

A Study on Sarva Shiksha Abhiyan under National Education Policy Act

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Abstract: *The right to education has been recognised and treated important in many international legal instruments in the form of conventions, covenants, charters and regional laws. From the adoption of the Universal Declaration of Human Rights (UDHR) the right to education under Article 26 has been reaffirmed in numerous treaties at international and regional level including UNESCO, ICEARD, ICESCR, ICCPR, CEDAW, UNCRC, CRMW, CRPWD. The right to education has also been recognised under the conventions of International Legal Organisations and international humanitarian law. The government of India has inserted Article 21 A in the constitution of India in its constitution (Eighty-sixth Amendment) Act, 2002. The provision made education to be provided in free and compulsory manner for all the children in the age group between six to fourteen years. As we know education is a fundamental right and available for all categories of people there are some needs in the implementation of the quality of education. The new education policy, SWAYAM, Sarva Shiksha Abhiyan are the recent schemes passed by the government of India. This paper concentrates on the scheme Sarva shiksha Abhiyan which is a framework for implementation of free and compulsory under Right of children to free and compulsory education act 2009.*

Keywords: Gender and girls education, scheduled tribes, disabled students, infrastructure, government funds.

I. INTRODUCTION

The right to education has been recognised and treated important in many international legal instruments in the form of conventions, covenants, charters and regional laws. From the adoption of the Universal Declaration of Human Rights (UDHR) the right to education under Article 26 has been reaffirmed in numerous treaties at international and regional level including UNESCO, ICEARD, ICESCR, ICCPR, CEDAW, UNCRC, CRMW, CRPWD. The right to education has also been recognised under the conventions of International Legal Organisations and international humanitarian law. The government of India has inserted Article 21 A in the constitution of India in its constitution (Eighty-sixth Amendment) Act, 2002. The provision made education to be provided in free and compulsory manner for all the children in the age group between six to fourteen years. Article 45 of the Indian constitution mandates the free and compulsory education to all children until fourteen years of age. For achieve universal elementary education (UEE) various programs has been initiated with the formulation of National policy on education (NPE). Sarva Shiksha Abhiyan (SSA) is a flagship program launched by the Indian government in 2001 to provide free and compulsory education to all children aged 6 to 14. The program aims to achieve universal elementary education and improve the infrastructure of rural and distressed schools in India. While the program has achieved significant success in increasing enrollment rates and improving access to education, it has also faced several challenges and criticisms. One of the main advantages of the SSA is that it has helped to increase enrollment rates and improve access to education for children from all classes. The program has also helped to improve the infrastructure of rural and distressed schools, providing better facilities and resources for students. Additionally, the SSA has helped to promote social justice through basic education, providing

opportunities for children from disadvantaged backgrounds to access quality education. The SSA has adopted a zero rejection policy where no children having special needs should be deprived of education. The children with special needs (CWSN) are often marginalized and the adequate provision has been made for these special children under the Person with Disabilities (Equal opportunities, Protection of rights and full participation) Act, 1995 that they should be taught in environment best suited for them and includes home based education or AIE methods. The state mission societies are allocated funds on the basis of Rs.1200 per child with disability for implementation of the education plan. The weaker section of the society is concentrated under Article 46 of the Indian constitution. The scheduled tribes constituted about 8.1% by the 1991 census together with SCs at a rate of 24.6%. The SSA keeping in mind these minorities envisaged to provide quality education as there were moving from place to place for their livelihood through special interventions responding to their needs and problems. The management structure for the implementation includes decentralizing at central and state level and participation of grass root level structures. However, the SSA has also faced several challenges and criticisms. One of the main challenges is the lack of adequate funding, which has limited the program's ability to achieve its objectives fully. Additionally, the program has faced issues related to access, enrollment, retention, and quality of education, which need to be addressed to achieve the goals of the program. Another significant challenge faced by the SSA is the lack of adequate representation of women in leadership positions within law firms. Women lawyers often face gender bias and stereotypes, which can lead to negative perceptions, influencing performance evaluations and limiting promotion opportunities. Balancing family and caregiving responsibilities with career aspirations can hinder their pursuit of partnership positions. To address these challenges, law firms should implement flexible policies that accommodate the diverse needs of their attorneys, promoting work-life balance. Supporting mentorship and sponsorship programs can provide women with guidance and advocacy in their career advancement. Firms should prioritize diversity and inclusion to create an equitable and supportive environment for all employees. The program is implemented in partnership with State Governments and Local Self Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. Department of School Education & Literacy, Ministry of Human Resource Development, State Governments and Local Self Governments, National Council for Teacher Education (NCTE), Technical Support Group (TSG) of Ed.CIL (India) Limited are the main authorities involved in the execution of the SSA

