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Education and its impact on economic growth in Jharkhand State

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Abstract

Spread of Education, its advancement and its reaching every nook and corner of a Jharkhand State, one of the most backward states of India was of utmost priority post its creation and separation from Bihar. This critical Survey, comprehensive investigation and constructive examination looks into the academic standards and their quality prevailing in Jharkhand State of India and delineates, enunciates and evaluates the poorly managed administration of the education policy in the schools, especially keeping in view the fact that the state encompasses the impact of the Sarva Shiksha Abhiyan on Jharkhand's socio economic development, with a focus on Jharkhand and with its specific emphasis on West Singhbhum District and its other most backwards districts. The goal was to look at the state's existing socio economic position as well as its caste based and gender disparities. Education not only allows individuals to earn good income, but it also endeavours, endears, ushers in and steers towards creating a healthy society in which people may live without fear, with open mind, feeling free, no complexity, expressing themselves and their constructive and critical opinions without fear. The Sarva Siksha Abhiyan (SSA) of the Jharkhand state Govt.'s initiative aims and targets to achieve this national goal. The survey and this comprehensive critical study and research indicates that girls are more likely than boys to stay and reside in laborers-habitation areas, which might be attributable to the fact that male children are more involved in parental activity than female children and the latter are more innovative, creative and sincere. Poor economic conditions persist and deteriorate 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 ameliorate over time, and every kid will be able to gain studies. Education must be free, committed, sustained and obligatory. The only way to give free education is via the S.S.A. In the case of girls, education, KGBVY, that is a part of S.S.A, betters results. It is envisaged that S.S.A would establish an atmosphere which prompts to minimize gender discrimination, racial prejudices, and student dropout rates. According to a research, SSA provides a sort of practical, demonstrative and quality education to the students of Jharkhand, started from Chaibasa block of West Singhbhum.

Keywords: Educational development, economic growth, Jharkhand state, Sarva Siksha Abhiyan

Introduction

India had the best cultured education system prior to British Imperialists having raided and set up their vague and fake regime in India, for the past 7000 to 7200 years (Goswami, 2016)^[15], the Pratha of Guru Shishay Pathshalas. In this background the Shishay used to put and imbibe their utter faith in the Guru and in their Ashrams (Pathshala) Shishay besides learning his Guru's teachings and preachings, served his Guru and learnt and gained all round demonstrative applications and practices.

The entry of the British in India was well maligned and targeted, with a view to looting, plundering and duping India (Leffel, 2013)^[17], by their nefarious and noxious designs and with an eye on ushering in education system in India suiting their selfish ends and with that in view deliberately forayed into India the slave mentality education system through Macaulay designed methodologies to create clerks and accountants suiting their vested interests to the ruling British and imperialists' puppets and dance to their tunes and dictates.

This comprehensive report attempts to examine the linkages between 'Education and poverty in Tribal Jharkhand and its long-term impact on the progress and development of the State. This is divided into three sections. Section I encompasses the role of education institutions in the Human Resource Development, theoretical aspects of the problem and linkages among education, poverty and development of the State.

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Section II analyses exclusively education in Jharkhand and its impact on life in society, especially of the underprivileged and tribal.

Section III delineates glimpses of the major findings, problems faced by educational institutions in Jharkhand, suggestions, opinions and recommendations to resolve those drawbacks, limitations, shortcomings and demerits and their impact over progress of the state and its populace.

Public expenditure on education as percentage of GNP

1. Literacy Status of Jharkhand 2001.
2. Literacy rates amongst STs in Jharkhand 1981-2001 (%).
3. Enrolment of ST Students in Primary, Middle, and High School Levels.

(Source: Jharkhand Journal of Development and Management Studies XISS, Ranchi, Vol. 5, No. 3, September 2007, pp. 2471-24812471) Education and Poverty in Tribal Jharkhand: A Situational Analysis Beni A. Ekka*, and Anirudh Prasad**

This analyses comprehensively and attempts to examine the linkages among 'Education, Poverty in Tribal Jharkhand and Resultant Progress and economic development of Jharkhand'.

The survey, studies and orchestration is divided into three sections

Section I: Discusses the role of education institutions in Human Resource Development. It deals with theoretical aspects of the problem and describes the various linkages between education and poverty.

