

IMPLEMENTATION OF SARVA SHIKSHA MISSION IN S.M.NASIR SMRITI HIGH SCHOOL (H.S), PLASSEY AT NADIA IN WEST BENGAL: A REVIEW

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INTRODUCTION

With the aim of providing adequate nutritional support all the states have taken different feeding programs in schools around India. These programs are premised on expectations of significant gains in schooling and nutritional outcomes; in developing country contexts particularly, school meals are thought to exert powerful incentives that increase school participation. Additionally they are thought to help in addressing problems of undernourishment among school children through nutritional supplementation. It is also expected that indirectly these programs will lead to improved levels of learning through various channels: by boosting attendance, by reducing 'classroom hunger' and thus improving concentration, and by improving the children's overall levels of nutrition. This article intends to find out the policies and programmes of the govt of West Bengal and how the policies are implemented and monitored in the elementary stage of the school education.

India has made long strides in the last 50 years in the field of education. The National Policy on Education 1986 and Programme of Action 1992 also accorded top priority for achieving the goals of Universal Elementary Education. A number of programmes / schemes were launched during the last four decades for Universalisation of elementary education. Some of these efforts have been in the field of primary education and a few also covering upper primary sector. Due to these interventions, initiated by Government of India and the respective state Governments, there has been considerable progress in providing access, improving retention and the quality improvement in primary education sector. However, much needs to be done for the special focus groups, and the upper primary sector. Quality improvement still remains a major concern, especially for upper primary sector. Sarva Shiksha Mission (SSM) is an attempt to fill this vacuum and covers all the districts in the country unlike the earlier programmes on elementary education.

Sarva Shiksha Mission is an effort to universalise elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSM programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. It is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. This is also in line with the second Millennium Development Goal related to achieving universal primary education, which states that 'Ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling.

The Sarva Shiksha Mission (SSM) Framework for programme implementation of UEE also emphasized the significance of quality education and suggested various parameters to be addressed in state and district plans to achieve the desired goal. The quality dimension for elementary education has broadly been identified as:

- Basic Infrastructure and Facilities
- School and Classroom Environment
- Teacher and Teacher preparation
- Curriculum and Teaching Learning material
- Opportunity Time (teaching-Learning Time)
- Classroom practices and processes
- Management and Community support
- Learners' Evaluation, monitoring and Supervision

A need was felt for periodic monitoring and regular supervision both at primary and upper primary levels within and outside the classrooms. The Sarva Shiksha Mission emphasizes holistic and comprehensive approach and suggests community-based monitoring system and also encourages developing partnership between communities and research institution for effective supervision mechanisms. Therefore continuous and comprehensive monitoring and subsequent learning from past experiences is crucial for effective implementation of plans and programmes.

STATEMENT THE PROBLEM:

From the above paper it is evident that Sarva Shiksha Mission is an effort to universalization of elementary education. Elementary education is very important for development of a nation. In this situation it is only way to fulfill all children which elementary education through implementation of SSM. Hence the problem may be stated as:

“Implementation Sarva Shiksha Mission in S.M. Nasir Smriti high school (H.S), Plassey at Nadia in West Bengal: A Review”

OBJECTIVES OF THE STUDY:

- To the extent of enrolment of children last eight years in the class of V-VIII.
- To know the number of dropout children of last eight years.
- To know the ratio of SC, ST children in the class of V-VIII.
- To examine the availability and adequacy of the infrastructural facilities in the schools.
- To examine the effect of mid-day meal scheme.
- To know the number of trained, untrained and Para teachers.
- To know the numbers of male- female teacher in this school.

SIGNIFICANCE OF THE STUDY:

There were conducted various researches on SSM which were qualitative or quantitative. Most were focus on broad areas such as in a district or a state level and find implementation, intervention and try to give some suggestion to remove the intervention for implementation of SSM. This study focused on implementation of SSM in a particular school under a district more preciously and conveniently. These study focused implementation of SSM in S.M. Nasir Smriti High School and to search some find barrier for implementation of SSM and try to remove of these barrier with the help of suggestion for development of these school at grass root level as well as district level, because an educational system can be developed through proper development of grass root level education system.

Delimitation:

The present study has some delimitation, which are:

- Present study considers only one school, which is situated at Plassey, Nadia.
- This study not covers the all aspects of SSM which is implemented in that school due to short time.
- Selected school situated in municipality area, so the study is restricted in the comparison to rural areas school.
- In selecting school, only government-aided school has been considered.
- The selected school is a co-educational school.

