Chapter-5  Findings, Conclusion and Suggestions

Major Findings of Study

5.1 Findings:

Though a large number of narrations and findings have come out of this study but a few major findings have been given here to put into sharp focus to the result of this work. These conclusions may stimulate the performance of functionaries of Sarva Shiksha Abhiyan working at different levels in the district to improve the quality of elementary education along with policy makers and others to make workable and realistic decisions regarding Universalizations of Elementary Education (UEE) under Flagship Scheme of Sarva Shiksha Abhiyan (SSA).

The salient findings of the study are-

5.1.1 The number of female functionaries are comparatively much less (6.63%) to that of male ones (93.37%) working at different levels in SSA.

5.1.2 The percentage of the functionaries belonging to age group between 41-45 years is comparatively higher (31.29%) to those of other age groups. The percentage of functionaries belonging to age group 26-30 is the lowest (1.68%).

5.1.3 Cent percent respondents working at district level had post graduate education and 33.75% chairperson of PTA/SMC had only primary education.

5.1.4 Three fourth (78.70%) respondents belongs to OBC and general category.

5.1.5 76.49% respondents were found from nuclear families which showed the tendency of urbanisation on the functionaries of SSA.

5.1.6 32.20% respondents were found having annual income Rs.1.0 lac to 1.5 lacs and 40.50% having more than 1.5 lac annual income which shows that most of the functionaries had satisfactory financial position.
5.1.7 Majority of functionaries (77.26%) working in SSA have favoured the fact that SSA is playing important role on universalization of Elementary Education.

5.1.8 67.0% functionaries of SSA working at different levels are aware about the objectives and goals of SSA.

5.1.9 59.61% respondents are found aware about their roles regarding goals of SSA as a whole and almost all functionaries working at district level are aware about their role in SSA.

5.1.10 82.59% functionaries received effective training regarding their roles to achieve the goals of SSA.

5.1.11 76.07% respondents supported the statements about significant role of SSA in district regarding UEE. This showed that Zila Shiksha Kendra is playing effective role in managing SSA in Sagar district.

5.1.12 Majority of functionaries (80.51%) working in SSA at different level were found to be aware about the provisions about providing schooling facilities of primary schools within the range of 1 km.

5.1.13 76.42% respondents were found aware about the provision of SSA for providing upper primary school facility in every habitation within a radius of 3kms.

5.1.14 88.30% were found agreed with the fact that primary school facility has been provided within range of 1 km under SSA in the district.

5.1.15 78.57% respondents found satisfied with the fact that upper primary school facility has been provided within a range of 3 kms. in the district.
5.1.16 Most of respondents (81.0%) were found fully satisfied about the status of SSA regarding access of primary and middle schools provided in Sagar district.

5.1.17 52.34% SSA functionaries were found aware about the updation of Village Education Register (VER).

5.1.18 83.89% respondents were found agreed with the view that VER/WER has updated every year.

5.1.19 Almost 72.20% respondents were seen positive with the strategies for out of school children which were planned on the basis of the factual data collected in VER/WER.

5.1.20 80.12% functionaries supported the statement that identified out of school children were enrolled in residential/non-residential bridge course centres on the basis of strategies planned earlier.

5.1.21 Almost all the respondents (94.56%) expressed same views about the fact that out of school children were got mainstreamed in schools on the basis of competencies achieved by the children.

5.1.22 78.87% functionaries working at different levels in the district supported the statements regarding significant contribution of SSA in enrollment of targeted children and universalization of enrolment under SSA.

5.1.23 Majority of respondents (85.97%) were found favouring the fact that free text books were provided to every children beginning of academic session.

5.1.24 Only 56.12% were found agreed with the statement that attendance rate of students improved due to distribution of free text books.
5.1.25 79.22% SSA functionaries working at different level in SSA were found satisfied with the quality of uniforms distributed to girls by PTAs/SMCs.

5.1.26 84.29% respondents were found satisfied with the improved retention rate of girls students in schools due to distribution of free uniform.

5.1.27 90.12% respondents supported the statement regarding significant effect of cycle distribution on enrollment of girls at upper primary school level.

5.1.28 67.74% respondents denied the fact that quality and tasty Mid Day Meal (MDM) was provided to every enrolled student in schools.

5.1.29 64.92% respondents did not agree the statement that Menu wise preparation of MDM by self-Help Groups (SHGs) in schools was done.

5.1.30 96.68% functionaries working in SSA at different levels were found agreeing with the statement that attendance and retention rate of students improved due to MDM scheme.

