

Chapter-5

IMPLEMENTATION OF SSA IN NARNAUL BLOCK

5.1 Brief History of Narnaul

Narnaul town is well known on historical map of India as the famous battle of 1857 was fought at Nasibpur village of this district which is only three kilometer from this town.⁶⁰Narnaul town has a pride to have the district Head quarters. This town is situated on Rewari-Singhana road at a distance of 27 Kms. from Mahendergarh town. The town is well connected with railway and has its own station on Rewari Bikaner line. Narnaul block is a small block in comparison with population and area of other blocks of Mohindergarh district. Soil of the block area is less fertile and there is no big canal in this area and water level is very deep. There are some mines /minerals in Village Dancholi, Rambas, Dhanota, Ragunathpura, Ghatasear, Mehrampur, Nangal-Khata, Gelhi, Jakhni, Khatoti-Kalan, Khototi-Khurd, Bhankari and Khodma. Sand “Bajari” and Calcite are the main products used for the construction of buildings. DohanRiver has an important status for this block. Banking institutions are sufficient in the area and potential is there for the industrial growth.

Origin and History

The main town of the Mahendergarh, Narnaul dates back to the Mahabharata as Nai-Rashtra according to legend. Another one puts it to be about 900 years old, where, lions roamed free in Jungles thus the name Naharnaul (Lion’s fear).⁶¹There is one more- one Raja Laun Karan named it Narlaun after his wife, and according to period of time it has been changed and now it is call narnaul.The city was under the Tughluks and remained with them till the regime of Akbar and his Successors viz. Jahangir (1605-1627), ShahJahan (1627-1658) and Aurangazeb (1658-1697). After wards, it was under the rule of Sikhs and Maharaja of Jind.⁶²

Sher Shah Suri, the Afgan King who came in from Bihar and shook the foundations of the Mugul Empire was born here. His father, Hasan Khan was engaged

⁶⁰ADC cum CDPO, Narnaul, District Plan Documents, (City Planning and Development officer) Report 2010-11.

⁶¹NarnaulTown, History, <http://www.Indiasite.com/haryana/narnaul/index.html>.

⁶²NARNAULTOWN, City Planning and Development officer, District Plan Documents report 2011, p-5.

in the services of Emperor Jahangir and was the Jagridar of Narnaul. While Akbar ruled, he established a mint here, churning out coins for the masses. The religious Satnamis revolted against Aurangzeb's envoy in Narnaul so severely that the emperor himself came down to quash the revolt.⁶³ When the Mughal dynasty disintegrated. The town was taken by the Rajputs and became a part of Jaipur. However, after uprising of 1857 against the British Narnaul passed into the hands of the ruler of Patiala, Maharaja Narindersingh, for helping the Britishers. The battle of Narnaul was undoubtedly one of the most decisive battles of the uprising of 1857. Rao Tula Ram was the Hero of first battle of independence who fought against..... British rule at Narnaul in 1914.⁶⁴

After independence and consequent upon the formation of the PEPSU in 1948 the three tracks of Narnaul viz Mahendergarh from Patiala, Dadri from Jind, and Ateli from Nabha were combined to form the district Mahendergarh. The entire state of PEPSU was merged into Punjab in November, 1956 and later on Mahendergarh became one of the districts of Haryana on 1st Nov, 1966.⁶⁵

Narnaul town is a well known Historical place. Sher Shah Suri Tomb, Birbal Chhatta, Jal Mahal, Chor Gumbaj and Sobha Sagar along with Dhosi Mountain which is 8 Kms. from the town have religious status too. A small Municipal committee was constituted in 1906 which was designated as Notified Area committee in 1944-45 and regular municipal committee was constituted in 1950. In 1994 it was made municipal council. It has 23 wards represented by 23 Municipal Commissioners.⁶⁶ Day to day the city is being modernized and all types of facilities is being arranged by the District Administration.

Social Cultural Environment

Significant social groups in the district are Ahirs, Brahmans, Rajput, Banias, Gujjars, Aroras, Khattris, Rahbaris, Balmikis, Chamars, Khanak, Kumhars, Khatis, Jats and Lohars. Rahbaris have been mentioned because of their particular features

⁶³NarnaulTown, The Great History, <http://www.indiasite.com/haryana/narnaul/index.html>.

⁶⁴NarnaulTown, The great History, <http://www.indiasite.com/haryana/narnaul/index.html>.

⁶⁵Narnaul, History, City Planning and Development officer, District Plan Documents, narnaul, CPDO cum ADC.

