

# “Sarva Shiksha Abhiyan (SSA)” an Effective Programme on Elementary Education System in India: A study

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**Abstract:** Education is the only vehicle to equip us with necessary insight, capacity and intelligence to achieve all kind of scientific and technological advancement to develop our nation in all area of human activity. We should organize our educational system, so that we are able to achieve this objective without any difficulty. In the twenty first century education are the most powerful tool for socio economic mobility and a key arsenal for building an equality and universalization. Sarva Shiksha Abhiyan is a scheme to achieve these needs. This scheme is one of Indian's extensive and mobilized flagship programme for Universalization of Elementary Education. This programme was launched in 2000-2001 by the Indian Government. The main aim of this programme are Universal access and enrolment, Universal retention, bridging gender and social category gap in primary and upper primary education. So this paper focuses on the target of an Effective Programme on Elementary Education in India.

**Keywords:** SSA, Drop-out, OBP, MDM, EGS.

## 1. INTRODUCTION:

Education is the reasonably good indication of development and the right of every individual to education is one of the first provisions of the individual declaration on human rights. The Constitution of India confers on equal right and opportunities in all fields. The government of India has endorsed the same through its plans, policies and programme, In spite of a number of national and international programmes are in implementation to eradicate literacy from our country, especially among women, the gap between male and female literacy still insist. The Constitution of India, education subject with a sharing of responsibilities between central and states. School Education System was four types in India. That is Primary Education, Upper Primary education, Secondary Education and Higher Secondary Education.

The Government of India considered the recommendations of the Education Commission and adopted a National Policy on Education in 1986 which identified National Goals of Education. The Policy Resolution stated the Education System must produce young men and women of character and ability committed to national service and development. The following goals are; Promotion of National Integration, Equalization of Education Opportunity, Importance of Standard of Education, Linking Education with Productivity and National Development, Universalizing Elementary Education, etc.

The National Policy on Education (1996) identified that the condition of educational infrastructure in elementary schools system was darkness to achieve universal elementary education. This policy was recommended Operation Blackboard (OB), Early Childhood Care & Education (ECCE) for improving elementary education. Government of India implemented a quality basic education programme for elementary level in 2000 for all over the country. This programme was Sarva Shiksha Abhiyan. “Education for all” was main destination of this programme. Sarva Shiksha Abhiyan was a comprehensive and integrated flagship programme of Government of India to accomplish Universalization of Elementary Education (UEE) covering the entire country in a mission mode. It is also an attempt to provide an opportunity for improving human capabilities to all the children.

It was an umbrella scheme. This scheme was directly and indirectly favorable to girl child. National Programme for the Education of Girls at an Elementary Level (NPEGEL) and the Early Childhood Care and Education (ECCE) programme also concluded in the programme. It was intended to ensure that all children were enrolled into the schooling system by 2003. The SSA is an attempt to bridge gender and social disparities at the primary level by 2007 and at the elementary level by 2010.

**1.1 CONCEPT OF PRIMARY EDUCATION:** Primary education is typically the first stage of formal education, coming after pre-school and before secondary school. This education normally started between the ages of 5-7year. The

curriculum also designed to give a sound basic education. The children learned to basic reading, writing and mathematics.

**2. OBJECTIVE OF THE STUDY:** The aim of the current study is to analysis that Sarva Shiksha Abhiyan an effective programme on elementary education system in India.

### **3. METHODOLOGY:**

The present study is based on the review of information collected from secondary sources and some information has also collected through magazines, journals, internet etc.

