

Impact Of Sarva Shiksha Abhiyan On Education In Ranchi District With Reference To Tribe

Geeta Maharaj¹, Dr. Pankaj Kumar Yadav²

Research Scholar, Department of Education, NIILM University¹

Professor, Department of Education, NIILM University²

Abstract

Sarva Shiksha Abhiyan (SSA) has been instrumental in transforming the educational landscape in the Ranchi district, particularly among tribal communities. This study examines the impact of SSA on education in Ranchi, focusing on its effectiveness in enhancing educational access, quality, and equity for tribal students. Through an analysis of enrollment rates, infrastructure development, teacher training, and community participation, the research highlights significant strides made in bridging educational gaps. The implementation of SSA has led to increased enrollment and retention rates among tribal children, attributed to the provision of free textbooks, midday meals, and improved school infrastructure. Additionally, teacher training programs under SSA have contributed to better pedagogical practices, positively impacting student learning outcomes. However, challenges persist, such as language barriers, cultural differences, and inadequate educational resources tailored to tribal contexts. The study emphasizes the need for culturally sensitive curriculum and teaching methods to fully realize the potential of SSA in tribal areas. Community involvement has been pivotal, with Village Education Committees playing a crucial role in monitoring and supporting educational initiatives. Despite progress, sustained efforts are required to address the unique needs of tribal students, ensuring that SSA's objectives of universal elementary education are met.

Keywords: *Sarva Shiksha Abhiyan (SSA), Tribal Education, Ranchi District, Educational Access, Community Participation.*

1. Introduction

The Sarva Shiksha Abhiyan (SSA), launched in 2001 by the Government of India, is a flagship program aimed at universalizing elementary education and improving the quality of education across the country. The program seeks to ensure that all children aged 6-14 years receive free and compulsory education. In the context of Ranchi district, the capital of Jharkhand, SSA holds particular significance due to its large tribal population. Tribes in Ranchi, as in many

parts of India, have historically faced numerous challenges in accessing quality education, including socio-economic barriers, geographical isolation, and cultural differences. This introduction examines the impact of SSA on the educational landscape of Ranchi, with a special focus on its tribal communities. The primary goal of SSA is to provide equitable educational opportunities, which is crucial for tribal communities in Ranchi. Historically marginalized, these communities have faced exclusion from mainstream education due to various factors such as poverty, lack of infrastructure, and linguistic barriers. SSA addresses these issues through targeted interventions such as building schools in remote areas, providing free textbooks and uniforms, implementing midday meal schemes, and offering scholarships to encourage enrollment and retention of tribal children.

One of the significant impacts of SSA in Ranchi has been the notable increase in enrollment rates among tribal children. The introduction of incentives like midday meals and free educational materials has played a crucial role in drawing children to schools. Moreover, the construction of new school buildings and the improvement of existing ones have created a more conducive learning environment. SSA has also emphasized the importance of training teachers to handle multi-grade classrooms and to be sensitive to the cultural contexts of tribal students, thereby improving the overall quality of education. Community participation is another cornerstone of SSA's strategy in Ranchi. Village Education Committees (VECs) have been established to involve local communities in the management and monitoring of schools. This has led to increased accountability and has empowered communities to take ownership of their children's education. In tribal areas, the involvement of community elders and leaders has been particularly effective in promoting the importance of education and ensuring that children, especially girls, attend school.

Despite these successes, challenges remain. Language barriers continue to be a significant hurdle, as many tribal children speak their indigenous languages, while the medium of instruction is often Hindi or English. Additionally, there are issues related to the relevance of the curriculum, which may not always align with the lived experiences and cultural heritage of tribal students. Addressing these challenges requires a more nuanced approach that includes the integration of tribal languages and knowledge systems into the curriculum.

2. Methodology

This study focuses primarily on primary data sources, with secondary data used only for theoretical purposes. To collect primary information, interviews and a brief survey were conducted in various schools within the Ranchi District. The secondary data is sourced from a variety of publications, journals, and reports from the Indian government and state governments.

3. Result & Discussion

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

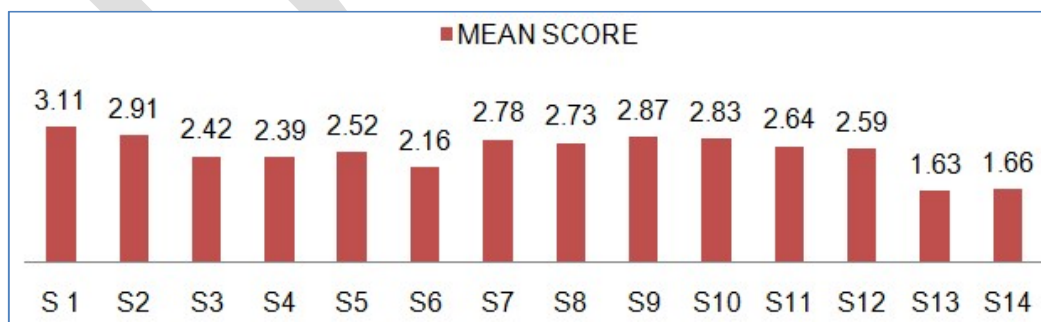


Figure 1 Reasons For Non-Enrolment / Discontinuance From School

The reasons for school dropouts among tribal communities in Ranchi District are discussed in the following section (Table 1). The strength of these reasons was assessed on a one-to-four

