CHAPTER-I

Introduction to Sarva Shiksha Abhiyan

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1 Introduction

The role of Universal Elementary Education (UEE) to strengthen the social democracy through the provision of equal opportunities to all has been accepted since the inception of our Republic. The National Policy on Education (NPE), 1986/92, states:" In our national perception, education is essentially for all...Education has an acculturating role. It refines sensitiveness and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit-thus furthering the goal of socialism, secularism and democracy enshrined in our constitution". In addition to that, Act also makes compulsion that every child from the weaker section or disadvantage group must get elementary education. After the introduction of NPE, Government of India had initiated an extensive range programme for achieving the goal of UEE in the 1980s and 1990s. Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP) and Teacher education programmes were introduced to support the mission of UEE.

Education is the best resource of the human being. ". An educated person is an asset to a country and country's development, culture & economy entirely depends on the quality education of its citizen. The Constitution (86 th Amendment) Act 2002, enacted in 2002 seeks to make a free and compulsory education a fundamentals right to all children in the age group 6-14. Article 45 states that state should strive to provide free and compulsory education for all children until they complete the age of 14. Since independence, the Central and State Govt. have put their great effort for expanding the provision of primary and non-formal education to set the goal of universalisation of elementary Education. So Govt. of India has made a provision of Rs.169 crores (44 crores for the central and 125 crores for the states) for educational development in the first five year Plan (1951-56). From the first five year plan, Govt. of India showed a deep interest in the total literacy campaign. After that, Govt. of India has taken some new plans in every five-year plan to reform in the education system in India. At the second five year plan, more significant emphasis was given in basic education, expansion of elementary education and diversifications of Secondary Education. The third five-year plan (1961-66) recommended for continuing the work started in the first and second-year plan. The main objectives in the third five- year plan were to expand and

intensify the education effort.Education became the focal point of planned development. Another important consideration of the third five -year plan was the provision of facilities for universal elementary education for the age group 6-11 on the basic line. In the fifth five -Year plan (1974-79), very high importance was given to the elementary education project. Earlier plans were formed to enrol the boys and girls in the elementary education system. However, the seventh plan (1986-91) attached the highest priority to realise universalisation of elementary education for children in the age group 6-14 by 1990. Eighth plan (1992-97) would also aim at universal primary education, and a special programme was launched for education for tribal children. The ninth five-year plan (1997-02) focused on providing primary education as a universal basic service and also making education is the fundamental right for children up to 14 years of age.

The Government of India is continuously putting significant effort and funds to universalise the education in India, so as a result in 1996-97 number of primary schools in India were 5,98,000 whereas the number was 2,10,000 in 1950-51.

The vision of the tenth five -year plan (2002-07) was to develop cognitive and critical skills in each child through SSA (SARVA SHIKSHA ABHIYAN). With this planning strategy, the State Government is determined to achieve universalisation of elementary education. So urgently we need a quality education program for the achievement of universalisation of elementary education. District Primary Education Project (DPEP) was launched in November 1994 to provide universalise and to provide quality primary education to all children through formal primary school or its equivalent through alternatives. DPEP were brought under one single project known as SSA (Sarva Shiksha Abhiyan) (Education for All) in 2001-02. It includes i) operation Blackboard.ii) teacher Education, iii) non-formal education (Education guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivir) .iv)Mahila Samakhya.v) National Programme for Nutritional support to primary Education (NPNSPE)

Over the years there has been a significant and more substantial expansion of elementary schools in the country. Access and enrolment at the primary stage in India have reached almost in universal levels, out of school children and gender gap has reduced significantly. The proportion of children belonging to SC and ST have increased in respect to enrolment and retention. Article 21-A and RTE Act came into effect from 1.04.2010, and it includes the words " free and compulsory ".' Free education' means that every child, other than child who was already admitted by his or her parents to a school which is not supported by the

appropriate government, shall be liable to pay any kind of free or charges or expenses which may prevent him or her from pursuing and completing elementary education[1].'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education in the age 6-14 age group.

1.1 The Present Context

Currently, Sarva Shiksha Abhiyan (SSA) is realised as India's major programme for universalising elementary education. UEE includes universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.SSA supports UEE by providing the opening of new schools, construction of schools and additional classrooms, toilet and drinking water facilities, sufficient teachers, periodic teacher training and academic resource support etc. The implementation of such provisions could make to achieve the agenda of universal education. The RTE Act provides an equitable and justifiable framework to all children in the age group 6-4 in respect of completion of elementary school. Most Significantly, it provides an education which is free from fear, stress, and anxiety.[1]

SSA has been operated since 2000-01. With the introduction of the RTE Act, the changes need to be incorporated into the SSA frame. The changes should not be confined with teachers or classrooms, but it should bring the vision and approach to elementary education. Social access to schooling is as important and critical issue. There are several categories of children, belonging to rural and urban areas. These categories include children belonging to General, SC, ST Muslim and OBC categories. Economic categories include the weaker sections and disadvantaged group.

