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JHARKHAND

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Abstract

The school head and her team put in hard work to deal with issues of discipline and attendance of students. They focused both on raising academic standards of students and promoting their participation in extracurricular activities. Students were awarded prizes for their best performance. One of the important hurdles on the path of faster social development in Chandil was battling the prevalence of early marriage. To stop early marriages, girls were educated and taught not to marry at such an early age. With children, parents were also educated that they should not get their children married before 18 years of age. Empowering girls by informing them of their basic human rights, right to refuse a marriage and other education programmes on health and sex education, were some of the other important initiatives taken by the school. The school has made concerted efforts to encourage girl students to complete their studies before marriage and provided them opportunities for vocational education for self-reliance.

Socio-Cultural Context of the School

S.S+2 High School Chandil, is situated at Chandil Sub-Division of Saraikela –Kharsawan district in Jharkhand. Chandil is a very beautiful place which is situated in the lap of nature. Chandil is surrounded by green mountains, hills and rivers.



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The River Swarnarekha flows through this region. The Karkori River originating from the Hundru falls mingles with the Swarnarekha River here at Chandil.

Sponge Iron Plant

The first commercial sponge iron plant in India is located at Umesh Nagar at Chandil. World famous Iron and Steel city Jamshedpur is very nearby to this place.

Population – Chandil Block

As per the 2011 Census Chandil Block of Saraikela-Kharsawan district has a **total population of 157,949**. Out of which **81,000** are males while **76,949** are females. As per Census 2011 out of total population, **30.4%** people live in Urban areas while **69.6%** live in the Rural areas.

Sex Ratio - Chandil Block

The Sex Ratio of Chandil Block is 950. Thus for every 1000 men there are 950 females in Chandil Block.

Caste-wise Population - Chandil Block

General caste, backward caste, most backward caste, SC and ST caste are found here. Schedule Caste (SC) constitutes 4.9% while Schedule Tribe (ST) was 30.2% of total population in Chandil Block.

Education

Literacy rate of Chandil is 78.83%, Male-86.20% and Female-71.02%.

Different categories of schools are being run to impart education to the children of Chandil. Girls Schools, Co-Educational Schools, Primary Schools, Upper Primary Schools, Secondary Schools, Higher Secondary Schools, Government Schools, Private Schools, Madrsas, CBSE board schools, Bengali medium schools, Hindi **medium** schools, Urdu medium schools, English medium schools are helping students in getting educated. S S +2 High School, Chandil is one of the reputed Co-Educational schools in the Chandil sub-division with 1168 students from Class IX-XII.

Employment:

In Chandil Block out of total population, 58,083 are engaged in work activities. 61.1% of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 38.9% are involved in Marginal activity providing livelihood for less than 6 months. Of 58,083 workers engaged in Main Work, 5,899 are cultivators (owner or co-owner) while 4,314 are Agricultural labourer.

Language

Hindi is the official language here. Correspondence is also done in English. Mostly people speak Bengali here. Other languages spoken here are Santhali, Mundari and Urdu.

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District Identity- Seraikela

The Saraikela state was founded in 1620 by Raja Bikram Singh (a fore-runner to the ruling family's current nomenclature of Singh Deo). Formerly the princely state of Seraikel land presently the Seraikela-Kharsawan district is one of the twenty-four districts of Jharkhand state in eastern India. This district was carved out from West Singhbhum district in 2001. Saraikela town is the district headquarters of Seraikela-Kharsawan district. The town is an agricultural trade centre, with nearby deposits of copper, iron-ore, asbestos and limestone. It is situated between Jamshedpur and Chaibasa. Hindi is the Official language of Saraikela. Oriya, Santhali, Ho, Kudukh, Mundari, Kharia, Nagpuri, Panchpargania, Khortha, Bengali and Kurmali are the other important languages spoken by Saraikela people.

Saraikela is well known for its Chhau dance. It has a Unique amalgamation of Oriya and tribal culture. The palace of the former Raja, Kudarsai temple, Guest House and the shuva temple are some cultural places to visit. Rathayatra and Durga Puja are some festivals celebrated with much joy. It is also Saraikella Laddus are quite famous.

Main business enterprises of this place are Abhijeet Group (Corporate Ispat & Alloy Ltd.) Steel & power plant, Portland Cement Plant and most famous Industrial estate. The Adityapur Industrial estate is a part of Seraikela district and has major ancillary units of Tata Motors. Adityapur Industrial Area also known as AIADA is the largest industrial hub in India.

