

Chapter -2

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2.1 Introduction

A literature review is a written scholarly work by researchers and scholars, and it includes contrasting perspectives, theoretical approaches, methodologies, findings, and summary. In this chapter, an effort has been made to review past related studies to identify the research gaps in the current scenario. The author has adopted a systematic literature method to explain the relationship between each of the works. So that required knowledge is intended to establish a framework for the present study. It provides the evidence and discussion that are relevant to the topic and also put information that reflects the research objectives. The review of work is vital for the framework of the present study. The literature review provides the affected area of study and also critically analyses the data and information by identifying research gaps in current knowledge. It helps to identify in-depth grasp of the present work by providing the valuable guiding principle for defining statement and significance of problems. It provides a useful guide to develop a new argument or idea which is the foundation of the present work and to understand the real nature of the problems and research gaps.

The present study deals with the role of Sarva Shiksha Abhiyan in achieving education for all concerning some parameters, and the investigator has studied relevant journals, conference proceedings, government pamphlets, thesis and dissertations of Sarva Shiksha Abhiyan.

2.2 Importance of review of related literature

A literature review is an integral part of the research work and sets the primary platform to design the current research. S.P. Sukhia and P.V. Mehrotra (1966) stated that “both availability and utilisation of adequate sources of related information are essential for proper research activity. Survey of related literature does form one of the early chapters of a thesis, but also useful purpose” Thus review of literature includes systematic identification and analysing of related information to the research area. Being familiar with earlier research also helps to

interpret and find results. It also helps the investigator to frame the research questions and research hypotheses that provide future directions for the investigator.

Review of literature provides recent work and strategies that make the productive investigation and also provides following guidelines.

1. To focus on research problems-

While reviewing the literature helps to learn different aspects of a research area that have been examined by the others. After the critical examination of such aspects, the investigator has identified the focus area of research and research gaps which are essential to a present study.

2. To improve research methodology-

A literature review tells about the various methodology which have been used by others and what problems they have faced after adopting the particular methodology. The Review helps the investigator to select a better methodology that capable of providing research questions.

3. To avoid duplication of well -established findings-

A proper review avoids duplication of work which has established with relevant data & facts.

4. To contextualise research findings-

Research findings must fit into research work after obtaining research questions. Literature review enables to compare findings with others, and it is essential to put the findings in the context of existing perception of research work.

5. To know the previous findings and conclusions:

The final suggestions and conclusions of the previous research are the guiding resources for the present work.

2.3 Source of literature:

There are two types of sources i) Primary ii) Secondary. The present study with the role of Sarva Shiksha Abhiyan, the investigator, has reviewed the literature review, but no research work has found which deals with the present research work. The review has taken in two ways.

Primary Source-primary data can be collected from(i) the field through the survey,(ii)sample survey. (iii) DISE (iv) By making the questionnaire

Secondary Source-Secondary data can be collected through (i) Census (ii) Research journals (iii) Articles, newspapers (iv) PhD thesis (v)the published or unpublished reports by the Govt.or NGO or any other private organisation.

2.4 Review of Literature

In this division, the researcher has studied many articles, thesis, reports etc. related to research work, but it was decided to select those studies which are directly or indirectly related to the studies

Universalisation of elementary education has been the most important goal of education planning in independent India. To universalise the elementary education SARVA SHIKSHA ABHIYAN programme has launched. Though the very high effort has been taken to universalise the education, substantial challenges remain in India till now. Such as how to attract children into schools, reduce dropout rates, improve retention rates, etc. Education is supposed to be authorisation to a better life. Former Prime Minister Mr Rajiv Gandhi started the literacy campaign in 1988. However, after the two decades, the literacy rate was not showing the satisfactory result. Lack of infrastructure and proper implementation of schemes dampen progress of education in the country

Sunil Behari Mohanty (1985) has suggested some steps for universalisation of elementary education in “universalisation of Primary Education in India: Lesson of Experience and Pointer for Action”.The suggestions were

i) Poor Families children should provide MDM, reading and writing materials and clothing

Teachers should be allowed to develop schools curricula including school working days and timetable.

- ii) Appointment of schools in specific schools and abolition of transfer system from one school to another.
- iii) There should be the provision of in-service training of teachers in every district.
- iv) Improvement of the quality of administration and supervision by proving pre-service and in-service training.

Pratichi Institute (2012), investigated the impact of SSA on the delivery of education in the North Bengal .in this report various issues have been addressed like staff shortage, availability of classrooms enrolment of SC, ST and private tuition and mid-day meal. The research team reported that 75 per cent of the schools had been provided new classrooms, and average attendance was 62 per cent while 19 per cent of the schools had an average attendance below 50 percent.Mid day meal found to functional 89 per cent of the schools but there are many complaints about the MDM. In respect of teacher allocation, 41 per cent of the total schools had a surplus teacher, and 31 per cent of schools had a shortage of teacher. The shortage of teacher was found higher in Coochbehar (60.6 per cent). It also found that all the schools had the toilet facility, but only 26 per cent of the schools had a proper toilet facility. In respect of community participation, 49 per cent of parents were unaware of this fact. Out of surveyed 267 households in Jalpaiguri, seven students were found to drop out. It is also revealed that inspection of the schools by the authority was quite irregular

Yash Agarwal (1998) suggested about the greater focus is needed in the highly concentrated tribal area and other backward pockets for universalisation of elementary education also stated various dimensions of access and retention in the primary classes in the paper “Access and retention under DPEP-A national overview”. Every child should access to education at a reasonable walking distance. Although above 90 per cent of the population was provided with a school within 1 km distance, some useful parameters were absent in those schools like infrastructure facility, teachers and quality of education. So, a more significant number of students stayed away from primary schools. The study was conducted among the 42 districts covered under DPEP-I and 1993-94 was selected as a base year with 1996-97 as a terminal year for comparative analysis. Yash Agarwal analysed the enrolment trends at all

