



A BIRD'S EYE VIEW OF SARVA SHIKSHA ABHIYAN (SSA) WITH SPECIAL REFERENCE TO IMPHAL EAST DISTRICT, MANIPUR

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Abstract

The Sarva Shiksha Abhiyan (SSA) in Manipur is a multiface programme, which seeks to ensure the enrolment of all the children in the age group of 6-14 in schools or alternative schools, retaining them and ensuring comparable elementary quality education. SSA conceived as an essential national programme to achieve Universalization of Elementary Education (UEE) by 2010 by creating a sustainable and decentralized educational planning and management system and invoking community participation in the whole process of the programme. The present problem deals with the progress of the activities relating to the implementation of SSA carried out in Imphal East district since its launching in 2004-05 in the district. The areas of study and observation are District profile, Educational Scenario including enrolment size, and other activities relating to various areas.

Keywords: Bird's Eye View, Sarva Shiksha Abhiyan (Ssa), Imphal, Manipur

The Sarva Shiksha Abhiyan (SSA) programme has been started in Manipur in the year 2004-2005. Now the programme has been launched in all the 9 districts of Manipur, viz. Imphal West, Imphal East, Thoubal, Bishnupur, Senapati, Tamenglong, Ukhrul, Chandel, and Churachandpur. SSA in Manipur is a multiface programme, which seeks to ensure the enrolment of all the children in the age group of 6-14 in schools or alternative schools, retaining them and ensuring comparable elementary quality education. SSA conceived as an essential national programme to achieve Universalization of Elementary Education (UEE) by 2010 by creating a sustainable and decentralized educational planning and management system and invoking community participation in the whole process of the programme. This will be a major experiment of its kind where decentralization and community participation are being put into practice on a large scale. SSA provides a wide convergent framework for implementation of elementary education schemes and it is a programme with budget provision for the strengthening of vital areas to achieve Universalization of Elementary Education (UEE). Imphal East District is a land of beautiful valley that comprises the central eastern region and the extreme western region of Manipur State. It is one of the 9 districts of Manipur which was established in 1997 June 18th with its Head Quarter at Porompat, 3km. apart from the Imphal city towards the East. The present problem deals with the progress of the activities relating to the implementation of SSA carried out in Imphal East district since its launching in 2004-05 in the district. The areas of study and observation are District profile, Educational Scenario including enrolment size, and other activities relating to various areas. The study is delimited to the progress of the implementation of SSA along with the various activities carried out in Imphal East district of Manipur since implementation in 2004-2005.

Objectives

The objectives of the study were to examine the progress of SSA in Imphal East district, to highlight the activities of SSA in the district and to suggest appropriate measures for improvement.

Hypothesis

There exists a significant growth and progress of SSA in the Imphal East district, Manipur.

There exists a significant increase regarding the enrolment of SC, ST, Minority General & OBC, in the Imphal East district, Manipur.

Research Design

The primary data of the present study is entirely based on the documents published by the state Mission Authority, SSA, Manipur and other annual reports published by district level authorities. The work is primarily a historical and descriptive study in which the relevant facts and information in the past and present were gathered from these documents.

Sample

In the present study, Imphal East district is selected as sample of the study. The logic behind the selection of Imphal East district, is that, this district is backward in the field of education as compared to the Imphal West district and that the study would reveal the strengths and weaknesses of the SSA programme thereby helping to solve the problem, if any. The SSA is a district based decentralized educational programme implemented throughout the district of the country since 2000-2001 for universalization of elementary education. Thus, the study of strengths and weaknesses of the programme implementation at the district level is highly called for.



