

IMPACT OF SARVA SHIKSHA ABHIYAN IN SOCIO -ECONOMIC DEVELOPMENT OF JHARKHAND – A CASE STUDY OF WEST SINGHBHUM DISTRICT

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ABSTRACT

This study looked at the impact of the Sarva Shiksha Abhiyan on Jharkhand's socioeconomic development, with a focus in West Singhbhum District. The goal was to look at the district's existing socio-economic position as well as casteism and gender disparities. Education not only allows individuals to earn good income, but it also helps to create a healthy society in which people may live without fear. The Sarva Shiksha Abhiyan (SSA) initiative aims to achieve this national goal. The research indicated that girls are more likely than boys to remain in labor areas, which might be attributable to the fact that male children are more involved in parental activity than female children. Poor economic conditions, children's reluctance to attend to school, infrequent and regular involvement in home chores, parental occupation; and thus parents' unwillingness to send wards to school, etc. The dropout rate in primary school will decrease, and every kid will be able to study. Education must be free and obligatory. The only way to give free education is via the S.S.A. In the case of girls' education, KGBVY, which is a part of S.S.A, produces higher results. It is hoped that S.S.A would establish an atmosphere that will minimize gender discrimination, racial prejudice, and student dropout rates. According to the research, SSA provides quality education to the students of Chaibasa block of West Singhbhum.

Keywords: Sarva Shiksha Abhiyan (SSA), Educational Impact, Gender Disparities, Socio-Economic, Students and Teachers.

Introduction

The Sarva Shiksha Abhiyan government of India is one of the best centralised education programmes in the world. It was inaugurated by former Indian Prime Minister Atal Bihari Vajpayee on 4 November 2000. This is the major effort of the Government of India to achieve universalization of the concept of primary or primary education (U.E.E.) as specified in the 86th Amendment to the Indian Constitution, which makes education free and compulsory for children from 6 to 14 years of age. It is a nationwide effort created in cooperation with state governments by the federal government to reach 192 million children throughout the whole country. The SSA programme seeks to set up new schools in areas where education choices are presently not available. This project enhances the existing school infrastructure by providing more classrooms, toilets, potable water, sports facilities, school building and other amenities. Existing schools with inadequate teachers cannot provide instructional assistance. The SSA programme helps to provide enough teachers to enhance basic or primary education in schools. The SSA project, which offers rigorous training, teaching aid and improves the academic support structure at the cluster, block and district level, assisted existing teachers. SSA seeks to provide high-quality primary education to pupils, with a special focus on education for women. SSA enhances rural education by engaging local population assistance and involvement in school management. However, a varied collection of pupils from various areas has still been totally successful in providing high-quality education.

In an attempt to fill that vacuum, the Sarva Shiksha Abhiyan covers all districts throughout the country, unlike prior basic education initiatives. The curriculum covers the whole range of basic training and is sufficiently flexible for new initiatives such as NPEGEL and the Kasturba Gandhi women's programme. The programme focuses on the closure of gender and socio-economic inequalities in elementary education with time-bound targets. Since both protect others, SSA is like a parachute. The DPP, Lok Jumbish, Operational Blackboard and other SSA programmes are also featured. The SSA was approved by the Union Cabinet in November 2000 as a centrally-sponsored project, making it the most comprehensive of all efforts made by the Government of India prior to 2010.

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It is a decentralised and context-specific planning effort with a time-based process approach for universalizing and enhancing primary education quality. For a variety of projects designed to increase primary school coverage in India and improve the quality of primary education in new ways, foreign assistance has been authorised. SSA utilises a "bottom-up" plan method, which addresses the perceived needs of the serving communities and learning needs of students and integrates the plan in the entire framework of S.S.A. As it is impossible to achieve the desired improvement and maintenance of the improved efficiency level without the active involvement of the community in the education system, SSA has put a priority on local stakeholder engagement in the planning. This also ensures that local distinctiveness is represented, which is essential to the success of the programme.

Need of the Study

By 2010, Sarva Shiksha Abhiyan intends to provide meaningful and relevant basic education for all children aged 6 to 14. Another objective is to make use of active community participation in the management of schools to link social development, regional development and the eradication of gender inequalities.

Since the aim was to achieve by 2010, while the objective still needs to be achieved, the objective was to educate children so they may better their socioeconomic status. The researchers selected the Chaibasa block in West Singhbhum in Jharkhand to perform this investigation.