With the project as mentioned above, the census 2011 showed improvements in literacy rate in India. As per the data published by the 2011 census, India has managed to achieve an effective literacy rate of 74.04 per cent in 2011. According to the report released by the latest census, there are almost 74 per cent literates that constitute the total population of India aged between seven and above. Sarva Shiksha Abhiyan (Education for All) was implemented in 2000 as a joint venture scheme between Central, State and Local Govt. and a time-bound

[1] http://mhrd.gov.in/rte,Department of School Education & Literacy

programme of universalization of elementary education. The SSA was initiated in the year November 2000 and aims to achieve the goal of universalization of elementary education of satisfactory quality by 2010 and other aims are to reduce overall dropout rates, increase average learning achievements rate, reduce gaps in enrolment, dropout & learning among gender and social group and establish capacity at the district, state, and national level to plan, manage and monitor program. The proposed instrument SSA is financed by European Commission, International Development Association, Local Govt. Body and British Development for International Development. The financial assistance from various agencies provided financial and technical assistance to establish SSA programme in India. The involvement of the World Bank is really appreciable in this context.

SSA is recognized as a supporting instrument to make possible universal access, enrolment and retention. This SSA programme has contributed significantly to the universalization of elementary education for all children in the age group 6-13 years. As per RTE Act 2009, State must ensure that availability of schools within a distance of 1 k.m in case of primary education. From All India School Education Survey, NCERT, it was found that were 1,209,521 rural schools located in 5,86,986 villages.51.55 percent of rural habitations were served by primary schools.SSA programme has a direct impact on the progress towards the goal of UEE. It includes the following

a) Opening of new primary schools-Till academic year 213-14, a total of 207,995 of new primary schools were opened to serve the basic elementary education, and for this,98 percent of rural habitations have the access to the primary schools within 1 k.m distance.

b) Construction of additional rooms-After the construction of 1,603,789 additional classrooms, student classroom ratio (SCR) has improved from 28 (2013-4) to 36 .(2006-07)

c) Provision of residential schools- It was found that many children in remote tribal or desert area do not avail the proper care and protection. For this, SSA provides proper care and protection through the establishment of residential schools. Up to 2013-14, 790 residential schools were opened with an enrolment capacity 86,750students.

d) Enrolment- From the table1.1 It was observed that enrolment in primary schools steadily increased from 2000-01 to 2011-12 and from 2012-13 onwards revealed a declining trend in enrolment. The year 2008-09 showed the highest enrolment in respect of boys and girls.

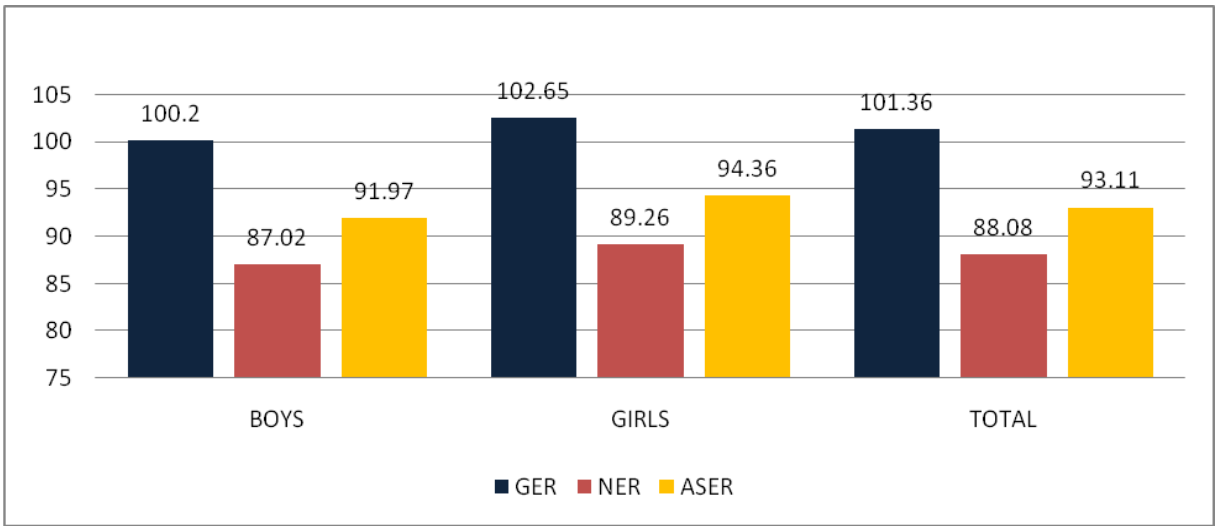
e) Gross enrolment- Gross enrolment in primary schools has increased significantly from 2000-01 to 2013-14.The GER increased from 95.7 percent (2000-01) to 116.0 percent (2010-11) and then decline to 101.4 percent in 2013-14.The overall increase in GER during the period from 2000-01 to 2013-14 was 5.7 percentage (from 95.7 percent to 101.4 percent).GER for boys decreased by 4.7 percent while GER for girls increased by 16.8 percent

Table 1.1 Year wise no. of primary schools, upper primary schools. Enrolment and gross enrolment ratio