⁶⁶Narnaul, ADC an CPDO, (city planning and Development office) Distt. plan documents, reports – 2011, p-18.

but they are few. Aroras and Khatri comprise the displaced population who settled in the district as a consequence of Partition in 1947. Ahir, Jat, Rajputs, Gujjars and Brahamans from the agricultural backbone of the district.⁶⁷ The area composed of the districts of Mahendergarh and Rewari is known as “Ahirwal”, the land of the Ahir. The two main castes are Ahirs and Yadav. Ahirs are said to be descendants of Lord Krishna and hence milkman.⁶⁸

According to H.A. Rose (ICS) Ahir is derived from the Sanskrit Abhira a milkman. The traditional view is, however that lord Krishna was an Ahir and they are his descendants. Besides Ahir of the district call themselves Yadav or Yaduvanshi, the claim to which Krishna belonged.⁶⁹ They are good cultivators and are the same social standing as the Jats and Gujjars. A very large number of them are in defence services. They are good agriculturists and herdsmen of the first rank. The people of the district celebrate major festivals. The most significant festivals are Diwali, Dussehra, Ram Navmi, Holi, Teej, Janmashtami, Shiv Ratri, RakshaBandhan etc. Traditionally people of the district live in joint families variously known as Kutumbh or Kunba. People in the villages had a simple way of living. Most of the houses were built of stone slabs and have thatched roofs. Things are changed now. The food typically is Roti made of Bajra and wheat eaten with Karhi and Chutney made Kachri along with Buttermilk.

The literacy rate is 69.89 for the district as a whole which is above the state average of 67.91. Male literacy rate is 84.72 and female literacy rate 54.08 in the District shows the gap between the level of literacy among male and females.⁷⁰

About $\frac{2}{3}$ of the total urban population of the district is concentrated in Narnaul town. It is least urbanized district of Haryana and speaks general lack of economical, industrial opportunities.

In the beginning of 20th century, there was a school at Narnaul where Arabic was taught. Important institutions are Government College, Narnaul which began functioning in 1954, Government College Mahendergarh started in 1966 and the

⁶⁷ Haryana District Gazetteers. Mahendergarh, 1988, p-67.

⁶⁸ BRGF, Annual Action Plan year 2010-2011, District Rural Development Agency Narnaul, Distt. Mahendergarh, p-13.

⁶⁹ Haryana District Gazetteers, Mahendergarh, 1988, p-67

⁷⁰ NARNAULTOWN, City Planning and Development office, Annual Action Plan 2010-11, p-6.

Oriental College at Narnaul set up in 1877.⁷¹ As far as technical education is concerned the district has IITs is for both Narnaul and Mahendergarh. The first Industrial Training Institute was one for girls which was set up in Narnaul in 1955.

Geographical Locations and Population

Mahendergarh district is situated in the extreme south west corner of Haryana State. It lies between 27° 48' to 28° 50' north latitude and 75° 56 to 76° 52 East longitudes.⁷² The district is bounded by.

North:	Bhiwanti and Rohtak district
East:	Rewari District
South:	Alwar district of Rajasthan
West:	Jhunjhunu and Sikkar district of Rajasthan.

Tehsil Narnaul of Mahendergarh district concentrated so deeply into Rajasthan that it appears like a part of Rajasthan.

Narnaul is located at 28° 02' N 76° 07' E 28.04° N 76.11° E. It has an average elevation of 298 meters (977 feet). The Narnaul area in Haryana is rich in Mineral resources such as iron, ore, copper, beryl, tourmaline, Muschoitemica, albie, calcite and quartz.⁷³

Area

District Mahendergarh has five blocks named AteliNangal, Kanina, Mahendergarh, NangalChaudhary, and Narnaul. There are three sub tehsils i.e. Ateli, Kanina and NangalChaudhary. The total area of the district is 1,683 square Kms.

Climate

The district represents arid and semiarid climate, characterized by hot dry and windy summer, cold winters and humid warm monsoon months. The average annual rainfall of the district was 315 mm during 2006 and average of 5 years (2006-09) is 346.9 mm. The minimum average temperature remains around 5.6° C during the

⁷¹ Backward Region Grant Fund(BRGF), Annual Action Plan, year 2010-11, District Rural Development Agency Narnaul, Distt. M.garh, p-23.

⁷² NARNAULTOWN, City planning and Development office, Annual Action Plan 2010-11, p-6.

⁷³ NarnaulTown, History, <http://www.indiasite.com/haryana/narnaul/index.html>.

month of Dec. and January whereas the mean maximum temperature reaches up to 42⁰C during May and Jun.⁷⁴

Demographic Characteristics

Population of the district according to the census of 1971 was 7,34,143. According to the census of 2001, the population is 8,12,521 among which 4,23,578 are males and 3,88,943 are females. Mahendergarh district contains 3.84 percent of the total population of the state.⁷⁵

According to the provisional data regarding “census population 2011 (Prov) and Electoral Roll 2011” is given as under-

Sr. No.	Distt.	Census Population (Prov)			Census Sex Ratio	Electoral Roll 2011			Electors	E-P Ratio		
		Male	Female	Total		Male	Female	Total		Sex Ratio	Male	Female
16	M/Ga rh	486127	435127	921680	894	278428	247310	525748	888	572	568	570

76

According to census of India 2011, Provisional “Population Totals Haryana Data Sheet, the growth rate (Total Population) between 2001 to 2011, percentage 0-6 population, sex Ratio 0-6 and literacy rate are given as under

⁷⁴NarnaulTown, City Planning and development office, narnaul, Annual Action Plan 2010-11, p-6.

⁷⁵BRGF, Annual Action Plan, year 2010-11, p-7, Distt-Mahendergarh, Rural development Agency Narnaul.

