

DISSERTATION ON A STUDY OF THE
ROLE PLAYED BY SARBHA SHIKSHA
ABHIYAN IN THE FIELD OF
ELEMANTARY EDUCATION OF
SIVASAGAR DISTRICT

Submitted in partial fulfillment of the requirement for the 4th Semester

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of

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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 Sivasagar District**” submitted to KKHSOU in the partial fulfillment for the award of M.A in Education, is an original work carried out by Mrs. Piku Moni Gogoi, under the Enrollment No. : 11040400071 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 Sivasagar 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.

Chapter – I : Area of Study

Chapter – II : Introduction.

Chapter – III : Review of Related Literature.

Chapter – IV : Methodology.

Chapter – V : Analysis and Interpretation of Data.

Chapter – VI : Summary, Suggestions and Conclusions.

At the end, a Bibliography and Appendices are presented.

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ABBREVIATION

AIE	Alternative and Innovative Education
AS	Alternative School
BACG	Block Academic Core Group
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 Educational Research and Training
NCTE	National Council of Teacher Education
NPE	National Policy on Education
SC	Schedule Caste
SCERT	State Council of Educational 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

CHAPTER-1

ABOUT SIVASAGAR :-

Sivasagar district formerly known as Sibsagar, is one of the 27 districts of Assam State in north eastern India. Sivasagar city is the administrative headquarters of this district. It is known for its rich and diverse and biodiversity. The district covers an area of 2668 square kilometers as against total area of 78438 square kilometers of Assam as per census of 2001. The district comprises of three subdivisions Sivasagar, Charade & Nazira. The district of Sivasagar lies between 26.45° N and 27.15°N latitudes and 94.25°E and 95.25°E longitudes. The district is bounded by the Brahmaputra river on the west. The Sivasagar dist has got its definite identity due to its different races, castes, languages and cultures. The district is mostly flat alluvial plain with hillocks on south eastern.

Geography :-

The district is situated between 26.45° and 27.15° north latitudes and 94.25° and 95.25° east longitudes. Sivasagar district occupies an area of 2,668 square kilometers (1,030 sq mi.) . the Naga Hills lie towards the south, while the Brahmaputra river is on the North. The district is mostly flat alluvial plain with hillocks on south eastern and southern areas near Nagaland border.

Economy :-

The main Industries in Sivasagar are oil industry and tea industry. Majority of the population are agrarian.

Demographics ✓

According to the 2011 census Sivasagar district a population of 1,150,253 roughly equal to the Island. This gives it a ranking of 406th in India (out of a total of 640). The district has a population density of 431 inhabitants per square kilometers (1,120/sq mi). its population growth rate over the decade 2001-2011 was 9.37%. Sivasagar has a sex ratio of 951 females for every 1000 males, and a literacy rate of 81.36%. Hindus 9,27,706(88.16%), Muslims 85,761(8.15%). The main communities living in the district are Ahoms, Tea-tribes, Sutiya, Sonowal, Kachari, Mising and Deory. There are also a few villages of Buddhist tribes like hamyang and Turung people. Moreover there is a small population of kanyak, Monipuri and No etc living in certain parts of the districts.

Flora and fauna- ✕

In 1999, Sivasagar dist became home to the Panidihing wildlife Sanctuary. Which has an aear of 34 km(13.1 sq mi). There are also many reserve forests like Abhaypur, Dilli, Diroi, Geleki and Saleh. There are some unclassified forests along the Nagaland and Arunachal prodes. The vegetation is mostly tropical evergreen with trees like Hollong, Titachapa, Nahar, Mehais etc. dominating the canopy. The district is also rich in jauha, various rare and endangered mammals like Gibbon etc

Festivals and Fairs:- ✓

The Bihus are the most popular agricultural festivals in the distrikt. 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 vaishuavis observer

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 puza and shivaratri in the district. The Shivaratri Mela of Shiva Dol in Sivasagar town has been observed since the Ahom days. Tea tribes are maintaining their own culture and tradition in their day-to-day life. Jumur dance and song is one of their prime cultural activities.

