for different reasons as mentioned above. Hence the investigator has planned to do the present study and thus the study has been, titled as “A Study on the Programme Implementation of Sarva Shiksha Abhiyan in Udalguri District of, BTAD; Assam.”

Objectives of the Present Study

For the present study following objectives have been framed –

1) To study the progress of the programme implementation of Sarva Siksha Abhiyan in different functional areas.

2) To study the problems faced by authorities in implementing the Sarva Siksha Abhiyan programme in different functional areas.

3) To suggests some remedial measures to implement the Sarva Siksha Abhiyan programme more effectively.

Plan and Procedure of the Study

Design of the Study:

The present has been conducted in the lower primary schools children and children of EGS centres in Udalguri district. SSA Assam has been taking efforts to universalize access to and retention in schools by emphasising quality of elementary education through field based holistic and converged approaches. Improving the quality and efficiency at school/classroom level is a major thrust area of the SSA programme. Mere focus on access, enrolment and retention without resulting in to betterment of
learning levels becomes counterproductive, besides adversely effecting school effectiveness. It is therefore, imperative that intensive efforts towards achievement of quality need to go hand in hand with efforts directed towards increasing access, enrolment and retention. Various programmes with different functional areas have implemented to fulfil the goals of SSA in all the district of Assam.

**Detail of the School Surveyed:**

In the present study, the descriptive survey method is used. It is a type of school survey. Survey studies help to collect detailed description of needed data. Through survey one can justify correct and actual condition of an institution one a group or have an area.

The schools and EGS centres as required for the study have been selected by random sampling technique. Schools and EGS centres selected from urban, rural, hilly and tea garden area. For the selection of the surveyed schools a list of schools under 3 educational blocks, Udalguri, Mazbat and Khoirabari in Udalguri district was collected from the educational block offices. From each blocks of the district a total number of 33(33+33+33=99) LP schools and 1 Kasturba Gandhi Balika Vidyalaya (KGBV) school and 4 National Programme for Education of Girls at Elementary Level (NPEGEL) scheme covered schools were selected for the study. In case of EGS centres from each blocks of the district 14 (14+14+14=42) Education Guarantee Scheme (EGS) centres have been selected.

The list of schools constitutes the sampling frame. From the list 10% LP schools and 10% EGS centre were selected by adopting the technique simple random sampling.
Population and Sample:

The population of the present study were involved of three educational block officers of educational block office of Sarva Shiksha Abhiyan, Headmasters/Headmistress of Lower Primary Schools and Shiksha Mitras of EGS centres under Khoirabari, Mazbat and Udalguri Block of Udalguri district. Out of 288 nos. of LP schools of Udalguri block the investigator selected 33 nos. of schools for the study and from 64 nos. of EGS centres of Udalguri block the investigator has selected 14 nos. of EGS centres for the study, out of 222 nos. of LP schools of Mazbat block the investigator has selected 33 nos. of schools for the study and from 75 nos. of EGS centres of Mazbat block 14 nos. of EGS centres has selected for the study and from 235 nos. of LP schools of Khoirabari block the investigator has selected 33 nos of schools for the study and from 55 nos. of EGS centres of Khoirabari block the investigator has selected 14 nos. of EGS centres for the study.

The sample for the present study were three block officers of SSA block, 99 headmasters of Lower Primary Schools, 42 Shiksha Mitras of Education Gurantee Scheme Centres, 1 Kasturba Gandhi Balika Vidhyalaya School and 4 National Programme for Education of Girls at Elementary Level scheme covered schools.

Tools and Techniques:

Both primary and secondary data were collected from the field study. Primary data were collected through the questionnaires. The secondary data were collected personally from State Mission Office, District Mission Office, and Educational Block Office of SSA etc. A total of 110 numbers questions have been designed and administered for collection of data from- 3 educational block officers, 104
Headmasters/Headmistress of LP schools and 42 Shiksha Mitras of EGS centres.

