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## **Planning and management under Sarva Shiksha Abhiyan (SSA) in Himachal Pradesh: A case study**

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### **Abstract**

This study is concerned with the planning and management under national flagship programme Sarva Shiksha Abhiyan (SSA) in Himachal Pradesh. Planning plays an effective role in the proper management of resources. The role of stakeholders in the preparation of Sarva Shiksha Abhiyan (SSA) annual planning, opinions of Officers/Officials regarding existence of proper Management Information Cell were studied by the researchers by using self-constructed questionnaire and semi-structured interview schedule. All the twelve districts were included in the study. The researchers have given the recommendations which are quite important for the educational planners and administrators of the State.

**Keywords:** Management, Financial administration, Sarva Shiksha Abhiyan, Himachal Pradesh

### **Introduction**

Social justice and equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the level of human well-being especially with regard to life expectancy, infant mortality, and nutritional status of children/etc. Studies have shown that universal basic education significantly contributes to economic growth <sup>[1]</sup>.

Number of programmes indigenous and foreign funded have been implemented in India and also in Himachal Pradesh to improve the educational indicators.

### **Sarva Shiksha Abhiyan (SSA)**

The Sarva Shiksha Abhiyan programme has been implemented across all states and Union territories (UTs) in the country since 2000. The programme seeks to provide useful and relevant elementary education for all children in the 6 to 14age group by 2010 <sup>[3]</sup>.

Main objectives of the programme are: Universal access, Universal enrollment, Universal retention and Quality Education. The main goals of the programme are: All the children in schools by 2005, Bridging all gender and social category gaps by 2007 at primary level and 2010 at all levels <sup>[2]</sup>.

**Financial Norms under Sarva Shiksha Abhiyan:** The assistance under the programme of Sarva Shiksha Abhiyan will be on 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.

### **Objectives of the Study**

The main objectives of the study are:

1. To study the existence of planning units at various levels in H. P.
2. To study the role of different stakeholders in the preparation of Sarva Shiksha Abhiyan (SSA) annual plan in H. P.
3. To record the opinions of Officers / Officials regarding existence of proper Management Information Cell in H. P.
4. To record the opinions of officers and coordinators regarding analysis and use of District Information System of Education (DISE) data for planning at various levels in H. P.

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**Research Methodology**

The nature of the study was as that it requires both primary as well as secondary data. Both primary and secondary data pertaining to Sarva Shiksha Abhiyan were collected and used in order to achieve the objectives of the present study. Self-prepared Questionnaires and semi structured interview schedule were administered to total 2728 individuals. Interview schedule was administered with 10 State Project Directors, 1340 SMC members and questionnaire was given to 960 teachers, 240 Cluster Resource Coordinators, 48 Block Resource Coordinators.

**Sample Size**

All the twelve districts of Himachal Pradesh formed the sample of the study. The study was conducted in State project office, 12 District Project Offices of districts, 24 educational blocks selected by systematic random sampling method, 240 clusters of blocks selected by lottery method of random sampling in which 10 clusters were selected from each educational block and two schools were selected from each selected cluster by adopting purposive sampling technique. Educationally backward blocks were also included in the study using the purposive sampling technique.

**Planning and financing education for all**

Insufficient financing is one of the main obstacles to achieve Education for All. To avoid failing another generation of children due to lack of resources after 2015, national governments and aid donors need to be held to account for

their commitments to provide the resources necessary to reach education goals<sup>[4]</sup>.

Let planning from above be supplemented by planning from below, planning from a distance with local planning, planning with facts and figures on the paper with concrete work in the field, planning at the desk with planning in the school and the classroom<sup>[5]</sup>.