⁷⁶[http://censusindia.gov.in,Data regarding census population 2011 \(prov\) and electoral roll 2011](http://censusindia.gov.in,Data regarding census population 2011 (prov) and electoral roll 2011).

CENSUS INDIA – 2011

PROVISIONAL POPULATION TOTALS – HARYANA DATA SHEET

Distt. Code	State & Distt.	Census Population (Prov)			Growth rate (Total Population 2001-2011)	Sex Ratio	Percentage 0-6 Population	Sex Ratio 0-6	Literacy Rate	Literacy Rate	Literacy Rate
		Male	Female	Total							
06	Haryana	25353081	13505130	11847951	19.9	877	13.0	830	76.6	85.4	66.8
16	M/Garh	921680	486553	435127	13.4	894	11.9	778	78.9	91.3	65.3

Source: Seies-7, Provisional population Tables Paper-1 of 2011.⁷⁷

Next table is showing child sex Ratio, Literacy of Haryana districts 2001 and 2011 as under.

State/ Distt.	Sex Ratio		Percentage 0-6 population		Sex Ratio 0-6 Population		Literacy Rate Total		Literacy Rate Males		Literacy Rate Females	
	2001	2011	2001	2011	2001	2011	2001	2011	2001	2011	2001	2011
Mahendergarh	918	894	15.8	11.9	815	778	69.9	78.9	84.7	91.3	54.1	65.3

⁷⁸

According to revenue record of Mahenedergarh the total area of the District is 1683 Sq. Km. According to the census of the district total population of the district is

⁷⁷ Provisional population Totals – Haryana Data Sheet, <http://www.censusindia.gov.in>

⁷⁸ <http://censusindia.gov.in>, census.India-2011.

812521, which is 3.84 percent of the total population of Haryana and density per Sq. Km is 428 persons.⁷⁹

Economic Profile

The economy of the district is primarily based on agriculture. The main kharif crops are bajra and guar. The main rabi crops are what, gram and mustard. The area gives a good output on mustard.⁸⁰ The major problem here is the declining water table coupled with very scanty rainfall, absence of rivers and sand soil. As far as canals are concerned, they are not able to fulfill the water needs of the people whose fields are at the tail end of the canal. Since there is no streams and scanty rain, there is no recharge of ground water. Till about 1500 feet also water is not available. The soils are deficient in organic matter and require heavy doses of manure but heavy manuring is not possible without abundant water supply which is not available. The soil is also bedded with lime, Kankar, stone, rock. According to Revenue Department 35 thousand Hectares area (18% of district area) was not available for cultivation. 22 thousand Hectares was put under non agriculture and 13 thousand hectares was barrani. Hence total cropped area is 274 thousand hectares.⁸¹

Nothing the day land agriculture family income is supplemented through animal husbandry. The district is known for its. Murrah and Haryana breeds of buffaloes. There are two chilling centers in Narnaul. It has also been told that the district has a good catch of fish from its ponds.⁸²

Agriculture is basically rain based. The years with a good rain are able to give a high productivity in most crops. The district is also experimenting with crop diversification to the ongoing National Horticulture Mission. The Government is also trying to reach an agreement with neighboring states to enable it to complete the Hansi-Butana Link Canal. Once this link canal System becomes operational, the district will become one of the most prosperous districts in the state.

⁷⁹District Statistical office-Report, District Social economic revolution report 2008-09, Distt-Mahendergarh.

⁸⁰BRGF, Annual Action Plan, Year 2010-2011, District Rural development Agency Narnaul, p-15.

⁸¹Narnaul, ADC cum CPDO, District Plan Documents, 2010-11, p-9.

⁸²BRGF, Annual Action Plan, Year-2010-2011, District rural development agency, Narnaul, Distt-Mahendergarh, p-16.

The biggest irony is that this district has the maximum tourist places but Haryana Tourism has no business here, no office and no Hotel.

Activities of Industrial Department

Mahendergarh district has been declared industrially backward under New Industrial policy 2005 and the following schemes are being provided to the new industrial units. Prime minister’s Employment Generation Programme, Haryana Industrial promotion Rules, 2007, Incentives for Mega projects in backward Area Incentives for Food Processing Industries, Small scale industrial undertaking registration of Firms and societies.⁸³

These are same mines and minerals in many villages around the Narnaul. Calcite are the main products used for the construction of buildings. Banking institutions are sufficient in the area and a potential is there for the industrial growth.⁸⁴

Municipal committee was constituted in 1950 in Narnaul. In 1994 it was made municipal council. It has 23 wards represented by 23 municipal commissioners. Municipal council Narnaul earned an income of Rs 507.71 Lakh during 2006-07 and spent Rs. 711.97 Lakh for the development of town. Day today city is being modernized and all type of facilities is being arranged by the district administration.

Commercial Banks as on 31 March, 2008 in the district are the total 72 in number. Cooperatives Societies are 250 in number in the District⁸⁵ and provide necessary services to the peoples.

Hence the economic condition of the people is not very well due to some natural problem and due to some political problems. People of this area are living a simple life but they are not advance in politics and this is the main reason of their backwardness. Shortage of water and rainfall is second main reason for their backwardness. Industries are very few in this area.

