

CHAPTER-3

SarvaShikshaAbhiyan

3. SarvaShikshaAbhiyan -Goals and Objectives

Currently, SarvaShikshaAbhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making fee and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA is the main vehicle for the implementation of the RTE Act. The RTE Act has important implications for the overall approach and implementation strategies of SSA, and it is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate.⁴⁸

3.1 Basic Features of SarvaShikshaAbhiyan

SarvaShikshaAbhiyan 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. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to the poorest children, through provision of community-owned quality education in a mission mode. The prime features of the SSA programme are:

⁴⁸SarvaShikshaAbhiyan: Framework For Implementation(DRAFT [December 1999], Copy Right; MHRD, Government of India) (DRAFT [December 1999], Copy Right; MHRD, Government of India)

3.2 What is SarvaShikshaAbhiyan

1. A programme with a clear time-frame for universal elementary education
2. A response to the demand for quality basic education all over the country
3. An opportunity for promoting social justice through basic education
4. An effort at effectively involving the Panchayati Raj institutions, the School Management Committees, the Parents’ Teachers’ Associations, the Mother Teacher Associations, the Tribal Autonomous Councils in the management of elementary schools.
5. Expressions of political will not universal elementary education at the highest level.
6. A partnership between the Central, State and the local government.
7. An opportunity for States to develop their own vision of elementary education.

3.3 Aims of SarvaShikshaAbhiyan

The SarvaShikshaAbhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2000 now it is extended up to 2025. There is also another goal to bridge social and gender gaps, with the 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 aims is to allow children to learn about and master their natural environment in a manner that allows thr 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 others’ well-being rather than to per it mere selfish pursuits.⁴⁹

3.4 Objectives of SarvaShikshaAbhiyan

- All children in school, Education Guarantee Centre, Alternate School, “-to-School camp by 2003;
- All children complete five years of primary schooling by 2007.

⁴⁹Panneerselvam , S.K., “Education for all” (2010) APH Pulishing Corporation, Darya Ganj, New Delhi 110002

- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis 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.

3.5 Why A Framework for Implementation

- ❖ To allow states to formulate context-specific guidelines within the overall framework.
- ❖ To encourage districts in States and UTs to reflect local specificity.
- ❖ To encourage local need based on broad National Policy norms.
- ❖ To make planning a realistic exercise by adopting broad national norms.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalization in their own respective context and in their own frame time. 2010 is the outer limit for such achievements. The emphasis is on main streaming out-of-school children through diverse strategies, and on providing eight years of schooling for all children 6-14 age group. The thrust is on closing of gender and social gaps and a total retention of all children in schools. The education system has to be made relevant so that children and parents find the schooling system useful, absorbing, and most of all, non-alienating from their natural and social environment.

3.6 SarvaShikshaAbhiyan as a Framework and As a Programme

SarvaShikshaAbhiyan has two aspects –

- I. It provides a wide convergent framework for implementation of Elementary Education schemes;
- II. It is also a programme with budget provision for strengthening vital areas to achieve universalization of elementary education. While all investments in the elementary education sector from the State and Central Plans will reflect as part of the

SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.⁵⁰

3.7 Broad Strategies Central to SSA Programme

- ✓ Institutional Reforms - As part of the SSA the central and the State Governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out changes to improve the delivery system for elementary education.
- ✓ Sustainable Financing- the SarvaShikshaAbhiyan based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.
- ✓ Community Ownership -The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women’s groups. SMCs members and members of Panchayati Raj institutions.
- ✓ Institutional Capacity Building -The SSA conceive a major capacity building role for national and state level institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT.
- ✓ Improvement in quality requires a sustainable support system of resource persons.
- ✓ Improving Mainstream Educational Administration – It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

⁵⁰Aligning SSA Norms with the RTE Act, 2009

- ✓ Community Based Monitoring with Full Transparency – The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details.
- ✓ Habitation as a Unit of Planning – The SSA works on a Community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- ✓ Accountability to community – SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.
- ✓ Priority to Education of Girls – Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in SarvaShikshaAbhiyan.
- ✓ Focus on Special Groups – There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities, disadvantaged groups and the disabled children.
- ✓ Pre-Project Phase – SSA will commence throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies etc.
- ✓ Thrust on Quality – SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching learning strategies.
- ✓ Role of teachers – SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

- ✓ District Elementary Education Plans – As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

3.7 Financial Norms under SarvaShikshaAbhiyan ⁵¹

- The assistance under the programme of SarvaShikshaAbhiyan will be on 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan and 50:50 sharing thereafter between the Central Government and State Governments. Commitments regarding sharing of costs would be taken from State governments in writing.
- The State Governments will have to maintain their level of investment in elementary education. The contribution as State share for SSA will be over and above this investment.
- The Government of India would release funds to the State Governments/Union Territories only and instalments (except first) would only be released after the previous instalments of Central Government and State share has been transferred to the State Implementation Society.
- The support for teacher salary appointed under the SSA programme could be shared between the central government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.
- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.