Section II: Analyses exclusively education in Jharkhand and its impact on life in society, especially under privileged and tribal; and

Section III: Provides a summary of the major findings, problems faced by educational institutions in Jharkhand, and suggestions to solve them. Introduction;

One may define education as an activity, or a series of activities, or a process which either improves the immediate living conditions - social, economic, political, human, cultural, environmental, etc., or increases the potential for future living. From this definition, we can infer that taken together these functions constitute the main contribution of education in the development all around the world.

Nobel Laureate Amartya Sen's main argument for faster development of India has been to repeatedly stress on the criticality of Primary Education. He feels that the only way our colossal State Machinery can be made more accountable to the people it purports to serve is to be assessed regularly by the people themselves. Hence people need to be educated first so that they are in a position to assess the functioning of the state and its officials. The primary and major role that education has been able to register, mark and play is with regard to skills inculcation, skill-improvement, faculties' development, nurturing of comprehension of the persons and abolition of their impediments.

Acquisition of knowledge and ensuring access to the resources for a decent standard of living makes long life the desired aim of growth. Education plays a decisive role in this process. One component of the education interface of human resources policy is to focus on people. In fact, the

destination of education is 'People' or 'Man'. The ultimate goal of education is people's material, cultural and spiritual fulfillment. This human factor or the human context is of extreme importance and should always be held as the focal point of educational effort (Privitera, 2019) ^[18].

An Overview Structure of the education system: There are broadly four stages of schooling in India, namely primary and upper primary, secondary and higher secondary education, covering a total of 12 years. Classes 1-5 (primary) and 6-8 (upper primary) together constitute the elementary educational level and standards, where as the definition/duration of secondary education differs from State to State. The official entry age to primary education is 5 or 6 years, depending on State legislation (Woodhead & Moss, 2007) ^[23]. Education comes under the purview of the Ministry of Human Resource Development, Department of Education. Legislative, administrative and financial responsibilities are shared between the Central and State governments. In some of the States, local self-government bodies (Panchayati Raj) are also involved in education management in order to facilitate community participation and better adapt education to local conditions. In areas with high percentage of scheduled caste and/or scheduled tribe populations there are also educational institutions operated by special departments in charge of these groups (e.g. "Scheduled Castes/Scheduled Tribes Development Department" in Orissa). Government Educational Priorities and Policies Government policies: The provision of free and compulsory elementary education to all children up to age 14 has been a national goal since Independence and is enshrined in the Constitution. The Government of India's (GOI) overall development philosophy under the 9th Five Year Plan (1997-2002) stresses not only economic growth but the need to give "special emphasis on all-round human development, with stress on social sectors and a thrust on eradication of poverty". Education is defined as "the most crucial investment in human development". The Plan document sets the following objectives for the education sector: Further development of early childhood education, with particular attention to strengthening the educational component of ICDS, ensuring greater linkages with primary education and de-centralisation (e.g. involvement of local government bodies and women's groups); 1 Primary elementary education: Recalling the goal of free and compulsory education up to class 8 (no time limit set).

Education and Poverty in Tribal Jharkhand: A Situational Analysis 2473 for reaching this goal), emphasis will be placed on universal primary education as a first step. Strategies to reach this goal include the following: Mobilisation of community support, particularly by strengthening Village Education Committees(VECs), greater use of non-formal and alternative education programmes and tackling the issue of child labour (under overall responsibility of the Ministry of Labour). 1 Adult education: Literacy is identified as "the key to most of India's development programmes" and a top priority in the National Agenda for Governance. Goals in this are to include further expansion of the on-going literacy programmes, creating linkages with other socio-economic programmes (health and hygiene, skills training, etc.) and greater awareness generation among women and their empowerment. The Plan document recognises that "we are woefully lacking in providing basic services such as education to the majority of our population especially in

rural areas. Extension of these services to the mass of our population is an urgent priority, not only because it is a desirable social end in itself but also because it is a precondition for achieving rates of growth of 7-8 percent per annum. "Educational financing: The level of government financing for education has fluctuated over the years. The promise to spend at least 6 percent of the national income on education, which has been made since the 1960s I, is yet to be realised and is again included in the 9th FYP document. Public expenditure on education as proportion of GNP decreased during the early 1990s but seems to have been on the rise again recently (see table below). Nevertheless, this Table has remained consistently below the average for Southern Asian Nations.