5.1.31 62.04% respondents were seen favouring the significant effect of incentives provided under SSA for retention of children in schools. Which improved the Gross Enrollment Ratio (GER) and Retention Rate remarkably.

5.1.32 81.16% were found agreed with the statement that practice work was done by students at provided space in free text books distributed to them.

5.1.33 64.80% supported the statement that physical quality of text books distributed to children was good and satisfactory.

5.1.34 Practice works done by students in books and answer books got evaluated regularly by teachers in schools were not supported by 40.25% respondents only.
5.1.35 47.24% were found fully agreed with the statement that regular practice works were given to students for correcting their mistakes.

5.1.36 52.20% respondents working at different levels in SSA were found agreed with the statement that continuous and comprehensive evaluations of learners were done by teachers.

5.1.37 78.95% respondents supported the statement that progress report of learners were shared by their parents.

5.1.38 61.92% were found against the statement regarding special/remedial teaching to learners after each terminal evaluation on the basis of hard spots.

5.1.39 63.44% expressed their views in favour of the statement that teaching hours were maintained in schools according to the provisions mentioned in JSA 2002.

5.1.40 87.26% supported the statement that teaching learning material grant to teachers were ensured on time.

5.1.41 47.78% were found agreed with the statement that TLM was effectively used in classroom practices.

5.1.42 67.95% supported the statement that achievement level of learners improved due to learning enhancement programme conducted at primary level.

5.1.43 57.07% respondents accepted about universalization of quality education in elementary schools under SSA.

5.1.44 67.97% respondents supported the statement that quality training was provided by faculty of DIET.

5.1.45 46.52% respondents supported the statement that competent Master Trainers were selected by DIET to train the teachers at block level.
5.1.46 84.97% respondents accepted that 20 days refresher training is provided to all inservice teachers for their capacity building.

5.1.47 Quality of training improved due to cash payment of TA/DA. This statement was supported by 75.45% functionaries.

5.1.48 77.66% respondents supported the statement that quality of trainings improved due to the presence of state level experts.

5.1.49 The statement about competent cluster academic coordinators has been appointed in every cluster for effective support to teachers in cluster, was supported by 64.41% functionaries.

5.1.50 56.75% functionaries were found agreed with the statement that competent block academic coordinators have been appointed in blocks to support CACs and teachers.

5.1.51 Effective training cum review meetings were held at block level for active support to CACs and teachers, was supported by 54.92% functionaries of SSA working in Sagar district.

5.1.52 54.42% functionaries were found agreed regarding effective training-cum-review meetings held at cluster level.

5.1.53 At district level, effective trainings were held to support all level functionaries of SSA working in the district was strongly supported by 37.79% respondents.

5.1.54 28.69% respondents working as functionary of SSA in district were found agreed with the statement that Action Researches were performed by DIET and other functionaries of SSA and findings of these were taken care of in schools.

5.1.55 63.53% functionaries of SSA were found satisfied with training programmes conducted in district for capacity building of teachers and other functionaries of SSA.
5.1.56 74.28% were found agreed with significant role being played by Kasturba Gandhi Balika Vidyalaya and Girls Hostels in Universalization of Girls Education in the district.

5.1.57 79.99% found agreed with the fact that enrollment of girls in schools increased due to KGBVs and GHs.

5.1.58 83.80% respondents were found in favour of the statement regarding improvement in attendance of girls due to KGBVs and Girls Hostels.

5.1.59 79.73% functionaries accepted the fact that achievement level of girls enrolled in KGBVs and GHs were better than other girls in schools.

5.1.60 87.51% respondents expressed their views in favour of extension of KGBVs and GHs scheme for girls enrolled at High School/Higher Secondary level also.

5.1.61 86.76% were found agreed with the statement that information regarding children with special needs (CWSN) was collected and updated every year in JSR.

5.1.62 35.95% respondents supported the statement regarding Homel Based Education (HBE) provided to CWSN children with the help of Mobile Resource Person.

5.1.63 Special camps are held for identification and distribution of Aids and Appliances to CWSN was supported by 69.99%.

5.1.64 61.29% respondents were found agreed with the aspect that Medical Certificate along with Appliances were provided to CWSN children during special camps organised at block level.

5.1.65 52.46% functionaries accepted the statement that special training was given to teachers for ensuring Inclusive Education to CWSN children enrolled in schools.
5.1.66 61.27% functionaries were found satisfied with the services provided to CWSN children under SSA for inclusive education.

5.1.67 Majority of functionaries (92.87%) were found agreed with the fact that building to every school was ensured under SSA.

5.1.68 80.09% functionaries accepted that additional class rooms had been ensured and provided to every school according to norms of SSA.

