

Development of Education in Villages after Appointing Educated Sarpanch as Leaders

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Abstract

There can be no denying the importance of public education to the advancement of society. Public schools were formerly criticized for not making enough progress to provide a high-quality education for all students and achieve racial and economic equality. However, modern reforms in education and the involvement of regional governments have greatly contributed to improving the standard of education. The development of human resources, the acceleration of economic growth and technological advancement, and the establishment of a social order based on the values of liberty, social justice, and equal opportunity all owe a great deal to this factor, making it the single most important input in the country today. Knowledge, improved abilities, positive values, and attitudes are all fostered by a good educational system, and it is most beneficial to those who really take use of it. The Indian government has joint responsibility for basic education. This duty is often not met, and many states provide insufficient funding for public schools. States will need to improve their budgetary performance and provide greater resources to education if they are to attain national policy goals in education. And the federal government will have to keep funding state initiatives for the foreseeable future. The difficulty is in finding the best way to provide this assistance. The sarpanch is responsible for providing this assistance on the local level.

Keywords: *School Education, Education, Quality of Education, educated sarpanch, village.*

1. INTRODUCTION

Multiple educational initiatives are being carried out by the Panchayat. Poor quality of education and equity have been identified as a major second-generation problem in the education sector, and the Panchayat's interventions over the past 25 years have helped to address these issues. The educated sarpanch has been investing heavily in infrastructure development, classrooms, labs, library renovations, and solar projects. An all-encompassing education initiative with the goal of bettering the quality of education in the village, headed by the educated sarpanch in conjunction with DIET, SSA, and the Department of Education. While its original intent was to boost student performance on the district's SSLC public test and increase enrollment, the plan has now expanded to include all aspects of education. Working groups, education committees, and the Education Standing Committee use the educated sarpanch Raj Act as a guide to develop and carry out the initiatives each year. The educated sarpanch has focused on four important areas in which to accomplish long-term projects:

In the first place, it helped pupils prepare for official tests. The programme has allowed the educated sarpanch to formalize and put into practice these procedures. A further topic is the School Community Development Programme. For the past quarter century, the District Panchayat has been actively involved in these spheres through interventions in diverse activities like the school vigilance committee, student counseling, parents' association, the Democratic Forum, and Environmental Care as a result of the realization that the school is a society and that school activities can only be stopped if this society is integrated. The Facilities Development Programmes for administrative and school enhancement are another key area of involvement for the well-educated sarpanch.

Start by upgrading laboratories and libraries and providing specialized training for school principals and women educators. An educated sarpanch ranks innovative advance programs as the fourth most significant educational strategy. Since 2015, several initiatives have mostly focused on creating blogs and webpages for use in educational settings. Creating CDs that document the history of a school using cutting-edge technology. Multiple health and advanced-skills education apps for mobile devices.

2. LITERATURE REVIEW

Srinivas, Katherasala. (2018). Through the empowerment of local governments, decentralization changes representational democracy into a participatory one. Local self-governments are the third tier of government in India, and they fall within the exclusive legislative domain of the states. This is made possible by the Indian federal system, which allows for the constitutional devolution of powers between the center and the states. There have been two major shifts in Indian politics after the end of the Emergency era in 1977 that have had an enormous effect on the decentralization movement. There are two main factors making it harder for federal or state administrations to maintain their monopoly on power: (1) regional claims of independence and (2) the proliferation of media and the increased access to information that it has allowed for. It was a significant step forward that, in 1992, the 73rd Amendment to the Constitution (amendment of Article 243) and the 74th Amendment (amendment of Article 243) were both passed, formally recognizing rural and urban local governments as constitutionally recognized institutions of self-government. The state is withdrawing to create room for the market, and citizens are expected to take care of their own needs with little help from the central government as part of a larger trend toward neoliberal policies. The significant majority of India's population resides in rural areas, therefore empowering them would need bolstering the panchayat raj institutions that encourage local involvement in resource management, developmental needs, and decision making. Their need on the Central and State governments, which have been traditionally regarded as "centralized, bureaucratic, corrupt, and non-transparent," is significant. There was a persistent and severe chasm between the people and the government in much of rural India (s). Few individuals are aware of their governments' intentions for and approaches to development. To add insult to injury, they are unable to affect the development policies, programs, or funding levels that affect them. Everyone, but especially those living in rural areas.

Centre For the Budget and Policy Studies. (2018). From 2015-2018, the state of Odisha will receive Rs. 7,965.28 crores in basic funds to rural local governments according to the 14th Central Finance Commission. During the years 2016-2018, rural local bodies in Odisha would get an additional performance grant of Rs. 885.03. The Department of Panchayati Raj has established operational instructions on the production of GP plans, which are referred to as the Gram Panchayat Development Plan, and must be followed by the gram panchayats in order to receive these monies (GPDP). The Ministry also helped state governments draft appropriate preparedness guidelines for the GPDP. These programs, supported by CFC and SFC money, are meant to aid general practitioners in tackling challenges affecting women and children, as well as associated factors including poverty, health, education, nutrition, water, and sanitation.