According to the census of 2011, the schedule tribes account for 67.31% of the total population in the district of western Singhbhum, a poorer section of the population with few facilities and inadequate development. These reasons urge the researchers to utilise the present study project to show how education develops after the Sarva Shiksha Abhiyan.

Review of Literature

A literary assessment by various authors gives enough information about SSA, education development after SSA implementation, SSA flaws, and the future of the SSA programme.

Beteille (2002) the conclusion was that, notwithstanding recent gains in terms of access to primary education, much remained to be done in India on this front.

Kumar, Sunil (2004) studied what was causing the decline in academic achievement in public schools, which is becoming worse by the day.

Acharya et. al.(2004) according to their findings, progress on civil works has been dismally slow due to late release of funds, inadequate monitoring, and SSA's lack of district-level convergence with other development programmes. In building state and district teacher training programmes, the Orissa Primary Education Programme Authority (OPEPA) has achieved great progress. About 70% of the EGS (Education Guarantee Scheme) centres were operating thanks to OPEPA's efforts, which was a huge accomplishment. There has been modest progress, however, in establishing Alternative and Innovative Education Centers (AIE). With regard to providing kids and teachers with a quality education, Adhikari's research revealed gaps. It was conducted at five schools in the Navi Mumbai Municipal Corporation (NMMC). According to the results of the evaluation, school infrastructure needed to be repaired immediately. There weren't enough classrooms, teachers, tables, or chairs for everyone who wanted to attend. The school had 420 students but only three classrooms and two professors to manage them all. The reasons of parents in Luknow District, Uttar Pradesh, to enrol their children in low-cost private schools were multifaceted, according to Srivastava (2006), who found that parents desired to set themselves apart from "backward" or "uneducational" parents. Even while they may inspire a desire to go to "better schools," when contrasted to discursive gender, class, and caste environments, some family aspirations might actually exacerbate already-existing social inequalities.

Patel, P.K (2004) women's lack of education affects the health and well-being of their children, according to the findings,

Objectives of the Study

- Ñ To examine the current socio-economic situation in the West Singhbhum District Chaibasa Block in connection with S.S.A.
- Ñ Investigate the literacy rate in primary schools when the SSA was introduced.
- Ñ To investigate the primary enrollment, retention and quality improvement project of S.S.A.
- Ñ Investigate the issue of casteism and gender disparity among people in the Chaibasa Block of the District of West Singhbhum as regards S.S.A.
- Ñ Investigate attitudes of instructors about the implementation of the S.S.A.

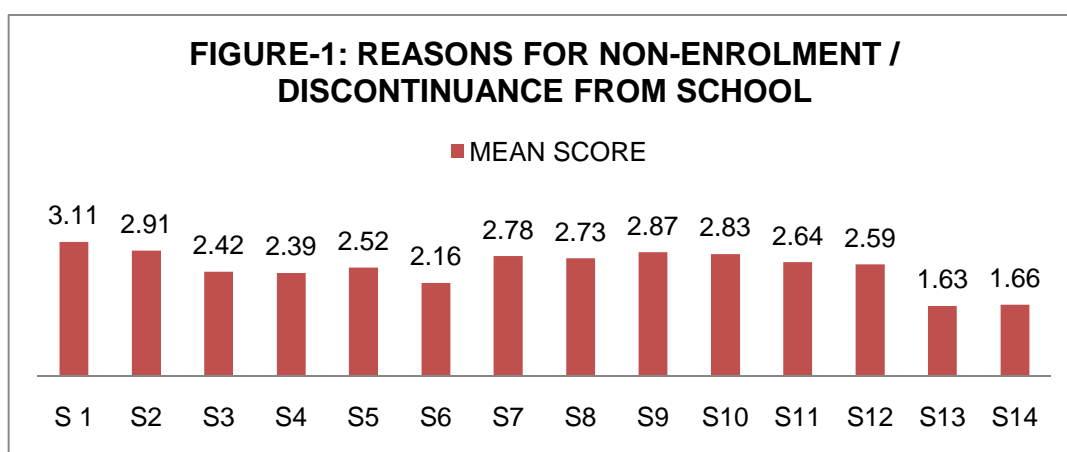
Research Methodology

This study is based solely on primary data sources and secondary data is only used for theoretical reasons. In order to collect main information, interviews and a brief survey of different schools in the Chaibasa District of West Singhbhum have been utilised. The secondary data comes from a variety of publications, journals, and papers from the Indian government and state governments.