⁸³ NIC, National Informaticentre, Narnaul <http://mahendergarh.gov.in/industry.aspx>.

⁸⁴ NarnaulTown, ADC cum CPDO, Annual Action Plan 2010-11, p-18.

⁸⁵ Statistical Information of District, <http://mahendergarh.gov.in/district.administration.asp#1>

Administrative Set Up

Mahendergarh District with its head quarter at Narnaul comprises of two sub-divisions, two Tehsils and Five blocks. There are four constituencies in this district which are Ateli, Mahendergarh, Narnaul and NangalChaudhry.

The structure of the District administration is as follows:-

Sub Division	Tehsil	Sub Tehsil	Blocks	Villages
Narnaul	Narnaul	NangalChaudhary	Mahendergarh	370 Villages
Mahendergarh	Mahendergarh	AteliNangal	Kanina	
		Kanina	Narnaul	
			Ateli	
			NangalChaudhary	
			Simha	
			Satnali	
			Nizampur	

⁸⁶

There are four constituencies in Mahendergarh District as follows:-

1. Mahendergarh
2. Narnaul
3. Ateli
4. NangalChaudhary⁸⁷

Revenue administration is the basic work of the Deputy commissioner. Each month a meeting is held of the entire revenue staff to find out the revenue recoveries, pending cases and other related matters.

⁸⁶NarnaulTown, Administrative Set up, <http://mahendergarh.gov.in/subdivision.asp#1>

⁸⁷Election Commission of India, Constituency wise report of electors in the Finalroll-2011, Date of Final Publication, 5-01-2011, State Haryana.

Narnaul became a class-III Municipality in 1950 and Mahendergarh, Ateli, and Kanina in 1956. With the passage of the Haryana Municipal Act 1973, Kanina, Mahendergarh and Ateli were declared notified areas.⁸⁸ The ZilaParishad at the district level was abolished in 1973. Now again the district has a ZilaParishad in 1977-78 there were 566 Panchayats with 670 SC panchas and 566 women panchas.

There are total 370 villages in district Mahendergarh out of which 221 villages are under administration of Narnaul Tehsil an 149 villages are under administration of Mahendergarh Tehsil.⁸⁹ There are total 339 Panchayats out of which 3109 Panch and 339 Sarpanch are elected. There is one ZilaParishad and three municipality council and four market committees are is existence in the District.

Education in Narnaul

Narnaul has schools, undergraduate colleges and postgraduate colleges. It has a KendriyaVidyalaya (Central School), Village - Khalda, Narnaul. Haryana government has proposed to construct an Ayurvedic Medical College in Narnaul. At present [central university of Haryana](#) is working at village-Jant-Pali Mahendergarh.

Colleges

- Govt. P.G. College, Railway Station Road
- Govt. Girls College, Behrod Road(Turn/Mor)
- B.K.N. Polytechnic College, PuraniMandi

Schools

- Govt. Girls Sen. Sec. School, Narnaul
- Govt. Sen. Sec. School, Narnaul.
- Saini Sen. Sec. School, rewari road
- MLS DAV Sen. Sec School Kultajpur road Narnaul
- A.S.D. Sen. Sec. School, Pull Bazar, Narnaul.
- Saraswati Sen. Sec School, Near Paani Ki Tanki, Pull Bazar, Narnaul
- M.A.S.D. Public School, Nizampur Road, Narnaul

⁸⁸ BRGF, Annual Action Plan, Year 2010-2011, District Rural Development Agency Narnaul, Distt- Mahendergarh, p-22.

⁸⁹ DSO-report, District social-economic revolution Report 2008-09, District Mahendergarh,

- S.V.N. Sen. Sec. School, Neerpur, Narnaul
- Yadhuvasi Sen. Sec. School, Rewari Road, Narnaul
- Haryana Public School, Nizampur Road, Narnaul.
- Bharti Public Sen. Sec. School(BPS) &B.ed College, Kultajpur Road.
- Mata Mariam Jan SevaVidyalaya,Nasibpur,Narnaul
- Saraswati Sen. Sec. School,Nasibpur
- C.L.Public School, HUDA
- Mata Maraim Jan SevaVidyalaya,Nasibpur

5.2 SSA in Narnaul block

‘SarvaShikshaAbhiyan’ (SSA) is a programme for universalisation of Elementary Education covering the all districts of Haryana.⁹⁰ Narnaul Block of Mahendergarh District is not an exception. It was started in 2003-2004. The programme aims to provide useful and relevant free and compulsory elementary Education for all children in the age group 6 to 14 yrs. under RTE Act.2009. It is an initiative to universalize and improve quality of education the programme has time bound objectives on one hand SSA is a programme with its own targets, norms and process, on the other hand it is an umbrella programme covering other programmes like DPEP, LokJumbish and the operational black board etc. SSA adopts, ‘The Bottom-Up’ process of planning, where in the felt needs of the served communities and educational needs of learners are well taken care of and the plan fits into the broad frame work of the ‘SSA. SSA has emphasized the involvement of local people and stake holders in planning in view of the fact that the desired improvement and sustenance of the improved efficiency level cannot be achieved without the active involvement of the community in the schooling system. India has made long strides in the last 50 yrs. in the field of education. A numbers of programmes/schemes were launched during the last four decades for universalization of the Elementary Education. Some of those efforts have been in the field of primary education and also covering upper primary sector. However, much needs to be done for the special focus groups and the upper primary

⁹⁰http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan

sector. Quality improvement still remains a major concern, especially for the upper primary sector...