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

1.1 HISTORY OF SIVASAGAR ✕

Before the british period, the center of the administration of Assam was around Sivasagar where the famous Ahoms ruled for nearly Six hundred years. The Ahom kings special care to build different temples, dedicated to various dicties and big big tanks which till today stand out as memorials to their glory in the district. The Sivasagar was the capital of the Ahom kingdom since 1699 to 1788. The famous Jaysagar Tank was excavated within 45 days by Rudra Singha (1696-1714) in memory of his mother Joymoti Konwari. The Joy Dol is situated on the bank of Joysagar Tank. Prammatta Singha (1744-1751) built the Ranghar with bricks in 1745. Gaurisagar Tank is situated about eight miles of Sivasagar town. The Sivasagar Tank was excavated by queen Ambika Devi in 1733. On its bank are three temples the Shiva Dol, the Vishnu Dol and the Devi dol all three built by Queen Madambika, wife of Shiva Sinha in the year 1734. The Shiva dol is believed to the

highest Shiva Temple in India, having a height of 104 feet and the perimeter 195 feet. The Tank is situated in the heart of the town but the water level is above the level of the town. Rajeshwar Sinha (1751-1769) built the kareng ghar in Gargaon , charaideo about 28 kilometers, is famous for Maidams, Sukapha., the first Ahom king, constructed Charaideo in 1253. Sivasagar was earlier known as Rongpur and Rongpur was earlier known as Meteka.

The original name of Sivasagar district was Sibpur. At last on February 24, 1826, the treaty of Yandabo confirmed the British occupation of Assam. This treaty of Yandabo brought the about six hundred Ahom periods to an end. After the 1826, the British rule in Assam a number of changes were affected in the administrative line like the formation of districts. The Sivasagar district was created after the annexation of Purandar Sinha,s dominion of upper Assam in 1839. The Sadar headquarter of Sivasagar was transferred to Jorhat in 1912-1913. The undivided old Sivasagar district comprised three sub-divisions, namely Sivasagar, Jorhat and Golaghat. In 1983, the undivided Sivasagar district. This was repeated 15 August 1987 with the creation of Golaghat district.

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. John 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 detorable condition and that is why the framers of Indian constitution visualized a nation wide change in the prime issue of human resource development from the grass root 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 to 14 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 stage. 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 45 of our constitution provides that, "The state shall endeavor to form 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 improves 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 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 communicate 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 inter alia, 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 justiciable 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 at 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.

Useful and relevant education of quest for an education system that is not alienation and that drouss on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest barnessing 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 persuits.

Sarva Shiksha Abhiyan realizes the importance of early childhood care and Education and looks at the "0-14" age as a coutinccum. 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 efforts 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 Siksha 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 Siksha Aviyan mission is being established with the Prime Minister As the Chairperson and the Union Minister of Human Resources Development as the Vice Chairperson. States 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 Siksha Abhiyan Activities:-

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.Ts. Supervision on teams are periodically sent by the National or State Mission usually once in six months. State Academic Core Group(SACG), District Academic Core Group(DACG) and Block Academic Core Group(BACG)have already been formed and supervision activities started.

2.9 MAJOR STRATEGIES OF SARVA SIKSHA AVIYAN PROGRAMME:-

Institutional Reforms:- As part of the Sarva Siksha Aviyan 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 Siksha Aviyan is based 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/S.C 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 Aided Learning and Distance Education.

Financial Norms:- The assistance under the program of Sarva Siksha Aviyan could be on as 85.15% sharing arrangements 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 Siksha Aviyan will be the education of girls, especially those who belongs 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 disadvantaged groups.

Development Needs of Teachers:- The Sarva Siksha Aviyan recognize the critical role of teachers and advocates a focus on these development needs. Setting up of BRC/CRC, requitment 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 Siksha Aviyan framework each district will prepare a district elementary education plan reflect all investment ing made in the elementary education sector. Facilities available under Sarva Siksha

Aviyan would release funds to the state government/union territories only and installments 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 Siksha Aviyan:-

Sl.no	Intervention	Norms
1	Teacher	# 1 teacher for every 40 children in primary and upper primary school. # At least two teachers in a primary school.
2	Free Text Books	# To all girls/S.C/S.T children at primary and upper primary level within an upper willing or Rs. 150 per child.
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 ceiling 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 Works	# Ceiling of 33% of S.S.A programmed funds. # For improvement of School facilities BRC/CRC constructions.

- 7 Maintenance and repair of school buildings # Only through school management committees.
Upto Rs. 5000 per year as per a specific proposal by the school committee.
Must involve elements of community construction.
- 8 Up grading of regular school 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 schools.
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 trained 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 Resources Centers # Rs. 600000 ceiling for BRC construction wherever required.
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 and again uphold the course of universal elementary education.

