

**DISSERTATION ON A STUDY OF THE
ROLE PLAYED BY SARBHA SHIKSHA
ABHIYAN IN THE FIELD OF URBAN
AREAS OF
TINSUKIA DISTRICT OF ASSAM**

**Submitted in partial fulfillment of the requirement for the 4th Semester
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CERTIFICATE FROM THE SUPERVISOR

This is to certify that the project report entitled " A Study of the Role Played by Sarbha Shiksha abhiyan in the Field Of Elementary Education of Tinsukia District" submitted to KKHSOU in the partial fulfillment for the award of M.A in Education, is an original work carried out by Miss Champa Das, under the Enrollment No. : 16027193 Supervision of Dr. (Mrs.) Monsoon Hatibaruah.

The embodied in this project is a genuine work done by the student and has not been submitted either to this university or any other university/ institute for the fulfillment of the requirement of any course of study.


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PREFACE

This dissertation entitled “ A study of the role played by Sarva Shiksha Abhiyan in the field of Elementary Education of Tinsukia District ” is presented for the partial fulfillment of the syllabus prescribed for the Master Degree in the Department of Education, Krishna Kanta Handique State Open University.

This dissertation is presented in Six (6) chapters each dealing with certain topic.

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|--------------------|----------|---|
| Chapter- I | : | Area of Study. |
| Chapter-II | : | Introduction. |
| Chapter-III | : | Review of Related Literature. |
| Chapter-IV | : | Methodology. |
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ABBREVIATION

AIE	Alternative and Innovative Education
AS	Alternative School
BACG	Block Academic Core Grope
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
BTEC	BASIC
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
DACG	District Academic Core Group
DEEP	District Elementary Education Plan
DIET	District Institute of Education And Training
DISE	District Information System for Education
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EGS	Education GUARANTEE SCHEME
NCERT	National Council of Education Research and Training
NCTE	National Council of Teacher Education
NPE	National Policy on Education
SC	Schedule Caste
SCERT	State Council of Education Research and Training
NCTE	State Council of Teacher Educational
STBC	Short Term Bridge Course
SSA	Sarva Shiksha Abhiyan
ST	Schedule Tribes
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education

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CHAPTER-1

ABOUT TINSUKIA:-

Tinsukia is an administrative district in the state of Assam in India. The district headquarters are located at Tinsukia. Tinsukia is last district of upper Assam. The district occupies an area of 3790 sq.km. It is situated 480 kilometers (298 mi) north east of Guwahati and 84 kilometers (52mi) kilometers away from the border with Arunachal Pradesh. It is the administrative headquarters of Tinsukia District of Assam, India. Tinsukia District came into existence on 1st October 1989 as a result of the bifurcation of Dibrugarh district. The district is situated at the easternmost part of the state and is bounded by Dibrugarh and Dhemaji in the west and north-west respectively. It also makes an international border with Myanmar in the South. Hailed as the business capital of Assam, the place has a heady mix of Assamese, Bengali and Hindi speaking people. It truly is a cosmopolitan town. In ancient times Tinsukia was known as Bengmora. The present name of the place came from the Tinsukia Pukhuri (the pond with three sides) located at the heart of the town. Tinsukia is also a major railhead of Assam. Presently it houses the biggest railway junction of Assam.

Geography:-

Geography of Tinsukia District includes several rivers and reserve forests. The major rivers flowing through the district are Brahamaputra River, Lohit River, Buri Dehing River and Dibru River. The major Reserve Forests of this district are Dibru-Saikhowa National Park, Tarani Reserve Forest, Buridehing Reserve Forest, Duwamara Reserve Forest, Lokhipathar Reserve Forest, Tokowani Reserve Forest, Phillobari Reserve Forest, etc.

Economy:-

Tinsukia District is a principal commercial centre of the state. It is mainly an industrial district and the economy of Tinsukia District includes several prominent districts. Some of the industries of this district are IOC (AOD) at Digboi (oldest Refinery of Asia), Coal India Ltd. at Margherita, Coal field at Ledu, Bordoloi and Tipong, Oil India Ltd. Having Oil Fields in and around Digboi, Makum areas, Bottling Plant at Goponari, Hindustan Liver Ltd. Cosmetic Industry and more. Tinsukia District produces generous amount of tea, oranges and rice.

Demographics:-

According to the 2011 census Tinsukia District has population of 1,316,948 roughly equal to the nation of Mauritius or the us state of New Hampshire, or 4.22 percent of the total population of Assam. This gives it a ranking of 371st in India (out of total of 640). The district has a population density of 347 inhabitants per square kilometer (900/sq mi) Its population growth rate over the decade 2001-2011 was 14.51% . Tinsukia has sex ratio of 948 females for every 1000 males, and a literacy rate of 70.92%. Hindus 1,029,142 Christians 62,403, Muslims 40,000 (3.47%). The major communities of district are the tea-tribes, Ahoms, Sonowal-Kachari, Chutiya Kachari, Moran kachari, Muttock kachari, Singpho and Indian Gorkha. There are migrant communities like Bihari and Bengali . There are also a few small tribes like Taiphake, khamyang and Nocte.

Flora and Fauna:-

In 1999 Tinsukia District became home to Dibru-Saikhowa National park, which has an area of 340km (131.3 sq mi). It shares the park with Dibrugarh District.

Festivals and fairs:-

The Bihus are the most popular agricultural festivals in the district. The Bohag bihu marks the advent of the cropping season. The Magh Bihu marks as harvesting festivals and Kati Bihu marks as lean period of agriculture. The vaishnavis observe the birth and deaths anniversaries of the prominent vaishnava saints in the district. Tribal communities like the Mishing and Deories also perform bihu in their own styles. Id-UI-Zuha and Id-UI-Fiter are religious festivals are Ambubashi, Durga puja and Shivaratri in the district. Tribal communities are maintaining their own culture and tradition in their day-to-day life. Jumar Dance and song is one of their prime cultural activities.

The town which literally means “the ocean of lord Shiva” is strewn with the tell-tale ruins of a powerful empire. Today Tinsukia is a fast developing town in commercial, industrial and educational activities.

1.1 HISTORY OF TINSUKIA

The areas of the present district was an integral part of the chutiya kingdom during the medieval period. The ancient name of Tinsukia city was Bengmara. It was later made the capital of the Motok kingdom when a member of the former Chutia royal family named Sarbananda Singha established his capital at Rangagarh situated in the bank of river Guijan. In 1791 AD, he transferred his capital to the city of Bengmara. Bengmara was build by king Sarbananda singha with the help of his minister, Gopinath Barbaruah (alias Godha). The city was build in the middle of the present city of Tinsukia. It was declared the 23rd district of Assam on 1 October 1989 when it was split from Dibrugarh.

Several tanks were dug in the days of Sarbananda Singha viz. Chauldhuwa Pukhuri, Kadamoni, Da Dharua Pukhuri, Mahdhuwa Pukhuri, Bator Pukhuri, Logoni Pukhuri, Na-Pakhuri, Devi- Pukhuri, Kumbhi Pukhuri, and Rupahi Pukhuri.

Apart from these ponds there are many ancient roads constructed in different parts of the Mottack territory. Godha- Borbaruah road, Rangagara road, Rajgor road and Hatiali road were main roads within the territory.

In 1823, the British first discovered tea plants in Sadiya and the first tea plantation was started in Chabuwa near Tinsukia. The name Chabuwa comes from " Chah-Buwa"/tea plantation.

In 1882, the Dibru-Sadiya Railway was opened to traffic by the Assam Railway & Trending Company, centered on Tinsukia, and a turning point in the economic development of north- east India.

CHAPTER-II

INTRODUCTION

Education is recognized, as the nucleus of an overall national development, any change of the society cannot be possible without education. It can be regarded as the potential instrument of national development. It can be used as an instrument of social change and development towards desired goal. Jhon Dewey, the great educationist and philosopher of the modern democratic world has said, "THE DEVOTION OF DEMOCRACY TO EDUCATION IS A FAMILIAR FACT." The superficial explanation is that a government resting upon popular suffrage cannot be successful unless those who elect and who only their governors are educated.

Prior to independence Indian educational scenario was in a detonable condition and that is why the farmers of Indian constitution visualized a nationwide change in the prime issue of human resource development from the grass roof level. Under "Directive Principles" of the constitution of India, the state is to provide free and compulsory education to all the children of the country in the age group 6-14 years. But this prescribed goal couldn't be achieved till 2001. Therefore, the national policy on Education 1986 put emphasis that the elementary education of all children for the age group 6 tp14 years should be free and compulsory to ensuring cent percent literacy in the country. And this goal has been materialized by Sarva Shiksha Abhiyan.