Table 1: Public expenditure on education as percentage of GNP

	1980	1985	1990	1996	1997
India	3%	3.5%	3.9%	3.3%	3.8%
SE Asia	4.1%	3.3%	3.9%	4.3%	4.5%

(Sources: UNESCO: Statistical Yearbook 1999; UNESCO: World Education Report 1998; Education for All - The Year 2000 Assessment Report, India; Government of India, Ministry of Human Resource Development, 1999-2474 Ekka & Prasad

As regards the distribution of the education budget between educational levels, there have been some positive changes which could indicate a shift away from the traditional emphasis on higher education levels. The share of the recurrent education budget going towards primary education increased from 34 percent in 1990 to 37 percent in 1997. This is an encouraging sign although the Table remains below what other countries in the region spend on primary education (average for South & West Asia: 44 percent). If the upper primary grades are counted in (elementary education level), the Table rises to just over 50 percent (1997). Funding for education comes from different sources, notably central and State governments. However, the latter cover the major share of recurrent educational costs and are generally the main actors in education. This is one reason why the outreach and quality of the education system vary significantly between States, depending on the financial and general political context in each State Govt. Incentive Schemes in Education and Poverty Incentives in education have a long history in India. The system of incentives to overcome social, economic and other handicaps has been an integral part of the government's strategy to provide universal elementary education (DEE) for long. Incentive schemes are meant to help disadvantaged children, particularly those from scheduled castes and tribes and girls, to gain access to education and attend school regularly. These include the distribution of free text books or uniforms, scholarships as well as mid-day meals or dry food rations. The experience with such programmes in India has been mixed. Although the potential benefit of incentive schemes is in no doubt, their token and erratic implementation affect whatever positive effects these may have on the schooling of poor children. The Probe report, for example, notes the limited coverage of most schemes (for example, only 1.3% of children surveyed for the report received free uniforms), un-timeliness in the provision of incentives (delays of one or two years were found to be "not uncommon") or deliveries of insufficient quantities (with children in different grades expected to share one text book, for example).

ILL - Functioning incentive schemes generate hostility between parents and teachers (parents suspecting school staff to cheat about their entitlements) and substantially increase the workload of teachers, to the detriment of the educational processes. The National Programmed of Nutritional Support to Primary Education (NPNSPE) or Midday meal (MDM) scheme. Background: This is the largest and most important of all incentive programmes in India. School feeding programmes have Education and Poverty in Tribal Jharkhand: A Situational Analysis 2475 existed in some States since as early as the 1920s; these were largely funded by State governments with certain pecuniary and assistance from International Organisations such as CARE, UNCTAD etc. After long deliberations, the centrally sponsored, national MDM scheme was launched by the GOI on 15th August, 1995. Its objectives are two-fold: (i) enhancing the nutritional status of children and (ii) promoting UEE in terms of increasing enrolment, retention and attendance by encouraging poor parents to admit their children in primary school and keep them there. The Central Government's support to States under this program is as follows.

Provision of food-grains, free of cost, to the implementing State agencies through the Food Corporation of India (FCI); and (ii) reimbursement of transportation cost to district authorities for transport of food from FCI stores to schools/villages. States pay for additional food items required for cooked meals (pulses, vegetables, oil, spices, etc.) and salaries of cooks. The scheme offers the States three options: (i) cooked meal (100 grams of rice/wheat per student per day for 200 school days per year); (ii) pre-cooked meals; or (iii) dry ration (3 kg of wheat/rice per student per month for 10 months). The per-child provision has been fixed on the basis of the estimated additional nutritional value required by children in the primary school age group to meet their nutritional deficiencies. In this sense, the provision of food grains/dry rations is higher compared to cooked meals anticipating that part of it would be shared by other family members. To be eligible for receiving the foods, students have to show a minimum monthly school attendance of 80%. The scheme was intended to cover all government, government aided and local body primary schools in the country in a phased manner over a period of three years. Private unaided schools and NFE Centres were not envisaged to be covered. The scheme is proposed to be universalized to all rural blocks and urban slums and disadvantaged sections during the Eleventh Plan Education and Poverty in Tribal Jharkhand Education of tribal is an important issue considering, not only the fact that they were denied equal opportunity in the past by government and policy makers but also as it is crucial for development of tribal communities and the nation. Tribal children, like several marginalized groups of children in Jharkhand are trapped in an inter-generational vicious cycle of poverty, illiteracy and deprivation. This is evident considering the extremely poor adult literacy rates which are reproduced in the next generation as low education levels among the children from tribal communities. Although the government has launched various policies and programmes for tribal welfare and education, in reality very few of them have percolated down to the tribal and benefited them. A majority of the programmes did not benefit the tribal community because the programmes were not contextualized and localized