Year	Number of Schools with Primary	Number of Schools with upper Primary	Number of Schools proving Elementary Education	Enrolment In Primary Education (in Millions)		Gross Enrolment Ratio (%)	
				Boys	Girls	Boys	Girls
2000-01	6,38,738	2,06,269	8,45,007	64.00	49.80	104.90	85.90
2001-02	2 664,041	2,19,626	8,83,667	63.60	50.30	105.30	86.90
2002-03	6,51,382	2,45,274	8,96,656	65.10	57.30	97.50	93.10
2003-04	7,12,239	2,62,286	9,74,525	68.40	59.90	100.60	95.60
2004-05	7,67,520	2,74,731	10,42,251	69.70	61.10	110.70	104.70
2005-06	7,72,568	2,88,493	10,61,061	70.50	61.60	112.80	105.80
2006-07	7,84,852	3,05,584	10,90,436	71.00	62.70	114.60	108.00
2007-08	8,05,667	4,45,108	12,50,775	71.10	64.40	115.30	112.60
2008-09	8,09,108	4,76,468	12,85,576	70.00	64.50	114.30	114.40
2009-10	8,09,974	4,93,838	13,03,812	70.80	64.80	115.50	115.40
2010-11	8,27,244	5,35,080	13,62,324	70.50	64.80	115.40	116.70
2011-12	8,42,481	5,69,697	14,12,178	70.8	66.30	106.80	109.30
2012-13	8,53,870	5,77,832	14,31,702	69.60	65.20	104.80	107.20
2013-14	8,58,916	5,89,796	14,48,712	68.60	63.80	100.20	102.70

Source: Statistics of School Education, 2007-08, MHRD, GoI; and Unified District Information System for Education (U-DISE), National,University of Educational Planning and Administration (NUEPA).

Figure 1.1 GER & NER in primary education and age specific enrolment ratio (6-10 years) (2013-14) (%)



Source: Statistics of School Education, 2007-08, MHRD, GoI; and Unified District Information System for Education (U-DISE), National,University of Educational Planning and Administration (NUEPA

In respect, NER has increased to 88.08 percent in 2013-14, and it also observed that NER higher for girls (89.26 percent) in comparison to boys (87.02 percent).The estimation by ASER was also found higher for girls (94.36 percent) than boys (91.97 percent)

f) Out of School Children-As per Census 2001,the children in the age group 6-14 was out of the school estimated at 32 million which represented 28.2 percent of the total population in the age group 6-14.Indian Market Research Bureau (IMRB) conducted a survey and reported that the

Table 1.2 Out of school children (2005-06 and 2009-10)

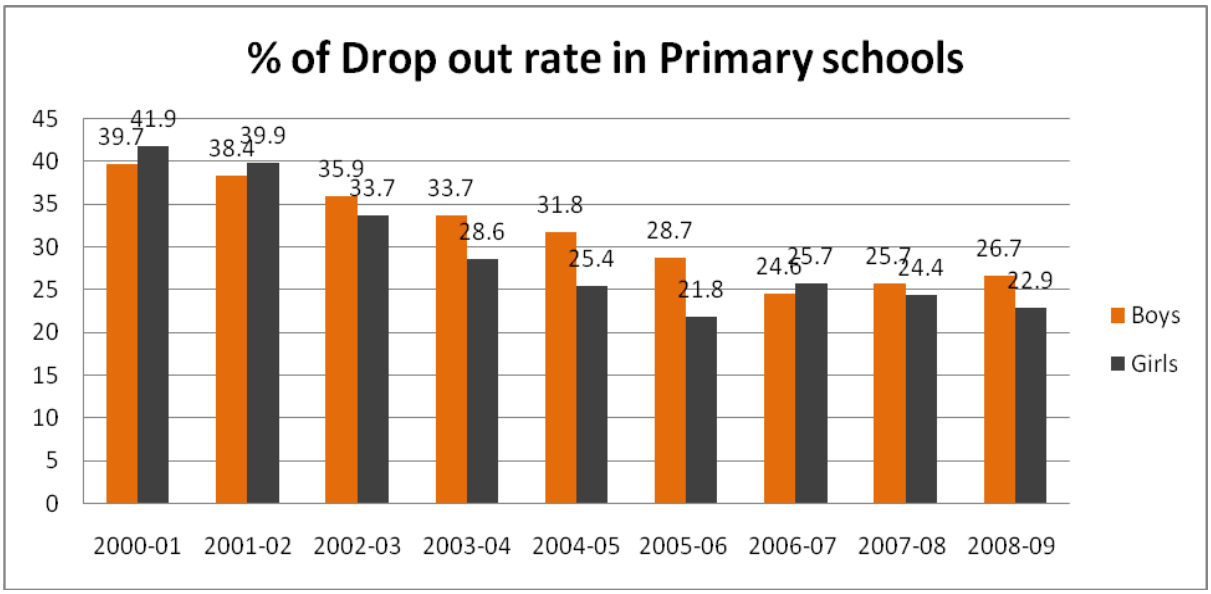
year	Number of out of Schools (in millions)	Percentage of out of school children to total population in age group 6-14
2005-06	13.45	6.94
2009-10	8.15	4.28

Source: Statistics of School Education, 2007-08, MHRD, GoI;

number of out of school estimated at 13.45 million in 2005-16 and it includes 4.34 percent from the urban area and 7.8 percent from the rural area.The survey conducted in 2009-10 and it was found that the number of out of schools decreased to 8.15 million (2009-10) from

13.45 million (2005-06). The survey indicated that out of school children has decreased from 6.94 percent (2005-06) to 4.28 percent (2009-10).

Figure 1.2 Dropout rate in Primary school from 2000-01 to 2008-09



Source: Statistics of School Education, 2007-08, MHRD, GoI; Educational Statistics at a Glance, 2011, MHRD, GoI

The dropout rate for girls declined by 19 percent whereas boys' drop out rate decreased by 13 percent during 2000-01 to 2009-10. The study found that the majority of the primary schools do not have the attached upper primary schools. As a result, most of the children do not get the opportunity to enrol themselves. Due to the opening of new primary schools, children able to enrol in the schools within a reasonable walking distance from the habitations of residence of children.