5.1.69 80.51% respondents working as functionary of SSA at different levels accepted that quality of civil works done by PTAs/SMCs were satisfactory.

5.1.70 44.31% were found satisfied with quality of construction done in schools by village panchayat as a agency.

5.1.71 90.38% were found agreed on availability of drinking water facility in schools.

5.1.72 50.51% were found agreed on the facility of separate toilets for boys and girls in schools provided under SSA.

5.1.73 88.23% were found disagreed on facility of boundary walls provided to schools under SSA.

5.1.74 82.48% expressed their views against the statement that facility of furniture was made available to schools under SSA.

5.1.75 61.55% expressed their views against the statement that BaLA was being effectively used in class room practices in schools.

5.1.76 30.52% respondents expressed their views on the amount of sufficient maintenance grant being provided under SSA.

5.1.77 50.61% were found satisfied with the infrastructural facilities provided to schools under SSA.
5.1.78 92.19% accepted that PTAs/SMCs were formed in each school according to the norms of SSA.

5.1.79 38.82% respondents admitted that effective trainings were provided to the members of PTAs/SMCs by the functionaries of SSA.

5.1.80 63.89% admitted that regular monthly meetings of SMCs/PTAs were held at school level for better implementations of programmes of SSA in each school.

5.1.81 42.72% respondents accepted that School Development Plan (SDP) in each school was prepared with active participation of the members of PTAs/SMCs.

5.1.82 52.98% admitted that school grants and teacher grants were made available in the accounts of school at the beginning of session.

5.1.83 41.17% respondents positively expressed their views regarding active participation of members of PTAs/SMCs in school level activities.

5.1.84 55.1.29% were found satisfied with the roles of PTAs/SMCs in managing the activities at school level.

5.2 Conclusion

5.2.1 The number of female functionaries was comparatively much less than their counter parts working at different levels in the district under SSA.

5.2.2 55.05% functionaries were seen in the age group of 41-50 years. Almost three fourth of functionaries working in SSA were found having graduation degree alongwith 67.73% professionally trained.

5.2.3 78.70% of the respondents belonged to OBC and unreserved classes.
5.2.4 Nuclear family system was found prevalent among the functionaries which showed the tendency of urbanisation in educated society.

5.2.5 Majority of respondents were found having annual income more than one lakh.

5.2.6 District level and block level functionaries were found significantly aware about their roles and goals under SSA rather than school level functionaries.

5.2.7 District and block level functionaries were found effectively trained for managing SSA.

5.2.8 SSA was found playing important role in universalization of elementary education in the district.

5.2.10 Respondents at district and block level were found significantly aware about the provisions of schooling facility under SSA than functionaries at cluster and school level.

5.2.11 Access of primary and upper primary schools has been provided in almost all habitations according to the norms of SSA.

5.2.12 Respondents working at district and block levels were found significantly aware about updation of VER/WER rather than functionaries working at school level.

5.2.13 Most of the functionaries were found agreed on yearly updation of VER/WER/JSR in beginning of session.

5.2.14 Majority of respondents were found agreed on planning of strategy for out of school children and their enrollment in RBCs/MRBCs.

5.2.15 Almost all the respondents working as functionaries of SSA in district were found agreed with the statement that universalization of enrollment of target groups was being achieved under SSA.
5.2.16 Attendance and Retention Rate of enrolled children improved in schools due to various interventions provided under SSA was accepted by most of functionaries.

5.2.17 Major chunk of the respondents expressed their views in favour of further extension of MDM scheme in schools.

5.2.18 A grim picture was seen regarding student-teacher ratio in schools under SSA.

5.2.18 About three fourth part of the respondents were found agreed about the practice work done by students were checked regularly by teachers.

5.2.19 Half of the functionaries accepted that CCE of every learner was done by teachers.

5.2.20 All the respondents did not agree on the fact that sharing of progress report of learners with their parents was done.

5.2.21 Three fourth of the functionaries were found agreed that teaching hours in schools are ensured according to provisions of JSA 2002.

5.2.22 TLM grants are made available on time and used effectively under SSA was accepted by most of functionaries.

5.2.23 More than three fourth of the functionaries were found agreed on the improvement in achievement level of learners at primary level due to Learning Enhancement Programme.

5.2.24 Majority of functionaries accepted that quality of elementary education improved due to interventions taken under SSA.

5.2.25 Quality training was provided by DIET as it was accepted by most of functionaries.

5.2.27 Most of functionaries were found agreed with issue that refresher and induction training were provided to teachers by DIET.
5.2.28 Quality of training was improved due to cash payment of TA/DA amount as accepted by majority of functionaries.

