



UNIT 6 STRATEGIES FOR UEE-II

STRUCTURE

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6.0 INTRODUCTION

In **Unit 5**, you have studied various projects of universalisation of elementary education implemented in different States of our country. You have also studied the impact of the District Primary Education Programme (DPEP) on Universalization of Elementary Education. In this Unit you will study the essential features, management and supervision of *Sarva Shiksha Abhiyan* which is a major campaign for achieving universal elementary education in the country. SSA has been designed to provide elementary education to children in the age group of 6-14 years. In spite of a lot of progress, there is large number of out-of-school children in many States who are not benefitted though this scheme. While discussing the implementation of the SSA programme, we shall also link this with the RTE Act of 2009, which guarantees education as a fundamental right.

6.1 LEARNING OBJECTIVES

After going through this Unit, you should be able to:

- describe the back drop and essential features of the SSA;



- explain the aims and objectives of the SSA
- identify the broad strategies of the SSA programme and explain them
- describe the financial norms of the SSA programme
- Discuss the contribution of Mid-day meal in achieving the objectives of the SSA
- Discuss the importance of RTE Act, 2009 and its relationship with the SSA
- Discuss the role of the SSA in eradication of literacy

6.2 SARVA SHIKSHA ABHIYAN PROGRAMME (SSA) AND ITS ESSENTIAL FEATURES

As you know, SarvaShikshaAbhiyan (SSA) is the government's flagship programme to provide universal access to elementary education for children 6-14 years age going. The scheme aims at improving enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning. It also aims to bridge gender differences and gaps between different social categories. SSA was initiated in 2001 following recommendations from the state education ministers' conference in 1998. Although the 86th Amendment to the Constitution enacted in 2002 made elementary education a fundamental right, the Right of Children to Free and Compulsory Education Act that operationalised the provision of free and compulsory education was not passed by the Parliament until August 2009.

i. Essential Features of SSA

The SSA has the following essential features which make it one of the most significant programme for achieving the objectives of universalization of elementary education

- It is a programme with a clear time frame for achieving the aims and objectives of universalization of elementary education
- It is a response of the demand for quality basic education all over the country
- It is an opportunity for promoting social justice through basic education
- It is an effort to actively involve Panchayati Raj Institutions, School Management Committees, village Education Committees, Village Education Committees, Parent-teachers associations and local level people in the education of children
- It is an expression of the political will for universal Elementary Education across the country



- It involves autonomous councils and other grass root level structures in the management of elementary education
- It welcomes a partnership between centre, states and the local governments
- It is an opportunity for states to develop their own vision of elementary education
- It is Also an opportunity for Public Private Partnership(PPP) in its implementation strategies
- Above all, the SSA programme is also an attempt to provide an opportunity for improving human capabilities in all children through the provision of community owned quality education in a mission mode.

6.3 AIMS AND OBJECTIVES OF THE SSA

(a) Aim of SSA

The SarvaShikshaAbhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional 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 aim is to allow children to learn about and master their natural environment in a manner that allows the 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 other's well being rather than to permit mere selfish pursuits. SarvaShikshaAbhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

(b) Objectives of SarvaShikshaAbhiyan

The following are the specific objectives of the SSA

- to ensure that all children are in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;(This was later revised to 2005)
- to ensure that all children complete five years of primary schooling by 2007
- to ensure that all children complete eight years of elementary schooling by 2010



- to focus on elementary education of satisfactory quality with emphasis on education for life
- to bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- to ensure Universal retention by 2010
- To allow states to formulate context specific guidelines within the overall framework
- To encourage districts in States and UTs to reflect local specificity
- To promote local need based planning 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 universalisation in their own respective contexts and in their own time frame. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

SARVA SHIKSHA ABHIYAN AS A FRAMEWORK AND AS A PROGRAMME

SarvaShikshaAbhiyan (SSA) 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 universalisation of elementary education. While all investments in the elementary education sector from the State and the 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.

6.4 BROAD STRATEGIES OF THE 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, and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- **Sustainable Financing** - The SarvaShikshaAbhiyan is 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 conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.
- Improvement in quality requires a sustainable support system of resource persons and institutions.
- **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 be encouraged to share all information with the community, including grants received.
- **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 to the community.
- **Priority to Education of Girls** - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in SarvaShikshaAbhiyan.
- **Focus on Special Groups** - There will be a focus on the inclusion and



participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

- **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-centered 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 Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development 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 and required in the elementary education sector.

PUBLIC-PRIVATE PARTNERSHIP IN SSA

SarvaShikshaAbhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the SarvaShikshaAbhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

6.5 FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN

- The assistance under the programme of SarvaShikshaAbhiyan will be on a 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 as in 1999-2000. 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.
- Existing schemes of elementary education of the Department (except National BalBhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains 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 PMGY, JGSY, PMRY, SunishchitRozgarYojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.
- All funds to be used for upgradation, 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.
- Other incentive 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.