1.2 Scope of the study

The scope of the present study is to examine the effectiveness of Sarva Shiksha Abhiyan in respect to Mid-day meal and Civil works in Jalpaiguri Sadar and Rajganj Block. The effectiveness of MDM was felt positively across the area, and it steadily increases from the inception of the scheme. There is wide variation in socio-economic status between Jalpaiguri Sadar and Rajganj block in the Jalpaiguri district where the investigator had conducted a survey in respect of mid-day meal. While Jalpaiguri Sadar is an urban town in nature, the other sample area Rajganj block is rural nature

Table 1.3 Administrative units in the Jalpaiguri District

Sub-Division	Police Station	C.D.Block / M / M.C.	Panchayat			Mouzas	Inhabited Villages	House-holds
			Samity	Gram	Gram Sansad	(2001)	(2011)	(2011)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Sadar Sub-Div. (total)	6	4/2	4	58	830	247	231	410305
	Rajganj Bhaktinagar(P)	Rajganj	1	12	173	29	26	82038
	Jalpaiguri	Jalpaiguri	1	14	199	29	28	73981
		Jalpaiguri(M)	2	26	372	58	52	156019

Sub-Division	Police Station	Town								
		Municipal Corporation		Municipality		Notified Area		Census Town (2011)	Out-growth (2011)	Total
		No.	Ward	No.	Ward	No.	Ward			
(1)	(2)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Sadar Sub-Div.	6	1(P)	14	2	41	-	-	9	-	11+1(P)
	Rajganj Bhaktinagar(P)	-	-	-	-	-	-	3	-	3
	Jalpaiguri	-	-	-	-	-	-	1	-	1
		-	-	1	26	-	-	-	-	1

14 wards of Siliguri M.C. belong to Jalpaiguri district ,(p)=part
Source-Census Of India 2001 and 2011,District Panchayat & Rural Devl. Office,Jalpaiguri

As per 2011 census, the Rajganj block consists 14 grams and 199 Gram Sansad while in Jalpaiguri Municipality includes 25 wards. As regards religion composition, Rajganj block had a large concentration of Muslim (70%) while the schedule tribe and schedule caste contributes major portion in the population of Jalpaiguri.

Table 1.4 Area, Population and Density of Population in the district of Jalpaiguri, 2011

Sub-Division / C.D.Block / M / M.C.	Area (Sq.Km.) (2001)	Population (Number)	Density of Population (per Sq. Km.)	P.C.of population to district population
(1)	(2)	(3)	(4)	(5)
Sadar Sub-Div.	**2245.47**	**1811885**	**807**	**46.78**
Rajganj	614.82	373776	608	9.65
Jalpaiguri	500.65	323445	646	8.35
Jalpaiguri(M)	12.50	107341	8587	2.77

Source-Census Of India 2001 and 2011,District Panchayat & Rural Devl. Office,Jalpaiguri

Table 1.5 Sub-division wise scheduled caste, scheduled tribe and total population in Jalpaiguri 2011

Sub-Division / C.D.Block / M / M.C.	Scheduled Caste			Scheduled Tribe			Total Population		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Sadar Sub-Div.	**455186**	**428474**	**883660**	**64607**	**65469**	**1E+05**	**928650**	**883235**	**1811885**
Rajganj	95442	89804	185246	7848	7538	15386	193185	180591	373776
Jalpaiguri	100939	95653	196592	9722	9870	19592	166036	157409	323445
Jalpaiguri(M)	12016	11745	23761	523	452	975	53708	53633	107341

Source-Census Of India 2001 and 2011,District Panchayat & Rural Devl. Office,Jalpaiguri

Table 1.6 Sub-division wise percentage wise total population of male (SC),female (SC),male (ST), female (ST)

Sub-Division / C.D.Block / M / M.C.	% of Total Population			% of Total Population		
	Male (SC)	Female (SC)	Total (SC)	Male (ST)	Female (ST)	Total (ST)
(1)						
Sadar Sub-Div.	49.40	48.51	48.77	6.96	3.61	7.18
Rajganj	49.40	49.73	49.56	4.06	2.02	4.12
Jalpaiguri	60.79	60.77	60.78	5.86	3.05	6.06
Jalpaiguri(M)	22.37	21.90	22.14	0.97	0.42	0.91

Source-Census Of India 2001 and 2011,District Panchayat & Rural Devl. Office,Jalpaiguri

From the above table, it was found that schedule caste male and female had a high concentration in Rajganj and Jalpaiguri, but Jalpaiguri Municipality had a lower portion of scheduled caste population. On the other hand, ST population in Rajganj 7.18% whereas a very negligible share of ST population in Jalpaiguri Municipality.