5.2.29 Competent CACs and BACs have been appointed under SSA as majority of functionaries accepted the same.

5.2.30 Effective training cum review meetings were held at district and block level, as accepted by majority of functionaries.

5.2.31 Only half of the respondents were found agreed on quality of training provided at cluster level.

5.2.32 KGBVs and Girls Hostel played significant roles in universalization of girls education as per most of functionaries.

5.2.33 A good number of respondents were found satisfied with facilities provided to CWSN children for their inclusive education under SSA.

5.2.34 Most of the functionaries were found satisfied with building facilities provided to schools according to norms of SSA.

5.2.35 Additional class rooms were provided to schools as per norms of Student Class Room Ratio (SCR) as per most of the functionaries.

5.2.36 Most of the functionaries were found satisfied with quality of civil works done by PTAs/SMCs in schools.

5.2.37 Less than half of the functionaries were found satisfactory with quality of civil works done in schools by agency of village panchayat.

5.2.38 Most of the functionaries were found satisfied with facility of drinking water made available to schools under SSA.

5.2.39 Only half of the functionaries accepted that separate toilets for girls and boys were ensured in schools under SSA.
5.2.40 Almost all the functionaries working at different level in
district were found intensively dissatisfied with availability of
boundary walls and furniture to schools under SSA.

5.2.41 One fourth part of the functionaries were found agreed with
effective use of BaLA during class room practices.

5.2.42 Half of the functionaries were found satisfied with
infrastructural facilities provided to schools under SSA.

5.2.43 Almost all the functionaries were found agreed with timely
formation of PTAs/SMCs in schools according to norms of SSA.

5.2.44 More than half of the functionaries were found dissatisfied
with quality of training provided to SMCs/PTAs from various
agencies of SSA in order to make them competent for
managing the activities of schools.

5.2.45 Less than half of the functionaries were found agreed with
active participation of PTAs/SMCs in preparation of School
Development Plan (SDP).

5.2.46 More than half of the functionaries were found satisfied with
the roles of PTAs/SMCs in school under SSA.

5.3 Testing of Hypothesis

- The null hypothesis given at No.1 is now rejected as this study
  revealed that Zila Shiksha Kendra played effective role in
  managing Sarva Shiksha Abhiyan in Sagar (M.P.).

- Access to primary and upper primary schools were found in
  habitation of district according to norms of SSA, therefore
  hypothesis given at No.2 is rejected.

- The hypothesis No.3 is rejected as it was found that Enrollment
  and Retention of children increased under SSA in the district.
• Fourth hypothesis is negated as it was found that achievement level of learners improved due to various interventions taken on quality related issues under SSA in Sagar district.

• Fifth hypothesis is partially accepted as it was found that infrastructural facilities like school building, additional rooms, drinking water facilities, toilet facilities had been ensured in district under SSA upto significant extent except boundary walls and furnitures.

• Sixth hypothesis is negated as it was found that TLM, teacher grant and maintenance grant was used effectively in schools

• Seventh hypothesis is rejected as it has been found in the study that enrollment and retention of students had significantly been increased due to various incentives and supports provided by functionaries under SSA.

• The last hypothesis is also negated as functionaries of SSA were found trained to play their roles affectively with the help of ZSK Sagar (M.P.).

5.4 Limitations of the Study

• This study has tried to focus on the “Role of Zila Shiksha Kendra in Managing Sarva Shiksha Abhiyan in Sagar (M.P.). The researcher has tried to study all the functionaries working in SSA from district to school level taking 18 out of 23 at district level, 32 out of 64 at block level, 240 out of 480 at cluster level and 480 out of 3133 at school level to explore the role of Zila Shiksha Kendra in providing access to primary and upper primary schooling in each habitation interventions for universalization of enrollment and retentions, quality education for good achievement level of learners, sufficient infrastructural facilities, education for special focus groups, like girls and CWSN
as well as roles of PTAs/SMCs in management of schools. This effort visualized a variety of limitations mentioned below-

- This work mentions the role of Zila Shiksha Kendra in managing Sarva Shiksha Abhiyan with relation to Sagar district.

- Only for data administration the researcher himself constructed questionnaire to get responses of functionaries of SSA working in the district.

- The researcher had time constraint as he was bound to visit the research area time and again to get the questionnaire filled at for which he had convince the respondents to answer properly and return it on time.

- A few functionaries did not filled the questionnaire properly but after assurance about the confidentiality information by the researcher they ticked their views perhaps.

- Due to the limited resources, study area and sample size the result of this work may not be generalized.