considering regional, geographical and physical differences and barriers. Another reason that the benefits of the programs have not reached the tribal community, was / is lack of political will, sincerity, honesty, determination, a mass scale corruption, and lesser attention on development in tribal areas. The Indian Constitution assigns special status to the tribal. Traditionally they are known as adivasis, Vanbasi, tribes, or tribal. The tribal are living in different parts of the country, having their own culture, social system, structure, and values. According to the 2001 census, the tribal population in India is 74.6 million. Jharkhand state constitutes 6.6 million tribal populations. There are thirty different tribal communities, residing in the State of Jharkhand and they constitute 26.3 percent of the population of the State. More than sixty percent of these tribal are living below the poverty line. The average literacy rate is 54.13 percent in Jharkhand, but among the some tribal, particularly among the female, literacy rate is as low as 10 percent. Literacy is one of the most basic parameters for the success of democratic system of governance. If we take stock of the baseline realities of education of tribal in Jharkhand in both the rural-urban domains, the gap is appalling (Census of India, 2001)^[11].

Table 2: Literacy Status of Jharkhand 2001 Division

	General	Rural	Urban
1	Santhal Paragnas	33.05	71.13
2	North Chotanagpur	34.32	66.82
3	South Chotanagpur	34.82	33.12
4	Palamu	29.03	65.31
5	Overall Jharkhand	34.31	73.96

Source: Jharkhand Profile, 2001

Table 3: Literacy rates amongst the STs in Jharkhand 1981- 2001 (%)

Year	Overall	Male	Female
1981	16.99%	26.17%	7.75%
1991	26.78%	38.40%	14.75%
2001	32.10%	41.33%	26.11%
2001 - All India	65.37%	75.85%	54.16%

Source: Census of India, 2001 Education and Poverty in Tribal Jharkhand: A Situational Analysis 2477.

The literacy rate in Jharkhand is only 54.13% (2001) and female literacy rate is still lower at 39.38 percent. Literacy rate among the tribal population (38.10%) is less than the literacy of the general (54.13%) population in Jharkhand. Primitive tribes have the lowest literacy rates ranging from 4.22% to 7.58%. Thus, STs have very little share in the overall percentage of literacy rate in Jharkhand. The reasons for this are varied. However, one should not forget that "the millennium development goals cannot be met without getting tribal children, especially girls, educated." Although the State has a network of government and privately run schools in cities and urban-centres with varied standards of teaching, the benefits of these schools are mostly reaching urban people and tribal, exposed to these cities. Despite the government claim that the state of Jharkhand has reduced the number of out-of-school children, it is unfortunate that most of such schools, colleges and institutes as are addressing the Need of general population and tribal, are still marginalized. At school, the experiences of tribal children range from discrimination to a sense of complete alienation.

Table 4: Enrolment of ST Students in Primary, Middle, and High School Levels (%)

Year	1-5 th standard	6-8 th STD	9-10 th STD
2001	35.51	23.43	18.63
2002	31.36	28.01	23.19
2003	41.05	35.47	31.57
2004	32.32	26.21	21.73
2005	35.56	28.97	24.49

Source: Jharkhand Profile, 2001

Students from ST communities encounter a series of obstacles including commuting long distances to schools in hostile environmental conditions, abuses and discrimination from teachers and fellow students from non-tribal backgrounds, difficulty in comprehending the language of instruction and negotiating space for themselves which they had been denied historically.

To address some of these disparities, recently the state government has launched a mammoth enrolment drive "School Chalein Hum - Abhiyan 2006 "with UNICEF which is a good initiative but there is also a need to understand that the children who are currently out-of-school are those belonging to socially and economically weak communities and groups, including linguistic and religious minorities and tribal groups living in habitations scattered over hills and forests. Past experiences indicate that some of these earlier drives have met with limited or no success.