Table 1.7 Percentage of Literacy by sex in rural and urban areas in the district of Jalpaiguri, 2011

Sub-Division / C.D.Block / M / M.C.	Rural			Urban			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Sadar Sub-Division	**79.1**	**64.1**	**71.8**	**86.0**	**76.8**	**81.5**	**81.7**	**69.0**	**75.5**
Rajganj	79.2	65.4	72.6	77.7	64.9	71.5	78.5	65.1	72.0
Jalpaiguri	79.6	65.0	72.5	84.2	73.6	79.0	80.5	66.7	73.1
Jalpaiguri(M)	-	-	-	93.1	88.1	90.6	93.1	88.1	90.6

Source-Census Of India 2001 and 2011,District Panchayat & Rural Devl. Office,Jalpaiguri

From the above table 1.7, it reveals that there is a gap between rural (Rajganj) and Urban (Jalpaiguri) in literacy achievement rate. While the Jalpaiguri Municipality had a literacy rate of 90.64 %, 71.52% share of literacy to the total population in Rajganj block. Currently, mid-day meal covers 107 schools in Jalpaiguri municipality and 317 schools in Rajganj, and it results in 16068, and 47,343 students from Jalpaiguri Sadar and Rajganj are benefitted from the MDM. The Central Govt. Introduced MDM to improve the enrolment, attendance and retention and also nutritional level among children especially from the disadvantaged section of the community. So, the present study aims to analyse the various aspects of the MDM viz increase in enrolment, attendance, retention, hygiene, and satisfaction of students. The study also worked upon the civil or infrastructure facilities in the schools. Apart from them, three significant stakeholders viz teachers, students, and parents have been considered to understand the effectiveness of MDM and the extent of infrastructure facilities in the schools. The objective of the present study is to cover the main issues with respect to MDM and the availability of other facilities for the effective implementation of MDM.

The participation of MDM ensures involvement in elementary education.MDM has resulted preventing classroom hunger, promoting school participation, bridging social equity .but the table 1.10, revealed that difference enrolment and beneficiary of the MDM was 14% in Hooghly district, followed by Jalpaiguri (13 percent) and Maldah (12 percent). The meal pattern of the MDM should be such that it provides a nutritional and balanced diet to the students Non-participation in MDM affects active learning capacity. Malnutrition has an impact on UEE in the form of absent in the school which turns into the drop out of school. As

most of the children belong to the poor economic family, MDM programme acts as a motivator for the parents

with the belief that children will get sufficient food. As 13 percent of the school children not availing the benefits of MDM as per AWP & B 2017-18 (Annual Work Plan and Budget) is a matter of concern in Jalpaiguri district.

Table 1.8 Coverage Children vs. Enrolment in West Bengal (Primary)

Sl. No.	Districts	Enrolment as on 30.9.2016	Average number of children availing MDM	Diff	% Diff
1	**2**	**3**	**4**	**5=4-3**	**6=5/3*100**
1	Alipurduar	114651	114069	-582	-1%
2	Bankura	264177	248159	-16018	-6%
3	Birbhum	381106	356997	-24109	-6%
4	Burdwan	597055	562498	-34557	-6%
5	Cooch Behar	235784	232585	-3199	-1%
6	D/Dinajpur	141343	135403	-5940	-4%
7	U/Dinajpur	391477	372005	-19472	-5%
8	GTA	57300	56620	-680	-1%
9	Hooghly	288864	249775	-39089	-14%
10	Howrah	318050	314126	-3924	-1%
11	Jalpaiguri	180361	157800	-22561	-13%
12	Kolkata	146523	136477	-10046	-7%
13	Malda	493768	435279	-58489	-12%
14	Murshidabad	667840	622565	-45275	-7%
15	E/Medinipur	429622	424830	-4792	-1%
16	W/Medinipur	559997	556091	-3906	-1%
17	Nadia	407918	392196	-15722	-4%
18	N/24 Pgs.	545548	532979	-12569	-2%
19	S/24 Pgs.	825574	811862	-13712	-2%
20	Purulia	312803	295679	-17124	-5%
21	Siliguri	78628	78183	-445	-1%
	TOTAL	**7438389**	**7086178**	**-352211**	**-5%**

(Source data: Table AT-4 & 5 of AWP&B 2017-18)

1.3 Importance of the study

Basic 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 a 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 etc. has limited the effectiveness of the programme making both teachers and students apathetic to the whole more. The present study was taken for the following reasons;

(a) The paper will try to make some possible suggestions to attract more children to school-centric in Jalpaiguri.

(b) The present work aims at the all round development of the child which can be achieved through a proper exercise and implementation of the basic education system. The present study will do needful analyse which can be used by the Government departments and local authority as helpful materials.

(c) The study will try to reform the basic primary education system on modern lines instead of a traditional system which now exists in the present basic education system.

(d) To study the impact of MDM scheme on enrolment, attendance, and retention.

(e) To examine the hygiene factors of MDM.

(f) To study the various elements for the effective implementation of MDM.

(g) To study the impact of civil works in UEE.

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 to 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. The findings of my study can be used by the Department of school education or NIC (National Information Centre) and other policymakers for framing new provision of MDM.

The above study likely to analyse the critical factors of MDM in Jalpaiguri Sadar and Rajgung Block and also a comparative analysis of infrastructure facilities in those areas. The present research work will show the essential elements that govern in promoting MDM and as well as the condition of infrastructure facilities in the schools.

1.4 Statement of the problem

The Role of Sarva Shiksha Abhiyan in Achieving Education for All (AEE): A Study of Rural & Urban Areas of Jalpaiguri District.