PRIMARY EDUCATION

Primary education constitutes a very important stage of the entire structure of education. It is at this stage the formal education of the child starts. It is the foundation of the entire educational ladder. It is the stage of education that is responsible for spreading mass literacy. Mass Literacy is a basic requirement for economic development, modernization of the social structure and the effective functioning of democratic institutions. Hence, primary education deserves highest priority for raising the competence of the average worker and for increasing national productivity.

Primary education in Assam has passed through a long history of development since ancient times. On the 15th day of August 1947, India attained independence from the British rule. The expansion of education at all stages and particularly at the primary stage became one of the prime responsibilities of the state. With this aim, the following provision has been made in the constitution of India, that came into force on 26th day of January, 1950 for Primary education.

Article 51 of our constitution provides that, "The state shall endeavor to provide for the commencement of the constitution for free and compulsory education for all children until they complete the age of 14 years."

Needs of Primary Education :-

1. Motivation towards education :-

In today's immensely competitive world, one will survive simply if he/ she has earned a customary qualification and that as a general rule only comes with step by step education. Primary education motivates a kid towards studies and therefore his/her interest to firmly proceed forward.

2. Child mental development :-

Primary education happens to be the resource that may bring the mental development because we are part of a kid. Folks ought's to use the liability to point out their kids the very best method.

3. Overcoming the language barrier :-

Language becomes a barrier regarding the kids that the prime target on elementary education often to develop strength because we are part of a kid to firmly, properly communicated his/her desire through his/her words.

4. Developing imaginative power :-

Primary education may be a key aspect for developing intellectual ability. Together with communication skills, primary education helps in improving verbal skills, nonverbal skills, monitoring ability, plan generating capability, concentration power and the majority of necessary memory power, These would be the long term resources that ought to build along at the basic stage.

5. Social responsibility :-

Primary education shows the infants the correct method to execute their willingness in the direction of the society. Being a social being, kids ought to cognizant of the responsibilities these normally take. The behavior of a toddler reflects his personal development.

SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. Sarva Shiksha Abhiyan interventions include interlaid, opening of new school and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, promising for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement with the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms.

Currently, Sarva Shiksha Abhiyan is implemented as India's main programme for universalizing elementary education.

The new law provides a justifiable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education.

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6-14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Following are the main objectives of Sarva Shiksha Abhiyan :-

- 1. All children in school, education guarantee centre, Alternate school. Back to school camp by 2003.**
- 2. All children complete five years of primary schooling by 2007.**
- 3. All children complete eight years of schooling by 2010.**

4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and T elementary education level by 2010.

2.5. Aims of Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group 2010. There is also another goal to bridge social, regional and gender gape with the active participation of the community in the management of school.

Usefull and relevant education of quest for an education system that is not alienation and that dross on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. The quest must also be a process of value based learning that allows children an opportunity to work for each other's will being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of early childhood care and Education and looks at the "0-14" age as a countinccum. All efforts to support pre-school learning in ICDS enters on special pre-school enters in non ICDS areas will be mode to supplement the effort being mode by the department of women and child development.

2.6. PURPOSE OF PRELIMINARY FUNCTIONS UNDER SARVA SHIKSHA ABHIYAN

1. In order to know the educational condition of each and every children workers of the Sarva Shiksha Abhiyan visiting each and every house of the village for educational survey.

2. To know the infrastructure facilities of the schools situated in the village.
- 3 .Collecting data regarding how many children take admission into the schools.
4. To make people aware the universalization of elementary education.

2.7. Structure for Implementation:-

The Sarva shiksha Abhiyan envisages a partnership of Government of India, State Government, Local Bodies and the Community. To signify the national priority for elementary education. A national Sarva Shiksha Abhiyan mission is being established with the Prime Minister As the Chairperson and the union Minister of Human Resources Development as the Vice Chairperson. State have been request to establish state level and implementation society for U.E.E. under the chairperson of chief Minister.

2.8. Supervision of Sarva Shiksha Abhiyan Activies:-

There are several centers for supervision of S.S.A. Activities. They are cluster Resources Centers (C.R.C.s), Block Resources Centers (B.R.C.s) along with the D.I.E.T.s and S.C.E.R.T.s Supervision on terms are periodically sent by the National or state Mission usually once in six months. State Academic Core Group (SACG), District .

2.9. MAJOR STRATEGIES OF SARVA SHIKSHA ABHIYAN PROGRAMME:-

Institutional Reforms:- As part of the Sarva Shiksha Abhiyan institutional reforms is the states related to educational system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of state educational act, rationalization and requirement of teachers, education for girls. S.C./S.T. and disadvantages groups policy regarding private schools and ECCE.

Sustainable Financing:- The Sarva Shiksha Abhiyan is baced on financial partnership between central and state government.

Improving Main Stream Educational Administration:- It give importance for improvement of mainstream educational administration through institutional development infusion of new approaches and by adoption of costs effects and efficient methods.

Community Based Monitoring With Full Transparency and Accountability:- It is a community based monitoring system. The educational management information system (EMIS) will correlated school level data with community based information from micro planning and surveys. It envisages cooperation between teachers, parents and PRTs as well as accountability and transparency.

Education of Girls:- One of the principle Abhiyan for quality improvement:-

1. Teacher Requirement.
2. Teacher Training.
3. Free Text Books To All Girls and S.C/ST. Children
4. Establishment of Academic Resource Centers.
5. Provision for Remedial Teaching
6. Construction of classroom and school buildings.
7. Special Support For Locally Disadvantage Groups.
8. Qualitative Improvement of Elementary Education.
9. Computer Added Learning and Distance Education.

Financial Norms:- The assistance under the programe of Sarva Shiksha Abhiyan could be on as 85.15% sharing arrangement during the IX plans, 75.25% sharing arrangements during X the plan and 50.50% thereafter between the central government and state governments. The government of India corners in Sarva Shiksha Abhiyan will be the educationof girls, especially those who belong to S.C/S.T.

Focus on Special Groups:- There will be focus on the educational participation of children from S.C/S.T. religious and linguistic minorities, disabled and other disadvantage groups.

Development Needs of Teachers:- The Sarva Shiksha Abhiyan recognize the critical role of teachers and advocates a focus on these development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through

participation in curriculum related material development focus on classroom process and exposure visits for teachers are all designed to develop the human resources among teachers.

District Elementary Education Plans:- As per Sarva Shiksha Abhiyan framework each district will prepare a district elementary education plan reflect all investment made in the elementary education sector. Facilities available under Sarva Shiksha Abhiyan would release funds to the state government/union territories only and installment would only be released after the previous installments of central government and state. All funds to be used for upgradation, maintenance, repair of schools and teaching learning equipments and local managements are to be transferred to VECs/school management communities/Block or any other village or school. Distribution of scholarship and uniforms will continue to be funded under the state plan.

Norms of SARVA SHIKSHA ABHIYAN:-

SL. No	Intervention	Norms
1	Teacher	# 1 teacher for every 40 children in primary and upper primary school.
2	Free Text Books	# At least two teachers in a primary school.
3	School/Alternative Schooling Facility	#Within one kilometer of every habitation.
4	Upper Primary	# As per requirement based on the number of children in completing Primary education up to a calling of one upper primary school/section For every two primary schools.
5	Classrooms	# A room for every teacher in primary and upper primary.
6	Civil Workers	# Ceiling of 33% of S.S.A. programmed funds. # For improvement of school facilities BRC/CRC constructions.
7	Maintenance and	# Only through school management committees.

	Repair of school Buildings	#Upto Rs. 5000 per year as per a specific proposal by the school committee. #Must involve elements of community construction.
8	Up grading of Egs To regular school	#Provision of TLE(a) Rs. 100000 per school. Provision for teachers and classrooms.
9	TLE for upper Primary schools Grants	# Rs. 50000 per school for uncovered school. # Rs. 2000 per year pre-primary, upper primary schools for replacement of school equipments.
10	Teacher Grant	# Rs. 500 per teacher per year in primary and upper primary schools.
11	Teacher Training	# Provision of twenty days in service for all teachers, 60 days refresher Courses for untrained teachers and 30 days orientation for freshly Recruits.
12	Provision for disabled Children	# Upto Rs. 1200 per child for integration of disabled children as per specific proposal.
13	Block Resources Centers/cluster	#Rs. 200000 for CRC constructions wherever required. # Development of up to 20 teachers in a block with more than 100 schools. # Provision of furniture Rs. 100000 for BRC and Rs.10000 for CRC.

Constitutional, Legal and National Statements for UEE:- The Universalization of elementary education has been one of the most important goals of educational development in India since independence. The constitutional, Legal and National Policy and statements have time again uphold the course of universal elementary education.

Constitution Mondale 1950, " The state shall endeavor to provide within a period of ten years from the commencement of this constitutions for free and compulsory education to all children while they complete the age of 14 years".

National policy of education 1986, “ It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century.”