Constitution of India 1950, "The state shall endeavor to provide within a period of ten years from the commencement of this constitution 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's 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 Committee Report on VEE 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 operationalization 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 are 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 prescribed 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 theb 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 chosen to make an investigation of the role played by

Sarva Shiksha Abhiyan in the field of elementary education of Sivasagar 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 Sivasagar District." ✕

2.12. OBJECTNES OF THE STUDY

01. To study the infrastructure facilities of the schools under Sivasagar District.
02. To effectiveness of the text book provided by Sarva Shiksha Abhiyan to Sivasagar 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 Sivasagar 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 consists elementary education.

Classes from I to iv is lower primary and v 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 development 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 LITERATURE

An essential aspect of a 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 vaccum. 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 a new concept. But Sarva Shiksha Abhiyan has been started in the country in 2001. Therefore, review 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 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, lack of adequate accommodation in school, poverty looking after younger ones at home, not having separate schools for girls and lack 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%, 63.8%, 63.4% 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 was 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 Universalisation of Elementary Education in Assam with special reference to Borpathar Gram Panchayat in Borbaruah Educational Block under Dibrugarh District" 2004-05.

The major findings of the 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 buildings of 81.5% of lower primary schools and 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 the area.

Saikia, Papori, took up a study an “A Glimpse of Sarva Shiksha 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, problem faced by Sarva Shiksha Abhiyan and suggestions.

The major findings of the study were-

1. 98% schools got free text from Sarva Shiksha Abhyan.
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 a 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, Maharashtra state," IIE, Pune, 1986.

The major findings of the study were:

1. During the years 1981-82 the total enrollment of SC/ST student 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 gender 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 bias.
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 educational 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 woman 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 be 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 girls participation in education.
11. Participation of women in the Panchayati 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 existing 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 at the sample schools were inadequate and their utilization was ever lower.
2. The proportion of school going was higher among SC parents who were skilled worker 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 almost the 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 completing the primary course was highest in the sub urban area compared to urban 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 Sivasagar khelua Block under Sivasagar District. The National Highway 37 is in the west of Sivasagar Khelua Block. Canara bank is in the north and Sunpura Chepon road is in east. Dishang river is in the south of the Sivasagar khelua block. Sivasagar khelua block consists of 20 villages. There are 20 lower primary and 16 upper primary schools and 10 high schools in Sivasagar khelua block. The total area of this gram Panchayet is 45 sq. kms and the distance from the town is 2 km(approx). Most of the peoples belong to Assamese community. There are 10 sub center and 3 Hospital in Sivasagar Khelua Block.

4.2 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. This 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 object, 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 number of schools are lower primary and 2 no. of schools are upper primary. The sample includes 16 heads of the schools, Sarva Shiksha Abhiyan Sivasagar District. The following tables gives a clear picture of the sample of the present study. .

Table-1

LOWER PRIMARY SCHOOLS OF SIVASAGAR KHELUA BLOCK

Sl. No.	Name of the school	place	Year of Establishment
01.	943 No. Jathipatia L.P. School.	Jathipatia Moran Gaon	1960
02.	169 No. Dhekeri gaon L.P. School.	Dhekeri gaon	1880
03.	357 No. Chetia Balika L.P. School	Chetia gaon.	1935
04.	553 No. Sukati Ali L.P. School.	Sunpura Habi gaon	1950
05.	442 No. Singhaduar L.P. School	Singhaduar Monipuri Gaon.	1949
06.	1018 No Sologuria L.P. School	Sologuria	1965
07.	93 No Kakojan L.P. School	Kakojan	1942
08.	923 No Darika Na Ali L.P. School	Dimual	1960
09.	247 No. Chetia Balok L.P. School	Chetia gaon	1930
10.	Kakajan 1 No. Konwer Gaon L.P. school	Kakajan	1973
11.	Chaudang L.P. school	Chaudang gaon	1979
12.	Haripara Kasari L.P. school	sunpura	1972
13.	Lebang Gaon L.P. School	Lebang gaon	1973
14.	Bokol gaon L.P. School	Bokol gaon	1978
15.	Hahchara Tribeni L.P. school.	Chungani village	1972
16.	Railway L.P.school.	Railway chetia gaon	1972
17.	Rongmon l.p. School.	Railing chetia gaon	1985
18.	Naga Gaon Govt Jr. Basic School.	Sunpura gohain gaon	1945

Table-2.