REVIEW RELATED STUDY:

Mehta, Arun (2006). Presented the analytical report for 2004-05 of elementary Education in 581 districts across 29 States and Union Territories (UTs) of India the Major findings include i) A majority of the teachers in primary schools were in the age group 26-45 years. ii) 49% male and 48% female teachers were graduates and above. iii) As many as 379,000 Para teachers were appointed in 2005, which was 9.09% of the total 4.17 million teachers, and of these 65% were posted in primary schools. There is still need to focus on filling vacancies of teachers in schools for improving enrolment and retention of children in schools.

Sharma, Suresh. (2009). focused his study on Literacy and school attendance in India. According to the „Operation Blackboard“ and „Sarva Siksha Abhiyan“ are state sponsored movements that aimed at universal enrolment and providing the basics. The study finds that the largest marginal effects are association with household living standards, access to electricity and expenditure on elementary schooling. The National Family Health Survey (NFHS) was used to provide an opportunity to crosscheck the results of one study against the other. Another most commonly reported reason for dropout is that it „costs too much“ for both boys and girls, followed by „required for outside work for payment in cash or kind“ for boys and „required for household work“ for girls, repeated failure for both the genders, required for work on family farm/ family business“ for boys, and finally „required for household work“ for 10% boys and 15% girls. It is noteworthy that growth in female Literacy rate has been higher than that of male literacy rate, narrowing the gap between both during the 1980s and 1990s. The author also explained about Para teachers.

Evaluation Report on Sarva Shiksha Abhiyan (May, 2010). This report finds that, there has been significant progress in the attainment of accessibility targets as the number of unnerved habitations has declined across all states as a result of opening up new schools and setting up of EGS (Education Guarantee Scheme) centers. Interventions to mainstream out of school children and dropouts have succeeded partially. Nearly 7% of the rural households and 20% of the households in the urban slums had out of school children/dropouts with more than 50% of such children from socially disadvantaged groups (SC/STs).

METHODOLOGY:

The method of Descriptive research is adopted by the researcher in order to conduct his study. It is a school survey descriptive type of research. After collection of data the researcher has tried to explain and interpret the implementation of SSM in a school. Investigator collects two types of data such as qualitative data and quantitative data.

Sampling Method:

Conducting a research there are two type of sampling method i.e., probability sampling method and non-probability sampling method. Suit for the objects, investigator adopt and probability sampling method. Purposive sampling method was adopted for selection of sample.

About the sample:

Investigator selects S.M Nasir Smriti High School as a purposive sample. S.M Nasir Smriti High School is a Govt. aided higher secondary school. This school is situated at Plassey, Nadia.

This school located at Gobindapur which is 2KM east from Plassey Station. Under this circumstance investigator used purposive sampling method to select this school and try to investigate how effective implemented of SSM in this school.

DATA COLLECTION:

Data collection encompassed a wider set of stakeholders and the instruments were accordingly designed to suit the purpose. Data collection instruments were designed, which included observation schedules and interview schedules. These were:

- Observation schedules of schools.
- Interview schedules for Head Master.
- Interview schedules for Teacher.
- Interview schedules for official Staff.
- Interview schedules for children.

ANALYSIS:**Free Text Books:**

Textbooks focused on elaboration of concept, activities, problems and exercise encouraging reflective thinking. School provides free textbooks to all students V-VIII. Students used these textbooks for academic purpose. This incentive programmed helps students who are unable to buy textbooks.

Free uniform:

School provides money to all students for information. They buy uniform with the help of money which provides by school.

Scholarship:

Those students who are unable to pay minimum money for school, school managing committee provide some scholarship. Scholarship provider of those students who are Minority, BPL, ST, SC groups students.

Mid-day-meal scheme:

Mid-day meal programmed is very good incentive programmed to remove drop out and increase retention. This scheme is implementing in this school. Every students of class V-VIII provide free meal every day. There are 11 lady cookers those are appointed by school managing committee live in local areas.

Information bulletin:

Menu of mid-day-meal is daily updated which writer in a black board of his school. In this bulletin some information's are provided such as how many students eat, Menu of meal etc.

Quality of Mid-day-meal:

With help of interview of students and teachers, investigator knows that quality of mid-day-meal rice is not good. Sometime quality of rice is very bad.