point scale, where 1 indicates "strongly disagree" and 4 indicates "strongly agree." The primary cause of school dropouts is poor economic conditions in the region (mean score = 3.11). In traditional rural communities, a family's economic well-being is closely linked to their children's level of elementary education. The second most significant reason is children's unwillingness to attend school, with a mean score of 2.91. The study indicates that children in traditional rural areas tend to skip school due to various factors influencing their mindset. Consequently, working-class children gradually lose interest in school and fail to benefit from the Sarva Shiksha Abhiyan (SSA) programs.

The third reason for dropping out is parental reluctance to send their children to school, often due to the need for children's involvement in family work (mean score = 2.83). The socioeconomic status of a family can significantly affect their attitude toward education. The study also highlights that illiteracy and a lack of awareness about the importance of education persist in rural traditional areas, particularly among tribal communities. Another contributing factor is the need for children to help with household chores, which had a mean score of 2.78. Approximately 72 percent of rural Indian children work in seasonal agricultural jobs to support their family's income, which leads to gradual disengagement from school until they eventually drop out. The additional family income earned through child labor had a mean score of 2.73. According to Basu et al. (2003), fathers who earn salaries are more likely to value education and invest in their children's future. However, parents may be less inclined to invest in education if they believe their children can achieve a high societal status through direct occupational transmission or wealth transfer.

Farmers and business owners may prioritize immediate economic contributions over long-term educational investments. Small farmers, in particular, may face substantial opportunity costs if they send their children to school, as they rely on their children to assist with land and livestock maintenance, especially during peak working times. Lack of enthusiasm for education among children had a mean score of 2.64. Parents in rural areas often doubt whether their children will secure employment or contribute to the community after completing primary school. This skepticism leads many parents to prefer that their children work to support the family financially. Consequently, many children become laborers or drop out as they grow older.

Fear of not finding employment or services after completing school had a mean score of 2.59. Other factors contributing to school dropouts include teacher behavior (mean score = 2.52), an unengaging school environment (mean score = 2.42), school location (mean score = 2.39), the

responsibility of caring for siblings (mean score = 2.16), early marriage, especially for girls (mean score = 1.66), and disability or poor health of the child (mean score = 1.63).

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	VII I
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 caste 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

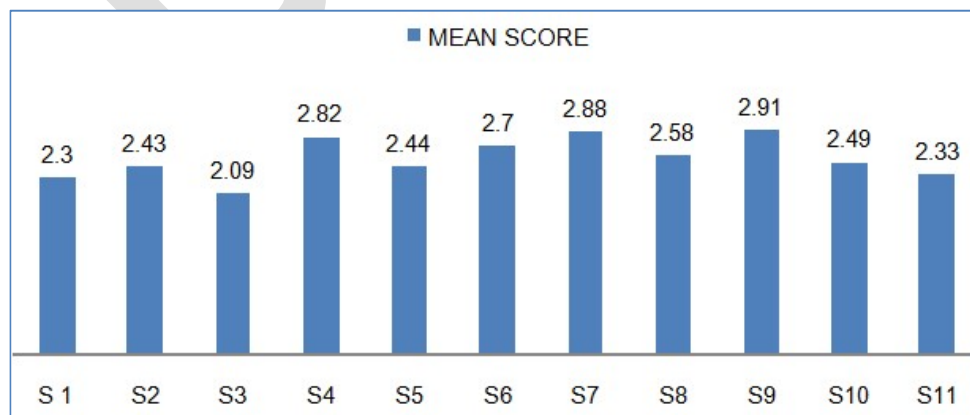


Fig. 2 Perceptions of parents towards the role of S.S.A on socio-economic development

Next, we examine how Sustainable and Equitable Growth affects the implementation of Sarva Shiksha Abhiyan (SSA) (Table 2). The strength of arguments was rated on a scale of one to four, where 1 indicates "strongly disagree" and 4 indicates "strongly agree." The overall mean score for the statement 'Children receiving free and compulsory education' after SSA implementation is 2.91, indicating that SSA has provided free and high-quality compulsory education, resulting in better-educated students. The statement 'Children receive excellent education' was ranked eighth. The second most agreed-upon statement suggests that the majority of respondents feel SSA has reduced racial prejudice and that pupils are more focused on studies than casteism due to its implementation. According to 77 respondents who agreed or strongly agreed, SSA minimizes racial prejudice among pupils.