6.6 DEVELOPMENT OF SCHOOL AND OTHER RELATED FACILITIES

As you might be aware, elementary education is predominantly a state responsibility. With funds being injected into elementary education through central government funding, States are now able to use the additional resources to finance infrastructure facilities, appoint teachers and provide teacher training. However,



the actual achievement of SSA has fallen short of physical and human resource targets, especially in key areas such as classrooms, distribution of textbooks, teacher appointment and teacher training.

Interventions in SSA

- i) **AIE** - Alternative and innovative education (AIE) is one of the major interventions of SSA to provide access for all children to primary education. Various strategies has been developed for ensuring participation of children of marginalized and deprived groups in tribal and coastal areas.
- ii) **Civil works**- The civil works component is important under SSA. Under this component, there is massive investment up to the limit of 33% of the total project budget. Provision of school infrastructure helps in providing access to children, and also helps in their retention, both of which are important objectives of the SSA. Provision of infrastructure for Resources Centers at sub-district levels helps in creating academic support, which acts as a catalyst towards quality improvement.
- iii) **Innovative activities**: The innovative programmes implemented in schools are acting as a catalyst in the process of achieving useful and relevant elementary education for all children in the 6-14 age groups and to bridge social, regional and gender gaps in the active participation of the community. As you are aware, of these programmes are successful in creating interest among students in education and helped to retain their studies. The schemes implemented under Innovative Schemes are: Early Childhood Care and Education, Girls Education, SC/ST Education and Computer Education
- iv) **R&E (Research and Evaluation)**: This intervention consists of research, evaluation, supervision and monitoring. There are provisions for regular school mapping/micro planning for updating of household data. The funds can be utilized for both government and government aided schools. Following activities are proposed under the intervention.
 - Creating a pool of resource persons for effective field based monitoring
 - Providing regular generation of community based data
 - Conducting achievement test, evaluation studies
 - Undertaking research activities
 - Setting up special task force for low female literacy districts and for special monitoring of girls, SC, ST etc.
 - Incurring expenditure on Education Management Information System
 - Undertaking contingent expenditure like charts, posters, sketch pen, OHP pen etc. for visual monitoring systems
 - Conduct cohort studies.



- v) **School grant:** School grant at Rs.2,000 each was given to schools under the project. Out of the school grant Rs.1000 was given for improvement of school library facilities. The rest money is utilized towards making the nonfunctional equipment functional, school beautification, repair and maintenance of furniture, musical instruments and over all environment development of schools.
- vi) **Teacher grant:** In order to improve the classroom transactions and preparation of teaching aids grant Rs.500 is given to each teacher. The teachers utilized the grant to produce and procure Teacher Learning Material (TLM) for effective classroom transactions.
- vii) **Teacher training:** Imparting quality education to all children is the most important goal of SSA. You will agree that quality of education depends on the quality of teachers. One of the major initiatives of SSA is continuous teacher training on content up-gradation pedagogy and contextual issues. The main objectives of the in-service training of teachers is to develop competency in them so that they are able to facilitate child learning. There is a provision to thoroughly train master trainers orient them to the different issues and concerns of UEE, who will in turn train his teachers and other functionaries. This inservice teacher education helps teachers remain updated about new trends and practices in Elementary Education. The various strategies can be used to improve the training. Important strategies are as follows:
- Training and retraining of teachers
 - Familiarization training on new curriculum and text books
 - Familiarization training on National Curriculum Frame Work (NCF 2005)
 - Examination reforms
 - Training on grading system and assessment and the impact of grading system
 - Scholastic and non-Scholastic areas improvement
 - Training of teachers on Inclusive Education for children with special needs
 - Planning and implementation of quality education measures
 - Resource groups are strengthened at all levels (separate resource groups for each subjects) 300-350 Resource Person per district) Follow up activities, on-site support and review meetings are ensured. DIETs identified training needs - hard spots and develop training modules for teachers. This process helped to improve the quality of training.



Continues teacher training includes training on educational methodology, child psychology, learning while doing, evaluation methodology and parental training given to primary teachers.

viii) Distance education: The Distance Education Programme (DEP) is a national component of SSA, sponsored by Ministry of Human Resource Development, Government of India. The responsibilities to implement DEP activities is entrusted to Indira Gandhi National Open University (IGNOU) in collaboration with all States/ Union Territories of India. The DEP-SSA plays an important role in empowering teachers and other personnel associated with elementary education. It supplements the face-to-face training by using multi-media packages like self- learning materials, audio-video programmes, radio broadcast, teleconferencing, etc. You will agree with the fact that the Distance mode of training would not only help address a larger number of individuals, but also would provide uniformity in training inputs and reduce the transmission loss, which is generally experienced in the face-to-face cascade model of training.