Upper Primary Schools of Sivasagar Khelua Block

Sl. No.	Name of the school	place	Year of Establishment
01.	Dorika Haripara ghat m.v. School	Khelua	1963
02.	Dhitaipukhuri M.V, School.	Kakajan knower gaon	1956

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 Sivasagar Khelua Block and the officers of District Mission, Sarva Shiksha Abhiyan of Sivasagar. 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 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 February 2014 and ended in the middle of the month of march 2014. The investigator personally visited all the schools of Sivasagar Khelua Block and distributed 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: –

In 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 analyse 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 2014.
6. Early childhood Education.
7. Problems and suggestions.
8. Role 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 SIVASAGAR KHELUA BLOCK

Table-3

Infrastructure facility in Lower Primary school

Sl. No.	particulars	no of schools	% of schools
1	Building		
	a. Cemented	17	94.4
	b. Partly cemented	1	5.5
	c. Not cemented	0	—
	d. tent	0	—
2	Types of floor		
	a. Not cemented	1	5.5
	b. Cemented	16	88.9
	c. Timber	0	—
	d. Brick Soiling	1	5.5
3	Types of shilling		
	a. Tarza	3	16.6
	b. Bamboo split	7	38.9
	c. Hessian cloth	3	16.6
	d. None	5	27.7
4	Facility of Drinking water		
	a. Tape	3	16.6
	b. Hand pump	15	83.3
	c. Well	0	—
	d. None	0	—
5	Toilet		
	a. Girls Toilet.	17	94.4
	b. Boys Toilet.	14	77.7
	c. Common Toilet	7	38.9
6	Adequacy of Classroom	7	38.9
7	Common rooms for teachers	4	22.2
8	Playground	9	50
9	Adequacy of desk and benches	13	72.2
10	Adequacy of table and chair	15	83.3
11	Library facility	9	50
12	Laboratory facility	1	5.5

From the above table it is clear that in the lower primary schools, 94.4% schools are cemented, 5.5% are partly cemented, 5.5% floors are not cemented and 88.9% floors are cemented are 5.5% floors are brick soiling. 16.6% Shilling are made from Tarza, 38.9% are bamboo split, 16.6% are hessian cloth and 27.7% shilling are non of there. 16.6% are used tape for drinking water, 83.3% are used hand pump for drinking water. There are 94.4% are girls toilet, 77.7% are boys toilet and 38.9% are common toilet facilities in the schools.

The lower primary schools have 38.9% adequate classroom facilities and 22.2% common rooms facilities for the teachers. There are 50% playgrounds in the schools. 72.2% school have adequate desk and benches and 83.3% are table and chairs. 50% are library facility and 5.5% are laboratory facilities are found I these schools.

As regards the infrastructure facilities of 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 tarza. All schools have used hand pump for drinking water. There are 100% girls toilets, 50% boys toilet and 50% are common toilet facilities in the schools. 100% school have adequate numbers of classrooms. 50% have common room facilities for the teachers and 50% have playground in the schools. All schools have adequate desk and benches, table and chairs. 100% schools have library facilities but there are 50% laboratory facilities in these schools.

Table-4

Infrastructure facility of upper Primary school

Sl. No.	Particulars	No. of schools	% of school
1	Building		
	a. Cemented	2	100
	b. Partly cemented	0	—
	c. Not cemented	0	—
	d. tent	0	—
2	Type of floor		
	a. Not cemented	0	—
	b. Cemented	2	100
	c. Timber	0	—
	d. Brick soiling	0	—
3	Type of shilling		
	a. Tarza	2	100
	b. Bamboo split	0	—
	c. Hessian cloth	0	—
	d. none	0	—
4	Facility of Drinking water		
	a. Tape	0	—
	b. Hand pump	2	100
	c. Well	0	—
	d. None	0	—
5	Toilet		
	a. Girls	2	100
	b. Boys toilet	1	50
	c. Common toilet	1	50
6	Adequacy of classroom	2	100
7	Common	1	50
8	Playground	1	50
9	Adequacy of desk and benches	2	100
10	Adequacy of table and chair	2	100
11	Library facility	2	100
12	Laboratory facility	1	50