.Department of School Education & Literacy, Ministry of Human Resource Development is responsible for the overall planning and implementation of the SSA program. It provides guidelines, frameworks, and resources for the program's execution. State Governments and Local Self Governments play a crucial role in the implementation of the SSA program. They are responsible for ensuring the availability of resources, infrastructure, and teachers for the program's successful execution. National Council for Teacher Education (NCTE) is responsible for the academic authority for teacher qualifications under the SSA framework. It ensures that teachers meet the required standards and are equipped to deliver quality education. Technical Support Group (TSG) of Ed.CIL (India) Limited where TSG provides technical guidance and assistance for the SSA, helping to conduct large-scale studies and surveys under the program.

The process of implementing the SSA involves several steps such as Planning and Appraisal: The program follows a comprehensive and integrated planning process, which includes quality improvement, girls' education, education of children with special needs, education of scheduled tribe and scheduled caste children, education of urban deprived children, early childhood care and education, education of out-of-school children, research and evaluation, and management structures.

Opening New Schools and Strengthening Existing Schools: SSA aims to open new schools in areas without schooling facilities and strengthen existing schools through provisions such as additional classrooms, toilets, drinking water, maintenance grants, and school improvement grants.

Additional Teachers and Teacher Training: The program provides additional teachers for schools with inadequate teacher strength and strengthens the capacity of existing teachers through extensive training, grants for developing teaching-learning materials, and other support measures.

Convergence with Other Schemes: The SSA program also involves the convergence of different ministries and departments to efficiently utilize resources and implement programs/schemes identified for convergence with SSA.

However, the SSA has also faced several challenges and criticisms. One of the main challenges is the lack of adequate funding, which has limited the program's ability to achieve its objectives fully. Additionally, the program has faced issues related to access, enrollment, retention, and quality of education, which need to be addressed to achieve the goals of the program.

Another significant challenge faced by the SSA is the lack of adequate representation of women in leadership positions within law firms. Women lawyers often face gender bias and stereotypes, which can lead to negative perceptions, influencing performance evaluations and limiting promotion opportunities. Balancing family and caregiving responsibilities with career aspirations can hinder their pursuit of partnership positions. To address these challenges, law firms should implement flexible policies that accommodate the diverse needs of their attorneys, promoting work-life balance. Supporting mentorship and sponsorship programs can provide women with guidance and advocacy in their career advancement. Firms should prioritize diversity and inclusion to create an equitable and supportive environment for all employees.

Sarva Shiksha Abhiyan really motivates all kids to learn and advance in life. It focuses on providing high-quality education in schools. It aims to meet the needs of minorities, children with special needs, and underprivileged groups like those from scheduled castes and tribes, as well as girls. The retention of children in school was increased through Sarva Shiksha Abhiyan. It helped improve school attendance and reduce dropout rates. Funding for school education, construction, maintenance, and all other costs are provided under Sarva Shiksha Abhiyan. Resources and facilities are made available to educate the nation. Sarva Shiksha Abhiyan provides teaching and learning materials, uniforms, books, shoes, pencils, and other items to children. Children are also given free and nutritious mid-day meals. Teacher hiring, ongoing training, and other supports are provided to instructors through Sarva Shiksha Abhiyan. Sarva Shiksha Abhiyan established free and compulsory elementary education up to ages 6 through 14 years old, with the 86th Constitutional Amendment in 2002. It made it legally binding for the State to provide free education (Article 21A). Early childhood care and education up to age six for all children became the responsibility of the State as a result of substituting New Article 45 for Article 45. Amendment of article 51A (k) also made it legally binding for parents/guardians to provide educational opportunities for their children between ages 6-14 (86th Constitutional Amendment, Dec. 2002). Sarva Shiksha Abhiyan provides guidance for a holistic view of education. It calls for a systematic review of the entire education process and content. Reviews of the curriculum, teacher education, teacher training, educational planning, and management are directed. Sarva Shiksha Abhiyan provides direction for universal access and equity. Universal access is defined as free elementary education for all. Equity means providing equal opportunities for all without discrimination. Favorable conditions need to be created for disadvantaged sections of society. Discrimination should not be made based on caste, creed, color, or financial status. Equal opportunities are to be provided to all categories - scheduled castes and tribes, girls, children with special needs, and religious and linguistic minorities. It aims to reduce gender and social category gaps at the primary stage of education. Girl children should be given equal opportunities for education. Gender issues are of high importance to uplift the status of women in society. Centrality of the teacher is emphasized under Sarva Shiksha Abhiyan. Teachers are directed to use innovative practices in the classroom. It motivates teachers to create a better and inclusive learning environment. It highlights the important role of teachers and focuses on developing teachers as human resources. Overall, the Sarva Shiksha Abhiyan program is a collaborative effort between the central and state governments, local self-governments, and various stakeholders to achieve the goal of universalizing elementary education in India. In conclusion, the Sarva Shiksha Abhiyan is an important government flagship scheme that aims to universalize elementary education in India. While the program has achieved significant success in increasing enrollment rates and improving access to education, it has also faced several challenges and criticisms. Addressing these challenges and promoting work-life balance for women lawyers is essential to support the well-being and career growth of lawyers and promote a healthy work-life balance.