Extending the system of primary education into tribal areas and reserving places for tribal children in middle and high schools and higher education institutions are central to government policy, but efforts to improve tribal educational status have had mixed results. The major challenge and concern with this type of drive is that they are mostly concentrated in the urban areas. Another challenge in addressing and providing education to tribal was/is their geographical location. Most of the primitive tribes still live in hills, dense forest with difficult terrain and many a time, it is difficult to reach them because of lack of road and transport facilities. It is challenge to provide education to tribal and setting up school and institutions in small, scattered and remote tribal habitations. The majority of the tribes live in sparsely populated habitations in the interior and in inaccessible hilly and forest areas. At the time of creation of Jharkhand, there were about 12,000 revenue villages/inhabited Tolas which did not have a primary school with in 1 km. radius. Under Sarva Shiksha Abhiyan/Gram Shiksha Abhiyan, nearly 11,500 alternate schools have been opened since August 2002 but now there is a need for qualitative improvement, in terms of infrastructure, staff allocation, provision of books and other facilities. It has been seen and quoted in many studies (Vinoba Gautam, 2003)^[25] that high school dropout rate among tribal is one of main reason behind their lagging behind in education. Many tribal schools are plagued by high dropout rates. Since schools as institutions and teachers as critical agents have remained fundamentally unchanged, the school atmosphere is not very conducive to accept and retain tribal children in schools. Tribal children's school experiences an important variable which determines whether the child continues to be in school or decides to drop out. Children attend for the first three to four years of primary school and gain a smattering of knowledge, only to lapse into illiteracy later. Few who enter continue up to the tenth grade; of those who do, few manage to finish high

school. Even the Ashram schools (residential schools for tribal boys and girls) started by the Government in 1990-91 are poorly maintained and sometimes lack even the basic facilities. Given the low levels of literacy among the ST population, several children from these communities happen to be 'first generation learners' and in the absence of State support for helping them cope with studies, very many children drop out of the schools. Therefore, very few are eligible to attend institutions of higher education, where the high rate of attrition continues. For example members of agrarian tribes like the Gonds of-ten are reluctant to send their children to school, because they need their children to work in the fields. [Source: 2478 Ekka & Prasad].

Another reason behind high dropout rates is the medium of instruction or language constraint where most of the tribal children do not understand the textbooks, which are generally in the regional language. The non-tribal teachers in tribal children's schools are another problem where teachers do not know the children-language. This was also found in the study of Jan Shala Programme. Commission after commission recommended that at least at the primary level, the students should be taught in their native tongue but recruitment of qualified teachers and determination of the appropriate language of instruction has always remained troublesome. Recently (July 2003) the State Government has decided to ensure teaching in the mother tongue from Class I in tribal languages (Santhali, Mundari, Ho, Kurukh) and regional languages (Khortha, Kurmali) but the need is to develop teaching-learning material in these languages and to train/redeploy the teachers. The issues and challenges in tribal education can be categorized as external, internal, socio-economic and psychological. The external constraints are related to issues at levels of policy, planning and implementation while internal constraints are with respect to education system, content, curriculum, pedagogy, medium of instruction etc. The third set of problems relates to the social, economic and cultural background of tribal and psychological aspects of first generation learners. It is important to note that tribal in Jharkhand are at different levels of socio-economic and educational development. To address some of these challenges, the National Policy on Education (NPE), 1986 emphasized tribal education and recommended opening of primary schools in tribal areas on priority basis, developing curricula and devising instructional material in tribal languages, and encouragement of tribal youths to take up teaching in tribal area; and incentive schemes for the tribal, keeping in view their special needs and lifestyle. The National Programme of Sarva Shiksha Abhiyan (SSA), which aims to achieve Universal Elementary Education (UEE) also emphasised its special focus on education of the tribal children. Tribal children were identified as the Special Focus Group (SFG) under SSA. One of the main goals of SSA is to "bridge all social category gaps at primary stage by 2007 and at elementary stage by 2010". It is good that the Sarva Shiksha Abhiyan (SSA) recognizes the varied issues and challenges in tribal education in view of the heterogeneous structure of tribal population in the country.