**5.5 SWOT Analysis of Role of Zila Shiksha Kendra in Managing SSA**

- The researcher has tried his best to analyze the strong and week aspects of ZSK in universalization of elementary education under SSA along with its opportunities and threats on the basis of present study done during 2008-12.

**5.5.1 Strengths**

- SSA is not just a programme in the field of elementary education. SSA is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE) covering the entire country in mission mode. Its objective is to provide useful and relevant elementary education for all children in the age group 6 to 14 bridging social, regional and gender gaps along with active
participation of the community in the management of schools. This study narrated the factual position of access to schooling, enrollment and retention of school children and effect of interventions education, capacity building of functionaries of SSA and teachers, quality infrastructural facilities provided in schools, educational facilities for girls and CWSN and roles of SMCs/PTAs in management of schools which proved be an effective way for providing quality elementary education. SSA has played an important role in achieving UEE, aspect wise details of strengths of the study are given below-

**Access to Schooling**

- Majority of functionaries working in SSA were found fully aware about provisions of access to schooling under SSA. (Table 4.5)

- Access to primary and upper primary schools were found available in most of habitations in the district according to SSA norms. (Table 4.10)

**Human Resource**

- 18 functionaries at district level, 32 at block, 240 cluster and 480 functionaries at school level. Thus a total of 770 functionaries were found directly involved in management of SSA in Sagar district. (Table 3.1)

- 93.37% functionaries were male and most of them were found young as their age group range was between 41 to 50 years. (Table 3.2)

- Three fourth of these functionaries were found having graduate and post graduate level degrees. (Table 3.4)

- Majority of functionaries were found financially strong which might be a plus point to work effectively in SSA. (Table 3.7)

- All functionaries working in SSA were found properly trained regarding their roles in SSA. (Table 4.4)
Universalization of Enrollment

- VER/WER, Registers of 2432 habitations and wards were found updated yearly to capture the data of 3 to 14 age group children under JSA. (Table 4.11)

- Strategy for every out of school child was planned and identified children were enrolled in RNCs/NRBCs for mainstreaming in formal schools. (Table 4.13)

- Enrollment of target group children has been achieved. (Table 4.16 & 4.17)

Universalization of Retention

- Free Text Books, Uniform, Bicycles and MDM facilities to all enrolled children under norms of SSA have proved a boon for retention of enrolled children in schools. (Table 4.18 to 4.24)

- Enrollment and Retention of target group children have been improved due to various interventions provided under SSA. (Table 4.27)

Quality Education

- PTR of 40:1 has been ensured in almost every school of Sagar district. (Table 4.29)

- Continuous and Comprehensive Evaluation (CCE) of learners are performed in most of the schools for improvement in quality of education. (Table 4.34)

- TLM and Teacher grants are effectively used in schools during class room practices. (Table 4.38)

- Learning Enhancement Programme conducted under SSA improved the achievement level of learners. (Table 4.40)

- Target of Universalization of Achievement level of learners has been achieved almost in every school in the district (Table 4.41)
Capacity Building of Teachers

- Quality training has been provided at DIET, BRCs and CRCs level to teachers and functionaries of SSA. (Table 4.42 to 4.46)

- Effective training/review meetings are seen held at district, block and cluster level to support teachers and functionaries of SSA. (Table 4.50 to 4.52)

- Action Research are seen conducted by DIET and functionaries of SSA and findings are shared in schools. (Table 4.53)

- Almost all functionaries and teachers have been trained regularly to enhance their capacity. (Table 4.54)

Promotion of Girls Education

- KGBVs and GHs were seen playing important roles in promoting girls education at elementary level specially SC, ST, Minorities and girls from BPL and poor families of rural areas. (Table 4.55)

- Enrollment, retention and achievement level of girls seen improved due to KGBVs and Girls Hostel. (Table No.4.60)

Inclusive Education for CWSN

- CWSN children have been identified and data about their disabilities are updated yearly in beginning of academic session. (Table 4.61)

- Home Based Education seen provided to all severe CWSN with the help of MRPs appointed at block level. (Table 4.62)

- Special camps were held to distribute Aids, Appliances and Medical certificate to CWSN children. (Table 4.64)

- Special training were provided to teachers for ensuring Inclusive Education of CWSN in every school. (Table 4.65)
Development of Infrastructural Facilities

- School building and additional rooms on SCR 40:1 have been ensured in most of schools under SSA. (Table 4.67 to 4.68)

- Quality construction works are seen done by PTAs/SMCs and PRIs under supervision of competent engineers of SSA. (Table 4.69 to 4.70)