OBJECTIVES

- To provide an overview of the Sarva Shiksha Abhiyan (SSA) program, its main goals, and how it works.
- To examine the impact of SSA on the universalization of elementary education in India.
- To analyze the special features of SSA.
- To explore the challenges and opportunities associated with the implementation of SSA.

- To suggest strategies for improving the effectiveness of SSA in achieving its goals.

II. REVIEW OF LITERATURE:

(Mukherjee 2011)A study by the author aimed to understand the performance and progress of students enrolled at Non-Formal Education (NFE) centers under the SSA. The study assessed the infrastructure and human resources available at these centers in Delhi, highlighting the impact of facilities on academic achievement. The study concluded the need of changes by the collaborative effort of government and private organizations for making India as a role model to launch projects like sarva siksha Abhiyan. **(Dhara, n.d.)**The sarva shiksha Abhiyan was established for making primary education universal for the community by organizing high quality training. The review highlighted the need for regular supervision of the exercises under Sarva Shiksha Abhiyan, emphasizing the development of Cyclic redundancy check (CRC), MRC, and DIET for audit exercises.**(Jha 2017)**The literature attempts to review the performance of the SSA and highlights some long-standing issues in its implementation, which indirectly addresses the authorities responsible for providing the scheme to students. There is steady decrease of students from primary to secondary education and over 8 out of 10 schools are funded by government. SSA guidelines should be revised to ensure optimum utilization of budgetary resources, meet output targets and cater to special regional circumstances.**(Varghese, Mangalagiri, and Mathew 2023)**The author provides that the lack of communication between the policy makers and executors has been a major problem in achieving the aims of the scheme. The effectiveness of the programme is limited, making the teachers and students apathetic by the hindrances such as lack of infrastructure, updating of syllabus and teaching methods, etc.**(Jain et al. 2018)**A review on ResearchGate attempts to review the performance of the Sarva Shiksha Abhiyan and highlights some of the long-standing issues in its implementation, providing an overview of the scheme's challenges and achievements. The author addresses the area of defects that need progress such as inadequate teaching-learning resources, poor classrooms, absenteeism and inefficient training of both teachers and students which attracts specific measures. The achievement of the SSA scheme is substantial expansion on the number of schools and improvement in their infrastructure. The satisfactory ratio has not been achieved till and yet to undergo revision of the guidelines. **(Jain et al. 2018; Chatterjee 2006)**A study conducted in 2007 undertook a realistic assessment of the achievements of the Sarva Shiksha Abhiyan (SSA) and found that while official statistics revealed a promising reduction in dropout rates, especially for girls, the quality of infrastructure and teaching standards in government schools left much to be desired. The study highlighted that the dropout rates at the three levels had come down since 1960-61, but remained unduly high. In 2003-04, the dropout rate at the secondary level was around 63 percent, indicating that out of 100 children enrolled in class one, only around 37 students could reach class X. The study also revealed that the dropout rate of girls was lower than that of boys at the primary level in 2003-04, but was higher at the middle and secondary school stages. Additionally, the study found that the availability of proper school buildings, toilets, and latrines in the campus was a matter of concern, with a significant proportion of schools in various states lacking adequate facilities. The employment of an adequate number of teachers was also identified as essential for enhancing the quality of education and increasing the retention rate, with several states lagging far behind in this aspect.**(Kumar 2021)**The paper examines the interstate differences in the performance of Sarva Shiksha Abhiyan in promoting elementary education by choosing two states in India for a comparative study. The study aims to evaluate the effectiveness of the SSA in different states. Kerala outrages Uttar Pradesh by three dimensions on access in classrooms and better student teacher ratio, equity of education available to ST, SC, OBC comparing UP and Muslims and quality of education by students securing more grades and higher enrolment rates. The author concludes that these interstate performance differs majorly due to local political governance, community performance and inequality of gender. **(Dubey and Mitra 2020)**The Research, Evaluation & Studies Unit (RESU) of the Technical Support Group (TSG) of Ed.CIL (India) Limited plays a major role in getting large-scale studies/surveys conducted under the SSA. The TSG of Ed.CIL provides technical guidance and assistance for the SSA. The views of District Project coordinator is that that the BRC's were overloaded with administrative work, administrative work, Had inadequate infrastructure and were burdened with too many training programs. They had insufficient official power and suffered from lack of recognition for good work. A few critical areas of concern as reported by BR peas, were planning monitoring and supervision, developing infrastructure and the need to introduce IT. **(Goel 2008)**The structure of Sarva Shiksha Abhiyan is well organized and maintained in a proper manner,