India level and observed that primary classes enrolment increased by 5 per cent during 70's and by 7 per cent during 80's. The growth rate declined to 0.67 percent between 1993-94 and 1996-97. The decline rate observed in some states like Kerala, Goa, Tamilnadu. Various innovative techniques and models were being regularized to provide quality education, but there were 10 districts (Dhubri, Morigaon, Mallapuram, Rewa, sidhi) where more than 5% decline in class-I enrolment observed between 1996-97 and 1997-98. The comparison between DPEP district and non-DPEP districts provided an idea about the differential progress and the comparison shown that DPEP states (Haryana, Assam, Maharashtra) relatively higher progress in enrolment as compared to the non-DPEP district. The present paper also focused on primary school infrastructure which is an essential indicator of the primary school education. Since DPEP was introduced to make easy access to education in educationally backward districts, it was urgently needed to open a new school or to construct of the additional classroom to avoid overcrowded class room. The availability of classroom space for the instructional purpose is worse in Assam, nearly 20 percent of the school without even a single class room. However, it was found that Kerala state had the average student classroom ratio 31 in 1997 due to a lower population base. Regarding girls enrolment, total enrolment increased from 45.5 percent in 1995-96 to 46.3 percent in 1997-98. Out of the 42 districts surveyed, 16 districts had the experienced of the gender gap. Gender related inequalities should be overcome in the educationally backward districts having a more significant concentration of tribal population by adopting alternative schooling. The literacy among Sc and ST particularly to female is not satisfactory due to low economic status and lower level of earnings. To judge the social inequities, the author calculated the Index of Social equity (ISE) and found that more substantial proportion of children belonging to SC and ST are out of school in some districts in Madhya Pradesh and Assam. The author also calculated internal efficiency from the drop out rate and repetition rate and observed that Assam contributed highest repetition rate, and Kerala contributed lowest. The present paper commented on DPEP goal in 42 districts and innovative & cost-effective strategy to be discovered in place of traditional strategy to make easy access to education in isolate group.

Another study was conducted on the unrecognised school in Haryana (2000) by Yash Agarwal where the author had made a comparative analysis between public & private partnership in primary education. The survey was conducted among four districts of

Haryana, covering 878 unrecognised schools in 13 blocks of 26 selected districts. It was observed that proper records of unrecognised public schools are not maintained, and this is not included also in the educational statistics published by MHRD. Though private schools had a more significant influence on the primary education system, still Govt. is not able to make a clear policy and regulation on it. The author found, there is a presence of the significant portion of private schools in some states like Haryana, Punjab, Bihar, and Uttar Pradesh. During the survey, the investigator found out lower institution cost as compared to Govt. Schools due to lower pay package to the teacher but at the same time, infrastructure facility is quite better than Govt. schools. It was also noticed that sending children to private schools is characterised by the ego needs of their parents. Regarding achievement level, private school children are the better performer than Govt. school children. The author wants appreciable change in attitude and policy in the development of elementary education.

Another serious and most crucial issue focused on quantity and quality of education by Nirupam Bajpai and Sangeeta Goyal in the Paper (2004) "Primary education in India: Quality and coverage Issue" analysed the state of primary education in India. They analysed the paper from socioeconomic disparities, poverty and education, gender disparities, quality of education and the role of the state in providing primary education in India. They argued that there is considerable gaps remain between rural and urban area and the availability of getting education depends on gender, caste, and income. Not only socio-economic determinants, but educational infrastructure in India is also not adequate. They raised a question about the quality of education which is provided by the public education system. The authors also stated that, among 593 districts in India, 309 districts had female literacy rates lower than the national average and 324 districts had a gender gap in literacy rates that were greater than the national average (2001 census). They found the gender gap has mostly occurred in the states of the north because girls usually marry at a very young age and after that, they were engaged in household work. Another anan alarming issue raised by the authors, regarding Sc and ST students' participation in education. Enrollment and dropout rates for boys and girls belonging to SC and ST are a severe issue. Increase in literacy rates doesn't have any meaning without effective literacy in the population. The authors found several reasons for low-quality education due to lack of basic facilities, overcrowded classroom and lack of trained teachers and corruption-misuse of school funds.

Nirupam Bajpai and Sangeeta Goyal (2004) noted that teacher qualification is an essential factor for providing quality education, but here most emphases were given on recruiting teacher from marginalised communities so that education was provided from the marginalised group could create congenial behaviour in the classroom. The authors developed a model shows the interrelationship between community, household, and school. Each of this parameter affects the child's chances of education. However, further study on various interrelationships between other factors is needed to know the main determinants of the social exclusion of SC children. The paper concluded with the suggestions like require holistic approach for promoting the involvement of excluded population by eliminating the critical element of exclusion and a comprehensive and context specific strategy must be adopted to reduce socio-culture reason that gear up the enrolment.

Another study was made on Dumka district in Jharkhand about the primary education status by Kumar Rana & Samantal Das (2004). In conducting the study, from 10 community development (CD), three blocks (Jarmundi, Shikaripara, and Gopikandar) were selected at random basis and among the three blocks, four villages were selected randomly from each block resulting 216 selected sample households for the study in Oct 2002. The research team interviewed 118 male and 78 female; 170 belongs to ST, 22 (SC) and 24 to other communities. The author observed that 12 percent of schools have no classroom and 4 percent have not any building. The primary education progress in this rural region was not able to achieve at a satisfactory rate due to the inadequate number of teacher whereas urban and semi-urban schools have the excess number of teachers. Studies have shown that only 36 percent female teacher is recruited in primary schools. From a total 944 households, 181 (23 percent) never enrolled in the schools and dropout rate was 10 percent; this rate of never enrolled and drop out was quite higher among the SC children due to low-income family condition, hunger, and malnutrition. The education system depends on the proper functioning of the school environment, the attitude of the teachers towards the children, local supervision and control. The research team revealed that an infrastructure problem is one of the main barriers of spreading education among children. The field data showed that, out of 11 schools surveyed, 73 percent needed significant repairs, 27 percent had no drinking water, and 55 percent had no playground.

Along with the infrastructure problem, teacher absenteeism near about 20 percent is also a serious issue which was found to be higher in the tribal village. From a total 43 children responding to question of the subject taught in the schools, 21percent said that no teaching has done on the day during the time visited by the research team While interviewing parents, 33 percent of them expressing their dissatisfaction with the teacher regarding their attitude towards their children. Regarding the quality of teaching an assessment of 63 children from different primary schools,48 percent could not even write their names and 36 per cent could not read fluently; this problem considerably seen among the ST children. This data support the practice of low-quality teaching in schools. As the educational and economic background of these households was weak (especially SC, ST), they cannot provide education support to their children at home or cannot afford private tuition. The author found that 44 per cent of total numbers of general caste children were taking private tuition, but in the case of SC & ST, the rate was 29 per cent and 18 per cent respectively. The poor system of functioning remains in the schools due to lack of poor inspection system and parents participation. There was no regular meeting between teachers and the parents of the children. The fundamental objective of universalisation of primary education cannot be achieved at the desired level for the reasons as mentioned earlier.