Data Analysis & Interpretation

Table 1: Reasons For Non-Enrolment/Discontinuance From School [N=100]

S.No.	Reasons for discontinuance	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Rank
		[0]	[1]	[2]	[3]	[4]		
1.	Poor economic condition	0	15	3	38	44	3.11	I
2.	Children Unwilling to go to school	0	13	13	34	40	2.91	II
3.	Disinterested atmosphere	2	30	15	30	23	2.42	X
4.	School location not suitable	3	35	5	34	23	2.39	XI
5.	Teachers' behaviour with student is not good	6	26	3	40	25	2.52	IX
6.	Need to take care of sibling	0	50	7	20	23	2.16	XII
7.	Needs help in household works	0	14	0	80	6	2.78	V
8.	Supplement in family income by job	0	28	0	39	32	2.73	VI
9.	Parents' unwillingness to send wards to school	0	25	1	36	38	2.87	III
10.	Occasional engagement in parental occupation	1	26	1	33	39	2.83	IV
11.	Disinterest in wards' education for maintaining their traditional livelihood	2	28	4	36	30	2.64	VII
12.	Insecurity of getting a job/service	4	29	0	38	29	2.59	VIII
13.	Child suffers from some disability or poor health	35	23	1	26	15	1.63	XIV
14.	Early Marriage, especially for Girls	35	22	4	20	19	1.66	XIII

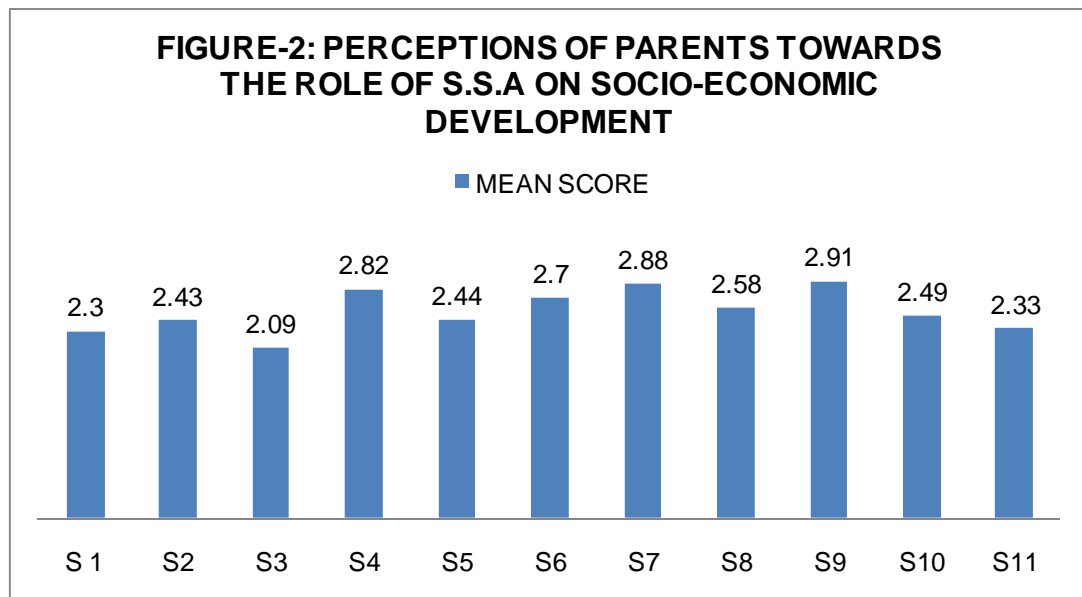


The reasons that cause individuals to quit attending to school are discussed in the next section (Table 1). On a one-to-four point scale, the strength of arguments was assessed (1 to 4 indicating agreement from the degree of strongly disagree to strongly agree). Poor economic circumstances in Chaibasa regions are the leading cause of school dropouts (mean score=3.11), as seen in the Table. In traditional rural communities, a family's economic well-being has been related to their children's degree of elementary education. The second reason was the children's unwillingness to go to school, which had a