Data Collection

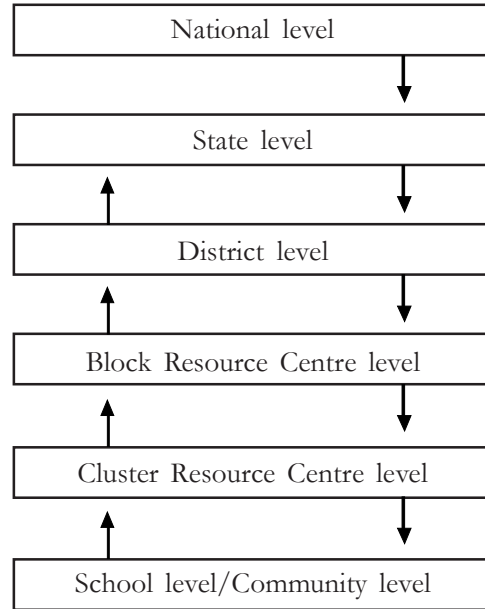
The researcher has reviewed all the reports & literature published by the Govt. Universalization of Elementary Education, Annual Work Plan & Budget , 2006-07,2007-08,2008-09,2009-2010. Secondly, programme like meeting with the village Education Committees(VECs)Ward Education Committees(WECs), Parent-teacher Association(PTAs),etc. Door to door household survey on child population (ECCE), disabled children and out of school children have been conducted.

Results

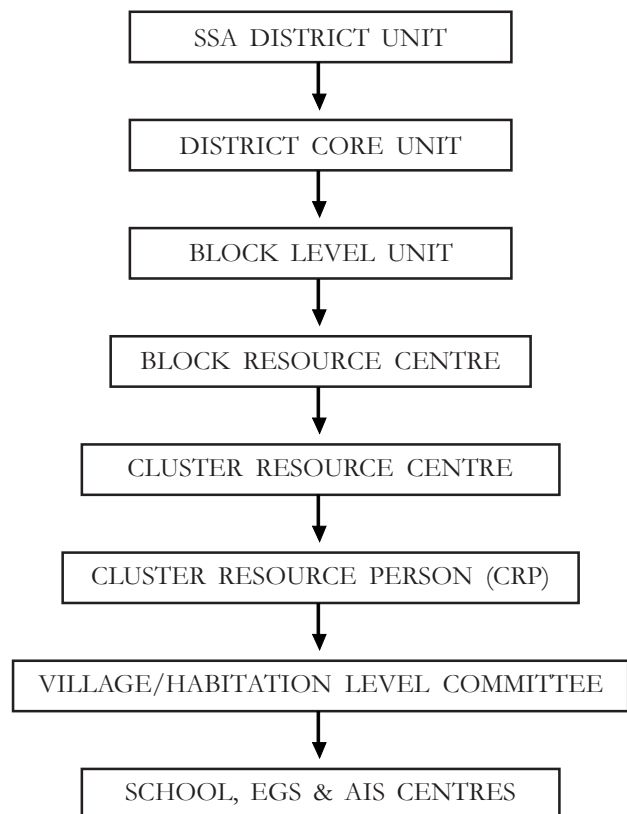
No. of activities carried out, like quality implementation of SSA. In the year 2005-06, 1800 children were sent to 66 EGS centers & 300 children to AIE centers. Rs.6,82,000/- was fully utilized for the management and information system. Rs.1,09,000/-was utilized for the training of the members of village Education Committees. Rs.4 lakhs was utilized at 11 coaching centers, one each Assembly Constituency. Rs.6 lakhs and 12 lakhs were utilized for the construction of one BRC at Jiribam and six CRCs in Sawombung and Iribung respectively. During the period 2006-07 the expenditure incurred on carrying out various programme of activities was Rs.1,40.15.597 out of Rs.2,05,10,000. In this period, 15,360 out of school children were identified in different villages of them 5,505 children were enrolled in separate EGS/AIE . 900 in-service teachers were given 20 days training. School grant of Rs.7,36,000/-lakhs was released for 368 primary and upper primary school Govt./Aided schools. Besides, Rs.10,28,000/- was released for giving grant to 2056 teachers. In 2008-09 Report, it was found that in the year 2007-08, 11.671 children were identified out of school and 3915 were enrolled in 136 EGS centers, 7,006 children in 187 AIE centers, and 750 children in 10 AIE. 144 Education Volunteers were selected by the concerned VECs/ WECs under the guidelines of SSA and they were trained for 15 days in a residential camp. Free textbooks were provided to 25748 children @ Rs. 150/- per copy. 104 EGS centers have been opened, out of which 42 centers at Irilbung Block, 58 centers at Sawombung Block and 4 centers at Jiribam Block, covering 2933 children have been facilitated. 164 AIE centers have been opened in 75 centers in Irilbung block covering 1240 children and 82 centers in Sawombung block covering 1164 children and 7 centers in Jiribam block covering 110children & 3 AIE centers in Irilbung block covering 120 girls, 2 centers in Sawombung block covering 80 children. Monitoring under SSA programme has been envisaged as a three tiered one: monitoring at the school/community level, at the district level , state level and at the national level. This necessitates development of a proper monitoring mechanism at various level , district level, state and the national level for a functional self-sustained feedback system. For this, there is a need to have an effective monitoring system through which not only can the progress of the programme be analysed but also timely corrective