SSA, providing an example of partnership between the Central and State Govt. is an attempt to fill this vacuum and covers all the districts in the country, unlike the previous programmes. The programmes covers the whole gamut of elementary education sector and is flexible enough to incorporate new intervention like the specific intervention for girls e.g. NPEGEL, Kasturba Gandhi Programme.⁹¹ Thus we can say that SSA is an attempt to provide quality education to all children through active participation of community in a mission mode.

Main Characteristics of SSA:-

- A Programme with a clear time frame for universal elementary Education.
- Thrust on quality & making education relevant.
- A main streaming Gender approach
- Focus on the educational participation of children from the SC/ST, religious and linguistic minorities etc.
- An opportunity for promoting social justice through basic education.
- A partnership between the Central, State and Local Govt.
- An effort at effectively involving a Panchayati Raj Institution, School Management committees, Village & Urban Slum level committees, Parents-Teachers associations, Mother-Teacher associations, Tribal Autonomous councils & other grass-root level structures in the management of Elementary Schools.
- An opportunity for states to develop their own vision of Elementary Education.
- Community ownership of school based interventions through effective decentralization.

Aims and Objectives of SSA: -

⁹¹<http://pib.nic.in/newsite/erelease.aspx?relid=34892>

The SarvaShikshaAbhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age. There is also another goal to bridge social, regional and gender gaps, with active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws 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. This quest must also be a process of value-based learning that allows children an opportunity to work for each other's well-being rather than no permit mere selfish pursuits. SarvaShikshaAbhiyan realizes the importance of Early Childhood Care and Education (ECCE) and looks at the 0-14 age as continuum. All efforts to support Pre School learning in ICDS centres or special preschool centers in non-ICDS areas will be made to supplement the efforts being made by the department of Women and Child Development.

Objectives of SSA: -

- All Children in school, education guarantee centre, Alternate School, 'Back to School' camp by 2004.
- All children must complete 5 yr. of primary schooling by 2007.
- All children must complete 8 yr. of Elementary Schooling by 2010.
- Focus on Elementary Education of satisfactory quality with emphasizes on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at Elementary Education level by 2010.
- Universal retention by 2010.
-

5.3 Role of SSA in Narnaul block—Monitoring, Quality, Facilities and Programme:-

SarvaShikshaAbhiyan Interventions in the provision of the Right of Children to Free and Compulsory Education (RTE – Right to Education) Act, 2009:-

- **Special Training for Out of School Children:** Section 4 of the RTE

Act makes specific provision for Special Training for age appropriate admission for out –of-school children. A majority of out –of-school children belong to disadvantaged communities: scheduled caste, scheduled tribes, Muslims, migrants children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc.

- **Neighbourhood Schools:** Section 6 of the RTE Act mandates the establishment of a school by the appropriate government or local authority within the prescribed area or limits of the neighbourhood within the period of three years from the commencement of the Act to ensure that every child in the 6-14 age groups pursues and completes elementary education.

- **Bridging Gender and Social Categories Gaps:** The RTE Act in different sections makes reference to gender and social inclusion both explicitly and implicitly. Some of the relevant provisions are: no discrimination against children from disadvantaged groups and weaker sections on any grounds; inclusion of women in school monitoring committees; provision of good quality education that includes equity issues, curriculum development in conformity with constitutional stipulations; training, enrolment in age appropriate classes.

- **Interventions for children with special needs:** In the case of Children with Special Needs (CWSN), the key priority areas are strengthening the identification system of CWSN, ensuring full coverage of CWSN by preparing schools to address the diverse needs that different categories of CWSN have, especially children with Autism Spectrum Disorders, cerebral palsy, deaf-blindness, etc. Strengthening and up gradation of resource rooms, in training facilities in CRC &BRC for needs of CWSN. Strengthening the resource support team for regular and effective academic support to the CWSN. Sensitization of teachers, parents, community and peers to create an inclusive school environment, coordination with special schools and barrier-free access through the availability of ramps with handrails and barrier free toilets.

Strategies and Intervention

- Schedule of each component to be performed

(1) Teacher Training

The objective of SSA is undoubtedly the universalization of education.

Therefore, along with the SSA, enrolment, retention, we should not forget the most essential element i.e. the quality in education. Teacher is one who is really responsible for providing quality in education. He/She can provide it by using various new techniques or methods. To be well trained & qualified SSA provides teacher training to all trained, untrained & newly recruited teachers. In SSA there is provision of:-

- 14 days in-service course for all teachers every year.
- 10 days training at Block Level and 10 days training at Cluster level from this year.
- 60 days refresher course for untrained teachers already employed as teacher
- 30 days orientation course for freshly trained recruits.
- These Teacher trainings are provided to the following
- Teacher of Govt. Schools.
- Teachers of Govt. Aided schools, cantonment/municipal corporation schools and aided Madarsas.