mean value of 2.91. Children in traditional rural regions have a propensity to skip school, according to the results of the study. There are so many factors at play in their warped mindset. As a consequence, working-class children gradually withdraw from school and lose interest in going; as a result, they are unable to profit from the Sarva Siksha Abhiyan's programmes. The third reason for abandonment was their parents' reluctance to send their children to school. Another significant reason in wards' discontinuation of schooling and non-participation in SSA was their engagement in parental work on occasion (mean value of 2.83). The socioeconomic status of a person may affect their attitude toward schooling and education. On the other hand, the study shows that illiteracy and a lack of education awareness remain in rural traditional areas, especially among tribal people. The sixth reason, requiring help with household chores, had a mean score of 2.78. The fact that 72 percent of rural Indian youngsters work seasonal agricultural jobs to supplement their family's income supports these results, and as a consequence, they gradually drop out of school until they are no longer enrolled backs up these findings. The reason for the discontinuation was the extra family money obtained via employment (mean value: 2.73). Salary-earning fathers, according to Basu et al. (2003), are more likely to recognise the importance of a college diploma and therefore make greater investments in their children's futures. It's also conceivable that children are more aware of the benefits of education. Parents, on the other hand, are less likely to spend in their children's education if there is a genuine chance for them to attain a high position in society via direct occupational transmission or wealth transfer. As a consequence, farmers and business owners may be less willing to invest in their children's education than self-employed people. Furthermore, small farmers may incur substantial opportunity costs if they send their children to school, since they are more likely to want their children to help with land and livestock upkeep and rearing, especially during peak working times. The seventh most important component, with a mean value of 2.64, is a lack of enthusiasm in children's education. Parents in rural regions are uncertain if their children will work or serve in the community after finishing primary school. As a consequence, they are opposed to sending their children to school in order for them to earn money to help maintain the family. As a consequence, many of the wards become child labourers or dropouts as adults. The worry of not being able to obtain employment or services after completing school (mean score=2.59) was the sixth most frequent reason for quitting school. Teacher behaviour (mean value=2.52), a disinterested atmosphere (mean value=2.42), school location (mean value=2.39), sibling care (mean value=2.16), early marriage, particularly for girls (mean value=1.66), and disability/poor health of the child (mean value=1.63) were all important factors that increased school dropout.

Table 2: Perceptions of Parents towards the Role of S.S.A on Socio-Economic Development [N=100]

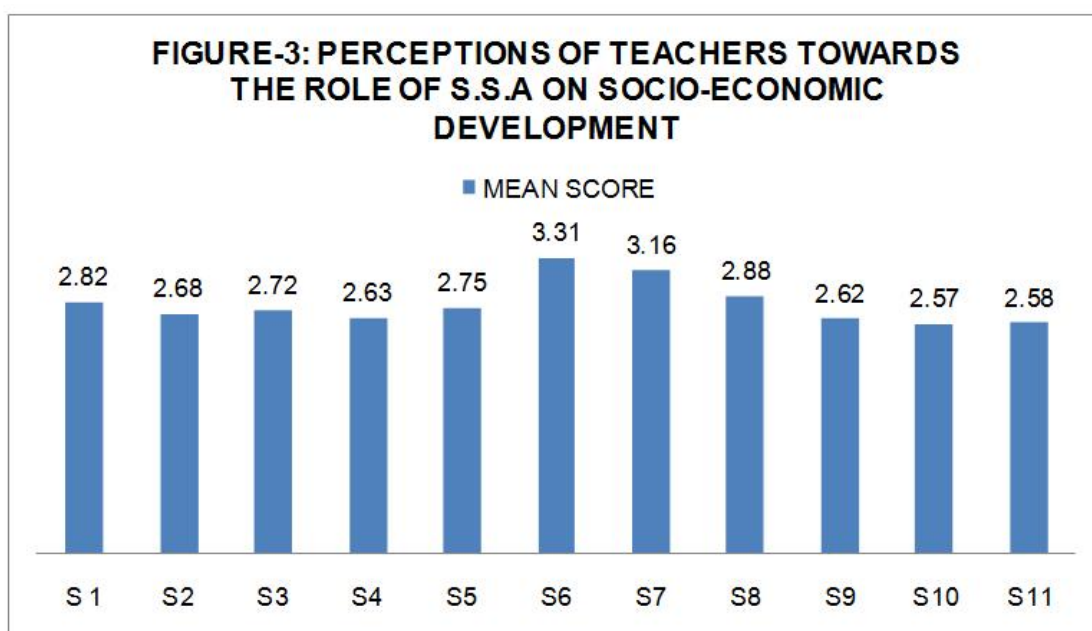
S.No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Rank
		[0]	[1]	[2]	[3]	[4]		
1.	People aware of the Sarva Shiksha Abhiyan	12	24	8	34	22	2.30	X
2.	Improvement in level of socio-economic development after S.S.A implementation	10	25	6	30	29	2.43	VIII
3.	People know about SMDC meeting held in the school	15	28	6	35	16	2.09	XI
4.	Improvement in education level after S.S.A implementation	7	13	8	35	37	2.82	III
5.	Improvement in girl's education level after KGBVY implementation	16	18	9	20	37	2.44	VII
6.	Decrease in level of gender discrimination?	6	16	6	46	26	2.70	IV
7.	Decrease in level of cast discriminations?	8	10	5	40	37	2.88	II
8.	Sarva Shiksha Abhiyan affect social development	9	15	8	45	23	2.58	V
9.	Children getting free and compulsory education	4	16	0	45	35	2.91	I
10.	Drop out at elementary school level after S.S.A implementation	12	16	5	40	27	2.49	VI
11.	Children getting quality education	13	20	12	31	24	2.33	IX