disseminating power in a proper manner from the national level to the state level. At the national level, the program is overseen by a General Body chaired by the Prime Minister of India, an Executive Committee, and a Project Approval Board. At the state level, the program is implemented by the State Governments in partnership with Local Self Governments and other stakeholders. The program seeks to open new schools in habitations without schooling facilities and strengthen existing school infrastructure through the provision of additional classrooms, toilets, drinking water, maintenance grants, and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials, and strengthening of the educational management information system. The program also involves the convergence of different ministries and departments to efficiently utilize resources and implement programs/schemes identified for convergence with SSA. (MacBeath and Mortimore 2001) The structure of Sarva Shiksha Abhiyan is well organized and maintained in a proper manner. It disseminates power in a proper manner from the national level to the state level. At the national level, the program is overseen by a General Body chaired by the Prime Minister of India, an Executive Committee, and a Project Approval Board. At the state level, the program is implemented by the State Governments in partnership with Local Self Governments and other stakeholders. (Mukherjee 2011) This study attempts to review the performance of the Sarva Shiksha Abhiyan and highlights some of the long-standing issues in its implementation. It's great to hear that the implementation of SSA (Sarva Shiksha Abhiyan) has made significant achievements in the field of education. The program has seen progress in the establishment of new schools, increased enrollment, and improved school infrastructure. However, there are still some challenges that need to be addressed. These include issues such as out-of-school children, teacher-related problems like vacancies and absenteeism, inadequate training, poor classroom transactions, lack of teaching-learning resources, low community participation, and the need for quality education. It's important for specific measures to be taken to address these concerns. Additionally, it's worth noting that the progress of SSA has varied across different states. (Jamwal, n.d.) The article titled "Sarva Shiksha Abhiyan: A Review of Achievements and Challenges" published in the Indian Educational Review provides a comprehensive review of the achievements and challenges of the Sarva Shiksha Abhiyan program. The article highlights the significant milestones achieved by the program, including the improvement in total enrollment in elementary schools, the improvement in the pupil-teacher ratio, and the successful implementation of various initiatives such as the provision of legal backing for SSA and the improvement of infrastructure and access to education. (Jha 2017) The article highlights the issue of community participation in improving education under the Sarva Shiksha Abhiyan program. The study found that community participation in improving education is negligible, and members of the School Education Monitoring Committees (SEMCs) have limited awareness of the SSA. The study also found that only 26% of schools had proper toilet facilities, and 49% of parents were unaware of community participation. The study highlights the need for greater community participation in the program to achieve its objectives. (Dubey and Mitra 2020) The thesis titled "Democratic Participation in Educational Reform: The Case of Sarva Shiksha Abhiyan (Campaign for Universal Education) in Rural India" by Angeline Dharmaraj Savicks provides a detailed analysis of the Sarva Shiksha Abhiyan program's implementation and the role of democratic participation in educational reform. The thesis highlights the importance of community participation in achieving the program's objectives and the need for greater awareness and involvement of SEMCs in the program's implementation. The thesis also discusses the challenges faced by the program, including the lack of adequate funding, issues related to access, enrollment, retention, and quality of education. (Chatterjee 2006) The literature review highlights Assessing the future prospects of SSA: In view of the 26.0% illiterate population in India, the SSA program should be continued as a regular program or until an alternate regular system is evolved to achieve the goal of universalization of elementary education in the country. The program aims to achieve universalization of elementary education in a time-bound manner, as mandated by the 86th amendment of the Constitution of India. (Jain et al. 2018) The study focuses on the long term associations of SSA with the adult education and health. The study used data from a national survey and employed fixed effects regression models to compare outcomes of adults who were originally eligible for primary school during four years before control and after 2001 (intervention). The intervention group adults had 0.2 higher grade attainment, 0.04 points higher literacy test score (0-2 scale), and 0.12 higher weight for height z-score as compared with the control group. The study found that SSA was associated with improved education and health outcomes across socioeconomic subgroups but did not appear to reduce gender gaps substantially. (Thamrasserri 2008) The study was