The grant is given to: -

1. Govt. Schools.
2. Govt. Aided Schools, cantonment/municipal corporation schools, aided Madarsas.

Teacher grant is applicable for teachers actual in position. In Narnaul block for 1349 primary teacher and 1633 upper primary teachers who are working at present, Rs. 500/- is given in the form of TLM Grant.

Training of Community Leaders: -

In SSA the Community is expected to play a key role in Micro-planning especially in the development of village education plan and school improvement plans. Community based monitoring in specific issues like enrollment, retention, and education for girl-child and other disadvantaged groups, utilization of various branches and construction is important to ensure attainment of the programme of the objectives. By involving community in generating community awareness towards education, inhabitation level

planning, monitoring and supervision and construction and maintenance of school infrastructure, we can achieve our goal of SSA. Training will be given to members from SMC will be given training in which women members will be preferred.

Education of Children with Special Needs (CWSN)

The objective of SSA can be achieved if the education need of every child, whatever nature he/she may be is catered. A good number of children have been found in the category of disabled with various disabilities.⁹² These children require certain provisions of medical check-up, ancillary facilities. Hence, if the objective of universalization of Elementary Education and Elementary Education as fundamental right of every child is to be achieved it has become essential to allocate some funds and to prepare a need based plan. Though, these children are almost enrolled in the schools yet they face some very typical health hazards. They also face a short of typical problem due to non-availability of supporting material and ancillary facilities. Teacher teaching CWSN in school in the form of Inclusive Education

The proposed activities for Block Narnaul:-

Free medical assessment camps will be organized at block level in Govt. IED schools with help of specially IED trained teachers. The specialists will be invited for the medical assessment. After the assessment the assessed children will be provided free aids & appliances with the help of Dist. ‘Red Cross’ Society.

1. Cultural and sports activities will be organized at block level and then at distt. Level. The winners will be awarded on ‘World Disable Day.’
2. To provide barrier free atmosphere to children with special needs ramps will be made in the schools.
3. Excursion of children will be organized during vacations.
4. Identification of disabled children, printing of awareness material for parents and community members will be prepared with the help of IED teachers.

⁹²<http://www.icbse.com/children-special-needs>

MANAGEMENT

Management Structure

To effectively implement SSA which has such a large coverage it is important that appropriate structures are developed and strengthened for effective management of the programme. The management structure at District level is as below: -

1. District Level Implementation Authority

(Chairman- Additional Deputy Commissioner)

2. District Project Implementation Unit (DPIU)

3. Block Level Structure Headed By BEO-cum-BRC

4. Assistant Block Resource Co-ordinator

5. School Management Committee (SMC)

(A) District Level Implementation Authority

The district level implementation authority of district Mahendergarh is Hon'ble Additional Deputy Commissioner. He is the Chairman as well as administrative head of SSA programme. Under his guidance the DPC manages all functions of SSA.

(B) District Project Implementation Unit (DPIU)

The success of any programme lies in the systematic and powerful mechanism of management, supervision and monitoring. SSA is a district specific & habitation specific project. A system of management mechanism is being proposed at district level with ADC of the district as chairman, DPC as Distt. Co-Ordinator, three Asstt. Project Coordinators, one account officer which may be designated as SO, one clerk, one Programmer & one Data Entry Operator as the main functionaries, in which DEO

will act as DPC as a regular class 1st official of Haryana Education Department. It is presumed that this organization will act as managing body of all the programmes under SSA in the district with special consideration for decentralization to BRC & CRC as well as SMC. Hence, the funds are being allocated for this dist. Managing bodies under perspective plan of SSA. dist.Mahendergarh has already established this system under DPEP which require to be sanctioned under SSA also. As most of the equipment, infrastructure and necessary requirements of the system already exist in the dist.

Education for Girls: -

SSA's commitment to universalize primary education necessarily implies equal & universal participation of all children regardless of religion, caste, sex etc. Thus, special attention to certain disadvantaged groups of children would be imperative if the goal of UEE is to be achieved. Educating girls is commonly perceived as unnecessary; mainly on account of the role they have been assigned in running the house & also because they will eventually leave their parental homes after marriage, where their skills in household Chores will hold them in better step. Poor retention of girls is attributable to two main factors:-

1. Tendency of parents to withdraw them from school attainment of age (10+) yrs. as they become capable of fulfilling certain domestic needs.
2. School environment itself, which neither encourages girls nor is able to bring out the best in them. Besides, this during the seasons for harvest, marriages festivals etc girls' attendance at school suffers a set back as they are kept back at home. By community mobilization, alternative schooling- 'EGS & AIE', special focus groups, teacher training, and text books, SMC-training, Civil works e.g. Toilets, Bus facility etc. for Girls, research & upper primary access we can achieve success in providing girls' education.

The activities proposed are:-

1. Bicycles will be provided to those girls studying in 6th class & travel more than 2-3 km. daily due to lack of middle school in their village.