To find out the validity of the questionnaire was submitted to some experts who have some knowledge in this respect for their valuable comments.

Questionnaire schedule was designed for the collection of data covering the following functional areas of SSA.

- Opening of schools
- Civil Works
- Text books
- Maintenance grants
- Teacher and Teachers Training
- Teaching-Learning material (TLM) grants
- Mid Day Meal (MDM)
- Children with Special Need (CWSN)
- Alternative and Innovative Education (AIE)
- Kasturba Gandhi Baklika Vidlaya (KGBV)
- National Programme for Education of Girls at Elementary Level (NPEGEL)
- Functioning of the VEC/Functioning of the SMC
- Functioning of Tea Garden Education Committee
- Education guarantee scheme (EGS)
- Research and Evaluation
- Staffing at Block level
- Any other issues related to SSA implementation
Questionnaires scheduled were developed for conducting questions with the Teacher/Member of the VEC’s/SMC’s/TGEC’s/Shiksha Kami’s. The criteria of qualitative research have been selected for the collection of data.

The collected data were arranged in a tabular form. Analysis was made by using descriptive statistics like averages and percentage.

**Data collection:**

The persons who were met for collecting required information for the study are Headmaster/Headmistress and Shiksha Mitras. The investigator have visited the LP schools and EGS centres and made communicate with the Headmaster/Headmistress and Shiksha Mitras by asking about the implementation of different functional areas of Sarva Shiksha Abhyan in their schools and centres as per provisions of SSA. After selection and getting permission from the LP schools Headmaster/Headmistress and Shiksha Mitras of EGS centres, the days were fixed for collecting the data. The sample schools and EGS centres were visited by the investigator from 17th June 2007 to 12th December 2008.

For collecting the data the investigator has also communicated with the District Programme Officer, District Project Engineer, Block Officers of the three Blocks, Community Members, Mothers Group, Members of Village Education Committee, Members of School Managing Committee, Resource Teachers, Members of BRC’s and CRC’s, Shiksha Karmis etc.

**Analysis and Interpretation of The Data**

The data for this study had been collected through the tools which were mentioned in the preceding chapter and were analysed and interpreted in the present chapter.
In order to have a lucid understanding of the study seven chapters are made.

In the First Chapter, includes introduction, historical background of Sarva Shiksha Abhiyan, Sarva Shiksha Abhiyan in Assam, scheme of Sarva Shiksha Abhiyan in Assam, need significance of the study, statement of the problem, objectives of the study, definitions and explanations of the terms, delimitation of the present study. Chapter Two covers district profile. Chapter Three discusses the review of the related literature, summary of the review done Chapter Four discusses the plan and procedure of the study. Chapter Five describes the analysis and interpretation of the data by covering two objectives- 1) Programme implementation of SSA and 2) Problem faced by authorities to implement the programme in Udalguri, Mazbat and Khoirabari block. Chapter Six discusses the findings, implications of the study and various recommendations or suggestions are placed for the successful implementation of SSA programmes. Last or the Chapter Seven is concluding chapter which includes the summary and conclusion.

Simple percentages and averages for analytical purpose has adopted for the analysis of data after collecting and arranging them systematically. After that findings were listed with suggestions on the programme implementation of SSA in Udalguri District of BTAD, Assam.

To study the programme implementation of SSA in Udalguri District the investigator collected the data from the Headmaster/Headmistress and Siksha Mitras with the help of quationnaries.

On the basis of above analysis shown in the different tables the following major findings and problems have been summarized. At the same time it will be my endeavour
to put forward certain suggestions and recommendations to overcome the problems faced by the Headmasters/Headmistress and Siksha Mitras of the EGS centers of the Udalguri District.

Findings:

Opening of Schools:-

The study revealed that no new school has been opened during the year 2003-2008 in Udalguri district but 19 numbers of EGS in Udalguri block 30 numbers in Mazbat block and 54 numbers EGS centers in Khoirabari have been upgraded to primary schools during the year 2003-2008.

