

**Sarva Shiksha Abhiyan
And
Right to Information**



PRIA

Society for Participatory Research in Asia

42, Tughlakabad Institutional Area,

New Delhi-110 062, India

E-mail: info@pria.org Web: www.pria.org

SARVA SHIKSHA ABHIYANAN AND RIGHT TO INFORMATION

1.1 WHAT IS SARVA SHIKSHA ABHIYAN

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

1.2 OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- 1 All children in school, Education Guarantee Centre, Alternate School, "to-School camp by 2003;
- 2 All children complete five years of primary schooling by 2007.
- 3 All children complete eight years of elementary schooling by 2010.
- 4 Focus on elementary education of satisfactory quality with emphasis on education for life.
- 5 Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- 6 Universal retention by 2010.

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.

Sustainable Financing- The Sarva Shiksha Abhiyan 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. VEC 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

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 Sarva Shiksha Abhiyan.

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

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.

Self-Disclosure (section 4(1) b) Format– Gram Panchayat level

Basic Statistics of School/s in Gram Panchayat (can give details for each school separately)

Indicator	Definition	Data at GP level
• Enrolment ratio: M/F	Net Enrolment ratio of girls and boys at Primary level	
• Retention Rate: M/F	Number of Girls and boys completing Grade 5	
• Absenteeism Rate: M/F	Number of Boys and Girls attending schools with atleast 75% attendance	
• Sex ratio of Teachers	Number of male and female teachers in primary schools	
• Teacher Pupil Ratio: M/F	The average number of students per teacher	
• Accessibility of Schools	Access to schools within prescribed limit (in KMs)	
• Teachers' absenteeism Rate	Number of day's teachers remain absent in working days. (Monthly Data)	

1. Sarva Shiksha Abhiyan : Implementing structure

Level	Responsible authority	Office /Address
State		
District		
Block		
Cluster		
Gram Panchayat		

2. Committees under SSA for Primary Education

Level	Name of the committee	Committee Head /Committee Members /Address	Functions
State			
District			
Block			
Cluster			
Gram Panchayat			

3. Name of the Documents for Public Scrutiny

Name of the document	Details of document	Status of availability: Y/N

4. Scheme under SSA and Budget for the current year:

Name of the Scheme	Eligibility for scheme	Budget allotted	Status of release of fund	Monitoring authority

5. Spaces for people's participation /consultations

Component area	Process of Decision Making	Decision making Authority	Status at GP level
Mid day meal			
Distribution of incentives (textbooks, uniforms, scholarship etc)			
Construction works			
School Management			
Teachers management (attendance, Salary etc)			
Any others			

6 Public Information officers/Authority under SSA

Level	Public Information authority
District	
Block	
Cluster	
GP	

7. Procedures to obtain information under SSA

Level	Procedure with time durations	Fees	Appellate Authority

NORMS FOR INTERVENTIONS UNDER SSA

	INTERVENTION	NORM	Status at GP level
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	
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	

		<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>	
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>	
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>Upto 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>	
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</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 upto 20 teacher in a block with more than 100 schols; 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 onb mainstreaming out of school children into regular schools.</p>	