Education Minister Resolves 1998, “ Universal elementary education should be pursued in the mission mode. It emphasized the need to pursue a holistic and convergent approach towards UEE. “ National Committees Report on UEE in the mission mode 1999, “ UEE should be pursued in the mission mode with holistic and coverage approach with emphasis on preparation of district elementary education plan for UEE. It supported the fundamental right to education and desired quick action towards operational libation of the mission mode towards UEE.

2.10. SIGNIFICANT OF THE STUDY:-

Educational plays a vital role in a democratic society. It is one of the most powerful agencies in molding the character and deterring the future of a citizen and a nation. Mainly the primary education is vital to nation building and therefore, it is to be made free and compulsory. “ Apart from being a constitutional obligation, the provision of universal elementary education is crucial for spreading mass literacy, which is a basic requirement for economic development, modernization of social structure and the effective functioning of democratic institutions.” The burning problem of illiteracy, poverty, population explosion, health and hygiene and environmental degradation and basically related with the deprivation of primary education. Therefore the light of elementary education must reach every house, every family and every individual.

The National Policy on Education 1986 give emphasis on the elementary education of all children for the age group of 6 to 14 years throughout the country as in constitutional directive. But the prescribe goal could not be achieved till 2001. Therefore the Sarva Shiksha Abhiyan Mission tries to impart the quality and profitable elementary education to all the children between the age group 6-14 years within the limited period 2010. The main emphasis is put on bridging of gender and social groups and a total retention of all their children in schools.

Sarva Shiksha Abhiyan Mission has played a leading role in the enforcement of elementary education all over India. This study encompasses the role of Sarva Shiksha Abhiyan Mission has played in imparting free elementary education among the children of age group 6-14 years in this district. Moreover a new aspects of this study, namely, the facilities provided to the disabled children of the area, like the other children, the disabled children also deserve proper education and the Sarva Shiksha Abhiyan Mission has already taken adequate steps for their development.

Sarva Shiksha Abhiyan has gained momentum in almost all the places of Assam, Monipur, Tripura, Arunachal, Nagaland, Meghalaya, Mizoram keeping this in mind, the investigator has choose to make an investigation of the role played by Sarva Shiksha Abhiyan in the field of elementary education of Tinsukia District of Assam.

2.11. STATEMENT OF THE PROBLEM:-

The problem of the present study has been stated as follows: :

“A case study of the role played by Sarva Shiksha Abhiyan in the field of elementary education of Tinsukia District.

2.12. OBJECTION OF THE STUDY

01. To study the infrastructure facilities of the schools under Tinsukia District.
02. To effectiveness of the text book provided by Sarva Shiksha Abhiyan to Tinsukia District.”
03. Role played by Sarva Shiksha Abhiyan for elementary school level disabled children.
04. Suggestion for the improvement of Sarva Shiksha Abhiyan”s activities in the field of elementary education.



2.13. DELIMITATION OF THE STUDY

Due to the limited period of two year for M.A. course. The study has to be delimited in certain aspects.

1. The study is confined to infrastructure facilities of the schools, effectiveness of text books, educational facilities provided for the disable children, problems faced by Sarva Shiksha Abhiyan and suggestion for the improvement of Sarva Shiksha Abhiyan's activities.
2. The study has been confined to the Tinsukia District.

2.14. DEFINITION OF THE IMPORTANT OPERATIONAL TERMS

1. Sarva Shiksha Abhiyan

It 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. It is a combined effort to the central Government, state Government and local Government.

2.Elementary Education

Both lower primary and upper primary level is consists elementary education. Classes from I To V is lower primary and VI to VIII is upper primary level.

3.Disabled Children

Disabled person is one who suffer from some kind of impairment leading to reduction in his/her ability to perform a particular task but which could be compensated through various means.

4.Village

It is the smallest unit of rural settlements with compact houses.

5. Educational Block

It consists of compact unit of more than one hundred villages and executes educational develop plans under the Development Block.

6. District

The district is a small administrative unit of a state or a union territory.

7. Enrolment

Enrolment means getting admission into institution in school.

8. Non Enrolled Children

The children who don't take admission into a school between the age group 6-14 years.

CHAPTER-III

REVIEW OF RELATED LITERTURE

An essential aspect of research project is the reviews of the related literature. The survey of the literature is a crucial aspect of the study and the time spend in such a survey invariably in a wise investment. The investigation can be sure that her problem does not exist in a vacuum. Every investigator must know what sources are available in her field of enquiry, which of them she is likely to use and where and to find them.

A thorough and careful review have been done by going research journals, books, some selected portion of encyclopedia, dissertation, thesis and other sources of information which are directly or indirectly to the present study.

The review has been presented in different sections:-

1. Studies conducted in Assam.
2. Studies conducted in India.

Universalization of elementary education is not new concept. But Srva Shiksh Abhiyan has been started in the country in 2001. Therefore, reviews of related literature are not available. In this regard the investigator collect information from the review of literature related to elementary education.

3.1 Studies conducted in Assam:-

Das, R.C. has taken, A comparative study of educational wastage in urban and rural areas, SIE, Assam 1975.

The major findings were:-

1. The combined wastage and stagnation in rural areas school was sufficiently higher that than in the sub-urban areas school.

2. The regular attendance of children in the school range from 60-75% before and after serving the mid-day meals did not show any difference.
3. The problem received by parents from non-enrolment of children were non suitability school timings, lake of adequate accommodation in school, poverty looking after younger ones at home, not having separate schools for girls and lake of women teachers in schools.
4. The dropout rates for urban, sub-urban, and rural areas were 15.1%, 70%, AND 14.5% respectively, while the stagnation (grade repetition) rate were 48%, 63%, 64.4% respectively. The total educational wastage was 63.2%, 78.8% and 77.9% respectively for urban, sub urban and rural areas.

The state institute of Education (SIE) , of Jorhat made a study in 1988. The report of the study conducted by the state institute of Education, Assam Jorhat entitled Dropout in the primary school in Assam.

In the study the dropout rate in Assam was studied an all Assam basis.

The important findings were:-

1. Dropout rate was highest in class.
2. Rate of the dropout and stagnation in the garden area schools were 20.19% and 46.88% respectively. Gross wastage was 67.79%.
3. Gross wastage was highest in char area schools 86.96%.
4. The gross wastage i.e., wastage due to dropout and wastage due to stagnation, for the state of Assam, was estimated as 62.8% for girls. It was 56.70% for boys and 69.32% for girls. Wastage due to dropout was 16.13% and stagnation was 49.19%.
5. Highest rate of dropout was recorded in Mangaldoi sub divisional, (29.40%) and highest rate of stagnation was recorded in Barpeta sub division (70.98%), Barpeta also recorded 89.41% in respect of gross wastage.

Bhuyan, K. took up study on "A study on Sarva Shiksha Abhiyan (SSA) towards univerlisation of elementary Education in Assam with special reference to Borpathar Gram Panchayat in Borboruah Educational Block under Dibrugarh District" 2004-05.

The major findings of study were-

1. 18.75% lower primary schools are single teacher schools. All these schools have got academic support from Shiksha Sharathi under Sarva Shiksha Abhiyan.
2. Regarding infrastructure facilities it was found that building of 81.5% of lower primary schools are 50% of upper primary schools are pucca.
3. There is on separate room for each class.
4. 94.4% of schools have received Teaching Learning Materials from Sarva Shiksha Abhiyan.
5. 94.4% schools are received free text book from Sarva Shiksha Abhiyan.
6. Poor infrastructure facilities of schools, illiteracy of parents, parental unawareness of children in domestic work, sibling care are some of the major problems faced in universalisation of Elementary Education in area.

Saikia , Papori, took up a study an "A Glimpse of Sarva Shikska Abhiyan (SSA) in assam with special reference to Lahowal Gram Panchayat in Lahowal Block under Dibrugarh District", 2005.

The major objectives of the investigation was to find the effectiveness of text book provided by Sarva Shiksha Abhiyan, infrastructure facility of the schools, problems faced by Sarva Shiksha Abhiyan and suggestions.

The major findings of the study were:-

1. 98% schools got free text from Sarva Shiksha Abhiyan.
2. The teacher- pupil relation in primary schools and upper primary schools are 1:27 and 1:14 respectively.
3. 90% schools got teaching-learning materials from Sarva Shiksha Abhiyan.

4. The text books provided by Sarva Shiksha Abhiyan are effective. The subject matter, the books are appropriate the age level. The books are related to learning by doing principles.
5. The children enrolled in different schools under Sarva Shiksha Abhiyan in 2005 are 7.82%.
6. The percentage of trained teacher and untrained teacher are 54.04% and 45.96% respectively.
7. Poverty illiteracy, involvement of child in domestic work, parental unawareness towards education etc. are the main causes to fulfill the objectives of Sarva Shiksha Abhiyan.

3.1. STUDIES CONDUCTEN IN INDIA

Krishnamurtry, R. took up a study on " A study of position of Enrollment of children in the age group of 6 to 13 years and problems involved in their environment," SCERT, Andhra Pradesh.