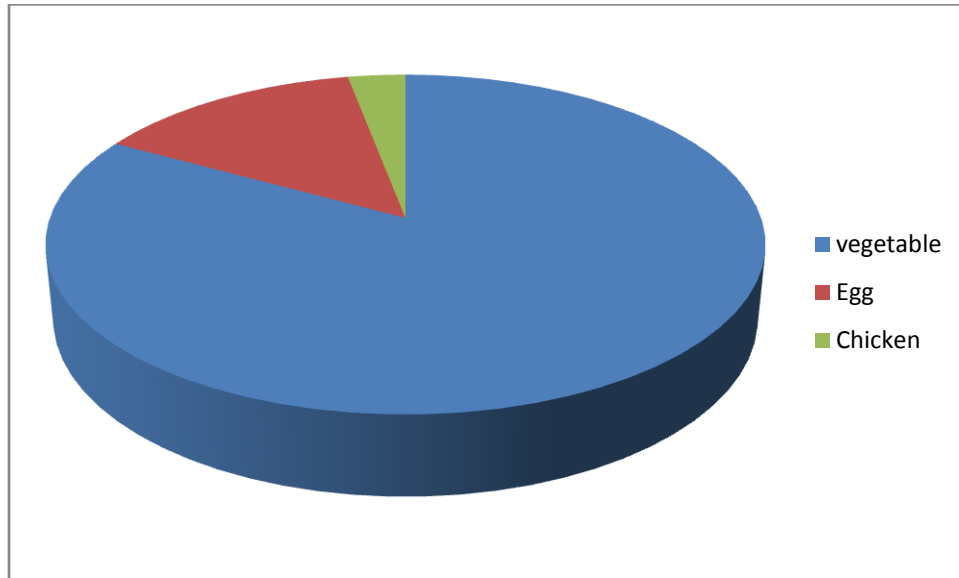
Menu of Mid-day-meal:

In a month 25 days gave vegetable, 4 days provide eggs and one day provides chicken. Information's are inserted in a table.

Table 1: Mid-Day Meal Menu in 30 Days

Menu	Day	Percentage
Vegetable	25	83%
Egg	4	14%
Chicken	1	3%

Figure 1: Pie chart of Mid-Day Meal Menu in 30 Days.



Infrastructural facility:

Toilet Facility:

In this school there are 8 toilets for using students. Cleanliness of schools toilet is also an important aspect of school environment. Clean toilet is lower threat of the spread of illness. Students feel better for using toilets are located two several place. For healthy environment must need clean toilet. There no water facility with connection of toilet. So toilets are not so clean.

Drinking Water:

There are 3 several tap. School store gram ranched supply water in a tank for students. But this supply water is not so pure. So poor type of water provided in this school for drink.

Play Ground:

For full development of child, play takes a very vital role. In this regard of SSM norm, school must have a playground for students. This school has a good play ground. School has many play instruments.

Black Board:

Black Board is a very good teaching aid for effective teaching. Without black board any class room is not possible for effective teaching. School has blackboard for every class room which are painted well black colour and situated proper height.

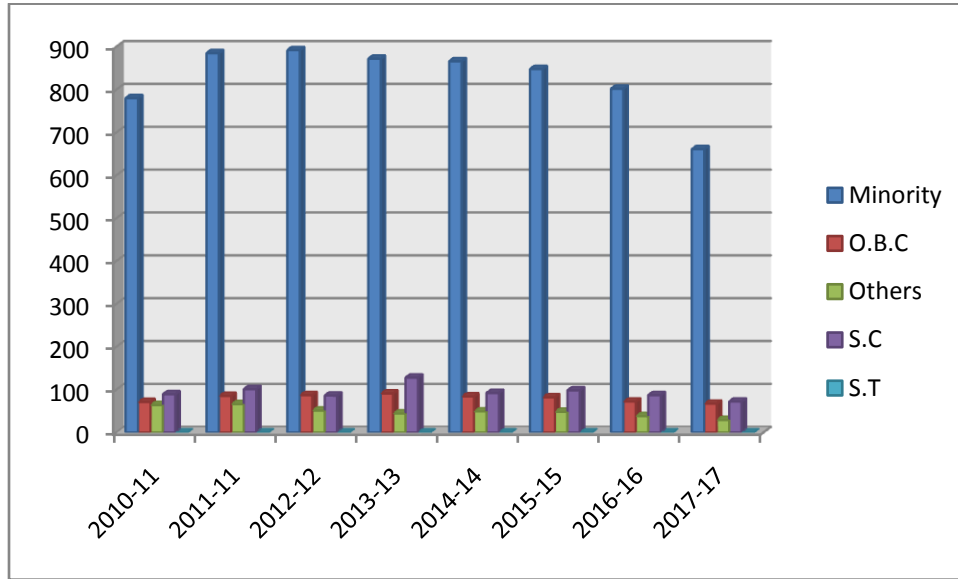
Enrolment of Students:

Researcher collects data of last eight years enrolment of students. In the year of 2010-11 total 1004 students were enrolment in which 780 students were minority 71 students were O.B.C, 64 students were general, 89 students were SC and no students were ST. In the year of 2011-11 total 1137 students were enrolled in which 885 students were minority, 85 students were O.B.C, 66 students were general, 101 students were SC and no students were ST. In the year of 2012-12 total 1116 students were enrolled in which 892 students were minority, 87 students were O.B.C, 51 students were general, 86 students were SC and no students were ST. In the year of 2013-13 total 1135 students were enrolled in which 872 students were minority, 91 students were O.B.C, 44 students were general, 128 students were SC and no students were ST. In the year of 2014-14 total 1091 students were enrolled in which 866 students were minority, 84 students were O.B.C, 49 students were general, 92 students were SC and no students were ST. In the year of 2015-15 total 1076 students were enrolled in which 848 students were minority, 82 students were O.B.C, 48 students were general, 98 students were SC and no students were ST. In the year of 2016-16 total 999 students were enrolled in which 802 students were minority, 72 students were O.B.C, 38 students were general, 87 students were SC and no students were ST. And in the year of 2017-17 total 829 students were enrolled in which 661 students were minority, 67 students were O.B.C, 29 students were general, 72 student were SC and no students were ST. The information's are inserted in the below table:

Table 2: Enrolment of Students in Last Eight Years in class V-VIII (Category Wise)

Year	Category Wise Number of Students					Total
	Minority	O.B.C	Others/Gen	SC	ST	
2010-11	780	71	64	89	00	1004
2011-11	885	85	66	101	00	1137
2012-12	892	87	51	86	00	1116
2013-13	872	91	44	128	00	1135
2014-14	866	84	49	92	00	1091
2015-15	848	82	48	98	00	1076
2016-16	802	72	38	87	00	999
2017-17	661	67	29	72	00	829

Figure 2: Enrolment of Students in Last Eight Years in class V-VIII (Category Wise)



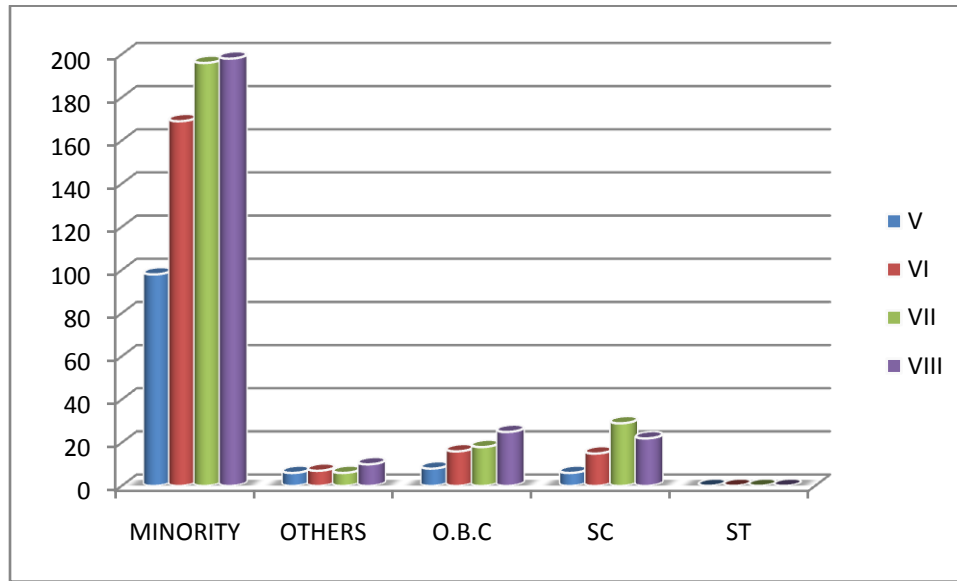
Total Number of Students in Current Years:

In years of 2017 total number of students in class V-VIII is 829. Total information given below table:

Table 3: Total Number of Students in Class V-VIII Category Wise

Classes	Minority			Others			O.B.C			SC			ST		
	B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total
V	57	41	98	2	4	6	6	2	8	3	3	6	0	00	00
Vi	95	74	169	5	2	7	7	9	16	5	10	15	0	00	00
Vii	87	109	196	1	5	6	7	11	18	15	14	29	0	00	00
Viii	99	99	198	7	3	10	15	10	25	9	13	22	0	00	00

Figure 3: Total Number of Students in Class V-VIII (Category Wise)



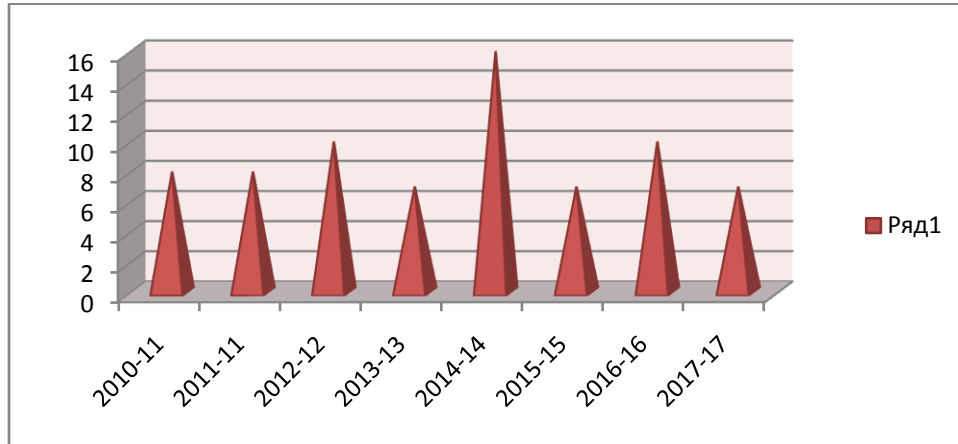
Drop-Out:

Drop-Out is very big barriers to achieving universalize Elementary Education. Researcher collects data of drop out of last eight years. Researcher shows that in 2010-11 years 8 student drop out and they were Minority students. In 2011-11 years 8 students were drop-out. In 2012-12 years 10 students were drop-out. In 2013-13 years 7 students were drop-out. In 2014-14 years 16 students were drop-out. In 2015-15 years 7 students were drop-out. In 2016-16 years 10 students were drop-out. And in 2017-17 years 7 students were drop-out. Data are inserted below table.

Table 4: Drop-Out of Children in Several Years

Year	Number of Children
2010-11	8
2011-11	8
2012-12	10
2013-13	7
2014-14	16
2015-15	7
2016-16	10
2017-17	7

Figure 4: Drop-Out of Children in Several Years



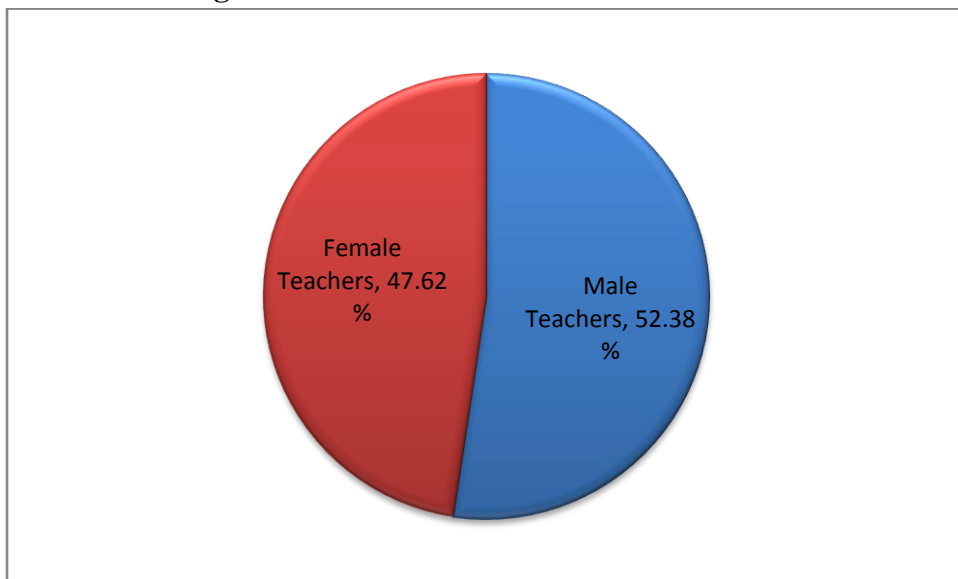
Teacher:

This school has total 21 teachers in which 11 teachers are male and 10 teachers are female. But as per SSM norms there must be 50% teachers should be female. In this situation 47.62% of the teachers are female and 52.38% teachers are male teachers. Below chart shows same things.