Gita Gandhi Kingdon expressed her view about in the article “private & public school in India” (2005). The paper was analysed into following categories i)share of enrolment between public & private schooling system ii) Relative effectiveness and cost iii) Current status of private & public schooling in India. In this paper, the author found out a large discrepancy between household survey estimate and official estimate of private schooling in India due to non-inclusion of unrecognised private schools which leads to an underestimation. Evidence from the 52nd rural Survey, it was found that private schooling enrolment share is underestimated by 28 per cent. Another reason for such discrepancy is that no official records were maintained for unrecognised private schools, though it contributes a more substantial proportion of private primary schools. Total enrolment in private schooling was increased from 56.8 per cent in 1978-86 to 60.5 per cent in 1986-93. The author also highlighted the issue relating to the relative cost of private & public schools and observed that the proportion of salary expenses is much lower than Govt. aided schools. To overcome this issue, the author suggested the public-private partnership (PPP) in India and this PPP model would be the effective model of providing quality education in India.

A report on “Improving School Attendance-A Resource Guide For Virginia School” by the Virginia Department of Education (2005) published a report to serve as an informational source in respect to improve school attendance and to intervene students for irregular students. The report disclosed about three levels of attendance intervention; legal interventions(Enforcing law, Early intervention(reducing barrier to attendance and prevention (establishing expectations and positive school climate. The research team identified the following factors for absenteeism

- i) School factors-it includes school size, attitude of the administrator's teacher and other students.
- ii) Family Factors-It includes lack of parent supervision, poverty, substance abuse at home, domestic violence, etc
- iii) Economic Factors-It includes employment among students, have parents multiple jobs and lack of affordable transport facilities.
- iv) Student factors-It includes mental health problem, poor physical health, lack of familiarity with school attendance and laws.

The study team also mentioned about some social and economic related issues regarding the barriers to school attendance, and it includes association with wrong people or friends, putting time for household works, believing that school does not offer interesting and rewarding classes or activities, transportation problems etc.

Reetika Khera (2006) expressed her opinion about MDM's achievement and challenges in her paper “ MDM in primary schools: Achievement and Challenges”.MDM success stories faced some challenges in the urban area partly due to crowding, inadequate and lack of hygiene. The nutritional effects of MDM depend on the quantity and quality of MDM provided in the school. The lack of adequate infrastructure and hygiene weaken the objectives of MDM. The author identified three major infrastructure facilities which remain major challenges for the Govt i) water facilities ii)Kitchen shed and storage facilities iii) cooking and serving utensils. The author concluded that the success of the programme would be possible with the involvement of public and private partnership and regular vigilance by the authority.

Robert Jenkins and Eimar Barr (2006) in the paper “Social Exclusion of schedule caste children from primary education in India” reviewed the underlying causes of the disadvantaged status related to the primary education of children from Scheduled Caste. Though there has been a significant improvement in overall literacy rate, quality of education is a major consideration due to lack of activity-based learning and child-centric learning arrangement. The disparity in primary education occurred due to castes, economic group, and sex, rural and urban characterisation and also leads to the social exclusion of Schedule Caste children. In this paper, the authors showed that SC population are the disadvantage when compared to other backward classes (OBC) and Schedule Tribe (ST) concerning education status. This paper highlighted the reasons for the disadvantaged status of scheduled caste children from primary education. As the PROBE (Public Report on Basic Education) report concluded: “In many areas, villages are divided into separate hamlets, children from one hamlet may be reluctant or unable to go to school in another hamlet due to caste tension”. Another factor of social exclusion of SC children is that sensitivity of teachers to caste-based discrimination.

Rajshri and Dora (2006) in “ the impact of school lunches on primary school enrolment: Evidence from India’s midday meal scheme” highlighted assessment of the enrolment effects of MDM. The data incorporates 5,00,000 schools observed annually from 2002 to 2004.the study revealed that primary school enrolment has increased by 18 per cent in grade I and 19% in grade II. It also observed that there is a positive correlation between improved nutrition from MDM and learning achievements. The paper also examined the gender disaggregated response in enrolment and enrolment in girls is higher than boys.MDM is not a significant factor to alter the gender gap in primary schools enrolment.

Kumar Rana (2006) expressed his views regarding impacts, problems and possibilities of mid-day meal (MDM) in the paper “the possibilities of the mid-day meal programme in West Bengal”. With the introduction of MDM, the initial impact was found positive in respect of attendance of the students. In this study, the research team found a different response from different class based on the interview. Majority of SC, ST and other poor people wanted a cooked meal for the children, while other relatively affluent people consider it unnecessary and also harmful to schooling. In order to draw a broad picture of MDM, the

study was done in Bhirbhum district of West Bengal. For this study, 15 primary schools (five from each block) were taken where the MDM had been operative and another 15 primary schools (five from each block) without having the programme. The presence of hunger a negative force in the classroom and it exists in large extent in Bhirbhum, Murshidabad, Puruliya and Jalpaiguri. A comparative study was made on an average attendance of students, and it shows that 10.1 per cent point increase in the rate of attendance and that the attendance of the children was much higher among Dalit, Adivasi and Muslim. The major complaints about the MDM were the quality and dullness of the menu. Not only that, inadequate infrastructure, ingredients, low remuneration for the cook raised the problems of MDM. Many of the teachers argued that most of the effective teaching hours disrupts the teaching activity due to MDM arrangements, particularly in the school with high enrolment. Apart from these problems, nearly 80 per cent of the parents actively accepted the MDM. With the help from parents support, parent-teacher relationship become cooperative which leads to high enrolment in the class due to regular discussion took place between them in a friendly environment. The author concluded the paper with some remarks such as more extensive public participation, decentralisation of power, utilisation the unused land to generate income (such as planting trees) and above all, serious willingness will be required from political parties.

A. Pandey (2007) examined the various dimension of access and retention in SSA, mainly focused on gender disparity in education. Though the higher enrolment found in girls dropout rate still higher than boys. It was found that, due to socio-cultural and economic factors, girls have not been able to take the full advantage of UEE. For this, active community participation is required through panchayat and VEC. NGOs and other local communities should be actively involved in girls education and other gender-related issues. The paper highlighted the efforts and commitments Mahila Samakhya programme in respect of enrolling children into primary schools. To ensure the girls' enrolment in the SSA programme, VEC should be formed, and gender sensitisation camps should be formed for proper implementation of SSA.