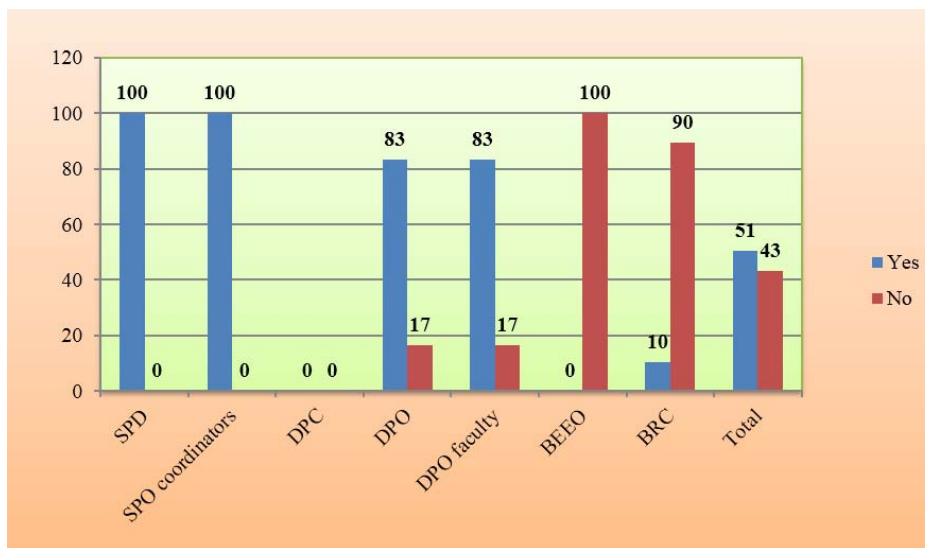
**Planning process under Sarva Shiksha Abhiyan (SSA)**

Planning under SSA is to review the present scenario in a state, district, block or village, to identify the needs and propose interventions to fill the gaps in order to achieve the goals of the programme<sup>[6]</sup>.

**(i) Local Level (ii) District Level (iii) State Level**

After finalization the district plans and state plans placed before the State’s Executive Committee for getting them recommended to the Government of India (GOI) for approval and then submitted to the Government of India (GOI) for further appraisal and final approval of the Project Approval Board of the Government of India Government of India (GOI)<sup>[7]</sup>.

From the above table it appears that all the State Project Directors (SPDs) and State Project Office (SPO) coordinators said that there exists well defined planning unit at the State level. Only 10 percent Block Resource Centres have planning units at the block level as reported by the Block Resource Centre Coordinators (BRCCs).



**Fig 1:** Existence of Planning Unit at Various Levels

**Table 1:** Opinions regarding Existence of Planning Units at various Levels

Sl. No.	Level	No of respondents	Responses	
			Yes	No
1.	State Project Office (State Project Directors)	10	10 (100)	0(0)
2.	State Project Office (Coordinators)	10	10 (100)	0(0)
3.	District Project Office (District Project Coordinators)	12	0(0)	0(0)
4.	District Project Office (District Project Officer)	12	10 (83)	2(17)
5.	District Project Office (Faculty)	72	60 (83)	12(17)
6.	Block Elementary Education Office (Block Elementary Education Officers)	24	0(0)	24(100)
7.	Block Resource Centre (Block Resource Centre Coordinators)	48	5 (10)	43(90)
	Total	188	95 (51)	81 (43)

**Source:** Primary Probe

**Note:** Figures in parenthesis denote percentage.

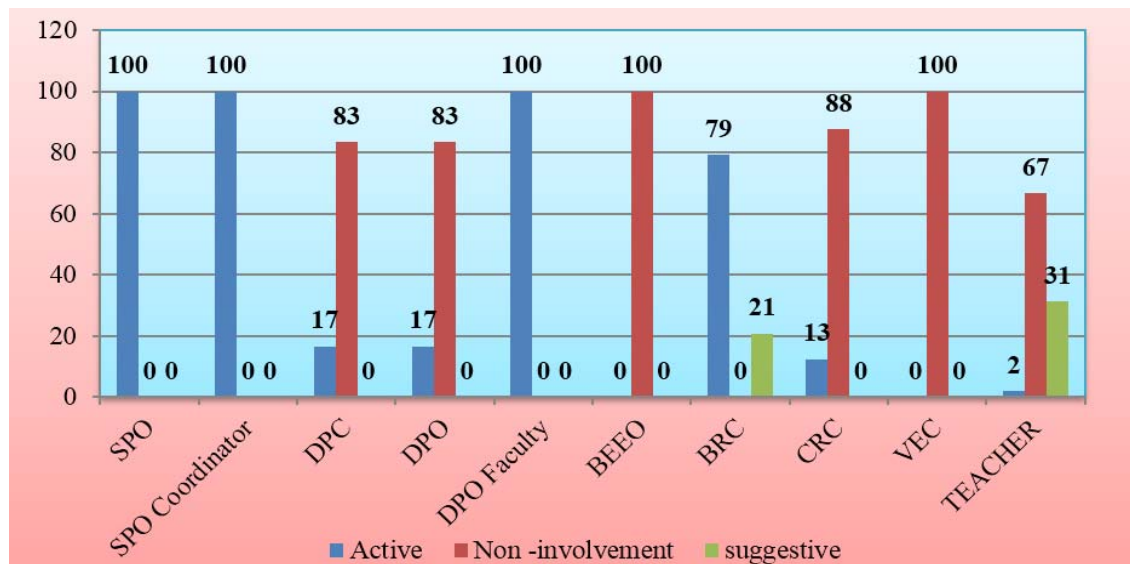
**Role of different stakeholders (officers/officials) in the preparation of Sarva Shiksha Abhiyan annual work plan and budget**