The objectives of the study were:-

1. To find out enrollment ratio of children in the age group 6-11 and 11-13 years to the child population in the corresponding age group.
2. To identify the problems being faced in the enrollment of children.
3. To enquire into the measures taken so far for the effective enrollment of children.

The major findings were:-

1. In case of the enrollment of children of schedule caste was 4.7% and that of schedule tribe was 5.1% in the age group of 6-11 years where the position of girls was poor in case of schedule tribe and schedule caste.
2. In the villages where the sample schools were situated, there were 1485 children in age group of 11-13 years, out of which 780 were enrolled.

3. Co education and shortage of female teacher in rural areas played a negative role in retaining girls in school.
4. The main motivation for SC parents to enroll their daughter in schools was improve their marriage prospects and possible employment in futures make them acquire better communication skills and prepare them to have better treatment at their matrimonial home.
5. Parents perceived that male teachers discriminated on the basis of the sex of the students, which has negative effect on the continuance of girls in education.
6. Enrollment to the media has a positive effect on the educational status of all the SC girls.

Dhangade U.D. took a study on, "A critical study on non enrollment wastage and stagnation during the first two years of primary education of schedule caste boys and girls in soyegaon Taluka, dist. Aurangabad, Maharastra state," IIE, Pune, 1986.

The major findings of the were:-

1. During the years 1981-82 the total enrollment of SC/ST students was 40.7% of non enrollment was maximum in village within a population between 1000 and 2000.
2. SC/ST populations in the three types of villages were 9.78%, 15.22% and 31.68% respectively. SC/ST was more in smaller village.
3. Average percentage of absents, failure and wastages were 17.7%, 3.7% and 14.4% during the 1981-82 and 8.7%, 3.3% and 12.0% during the year 1982 to 1983 was 13.1 the economic condition of schedule caste families during 1982-1983 was 13% families, lack of education of parents, lack of social mobility and lack of adequate communications were the important factors coming in the way of enrollment of SC/ST. students.
4. Teachers in rural areas particularly in areas where SC/ST students were in large proportion were not effective. Many of them were untrained, lack social awareness and enthusiasm and frequently absented themselves from school, schools lacked minimum facilities.

Nayar, U. (1989) conducted a study of "Education of the child in India, with the special focus on girls: A situational analysis."

The major findings of the study were:-

1. At the secondary level the gender gaps increase and girls are found in the arts stream largely or gender stereotyped vocational course available to less than 8% of the age group.
2. The learning opportunities available to the girl child in the real life situation throughout the life cycle are very low.
3. Disaggregated data of ECCD (Early Childhood Care of Education) is not available.
4. The curriculums, however comprehensive on paper, get reduced to a mere syllabus for academic subjects and further have a clear class and sex biases.
5. Universalization of elementary education is basically a problem of enrolling and retaining the girls who enter late and drop out early and rural girls are not enrolled at times because of serious under provision in rural areas.

Nayar, U.s (1989) situational analysis of the girls child in Rajasthan.

The major findings of this analysis were:-

1. The education and the health intervention for raising the status of woman have to be done early in their lives, which is an indication focus on the girl child.
2. A major challenge before the educational development planner is to find enough resources to make a universal provision for UEE.
3. The provision of schooling/ educational facilities for girls is low and its utilization is still lower on account of social, economic and attitudinal barriers and sheer physical distance.
4. Investment in girl child is an assured investment in the future of our nation it is essential to undertake budgets for girls.
5. Poverty and hunger are found as the main causes of non enrollment and non attendance of girls.

6. ECE would have to be a major strategy for reaching girls and preparation of the women teachers instructions of NEF is a major challenge for Rajasthan.
7. Early marriage spells unsafe motherhood thus retaining girls in the educational system till 18-19 years is what educational planner's should try and ensure.
8. If working girls are to drawn to school, they must find the promise of better future, as individuals and as workers. The educational of working children (girls) needs better conceptualization and different treatment, for such children already have some life skills and need to integrate these with literacy.
9. Female education has a more favorable effect on participation rates in the rural areas.
10. Raising the educated employment potential of women though increased job opportunities would enhance girl's participation in education.
11. Participation of women in the Panchayat Raj Institutions and all modern professions and occupations would definitely raise the motivational levels of parents of educate their daughters.
12. Local women be mobilized for forming action groups. But even among poverty households, boys are given preferential treatment. Furthering the education of girls and women can be done using the exiting WDP (Women's Development Programme) of Rajasthan.

Duggal, J (1992) conducted a micro study on, "Access of Schedule Castes Girls to Elementary Education in Rural Haryana".

The main findings of the study were:-

1. Physical facilities are the sample schools were in adequate and their utilization were ever lower.
2. The proportion of school going was higher among SC parents who were skilled workers in government and semi government or private service or were self-employed.
3. In rural areas, wastage in case of girls was lower than in case of boys. It was the almost same for boys and girls in urban areas and sub urban areas.

4. In urban areas, stagnation in case of girl was lower than in case of boys. But the percentage of stagnation for girls was higher in comparisons to the boys both in sub urban and rural areas.
5. The percentage of pupils regularly computing the primary course was highest in the sub urban area compared to whom and rural areas.

CHAPTER-IV

METHODOLOGY

Research has proved to be an essential and purposeful tool in leading man towards progress. The effectiveness of every research work depends on the methodology and procedure followed in the step wise execution of the study.

The research under study, is an attempt to find out the Sarva Shiksha Abhiyan Mission activities towards elementary education. This chapter is an exposure to the methodology used in the present work. It include the research design or plan evolved, the sample of the population chosen, the tools and techniques used for collecting and analyzing the data.

4.1.A PROFILE OF THE AREA

The area of the present study is confined to the Tinsukia Urban Block under Tinsukia District. The National Highway 37 is in the North of Tinsukia Urban Block. There is Life Insurance Corporation office is the east and Sahara office is in the west. There are 20 lower primary and 8 upper primary schools and 11 high schools and 3 colleges in Tinsukia Urban Block. The major communities of the area are Ahooms and Kachari. There are migrant Communities like Bihari and Bengali.

4.1. Method of the study:-

In this study, normative survey method is used to collect detailed description of existing phenomena. It is an organized attempt to analyze, interpret, and report the present status of a social institution, group or area. The method is generally used to make more intelligent place for improving educational practices, classroom teaching and evaluation.

4.3. Population-

A population refers to any collection of specified group of human beings or non-human entities such as objects, education institution, time units, geographical areas, prices of wheat or salaries drawn by individuals. It is also included in the population.

4.4. Sample-

In a research study due to the inconvenience of taking large amount of population, small group of individuals is taken as the representative for the whole study.

In this particular study the investigator has selected 16 numbers of schools under Sarva Shiksha Abhiyan where 18 numbers of schools are lower primary and 2 no. of schools are upper primary. The sample includes 16 heads of the schools, Sarva Shiksha Abhiyan Tinsukia District. The following tables give a clear picture of the sample of the present study.

Table-1

LOWER PRIMARY SCHOOLS OF TINSUKIA URBAN BLOCK

Sl. No.	Name of the school	Place	Year Of Establishment
01.	Sripuria L.P.School	Sripuria	1954
02.	Bidyaniketan L.P.School	Sripuria	1978
03.	Bani Sadan L.P.School	Congress colony, Sripuria	1962
04.	Bani-Kanta L.P.School	Railway colony	1971
05.	Steels Worth L.P.School	Makum Road	1973
06.	Ganpatrai Basic L.P.School	Makum Road	1956
07.	Dohutiachuk L.P.School	Kokoratoli	1952
08.	Bimola Prasad Chaliha L.P.School	Chaliha Nagar 9 No. ward	1972
09.	DR. B.R. AMBEDKAR L.P.School	Harijan Colony, Barpathar	1966
10.	Monideep L.P.School	Mission Para	1961
11.	Ramthakur Vidyapith L.P.School	Doom-Dooma	1983
12.	Doom-Dooma Hindi L.P.School	Doom-Dooma	1942
13.	Doom-Dooma Bangiya L.P.School	Doom-Dooma	1947
14.	Bapuji Adarsha L.P.School	Doom-Dooma	1969
15.	Shishu Vidyamandir L.P.School	Doom-Dooma	1968
16.	Maniram Dewan L.P.School	Doom-Dooma	1963
17.	Adarsha Bharatiya Hindi L.P.School	Dooma-Dooma	1974
18.	Doom-Dooma Saraswati Balika L.P.School	Doom-Dooma	1937

Table-2

UPPER PRIMARY SCHOOLS OF TINSUKIA URBAN BLOCK

Sl. No.	Name of the schools	Place	Year of Establishment
01.	Sree Durga M.E. School.	Parbotia Road	1969
02.	Ramkrishna Shishu Vidyalaya M.E. School	Sripuria	1952

4.5 TOOLS

The main tool used in this study is the

1. Information schedule and,
2. Interview Schedule.

Schedule is a device consisting of a set of question which are filled up by the Head of the school of Tinsukia Urban Block and the officers of District Mission, Sarva Shiksha Abhiyan of Tinsukia. The schedule administered personally and therefore, it provides opportunity to the researcher to establish report with the respondents.