Effectiveness of textbook under Sarva Shiksha Abhiyan:-

Out of 20 schools 100% schools received free text books regularly and timely distributed by S.S.A. and 100% schools of response that the books are sufficient 80%, the size of the letters and coverage are suitable from the viewpoint of age group of the students. The subject matter of the books are appropriate and it contains adequate no of chapters and 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 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	16	80	4	20
3	Subject matter of the books are appropriate for each class.	18	90	2	10
4	The books contain adequate No of chapter and units.	19	95	1	5.5
5	The books contain adequate no of exercise.	18	90	2	10
6	The books contain adequate no of illustration.	18	90	2	10
7	The books received regularly and timely	20	100	0	0

Table-6
Qualification of teachers

Qualification	No of teachers	% of teacher
BELOW H.S.L.C	5	5.37
H.S.L.C.	38	40.8
H.S.	29	31.1
GRADUATE	19	20.4
POST GRADUATE	2	2.15
Total	93	100

From the table no. 6 it is clear that out of 93 teachers 5.37% are below H.S.L.C., 40.8% are H.S.L.C. passed, 31.3% are H.S. passed and 20.4% are graduate and 2.15% are post graduate. This result shown in fig. 1 by using bar diagram.

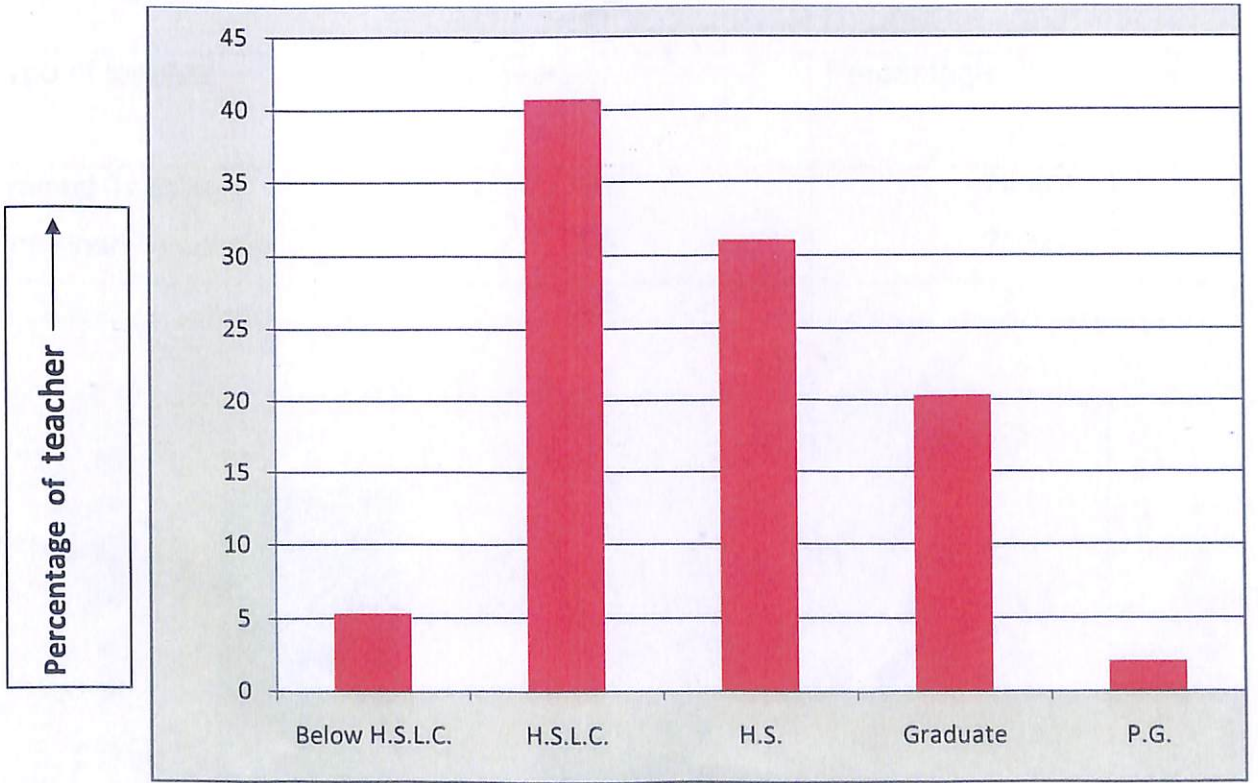


Fig-1 : Qualification of teacher

PERCENTAGE OF TRAINED AND UNTRAINED TEACHERS

Table-7

Percentage of trained and untrained teachers.