1.5 Research Area

For the research project, we have set our research area in Jalpaiguri Sadar & Rajgung block in Jalpaiguri district. The area has chosen to make a comparative study between two adjacent regions and make a viable analysis on it, in respect of universalisatiion of elementary education through SSA.Among the 13 blocks ,I have taken two blocks for research purpose

1. Jalpaiguri Municipality (Urban)

2. Rajganj Block (Rural)

1.6 Research Problems

The RTE provides an Act that mandates for every child in the age of six to fourteen age group shall have a right to free and compulsory education in a neighborhood school. The act also provides that if a school does not exist in the area, the appropriate Government should take

proper initiatives to establish a school within a period of three years. The following timeframes, mandated by the RTE Act, become immediately applicable to SSA.

Table 1.9 Activities and time frame list by the RTE Act

Activity	Time Frame
Establishment of neighbourhood schools	3 years (by 31st March,2013)
Provision of school infrastructure	
All weather school building	
One class room-one teacher	
Office cum-store-cum-Head teacher room	
Toilet and drinking water facilities	
Barrier free access	
Playground	
Fencing/boundary wall	3 years (by 31st March,2013)
Provision of teachers as per prescribed PTR	3 years (by 31st March,2013)
Training of untrained teachers	5 years (by 31st March,2013
Al quality interventions and other provisions	with immediate effect

Source: Sarva Shiksha Abhiyan, MHRD

School access has been converged covering not merely physical factors but also social issues including caste, class and special needs. While determining the local requirement for such access of children to neighborhood schools, the availability of classrooms, drinking water facility, the playground facility, and other infrastructural facilities should be much focused.

The district has many problems such as unemployment due to lack of industries, poor communication, poverty, parents' indifference or lack of interest in SSA. The problem lies with the limited accountability of schools owing to insufficient local supervision and control. Some basic information for infrastructure is given below.

Table 1.10 District Wise Details About School building, Separate Room for Head teacher, Ramps Facility and Drinking water facilities in North Bengal

District Name	Govt. & Govt Aided	Schools having Building	% of schools having building	Schools having Head Master Rooms	% of schools having Head master / Head Teacher Room	Schools Having Ramps	% of schools having Ramps	Schools having Drinking Water Facilities	% of schools having Drinking water Facilities
Dakshin Dinajpur	1719	1719	100.00	238	13.85	848	49.33	1718	99.94
Darjeeling	1319	1312	99.47	77	5.84	50	3.79	782	59.29
Jalpaiguri	3157	3157	100.00	400	12.67	1953	61.86	3079	97.53
Coochbehar	2519	2519	100.00	212	8.42	1577	62.60	2519	100.00
Maldah	2571	2569	99.92	668	25.98	1722	66.98	2546	99.03
Murshidabad	4896	4689	95.77	872	17.81	2977	60.80	4841	98.88
Siliguri	765	764	99.87	125	16.34	381	49.80	751	98.17
Uttar Dinajpur	2460	2460	100.00	250	10.16	943	38.33	2458	99.92

Source: Paschim Banga Sarva Siksha Mission Annual Report 2015-16.

Table 1.11 District Wise Details About School boundary wall, play ground, student class room ratio, toilet facility and pupil teacher ratio in North Bengal

District Name	Schools Having Boundary Wall	% of schools having Boundary Wall	Schools Having Play Ground	% of schools having Playground	Student Class room Ratio	Schools Having Girls Toilet	% of schools having Girls Toilet	Schools Having Boys Toilet	% of schools having Boys Toilet	Pupil teacher Ratio
Dakshin Dinajpur	700	40.72	570	33.16	32.63	1715	99.77	1717	99.88	30.5
Darjeeling	177	13.42	616	46.70	16.33	700	53.07	623	47.23	15.3
Jalpaiguri	442	14.00	1803	57.11	38.75	2873	91.00	2128	67.41	31.6
Coochbehar	572	22.71	1668	66.22	36.51	2011	79.83	2203	87.46	34.5
Maldah	742	28.86	762	29.64	46.48	2173	84.52	1558	60.60	46.3
Murshidabad	1260	25.74	911	18.61	44.08	2692	54.98	4167	85.11	39.3

Table 1.11 District Wise Details About School boundary wall, play ground, student class room ratio, toilet facility and pupil teacher ratio in North Bengal (continued)

Siliguri	250	32.68	437	57.12	40.33	737	96.34	447	58.43	35.5
Uttar Dinajpur	488	19.84	929	37.76	46.22	1427	58.01	1984	80.65	44

Source: Paschim Banga Sarva Siksha Mission Annual Report 2015-16.

The above table 1.10 shows that there are in total 3157 primary schools in Jalpaiguri district, out of which 12.67 per cent of schools having the facility of a separate room for the head teacher. To ensure quality education in favour of children with Special needs (CWSN) across the district, the Govt has adopted a policy whereby the expertise of the state's leading agencies is being made available to all. Local NGOs have also been involved in to participate in the programme and help in promoting the services being rendered to the CWSN. Inclusive education for CWSN has been promoted through the creation of a barrier-free environment including barrier-free toilets and provision of appropriate teaching-learning material. Out of 3157 total schools, 61.86 per cent of schools were installed with ramps facilities. Every school going has the right to get access to safe drinking water in their place of learning. Table 1.10 shows that 97.53 per cent of schools have the facilities for drinking water. Table 1.11 shows that majority of the schools do not have the facility of boundary wall and it is seen that only 14 percent of the schools had a boundary wall. In respect of playground facility,57.11 per cent of the schools had the playground and open space .on an average, and a child spends six hours a day in a school. Naturally, it requires providing minimum toilet facilities to the student. Therefore, the matter of sanitation and hygiene in schools needs special importance by proving toilet facilities. The above table 1.13 shows that toilet facilities are available in 91.00 for girls and 67.41 per cent for boys. Toilet and water facilities are to some extent good in compare to Darjeeling, Coochbehar, Maldah and Uttar Dinajpur.