4.6 CONSTRUCTION OF INFORMATION SCHEDULE

The investigator constructed a set of questions in order to collect data. There are 8(eight) major heads in the questionnaire. They are as follows-

- (a). School particulars.
- (b). Infrastructure facilities of the school.

(c). Effectiveness of textbook.

(d). Teachers qualification and teachers academic support.

(e). Enrollment of the students.

(f). Early childhood education.

(g). Problem faced by S.S.A.

(h). Suggestion.

There are many sub heads under this major heads. They are-

(a). Name of the school, (b). Year of establishment, (c). Location, (d). School category, (e) Type of school, (f) Medium of instruction, (g). Status of the school, (h). Number of students, (i). Number of teachers. (j). Type of school building, (k). Type of shilling, (l). Provision for drinking water, (m). Play ground, (n). common room facility, (o). Library, (p). Laboratory provision, (q). Toilets, (r). Teaching aids etc.

4.7. PROCEDURE OF DATA COLLECTION-

After selecting the sample and preparation of the questionnaire the data collection procedure is stated. The investigator started data collection work in the first week of month of April 2018 and ended in the middle of the month of March 2018. The investigator personally visited all the schools of Tnsukia Urban Block and distribute questionnaire to the heads of the schools. The investigator explained the purpose and nature of the study and requested them to fill up the questionnaires. The investigator also collect information from the officers of the District Mission office of S.S.A. by taking interviews. After collecting the data/ information from the heads of the school and officers of the district mission office of S.S.A. it was analysed and generalized.

4.8. STATISTICAL TREATMENT OF THE DATA:-

It this present study, the techniques used for analyzing and interpretation of data were percentage and the diagram used bar diagram, Table etc.

CHAPTER- V

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means studying the tabulated material in order to is determine inherent facts or meanings. It involves breaking down existing complex factors in to simpler parts and putting the parts together in new arrangements for purposes of interpretation.

In this chapter, an attempt has been made by the investigator to analyses and interpret the data which has been collected through a questionnaire and interview schedule.

For the purpose of analysis, the questions were sub-divided into some dimension. They are as follows.....

- 1. Infrastructure facility.**
- 2. Effectiveness of text book.**
- 3. Teacher's qualification and academic support under Sarva Shiksha Abhiyan.**
- 4. Enrollment of the students.**
- 5. Dropout cases in 2018.**
- 6. Early childhood Education.**
- 7. Problems and suggestions.**
- 8. Roll played by Sarva Shiksha Abhiyan for elementary school level disabled children.**

With the help of percentage, bar diagrams and tables the investigator have tried to analyze and interpret the data. The findings of the study in terms of different dimensions have been discussed in the following sections.

5.1. INFRASTRUCTURE FACILITY OF THE SCHOOL IN TINSUKIA URBAN BLOCK

Table-3

Infrastructure facility in Lower Primary school

Sl. No.	particulars	No of school	% of school
1	Building		
	a. Cemented	12	66.67
	b. Partly cemented	6	33.33
	c. Not cemented	0	-
	d. tent	0	-
2	Types of floor		
	a. Not cemented	0	-
	b. Cemented	10	55.56
	c. Timber	0	0
	d. Brick Soiling	8	44.44
3	Types of shilling		
	a. Tarza	4	22.22
	b. Bamboo split	9	50
	c. Hessian cloth	5	27.78
	d. None	0	-
4	Facility of Drinking water		
	a. Tape	7	38.89
	b. Hand pump	11	61.11
	c. Well	0	-
	d. None	0	-
5	Toilet		
	a. Girls Toilet	17	94.4
	b. Boys Toilet	15	83.33
	c. Common Toilet	7	38.9
6	Adequacy of Classroom	10	55.56
7	Common rooms for teachers	5	27.78
8	Playground	8	44.44
9	Adequacy of desk and benches	14	77.78
10	Adequacy of table and chair	15	83.3
11	Library facility	10	55.56
12	Laboratory facility	0	0

From the above table it is clear that in the lower primary schools, 66.67% schools are cemented, 33.33% are partly cemented, 55.56% floors are cemented and 44.44% floors are brick soiling. 22.22% Shilling are made from Tarza, 50% Are bamboo split, 27.78% are hessian cloth Shilling are there. 38.89% Are used tape for drinking water, 61.11% Are used hand pump for drinking water. There are 94.4% are girls toilet, 83.33% Are boys toilet and 38.9% are common toilet facilities in the schools.

The lower primary schools have 55.56% Adequate classroom facilities and 27.78% Common rooms facilities for the teachers. There are 44.44% Playground in the schools. 77.78% school have adequate desk and benches and 83.3% are table and chairs. 55.56% Are library facility and there are no laboratory facilities are found in this schools.

As regards the infrastructure facilities of upper primary schools, the result are indicated in TABLE-4 shows that all schools building have cemented and all school floors are cemented. There are 100% shilling are made from bamboo split. All schools have used tape for drinking water. There are 100% girls toilets and boys toilet and 50% Are common toilet facilities in the schools. 100% school have adequate numbers of classrooms. 100% have common room facilities for the teachers and do not have play ground in the schools. All schools have adequate desk and benches, table and chairs. 100% schools have library facilities but there are no Laboratory facilities in these schools.

Table- 4

Infrastructure facility in upper Primary school

Sl. No.	particulars	No of school	% of school
1	Building		
	e. Cemented	2	100
	f. Partly cemented	0	—
	g. Not cemented	0	—
	h. tent	0	—
2	Types of floor		
	e. Not cemented	0	—
	f. Cemented	2	100
	g. Timber	0	—
	h. Brick Soiling	0	—
3	Types of shilling		
	e. Tarza	0	—
	f. Bamboo split	2	100
	g. Hessian cloth	0	—
	h. None	0	—
4	Facility of Drinking water		
	e. Tape	2	100
	f. Hand pump	0	—
	g. Well	0	—
	h. None	0	—
5	Toilet		
	d. Girls Toilet	2	100
	e. Boys Toilet	2	100
	f. Common Toilet	1	50
6	Adequacy of Classroom	2	100
7	Common rooms for teachers	2	100
8	Playground	0	—
9	Adequacy of desk and benches	2	100
10	Adequacy of table and chair	2	100
11	Library facility	2	100
12	Laboratory facility	0	—

Effectiveness of textbook under Sarva Shiksha Abhiyan:-

Out of 20 schools 100% received free textbooks regularly and timely distribute by SSA and 100% schools of response that the books are sufficient, 100% the size of the letters and coverage are suitable from the view point of age group of the students. The subject matter of the books are appropriate and it contains adequate no of chapters units. The following TABLE-5 gives a clear picture about the effectiveness of text books under Sarva Shiksha Abhiyan.

Table-5

5.3. QUALIFICATION OF THE TEACHERS AND ACADEMIC SUPPORT UNDER S.S.A.

Sl. No.	Item	Response			
		Yes		NO	
		Frequency	%	Frequency	%
1	The books are sufficient.	20	100	0	0
2	The size of the letters and coverage are suitable.	20	100	0	0
3	Subject matter of the books are appropriate of each class.	20	100	0	0
4	The books contain adequate No of chapter and unit.	20	100	0	0
5	The books contains no of exercise.	20	100	0	0
6	The books contain adequate no of illustration.	20	100	0	0
7	The books received regularly and timely.	20	100	0	0

Table-6
Qualification of teachers

Qualification	No of teachers	% of teachers
BELOW H.S.L.C.	0	0
H.S.L.C.	21	17.21
H.S.	39	31.97
GRADUATE	42	34.43
POST GRADUATE	20	16.39
Total	122	100

From the table no. 6 it is clear that out of 122 Teachers 0% are below H.S.L.C., 17.21% Are H.S.L.C. passed, 31.97% are H.S. passed and 34.43% Are graduate and 16.39% Are post graduate. This result shown in fig. 1 by using bar diagram.