⁵¹ <http://www.educationforallinindia.com/SSA1.htm>

- Existing schemes of elementary education of the Department (except National BalBhawan and NCTE) will coverage after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-day-Meal) would remain a distinct intervention with food grains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State Government.
- District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like JRY, PMRY, Sunshchit RozgarYojana, Area fund of MPs/MLAs,, State Plan, foreign funding and resources generated in the NGO sector.
- All funds to be used for up-gradation, maintenance, repair of schools and Teaching Learning equipment and local management to be transferred to VECs/School Management Committees/Gram Panchayat/or any other village/School level arrangement for decentralisation adopted by that particular State/UT. The village/school-based body may make a resolution regarding the best way of procurement.
- Other schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

3.8 The major financial norms for individuals under SSA are

Sr. N	Intervention	Norms
1.	Teacher	One teacher for every 40 children in Primary and upper primary At least two teachers in a Primary school.
2.	School/Alternative schooling facility	Within one Kilometre of every habitation
3.	Upper Primary Schools/Sector	As per requirement based on the number of children completing primary education, upto a ceiling of one upper primary school/section for every two primary schools
4.	Classrooms	A room for every teacher in Primary & Upper

		<p>Primary</p> <p>A room for Head-Master in upper Primary School/sector</p>
5.	Free textbooks	<p>To all girls/SC/ST children at primary & Upper primary level within an upper ceiling or Rs. 150/- per child</p> <p>State to continue to fund free textbooks being currently provided from the State Plans.</p>
6.	Civil Works	<p>Ceiling of 33% of SSA programme funds.</p> <p>For improvement of school facilities, BRC/CRC construction.</p> <p>No expenditure to be incurred on construction of office buildings</p> <p>Districts to prepare infrastructure Plans.</p>
7.	Maintenance and repair of school building	<p>Only through school management committees</p> <p>Upto Rs.5000 per year as per specific proposal by the school committee.</p> <p>Must involve elements of community contribution.</p>
8.	Upgradation of EGS to regular school	<p>Provision for TLE @ Rs. 10,000/- per school</p> <p>TLE as per local context and need</p> <p>Involvement of teachers and parents necessary in TLE selection and procurement.</p> <p>VEC/School-village level appropriate body to decide on best mode of procurement</p> <p>Full transparency about procurement</p> <p>Provision for teacher & classrooms</p>
9.	TLE for upper-primary	<p>@ Rs.50, 000/- per school for uncovered schools.</p> <p>As per local specific requirement to be determined by the teachers/school committee.</p>

		<p>School Committee may recommend district level procurement if there are advantages of scale.</p> <p>Full transparency in procurement.</p>
10.	Schools grant	<p>Rs.2000/- per year per primary/upper school for replacement of non functional school equipment</p> <p>Transparency about utilisation</p> <p>To be spent only by VEC/SMC</p>
11.	Teacher grant	<p>Rs. 500 per teacher per year in primary and upper primary</p> <p>Transparency about utilisation</p>
12.	Teacher training	<p>Provision of 20 days In-service course for all teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits @ Rs.70/- per day.</p> <p>Unit cost is indicative; would be lower in non residential training programmes</p> <p>Includes all training cost</p> <p>Full transparency on training costs</p> <p>Assessment of capacities for effective training during appraisal will determine extent of coverage.</p>
13.	State Institute of Educational Management Administration and Training(SIEMAT)	<p>One time assistance uptoRs. 3 crore.</p> <p>States have to agree to sustain.</p> <p>Selection criteria for faculty to be rigorous.</p>
14.	Training of community leaders	<p>For a maximum of 8 persons in a village for 2 days in a year – preferably women</p> <p>@ Rs. 30 per day</p>
15.	Provision for disabled children	<p>Up to Rs.1200/- per child for integration of disabled children, as per specific proposal</p>

		<p>District as a unit for planning for disabled children</p> <p>Involvement of resource institutions to be encouraged</p>
16.	<p>Research, Evaluation, supervision and monitoring</p>	<p>Up to Rs.1500/- per school per year</p> <p>Partnership with research and resource institutions, pool of resource teams with State specific focus</p> <p>Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS</p> <p>Provision for regular school mapping/micro planning for updating household data</p> <p>By creating pool of resource persons, providing travel grant and honorarium of monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons.</p> <p>Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation.</p> <p>Rs. 100 per school to be spent at national level</p> <p>.</p> <p>Expenditure at State/district/BRC/CRC school level to be decided by State/UT. This would include expenditure on appraisal, supervision, MIS classroom observation etc.</p> <p>Involvement of resource institutions willing to undertake state specific responsibilities.</p>

17.	Management Cost	<p>Not to exceed 6% of the budget of a district plan</p> <p>To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.</p> <p>Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district.</p> <p>Management costs should be used to develop effective teams at State/District/Block/Cluster levels.</p> <p>Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning.</p>
18.	Innovative activity for girls’ education, early childhood care & education, interventions for children belonging to SC/ST community, computer education specially for upper primary level	<p>Up to Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district will apply for SSA</p> <p>ECCE and girls education interventions to have unit costs already approved under other existing schemes.</p>
19.	Block Resource Centres/ Cluster Resource Centres	<p>Rs. 6 lakh ceiling for BRC building construction wherever required.</p> <p>Rs. 2 lakh for CRC building construction wherever required – may be used as an additional classroom in schools.</p> <p>Deployment of up to 20 teacher in a block with more than 100 schools; 10 teachers in smaller Blocks.</p>

		<p>Provision of furniture etc. @ Rs. 1 lakh for BRC and Rs. 2500 a CRC, per year.</p> <p>Expenditure to be context specific and need-based.</p> <p>BRC/CRC to be located in school campus as far as possible.</p> <p>Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.</p>
20.	Interventions for out of school children.	<p>As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kinds of interventions.</p> <p>Setting up Education Guarantee Centres in unserved habitations.</p> <p>Bridge Courses, remedial courses, -to-School Campus with a focus on b mainstreaming out of school children into regular schools.</p>
21.	Preparatory activities for micro planning household surveys, studies, community mobilization, school-based activities office equipment, training and orientation at all levels, etc.	<p>As per specific proposal of a district, duly recommended by the State.</p>