The researcher identified the following problems lies with SSA in the research area:

1.6.1 Infrastructure Problems

The school building has to ensure easy access to all children and teachers.The school building does not mean only physical structure; and it should be built with special design features such as

ramps, handrails, modified toilets etc. Separate toilet for girls, classrooms with natural light, ventilation, proper seating capacity are the indicators of quality educational transactions. The indoor and outdoor space of the school provides opportunities for learning. Creative use of spaces like inside wall of the classroom, verandas through drawings and art can serve the purpose of vision of SSA. Development of such school infrastructures like school building along with its indoor and outdoor spaces contributes to the goal of universal access, retention, equity and quality in education.WSDP is an educational plan that guides the infrastructure plan and its effective usage in the learning processes. WSDP are i) infrastructure plan to follow the education plan ii) Child-centered planning with overall development of child(Physical, social, emotional) addressed iii) Responsive towards needs of all children and diversity they bring in a school, iv) Entire school space (indoor and outdoor) at learning continuum for a child and the teacher-this is to be recognized by all stakeholders while planning v) Development of entire school space as a resource for fun and learning activities, vi) A safe and secure environment for all children. Vii) Clean and hygienic environment for all children. Optimum resource utilisation and cost-effectiveness.

1.6.2 Components of infrastructure considerations for design, planning and implementations

i) Composite Building:

Every new school is to be constructed under SSA should have a composite building, includes all features as per RTE Act, as the sufficient number of rooms, toilet and drinking water facilities,MDM kitchen shed, boundary wall, playground, sports equipment, TLM and library.

ii) Barrier -free access:

It implies that the physical design of the school building should be such that all children including children with disabilities should be able to move freely and also able to use other facilities like play ground, drinking water, and toilet facilities.

iii) Maximising pedagogic:

Potential: Indoor and outdoor space of the schools can be used as a learning resource it could be complement the teaching process and supplement textbook information. The different shapes of the building (like dimension, textures, shapes, angles) can be used to make understand some basic concepts of language, science, mathematics and environment.

iv) Drinking water and sanitation facilities:

National Rural Dirking water Mission to provide drinking water facilities and also TSC also supports sanitation facilities in rural schools. Rural schools which do not have the facilities of drinking water and sanitation facilities can be covered under this scheme.

v) Playground facilities

Playground or outdoor spaces are also equally important to universalisation access to elementary education. It may include a school garden, tree grove, places of mutual interaction, sports etc.

Most of the schools have the adequate infrastructure like the school building, toilet facility, boundary wall, drinking water facility etc. but not as per specification set by RTE Act which affects the attendance of the students and also teaching quality.

1.7 Mid –day meal Programme

With a view to enhancing enrolment, encouraging poor children, help them concentrate on classroom activities and simultaneously improving nutritional level among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched on 15th August; 1995. Monitoring and coordination are resulting proper implementation of the programme. In 2001 the Supreme Court of India has made mandatory to all State Governments to provide Mid- day Meal in the schools. India is also a signatory member of " Millennium Development Goals" which made on 8th September 2000 in UN Millennium Submit. As per MDG, India has to achieve the goal of UEE by 2015. All schools in Jalpaiguri are covered under the MDM scheme. The rural population of Jalpaiguri as per 2011 census 73 percent and scheduled caste (37 per cent) and scheduled tribes(19 per cent) had contributed a significant share in the overall population. While MDM scheme was found to be remarkable but the programme faces some problems. The various reasons for problems are the absence of children, lack or poor performances of the cook, poor quality of foods, absence of proper kitchen and kitchen shed, deficiency of kitchen devices.

The Child of today will become the future of the nation. As per Article 6 of the United Nations Convention on the Right of Child "Every child has the right to life". It implies that every child shall have the right to get healthy and nutritious foods with some basic facilities like clean water, medical facilities, and education. Poor nutrition affects brain development,

intelligence also children will suffer from an overall health problem. Poor nutrition in the first 1,000 days of a child's life can also lead to stunted growth, which is associated with impaired cognitive ability and reduced school and work performance(UNICEF)[2]. As per World Bank data (2013) disclosed that World's highest malnutrition prevails in India and India's Global Hunger Index (2017) ranked 97 out of 118 nations. At 31.4 score obtained by India in GHI is categorised as serious category nation. Elimination of poverty, hunger, and malnutrition requires sustained political commitment at the highest level (P.sharma,2016)Mid-day meal scheme is a social welfare instrument for economically backward classes. Intellectual performance is a major yardstick of academic excellence which is dependent on nutritional (Bhargava,2001). Education and health are closely related for this education and health are viewed as in the light of capability approach, and the conception of poverty has been viewed as " capability deprivation" by providing an inferior quality of foods to the poor (Laxmi Narayanan,2010). Apart from nutritional effect, sitting together in a launch programme teaches the value of togetherness without discrimination of caste and. The Scheme has much contributed to the children's well being and future and with adequate resource and quality safeguards midday meal can play a significant role in boosting attendance, eliminating hunger and fostering social equity (Jean Dreze,2003).MDM also found to be very successful in raising enrolment and attendance among children mainly from the economically challenged category with less educated parents (Stephanie Bonds,2012). No doubt MDM plays a more significant role to achieve the goal of UEE. But quite often insects and unhygienic meal put the scheme unwanted by the parents and students. The most distrusting fact is that the quantity of the food is not sufficient and it is much lower than Govt. Guidelines. Enrolment in primary students has increased substantially, but upper primary level's enrolment has not responded much (ISI,2013). Repetition of the dull menu and lack of taste do not affect much in attendance and enrolment. Since its inception, MDM has played a very significant role in the universalisation of elementary education. And so despite all flaws, the way to go on MDM is forward and not backward. So, it is highly needed to evaluate the policy. The MDM killed 27 children in Chapra in 2013 and also median reported about MDM irregularities and complaints. On this occasion, the present research paper has been taken with the following objectives