**Table 2:** Opinions regarding role of different stakeholders in the preparation of Sarva Shiksha Abhiyan Annual Plan

Sl. No.	Level	No. of respondents	Responses		
			Active	Non Involvement	Suggestive
1.	State Project Office (State Project Directors)	10	10(100)	0 (0)	0 (0)
2.	State Project Office (Coordinators)	10	10(100)	0(0)	0 (0)
3.	District Project Office (District Project Coordinators)	12	2(17)	10 (83)	0 (0)
4.	District Project Office (District Project Officers)	12	2(17)	10(83)	0 (0)
5.	District Project Office (Faculty)	72	72(100)	0(0)	0 (0)
6.	Block Elementary Education Office (Block Elementary Education Officers)	24	0(0)	24 (100)	0 (0)
7.	Block Resource Centre (Block Resource Centre Coordinators)	48	38 (79)	0(0)	10(21)
8.	Cluster Resource Centre (Cluster Resource Centre Coordinators)	240	30 (13)	210(88)	0(0)
9.	Village Education Committee/School Management Committee (Members)	1340	0(0)	1340 (100)	0(0)
10.	Teachers	960	20(2)	640(67)	300(31)
	Total	2728	184 (7)	2234(82)	310(11)

Source: Primary Probe

Note: Figures in parenthesis denote percentage



**Fig 2:** Role of Stake Holders in preparation of AWP&B

State and district level respondents revealed that they all have the active role in preparing Annual Work Plan and Budget (AWP & B) while at the district level only 17 percent actively participate. Out of total 2728 respondents, there had been only 7 percent active participation of various stakeholders in plan formulation process during the eleventh and twelfth five year plan period.

**Importance of Management Information System for Planning**

The Sarva Shiksha Abhiyan (SSA) has emphasized decentralized planning of education with a focus on district

planning. District information system for Education (DISE) was designed to provide district and sub- district level school data for planning, monitoring and review of various project interventions [9].

**Existence of Proper Management Information Cells**

Opinions of total 164 respondents from State, District and Block have been collected as per table given below

**Table 3:** Opinions of Officers/Officials regarding existence of proper Management Information Cell

Sl. No.	Level	No of respondents	Responses	
			Yes	No
1.	State Project Office (State Project Directors)	10	10(100)	0 (0)
2.	State Project Office (Coordinators)	10	10(100)	0 (0)
3.	District Project Office (District Project Coordinators)	12	12 (100)	0(0)
4.	District Project Office (District Project Officer)	12	8(67)	4(33)
5.	District Project Office (Faculty)	72	48(67)	24(33)
6.	Block Resource Centre (Block Resource Centre Coordinators)	48	10 (21)	38 (79)
	Total	164	98 (60)	6(40)

Source: Primary Probe

Note: Figures in parenthesis denote percentage.