Civil Works:

It was observed from the table on analysis that almost all the schools have constructed additional class rooms in Udalguri district. It was found that not a single school has the provision of pure drinking water facility but some schools have the deep tube well facility and some schools were not having any drinking water facility. All the surveyed schools have the provision of ramps according to the norms of SSA and all the surveyed school have inspected by the concerned authority for civil works. It was found that Village Education Committee's in Udalguri Block 12% in Mazbat Block 15.3% and in Khoirabari Block 20.3% have taken initiative for civil works.

Text Books:

All the surveyed schools revealed that the ST children of Udalguri Block 50%, in Mazbat Block 48.8% and in Khoirabari Block 51.1% children have received the Text Books during the year 2003-2008. SC Children in Udalguri Block 8%, in Mazbat Block 10.2% and in Khoirabari Block 13.8% have received the Text Books. Again OBC
children in Udalguri Block 36%, in Mazbat Block 32.6% and Khoirabari Block 23.3% have received the Text Books. General children in Udalguri Block 41%, in Mazbat Block 47.7% and in Khoirabari Block 52.1% children have received the Text Books during the year 2003-2008.

It was observed that 10,09,580 numbers text books have distributed total number of 22,627 children in Udalguri Block, out of which ST-11,516, SC-1,719, OBC-7,778 and General children- 1,614 both for boys and girls during the 2003-2008. In Mazbat Block 10,07,775 numbers of text books have distributed to the total number of 21,856 children out of which ST-11,067, SC-2537, OBC- 6579 and General children-1673 both for boys and girls and in Khoirabari block 10,04,725 numbers of text books have distributed to the total number of 20,971 children out of which ST-10,832, SC-3016, OBC-5525 and General children-1518 both for boys and girls during the year 2003-2008.

It was observed that all the surveyed schools have received the text books for all subjects and for all classes. No one school has received the text books regularly and most of the surveyed schools have received the text books in the month of February.

Maintenance Grant:

It was observed that all the surveyed schools have received the Rs. 2000/5000 maintenance grants during 2003-2008 in Udalguri district. 100% surveyed schools have received instruction from DPO to utilize the grant and 100% schools sent their utilization certificate in time. All the surveyed schools have received the grants in the month of February to September and most of the schools have received the grants in the month of March, April and May. But 9.09% schools in Mazbat Block have received the grants in the month of October.
Teachers and Teachers Training:

Analysis was made to find out that all the surveyed in Udalguri Block the total number of teachers were 132 for class I to IV, in Mazbat Block 125 numbers and in Khoirabari Block 100 numbers of teachers have appointed during 2003-2008. Not a single additional teacher has been appointed in Udalguri and Mazbat Block during 2003-2008, but 6.6% additional teachers have been appointed in Khoirabari Block during the year 2008. All the teachers from surveyed schools have received 20 days Refresher Training during the year 2003-2008.

It was observed that according to the enrolment of the children there was no appointment of additional teachers in Udalguri and Mazbat Block. It is also seen that in Udalguri District there was no class wise appointment of teachers. Mainly in Khoirabari Block out of 33 sample schools 100 teachers have appointed for class I-IV during the year 2003-2008. Number of days lost by the teachers in attending training/meeting on working days majority of the teachers was not motivated to utilize their expertise in improving the quality of education.

Teaching Learning Material (TLM):

It was observed that all the teachers from surveyed schools of Udalguri District have received the TLM grant during the year 2003-2008. But most of the schools have not received the TLM grants in time. 45% in Udalguri Block, 46% in Mazbat Block and 30% teachers in Khoirabari Block have received the TLM grant in time.