titled to study teachers' perceptions about the implementation of server Shiksha abhiyan program effectiveness of elementary level in Government schools of Chandigarh to examine the perception of teachers regarding the effectiveness of sarva Shiksha abhiyan program in government school Chandigarh. The study used a survey method to collect data from 100 teachers working in Government schools in Chandigarh. The study found that the majority of teacher's had a positive perception of the SSA program and believed that it had a positive impact on education. (Kumar 2021) One of the main objectives of SSA is to remove differences between different areas and communities by involving the community in school. The program has been successful in promoting social justice and equality by providing equal opportunities for education to all children, regardless of their background. (Kumar 2021; Goel 2008) Impact on the quality of education: SSA has had asignificant impact on the quality of education in India, ensuring that every school in India has functioning and well-maintained water, sanitation, and hygiene facilities. The program has also launched initiatives to improve the reading and writing skills of Class I and Class II children and to ensure that every school in India has functioning and well-maintained water, sanitation, and hygiene facilities. (MacBeath and Mortimore 2001) Convergence of ministries and schemes: The SSA program involves the convergence of different ministries and schemes to ensure efficient utilization of resources. This collaboration has led to the implementation of various programs and schemes aimed at improving the quality of education and promoting social justice. (MacBeath and Mortimore 2001; A Study Report on Tracking of Children of Age Group of 0-14 Years Under Sarva Siksha Abhiyan 2015) Challenges and opportunities in SSA implementation: Despite its successes, the SSA program faces challenges in implementation, such as the need for proper training and resources for teachers, the improvement of infrastructure, and the effective implementation of policies and schemes. Addressing these challenges can help enhance the impact of the program in achieving its objectives.

III. METHODOLOGY

The research method followed here is empirical research. A total of 203 samples have been taken out of which is taken through Convenient sampling method. The independent variables taken here are age, gender, qualification, occupation, residence. The dependent variables are awareness about the scheme sarva shiksha abhiyan, residential option enriches enrollment. The statistical tool used by the research is chi square.

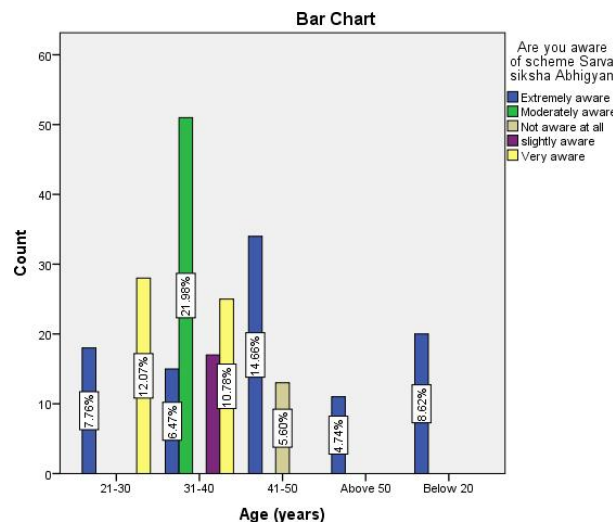
HYPOTHESIS :

HO: There is a no significant association between awareness of scheme and gender.

HA: There is a significant association between awareness of scheme and gender.