Type of teacher	No. of teacher	Percentage (%)
Trained Teachers	67	74.40
Untrained Teachers	23	25.50
	90	

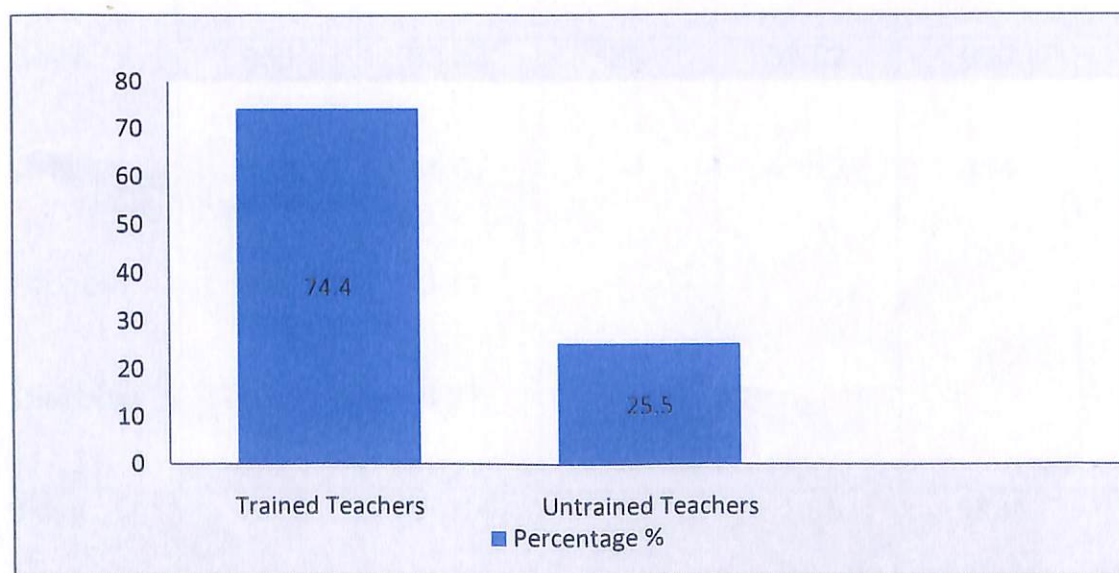


Fig-2: Percentage of trained and untrained teacher

As regards the trained and untrained teachers the results are indicates in table-7 shows that 74.4% teachers are trained and 25.5% 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 SIVASAGAR KHELUA BLOCK IN THE YEAR 2014

Table-8

The details of Enrolled and Never Enrolled children from 5-14 years of age in Sivasagar Khelua Block.

Children	Enrolled		Never Enrolled		Total	
	No	%	No	%	No	%
Boys	960	53.33	20	58.82	980	53.43
Girls	840	46.67	14	41.17	854	46.56
Dropout	02	0.11	—	—	—	—
Disabled	05	0.27	—	—	—	—
Total	1800	98.14	34	1.85	1834	

The above table indicates enrolled and never enrolled school students of Sivasagar Khelua Block. The enrollment rate of students in the age group 5-14 years, boys 53.33%, and girls 46.67%. there are 0.11% and 0.27% drop out and disabled children found respectively. The never enrollment rate of students was 1.85%.

5.4. EARLY CHILDHOOD EDUCATION

Table-9

Enrolment of children in Ka- sreni

Category of Student	No. of students	Percentage (5)
Trained Teachers	105	53.57
Untrained Teachers	91	46.43

196

From the above table it is clear that 53.57% boys and 46.43 girls are enrolled in Ka- sreni in the lower primary schools of Sivasagar Khelua Block. The bar-diagram in Fig-3 present Percentages of boys and girls enrolled in Ka-sreni