- To ascertain the relationship between MDM and family income

[2] Malnutrition-UNICEF data, https://data.unicef.org/topic/nutrition/malnutrition/

- To find out impact of MDM on attendance, enrolment and drop out

- To study the beneficiary satisfaction of MDM in regard to quantity, quality, health issues

1.8 Limitations of the study

The study was restricted to only Govt and Govt aided schools in Jalpaiguri Municipality and Rajganj block.

1. The Sample size is limited to Rajganj block and area covered under the Jalpaiguri Sadar in Jalpaiguri district. The sample size may not adequately represent the true and fair picture of the study.
2. Random and judgment sampling technique is limited due to time and financial constraints
3. The facts and figures which will be used from journal, newspapers, articles, reports, etc may not give the true result of the study.
4. When the investigator goes for a personal interview with the authority, guardians, students and other officials, some biases may exist which may affect the result of the study .
5. All the materials which are required for the study may not be collected or available.
6. The head teachers and teachers were feeling discomfort to response all the quarries as per questionnaire. After considerable time, they responded when it was given assurance that data will be used only for academic and research purposes and their responses will not be disclosed further.
7. The parents have felt hesitant to reveal their income. After counselling, they also responded positively.
8. The student studying in the primary section were so young and immature,they were feeling discomfort to share their views, experience about the MDM.
9. Demographic variables like age, gender, caste, experience, education of teachers and parents have not been considered in the study.

In spite of the above limitations, the study throws some light on the comparative analysis of MDM implementation effect and infrastructure facilities in Jalpaiguri Municipality and Rajganj block. But the investigator will put maximum effort to minimise the limitations and also to present the true and fair picture of the study.

1.9 Chapterisation

Since 1950 promotion of universal elementary education has been initiated by the Government of India. SSA is the partnership initiatives with central, states, local Govt. community to provide elementary education to all children in the age group 6-14 year by 2010. So, need-based planning and implementation of the programme of identification of children requiring education, enrolment, attendance and completion of classes are undertaken every year by Paschim Banga Sarva Siksha Mission (PBSSM) under the overall guidance of the School Education Department, Government of West Bengal. Keeping in view the research objectives, the entire research work has been characterised as follows.

Chapter-I

The 1st Chapter is introductory. The introduction has been covered with various subtopics. Subtopics areas the present context of the study, the scope of the study, the importance of the study, statement of the problem, research area, research problems. It also includes the preliminary idea about the midday meal and limitation of the study

Chapter-II

The second chapter deals with the review of related studies which was already carried out by different academicians, educationalists, researchers, and policymakers in India, particularly in West Bengal and it helps to compare and contrast in the historical context of the research and also provides the rationale of the framework of the study.

Chapter-III

The third chapter deals with the theoretical orientation of the study. In this chapter, the researcher will give a brief study of the historical background of education by enumerating the stages in education, i.e. Pre British period, the duration during British periods and the post-independence period. The Researcher also gives a brief discussion about the different programmes of elementary education and concept of Sarva Siksha Abhiyan and its functions, strategies, basic components, structures to universalise of elementary education.

Chapter-IV

The fourth chapter deals with the research methodology used for the study. The chapter includes the profile of Jalpaiguri district, criteria for selection sampling unit (Jalpaiguri Municipality and Rajganj block), sampling techniques, pilot study, the collection of data, data analysis techniques, hypotheses formulation and limitations of the study

Chapter-V

The fifth chapter titled "Mid-day meal Jalpaiguri Municipality and Rajganj block" covers aspects such as historical perspective of MDM, introduction of MDM in India and Jalpaiguri district, National Food Security Act, 2013, objectives of MDM, administrative agencies of MDM at national, district and village level, etc

Chapter-VI

The 6th chapter is entirely based on " data analysis" with vies of students, parents, teachers, which was collected through planned questionnaires, observation and personal interview. Various descriptive techniques like graphs, charts have been used for the description of the study. This chapter includes the analysis and interpretation of data on Did day meal in Jalpaiguri Municipality and Rajganj Block.

Chapter-VII

The sixth chapter deals with the impact of Infrastructure facility in Sarva Shiksha Abhiyan in respect to different variables like schools with boundary wall, with black blackboard drinking water facility.etc. The chapter also evaluates the role of civil works in SSA and also to emphasise the need for better infrastructure that would provide quality education in a school-centric environment.

Chapter-VIII

The eighth chapter deals with the outcome of the present research work will be discussed along with the suggestions. It includes primary findings of the research work and concluding interferences which will be used for future studies. So, there is a need for the overall good quality content. So that it enhances the quality of children-the future of India.