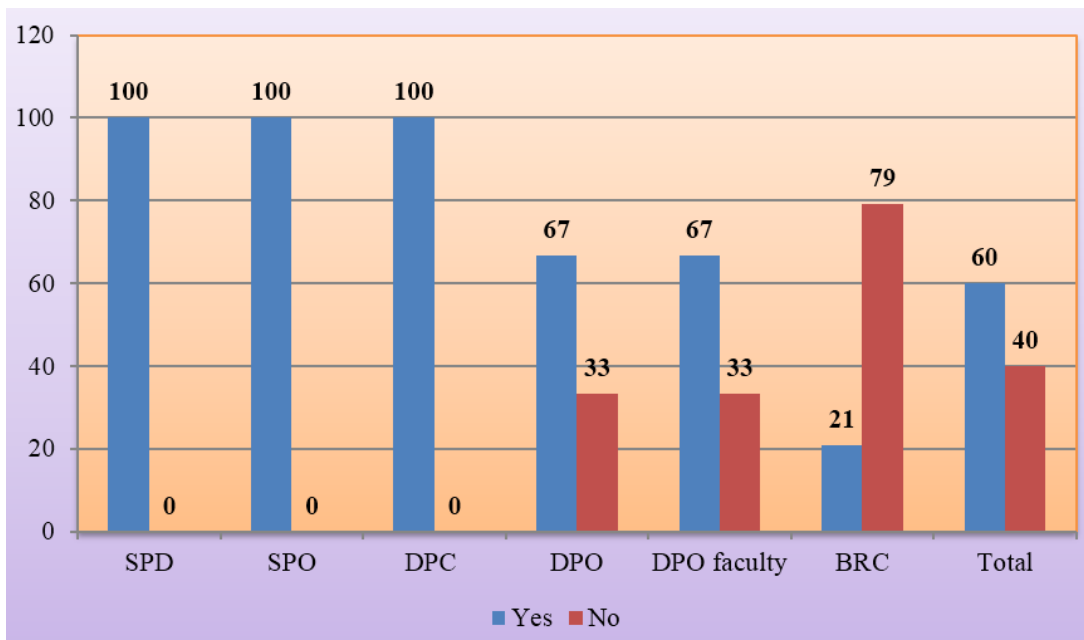


Fig 3: Existence of proper Management Information System

From the above table III it is clear that 100 percent State level respondents said that there is adequate and proper management information system in place at the State Project Office. But at the district level, only 67percent reported that there is information system in place but not sufficient to meet the requirements.79 percent Block Resource Centre coordinators said that they do not have well equipped information system.

**Use of district information of school education (DISE) in planning**

The data compiled through the District Information System for Education (DISE) should be utilized for planning;

District Information of School Education based information and analysis throwing light on infrastructure, access, retention, quality, teacher related issues shall be used in the process of planning and even monitoring, evaluation and mid-course corrections <sup>[9]</sup>.

Himachal Pradesh is one of the few states which are using District Information System for Education (DISE) data in the selected educational statistics which is being supplied to MHRD. Education Department is using DISE data for rationalization and finding out the infrastructural gaps in various Educational Institutions <sup>[10]</sup>.