The third-ranked statement, 'Improvement in educational level after SSA adoption,' was supported by 72 percent of respondents, indicating that SSA enhances the quality and level of education. It has been observed that SSA can increase classroom attendance. The fourth statement, 'Decrease in degree of gender discrimination,' was agreed upon by 72 respondents who felt SSA should strive to eliminate gender discrimination. Six people were unsure, while 22 stated that SSA implementation had no impact on gender discrimination. Prior to SSA, gender disparity was evident in the Chaibasa block, with more boys attending school than girls. However, with SSA, gender bias has diminished, and more girls are now attending school.

The fifth statement, 'Sarva Shiksha Abhiyan affects social development,' was agreed upon by 68 respondents, while 8 were neutral, and 24 felt SSA had not aided social development. The sixth statement, 'Dropout rate at the elementary school level after SSA implementation,' revealed that 67 respondents agreed or strongly agreed that SSA reduces elementary school dropouts, while 28 felt SSA had no impact. The statement, 'Improvement in females' educational levels after the KGBVY (Kasturba Gandhi Balika Vidyalaya Yojna) was introduced,' was supported by 57 respondents, indicating that KGBVY, which focuses on girls' education, has boosted female enrollment in the Chaibasa block. The statement, 'Introduction of SSA was primarily motivated by a rise in socioeconomic growth,' ranked eighth, with 59 out of 100 respondents agreeing.

Additionally, 55 respondents felt that SSA provides excellent education for children, while the statement 'People who are aware of the Sarva Shiksha Abhiyan' ranked tenth, with 56 respondents agreeing or strongly agreeing. Lastly, the statement 'People are aware of the SMDC (School Management and Development Committee) meetings held at the school,'

ranked eleventh, with 51 out of 100 respondents agreeing or strongly agreeing, 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	VII I
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

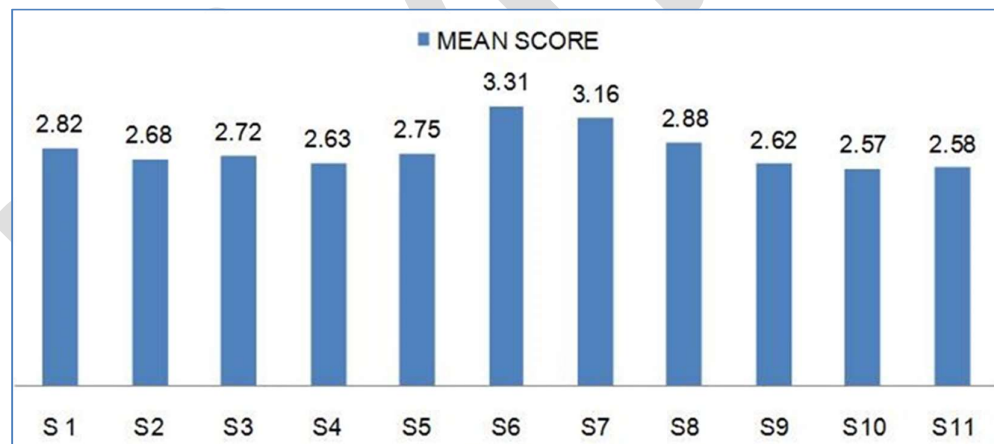


Fig. 2 Perceptions of teachers towards the role of S.S.A on socio-economic development

The statement 'Decrease in degree of gender discrimination' earned the highest score, with 96 respondents agreeing or strongly agreeing that SSA minimizes gender discrimination, as shown in the table and graph. According to 93 respondents who agree or strongly agree, SSA reduces caste discrimination and helps children study without fear in school. This improved social foundation enhances the social status of both students and their parents, as reported by 78 out

of 100 instructors. Additionally, 86 out of 100 teachers noted that SSA participants are aware of the program. The Kasturba Gandhi Balika Vidyalaya Yojna (KGBVY), a sister organization of SSA, provides a better platform for girls' education, employing exclusively female professors in its schools. According to 76 educators who agree or strongly agree, KGBVY introduces new methods to promote female education.

Furthermore, 75 out of 100 teachers agree or strongly agree that SSA offers a firmer framework for education and delivers quality education to underprivileged students. According to 71 teachers, SSA provides free education without compromising quality. Implementation of SSA, according to 69 educators, enhances the foundation for improving educational standards. Out of 100 teachers, 72 believe that economic growth has increased since the adoption of SSA. Public awareness of the School Management and Development Committee (SMDC) meetings held at the school is noted by 77 out of 100 teachers. Lastly, 65 out of 100 teachers agree that elementary school dropout rates have decreased since the adoption of SSA.

4. Conclusion

The study identifies key barriers to school enrolment and continuity among tribal communities in Ranchi District. Economic hardships (mean score = 3.11) and children's reluctance to attend school (mean score = 2.91) are primary reasons. Parental concerns about child labor (mean score = 2.83) and household duties (mean score = 2.78) also hinder education. Other barriers include school environment (mean score = 2.42), location (mean score = 2.39), and teacher-student interactions (mean score = 2.52). Socio-cultural factors like traditional livelihoods (mean score = 2.64) and early marriage (mean score = 1.66) further contribute to dropouts. Addressing these challenges requires targeted interventions to improve economic conditions, enhance school environments, and promote community support for education.

5. References

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