Assignment-1: Suggest three programmes supporting SSA.

Case study: Visit some SSA centre and study it's working.

6.7 MID-DAY-MEAL SCHEME AND ITS CONTRIBUTION IN SSA

Education plays a vital and important role in fulfilling the basic needs of a common man viz. food, shelter and clothing. The main aim of Education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive, and to make struggle for existence. Four important factors are identified for achieving the goal of Education for all. These are Access to Education, Enrolment of children, and Retention of the enrolled children and Achievement. Mid Day Meal scheme is an effort to achieve and facilitate all the four above said objectives.

Various schemes were implemented in the primary education sector by the Government to reach the disadvantaged population. Access to Primary Education was universalized through flagship programmes of Govt. like Sarva Shiksha Abhiyan, however, despite this; a few children are still deprived of Primary Education due to inability of their parents to send them to schools because of their poor economical status. For, these parents, sending their children to school means not only incurring extra financial burden but also depriving them of some money which their children would have earned otherwise by doing labour. That being the attitude of these economically backward parents, one may, perhaps, to motivate the parents and children was to bring their children to school by providing food and nutritional needs.



Government of India, on Oct 2nd 1995, launched the scheme of National Programme of Nutritional Support to Primary Education also known as Mid-Day-Meal Programme. Under this scheme, students of Primary classes were to be provided wheat @ 3 kg per student per month (for 10 months in a year) subject to 80% attendance. Meanwhile, the apex court also intervened and vide its orders dated 28th November, 2001 the Supreme Court directed to the State Government/Union Territories to implement the Mid-Day-Meal scheme by providing every child in every Government and Government Assisted primary schools with a prepared Mid-Day-Meal with minimum contents of 300 calories of energy and 8-12 grams of protein each day of school for a minimum of 200 days.

Dr. M. G. Ramachandran, decided to universalise the scheme for all children up to class 10. Tamil Nadu's midday meal programme is among the best known in the country. Less known, but equally interesting is the history of Pondicherry, which started universal school feeding as early as 1930.

There is an interesting story about how K. Kamaraj got the idea of a noon meal scheme. He saw a few boys busy with their cows and goats. He asked one small boy, "What are you doing with these cows? Why didn't you go to school?" The boy immediately answered, "If I go to school, will you give me food to eat? I can learn only if I eat." The boy's retort sparked the entire process into establishing the midday meal programme.

Several other states of India also have programmes. The most notable among them is Gujarat that has had it since the late 1980s. Kerala started providing cooked meals in schools since 1995 and so did Madhya Pradesh and Orissa in small pockets. On November 28, 2001 the Supreme Court of India gave a landmark direction to government to provide cooked meals to all children in all government and government assisted primary schools. The direction was resisted vigorously by State governments initially, but the programme has become almost universal by 2005. Recently Govt. of India has launch new Mid day Meal Scheme Website i.e. <http://mdm.nic.in>

National Programme for Nutrition Support to Primary Education

Although the programme in Tamil Nadu was initially termed as an act of "Populism", the success of the scheme made the project hugely popular. The success was so spectacular that in 1995, the then Indian prime minister P.V.NarsimhaRao hailed the success of the project and suggested that the scheme be implemented all over the country, and thus began the "National Programme for Nutrition Support to Primary Education".

According to the programme the Government of India will provide grains free of cost and the States will provide the costs of other ingredients, salaries and infrastructure. Since most State governments were unwilling to commit budgetary



resources they just passed on the grains from Government of India to the parents. This system was called provision of 'dry rations'. On November 28, 2001 the Supreme Court of India gave a famous direction that made it mandatory for the state governments to provide cooked meals instead of 'dry rations'. The direction was to be implemented from June 2002, but was violated by most States. But with sustained pressure from the court, media and in particular from the Right to Food Campaign more and more states started providing cooked meals.

In May 2004 a new coalition government was formed in the centre, which promised universal provision of cooked meals fully funded by the centre. This promise in its Common Minimum Programme was followed by enhanced financial support to the states for cooking and building sufficient infrastructure. Given this additional support the scheme has expanded its reach to cover most children in primary schools in India. In 2005 it is expected to cover 130 million children.