### **4. LITERATURE REVIEWS:**

Adhikari, Tejaswini (2001) identified that the gaps in the existing services and needs of students and teachers in the context of quality education and also published that the infrastructure of schools, number of classrooms, teachers, tables and chairs were inadequate in the state<sup>2</sup>. Jayachandran, Usha (2001) observed that most of the child labour at Thane and Nashik districts work in the brick kiln industry<sup>15</sup>. Beteille (2002) concluded that although progress in recent years has been seen in context of access to elementary education but still a lot remains to be done on the front of access of elementary education in India<sup>5</sup>. According to Tilak (2003) said that, the human capital was one of the most important types of capital for the growth of an economy<sup>31</sup>. Acharya, Prasanta Kumar and Behera, Manoranjan (2004) find out that that, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes<sup>1</sup>. According to Azim Premji Foundation (2004) analyzed the economic factors play an important role as the study suggests that poverty hinders enrolment and continuation of education in rural India<sup>4</sup>. Dubey, R.R (2004) suggested that the excellence of education has better relevance in the existing environment only when academics in the school are related to the age group of the children as well as need of the society<sup>9</sup>. Kumar, Sunil (2004) examined that the root cause of poor performance in government schools which are becoming bad to worse day by day<sup>16</sup>. Patel, P.K (2004) discussed that a woman's lack of education has a negative impact on the health and well-being of their children<sup>22</sup>. Raman, Manjula (2004) investigated the need for greater involvement of teachers in decision making and accountability for results and greater flexibility for teachers to organize teaching and learning in school<sup>24</sup>. Sharma (2004) analysed the effectiveness of the Sarva Shiksha Abhiyan on academic achievement of students at district Hamirpur in Himachal Pradesh<sup>28</sup>. Narayanan, K.; Ghadially, R (2005) concluded that the Governmental commitment to achieve gender equality in the policy documents is far from being satisfactory by the program of Sarva Shiksha Abhiyan<sup>19</sup>. Singh, S. and Kala, S. (2005) observed that DPEP had worked positively, enrolment of students have increased and dropout rates especially of female and SC and ST students of the state have declined in Madhya Pradesh<sup>29</sup>. Indian Institute of Education, Pune (2006) investigated the problem of school dropout which has been continually troubling the primary education system in India<sup>12</sup>. Lyngdoh, S., Paritan, N., Nikhla W. and Dkhar, B (2006) observed that EGS centers run in the morning from 6.00 a.m. to 9.00 a.m. to cater to the needs of working children. Most of the EGS centers lacked basic facilities such as toilets, drinking water, sufficient sitting space, blackboards etc. Enrolment was low, teachers were untrained. Some of them were graduates. Majority of teachers were females. Children were not provided with learning material<sup>17</sup>. Warjri, S., Nongrum, D., Wanswet, W., Laloo, E., Sten, G., & Lhuid, C (2006) found that total enrolment in the primary level at the EGS centres at Sohshrieh Wahbiar in Khliehriat block was only 6 students, much lower than the norms. Attendance was generally good and children were irregular during specific seasons to help family members with farming activities and household work<sup>32</sup>. Das, A. (2007) explained that for better education facilities, quality Infrastructure and teaching standards in the government school much to be disarmed across the country<sup>8</sup>. Government of India (2007) discussed that Eleventh five year plan document mentions that the role of education in facilitating social and economic progress is well critical as education helps individual development especially youths and empowers people with skills and knowledge<sup>11</sup>. Ritwik P (2007) suggested that 78.12 per cent habitations of the country have upper primary schools within the respective habitations or within a distance of 3 Km. Education Guarantee Scheme (EGS) has been instrumental in providing access to schooling to the unserved, scattered and remote habitations<sup>25</sup>. Salam S.N and Mandal S (2007) found that the average number of children admitted in each NRCCs was 24 and total enrolment was a composition of 36.5 per cent SC, 19.2 per cent ST, 37.7 per cent Muslim and 7 per cent other castes enrolment. Average attendance rate was 67 per cent with large district variation. Out of 2,762 children admitted in the centers, 47 per cent were mainstreamed to the formal schools<sup>30</sup>. Chakraborty, T and Khanna, R (2008) concluded that the 'Gender gap' has reduced from 23.9 per cent in 2001-02 to 10.7 per cent in 2005-06. Dropout of students and teachers absenteeism in rural and interior areas, inadequate use of facilities provided, migratory groups, disparity between male and female literacy in rural areas. There is a need to make child tracking system more effective<sup>6</sup>. Iyenger, R. and Surianarain, S. (2008) found that the policy gap can be effectively

transformed in his study<sup>13</sup>. Govinda and Bandyopadhyay (2008) suggested that over time improvement in supply of schools, schooling infrastructure and facilities has been observed in India and near universal enrolment at elementary level has also been achieved in many parts in India<sup>10</sup>. Changkakati, Sand Singha, A (2009) found that the enrolment of girls and boys do not differ much in most of the centers. The achievement of girls was higher than the boys in some of the centers. Shiksha mitras used local language in the centers. Medium of instruction in the center was Assamese this resulted in learning barriers. TLMs were not used in many centers. Mid-day meal was being provided to the students in all the EGS centers. In some of the centers community took interest in generating resources from other sources to construct the school building<sup>7</sup>. Roy, N. (2009) recommended that to provide quality education for all children there is a need to provide adequate infrastructure and evaluation of education system must be done in Sahibganj district of Jharkhand<sup>26</sup>. Rao, V. S. (2009) observed that the mid-day meal program on a daily basis in the schools, making drinking water available in the premises, use of TLM( Teaching Learning Materials) materials by teachers, provision of better infrastructure schools and so on<sup>27</sup>. Amarjit Thind: (2010) said that the government had spent Rs 11,000 crore on this project last year. About 2.50 crore children were admitted in the school since the project was launched. The dropout rate had been reduced to zero, he pointed out<sup>3</sup>. Jain and Mittal (2011) concluded that the considerable success has been achieved in terms of reduction in out of school children in the age group of 6-14 years, as well as in dropout rates on the one hand and drastic increase in enrolment ratio at the elementary level on the other hand<sup>14</sup>. Raju and Singh (2011) argue that educational development cannot be measured with a single indicator as it is a multidimensional indicator and highlight the need for a composite index combining development in different dimensions<sup>23</sup>.