2. Remedial coaching classes will be organized for girls both at primary and upper primary level for four months.
3. Award to students will be given based on academic results of final examination. The utmost useful books will be given.
4. Work education facilities will be given to girls. One school has been selected from each block for such activities. For 5 schools in the distt.Rs. 1.00 lacs @ Rs.20, 000/- is being proposed so that girl's education may be motivated.
5. Jersies and uniforms will be provided to really needy weaker students.
6. Excursion for Girls – To ensure all- round development of the children and to develop multidimensional personality a dire need is being felt to organize educational tours for girls at both primary and upper primary level. It must be organized at least once in a year.

Education of SC Children:-

India's concern towards the welfare of the weaker section of the Indian society has been well reflected in Article-46 of the Constitution of India, which states that the state will promote the educational & economic interest of the weaker section of Indian society, specially the SC and ST. SSA live to the educational needs of SC and ST children. SSAs' commitment to universalize the primary education necessarily implies equal and universal participation of all children regardless of religion, caste, sex etc.

The activities proposed are -

- 1) Bicycles will be provided to those SC children studying in sixth class and travel more than 2-3 km. daily due to lack of middle school in their village.
- 2) Awards to SC children will be given on the basis of academic results of final examinations.
- 3) Works education facilities will be given to SC children. One school has been selected from each block for such activities. For 5 schools in the distt. Rs.1.00 lacs @ Rs. 20000/- is being proposed so that SC children education may be motivated.The

life skills mentioned under Girls Education head will also be provided to SC children for their better benefits.

4) Excursion for SC children – To ensure all – round development of the children & to develop multidimensional tours for SC children at both primary & upper primary level. It must be organized at least once in a year. It would be a practical experience for what the students have learnt all the yr. in class- rooms.

5) Jersies and uniforms will be provided to needy weaker students.

Computer Education:-

It is the utmost duty of the society to acquaint the child with the change undergoing & empower him/her to cope with these changes. The days of cramming are no more. One is to be innovative & creative if he wants to survive in the age of competition. The developments in the field of science & technology are to be incorporated, if the child is made to be a comprehensive learner. Computer is the most appropriate medium, which makes learning interactive and helps child in self-learning. It would cater to the basic instinct of curiosity. Equipping the child with computer knowledge around him. SSA may be considered as a helpful project to start with computer education for Qualitative improvement at Upper Primary level. It will not only help the child go his own pace, but also make him curious, thoughtful, analytical and satisfying.

Objectives of IT:-

The introduction of Information Technology at Upper Primary Level will help in making the teaching learning process interesting & comprehensive with following objectives:

- It will help the child to attain the basic competency in computer knowledge.
- It will help in enhancing the understanding in different subjects like Math, Language & Environmental studies.
- It will develop the vision of community towards formal schooling in our Govt. System

- It will develop the vision of community towards formal schooling in our Govt. system.
- It would help in increasing the enrolment & retention.
- It would help us to achieve the aim of qualitative improvement in elementary education.

To attain these objectives it has been decided to introduce the computer education in Upper Primary schools in the Block.

Early Childhood Care Education (ECCE):-

This lofty programme of SSA has very high objectives of enrolment of all children of 6 – 14 year group. The data of enrolment and retention rate in Narnaul Block reveals that girls are comparatively less enrolled and more drop out which indicate that some serious attention should be paid towards the education of girls in block. It has further been classified that the girls keep out of the school for sibling care and for no experience of preschool activities. The existing Anganwari in the Block may serve the need of children of 3 years to 5 years. The number of such centers may be considered adequate but the quality of their activities are not of such standard which could cater the need of a girl child which need to be relieved from the burden of sibling care. Hence, it is proposed that all Anganwari workers of the Block and all and equipping them with more play way materials. So in view of the objective of SSA the intervention of Early Childhood Care Education is being considered as an effective input for the improvement of quality, retention an enrolment. This year we will interact with ICDS department for the age group 3-6 and 10 to 15 more Bachpanshalas will be opened in the urban areas as per instruction provided by the Head Officer.

5.4 Elementary Schools and Narnaul Block

Narnaul block is located at the tail of Haryana in Mahendergarh district. Since the SSA launched in this block the number of schools are increasing. Now 99 primary schools, 94 middle schools and 122 high schools attached middle school also.⁹³

⁹³Source:BEO, Narnaul

State Govt. Primary Schools (table no.1)

Boys	Girls	Total
81	11	92

State Govt. Independent Middle Schools

Boys	Girls	Total
23	2	25

State Govt. Middle Schools

Boys	Girls	Total
42	6	48

Total Primary School (Govt+Non-Govt.)

Boys	Girls	Total
Co-Education		92+7=99

Total Independent Middle School (Govt. +Non-Govt.)