- Toilets and Drinking water facility have been ensured in all schools under SSA. (Table 4.71 to 4.72)

- BaLA is being effectively used in class room practices by teachers for joyful learning. (Table 4.75)

- Almost all functionaries working as teachers are seen satisfied with infrastructural facilities provided under SSA. (Table 4.77)

Roles of PTAs/SMCs in Management of Schools

- SMCs/PTAs are formed in all the schools of the district according to prescribed norms. (Table.4.78)

- Effective Trainings are seen provided to Chairpersons of PTAs/SMCs for their proper functioning at school level (Table 4.79)

- Regular meetings of PTAs/SMCs are seen held at school level to review the progress of SSA in schools. (Table 4.80)

- School Development Plans are finalized at school level with active participation PTAs/SMCs. (Table 4.81)

- PTAs/SMCs have played important role in managing school level activities satisfactorily. (Table 4.83)
5.5.2 Weakness

**Human Resource**

Majority of Chairpersons of SMCs/PTAs had only primary level educational qualification. (Table 3.4)

School level functionaries (Head Master/Incharge Head Master + Chairperson of PTAs/SMCs) were found less trained regarding their roles under SSA. (Table 4.5)

**Access to Schooling**

Head Masters and Chairpersons of PTAs/SMCs were found less aware about provisions of access to schooling under SSA. (Table 4.6 & 4.7)

School level functionaries were not satisfied about the availability of primary and upper primary schools for each habitations according to SSA norms. (Table 4.8 & 4.9)

**Universalization of Enrollment and Retention**

School level functionaries were found less aware about yearly updation of VER/WER thoroughly. (Table 4.11)

Block level functionaries did not have complete information about updation of VER/WER in beginning of the session which might hinder the very spirit of 100% enrollment target. (Table 4.12)

School level functionaries were found less agreed in favour of proper identification and strategy wise enrollment of out of school children in RBCs/NRBCs for mainstreaming them in formal schools. (Table 4.13-4.15)

Cluster level functionaries were not found fully agreed in favour of increase in attendance due to distribution of free text books to student. (Table 4.19)

School level functionaries were not fully satisfied with the quality of uniforms distributed to girls in schools. (Table 4.20)
Most of the school level functionaries and cluster level functionaries were found less agreed with quality of MDM distributed to students. (Table 4.23)

Almost all level functionaries were found dissatisfied about menu wise preparation of MDM by SHGs and this type of tendency could affect the health of these children even. (Table 4.24)

Block level functionaries were not found fully agreeing with improvement in attendance due to MDM. (Table 4.25)

School level functionaries were seen very much disagreed about the positive effect of various incentives on retention of students in schools. (Table 4.27)

**Quality Education and Teachers Training**

Almost all the functionaries were found disagreed with availability of teachers at 40:1 ratio in schools ensured under SSA norms. (Table 4.29)

Practice work done by learners were not got checked regularly by teachers. (Table 4.32)

Updated records of effective CCE of learners were not found by all level of functionaries in the schools. (Table 4.34)

Most of the functionaries said that remedial teaching on hard spots after terminal evaluation of students were not in practice. (Table 4.36)

School level functionaries were found less agreed in favour of teaching hours being observed in schools according to JSA. (Table 4.37)

Effective use of TLM in class room practices was not found by most of the functionaries. (Table 4.39)

Block level functionaries were found less agreed on effective training/review meetings at cluster level. (Table 4.50)
Inclusive Education for CWSN

Cluster and school level functionaries were less agreed on HBE for severe CWSN provided by MRPs. (Table 4.62)

School level functionaries were found less agreed on effective training provided to teachers for ensuring IED. (Table 4.65)

Infrastructural Development

School level functionaries were found less agreed in favour of availability of separate toilets for boys and girls in each school. (Table 4.72)

Almost all level functionaries were found strongly disagreed on availability of boundary walls ensured in schools under SSA, which meant that the schools were not safe from unwanted elements at all. (Table 4.73)

Facility of furnitures were not seen ensured in schools under SSA according to all functionaries of SSA in the district. (Table 4.74)

Effective use of BaLA was not found in class room practices. (Table 4.75)

Maintenance grant for schools provided under SSA was reported insufficient by most of the functionaries. (Table 4.76)

Role of PTAs/SMCs

Block, Cluster and School level functionaries were found less agreed in favour of effective training provided to SMCs/PTAs. (Table 4.79)

School level functionaries were found less agreed in favour of active participation of SMCs/PTAs in preparation of School Development Plans thoroughly. (Table 4.81)

5.5.3 Opportunities

Networks of NGOs and resource agencies are seen coming forward to provide their required support in capacity building of functionaries like PTAs/SMCs working at school level.
Findings, Conclusion and Suggestions

The strong and quality educational background of SSA functionaries working at state, district, cluster and school level might prove positive in achieving the target of SSA in desired way.