measures be undertaken. The levels for monitoring have been envisaged as shown below:

Monitoring and Feedback Mechanism



District level Management structure of SSA, Manipur





Vital Statistics

Name of the District: Imphal District, Manipur

Name of the Head Quarter: Porompat

Area : 469.44sq.km.

Development Blocks: a). Imphal East-I C. D. Block, b). Iribung, Keirao Bitra, c). Imphal East-II C. D. Block, sawombung, d). Jiribam C.D. Block, Jiribam.

Administrative Office: a) D.C. Porompat b) A.D.C. Jiribam

Population (according to 2001 Census Report):

Rural	Male	Female	total
	167214	163399	330513
Urban	56590	58717	115307
	223804	222016	445820

Growth rate 1.916 per year.

Density per sq.km. : 950

Number of census villages: 195 (9 villages are excluded as they are in Sadar Hills)

Number of Habitations: 622 (including 88 nos. from Urban).

Number of Assembly Constituencies: 11

Number of Municipalities /Nagar Panchayat/wards: 11

Number of Gram Panchayats: 56

Zonal Education Office: 2 (i) Z.E.O.Zone-II (ii) Z.E.O. Jiribam.

Block wise Number of schools per district information system for education (DISE) 2007-08 is given below:

Sl.No.	Name of the Block	Name of the School
1.	Iribung	294
2.	Sawombung	220
3.	Jiribam	88
	Total	602

Literacy rate as per census 2001:

Male	Female	Total
85.5	62.35	75.45

Educational Profile

In the rural areas, almost all the children are facing the problems in language, while learning mathematics and science subjects, as the district is being occupied by different indigenous people, each having their own mother tongue. Manipuri is the lingua-franca of different communities which is also included in the 8th scheduled of the Indian Constitution. Medium of instruction in almost all Govt. schools is Manipuri. So there is a little complicity, problem of medium of instruction in rural tribal regions in both language and scripts of Manipuri.

Institutional Resource

For educational administration, there are two Zonal education offices one in Porompat, district head quarter and another at Jiribam block. The education institutions enjoying the facilities of SSA which also located under the control of ZEO, Zone-II and ZEO, Jiribam, are given below:

Name of Block	No. of Centers	No. of Children	No. of EVs
Iribung	42	1260	50
Sawombung	58	1534	64
Jiribam	32	1083	32
Total	132	3877	146

Source: Status of progress report of SSA-2004-05 to 2007-2008.

Training of teachers

In the primary schools, there were altogether 1858 teachers were working. Of them, 761 teachers (41%) were trained ones; while in the upper primary schools, out of 433 teachers, 226 teachers (52%) were trained teachers. The data reveals that there were backlog of untrained teachers in both primary and upper primary schools.