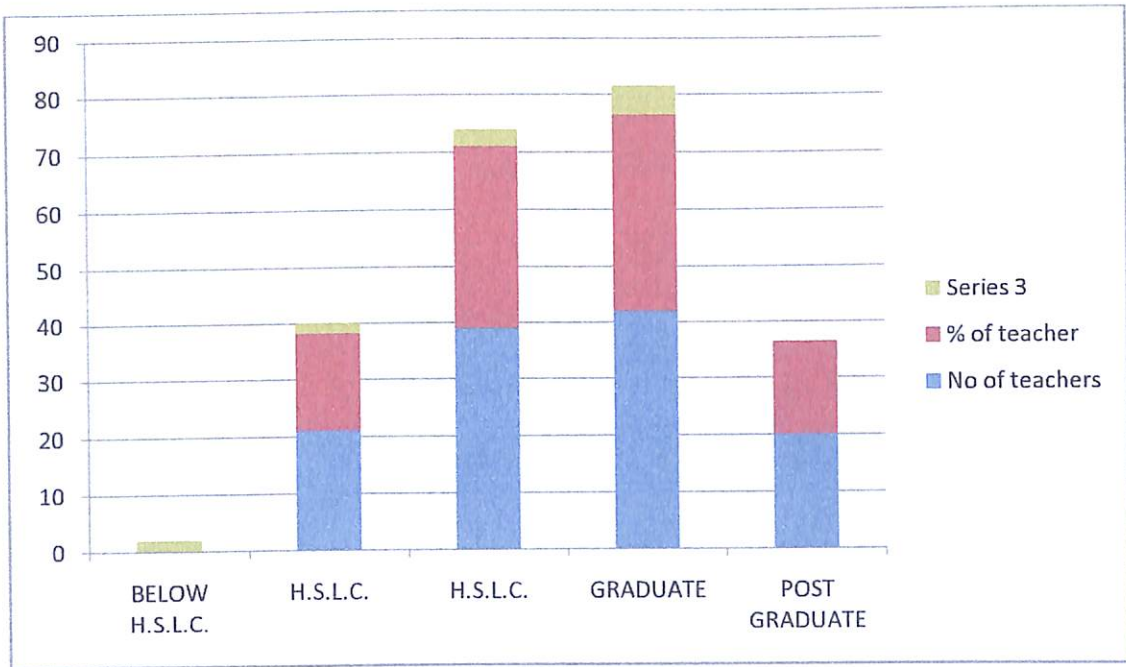


Fig-1 : Qualification of teachers

PERCENTAGE OF TRAINED AND UNTRAINED TEACHERS

Table-7

Percentage of trained and untrained teachers.

Type of teacher	No. of teacher	Percentage (%)
Trained Teachers	104	85.25
Untrained Teachers	18	14.75
	122	100

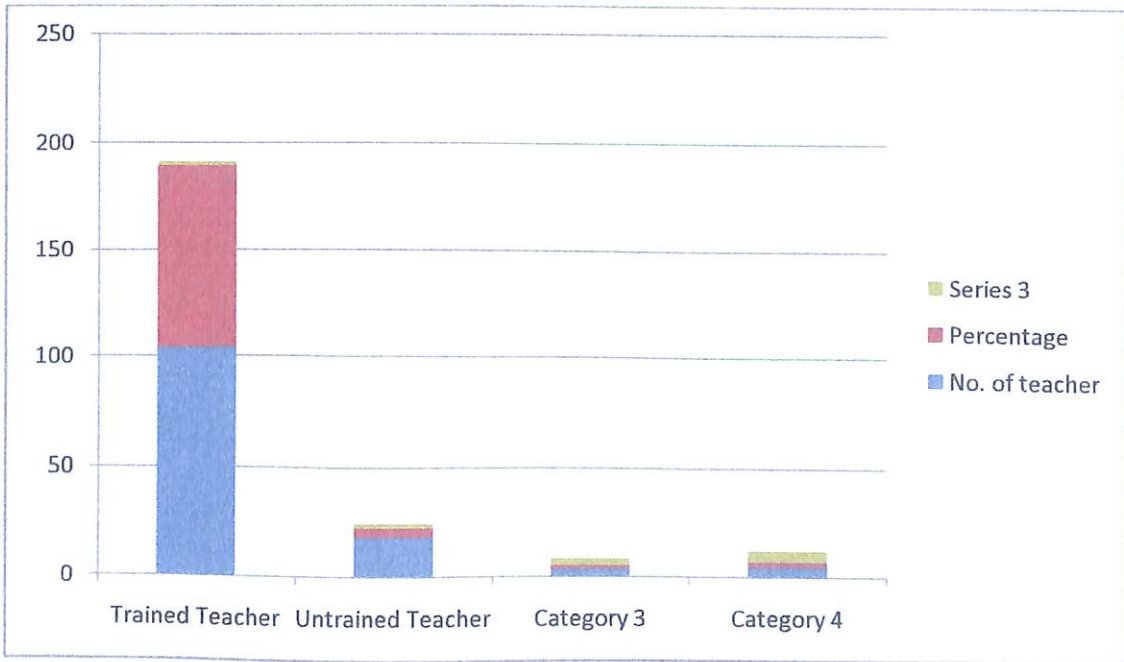


Fig-2: Percentage if Trained and Untrained Teacher

As regards the trained and untrained teachers the results are indicates in table-7 shows that 85.25% teachers are trained and 14.75% teachers are untrained in the Elementary schools. The bar diagram in Fig-2 present the details of percentage of trained and untrained teachers in the Elementary schools.

5.3. ENROLLED AND NEVER ENROLLED STUDENTS OF TINSUKIA URBAN BLOCK IN THE YEAR 2018

Table-8

The details of Enrolled and never Enrolled children from 5-14 years of age in Tinsukia Urban Block.

Children	Enrolled		Never Enrolled		Total	
	No	%	No	%	No	%
Boys	1299	43.84	20	43.48	1319	43.84
Girls	1664	56.16	26	56.52	1690	56.16
Dropout	–	–	–	–	–	–
Disabled	09	0.30	–	–	–	–
Total	2963	98.47	46	1.53	3009	100

The above table indicates enrolled and never enrolled school students of Tinsukia Urban Block. The enrollment rate of students in the age group 5-14 years, boys 43.84%, and girls 56.16%. there are no dropout students and 0.30% are disabled children found respectively. The never enrollment rate of students was 1.53%.

5.4. EARLY CHILDHOOD EDUCATION

Table-9

Enrollment of children in Ka-Sreni

Category of Student	No. of student	Percentage
Boys	223	49.56
Girls	227	50.44
Total	450	100

From the above table it is clear that 49.56% boys and 50.44% girls are enrolled in Ka-Sreni in the lower primary schools of Tinsukia Urban Block. The bar-diagram in Fig-3 present Percentage of boys and girls enrolled in Ka-Sreni.

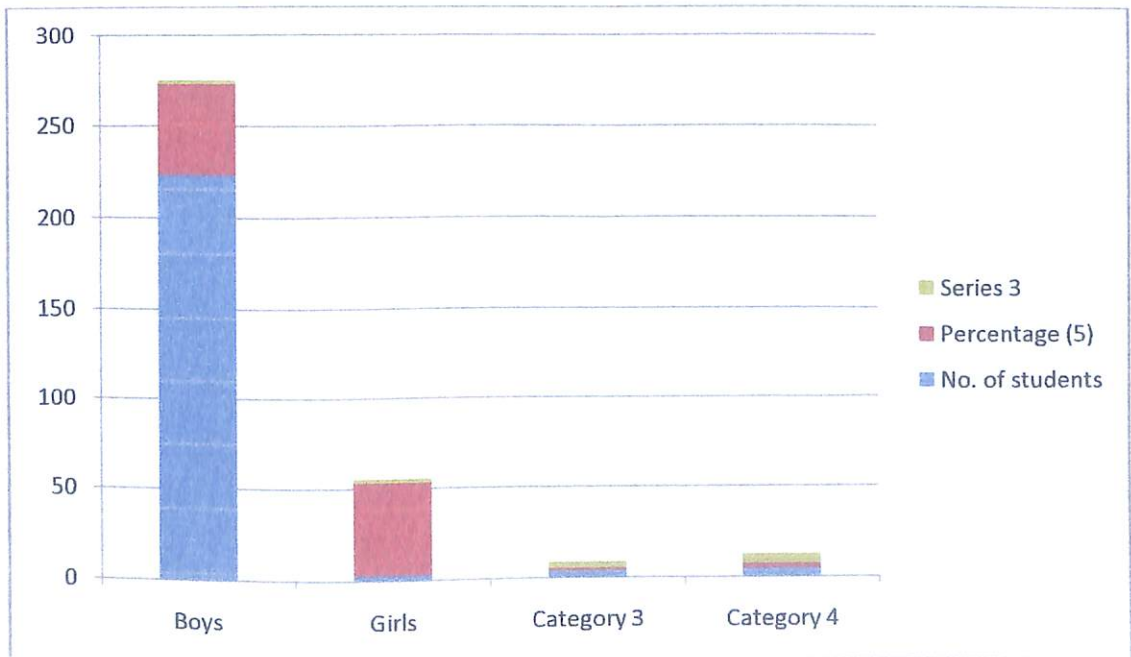


Fig-3: Enrolment of Children in Ka-Sreni

SCHOOL GETTING SUPPORT FROM ANGANWADI WORKERS

Table-10

School Getting Support From Anganwadi Workers...