Table 5: Ratio of Male and Female Teacher

Teacher	Number	Percentage (%)
Male Teacher	11	52.38%
Female Teacher	10	47.62%

Figure 5: Ratio of Male and Female Teacher



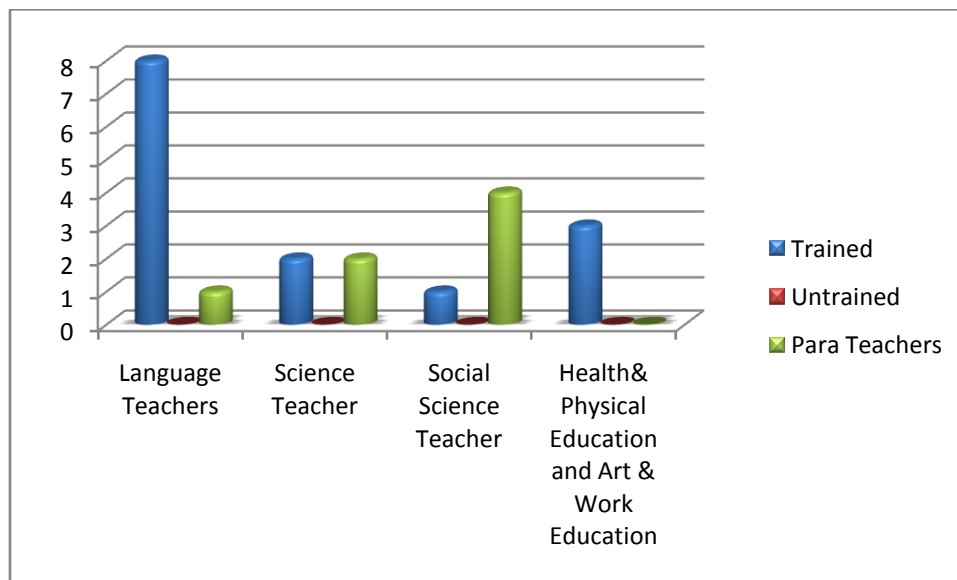
Subject Teacher:

This school have 09Language teachers, there are trained. Schools have 4 science teachers and there are trained. School has total 5 teachers of social science. Lastly three Health & Physical Education and Art & Work Education teachers are trained. Below table shows same things.

Table 7: Various Subject Teachers:

Various Subject Teacher	Upper Primary Teachers		Para Teachers		Total
	Trained	Untrained	Trained	Untrained	
Language Teacher	08	00	01	00	09
Science Teacher	02	00	02	00	04
Social Science Teacher	01	00	04	00	05
Health & Physical Education and Art & Work Education	03	00	00	00	03

Figure 7: Various Subject Teachers



CONCLUSION:

From the above discussion researcher conclude that implementation of SSM in this school is moderately. There is some constraints form the school and some from government. It is very necessary to provide useful and relevant elementary education for all children in the 6 to 14 years age group. If we want to achieve these goal i.e., ‘Ensure

that by 829 children everywhere, boys and girls alike will be able to complete a full course of primary schooling’, we need to take some immediate action to remove constraints and proper implementation of SSM. The MDM scheme has many potential benefits: attracting children from disadvantaged sections (especially girls, Dalits and Advises) to school, improving regularity, nutritional benefits, socialization benefits and benefits to women are some that have been highlighted. Studies by economists show that some of these benefits have indeed been realized. The positive effect on enrolment of disadvantaged children, on attendance, on learning effort, on improving nutritional inputs, on improving nutritional outcomes, and so on. Media reports also document the positive effect of the programme for women, especially working women, and its popularity among parents, children and teachers alike. Media reports have also highlighted several implementation issues, including irregularity, corruption, hygiene, caste discrimination, etc.

Despite few shortcomings, mid-day meal programme is able to achieve most of the objectives in West Bengal. Different institutions are using innovative methods to run the mid-day meal programme in the state. Parents and guardians are being interested in engaging in the programme especially in the rural and sub-urban areas. Over all the impact of mid-day meal programme in West Bengal is good and positive.

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