Main findings

It is found that various trainings, orientations, workshops and meetings were held as a part of capacity building of key functionaries of SSA of the state and the districts. Besides, the community awareness programmes had also been taken up throughout the state. Community mobilization programmes were also organized. Training programmes on capacity building of VEC/BRP/CRP were conducted with a view to implement the SSA effectively. The early childhood care and Education (ECCE) was given in all the districts by establishing Balwadi Centers and Angalwadis. Free textbooks were provided to about 3 lakhs girls, ST & SC students in the state @ Rs. 150/- per child per year. Management information system (MIS) has been strengthened in both state and districts of the state. Household surveys were conducted to identify out-of- school children throughout the state. The education guarantee scheme (EGS) and Alternative Innovative education (AIE) has been implemented in cooperation with the Non- Govt. Organization. The Integrated education has been provided to the disabled children after identification process. The literacy rate of Imphal east district per 2001 census was 75.45% in which male literacy was 85.5% and female 63.35%. The total population of Imphal East district was 4,45,820(male=2,23,804 and female =2,22,016). Altogether there were 602 schools in Imphal East district in 2007-08 from classes I-XII. Training under SSA has been provided to in-service teachers. The enrolment size of children of all communities in the age group 6-11 years was 59,485(Boys=29,819 and girls=29,666). Hence, there was no significant difference in enrolment between boys and girls. The percentage of boys was 50.12%, while that of girl was 49.88%. It is a great achievement. In 2008-2009, the number of school children was 3,411 in the age group 6-11 years for all communities. Of these, 56% were boys and 44% girls. It reveals that girls were in a better position than the boys. The school Children for all communities in the age-group 11-14 years was 8,360(boys=4,244 & girls 4116), boys constituting 51% It was found that the basic reasons for out of school were: lack of interest (16.67%), earning compulsion (15.03%), failure (11.40%), migration (0.12%),and others (6.59%). The transition rate from primary to upper primary schools was 91.5% The number of teachers in Govt. primary schools in Imphal East district was 1858 (Female : 53%). The number of teachers in upper primary schools was 433 (Female:43%) In the primary schools (classes I-V),there were altogether 1858 teachers upto 2008-09. Out of 1858 primary teachers, 761 teachers (41%) were trained ones, while in the upper primary schools, out of

433 teachers, 226 teachers (52%) were trained teachers. It indicates that there were backlog of untrained teachers in both primary and upper primary schools in the Imphal East District. The total no. of elementary schools in Imphal East District was 347, of them, 280 schools were primary (Classes I-V) and 67 schools (Classes VI-VIII) were upper primary. It was found that the total grant-in-aid received for four years, i.e during 22.3.2004 to 10.3.2008 from the SSA State Mission Authority, Manipur. In favour of district board of education, Imphal East for implementation of SSA activities was Rs. 7,62,22,900/-, out of this amount, Rs.6,38,13,441/- was utilized. It reveals that the sanctioned amount of Rs.1,24,09,459/- could not be utilized fully. It was also found that the fund sanctioned every year could not be fully utilized. In 2004-05, 81%, 50% in 2005-06, 87% in 2006-07, 18% in 2007-08, and 61% in 2008-09 could be utilized.

Wayforward

What we need now is to organize awareness campaign for community mobilization for undertaking their responsibility, duties and ownership in connection with the implementation of SSA Programme seems to be at very low ebb, although the programme itself is a community-based decentralized programme. Almost all the schools environment were not child friendly as they were not properly maintained. Hence, school environment needs to be attractive one. Schools buildings in most cases were dilapidated ones. It should be improved. Non-availability of proper furniture like desks and benches, chairs and tables was a basic problem as suggested by the data available. It needs to be strengthened. The repairing of classrooms, floors, walls & roofs is highly essential. Lack of supervisory staff was a problem and it should be reinforced. About 50% of the teachers were untrained ones. Therefore, such backlog of untrained teachers should be cleared in a phased manner. The toilet and drinking water facilities should be provided in the school where such facilities were not available. Classrooms should be provided to the needy schools. Teaching aids and equipments should be made available to all schools. Mid-day meal scheme should be extended to all upper primary schools. Enrolment drive should be conducted at regular intervals. Regular headmasters should be appointed for effective management of the schools and subject trained teachers should be appointed at the earliest. Text books should be made available in time. Considering the poor economic condition of the parents, free textbooks, uniforms, scholarships, incentive, etc. should be provided to the needy children without distinction of sex. Inability to maintain financial transparency on one pretext or another should be checked.

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