Mid-Day-Meal (MDM):

The data revealed that all the surveyed schools of Udalguri district have served hot cooked meal daily. All the surveyed schools in Udalguri district have served varieties meal like- rice, dal, khichiri, khir etc. with green vegetables to all children.
50% children were satisfied with MDM in Udalguri district. It was interesting to note that no school has served Iron, Folic Acid, and Vitamin A etc. in the surveyed schools during the year 2003-2008. It was found that all the schools have cook for MDM and all of them have received the salary according the norms of SSA. In regard to availability of Pacca kitchen rooms 7 numbers of schools in Udalguri Block, 20 numbers schools in Mazbat Block and 20 numbers school in Khoirabari Block during 2006-2008. With regard to water facility in the surveyed schools 12 numbers schools in Udalguri Block, 20 numbers schools in Mazbat Block and 10 numbers schools in Khoirabari Block were having pure drinking water facility and the remaining schools were having deep tube well facility and other facility. It was also found that all the surveyed schools in Udalguri district have not been inspected regularly for MDM.

**Children With Special Need (CWSN):**

It was observed from the surveyed schools that 14 numbers in Udalguri Block, 6 numbers in Mazbat Block and 12 numbers in children in Khoirabari Block have received primary education by Physically Handicapped children. Only 11 numbers children have received tricycle and other apparatus in Udalguri District during the year 2003-2008. Except Udalguri Block 4 numbers schools in Mazbat and Khoirabari Block have organized the Medical Camp. Only 1(one) school has received apparatus by NGO’s in Mazbat Block during the year 2006. Not a single has organized parents and teachers counselling in Udalguri district.

**Alternative and Innovative Education (AIE):**

With regard to Alternative and Innovative Education in Udalguri District the data revealed that 76 numbers of centers with 2500 numbers children in 2006-2007 and 149 numbers of centers with 6722 numbers of children in 2007-2008 in Sangajoi Siksha
Kendras in Udalguri District. It was observed that 398 numbers of Community Coaching Centre with 1756 numbers of children in Udalguri District. 5 numbers of Karmasthali Siksha Kendras with 121 numbers of children have opened only in Mazbat Block.

During the field visit the investigator observed that 30% AIE centres have the accommodation in private houses arranged by Shiksha Karmis while 70% were in community buildings.

**Kasturba Gandhi Balika Vidyalaya (KGBV):**

The only one surveyed school of KGBV was observed that the KGBV residential school with boarding facilities was started in Udalguri District with 50 girl's students in the year 2007 with different categories like ST-40, Minority-02, General (BPL) - 02 and MOBC- 06. 2 numbers of teachers have appointed who have received the training before starting of the session. It was observed that Text Books were distributed both Bodo and Assamese medium. Infrastructural facilities of the centre has supplied as per the guidelines of the scheme. It was also observed that besides academic programmes-vocational courses such as Doll making, Tailoring, Knitting, Cutting etc. have started in the KGBV centre.

**National Programme for Education of Girls’ at Elementary Level (NPEGEL):**

From the surveyed schools of NPEGEL the data revealed that 1897 numbers of girl’s children have enrolled in NPEGEL scheme out of which in class I- 564, in class II-451, in class III-461 and in class IV-421. It was found that different trainings have organized in all the surveyed schools which were involved in NPEGEL scheme like-life skilled training, vocational training, teachers training, VEC, SMC members training etc. Girls’ Child Day also celebrated on 22\textsuperscript{nd} September and 25\textsuperscript{th} January. Talent Search
Examination, Annual Convention, Health Check-up also organized in the surveyed schools.

Village Education Committee (VEC)/ School Managing Committee (SMC):

With regard to VEC the data revealed that 100 schools have VEC and 124 members in Udalguri Block, 150 members in Mazbat Block, 90 members in Khoirabari Block have received the training during the year 2003-2008. Except the Khoirabari Block 100% VEC members have contributed towards the development of the schools and supervised the schools. All the SMCs were more sincere in their duties.

All the surveyed schools have VEC’s and school managing committees. But some of the members of the VEC’s are not interested to attend the meeting. For innovative functioning of the VEC’s, not a single fund is provided. Though training has been provided to the members of the VEC but it seems to be insufficient.