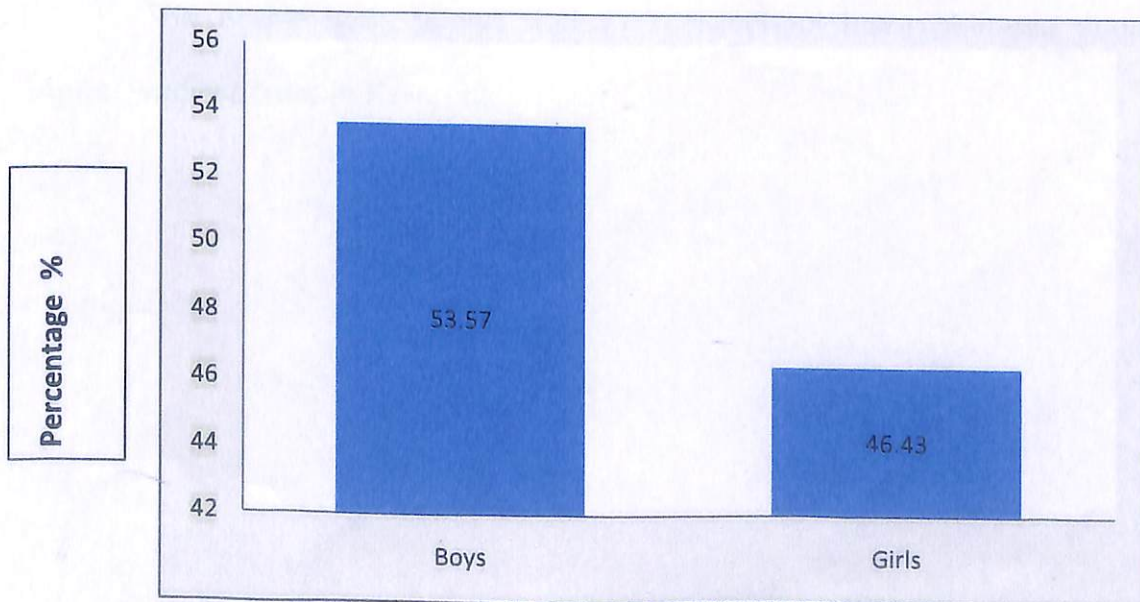


Fig-3: Enrolment of Children in Ka-Sreni

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	14	77.78

The above table shows that 77.78% school 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 Sivasagar Khelua Block

Sl. No.	Problem	Of the Heads			
		Yes		No	
		Frequency	%	Frequency	%
1	Poor infrastructure facility	7	35	13	65
2	Poverty of parents	13	65	7	35
3	Illiteracy of parents.	8	40	12	60
4	Parents' unawareness of the importance of education.	10	50	10	50
5	Involvement of children in domestic work.	12	60	8	40
6	Language problem	1	5	19	95
7	Distance of school from home.	2	10	18	90

From the above table it is shown that 35% of schools have poor infrastructure facilities, 65% of problems are related to poverty of parents, 40% of problems are related to literacy of parents, parents' unawareness of the importance of education is 50%, 60% of problems are related to the involvement of children in domestic work, 5% have language problems and 10% of problems are 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 PROGRAMME:-

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

Disable children identified by Sarva Shiksha Abhiyan in the level of 6-14 years in Sivasagar district.

Category of children	No. of children	Percentage%
Boys	2590	54.29
Girls	2180	45.70

N= 4470

As regards the boys and girls disabled children identified by SSA in the level of 6-14 years are indicated in table-12 shows that 54.29% boys disabled children and 45.70% 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 Problem:-

The problem of the present study has been stated as follows: " A study of Role Played by Sarva Shiksha Abhiyan in the field of Elementary Education of Sivasagar district."

Objectives of the study:-

1. To study the infrastructure facilities of the schools under Sivasagar 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 Sivasagar 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 Sivasagar Khelua 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 Siksha Abhiyan, Sivasagar as 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 Siksha 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 schools and upper primary schools 94.4% and 100% are cemented buildings. Again 5.5% school buildings are partially cemented in lower primary schools respectively.
2. In lower primary schools 5.5% floors are not cemented and 88.9% floors are cemented. On the other hand 100% floors are cemented and 5.5% are brick soiling in lower primary schools.
3. In lower primary schools 16.6% shilling are Tarza, 38.9% are Bamboo split, 16.6% Hussein cloth. On the other hand 100% shilling are Tarza in upper primary schools.
4. In upper primary schools 100% drinking water are hand pump. On the other hand, 16.6% drinking water are tape and 83.3% are hand pump in lower primary schools.
5. Again it was found that 38.9% 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 50% and 22.2% have common room facilities for teachers.
7. Only 50% upper primary schools have library facilities.
8. There are only 5.5% laboratory facilities in lower primary schools and 100% in upper primary schools.

9. There are 50% playground 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 72.2% adequate desk-benches, 83.3% adequate table-chairs.
12. The text books provided by Sarva Siksha 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 74.4% teachers are trained and 25.5% teachers are untrained.
14. The enrolment rate of students in age group 5-14 years, boys 53.33% and girls 46.67%.
15. The never enrolment of students in age group 5-14 years was 58.82% boys and 41.17% girls.
16. The dropout rate of students of age group 5-14 years was 11% in 2014.