Universalisation of elementary education is the basic objective of SSA. The objectives can be fruitful if the teacher remains available in the school and deliver quality education. Delivery of teaching process also depends on the students' attendance. A study was

conducted by the Research, Evaluation, and Studies Unit (2007) on the topic “Study of students’ attendance in primary and upper primary schools”. The research team conducted the extensive study by taking 5188 primary schools in sample spread over 20 states (Andhra Pradesh, Bihar, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal, Gujarat TamilNadu, Himachal Pradesh, Jammu & Kashmir, and Delhi). The present study revealed that the overall attendance rate of the primary level is 68.5 percent, Bihar having the lowest (42.2 percent) and Himachal Pradesh contributed the highest attendance rate at 94.6 percent. They also pointed out that, there is an average gap in attendance rate between the first hour and last hour of the school working hours. The attendance rate of SC, ST and Muslim students in the first hour is quite less than that of total students. The class-wise analysis shown that the attendance rate is the lowest in Class-I (65.6 percent) and it increases slowly from class-I to VIII. Moreover, still, there is an average gap of attendance rate in rural (68 percent) and urban (71.2 percent) primary schools. During the unannounced visit, the research team found that teacher attendance in primary school is 81.7 percent . Lowest absent rate of the teacher was found in West Bengal, and it was quite high in Madhya Pradesh and Assam. The research team listed out the possible reasons for students’ low attendance on the basis of information given by head teachers, teachers, village education committee. Reasons are i) child usually busy with their domestic work and keep them engage with their parents in their occupational work for earnings. I) Temporary migration iii) Parents’ indifference iv) lack of basic facilities in school iv) difficult access to school due to lack of transportation v) teacher shortage v) unattractive school environment vi) poor quality of teaching.

Ever since its inception in 2000, the SSA has played an impressive role to ensure elementary education. In the paper “How far have we come in Sarva Shiksha Abhiyan” by Amarendra Das (2007) emulated a realistic assessment of SSA. As per census 2001, Kerala was the highest literacy rate (91 percent) and the lowest (47 percent) in Bihar. Most of the developed states like Maharashtra, Tamilnadu, Punjab, Gujarat, Karnataka, and Haryana performed satisfactory rate in literacy. However, the literacy rates on the gender basis showed a discriminating picture except for Kerala, Maharashtra, Tamilnadu, and Punjab. The author has expressed his serious concern about the dropout rates. The paper also focused on the enrolment in the Government school, and it has observed that, between 2003-04 and 2004-05, there had taken place a decline in the percentage of enrolment in Government Schools. Role

of the Government is of particular importance to the universalisation of elementary education. However, the result showed that basic education facilities were not provided in many state schools, as reported that "there is not a single state, which has more than 90% of school in good condition". Undoubtedly, the quality of education depends on skilled teacher and fact is that except Andhra Pradesh, Haryana, Kerala and West Bengal, in all states more than 10% of the primary school have only one teacher for five classes. There is also the inadequacy of pupil-teacher ratio (PTR), The author had shown that Bihar, Jharkhand, UP and West Bengal exceed the PTR of 50, only states like Andhra Pradesh, Assam, Kerala maintaining low PTR of 30. To enhancing enrolment, attendance to the universalisation of elementary education, the Central and State Government need to improve efficiency regarding innovative policy intervention.

The overview of school education in India is expressed by Geeta Gandhi Kingdon (2007) in the paper "the progress of school education in India". The author compared the literacy rate in India along with other International Countries in the BRIC group (Brazil, Russian Federation, India, and China). The data showed that, India's literacy rate better than Pakistan and Bangladesh while it lags substantially behind all the other BRIC countries and Sri Lanka. The author analyzed the schooling access and quality in primary education and stated that school enrolment in secondary level is low due to a shortage of school in nearby and this leads to the increase of private schooling system. Gender disparity in secondary school is seen Bihar, Rajasthan, Jharkhand, and Chhattisgarh. But this disparity is quite low in Kerala and Tamilnadu. Despite schooling access quality, the attendance rate is also a major indicator of schooling participation than enrolment rates. From the report NFHS-I (National Family Health Surveys) and NFHS-II in the 6 year period, it was observed that very significant improvements in their current school attendance rates particularly in rural area, except Gujarat, Bihar, and Orissa. But at the same time, the author stated that attendance rate does not guarantee grade completion. Over this 10 years (1991-2001), the gender gap reduced substantially especially in Madhya Pradesh and Rajasthan. The literacy rate increased largely in Uttar Pradesh and Andhra Pradesh. On the basis of a survey carried out by Pratham (2006), revealed that near about 47 percent children in grade V could not read story text at grade II level and in Mathematics, 55 percent of grade V and 25 percent of grade VIII children could not solve a simple mathematics. On the basis of data survey (2005), West Bengal, Haryana, Bihar, Uttaranchal, Chhattisgarh less than 50 percent children could not solve a simple

mathematical problem. School quality is another serious issue which directly depends on the education system. According to a survey among 242 villages across five North Indian State (Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, and Himachal Pradesh) by PROBE (1999), reported that 26 percent of schools without the blackboard, 52 percent had no playground, 59 percent no drinking water, 77 percent no library. These statistical figures showed that existence of very poor infrastructure facility in primary schools. These basic problems have encouraged the introduction of private schools in India. Nearly 96 percent of the total increase in urban primary enrolment was due to the growth of private schooling. Here, the author compared the effectiveness of private and public schools. According to the report (Pratham, 2006), it was found that private schools students could able to read the text and solve the mathematical problem more easily than Government school students. The author has also expressed views in regard to the relative cost of education in private and Government schools and found out from the data from five different states in the early to mid-1990s that private school teacher's salary was about 40-50 percent of Government teacher. From this paper, it was observed that India's educational achievements are one of the mixed successes.

The SSA was initiated to achieve the goals of universalisation of elementary education of satisfactory quality, reduce overall dropout rates, increase average learning achievement rate . The most challenging task of SSA is to enrolling and retaining children. The paper "Enrolling and retaining slum children in Formal school-A field survey in Easter Slum of Kolkata" focused that retaining the students in a formal school is far more difficult from enrolling them by Ratan Khasnabsis and Tania Chatterjee (2007). The field survey was made among 9,969 children from 104 schools spread over 11 wards of east Kolkata between November 2003 and July 2005. In the sample design, three types of schools were chosen for the study; Kolkata Primary School Council (KPSC), Kolkata Municipal Corporation School (KMC) and Shikshalayan. The authors found out from the selected samples that, literacy rate was 70% and literacy rate is closely related with the literacy level among the mothers. As, physical facility of the slum area are quite adverse, students from this area are frequently absent due to ill health and sickness. Migration is an another factor behind the hampering the education system in that region, While survey was made among 9.969 students, it was found that gender ratio is maintained only in Shikshalayan (50.32 percent) and it is maintained