Boys	Girls	Total
Co-Education		25+9=34

State Govt. Middle Schools (Independent and Attach with High/Sr. Sec. Schools)

Boys	Girls	Total
Co-Education		48+74=122

The number of teachers in Narnaul block⁹⁴

Category	Sanctioned Post	Working including Guest Teachers		
		Male	Female	Total
JBT+Head Teacher	312	210	94	304
C&V	184	112	53	165
Master/Mistress	181	127	21	148
Head Master/Head Mistress	58	42	14	56

⁹⁴Source: BEO, Narnaul

Enrollment (Govt. Schools Only)

Category	Class 1 to V			Classes VI to VIII			Classes Nursery and Nursery		Pre- and
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
Total	341	357	6993	165	216	3820	241	241	482
Enrollments	8	5		5	5				
Only SC	150	143	2933	818	898	1716	108	112	220
	3	0							
Only OBC	141	165	3074	683	102	1704	99	95	194
	5	9			1				

5.5 Number of Students in Narnaul block⁹⁵

Classes 1 to 5th In the session 2012-13 there are 6693 students enrolled in which 2933 students from SC category, 3174 students are OBC and others are generals and in the classes of 6th to 8th total students are 3820 in which 1716 students are from SC ,1704 are OBC and others are generals and in the classes.

⁹⁵Source:BEO, Narnaul

5.6 Effectively the SSA in Mahendergarh district of Narnaul town is working keeping in view the national expectations (table no. 2)

Sr.no	Particulars	India	Haryana	Narnaul ⁹⁶
1.	Area.	3,287,263	40222 sq. Km	952.61sq kms
2.	Population	1210193422	2.11 crores	5,17,636
	Literacy rate	74.04	75.55	78.9
3.	Villages#	638596	6955	222
4.	Elementary school teachers	5,816,673@	(116)	Primary 297 Upper Primary
5.	Educational Blocks		124	1
6.	Elementary Schools*		21300^	25 (132)+
	Primary	651064	2443+	
	Upper Primary	245322	9655	
			2227	

Hypotheses

Hypothesis -1.

The numbers of schools are available in Narnaul block as per the norms of RTE

There is no doubts that as per the norms of RTE the numbers of school are available in Narnaul block, according the report of BEO Narnaul schools are sufficient. Although elementary education is sifting government to private sector in spite of this trend we can see in the table no. 1 the total numbers of schools are sufficient.

⁹⁶[http://esaharyana.gov.in/Data/StateStatisticalAbstract/StatisticalAbstract\(2011-12\).pdf](http://esaharyana.gov.in/Data/StateStatisticalAbstract/StatisticalAbstract(2011-12).pdf)

Hypothesis -2.

The existing status of education match the educational status at state and national level

The statuses of education in Narnaul block no doubt match the existing educational status at state and national level. The report of MHRD and data collected from BEO and DEO Narnaul offices are highlights that the existing status of education matches the educational status at state and national level. We can see in the table no. 2 it shows that the literacy rate is high and very good of Narnaul block.

Hypothesis -3.

There challenges that comes on the way of implementing RTE Act 2009

There are various challenges before SSA and implementing RTE Act 2009 some of these are.....

1. Financial Challenges: The Right to Education Act is already plagued with various financial hurdles and challenges. The fiscal burden is to be shared between the centre and the states in the ratio of 55:45 and 90:10 for the North-Eastern States. This project is going to involve funds to the tune of Rs.15000 crore. Since the Act involves improving the infrastructure of schools, training teachers, creating more facilities besides the manifold increase in intake, high finances would be involved and it is difficult to envisage how the economics of it all will be worked out.

2. Challenge to Find Qualified Teachers: The dearth of good and qualified teachers is one of the most crucial challenges faced in implementing the act. In the absence of competent teachers who are considered the pillars of education, it would be next to impossible for the Act to realistically achieve its goals.

3. Challenge to provide infrastructure: In a survey on ‘Elementary Education in India’, conducted by the National University of Educational Planning and Administration (NUEPA), it has been found that almost half of the recognized elementary schools in the country do not have separate toilet for girls. This goes out to

prove and depict the sorry state that our schools are in. it is going to be a challenge to provide the requisite infrastructure that the Act expects. Basic facilities like access to drinking water is also lacking in many schools. The Act stipulates a playground for every school. Looking at the current scenario it looks like it is going to be extremely challenging to provide the necessary infrastructure and that too with an increased intake of teachers and students.

4. Challenge to provide Equality and Quality in Education: HRD Minister has paved the way for huge challenges ahead by promising quality education to all. It has already been seen that it will be difficult to do so in the absence of good teachers. The Act says that no student would be dropped from school or not passed till the age of 14. With the mix of such students in class, it would be very difficult for the teachers to ensure quality. Substantial efforts would be required to maintain and impart quality education.

5. Challenge to Enforce 25% Quota for Weaker Sections: It remains to be seen whether this clause to reserve 25% of seats for weaker sections by Private unaided schools will turn out to be a boon or a bane. On one hand the Act aims at removing this bipolarity in education and on the other it is feared that interfering in the functioning of private schools will have an adverse effect on the quality of education. It is a tough task to bring together children from varying economic and social backgrounds on the same platform. It would indeed be challenging for the teachers to maintain equilibrium and create an environment for them to blend together.

6. Challenge to bring Child Labourers to Schools: There are more than 12 million children in India who are engaged in child labour and these are just official figures. Unless and until a special provision is made in the Act, it would be challenging to bring back these children to school.