Problems faced by Sarva Shiksha Abhiyan in Sivasagar Khelua Block are:-

- 35% school has poor infrastructure facilities.
- There are 65% problems related to poverty of parents.
- 40% problems related to illiteracy of parents.
- Parent's unawareness of the importance of education are 50%.
- 60% problems related to the involvement of children in domestic work.
- Language problem are 5%.
- Problems related to the distance of schools from home are 10%
- Under Sarva Siksha Abhiyan Mission 35% disabled children of the age group 6-14 years are identified.

6.3 Suggestion for Improvement of Sarva Siksha Abhiyan Program in Sivasagar 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. Adequate infrastructure facilities should be provided to all schools within a stipulated time period to ensure quality education.

2. Library and Laboratory facilities should be provided.
3. Members of the backward community should be made aware of the importance of education by going door to door services.
4. Remedial classes should be provided to increase the achievements of the slow learners and special education should be provided for the disabled children.
5. Special schools for the disabled students are essential in the district.
6. Economic support should be provided for the poor children.

6.4 Suggestion for Further Research Study: -

The present is not cover all the areas related to the program of Sarva Siksha Aviyon 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 Siksha Abhiyan in Sivasagar district.
2. To evaluate the curriculum provided by Sarva Siksha 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 Sivasagar district .
4. An in-depth study of the role played by Sarva shiksha Abhiyan towards disabled children in Sivasagar District.
5. To study the role played by Sarva Shiksha Abhiyan for effectiveness of primary level Teacher Training Programme in Sivasagar District.

6.5. Conclusion

On the basis of the finding obtained from the present study conducted in Sivasagar Khelua Block, it is clear that if the plan and policies of Sarva Shiksha 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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APPEDDIX-I

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. | Types of school | : | (a) Boys
(b) Girls
(c) Co-education [] |
| 6. | Medium of instruction | : | (a) Assamese
(b) English
(c) Bengali
(d) Hindi [] |
| 7. | Status 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 pumpose : (a) Tap water
(b) Hand pump
(c.) Well
(d) Non []
5. Does 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 student? 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. Status of availability and condition of toilet in the school

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

15. (a) Do you think your school building is adequate and well maintained? Yes [] No []

(b) If no, mention the inadequacies

C . EFFECTIVENESS OF TEXTBOOK

- | | | |
|--|---------|--------|
| 1. Does 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 books suitable for the student? | Yes [] | No [] |
| 4. Do you think that the subject matter of the books are proper for each classes? | Yes [] | No [] |
| 5. Do you think that the books contain adequate number of chapters for each class? | Yes [] | No [] |

6. Do you think that 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 Siksha 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 Resource Center Coordinator
(CRCC) Yes [] No []

E. ENROLEMENT OF THE STUDENTS

1. Total number of students :

- (i) Class I to Class IV Boys [] Girls []
- (ii) Class V to Class VII 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 mention the number of such student.

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
Boys								
Girls								

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

B. If yes, please specify the disability.

- (i) Visual
- (ii) Hearing
- (iii) Mentally Retarded
- (iv) Locomotion

C. Are this children provided 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 childhood education ? | Yes [] | No [] |
| 2. | If yes, mention the no of boys and girls. | Yes [] | No [] |
| 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 SIKSHA 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) Cerebral Palsy ?
5. Among the visually handicapped children how many have enrolled in school under Sarva Shiksha Abhiyan ?
6. Among the hearing handicapped children how many have enrolled in schools 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 Sarva 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 provided 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
KHELUA BLOCK IN 2014**

Caste	General		SC		ST		OBC/MOBC		Total	
	B	G	B	G	B	G	B	G	B	G
5-6 Years	12	9			25	18	54	45	91	72
6-7 Years	19	5			20	10	60	54	99	69
7-8 Years	6	9			13	12	41	50	60	71
8-9 Years	9	7			21	21	50	45	80	73
9-10 Years	10	9			16	20	44	53	70	82
10-11 Years	11	7			16	13	82	79	109	99
11-12 Years	21	7	11	4	45	26	93	84	170	121
12-13 Years	15	1			35	32	75	66	125	110
13-14 Years	19	17			47	22	109	85	175	124
Total	122	82	11	4	238	176	614	558	979	821

N.B : B-Boys, G-Girls

Source : District Mission Office of Sarva Shiksha Abhiyan, Sivasagar.