No of lower primary school	No of school received academic support	Percentage of school (%)
18	17	94.44

The above table-10 shows that 94.44% schools have obtained support from Anganwadi Workers in Ka- Sreni.

5.5 PROBLEMS FACED BY SARVA SHIKSHA ABHIYAN:-

Table-11

The problem faced by Sarva Shiksha Abhiyan in Tinsukia Urban Block...

Sl. No.	Problem	Of the Heads			
		Yes		No	
		Frequency	%	Frequency	%
1.	Poor infrastructure facility	6	30	14	70
2.	Poverty of parents	12	60	8	40
3.	Illiteracy of parents	10	50	10	50
4.	Parent's unawareness of the importance of education.	5	25	15	75
5.	Involvement of children in domestic work.	3	15	17	85
6.	Language problem	2	10	18	90
7.	Distance of school from home.	7	35	13	65

From the above table it is shown that 35% Schools have poor infrastructure facilities, 60% problems related to poverty of parents, 50% Problems related to literacy of parents, parents unawareness of the importance of the education are 25%, 15% problems related to the involvement of children in domestic work, 10% Have language problems and 35% problems related to the distance of schools from home.

5.6. SUGGESTIONS PROVIDED BY THE HEAD OF THE INSTITUTIONS FOR THE IMPROVEMENT OF SARVA SHIKSHA ABHIYAN.:-

- 1. Development of infrastructure facilities of the school is important.**
- 2. There should have separate classroom for each class.**
- 3. Teaching Learning Material under Sarva Shiksha Abhiyan should be provided on regular basis.**
- 4. Library facility should be provided to the schools.**
- 5. Laboratory facilities should be provided to the schools in order to teach the subject like science.**
- 6. Non formal education should be provided to remove illiteracy of the parents.**
- 7. In-Service training should be provided regularly.**

5.7. ROLE PLAYED BY SARVA SHIKSHA ABHIYAN FOR DISABLED CHILDREN

Sarva Shiksha Abhiyan is committed to ensure that every child with special needs, irrespective of kind, category and degree of disability is provided elementary education in appropriate environment.

5.7. ROLE PLAYED BY SARVA SHIKSHA ABHIYAN FOR DISABLED CHILDREN.

Table-12

Approximate Disabled children identified by Sarva Shiksha Abhiyan in the level of 6-14 years in Tinsukia District.

Category of children	No. of children	Percentage (%)
Boys	1940	45.97
Girls	2280	54.03
	N=4220	

As regards the boys and girls approximate disabled children identified by SSA in the level of 6-14 years are indicated in table-12 shows that 45.97% Boys disabled children and , 54.03% girls disabled children.

CHAPTER-VI

Summary, Suggestion and Conclusion

The formulation of conclusion demands keen observation, wide outlook and logical thinking. There provide the researcher an excellent opportunity to take maximum precaution in the study in arriving at any stage of generalization.

6.1. Summary

This chapter is an attempt to provide a summary of the entire study, which has already been reported in the previous chapters.

Statement of the Problems:-

The Problem of the present study has been stated as follows: "A study of Roll Played by Sarva Shiksha Abhiyan in the fields of Elementary Education of Tinsukia District."

Objectives of the study:-

1. To study the infrastructure facilities of the schools under Tnsukia District.
2. Role played by Sarva Shiksha Abhiyan for Elementary school level disabled children.
3. Suggestion for the improvement of Sarva Shiksha Abhiyan activities in the field of Elementary Education.
4. To study the effectiveness of the text books provided by Sarva Shiksha Abhiyan to Tinsukia District.

Delimitation of the study:-

1. The study is confined to infrastructure facilities of the schools, effectiveness of text books, educational facilities provided for the disabled children, problem faced by Sarva Shiksha Abhiyan activities.
2. The study has been confined to the Tinsukia Urban Block.

Definition of the Important Operational Terms:-

1. **Sarva Shiksha Abhiyan:** It is a combined effort Central Government, State Government and Local Government.
2. **Elementary Education :** It includes lower primary schools and upper primary schools.
3. **Disabled children:** Disable person is the one who suffers from one kind of impairment leading to reduction in his/her ability to perform a particular task but which could be compensated through various means.

Methodology:-

In this work, the investigator has used Normative Survey method to collect detailed description of existing phenomena and take 20 numbers of schools and three officers of District Mission Office of Sarva Shiksha Abhiyan, Tinsukia as a sample. In order to collect relevant data/information schedule and a interview schedule as a tool. After collecting data/information from the head of the schools and officers of the District Mission Office of Sarva Shiksha Abhiyan. It was analyzed and generalized with the help of statistical technique percentages and bar diagrams.

6.2. Major findings of the study:-

1. Regarding infrastructure facilities it was found that in lower primary and upper primary schools 66.67% and 100% are cemented buildings. Again 33.33% school buildings are partially cemented in lower primary schools respectively.
2. In lower primary schools 55.56% floors are cemented. On the other hand 44.44% floors are brick soiling in upper primary schools.
3. In lower primary schools 22.22% shilling are Tarza, 50% Are Bamboo split, 27.78% Hussein cloth. On the other hand 100% Shilling are bamboo split in upper primary schools.

4. In upper primary schools 100% drinking water are tapes. On the other hand, 38.89% drinking water are tape and 61.11% are hand pump in lower primary schools.
5. Again it was found that 55.56% lower primary schools have adequate class rooms and all the schools (100%) have adequate classrooms in upper primary schools.
6. All the upper primary schools and lower primary schools 100% and 27.78% have common room facilities for teachers.
7. 100% Upper primary schools have library facilities.
8. There are no laboratory facilities in lower primary schools and upper primary schools.
9. Till now there is no playground available in lower primary schools and upper primary schools.
10. All the upper primary schools (100%) have adequate desk-bench and table-chair.
11. In lower primary schools 100% adequate desk-benches, And table-chairs.
12. The text books provided by Sarva Shiksha Abhiyan are 100% sufficient. The size of the letters and the subject matter of the books are appropriate for each class and books are received regularly and timely.
13. In the elementary schools 85.25% Teachers are trained and 14.25% teachers are untrained.
14. The enrollment rate of students in age group 5-14 years, boys 43.84% And girls 56.16%.
15. The never enrolment of students in age group 5-14 years was 43.48% boys and 56.52% girls.
16. The dropout rate of students of age group 5-14 years was nil in 2018.

Problems faced by Sarva Shiksha Abhiyan in Tinsukia Urban Block are:-

- 30% school has poor infrastructure facilities.
- There are 60% problems related to poverty of parents.
- 50% Problems related to illiteracy of parents.
- Parent's unawareness of the importance of education are 25%.
- 15% problems related to the involvement of children in domestic work.
- Language problems are 10%.
- Problems related to the distance of schools from home are 35%.
- Under Sarva Shiksha Abhiyan Mission 30% disabled children of the age group 6-14 years are identified.

6.3. Suggestion for Improvement of Sarva Shiksha Abhiyan Program in Tinsukia District:-

Depending upon the experience gathered in carrying out the present study and in enlightened path of the finding of the present study, the investigator has given the following suggestions for future success of the program.

1. Regular and continuous assessments of students in the classroom.
2. Schools need to continuously assess in various dimensions so that the need for improvement is internalize.
3. Basic learning conditions must be available in schools such as electricity library, labs, and toilets.
4. TLM should be available in schools.
5. Essential aids should be provided to the children with special needs to enhance their functional ability.
6. Library and Laboratory facilities should be provided.
7. To develop infrastructure facility by observing ground level report.

6.4.. Suggestion for Further Research Study:-

The present is not cover all the areas related to the program of Sarva Shisha Abhiyan within a limited time. The findings of the present studies clearly indicate that more fruitful research can be carried out on the following areas.

- 1. To study the effectiveness of teaching learning materials provided by Sarva Shiksha Abhiyan in Tinsukia District.**
- 2. To evaluate the curriculum provide by Sarva Shiksha Abhiyan for primary school students.**
- 3. To study the attitudes of teachers and towards the program of Sarva Siksha Abhiyan in Assam with special reference to Tinsukia District.**
- 4. An in-depth study of the role played by Sarva Shikha Abhyian towards disable children In Tinsukia District.**
- 5. To study the role played by Sarva Shikha Abhiyan for effectiveness of primary level Teacher Training Programme in Tinsukia District.**

6.5. Conclusion

On the basis of the finding obtained from the present study conducted in Tinsukia Urban Block, it is clear that if the plan and policies of Sarva Shikha Abhiyan are properly implemented, there the problem of wastage and stagnation will be removed from elementary Level and universalization of elementary education will be grand success.

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Media: Internet, Google, Wiki.