because schools are situated at very close. Another factor came out from the survey that students of a large number do not study in the age-specific relevant class due to lack of interest in the academic which leads to low enrolment ratio. The attendance behavior of the students suggests that only 38.6 percent of the students were attending regularly in the school daily. To find out the causes of low attendance, the author used a regression analysis (sample size 250 households) with the percentage of class attendance by a student during Nov 2003 – April 2004. The regression result analyzed that there are three factors which affects the attendance of the students, like i) Types of the schools ii) the education level of female guardian iii) per capital income of the family. Per capital monthly income reversely propionate while education level of female guardian directly propionate to attendance of the students. Attendance of the students significantly depends on the types of the school which had a better infrastructure. The authors also focused their views on retention problems and observed that 78.52 percent student was retained in the next session, but at the same time 36.75 percent of the students left school only after two successive sessions and it was predicted that retention rate would go down in subsequent session. From the field data, it was observed that it is challenging to retain children who were mainly from disadvantaged families.

Indian Institute of Management (IIM), Kolkata have made a Monitoring and evaluation report for Maldah, Dakshin Dinajpur and Darjeeling in 2007-08. They have taken a sample of 80 schools in Maldah, 83 schools in Dakshin Dinajpur. For the Darjeeling district, they analysed the DISE data for 2006-07 as made available by NUEPA (National University of Educational Planning & Administration). They found that the Government has taken steps like Total Sanitation Campaign (TSC) for providing drinking water facility in schools. However, the provision of TSC has provided only 30 per cent of schools. However, in the Dakshin Dinajpur TSC has taken place in 70 per cent schools. In Darjeeling district, according to DISE data (2004-05), toilet facility for girls was available only 8 per cent, and drinking water facility was available in 29 per cent schools. Textbooks were available in all school and all students in 88 percent of total school in Maldah district and 92 percent in Dakshin Dinajpur

However, in Darjeeling district, textbooks were distributed not even 1 per cent of the total students. To enhancing enrollment, retention & attendance and simultaneously improving nutritional level among children, the National Programme of Nutritional Support

to Primary Education (NP-NSPE) was introduced. In Maldah district and Dakshin Dinajpur, mid-day meal (MDM) was running 83 per cent and 81 per cent of the total schools, respectively. In Darjeeling district; the research team observed an increasing trend in enrolment at primary level due to SARVA SHIKSHA ABHIYAN interventions, but stagnation trend was noticeable in upper primary level. Enrolment increased by 36 per cent over the last three years. There is also a positive influence of infrastructure on SSA. According to DISE data, 3 per cent of the primary schools and 2.4 per cent of upper primary schools did not have proper infrastructure facility

A study was conducted (2008) to assess the quality of civil works in Siliguri Educational Districts covering 60 schools in Matigara, Naxalbari, Phasidewa, Kharibari and Siliguri Municipal Corporation. It was observed that 52 per cent of the schools have completed civil works, and most of the schools did not have the facility of electricity and 73 per cent of the schools have the toilet facility. The research team also observed that there were no proper drinking water facilities and 67 per cent of the schools have the boundary wall. There was a persistent problem of seating space, and it was found that 130 students used to sit in one small classroom. Only 88 students of school going age returned drop out in the Siliguri Educational district, and this rate was very negligible as compared to the other parts of the country. At the same time, it signifies the success of the movement Education for All advanced by Sarva Shiksha Mission in this region. By promoting proper development to schools regarding civil works, the success of elementary education can be felt more fruitfully.

The Main aim of Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the age group 6-14. But Nitya Rao (2009) identified a perception of poor quality of the SSA and also lack of understanding by the programme of social relation and structure constraints in the paper "Structural constraints in SSA schools". The study was conducted in Borio block, Sahibganj district of Jharkhand, with 330 households; 176 Santals and Mohli (ST), 94 Hindus (OBC) and 60 Muslim households.

According to village survey (2006), revealed that 32.4 percent of the village population is literate which adversely affect the literacy level in graduation and post graduation (less than 1 percent). With the launching of the SSA, some initiatives were taken to universalise access to elementary education in Mohali and Muslim area. The author made a comparison between the current Govt. School and new primary school (NPS). The author

highlighted an essential issue that reflecting discriminatory practice about both children and teacher.

Regarding children, due to poverty, children often go to work rather than the school. Another aspect about the teacher, as per Govt. notification, NPS is running only by a Para-teacher drawing salary Rs.3, 000 per month. So, there has been a considerable mobilisation of Para-teacher in search for a supplementary source of income. There is a considerable inequality with the regular teacher in respect of earnings. To, provide quality education, teacher motivation is utmost necessary to fulfil the objectives of SSA. With the monetary incentives, regular meeting activities at the block level, cluster level with the head teacher, assistant teacher, is also required for improving the quality of education as prescribed by the SSA. The author suggested that truly quality education can be provided to the poorest, most marginalized and the backward section of the society if structural constraints are eliminated.

It is often argued that children remain out of school because their family needs income from their labour. But at the same time, it is also said that a large majority of out of school children are not engaged in full-time work. Awareness campaigns and community participation should be arranged to attract SC.ST children for enrolment and retention. The implication of community participation through social education management committees (SEMCs) under SSA has focused on “ Lack of Community Participation in Sarva Shiksha Abhiyan: A Case Study” by Vasanta Srinivasa (2009). The study was conducted in scheduled tribe (ST) Rampachodavaram Agency area in East Godavari district of Andhra Pradesh. Three mandals (Y Ramavaram, Gangavarem, and Maredumilli) were specially selected out of seven mandals in Rampachodavaram Agency, to track the impact of SSA through SEMCs . A multistage sampling method was done for the selection of the mandals, the sample size was 26 villages among the total number (262) of villages in three mandals, and 125 respondents were selected among parents of school going children, PRI (Panchayati Raj Institutions) and school teachers and SEMCs members. The author observed that 67 per cent of categories were well known about SSA and 50.4 per cent were not aware of the micro-level planning for school functions and more than 87 per cent of the school teachers were not aware of this component. It was observed that near about 50 per cent of the respondents revealed the non-existence of SEMCs and 50.4 per cent were not aware of the own membership of SEMCs. When the author had surveyed the necessary facilities available in the school, disclosed that

abysmal level of availability with TLM, electricity, separate classroom, room for teachers, drinking water, toilet. Regarding the participation of SEMCs members in the monthly meeting, data revealed that nearly 70 per cent of the respondents reported about the no participation in the monthly meeting and also reported that they were not aware of the financial resources that the school receives.