[http://www.livemint.com/2010/02/25154026/Economic-Survey-stresses -impor.html](http://www.livemint.com/2010/02/25154026/Economic-Survey-stresses-import.html) (2010) said that the Sarva Shiksha Abhiyan (SSA) set up 2, 88,155 new schools till September 2009. In addition, the initiative programme has also seen the supply of free text books to 9.05 crore children<sup>35</sup>.

##### 5. MAIN FEATURES OF SARVA-SHIKSHA-ABHIYAN <sup>37</sup>:

- This programme has a clear time frame for Universal Elementary Education.
- It was an opportunity for promoting social-justice through basic education.
- It provided quality basic education all over the country.
- SSA was collaboratively work around the central, state and Social Government.
- It was an opportunity states to develop their proper vision of elementary education.
- An expression of political will for Universal Elementary Education across the country.

##### 6. OBJECTIVES OF SARVA-SHIKSHA-ABHIYAN <sup>34</sup>:

The main objectives of SSA were-

- All children enrolment in school, Education Guarantee Centre, Alternate School, 'Back-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.

##### 7. AIMS OF SARVA-SHIKSHA-ABHIYAN:

The main aims were-

- 1) **Infrastructure**: Many criteria were represented on Infrastructure in school education. These were Open new schools, Strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water.
- 2) **Human Resources**: It was main part in school education system. So, SSA was implemented capacity of existing teachers by training, developing teaching-learning materials, academic support structure at block and district level.
- 3) **Quality Improvement**: It was a systematic, formal approach to the analysis of practice performance and efforts to improve performance. SSA understand that Provision of quality elementary education including life skills, computer education to bridge the digital divide and special focus on girl's education and children with special needs.

##### 8. ASPECT OF SARVA-SHIKSHA-ABHIYAN (SSA):

SSA is a wide convergent frame work programme to achieve universalization on Elementary Education in India. It has many ways to increase Primary Education. Such as;

**A. Increase of Literacy rate on Primary Education**: Literacy is at the heart of basic education for all, and of all human capabilities. It is more essential for eradicating poverty, reducing child mortality, curbing population growth, achieving

gender equality and ensuring sustainable development, peace and democracy. Literacy rate was increased during this period. Which are represented given the table no 1.

**B. Enrolment Ratio Raise on Primary Education:** Enrolment is the major part in Primary School of education. The enrolment of children in Primary education delimitate the current scenario of school education in Indian society. The central and state government also provided major facilities to all enrolment students. These are free book, pen, pencils, clothes etc. Enrolment of all categories students of primary education is observed below the table no 2, 3, and 4.

**C. Decreases in Drop-out Rate on Primary Education:** Drop-out is another barrier to enhance primary education in Indian society. India has made extraordinary progress over the past decade in increasing access to elementary education, now reaching 96% of school-age children. Having brought so many children into school, particularly those from the most value able groups, it is logical to turn attention to retaining them through the elementary level. The Right of Children to Free and Compulsory Education Act or Right to Education Act (2009) will ensure that the norms, standards and conditions essential to accessible, quality elementary education are in place. Currently, India is a leading player in the UNICEF-UNESCO Out-of-School Children Initiative, which includes children at risk of dropping out of school as a focus. The dropout rate discusses into table no 5. These are given below;

## 9. SCHEMES PART OF SARVA-SHIKSHA-ABHIYAN:

All those schemes were included under SSA which was related to improvement and promotion of primary education in India. Some of them are;

**9.1. Education Guarantee Scheme and Alternative & Innovative Education:** Education Guarantee Scheme and Alternative and Innovative Education (EGS and AIE) are important components of SSA to bring out of school children in the fold of elementary education. The scheme was encounter that child-wise planning is undertaken for each out of school child in rural area with very low population density. Educational facilities are distributed under EGS where- a primary school was set up within a distance of 1 km. When students as less as 25 out of school children in the 6-14 age group is eligible to have an EGS center. It is transitory facility till primary school replaces it within a period of 2 years. Alternative education intervention for specific categories of very deprived children e.g., child labour, street children migrating children, working children, children living in difficult circumstances and older children in the 9+ age group especially adolescent girls are being supported under EGS and AIE all over the country.