APPEDDIX- 1

INFORMATION SCHEDULE FOR THE HEADMASTER/ HEADMISTRESS OF SCHOOL

A. SCHOOLS PARTICULARS

- | | | | |
|---------------------------------|---|----------------------|-----|
| 1. Name of the school | : | | |
| 2. Year of establishment | : | | |
| 3. Village | : | | |
| 4. Kind of school | : | (a) LP | |
| | | (b) MV | |
| | | (c) ME | |
| | | (d) High School | [] |
| 5. Type of school | : | (a) Boys | |
| | | (b) Girls | |
| | | (c) Co-education | [] |
| 6. Medium of instruction | : | (a) Assamese | |
| | | (b) English | |
| | | (c) Bengali | |
| | | (d) Hindi | [] |
| 7. Stateus of school | : | (a) State Government | |
| | | (b) Provincials | |
| | | (c) Private | |
| | | (d) Venture | [] |
| 8. No of students | : | (a) Boys | |
| | | (b) Girls | [] |
| 9. No. of teachers | : | (a) Male | |
| | | (b) Female | [] |

B.INFRASTRUTURE FACILITIES OF THE SCHOOL

- | | | | | | |
|-----|---|---|---|---------|--------|
| 1. | Types of school building | : | (a) Cemented
(b) Partly cemented
(c) Not cemented
(d) Tent | | [] |
| 2. | Types of Floor | : | (a) Not cemented
(b) cemented
(c) Timber
(d) Brick soiling | | [] |
| 3. | Types of shilling | : | (a) Tarza
(b) Bamboo split
(c) Hessian cloth | | [] |
| 4. | Facilities for drinking
Purpose | : | (a) Tap Water
(b) Hand pump
(c) Well
(d) Non | | [] |
| 5. | Dose the school have adequate no. of class? | | | Yes [] | No [] |
| 6. | Does the school has playground? | | | Yes [] | No [] |
| 7. | Are there common rooms for teachers? | | | Yes [] | No [] |
| 8. | Does the school has library facility? | | | Yes [] | No [] |
| 9. | Is there any provision for laboratory? | | | Yes [] | No [] |
| 10 | Does the school have adequate no. of desks and
Benches for the students? | | | Yes [] | No [] |
| 11. | Does the school have adequate no. of tables and
Chairs for the teacher? | | | Yes [] | No [] |

12. Are the institution getting proper teaching aids?

(a) Black Board Yes [] No []

(b) Chalks Yes [] No []

(c) Duster Yes [] No []

13. Have your school received teaching-learning

Materials (TLM) under SSA? Yes [] No []

14. Statuses of availability and condition of toilet in the school—

Types of toilet	Availability Yes/ No	Condition in use/out of use
1. Girls Toilet		
2. Boy's Toilet		
3. Common Toilet		

15 a) Do you think your school building is adequate Yes [] No []

And well maintained?

(b) If no, mention the inadequacies.....

B. EFFECTIVENESS OF TEXTBOOK

1. Dose Sarva Shiksha Mission distributed textbook? Yes [] No []

2. Are the books sufficient for the students? Yes [] No []

3. Are the size of the letters and coverage of the Yes [] No []

Books suitable for the student?

4.. Do you think that the subject matter of the books Yes [] No []

Are proper for each classes?

5.. Do you think that the books contain adequate Yes [] No []

Number of chapters for each class?

6. Do you think the books contain adequate number of exercise? Yes [] No []
7. Are the books contain adequate number of illustration? Yes [] No []
8. Are the books are regularly and timely? Yes [] No []
9. Do you think that the standards of the text books are Adequate, prescribed by SSA for elementary stage? Yes [] No []
10. If no, mention your view _____
-

D.TEACHERS QUALIFICATION AND TEACHERS ACADEMIC SUPPORTS UNDER SSA.

1. Qualification of the teachers:-

Qualification	No. of teachers	No. of trained teachers	No. of untrained teachers
Below H.S.L.C			
H.S.L.C			
H.S			
Graduate			
Post Graduate			

2. A. Have the teachers of your school received in Service training under Sarva Shiksha Abhiyan? Yes [] No []
- B. If yes under which of the following institution have they received this training?
- (i) Resource Teacher (RT) Yes [] No []
- (ii) Block Mission Coordinator (BMC) Yes [] No []
- (iii) Cluster Resource Center Coordinator (CRCC) Yes [] No []

3.. Do the following persons visits to your school?

- (i) Resource Teacher (RT) Yes [] No []
- (ii) Block Mission Coordinator (BMC) Yes [] No []
- (iii) Cluster Resources Center Coordinator
(CRCC) Yes [] No []

E.. ENROLMENT OF THE STUDENTS

1. Total number of students:

- (i) Class I to Class V Boys [] Girls []
- (ii) Class VI to Class VIII Boys [] Girls []

2. A. Is there any children enrolled in your school completing the courses STBC and LTBC since beginning of SSA? Yes [] No []

B. If yes please mentions the number of such students...

Class/sex	I	II	III	IV	V	VI	VII	VIII
Boys/Girls								

C.. Attendance of these students, Regular [] Irregular []

3. A. Is there any drop out children in your school? Yes [] No []

B. If yes, please mention the number of such students class wise.

Class/Sex	I	II	III	IV	V	VI	VII	VIII
Boya/Girls								

4.. A. Is there disabled children in your school? Yes [] No []

B. If yes, please specify the disability.

- (i) Visual
- (ii) Hearing
- (iii) Mentlly Reterded
- (iv) Locomotion

C.. Are this children provide with teaching materials

And appliances under SSA?

Yes []

No []

F. EARLY CHILDHOOD EDUCATION (ECE)

1. Whether Ka-Sreni is attested to your school for early Yes [] No []

2. If yes, mention the no of boys and girls. Boys [] Girls []

3. Have your school obtain support from Anganwadi worker

For the Ka-Sreni students?

Yes []

No []

4..Have your school received Ka- Sreni TLM kit under

SSA scheme?

Yes []

No []

G. PROBLEM FACED BY SARVA SHIKSHA ABHIYAN

Which of the followings are the obstacles in implementation of SSA in your area?

- (i) Poor infrastructure facility of your school.
- (ii) Poverty of parents.
- (iii) Illiteracy of parents.
- (iv) Parental unawareness of the importance of education.
- (v) Involvement of the children in domestic work.
- (vi) Language problem.
- (vii) Long distance of the school from home.

Mention other problem faced in SSA in your area..

H. SUGGESTION

Please offer your valuable suggestion for the improvement of SSA.....

- (i)
-
-
- (ii)
-
-
- (iii)
-
-

APPENDIX- II**INTERVIEW SCHEDULE**

- 1. What is the total no. of disabled children identified by Sarva Shiksha Abhiyan in the level of 6-14 years?**
- 2. Among the total no. of disabled children how many are boys and girls?**
- 3. How many disabled children have been enrolled in school in the level of 6-14 years?**
- 4. Among the total no. of disabled children how many are-**
 - (a) Visual handicapped?**
 - (b) Hearing handicapped?**
 - (c) Deaf and Dumb?**
 - (d) Locomotors?**
 - (e) Mentally retarded?**
 - (f) Learning disabled?**
 - (g) Carebral Palsy?**
- 5. Among the visually handicapped children how many have enrolled in school under Sarva Shiksha bhiyan?**
- 6. Among the hearing handicapped children how many have enrolled in school under Sarva Shiksha Abhiyan?**
- 7. Among the deaf and dumb children how many have enrolled in schools under Sarva Shiksha Abhiyan?**
- 8. Among the locomotors children how many have enrolled in schools under Sarva Shiksha Abhiyan?**
- 9. Among the mentally retarded children how many have enrolled in schools under Sarva Shiksha Abhiyan?**
- 10. Among the learning disabled children how many have enrolled in schools under Srva Shiksha Abhiyan?**

- 11. Among the cerebral palsy children how many have enrolled in schools under Sarva Shiksha Abhiyan?**
- 12. What type of teacher training programme provide by Sarva Shiksha Abhiyan for the teachers of disabled children?**
- 13. What type of teaching materials and appliances distributer for the disabled children?**

APPENDIX-III

STUDENTS ENROLMENT (5 TO 14 YEARS) OF TINSUKIA URBAN BLOCKS IN 2018

Caste	General		SC		ST		OBC/MOBC		Total	
	B	G	B	G	B	G	B	G	B	G
5-6 Years	71	98	26	11			36	52	133	161
6-7 Years	82	110	30	13			32	47	144	170
7-8 Years	92	122	33	20			40	38	165	180
8-9 Years	74	102	26	24			41	60	141	186
9-10 Years	79	77	21	19	10	3	48	58	158	157
10-11 Years	60	81	10	18			20	41	90	140
11-12 Years	67	86	30	8			26	50	123	144
12-13 Years	110	164	38	48	6	9	41	75	195	296
13-14 Years	104	151	26	40		6	46	53	176	250
Total	739	991	240	201	16	18	330	474	1325	1684

N.B: B- Boys, G-Girls

Source : District Mission Office Of Sarva Shiksha Abhiyan, Tinsukia.