Tea Garden Education Committee:

From the surveyed schools it was found that 100% Tea Garden Education Committee have supervised the Tea Garden Schools and have contributed towards the development of the Tea Garden Schools.

EGS Centers:

1. The data revealed that the enrolment number goes on decreasing in upper classes in Udalguri District.

2. From the surveyed centers, it was observed that 100% centers have received the text books in the month of February and 58 centers have received the text books in the month of March during the year 2003-2008 in Udalguri district. All the surveyed centers have received the text books for all subjects and for all classes.
It was observed that the text books have not received in time in all the surveyed EGS centers. So the Siksha Mitras have faced some problems for distribution of text books.

3. It was observed that all the surveyed EGS centers of Udalguri District have not received the maintenance grants in time.

4. It was observed that all the surveyed EGS centers have not served hot cooked meal daily. All the children were not satisfied for MDM and 42 numbers of EGS centers have kitchen room and all the EGS centers have not the provision of pure drinking water. But it was observed that enrolment and attendance of children have improved after introduction of MDM.

5. It was found that 100% Siksha Mitras have received the induction training and the Siksha Mitras have benefited from the training. The SM of all the 42 centers has conducted periodical evaluation regularly.

6. The study reveals that 100% EGS centers of Udalguri District have received TLM grants, 100% Siksha Mitras have received the training for development and use of TLM grants and 100% Siksha Mitras have sent the utilization certificate in time.

Research and Evaluation:

There is no provision of Research and Evaluation at district level in Udalguri district.

Staffing at Block Level:

During the field study it was found that in different categories posts were lying vacant in Udalguri district.
Any other issues related to SSA implementation:

The frequency of the field visit by district programme officers and other officials should be increased. Proper co-ordination between block and cluster level functionaries’ needs improvement. The text books should be supplied regularly. Non-fulfillment of vacant post is effecting the implementation of SSA programme in the block. The vacant posts should be filled up. District SSA authority is required to make adequate arrangement in different functional areas for proper implementation of the programme.

Suggestions

Depending upon the findings of the study the educational scenario of the sample of three educational blocks, the following suggestions are made and it is justify hoped that the education delivery system would substantially be improved in these three educational blocks under SSA if steps are taken in these direction.

In many parts of the three educational blocks under SSA of Udalguri district, most of the people do not have primary education facility because of the fact that the norms of establishing primary schools within one kilometer is not properly followed. If schools are located within such a distance it would definitely create a positive impact on the local people to send their children to school regularly and thereby the rate of dropout among the students would considerably come down.

In each school of the three educational blocks, the education well as welfare development there should at least be one classroom for each class and each classroom should have sufficient space to accommodate the students.

There should be usable toilets, playground, in each and every school within the school boundary and each school should have sufficient sports materials for the students.
There should be at least one tube-well in each and every school for the purpose of having pure and safe drinking water.

All the text books and the free study materials for students must reach in school before beginning of the academic session and these must be provided to students on time and the teachers must keep an eye on the students that they maintain the materials properly.

Some of the financial norms under SSA, such as those relating to unique cost for maintenance and repair grants, the district level officials implementing SSA should be adequately fully about the flexibilities already available with the financial norms under SSA.

As per provision/norms there should be at least one teacher for each class and thus, three should be minimum five teachers in one primary school consisting of five classes. But it has not yet been possible on the part of any state government to provide suitable number of teachers at primary school level. However, the norms of providing the third teacher for the school having more than 100 students must be followed with a view to deliver education to a manageable extent.

All the states should be strongly encouraged to recruit qualified and trained teachers in their cadre of regular teachers, keeping in mind the long-term goal of developing a professional and trained community of teachers in the country.

In each and every school, sufficient teaching aides must be there and such aid must be used in classroom teaching in order to facilitate better understanding. More grants should be given to better teaching process in the class rooms.

The government, at the planning level, must think to increase the amount of the quota of ration per student under the Mid-Day-Meal scheme and also about the quality
of the same. The amount of the quota must be decided according to the age and class of the students.

