PREFACE

The study entitled “Developing Elementary Education in Cachar District: Intervention of Sarva Shiksha Abhiyan” is an attempt to analyse the educational development in Cachar district from pre-Independence period to post-Independence period. The inclusive debate of the researches pertaining to the intervention of Sarva led to the use of a comparative Shiksha Abhiyan and their effect in the society research dseign, using a structured interview schedule and indepth informal interviews conducted to the office of DEEO and office of SSA for understanding the patterns of changes and development. chapters nine The study is divided into, in all, entailing a bibliography and preceded by a preface.

The first chapter introduces the study and therefore describes the formulation of the research problem, extensive review of the existing studies, the methodological strategy, s and sources of the datatype, the universe and the units of the study, selection of the units, techniques and tools of data collection, methos of data analysis and objectives of the study. The second chapter entitled “Elementary Education in Cachar: From Early Times” depicts the historical emergence, the elementary education, The status of elementary education in the pre Independence period, the post Independence period, in the Silchar block, SSA its Organisation and some of the achievements. r onThe third chapte “Sarva Shiksha Abhiyan Universalisation : of Elementary Education” discusses mission and levels, beginning, extension and current status, role, components, objectives of all India, state of Assam, Structure & functioning, National Mission, State Mission, District level, Block level, Gaon Panchayet. The fourthchapter contextualizes the study of “The Sampled Schools and Respondents” and highlights the locations,types of schools. The fifthchapter entitled “Schooling- Learning of the Students” analyses ethcondition of students’ enrolment,
students appeared in examination, students passed in examination and repeaters of
students in pre SSA period and during the SSA period focuses the changing trend in
educational field of L.P. , U.P. and Composite schools. It also discusses about the
Hindu and minority students. The sixth chapter on “Social Gap Filling in The
Elementary Education” reveals the gap and what extent SSA minimized the gaps. The
enrolment of Hindu and Muslim minority students in Elementary School at rural as
well as urban. The seventh chapter entitled “Infrastructural Development in the
Elementary Education” focuses on the infrastructure on elementary level in pre- SSA
year and during SSA period (2003-2010). The eighth chapter entitled “Improvement
of Teacher Quality in the Schools” presents the training of teachers and types of
training in the two periods. The ninth chapter entitled “Life Sustainability of
Elementary Education” analyses the vocational training and other activities of SSA.
Lastly, the chapter tendiscusses the findings and conclusion of the study. The
findings of the study show that in the initial stage of SSA period, i.e., 2003 to 2006 in
upper primary school there were cases of failed students. In comparison of pre-SSA,
during the SSA period the rate of repeaters has declined.

During the SSA period marginally more students have appeared in
examination and more students have passed the examination as compare to pre-SSA
period. It is also observed that during the SSA period (2006-2010) no student has
failed. During the academic years by giving remedial teaching the weak students were
prepared for examination. In the initial stage of SSA period (2003 to 2005) in
composite schools the students failed. In comparison of pre-SSA, during the SSA
period the rate of repeaters declined. To some extent SSA has tried to improve the
basic and infrastructural facilities in Elementary Education. It is also true that some of
the schools have no drinking water, computer, library, laboratory and electricity.SSA
stresses on improving the additional classroom, office, and library. Thus, there is an urgent need for undertaking adequate remedial measures for improvement of basic infrastructural facilities like students’ accommodation in classrooms, drinking water, first aids, teaching-learning equipment, student-friendly classroom and the likes. Also non-infrastructure facilities like creation of conducive atmosphere for education, proper training of the teacher, suitable and useful curriculum should also be taken as care of. We have achieved much in terms of quantity after the introduction of SSA but if we have to ensure universalisation of higher education, as has been planned through Rashtriya Madhymik Shiksha Abhiyan, quality equally has to be taken care of to sustain the students in the classrooms even after school education.