Source: (Ekka & Prasad, 2007) ^[14]. Education and Poverty in Tribal Jharkhand: A Situational Analysis 2479 (Siraj-Blatchford, 1995) ^[20]. Census of India (2001) ^[11]. Jharkhand Series II (Carnoy, 1992) ^[13]. The Case for Investing in Basic Education, New York.

Social Empowerment through Development Interventions: Innovative experiments at the grassroots

[Source June 2005: Anirudh Prasad Beni A Ekka]

The book offers an interesting perspective into dialectics of action and research. The Gandhian, the Church-inspired, the Marxist and the Socialist-how these groups work along with the people, are detailed under the purview of: (i) Dynamics of social transformation, (ii) Identity and social exclusion, (iii) Empowerment of women, children, tribal and dalit, (iv) Empowering human values.

Jobs for Living: A trial with entrepreneurship development among the Paharia youths of Jharkhand

Source: June 2004: Anirudh Prasad Beni A Ekka

There was a long standing belief that Paharia youths were only good for farming and manual labour, they cannot enter into entrepreneurship. In this analysis paper, the authors analyse the significance of entrepreneurship in the process of changing the socio-economic life of Paharia youths. The authors have made a modest empirical endeavour to explore the justification of the training needs for Social Research Methodologies in Action: Vol. II Strategies of Development Research.

[Source: March 2008-Anirudh Prasad Beni A Ekka Ramkrishna Mukherjee]

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The purpose of this paper is to examine the impact of the Special Component Programme on the life and living of the Harijans in Bihar. An attempt is also made in this study to examine the official claims regarding lifting the Harijans of Bihar above the poverty line through the mechanism of the Special Component Programme. This paper is divided into four parts. Part I provides the problems and method of Industrial Decentralization - A Case Study of Khadi and Village Industries in Jharkhand.

With the liberalization and globalization of the economy and the removal of quantitative restrictions, the smaller units of the Khadi and Village Industries (KVI) sector under the decentralized governance are facing stiff competition. 78 percent of Jharkhand's population lives in the villages where both the illiteracy (66 percent) and poverty (70 percent) still prevail.

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International Journal of Education, Modern Management, Applied Science & Social Science (IJEMMASSS)

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Impact of Sarva Shiksha Abhiyan in Socio: Economic Development of Jharkhand: A case study of West Singhbhum District Abstract

This study looked at the impact of the Sarva Shiksha Abhiyan on Jharkhand's socio economic 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 Siksha Abhijan (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. are the major reasons adduced, cited and enumerated for bigger dropout cases. 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

Siksha Abhiyan (SSA), Educational Impact, Gender Disparities, Socio-Economic aspects.

Introduction

The Sarva Shiksha Abhiyan as Government of India's is one of the best Centralised and well-orchestrated and focused education programmes Pan India, renowned the world over. It was inaugurated by former Indian Prime Minister Atal Bihari Vajpayee on 4th November, 2000. This is the major effort of the Government of India to achieve Universalisation 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 concerted effort created in cooperation with state governments by the federal government to encompass 192million 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, free foods to students at schools and other elementary amenities. Existing schools with inadequate teachers cannot provide instructional assistance. The SSA programme empowers and helps 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 hiksha 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 decentralized 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 and certified. 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 programmer.

In the (Ramachandran, Beteille, Linden, Dey, & Chatterjee, 2017) ^[19] the conclusion drawn was that, notwithstanding recent gains in terms of access to primary education, much remained to be done in India on this front.

(Kumar, 2008) ^[16] studied that was causing the decline in academic achievement in public schools that is becoming worse by the day.

(Yadav, Sharma, & Birua, 2018) ^[24] 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 Lucknow District, Uttar Pradesh, to enroll their children in low-cost private schools were multifaceted, according to (Thomas, 2007) ^[22], 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. (Srivastava, Chauhan, & Patel, 2021) ^[21].

Objectives of the Study

To examine the current socio-economic situation in the West Singhbhum District Chaibasa.

Block in connection with S.S.A in particular and in Jharkhand in general.

Investigate the literacy rate in primary schools when the SSA was introduced.

To investigate the primary enrollment, retention and quality improvement project of S.S.A.

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.

Investigate attitudes of instructors about the implementation of the S.S.A.

Impact of Sarva Shiksha Abhiyan in Socio-Economic Development of Jharkhand.