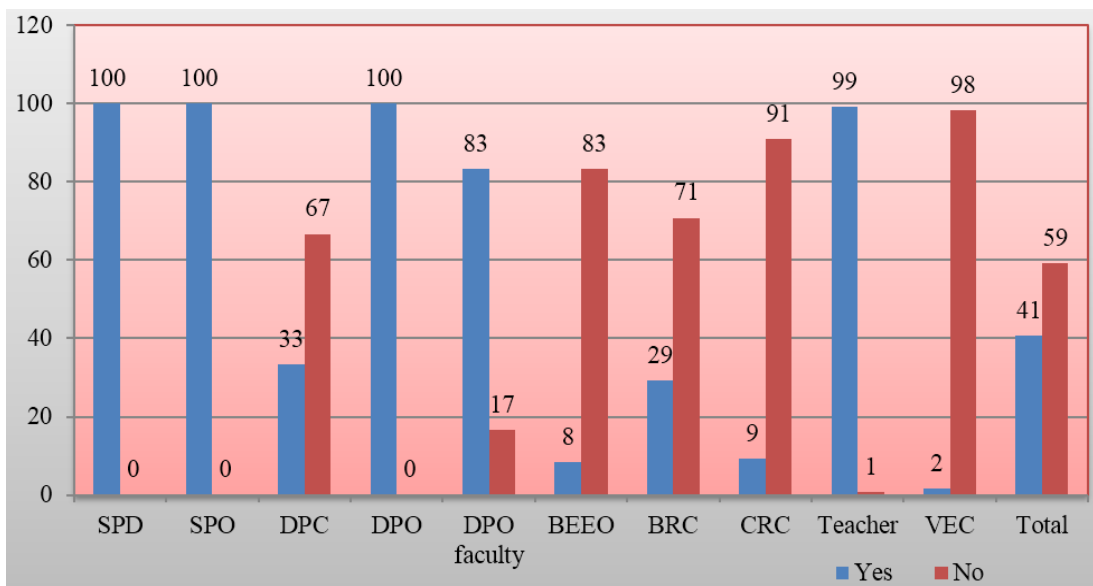


Fig 4: Analysis /Use of DISE data for Planning at various Levels

**Table 4:** Opinions of officers and coordinators regarding analysis and use of District Information System of Education data for Planning at various levels.

Sl. No.	Level	No. of respondents	Responses	
			Yes	No
1.	State Project Office (State Project Directors)	10	10 (100)	0(0)
2.	State Project Office (Coordinators)	10	10 (100)	0(0)
3.	District Project Office (District Project Coordinators)	12	4 (33)	8(7)
4.	District Project Office (District Project Officers)	12	12 (100)	0(0)
5.	District Project Office (Faculty)	72	60 (33)	12 (17)
6.	Block Elementary Education Office (Block Elementary Education Officers)	24	2 (8)	20 (83)
7.	Block Resource Centre (Block Resource Centre Coordinators)	48	14 (29)	34 (71)
8.	Cluster Resource Centre (Cluster Resource Centre Coordinators)	240	22(9)	218(91)
9.	Village Education Committee/School Management Committee (Members)	960	952(99)	8(1)
10.	Teachers	1340	22(2)	1318 (98)
	Total	2728	1108(41)	1618 (59)

**Source:** Primary Probe

**Note:** Figures in parenthesis denote percentage.

From the above table it is clear that all State Project Directors, State Project office coordinators and District Project Officers reported that data is analyzed and used for planning purpose. Least use and analysis of DISE data has been found at the school/cluster and block level rather than at State and District level.

### Findings and Recommendations

In this study efforts were made to analyze the planning and decision making processes, management of the manpower engaged at various levels of Sarva Shiksha Abhiyan hierarchy.

- **Existence of planning units at each management level of Sarva Shiksha Abhiyan:** The entire faculty at State office, District office and block level coordinators except block education officers agreed to the existence of planning units at the district level. The opinions of block level coordinators were supported by saying that there are also active Block Resource Groups participating in the planning process.
- **Participation in the planning process at each management level of Sarva Shiksha Abhiyan:** Out of total respondents, only few (seven percent) participated in plan formulation process during the eleventh and twelfth five year plan period.
- **Existence of Management Information System:** there is adequate and proper management information system in place at the State Project Office. But at the district level, there is information system in place but not sufficient to meet the requirements. At block level there is not a well-equipped information system.
- **Use of District Information System of Education (DISE) data for planning at various levels of Sarva Shiksha Abhiyan hierarchy:** Maximum use of District Information System of Education (DISE) data for planning has been found at the State and district level and least use at the sub-district level i.e. from block to school level.

### Recommendations

From the above findings following recommendations are being drawn:

- People posted/engaged especially in the organizations/institutions which are implementing time bound projects like Sarva Shiksha Abhiyan and others, should not be frequently shifted as it severely affects the functioning the entire organizational structure. The frequent shifting of officials from one organization to

the other results in reducing the growth of two organizations together.

- While preparing the School Development Plan the latest and the proper data from school and from the community for the preparation of Annual Work Plans at the district level, the District Information of School Education data shall be used effectively. Every district shall have an Education Management and Information (EMIS) unit.
- To have a well-established management information system is very crucial for every organization. But more important than this is that if such a system has been put in place by the government, it essentially requires its notification with requisite equipment, authority, human resource, technological support etc. so as to make it properly institutionalized.

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