Effective involvement of PRIs, SMCs and PTAs as strategy for ensuring better implementations of interventions provided for enrollment and retention of out of school children and mainstreaming them in formal schools should be promoted.

Performance of BRCs and CRCs should be externally evaluated against targets of SSA and well performing centres/ institutions should be rewarded to encourage other ones involved in SSA.

Exposure visits to well performing states in SSA should be sponsored by district and state level authorities working in SSA to upgrade the quality of functionaries in the district.

Facilities of toilets, boundary walls, furnitures and drinking water should be ensured by convergence with TSC, PHED, use of M.P. and MLA funds to ensure infrastructural facilities in schools according to SSA.

Public Private Partnership (PPP) model should be ensured in supervision and monitoring of programmes being taken under SSA.

5.5.4 Threats

Attendants and retention of enrolled children in schools was found the biggest problem instead of all interventions. Awareness among parents and community must be created regarding this problem to achieve the targets of UEE.

Lack of active participations of PRIs, SMCs and PTAs was seen in management and planning process of school development activities.

Community mobilization programme should be organised in mission mode involving elected representatives and community
leaders of different society with an honest spirit to reach the target.

Unavailability of teachers at 40:1, PTR in schools specially in rural areas was found as a major problem. Rationalization of existing teachers and appointment of new teachers as per norms should be ensured for quality education.

Time management in all levels of institutions was seen missing.

Lack of quality training at cluster level and school level seemed a big challenge.

Lack of boundary walls, furnitures for students and separate toilets for boys and girls were seen as major challenges in schools.

Preparation of Menu wise MDM by SHGs was marked as a matter of greater concern which needed attention at school level.

Failure to provide HBE to severe CWSN by MRPs seemed a big challenge.

Ineffective training to teachers to ensure inclusive education to CWSN in Sagar.

5.6 Implications and Usefulness of the Study

This study is supposed to be relevant and meaningful for the functionaries of SSA working at school, block and district levels as well as policy makers and educational administrators along with researchers. Sarva Shiksha Abhiyan is a comprehensive and integrated programme to attain Universal Elementary Education (UEE), so its provisions should be practiced effectively by proper coordination, monitoring, orientation and sensitization of officials working at state, district, block, cluster and school levels on all issues concerning UEE. The approach should be holistic including all its aspects such as awareness about their roles in SSA, Access to Schooling, interventions for enrollment and retention of children, strategy for out of school children and follow up programme for their
mainstreaming in formal schools, availability of teachers, quality trainings to teachers, joyful learning and conducive environment in schools, buildings and additional rooms at 40:1 SCR in each school along with active participation of PRIs, PTAs and SMCs in management of school level activities.

Though the government of Madhya Pradesh has launched so many schemes to promote enrollment and retention of children in schools with special focus for below poverty line and those belonging to SC and ST but still a lot is to be done for overall achievement of the target.

The researcher has given a few implications of this study for the concerned authorities and functionaries working at different levels in SSA.

(A) Implications for Educational Administrators and Policy Makers

Presently, there is necessity to strengthen the linkages and effective coordination among DEO, DPC and DIET at district level to serve the purpose of SSA. District Education Office is responsible for administrative works and DIET for academic support. These two are seen almost working in isolation at district level. Functionaries of SSA are overburdened and they are doing more administrative tasks and meetings rather than their academic works.

Effective staffing pattern, mode of recruitment and posting for a minimum period for BRCCs, BACs and CACs must be ensured. The job charts must be prepared for functionaries working at different levels and effective training should be provided to them about their roles under goals of SSA. The officers at state, district, block and cluster levels must also be given training in management, soft skills in computer usages in addition to the training of staff working in BRCs, CRCs, DIET and SCERT.
This study emphasized the need for development of effective monitoring and supervision system and timely action must be taken to infuse accountability into the system.

SSA is envisaged as a decentralized programme but in most of the cases the power is vested with administrative officers only.

PRIs, PTAs/SMCs form the weakest link in the organizational structure of SSA. Training of members of PRIs, PTAs/SMCs was found neglected. There is urgent need to build strong linkage with PRIs and SMCs/PTAs which is at present a major lacuna across the district.

This work might prove useful to the policy makers also, if they come to know the real position and impact of various schemes already launched in the field. This study might help them to modify the existing schemes and also launch additional schemes alongwith framing new policies to overcome the weaknesses of SSA by utilizing its strengths in Sagar district.