Basic training as well as counseling to parents of CWSN children should be provided. Sufficient time should be given for medical assessment of CWSN so that assessment is done accurately and aids and appliances are provided as per need.

Vocational training and arrangement should be undertaken for the CWSN.

Attention should be given for maintaining proper hygienic condition in AIE centres.

In each residential school residential quarter facility must be there for the teachers with the subsidiary facilities, like lavatory, drinking water, compound wall, electricity etc.

The provision for NPEGEL scheme has provided only in Khoirabari block, therefore this scheme should be provided in all the three blocks of Udalguri district.

Greater attention should be given to the training needs of members of the grassroots level committees like, VEC/SEC/SDMC (School Development and Monitoring Committee)

Monitoring of EGS centres should more regular. The involvement of the community should be strengthened for proper functioning of the EGS centres.

State should spend greater amount on important activities like, teacher training programmes training for community leaders, research and evaluation supervision and monitoring and innovations.
Conclusion

Sarva Shiksha Abhiyan is an extremely important policy for India, where people are in stepped ignorance and poverty. The present study proposes to examine the working of the programme implementation of SSA in Udalguri district, B.T.A.D., Assam.

The present research was carried out with the objectives of analysing the factors that programme implementation by the different blocks of Udalguri, Mazbat and Khorabari and problems faced by the authorities to implement the programme in the respective blocks, estimating the rate of success of implementing the SSA programme and suggesting remedial measures that would contribute to greater success rate among the authorities.

The study has made use of both primary and secondary data to address the issues taken up for research. Journals, reports, books and other published materials were referred to for collecting secondary data for the study. The methodology used for preparing the population frame of Headmasters/Headmistress of LP schools and Shiksha Mitras of EGS centres for the purpose of the study. Three blocks (Udalguri, Mazbat and Khoirabari) of Udalguri district were chosen for the study.

To collect the relevant data questionnaires were used data were collected through survey method with the help of questionnaires. The collected data were arranged in a tabular form. Analysis was made by using descriptive statistics like averages and percentage.
The study reveals that there are several factors for the emergence of programme implementation of SSA in Udalguri district such as: Opening of Schools, Civil Works, Text Books, Maintenance Grants, Teachers and Teachers Training, Teaching Learning Material, Mid-Day-Meal, Children With Special Need, Alternative and Innovative Education, Kasturba Gandhi Balika Vidhyalaya, National Programme for Education of Girls at Elementary Level, Village Education Committee/School Managing Committee/Tea Garden Education Committee, Education Guarantee Scheme, Research and Evaluation, Staffing at Block Level etc.

That there was no new school opened during the year 2003-2008 in Udalguri district. But during this period some of the EGS centers were opened in Udalguri, Mazbat and Khoirabari educational block. But this is perhaps snee of the hour that another new school should be opened in the district.

That the civil works, during this period in Udalguri district was not satisfactory. Because most of the schools in the free educational blocks had faced various problems such as- availability of additional class rooms, facility of pure drinking water, non availability of pacca kitchen room for MDM, provision of toilet facility, provision of child friendly element etc. So it is observed that necessary steps should be taken to provide better facilities for academic atmosphere of these schools.

That distribution of text books among the schools was another important component of SSA. Because it has come to the notice that not a single school have received the text books regularly at the beginning of the academic session. This is not only the problem of the children but it is also the problem for the teachers to teach the
children properly. So it be concluded that the distribution of text books should be made available at the beginning of the academic session and for healthy atmosphere of the schools.

That the maintenance grants received from the government is another problem for the headmaster/headmistress to run the schools smoothly. Because it has come to my notice that no fix time is allotted for maintenance grants for the schools. Due to this disbursement of problem the headmaster/headmistress have to utilize their personal money to meet the expenditures and sometimes he has to purchase different materials on credit. So for better congenial academic atmosphere of the schools the maintenance grants should be sanctioned in proper time or at the beginning of the academic session.