The author found out some causes for the low participation like lack of training or orientations and workshop. Some suggestions were received from SMECs member to improve the function of the education committee at the village to implement education committee successfully, such as tribal parents should participate in school-related activities and make them aware about the value of education.

Savita Kaushal (2009) reported about the status of MDM in Rajasthan and also identified the best practices in the implementation of MDM in the paper "A study of best practices in the Implementation of MDM programme in Rajasthan". The following observations were obtained from the study

- i) Cooks were appointed by SDMC committee members and menu of the food is displayed in the school. Besides seasonal fruit is given to children once a week.
- ii) Teacher was entrusted with the responsibility of buying food items for children, and it did not disrupt the classroom activities.
- iii) Children used to wash hands properly before MDM, and all the kitchens had the provision of kitchen shed.
- iv) Akshaya Patra, largest NGO strives to eliminate classroom hunger and supporting to the socio-economically disadvantaged children by providing education. In Rajasthan, Akshaya Patra(NGO) served mid-day meal more than 1.5 lakhs children per day. The programme is managed by the ultra-modern centralised kitchen to ensure minimised human handling and maintaining a good standard of hygiene and cleanness.

Sarmistha Paul (2009) argued in the paper "Public infrastructure, the location of Private Schools and Public Attainment in an Emerging Economy" that public infrastructure has a great impact on the presence of private schools in a community and it ensures a high return to private investment. The public or Govt. Schools in India are facing challenges due to the rapid increase of private schools in India. From the PROBE study, it was found that private

schools in the village are providing more infrastructural facilities than compare to Public schools. Pass rates are significantly higher in village private schools, and private school presence affects lower enrolment in public schools.

Programme Evaluation Organization has done the Evaluation report on SSA (2010) among eleven states and two union territories for the period from 2003 to 2007 to identify the constraints in the implementation of the scheme and also how far SSA has been able to achieve its objectives and related targets. In this study, a multi-stage stratified sampling has adopted. The study showed that in all about 90 per cent of the rural population having access to an elementary school within 3km. With the State Govt. intervention, private schooling also plays a significant role in Chandigarh, Haryana, and Rajasthan in providing education. The overall gross enrolment ratio increased to 93% in 2007, but some states GER declined due to child population, outward migration and existence of private schools. The paper also highlighted the critical issue about the infrastructure facilities which significantly improved in most of the schools, but 60 per cent of the rural schools suffer from electricity facility. TLM has used 91 per cent of urban schools as compared to 77 per cent of rural schools. Motivations levels of the teacher were also surveyed and found that 54 per cent teacher in rural schools & 76 per cent in urban schools teacher was not interested in non-teaching activities. The study also revealed that some union territories spent a higher proportion of their expenditure on quality education. With this findings, the team also pointed out some constraints like i) teacher shortage ii) lack of universal enrolment due to seasonal migration, illiteracy, economic backwardness iii) weak supervision. Universalization of elementary education can be succeeded its aim totally, if following suggestive measures are taken like i) opening new upper primary schools ii) policy of no detention by all States iii) transport facilities should be provided primarily in remote area iv) cost of education should be provided at free of cost v) introduction of biometric system of recording teacher attendance. With this, all recommendations, social, regional and gender gaps can be reduced through the universal education programme. The committee also recommended the social audit of the scheme.

.S.Deodhar and S. Mahandiratta (2010) conducted a survey and published an article on “an evaluation of mid-day meal scheme” and remarked that hygiene factors seemed to be missing as they observed that children were required to wash their plates after the meal by

using the playground soil. The authors tested the MDM in terms of nutritious, food safety and laboratory result revealed that nutritional level is not sufficient as per norms they have suggested about the involvement of private entities and NGOs in delivering of MDM and inclusion of fruits in daily meal.

A.K.Sharma and Samiksha Singh (2010) studied the impact of MDM run by NGO on the growth of the Primary schools' students in rural area Of Mathura district in the paper “ impact of NGO Run Mid-day Meal Programme on Nutrition status and Growth of Primary school Children”.Enrolment was found higher for girls in local schools whereas boys enrolment was higher in Private schools in district headquarter.MDM effects the growth rate of children. It was found that NGOs had no better impact on the growth of primary schools, but it reduces the prevalence of vitamin deficiency.

A survey was conducted of all India basis on out of school children of age 5 7 in 6-13 years age group by social & Rural Research Institute (2011). The survey was conducted in all states and the union territories of India during Feb-May, 2009, covering 99,226 households. It was observed that 38.07(5.23 per cent) lacks children aged 11-13 were out of the school compared to 43.44 lacks (3.69 per cent) children in the age group 6-10 years. The total 8.15 lacks (4.28 percent) children were out of the school, and this proportion is quite higher in case of girls. The percentage of never attended school children was 75.99 per cent in rural area, and this ratio is quite higher in some states like Andhra Pradesh, Assam, Himachal Pradesh, Meghalaya, Orissa and West Bengal. Out of school children were estimated to 81.50 lacks, 25.1 percent (20.46 lacks) of those children were drop out and the percentage of drop out is relatively higher in Class I, II and V. It was also found out that, the percentage of never enrolled children is quite higher in rural area and it was estimated 4.53 per cent (70.24 lacks) as compared to urban area where it was 3.18 per cent (11.26 lacks). The school participation by different social group (SC, ST, OBC, Muslim & others) were also considered in this study. A significant portion of this category was deprived of accessing the education and also it was reported that 28.97 lacks children were found to be with special needs(CWSN) and among them 34.12 percent children were out of the school. The survey result also highlighted the issue of private schooling, and it was observed that an increasing trend of enrolling in private schools in some states like Punjab, Manipur, Goa. As education is depended on family

economy, drop out is mostly caused by the poverty/economic reasons in states like Bihar and Uttar Pradesh

The ASER (Annual Status Education Report) 2011 survey was conducted to assess the status of children schooling and primary learning achievements and to compare this result with the last year (2010) data. The sampling was done in all rural districts covering 600 households per district. This sample was obtained by selecting 30 villages from each district. It was found that private schooling enrolment in rural India has increased by 5.5 per cent and enrolment in North-west State(Punjab, Rajasthan) have a very high percentage of enrolment in private schools.ASER measured the effectiveness of the school system and found that a large proportion of children cannot read the text without the tutor. It was also observed that the learning level of Government schools drop substantially, especially in Rajasthan, UP. Bihar. The learning levels of children were compared among the states like Karnataka, Tamilnadu, Punjab, Haryana. It was revealed that Punjab had shown steady improvement in all levels of children between Std I to std V. The survey result showed that about 3.4 per cent of children in the age group 6-14 not currently enrolled in school whereas as private schooling participation increased to 25.6 per cent in 2011. In regarding teacher attendance, on average 87 per cent of all teachers were found to be present in the school, but children attendance declined in rural primary schools from 73.4 per cent to 7.09 per cent in 2011. The research team found the facility of the computer in schools and Kerala experienced a high percentage (78 per cent) computer facility in primary schools. With the planned efforts of universalisation of elementary education, the literacy rate in 2011 has increased to 74.04 per cent, not only that; female literacy rate increased from 53.67 per cent to 65.46 per cent in 2011 while male literacy rate rose from 75.26 per cent to 78.21percent.