**9.2. Operation blackboard Programme:** The scheme of Operation Blackboard (OB) was launched in 1987 in pursuance of NPE-POA, to provide minimum essential facilities to all primary schools in the country. This programme was related to infrastructure improvement of primary and upper primary schools. The scheme has indicated that lack of training of teachers in using the teaching material, specification of a large number of uniform facilities to be provided without modification according to local needs and lack of provision for breakage of equipment have been some of the draws of implementation of the scheme. The Operation Blackboard scheme covered all the remaining primary schools especially those in SC/ST areas. The scope of OB to provide three teachers and three rooms to primary schools wherever enrolment warrants them; and Spread area of OB under upper primary schools were (a) at least one room for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and (f) a contingency grant for replenishment of items, consumable and minor repairs, etc.

### ❖ The main criteria of Operation Blackboard were:

- i) Teachers will be trained and they using properly teaching learning materials under a specially designed teacher training programme.
- ii) Essential equipment's will be changed by the State Governments.
- iii) Teaching learning materials are more relevant and the curriculum will be more flexible, which will be implemented under the local needs and demand.
- iv) 50% women teachers will be appointed in the school. They will be provided a positive attitude on girls' students for enrolment and retention in the class.
- v) Wherever Micro-planning projects are taken up Operation Blackboard will form an integral part of Micro planning.

**9.3. Mid-Day Meal Scheme:** Mid-Day Meal Scheme was started in 1995. It was linked with SSA. Main focused of the scheme were to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally

Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. Later in 1997-98, it was introduced in all blocks of the country. It was further extended in 2002, to cover not only children in class I-V of government aided and local body schools, but also children studying in EGS and AIE centers. At present it covers all children studying in classes' I-VIII in government aided, local body, NCLP, EGS and AIE centers including Madrasas and Maqtabas supported under SSA. The object of the Mid- Day-Meal is to address two of the pressing problems for majority of children in India.

In 2001 MDMS became a cooked Mid-Day Meal Scheme under which every child in every Government and Government aided primary school was to be served a prepared Mid-Day Meal with a minimum content of 300 calories of energy and 8-12 gram protein per day for a minimum of 200 days. The Scheme was further extended in 2002 to cover not only children studying in Government, Government aided and local body schools, but also children studying in Education Guarantee Scheme (EGS) and Alternative & Innovative Education (AIE) centers. In September 2004 the Scheme was revised to provide for Central Assistance for Cooking cost @ Re 1 per child per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to personnel or amount payable to agency responsible for cooking. Transport subsidy was also raised from the earlier maximum of Rs 50 per quintal to Rs. 100 per quintal for special category states and Rs 75 per quintal for other states. Central assistance was provided for the first time for management, monitoring and evaluation of the scheme @ 2% of the cost of food grains, transport subsidy and cooking assistance. A provision for serving mid-day meal during summer vacation in drought affected areas was also made.

In July 2006 the Scheme was further revised to enhance the cooking cost to Rs 1.80 per child/school day for States in the North Eastern Region and Rs 1.50 per child / school day for other States and UTs. The nutritional norm was revised to 450 Calories and 12 gram of protein. In order to facilitate construction of kitchen-cum-store and procurement of kitchen devices in schools provision for Central assistance @ Rs. 60,000 per unit and @ Rs. 5,000 per school in phased manner were made. In October 2007, the Scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally Backwards Blocks (EBBs) and the name of the Scheme was changed from 'National Programme of Nutritional Support to Primary Education' to 'National Programme of Mid-Day Meal in Schools'. The nutritional norm for upper primary stage was fixed at 700 Calories and 20 grams of protein. The Scheme was extended to all areas across the country from 1.4.2008<sup>36</sup>.

**9.4. Kasturba Gandhi Balika Vidyalaya:** Kasturba Gandhi Balika Vidyalaya (KGBV) is also a part of the SSA. This scheme was launched in July 2004. It provides for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The main objective of KGBV is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level. The scheme is being implemented in Educationally Backward Blocks (EBBs) of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provided minimum reservation of 75 % of the seats for girls belonging to SC, ST, OBC and minority communities and 25 % to girls from families. They were below the poverty line.