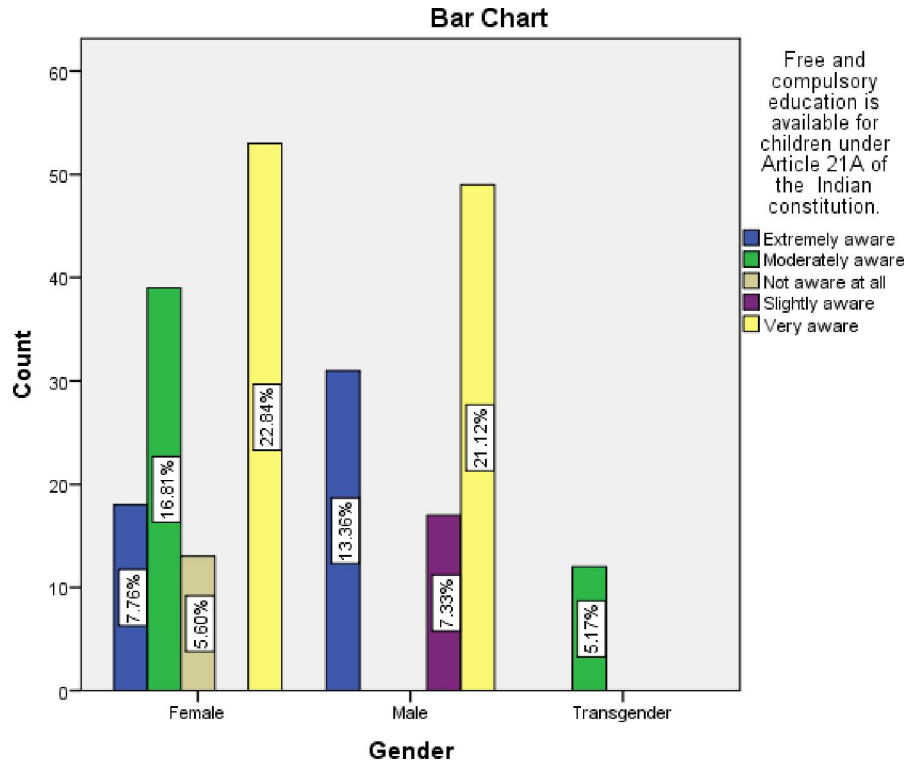
IV. ANALYSIS

Fig 1:



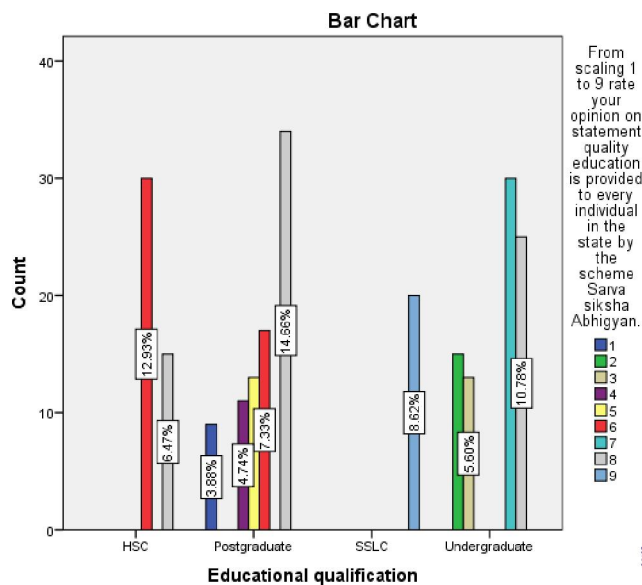
Legend : This figure shows the clustered bar Figure drawn between the question with the dependent variable, awareness on sarva shiksha Abiyan scheme and independent variable age, with percentage as statistics

Fig 2:



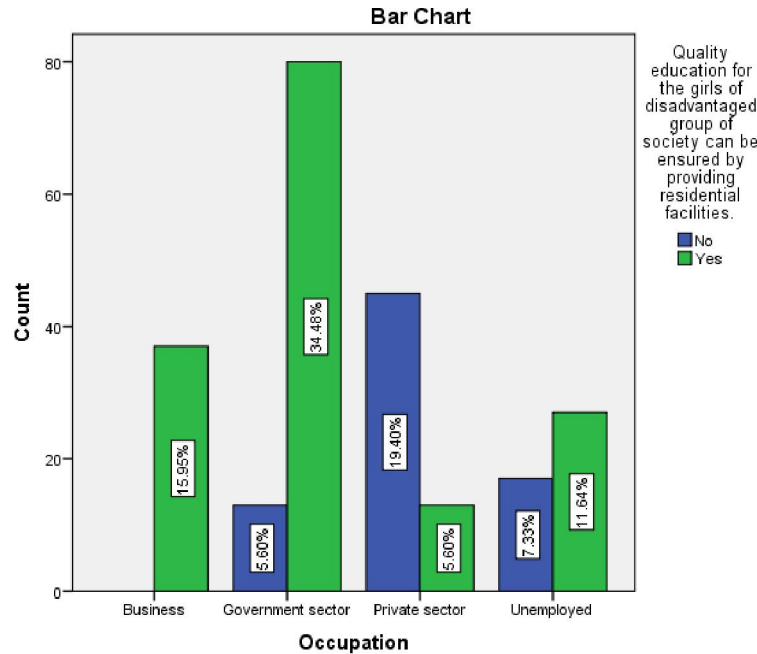
Legend : This figure shows the clustered bar Figure drawn between the statement with the dependent variable, free and compulsory education under Article 21 and independent variable gender, with percentage as statistics