That the teachers and teachers training are another important component of SSA schools. From surveyed schools it was observed that most of the school teachers have received 20 days Refreshers Training during the year 2003-2008. But it has come to my notice that due to the shortage of teachers in the schools during the period of training the children have to seat without classes in the school. So, necessary steps should be taken for appointment of sufficient teachers in the school, so that children will not seat without classes during the training period.

That the teaching learning material grants received from the government in time but it is not properly utilized for the necessary purposes. Because teachers had purchases TLM materials but due to shortage of rooms they could not properly keep the materials. But it has come to my notice that sometimes teachers have purchases TLM materials which are not related to the concept of TLM. So concerning authorities have

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to direct the teachers to purchase proper TLM and sufficient room should be provided to keep the teaching learning material.

That mid-day-meal is another important component of the SSA programme. Because children are attracted very much by the scheme of MDM. But it has come to my notice that neither the quality of the MDM is good, nor it is sufficient according to the strength of the children and sometimes it is not supplied in proper time to the school which creates problems for the headmaster/headmistress to provide the MDM to the children. So the concerning authorities should take necessary steps for better quality of the MDM, sufficient amount should be supplied at proper time to the school. Further, steps to be taken for regular inspection for better management of MDM.

That the children with special need of IED scheme is the most important functional area of SSA. Because the state government has taken various schemes and steps for physically handicapped children. So that they can take proper education as compare to the normal children. In this connection the educational blocks should organize parents and teachers counseling which will help the teachers and parents to solve the major problems of the disabled children.

That alternative and innovative functionary of SSA helped for better quality of education in the school. Because Sanjogi Shiksha Kendras, Community Coaching Programme and Karmasthali Shiksha Kendras, provide education to the disadvantages group of the children. So the concerning authorities should take necessary steps for proper functioninh of these centers.
That KGBV residential school is another most important scheme of SSA, because not only government of Assam, but also government of India has taken various schemes for girl’s education in the country. In SSA also there is a provision to develop girls’ education in the state. It has come to my notice that only one KGBV school was opened in the Khoirabari educational block in the year 2006 in Udalguri district. But it is not sufficient to meet the demand for girls’ education in the district. So the concerning authorities of the SSA should take necessary steps for introduction of girls residential school like KGBV school in the economically backward area.

That NPEGEL Scheme is also another important scheme of SSA programme in Udalguri district the scheme is specially implemented only for girls’ students the educationally backward area like Bhergaon of Khoirabari educational block. The scheme take special provisions for girls students like- separate toilet, attached bathroom, talent research examination, annual convention, girls child day and health checkup camp for the girls students to develop the girls education in the backward area.

That the village education committee/school managing committee/tea garden education committee are the important components of SSA. The duties of the members of the committees are to supervise and to initiate overall development of schools but it has come my notice that the members of these committees are not sincere enough to look after and supervise the schools and even to attend the meeting of the committees regularly. So concerning authority should take necessary steps for better functioning of these committees for smooth management of the schools.
That EGS center takes important place in the SSA scheme. Like the primary schools the EGS centers also plays important role in the area where primary schools are not available. In EGS centers the Shiksha Mitras have to face various problems like headmaster/headmistress of the primary schools. The provision of free text books, MDM, maintenance grants, training of Shiksha Mitras, infrastructural problems, problems of class rooms, kitchen rooms etc. are not available or provided by the concerning authorities in due time for smooth conduct of the EGS centers. So authorities should take special care to meet the needs of the EGS centers.

That research and evaluation is another important provision of the SSA programme. Because research and evaluation programme will help further better development and management of the schools. But this provision is completely scant in the Udalguri district. So the Education Department of the State Government should take special provision for research and evaluation of SSA programme for brighten future prospect of the SSA programme.

It is necessary to adopt a clear strategy for better implementation of SSA programme in the Udalguri district in general and in Assam in particular.

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