Then we'll look at how Sustainable and Equitable Growth affects S.S.A. (Table 2). On a scale of one to four, the strength of the arguments was rated (1 to 4 indicating agreement from the degree of strongly disagree to strongly agree). 'Children getting free and compulsory education' the overall mean score after implementation is 2.91, as indicated in the graph above. Provides free and high-quality obligatory education, and that as a consequence of the S.S.A., students are better educated. The statement 'Children get excellent education' was ranked eighth. The second place shows that the majority of respondents feel that the S.S.A. has decreased racial prejudice and that pupils are more concerned with studies than casteism as a result of its implementation. According to 77 respondents who agreed or strongly agreed, S.S.A minimises racial prejudice among pupils. The third-place winner was the statement 'Improvement in educational level after S.S.A adoption.' According to 72 percent of respondents, S.S.A. increases the quality of education and the degree of education. It has been observed that S.S.A. may increase the number of students in a classroom. The fourth-place winner was the statement 'Decrease in degree of gender discrimination?' In response to this statement, 72 people agreed or strongly agreed that S.S.A. should do all possible to eliminate gender discrimination. Six people are unsure, while 22 say the implementation has had no impact on gender discrimination. Prior to the establishment of S.S.A, gender disparity was obvious in Chaibasa block, with the bulk of students attending school being boys and relatively few females. Gender bias has lessened with the establishment of S.S.A., and more females are now attending school. The statement "Sarva Shiksha Abhiyan affects social development" came in fifth position out of 100 respondents. On social development, 68 students agreed or strongly agreed, 8 students are neutral, indicating they are unsure if S.S.A has improved anything, and 24 respondents say S.S.A has not aided social development. "Drop out at elementary school level after S.S.A implementation," says the sixth statement. When this assertion was investigated, it was determined that 67 out of 100 respondents agreed or strongly agreed that S.S.A reduces elementary school dropouts, whereas 28 respondents feel S.S.A has had no influence on primary school dropouts. 'Improvement in females' educational levels after the KGBVY was introduced' In this poll, 57 respondents agreed or strongly agreed that the KGBVY (kasturba gandhi balika vidyalaya yojna) boosts the female gross enrollment ratio since these schools are exclusively for girls' education, and their implementation in the Chaibasa block encourages a lot of girls' education. The phrase "introduction of S.S.A. was primarily motivated by a rise in socioeconomic growth" came in eighth. Out of 100 respondents, 59 feel the S.S.A. Out of 100 persons questioned, 55 feel S.S.A. provides an excellent education for children. The statement 'People who are aware of the Sarva Shiksha Abhiyan' was ranked tenth. Out of 100 respondents, 56 agreed or strongly agreed with this comment. The eleventh-placed comment was 'People are aware of the SMDC meeting held at the school.' Out of a total of 100 persons questioned, 51 agreed or strongly agreed with the statement, while 35 disagreed.