V.S. Tekale (2016) This research looked at the Sarpanch's (village headmen) perspective on their involvement in agricultural development in the Ramtek and Parshivni Panchayat Samities of the Nagpur district in the Vidharbha area of Maharashtra state. In order to achieve the aforementioned goal, 25 villages were chosen from each tehsil. As a result, 50 Sarpanches were chosen as the study's sample. This study used an exploratory research design typical of the social sciences. The research shows that the majority of Sarpanchs see themselves as planners, executors, administrators, communicators, coordinators, organizers, managers, representatives, evaluators, cooperators, group maintainers, and harmonizers.

3. EDUCATED SARPANCHES WORK TO PROVIDE BETTER SCHOOLS

While the government's decision to impose a minimum education requirement for candidates in panchayat elections would likely discourage many would-be candidates in rural regions, it is likely to have a positive impact on the future of the children who live in such communities. As a result of the need for a high level of education, well-educated panchayats have been chosen and are now working in rural areas to improve the standard of education provided by government-run schools.

Employment, health, sanitation, cleanliness, and reducing poverty are only some of the ways in which education contributes to development. It's also necessary for gaining knowledge and experience that may help you get a better job.

The Indian government recognized the importance of providing children aged 6 to 14 with a free and compulsory education by passing the "The Right of Children to Free and Compulsory Education Act" (also known as the "Right to Education Act"), an Act of the Parliament of India that implements Article 21A of the Indian Constitution. However, more resources should be devoted to education, particularly elementary school.

To steadily maintain the growth rate of education in India what is required is to:

1. Increase the enrollment rate

2. Increase the retention rate
3. Decrease the dropout rate

4. EDUCATIONAL INITIATIVES IN VILLAGES

The government has launched several initiatives over the last few decades to boost the quality of education in the state. It has facilitated advancements in infrastructure and educational opportunities, particularly for formerly excluded and minority populations. Some of the state's most important educational programs are listed here:

Sarva Shiksha Abhiyan: The primary education council in the state is called the General Council for Elementary Education (GCEE), and it is responsible for carrying out the SSA program. According to the Sarva Shiksha Abhiyan guidelines, the sarpanch plays a crucial role in promoting the quality of education at the village level as chairman of the Village Education Committee of the schools under the jurisdiction of the gram panchayat.

Kasturba Gandhi Balika Vidyalay (KGBV) Yojana: By establishing elementary-level boarding schools in rural areas, the Kasturba Gandhi Balika Vidyalaya Yojana aims to make a high-quality education available to girls from underprivileged backgrounds. To enroll such worthy and qualified females in the plan and to guarantee its smooth execution, the sarpanch plays a crucial role. The sarpanch has a role in locating and enrolling females who have never been enrolled, as well as re-enrolling and re-engaging former school dropouts.

Vidya Laxmi Bond: The sarpanch provides incentives to families with female children so that they may send them to school and ensure that they complete the first few grades. As a result of this program, fewer young women in rural areas are choosing not to continue their education. The program is aimed at girls living below the poverty line in urban areas and in rural regions with a literacy rate of 35% or less. The sarpanch is responsible for helping bring this program to fruition in the village by determining who will benefit from it and providing further assistance to the beneficiaries and the scheme's overall goals.

Distribution of Cost-free Text Books: The sarpanch has several duties, one of the most important being ensuring that the community has access to the resources necessary for educational advancement and the completion of educational objectives. It is important that the events and programs be conducive to the cultural, social, and economic needs of rural areas, as well as in line with the aims of the New National Education Policy. This highlights the significance of resource mobilization for programs providing free textbooks to students in low-income rural areas. One of the state's longest-running programs, it provides primary school students with free textbooks and helps those who cannot afford to purchase them stay in school.

Gunotsav Programme: The sarpanch is the official leader of the village, and as such, he or she is responsible for a variety of tasks, including supportive monitoring, oversight, and evaluation. As a result, he will also be responsible for evaluating the educational system. In order to enhance elementary and secondary education, the sarpanch is responsible for conducting regular inspections of schools and their staff. The sarpanch's responsibility extends to facilitating the raising of educational standards. The Gunotsav software ranks and evaluates schools based on the reading, writing, and arithmetic abilities of their students, and from there, educators may create individualized plans for improving students' academic performance. When student performance in school is poor, the sarpanch may serve as a source of inspiration by providing developmental and corrective inputs, and as a supportive figure when student performance is high.

Assistance for Infrastructure: The sarpanch and gram panchayat oversee the school's growth as a whole and are crucial in ensuring that students have access to basic necessities like clean water and adequate sanitation. The state government has also been helping schools upgrade their physical infrastructure by constructing things like gender-separate restrooms, water fountains, and computer laboratories.