Epstein and Sheldon (2012) identified five key programme parameters on their article “Getting student to School: using family and community involvement to reduce chronic absenteeism”.The authors observed that school, family and community partnership could effectively decrease chronic absenteeism in the school. They identified five key variables to reduce absences in the schools. These are

- i) A regular visit to homes to frequently absent students
- ii) Rewarding students for improving attendance

- iii) Establishment of a relationship with parents
- iv) Conducting a workshop for families about attendance.
- v) Taking the help of counsellors for chronically absent student

Gouri Sankar Bhunia and Pravat Kumar (2012) has been attempted broad mapping and analysis of existing infrastructures facilities in Paschim Medinipur. The study revealed that 15.84 percent of the schools in primary level had the facility of girl's toilet facility. Highest girl's toilet facility was found in Daspur I block (29.46 percent). The overall drinking water facilities available 98.24 percent but the electricity facilities have been recorded 10.68 across the district. Availability of ramp facility in the district was 55.81 percent. Availability of boundary wall indicates safety measures of the school. It has been recorded very disappointing result in respect of availability boundary wall, playground facility and class room's conditions. Prof Berner had established the positive relationship between student achievement and infrastructure condition in the phrase "Good infrastructure is truly at the base of the quality education". The authors found that infrastructure facilities are not sufficiently distributed across the district due to socio-economic barriers, political problems, and low accessibility of the area.

Yawar Hamid and Asmat Hamid (2012) attempted to assess the impact of MDM on attendance, enrolment, drop out of children in primary schools of district Anantnag in Jammu Kashmir. The study was undertaken by interviewed 100 students, 50 parents, 20 teachers and 20 Govt. Officials. The study revealed that MDM has produced a significant positive impact on attendance and drop out in both general and reserved categories. With the MDM, Sarva Shiksha Abhiyan also contributed to a great extent for increasing enrolment and decreasing drop out. However, the quality of the food is not satisfactory, and with this financial assistance & supervision and monitoring, the programme is also not adequate.

Farzana Afridi and Bidisha Barooah (2013) studied a specific mechanism which could improve student's learning in public schools in Delhi. The authors measure the student's performance by solving a puzzle of increasing difficulty within a specified time. The results suggested that schools meals positively affect classroom concentration. The study concluded that free or subsidised meals could improve the performance of students in classrooms

Janmejaya Samal (2014) discuss public health concern of MDM which requires greater attention from the administration in the paper "Mid-day meal menace in Bihar: The Public Health Concerns of the Tragedy". Death of 23 children after the MDM consumption in Gandaman Dharmasati Primary Schools of Chapra District in Bihar (2013) was an example of point source epidemic. The report shows that the presence of pesticide in MDM and it is evidenced that lack of proper food surveillance measure. The Forensic science Laboratory (FSI) reported that a high quantity of organic phosphorous pesticide was found in the MDM. the public health service in this district did not have proper facilities to respond quickly against the poisonous food. UEE concerns about accessibility and equity, but in reality, there was also not enough fast transport to cope up this situation.

Jabir Ali and Mohammad Akbar (2015) analysed the differences in pupil's satisfaction on various aspects of MDM in the research paper "Pupil's satisfaction with school MDM meal Programme: A comparative study of centralised versus decentralised kitchens". The study was conducted through interview of 1200 children of primary and upper primary schools of four district of Uttar Pradesh. The result shows that most of the respondents were highly satisfied with the MDM programme. However, still, considerable improvement should be made in the quality of the food, social bonding, hygiene and health-related issues. There is a significant difference found in the satisfaction level on MDM supplied through centralised and decentralised kitchens by using ANOVA techniques.

Kamile Demir and Y.A. Karabeyoglu (2015) have been made attempted to investigate the effect of individual, family, and school variables on absenteeism among school students. For the study, survey had been done amongst 581 students. As per the study, commitment to school, control of the family and school environment have a significant effect on attendance. In the research, commitment to schools includes commitment to teachers, commitment to friends, and commitment to schools. Among these, three variables, commitment to the teacher is the most potent variable. commitment to schools begins with teacher-student relationship (Marvul, 2012). The model developed by the investigators found that control of parents has a significant effect on attendance. i.e family attitude and circle of friends can be major motivational factors against absenteeism.

Richard Coelho, Sierra Fischer and Forres Mcknight (2015) evaluated the marginal impact of first-grade absence on student achievement on a third-grade standardised test. Consistent attendance helps students to build a foundation for the development of the future. Poor student attendance is a cause of failure in college-level education. The study revealed that absenteeism is harmful to student performance in math and reasoning skills. The researcher identified that each day absence is correlated with a reduction of math score by 0.4 points and 0.2 points in reading the score. The highest rate of absenteeism was found from students belonging to a low-income group or members of an ethnic minority

Madhumita Bandhopadhyay (2016) have been made attempted to analyse the present status of availability of infrastructure facilities in schools. RTE, 2009 has recommended that each school should be equipped with “ all-weather building consisting of at least one classroom for every teacher and office- cum- store –Head- Teacher’s- Room: barrier-free access, separate toilet for boys and girls:safe and adequate drinking water facilities to all children; kitchen where mid-day meal is cooked; playground; boundary wall or fencing ”The above study was made from secondary data, DISE.The following facts were observed:

- i) An increasing trend is found in private schools in respect enrolment and the opening of new schools. In India,19 per cent of the schools were run by private management.
- ii) Student classroom ratio was higher than the national average (27)in the states like Assam, Bihar, Chandigarh, West Bengal..
- iii) 90 per cent of the Private schools are well connected by all weather road, whereas 135 of the primary schools are yet to connected.
- iv) 98-99 per cent of the Govt. primary schools have their building, but Bihar and Uttaranchal where more 10 percent of the Government Schools do not have the school building.
- v) 95.6 per cent of the Government Primary schools have water facilities, whereas 99 per cent private schools have this facility.
- vi) 88 per cent of the Govt. primary schools have the facility of girl’s toilet, but the majority of the private schools are well equipped this facility. However, in Andhra Pradesh (55 per cent) , Meghalaya(54 per cent), Assam (76 per cent) private aided

schools are functioning without a girl's toilet. The provision of Boy's toilet facility is much better than compared to girl's toilet. 95 per cent of Government as well as private schools have the facility of Boys' toilet.

vii) In respect of the boundary wall, playground and electricity facilities, 50-55 per cent of the govt Schools have these facilities whereas 70-80 percent of the private schools are well equipped with these basic needs.

viii) It has been found that only 13.5 of The Govt. primary Schools and 45.80 per cent of the private primary schools have computer facility. So, it is understandable of the fact is that making of digital India is not possible without computer-aided learning.