6.8 HARMONIZATION OF RTE ACT, 2009 AND SARVA SHIKSHA ABHIYAN

The right of children to free and compulsory education act has come into force from April 1, 2010. Every child in the age group 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood. After going through this sub-unit, you should be able:

The objectives of harmonization are-

- To assess the attitude of regular school teachers, special teachers towards inclusion of children with special needs.
- To assess the possessed and required competencies of regular school teachers and special teachers to handle children with special needs in inclusive educational set up.
- To assess the attitude of normal students towards inclusion of children with special needs.
- To find out the relationship between the awareness, attitude possessed and required competencies of regular school teachers and special teachers to handle children with special needs in inclusive education set up.
- Development of scientific attitudes, raising scientific and technological competence, encouraging creativity and solving problems related to daily lives
- To conduct training programs to the teachers and parents regarding learning difficulties to help the children, to improve their academic performance.
- To analyze the socio-economic causes and reasons for school dropouts at the primary level education



- To assess the enrolment, dropout, retention of girls at primary and elementary level.
- To examine the economic and demographic factors that affect enrolment
- To examine the physical and financial performance of SSA Scheme in relation to Training.

How do authorities plan to implement the right to education in the new academic session in the face of acute shortage of primary and upper primary schools? The right to free and compulsory education is guaranteed to children as per the norms prescribed under SarvaShikshaAbhiyan. According to the government norms, there should be a government primary school for a population of 300 at a distance of every one kilometre and an upper primary school for a population of 800 at every two kilometres. Presently, according to the records of the basic education department, there are 1,032 primary schools and 352 upper primary schools in the district. Besides, there are 780 other recognized primary and 577 upper primary schools in the district. If we add up the figures, there are 1,812 primary and 929 upper primary schools in the district. As per the SSA norms, there should be 10,462 primary and 3,923 upper primary schools in the district having a population of 31, 38,671 (2001 census). However, there are also a number of other institutions in the district like private, non-government schools and Madras's.

The SSA, a Central government's flagship programme launched in 2001, aims at universalisation of elementary education in a time-bound manner. It is being implemented in partnership with state governments to cover the entire country. The emphasis is on mainstreaming out-of-school children through diverse strategies and providing eight years of schooling for all children in 6-14 age groups. It aims at providing useful and relevant elementary education to all children in this age group by 2010. The 86th Amendment to the Constitution of India made education a fundamental right. And now, after enforcement of the Right of Children to Free and Compulsory Education Act 2009 from April 1, 2010, it has implications for fulfillment of the obligation that every child is in school.

There are a number of children of 6-14 age groups who are engaged in some form of work. If the records of the labour department are to be believed, over 5,000 children working in hazardous and non-hazardous industries have been identified and rescued so far since December 1996 in Varanasi, Chandauli, Jaunpur and Ghazipur districts of Utter Pradesh. According to the additional Labour Commissioner D K Kanchan, 70 special schools for child labour under the National Child Labour Project (NCLP) are being run in Varanasi district while there are 30 such schools in Jaunpur and 20 in Ghazipur district. Each school provides education to 50 children for three years.

At the national level, according to the All-India Educational Survey, there are 3,878 urban centers or localities in the country with an estimated population of



190.5 million. These have access to 74,656 schools, which have facilities for at least 4-5 years of education. This implies that there is one primary school for a population of about 2,500. Over 12 lakh Indian children, aged between five and 14, continue to work in dangerous occupations like construction, and manufacturing industries all over India.

The RTE Act has 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. In this context the MHRD set up a Committee under the Chairpersonship of Shri Anil Bordia, former Education Secretary, Government of India, to suggest follow up action on SSA vis-à-vis the RTE Act. During initial meetings of the committee it was conveyed on behalf of the Ministry of HRD that the committee may not strictly confine itself to the terms of reference and should as well make recommendations regarding implementation of RTE Act 2009.

6.9 LET US SUM UP

This **unit 6** of this course deals with defining strategies for universalization of elementary education as discussed in the SarvaShikshaAbiyan (SSA). As you have seen, we have first narrated the essential features of SSA and then defined the aims and objectives of this programme in the context of SSA. Further this unit discussed the broad strategies of SSA programme. We have also highlighted the private-public partnership in SSA and its significance in its successful implementation. Further the unit discusses the provision of development of school and related facilities. The purpose of this is to increase the access and retention of students and to ensure that no student of the age group 6-14 years remains out of school. In this context the contribution and significance of the scheme Mid-day-meals is also discussed. Towards the end we have discussed the harmonization of SSA with RTE Act, 2009.

6.10 SUGGESTED READINGS & REFERENCES

Bhumika : A Hand **Book** on Roles and Responsibilities of Head Masters/Head Teachers under **SSA**. Bihar. A Guide **Book** for Early Child Care

www.educationforallindia.com/

www.indianexpress.com/news/lesson-learnt-mp-monitors-ss

depssa.ignou.ac.in/wiki/index.php/Publications



6.11 UNIT-END EXERCISES

1. What are the basic features of SSA?
2. Prepare a report in your area of those students who are getting education from 6 to 14 years of age under SSA.

Notes