

POLICIES ON EDUCATION

Presented

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RIGHT TO EDUCATION



SARVA SHIKSHA ABHIYAN
EDUCATION FOR ALL

Sarva Shiksha Abhiyan / सर्व शिक्षा अभियान or **SSA** is an Indian Government programme aimed at the universalisation of primary education "in a time bound manner", the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 206 million children in 2001) a fundamental right (Article- 21A). The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee. It aims to educate all children between the ages 6 to 14 by 2010. However, the time limit has been pushed forward indefinitely.

Sarva Sikhsa Abhiyan	
सर्व शिक्षा अभियान	
Motto	Education for All
Founder	<u>Atal Bihari Vajpayee, Prime Minister of India</u>
Country	<u>India</u>
Ministry	<u>Ministry of Education</u>
Launched	2001; 20 years ago
Website	<u>http://www.ssa.nic.in/</u>

Background History

As an intervention programme, it started in 2002 and SSA has been operational since 2000-2001. However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with an aim of achieving the objective of universal primary education. DPEP, over several phases, covered 272 districts in 18 states of the country. The expenditure on the programme was shared by the Central Government (85%) and the State Governments (15%). The Central share was funded by a number of external agencies, including the World Bank, Department for International Development (DFID) and UNICEF. By 2001, more than \$1500 million had been committed to the programme, and 50 million children covered in its ambit. In an impact assessment of Phase I of DPEP, the authors concluded that its net impact on minority children was impressive, while there was little evidence of any impact on the enrolment of girls. Nevertheless, they concluded that the investment in DPEP was not a waste, because it introduced a new approach to primary school interventions in India.

The Right to Education Act (RTE) came into force on 1 April 2010. Some educationists and policy makers believe that, with the passing of this act, SSA has acquired the necessary legal force for its implementation.

Features

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community -owned quality education. It is a response to the demand for quality basic education all over the country.

Characteristics of SSA

1. 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 expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.
6. An opportunity for states to develop their own vision of elementary education.
7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's-Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

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

Sarva Shiksha Abhiyan (SSA) has two aspects:

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.
2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

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

9.	TLE for upper-primary	@ Rs.50, 000/- per school for uncovered schools. As per local specific requirement to be determined by the teachers/school committee. School Committee may recommend district level procurement if there are advantages of scale. Full transparency in procurement.
10.	Schools grant	Rs.2000/- per year per primary/upper school for replacement of non functional school equipment Transparency about utilisation To be spent only by VEC/SMC
11.	Teacher grant	Rs. 500 per teacher per year in primary and upper primary Transparency about utilisation
12.	Teacher training	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. Unit cost is indicative; would be lower in non residential training programmes Includes all training cost Full transparency on training costs Assessment of capacities for effective training during appraisal will determine extent of coverage.
13.	State Institute of Educational Management Administration and Training(SIEMAT)	One time assistance upto Rs. 3 crore. States have to agree to sustain. Selection criteria for faculty to be rigorous.
14.	Training of community leaders	For a maximum of 8 persons in a village for 2 days in a year - preferably women @ Rs. 30 per day
15.	Provision for disabled children	Upto Rs.1200/- per child for integration of disabled children, as per specific proposal District as a unit for planning for disabled children Involvement of resource institutions to be encouraged

16.	Research, Evaluation, supervision and monitoring	<p>Upto Rs.1500/- per school per year Partnership with research and resource institutions, pool of resource teams with State specific focus Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS Provision for regular school mapping/micro planning for up dating household data 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. Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation. Rs. 100 per school to be spent at national level . 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. 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 To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc. Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district. Management costs should be used to develop effective teams at State/District/Block/Cluster levels. 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>Upto Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district will apply for SSA ECCE and girls education interventions to have unit costs already approved under other existing</p>

19.	Block Resource Centres/ Cluster Resource Centres	<p>Rs. 6 lakh ceiling for BRC building construction wherever required. Rs. 2 lakh for CRC building construction wherever required - may be used as an additional classroom in schools. Deployment of upto 20 teacher in a block with more than 100 schols; 10 teachers in smaller Blocks. Provision of furniture etc. @ Rs. 1 lakh for BRC and Rs. 2500 a CRC, per year. Expenditure to be context specific and need-based. BRC/CRC to be located in school campus as far as possible. 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. Setting up Education Guarantee Centres in unserved habitations. Bridge Courses, remedial courses, -to-School Campus with a focus onb mainstreaming out of school children into regular schools.</p>
21.	Preparatory activities for microplanning household surveys, studies, community mobilization, school-based activities office equipment, training and orientation at all levels	<p>As per specific proposal of a district, duly recommended by the state. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.</p>

Padhe Bharat Badhe Bharat is a nationwide sub-programme of *Sarva Shiksha Abhiyan*. Children who fail to read in early education lag behind in other subjects. The programme is designed to improve comprehensive early reading, writing and early mathematics programme for children in Classes I and II. Under this programme, ₹762 crore (US\$110 million) was approved to States. The programme will not only provide rich environment, timely distribution of books but will also include new teacher mentoring and appraisal system.