Tanika Chakraborty and Rajshri Jayaraman (2016) studied the effect of the MDM programme on children learning outcomes in the discussion paper “ school feeding and learning achievement: Evidence from India's Midday meal Programme”. The study based on secondary data from ASER. The MDM helps to increase test score and mathematical ability. The authors found a positive co-relation between MDM exposure and test score. The test score is lower for girls than comparing to boys. The study revealed that MDM has a significant effect on learning achievement with a test score in primary schools, increasing by 18 percent for reading and 9 percent for mathematics.

2.5 Over view of the Studies

The universalisation of elementary education includes the objectives of achieving universal primary education, i.e. to ensure that all children complete primary schooling. One strand of literature examines how far elementary education achieves its objectives. Gita Gandhi Kingdon (2007). Nirupam Bajpai & Sangeeta Goyal (2004), Amarendra Das (2004), Nitya Rao (2009) found that SSA has made impressive strides in seeking to ensure universal elementary education. However, at the same time, it was observed about so many common problems exist which were pointed out by the authors as mentioned above like, lack of quality education, an infrastructure facility, inadequacy of teaching staff, etc. Yash Agarwal (1995) argued about the universalisation of elementary education in backward pockets, and here, the author found out the same problems as others. The above all the paper analysed the determinants of school participation using survey data. Indian Institute Of Management, Kolkata (2008) published a report about the progress of SSA in West Bengal and addressed

their primary concern in the basic facility in schools, availability of textbooks, Midday meal, VEC, etc. Robert Jenking & Eimar Barr (2006) found out in order to address all of the determination of social exclusion. It is essential for any intervention designed to reduce disparities to include strengthening local capacity to manage a comprehensive response. Research, Evaluation Studies Unit (2007) pointed out, children from SC, ST, OBC have lower attendance in school than that of total students. Ratan Khasnabasis & Taniya Chatterjee (2007) examines reasons for the poor attendance behaviour of student in formal schools, and they observed that retaining the students in a formal school is far more difficult than enrolling them, mainly if the students are from an impoverished economic background. This problem could be managed by promoting community participation in school education (Vasanta Rao, 2009). By implementing community participation and MDM (Kumar Rana, 2007) programme participation in school education can be ensured. Another major issue in elementary education is the existence of private tuition. Amartya Sen (2009) expressed his deep concern about private tuition in primary schooling in West Bengal and the reformation of private schooling curriculum.

The literature as mentioned earlier attempted to focus on the problems of mid-day meal from different aspects such as quality, hygiene issues and also the perception of the parents, teachers and students about the midday meal. Some of the studies attempted to examine the effect of mid-day meal in respect of attendance, enrolment and retention and learning achievement. MDM issues in different aspects were studied by Kumar Rana (2006), S. Kaushal (2009), A.K. Sharma (2010), Y.Hamid (2012)J. Ali (2013)T. Chakraborty (2016). Besides these, the influence of NGO on MDM was studied by A.K. Sharma(2010). On civil works, a good number of studies were carried out by the several research institutions. In infrastructural context, the studies were carried out by IIM, Kolkata (2008) Programme Evaluation Organisation (2010), Social & Rural Reseach Institute (2011). Besides, several studies were conducted by S.Paul(2009), G.S.Bhunia(2012).M.Bandhopadhaya (2010).

Regarding attendance of the primary students, the influence of different factors was studied by Epstein and Sheldon (2012) and R. Coelho (2011). Regarding learning achievement of the primary students, ASER (2011) surveyed to access the learning achievements of the students.

The papers as mentioned earlier analysed the state of primary education. Using various data-source and secondary research described salient features of the public education system for primary schools as well as educational outcomes. The development of the above mentioned studies provide significant support to formulate hypothesis for the present study.

2.6 Distinguishing features of the study

After reviewing the above studies, the investigator attempts to incorporate these features into the present study. From the above discussion, the researcher found that there were so many projects; researches were conducted at the national and state level on the performance of SSA and other related factors that affects SSA progress and implementation. However, the investigator has not found any published relevant research paper or articles that evaluated & analysed the role of SSA in Jalpaiguri & Rajganj block. So, in the above context, the researcher will try to evaluate the role of SSA in Jalpaiguri and will make a holistic comparative analysis between these two regions. So, the area I am researching is to my knowledge a virgin field of interest that requires careful investigation.

While studying on the present research work, a few studies were carried out related to SSA in respect of girl's education, civil works but have not found a relevant study regarding the role of SSA towards in achieving education for all in rural and urban areas of Jalpaiguri district. The investigator has not found any recent study on the role of SSA in Jalpaiguri district. The present work has planned to study the role of SSA in achieving education for all in rural and urban areas of Jalpaiguri district on the basis of gaps as mentioned above.

2.7 Rationale of the study

Primary education plays a vital role in the educational system in India. From 1950 onwards there has been an urgent demand for the introduction of universal, free and compulsory primary education. To fulfil the demand, the SSA was launched in 2000-01 in Jalpaiguri district. To respond positively to this demand SSA was a significant move toward the implementation of policies undertaken by the Govt. of India. My preliminary investigations of SSA in this district have revealed that the performances, as well as the success rate of SSA, have not been satisfactory. My understanding of this situation suggests

that the lack of proper communication between policymakers and those who implement these policies has somehow hindered the overall aims of the programme. Besides the failure of introducing updated course curriculum and teaching methodology, lack of infrastructure etc. has limited the effectiveness of the programme making both teachers and students apathetic to the whole more.

The purpose of the present study besides analysing what has been said above is also to offer possible changes in the existing SSA programme in Jalpaiguri regarding the modernisation of teaching-learning methodology. My research paper could also suggest ways to establish a balance between policymaking and policy implementations for effective universalisation of education system in Jalpaiguri.