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 and Interpretation

Table 5: Reasons for non-enrolment/discontinuance from school, N=100

Reasons/Rank	Strongly-1	Disagree-2	Disagree Neutral-3	Agree Strongly-4	Agree	Rank
Poor Eco. Conditions	0	15	3	38	44	S1
Children unwilling to go to school	0	13	13	34	40	S2
Disinterested atmosphere	2	30	15	30	23	S3
School location unsuitable	3	35	5	34	23	S4
Teachers' poor Conduct towards students	6	26	3	40	25	S5
Needs to take care of sibling	0	50	7	20	23	S6
Needs help in household works	0	14	0	80	6	S7
Supplements family income by Job	0	28	0	39	32	S8
Parents unwilling to send child to school	0	25	1	36	38	S9
Occasional engagement in parental occupation	1	26	1	33	39	S10
Disinterested due to interest in traditional occupation	2	28	4	36	30	S11

Insecurity to get a job	4	29	0	38	29	S12
Child suffers from some illness	35	23	1	26	15	S13
Early marriage	35	22	4	19	20	S14

Table-5: Reasons for Non-Enrolment / Discontinuance from school mean score. Source: Created by Author

The reasons that attribute towards 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

International Journal of Education, Modern Management, Applied Science & Social Science (IJEMASSS) - Oct-Dec (II), 2021] 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 Shiksha 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 & Desai, 2016) [12], are more likely to recognise the importance of a college diploma and therefore make greater investments in their children's futures. It is 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 laborers 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 behavior (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 6: Perceptions of Parents towards the role of SSA on socio-economic development, N=100

Reasons/Rank	Strongly 1	Disagree 2	Disagree Neutral-3	Agree Strongly-4	Agree	Level before SSA	Level after SSA
People aware of Sarva Shiksha Abhiyan	12	24	8	34	22	3.11	2.3
Improvement in Socio Eco Development post SSA Implementation	10	25	6	30	29	2.91	2.43
People aware of SMDC meeting held in schools	15	28	6	35	16	2.42	2.09
Improvement in Edu Level post SSA Implementation	7	13	8	35	37	2.39	2.83
Improvement in girl's education level after KGBVY Implementation	16	18	9	20	37	2.52	2.44
Decrease in level of gender discrimination	6	16	6	46	26	2.16	2.72
Decrease in level of cast discriminations	8	109	5	40	37	2.87	2.88
Sarva Shiksha Abhiyan affects social Development	9	15	8	45	23	2.83	2.58
Children getting free and compulsory Education	4	16	0	45	35	2.64	2.91
Drop out at elementary school level after S.S.A implementation	12	16	5	40	27	2.59	2.49
Children getting quality education	13	20	12	31	24	1.63	2.33

Source: Sudipta Mukharjee: Impact of Sarva Shiksha Abhiyan in Socio - Economic Development of Jharkhand

Table 6: Perceptions of parents towards the role of S.S.A on socio-economic development: Mean Score

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. minimizes and limits 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.

Sudipta Mukharjee: Impact of Sarva Shiksha Abhiyan in Socio - Economic Development of Jharkhand 7 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 Sarva Shiksha Abhiyan failed to improve the economic condition of the people of Chaibasa. Chaibasa Block of West Singhbhum District.

Special provision for drop-out girl children by providing education in Kasturba Gandhi Balika. SSA provides quality education to the students of Chaibasa block of West Singhbhum. ·Block of West Singhbhum District.

Vidyalaya Yojna

Recommendations

SSA should be conducted such activity throughout the school level So, Those children can be SSA should provide training for teachers to teach in effective way. · SSA should ensure all the government schools are equipped with modern facilities. · Role of SMDC should be strengthen spread awareness and community mobilization. · Vocational education will be provided to all students through SSA. ·

Further more teachers must be trained in particulars field of co-curricular activities. So that they prepare for the block level, District level or state level competitions.

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

Conclusion and Synthesis

Education not only allows and nurtures individuals to earn good income and their livelihood but it also helps and results in to create a healthy society in which people may live without fear, inferiority complex, enabling them to independently and strong express their views and opinions before the press and the Government their stands on various underlying vital issues affecting them.

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. This will usher in and culminate all round development, progress of the state and generate employment, jobs and opportunities for self-reliance through creation of vocations and industries.

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