Fig 3:



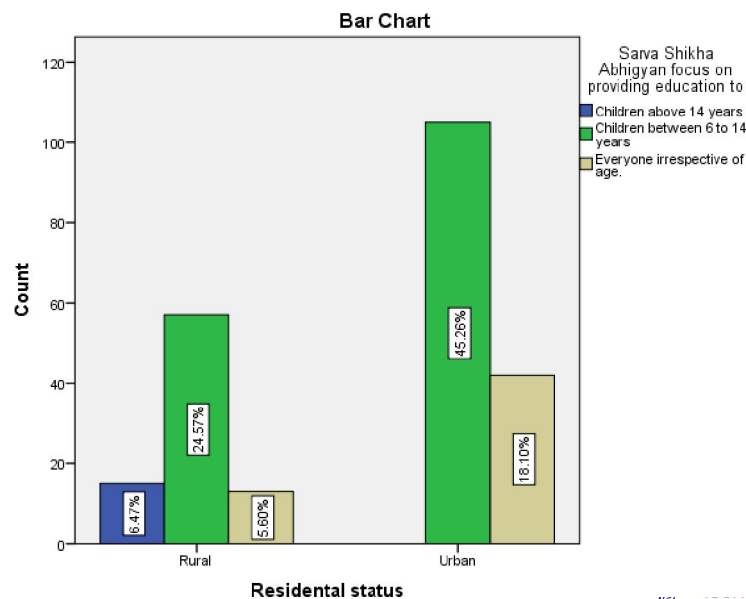
Legend : This figure shows the clustered bar Figure drawn between the question with the dependent variable, quality education is provided to every individual by sarva shiksha Abhiyan scheme and independent variable educational qualification , with percentage as statistics

Fig 4:



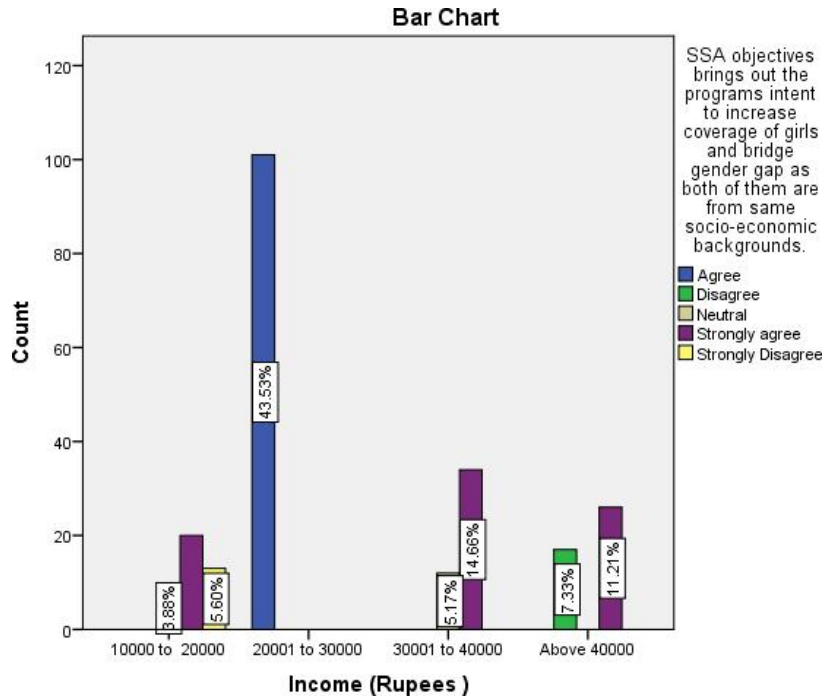
Legend : This figure shows the clustered bar Figure drawn between the question with the dependent variable, girls of disadvantaged group of society ensured quality education by providing residential status and independent variable occupation , with percentage as statistics

Fig 5:



Legend : This figure shows the clustered bar Figure drawn between question the dependent variable,SSA scheme focuses on providing education to and independent variable residential status , with percentage as statistics

Fig 6:



Legend : This figure shows the clustered bar Figure drawn between the question with the dependent variable,SSA objectives to bridge the gender gap and independent variable income , with percentage as statistics

V. RESULTS

- Fig 1: 32 % of respondents are extremely aware and 22% are very aware about the scheme of SSA.
- Fig 2:About 95% of the respondents know Article 21 which guarantees free and compulsory education.
- Fig 3: Majority scaling is marked between 7 to 9 which shows opinion on respondents on the quality of the scheme
- Fig 4:More than half the respondents accept that residential facilities which enrich the enrolment of disadvantaged group
- Fig 5:70% of the respondents has answered correctly for the question that SSA focuses on the education of children between 6 to 14 years of age.
- Fig 6: 43% of the respondents agreed to the statement that SSA aims to bridge the gender gap.