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was merged with Sarva Shiksha Abhiyan (SSA) in the 11<sup>th</sup> Plan with effect from 1<sup>st</sup> April, 2008. The scheme was implemented in all the States and UTs. Such as; Andaman & Nicobar, Chandigarh, Delhi, Daman & Diu, Goa, Kerala, Lakshadweep, Pondicherry and Sikkim as any blocks in these states and UTs fall under the category of Educationally Backward Blocks (EBB). This revised scheme effect from 1st April, 2008 to include 'Gender Disparities' (GD) still exist in rural areas and among disadvantaged communities. This scheme enhancing enrolment trends at the elementary level and also the gender gaps will be decrease of girls at the elementary level as compared to boys.

**9.5. District Primary Education Program:** District Primary Education Programme (DPEP) was a centrally sponsored scheme in India. This scheme was launched in 1994 as a major initiative to reanimate the primary education system. This was also part of SSA. This programme adopts a holistic approach to universalize access, retention and improve learning achievement and to reduce disparities among social groups. Basic objectives under this programme were;

- To provide all children access to primary education through either the formal or non-formal education.
- To reduce differences in enrolment, dropout rate and learning achievement among gender and infirm section groups to less than 5%.
- To minimize overall dropout rates of primary education for all children to less than 10%.
- To increase the average achievement rate of primary education on 25% by measured baseline level.

## 10. RECOMMENDATIONS:

**Table-1: Literacy rate on Primary Education on Primary Students in India:**

Census year	Persons	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.4	15.4
1971	34.5	46.0	22.0
1981	43.6	56.4	29.8
1991	52.2	64.1	39.3
2001	64.8	75.3	53.7
2011	73.0	80.9	64.6

Note: 1951-1971: Age group 5 and above, 1981-2011: Age group 7 and above; Source: Office of the Registrar General & Census Commissioner, India.

**Table-2: Enrolment Ratio on Primary Students in India: [All Categories of Students (In lakh)]:**

Year	Primary		
	Male	Female	Total
2010-11	701	646	1347
2011-12	726	672	1398
2012-13*	696	652	1348
2013-14*	686	638	1324
2014-15*	676	629	1305
2015-16*	669	622	1291

Source: Ministry of Human Resource Development, Government of India / National Institute of Educational Planning & Administration, New Delhi.

\* Figures are provisional.

**Table-3: Enrolment Ratio on Primary Students in India: [Scheduled Caste Students (In lakh)]:**

Year	Primary		
	Male	Female	Total
2010-11	140	127	267
2011-12	148	139	287
2012-13*	141	132	273
2013-14*	136	127	263
2014-15*	134	126	260
2015-16*	133	124	257

Data Source: Same as Table 2

\* Figures related to School Education are provisional.

**Table-4: Enrolment Ratio on Primary Students in India: [Scheduled Tribe Students (In lakh)]:**

Year	Primary		
	Male	Female	Total
2010-11	77	72	149
2011-12	79	74	153
2012-13*	78	74	152
2013-14*	76	71	147
2014-15*	73	68	141
2015-16*	71	66	137

Data Source: Same as Table 2,

\*Figures related to School Education are provisional.

**Table-5: Drop-Out Rate in Primary School Students: (All Categories of Students)**

Year	Primary( I-V) 6-10 Years		
	Boys	Girls	Total
2011-12	5.89	5.34	5.62
2012-13	4.68	4.66	4.67
2013-14	4.53	4.14	4.34
2014-15	4.36	3.88	4.13

Source: National Institute of Educational Planning & Administration, New Delhi.

## 11. CONCLUSION:

The study implemented that the quality dimensions on elementary education are improvement by the programme of SSA. It has many dimensions to achieve quality education and restructure the class room infrastructure, teaching learning material, sanitation-equipment and teacher ratio on primary education. SSA is a suitable evaluation technique which increases literacy rate, enrolment ratio and decrease of drop out ratio on primary education. Literacy rate on primary education is 27.2(male) and 8.9(female) in the year 1951. Literacy rate was increase every year. In 2011 literacy rate were 80.9 (male) and 64.6(Female), dropout rate was 4.36(Boys) and 3.88(Girls) in 2014-15. But enrolment ratio was drop down on primary education in the year 2015-16. Which ratio was 669(Male) and 622 (Female) students. Therefore in present time SSA was implemented variety schemes on primary education. These schemes were motivated interested of the students on primary education. At last we can conclude that Sarva Shiksha Abhiyan is premier program of the Govt. of India.

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