5. MATERIALS AND METHODS

Since this study is describing the many responsibilities of sarpanches in the context of rural development and is guided by the 22 areas of rural development specified in the 11th Schedule of the Constitution of India, the researcher has chosen a descriptive research methodology. In addition, the diamond approach to development, which has received widespread recognition,

An example of cooperative accomplishment and the birthplace of the White Revolution is the Amul. The Institute of Rural Management is a pioneering educational institution for rural administration.

RESULTS AND DISCUSSION

Table 1.1. To provide supportive supervision for ensuring full enrolment of school age children.

Particulars	Frequency	Percentage (%)
Strongly Agree	149	80.5 %
Agree	21	11.4 %
Neutral	12	6.5 %
Disagree	2	1.1 %
Strongly Disagree	1	0.5 %

Table 1.1 shows that 80.5% of respondents were strongly agreeing to provide supportive supervision for ensuring full enrolment of school-age children, 11.4% of respondents agreed to provide supportive supervision for ensuring full enrolment of school-age children, 6.5% of respondents were neutral about providing supportive supervision, and 1.1% of respondents disagreed. Thus, it can be concluded that the majority of respondents (80.5%) agree to their role of providing supportive supervision for ensuring full enrolment of school-age children (n=149). In terms of their role of providing supervision for the campaign to reduce school dropouts, 50.8% (n=94) of respondents strongly agreed to it, 43.2% (n=80) agreed to it, and 4.9% (n=9) were neutral.

Table 1.2 To provide supportive supervision to the campaign for reduction in school dropouts.

Strongly Agree	94	50.8 %
Agree	80	43.2 %
Neutral	9	4.9 %
Disagree	2	1.1 %

Only 1.1% (n=2) of respondents had disagreement with their involvement in the aforementioned. We drew the following conclusion from table 1.2: the majority of respondents are on board with providing their own supporting monitoring of the effort to reduce school dropouts.

Table 1.3 To support the assessment of school drop-outs and initiate appropriate action to reduce it

Strongly Agree	90	48.6 %
Agree	67	36.2 %
Neutral	22	11.9 %
Disagree	5	2.7 %
Strongly Disagree	1	0.5 %

Table 1.3 shows that almost half of the participants (48.6%; n=90) strongly agree that they play a supportive supervisory role in evaluating students' reasons for dropping out of school and taking steps to prevent them from doing so; another 36.2% (n=67) agree with this statement; 11.9% (n=22) are neutral regarding this statement; 2.7% (n=5) respondents disagree with this statement; and 0.5% (n=1) participant strongly disagrees. That most respondents share, according to the survey's authors, in order to validate the study's findings and motivate real change to prevent student attrition, if any.

Table 1.4 To supervise the implementation of Midday Meals Scheme in schools.

Strongly Agree	93	50.3 %
Agree	50	27.0 %
Neutral	31	16.8 %
Disagree	9	4.9 %
Strongly Disagree	2	1.1 %

Table 1.4 shows that a whopping 50.3% of respondents (n=93) strongly agree to supervise the implementation of the Midday Meals Scheme in schools, while 27.0% (n=50) have agreed to do so, 16.8% (n=31) are neutral, and 4.9% (n=9) disagree. Therefore, we came to the conclusion that 50.3% of respondents (n=93) must oversee the execution of the Midday Meals Scheme in classrooms.

Table 1.5 To provide supportive supervision for pre-primary education and child-welfare activities.

Strongly Agree	90	48.6 %
Agree	62	33.5 %
Neutral	26	14.1 %
Disagree	5	2.7 %
Strongly Disagree	2	1.1 %

Table 1.5 shows that 48.6% of respondents (n=90) strongly agreed to provide supportive supervision for pre-primary education and child-welfare activities, 33.5% (n=62) have agreed to provide supportive supervision for pre-primary education and child-welfare activities, 14.1% (n=26) have neutral to provide supportive supervision for pre-primary education and child-welfare activities, and 2.7% (n=5) have disagreed. This leads the researcher to conclude that almost half of the respondents (48.6%; n=90) are responsible for providing some kind of assisting supervision in the realms of pre-primary education and child-welfare.

Table 1.6 To provide supportive supervision for spread of importance of education in village.

Strongly Agree	76	41.1 %
Agree	66	35.7 %
Neutral	33	17.8 %
Disagree	8	4.3 %
Strongly Disagree	2	1.1 %

A total of 41.1% (n=76) of respondents strongly agreed to provide supportive supervision to help get the word out about how important education is in their community, while 35.7% (n=66) agreed to do so, 17.8% (n=33) were neutral, and 4.3% (n=8) flat-out disagreed. Thus, it can be stated that most respondents (41.1 percent, n=76) accepted their position as helpful supervisors in spreading the value of education in the village.

6. CONCLUSION

With the help of the sarpanch, the village panchayat may play a significant role in improving elementary education and maintaining rural area development. To prepare pupils for the realities of the world, basic education cultivates a wide range of talents. To ensure that educational government initiatives are carried out in all villages, the sarpanch, via the panchayat institutions, may play an essential role. The sarpanch, as the official leader at the village level, may play a significant role in combating illiteracy and easing access to elementary education.

7. REFERENCE

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