VI. DISCUSSION

- Fig 1: The scheme's outreach strategies or communication methods appear to be successful in reaching a significant portion of the intended audience. This suggests that the government or implementing body has effectively disseminated information about the scheme.
- Fig 2: The provision of free and compulsory education guaranteed under Article 21 of the Indian Constitution aligns with the goals and objectives of the Saravana Shiksha Abhiyan. This initiative, aimed at promoting education, particularly for marginalized or economically disadvantaged sections of society, embodies the spirit of Article 21.
- Fig 3: The Sarva Shiksha Abhiyan (SSA) scheme in India aims to provide quality education to every individual, especially focusing on children from marginalized or disadvantaged backgrounds. While the initiative has made

significant strides in enhancing access to education, ensuring quality education for every individual remains a multifaceted challenge

Fig 4: Providing residential status under the Sarva Shiksha Abhiyan (SSA) for girls from disadvantaged groups is a strategic move to ensure access to quality education and address barriers they face. This initiative aims to create a conducive learning environment by offering residential facilities, especially in areas where educational infrastructure might be lacking or where societal constraints limit girls' access to education.

Fig 5: The RTE Act, enacted to implement Article 21A, mandates free and compulsory education for children aged 6 to 14 years. The Saravana Shiksha Abhiyan likely operates within the framework of this Act, aiming to provide accessible education within this age group.

Fig 6: SSA has undoubtedly improved access to education, the true benchmark of its success lies in its ability to provide quality education uniformly across all demographics. Collaborative efforts involving government agencies, educational institutions, communities, and stakeholders are vital to address these challenges and ensure that the SSA achieves its objective of delivering quality education to every individual in India.

VII. LIMITATIONS

The Sarva Shiksha Abhiyan (SSA) program, a flagship initiative of the Government of India, has faced several limitations in its implementation. Some of these limitations include:

1. **Teacher absenteeism:** The SSA program has faced issues with teacher absenteeism, which negatively impacts the quality of education provided to students.
2. **Inadequate infrastructure:** The program has struggled to provide adequate infrastructure, such as classrooms, toilets, drinking water, and maintenance grants, which are essential for delivering quality education.
3. **Insufficient training for teachers:** The SSA program has faced challenges in providing adequate training for teachers, which has affected the quality of instruction and learning outcomes for students.
4. **Poor learning outcomes:** The lack of accountability under the SSA program has manifested in poor learning outcomes and low attendance rates of teachers.
5. **Ineffective interventions:** Some of the interventions under the SSA program, such as the Midday Meal and Stipend for Girls, have not been effective in addressing the underlying issues of education.
6. **Gender disparities:** The SSA program has not been successful in addressing gender disparities in school education, with girls facing higher dropout rates and limited access to education.
7. **Transparency and monitoring:** The SSA program has faced challenges in ensuring transparency in its implementation and monitoring the program's progress.

VIII. CONCLUSION

The Sarva Shiksha Abhiyan (SSA) program is an initiative by the Government of India to achieve universal elementary education in the country. The program aims to upgrade human capabilities by providing community-owned quality education in a mission mode. The SSA program covers 200 million children in 1.1 million habitations and is one of the largest educational programs in the world. The program's objectives include providing elementary education for all children in the age group of 6-14 by 2010, launching media publicity and advocacy plans for universalization of elementary education, and making active participation of the community in the management of schools. The SSA program has increased enrollment ratios, but it has failed to address the issue of teacher absenteeism, inadequate infrastructure, and poor quality of education. The program has faced challenges in ensuring transparency in its implementation and monitoring the program's progress. The SSA program has made significant strides in increasing access to elementary education in India, but addressing these issues is crucial for the program's long-term success and the achievement of universal elementary education in the country. The program needs to be strengthened to achieve the target of universalization. The SSA program's strategies include allocating adequate funds, undertaking reforms to improve efficiency, and promoting cooperation between teachers, parents, and Panchayat Raj. The literature review highlights the importance of reviewing related literature to understand the role of the SSA program in achieving education for all concerning some parameters.

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