Table 3: Perception of Techar's towards the Role of SSA on Socio- Economic Development [N=100]

S.No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Rank
		0	1	2	3	4		
1.	People aware of the Sarva Shiksha Abhiyan	1	13	0	75	11	2.82	IV
2.	Children getting free and compulsory education	10	13	6	41	30	2.68	VII
3.	Children getting quality education	8	12	5	50	25	2.72	VI
4.	Improvement in education level after S.S.A implementation	8	20	3	39	30	2.63	VIII
5.	Improvement in girl's education level after KGBVY implementation	6	15	3	50	26	2.75	V
6.	Decrease in level of gender discrimination	2	2	0	55	41	3.31	I
7.	Decrease in level of cast discriminations?	3	2	2	62	31	3.16	II
8.	Sarva Shiksha Abhiyan affect social development	7	12	3	42	36	2.88	III
9.	Improvement in level of economic development after S.S.A implementation	9	15	4	49	23	2.62	IX
10.	Drop out at elementary school level after S.S.A implementation	12	14	9	35	30	2.57	XI
11.	People know about SMDC meeting held in the school	9	14	0	64	13	2.58	X



The statement 'Decrease in degree of gender discrimination' earned the highest score, with 96 respondents agreeing or strongly agreeing that S.S.A minimises gender discrimination, as seen in the table and graph above. According to 93 respondents who agree or strongly agree, S.S.A. reduces caste discrimination and helps children to study without fear in school. Providing a better foundation for social development increases the social position of kids and their parents, according to 78 instructors out of 100. 86 teachers out of a total of 100 say that S.S.A participants are aware of the programme. KGBVY is a sister organisation of S.S.A. and provides a better platform for girls' education. This school has exclusively female professors out of a total of 100. According to 76 educators who agree or strongly agree, KGBVY gives a new method to promote female education. According to 75 out of 100 teachers

who agree or strongly agree, S.S.A. offers a firmer framework for education and gives a quality education to underprivileged students. S.S.A. gives free education, according to 71 teachers out of 100; this does not imply that it is of inferior quality; rather, it is of excellent quality with a free character. Implementing S.S.A., according to 69 educators, gives a better foundation for boosting educational standards. Out of 100 teachers, 72 feel that since the S.S.A was adopted, the level of economic growth has increased. The public is aware of the SMDC meeting held at the school, according to 77 out of 100 professors. According to 65 out of 100 teachers, 'drop out at elementary school level after S.S.A adoption.'

Findings and Recommendation

Findings

- Sarva Shiksha Abhiyan has reduced the casteism problem and gender disparity of the people of Chaibasa Block of West Singhbhum District.
- Sarva Shiksha Abhiyan failed to improve the economic condition of the people of Chaibasa Block of West Singhbhum District.
- SSA provides quality education to the students of Chaibasa block of West Singhbhum.
- Special provision for drop-out girl children by providing education in Kasturba Gandhi Balika Vidyalaya Yojna.

Recommendations

- Vocational education will be provided to all students through SSA.
- Role of SMDC should be strengthen spread awareness and community mobilization.
- SSA should ensure all the government schools are equipped with modern facilities.
- SSA should provide training for teachers to teach in effective way.
- SSA should be conducted such activity throughout the school level So, Those children can be prepared for the block level, District level or state level competitions.
- Further more teachers must be trained in particulars field of co-curricular activities. So that they can give proper guidance to students. Our activity based education should help the children in their socio economic growth in future.

Limitations of the Study

- This research is restricted to students and teachers in the Chaibasa Block in West Singhbhum District.
- Only children in West Singhbhum District in chaibasa block school are eligible for the study.
- The research is restricted to those parents whose children attend chaibasa block school in West Singhbhum District.
- Each and every research has its own set of constraints, and our study follows those same rules.

Conclusion

Education not only allows individuals to earn good income, but it also helps to create a healthy society in which people may live without fear. The Sarva Siksha Abhijan (SSA) initiative aims to achieve this national goal. The current study examined the educational impact of SSA in traditional rural societies in terms of access and retention of children aged 6 to 14 years in school, and discovered that children with agricultural and labor occupational backgrounds enrolled in school less than children with other occupational backgrounds. As a result, agricultural and labor civilizations have higher dropout rates. The research indicated that girls are more likely than boys to remain in agricultural and labor areas, which might be attributable to the fact that male children are more involved in parental activity than female children. Poor economic conditions, children's reluctance to attend to school, infrequent and regular involvement in home chores, parental occupation; and thus parents' unwillingness to send wards to school, etc. were the primary reasons for dropout. S.S.A. gives optimism that one day all children from low-income families will have access to education. The dropout rate in primary school will decrease, and every kid will be able to study. Education must be free and obligatory. The only way to give free education is via the S.S.A. In the case of girls' education, KGBVY, which is a part of S.S.A, produces higher results. It is hoped that S.S.A would establish an atmosphere that will minimize gender discrimination, racial prejudice, and student dropout rates.

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