This study has shown that, menu wise MDM is not being prepared by SHGs in schools, it can be ensured by intensive monitoring of MDM scheme to provide required nutrients to students in MDM.

Gaps in access to schooling was also seen in study which could filled up by rationalization of existing schools in the district.

**(B) Implications for Administrators of other Department**

**Vocational and Technical Education**

Vocational and Technical Education should be open to girls. Vocational counselling should also be arranged for girls specially enrolled in KGBVs and Girls Hostel to help them in making demanding vocational choice. Pre-vocational training in sewing, knitting, cooking, minor repairing, health and hygiene should organised in KGBVs and GHs. This might make them self-reliant in home management and help them to achieve economic independence.
Health Department

Regular health check ups of students should be done in schools with the help of medical officers of health department. Experienced teachers should be involved in counselling of students regarding health and hygiene practices in students. Medical Officers working in District Health Departments should be made responsible for ensuring health check up in schools.

Women and Child Development Department

Early Childhood Care and Education (ECCE) is major objective of women and child development department under ICDS. Interaction between Aaganwadi’s and schools can develop better pre-schooling activities among school going children. Project Officers, Supervisors and Aganwadi workers working in district under ICDS Project should be made responsible for these activities.

Total Sanitation Scheme (TSC)

Lack of proper toilets and sanitary facilities in schools was seen an important reason for poor retention of students specially girls. These facilities should be made available by providing separate toilets for girls and boys. PRIs and officials involved in TSC should be made responsible for ensuring toilets facilities in schools.

Public Health and Engineering Department (PHED)

Facility of pure drinking water in all schools can be ensured with the help of PHED.

MDM Cell of Zila Panchayat

MDM cell of Zila Panchayat is responsible for menu wise preparation and distribution of quality MDM in schools. Effective monitoring system, immediate action and follow up on monitoring report and streamlining of funds flow directly in SHGs accounts should be ensured for quality MDM distribution in schools.
The Ministry of Women and Child Development, Gram Panchayat and Rural Development should work in close collaboration with the Department of Education to ensure proper functioning of concerned schemes in schools.

(C) The Right of Children to Free and Compulsory Education Act (2009)

The Right of Children to Free and Compulsory Education Act (2009) has been made effective in state since April 2010. This study might prove helpful in proper implementation of this Act in Sagar district as well as in the state.

(D) Research Scholars

This work might prove helpful to the research scholars conducting research on the same subject as in this thesis all the strong and weak points of every aspect are mentioned. The coming generation can go through it and work on the weak points and encourage the strong points which might lead to improvement in this field.

5.7 Suggestions for Further Research

The present investigation is an attempt to know about the "Role of Zila Shiksha Kendra in managing Sarva Shiksha Abiyub" As it is well known that Sarva Shiksha Abhiyabn is a comprehensive and integrated programme, so it is not possible to know the problems prevailing at different levels regarding UEE on the basis of such a small sample. The researcher thought it proper to study about the role of functionaries working in SSA from district to schools level in achieving the goals of SSA but competencies of functionaries, insufficient capacity building of functionaries, lack of job knowledge, non-acceptance of teachers to adopt innovative schemes might affect the effectiveness of strategies and interventions taken under SSA for UEE.

The present study has perhaps provided a lead for further researches in above mentioned areas. This study has reached many
tricky and ticklish problem areas and indicated the need to explore them. Some topics suggested for further studies are –

- Role of states in managing Sarva Shiksha Abhiyan to achieve UEE in state.
- Role of BRCCs in managing Sarva Shiksha Abhiyan.
- Role of PRLs/PTAs/SMCs/Urban/Local bodies in school management and supervision in the context of SSA.
- Assessment of access to facilities for primary and upper primary education in tribal and hilly areas.
- Assessment of access to facilities for schooling in minorities' predominant areas.
- Assessment of class wise dropout rates at elementary level.
- Impact of RBCs/NRBCs on mainstreaming of out of school children.
- Impact of different interventions provided under SSA on enrollment and retentions of children.
- Impact of training provided under SSA on achievement level on learners.
- Study of effectiveness of BRCs and CRCs in providing academic support and supervision to elementary schools.
- Impact of libraries on achievement level of learners.
- Impact of Early Childhood Care and Education on school readiness and enrollment in primary schools.
- Study of effectiveness of KGBVs and GHs in promotion of girls education.
- Study of Inclusive Education for CWSN.
- Study of quality of civil works done under SSA.
- Impact of infrastructural facilities on achievement level of learners.

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