Challenges for the School

There are many challenges in the field of society development such as:

- Early marriage of Girls
- Lack of Education
- Habit of eating *Khaini* by rural boys
- Superstitions
- Poverty
- Illiterate parents
- Unemployment
- Dropout
- Displacement
- Irregularity in coming to school
- Health and Hygiene

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Efforts Initiated or the Process of Transformation

Restoring Discipline and beautification of School

I joined the school on 02July 2009 as a Headmistress of S S +2 High School, Chandil. The school was in worst condition. The campus looked barren and desolate with bushes all around. Students lacked discipline. They didn't pay attention to wearing of school uniform and came to school without shoes. Due to lack of proper care and guidance, students had the tendency of running away during the recess. There was no sense of beautification of school, no electrification. Teachers were a failure in controlling the regularity and punctuality of the students, the situation was very pathetic during examination.

ACTIVITIES AT SCHOOL



Strategies for Implementation

Importance of discipline was explained to the students. They were encouraged to assemble for the morning assembly. I made teams of students and class teachers to clean the campus. Spade, pickaxe, trowel were purchased for the cleanliness purpose. Plants and saplings were arranged from the nursery and plantation was done. Neem, jamun, mango, ashok, karanch, guavava were planted. Flower beds were dug and seeds of marigold, rose, jasmine, sadabahar flowers were sown. White washing of the building was done to renovate the school. The Ex- MLA, Ichagarh Constituency, Sri Arbind Singh, the Chairman of the School Development Managing Committee was approached for the electrification of the school. He was kind enough to order for the electrification of the school. The school will always be grateful to him. There was no learning environment, no cultural activities. I took a meeting of the teachers and motivated them to take their classes timely and regularly. Cultural Activities were organised on every Saturday. Students were awarded prizes for their best performance. The school had no recognition at the block level only. Slowly I started getting success in my efforts. But there was still one area that has not yet improved and that was the examination system. Actually there was no examination system. Students didn't take it seriously. They brought books to take their examination. By this time the teachers had stated co-operating with me, I made teams for checking the students at the gate. Parents were educated about the sanctity of the examination. They were urged not to disturb the students writing exams. After six long years of continuous dedicated efforts I was able to hold fair examination for students. By and by our school has

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become one of the best reputed schools in the state. The campus is well decorated with ornamental flowers and fruit trees. We have developed a beautiful kitchen garden with the help of students and teachers namely Dhananjay Mahato, Verinder Kour and Gurucharan Gorai.

Early Marriage

One of the important hurdles on the path of faster social development in Chandil is the prevalence of the practice of early marriage. Parents of Mahato Caste and Tribal Caste marry their daughters at a very early age in the belief of not getting a suitable boy in the after years.

Causes:-

The practice of early marriage and forced marriage is still rampant, and these are some of the reasons why:

- Customs and Traditions.
- Demand for dowry
- Pressure from relatives
- Safety and security problem of girls
- Pressure from family members
- Minimising the risk of dishonour. ...
- Economic hardship and poverty

Effects:

1. Can't concentrate on studies
2. Leave school without completion
3. Poor health
4. Early death due to early pregnancy
5. Intelligent students have to leave studies
6. Become victims of sexual abuse and Domestic violence
7. Feel burdensome
8. Can't up bring the child properly due to lack of proper education

Efforts Initiated or the Process of Transformation

To stop the early marriage girls were educated and taught that they are not should not marry at such an early age.

With children parents were also educated that they should not get their children married before 18 years of age.

Efforts Initiated or the Process of Transformation

- Empowering girls by informing them of their basic human rights, their legal right to refuse a marriage and education programmes on health and sex education.
- Training the girl students about the ill-effects of early-marriages
- Educating Parents
- Mobilizing Community Elders
- Convincing the parents to let the girl complete her education
- Imparting formal education to girl students
- Motivating the girl students to complete their studies before marriage
- Providing vocational education for girls to make them self-dependent
- Making them aware about the policies of the government for the upliftment of girls
- Citing examples of celebrities & eminent personalities such as Dipika Kumari, famous archer, Aruna Mishra, boxer to encourage the girls to do better in the field of sports, music, cinema, art & culture, Science & Technology.

How were the Students involved in this Project?

- Nukkadnatak, Rally skit, debate, essay competitions were organised by the students from time to time to create awareness
- By sharing messages with the community members
- By Educating their parents
- By engaging them in Activity-based learning
- By motivating to attend school regularly
- By engaging them in vocational Education
- In Appreciating the good work of the girl students

Which other Stake Holders were Involved?

- ManjuHansda, Mukhiya, Kadamdih (Chandil)
- Awinash Kaur, Inspirer, Swachh Gramin Bharat
- Smita, R.J Red F.M Radio
- Deo Saraikela- Alkajaiswal

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Visible Results of Change/ Transformation

Number of girl's students increased than boys

- Girls became more aware of benefits of education. They come regularly to school and complete at least higher secondary education.
- They convince their parents to get married after 18 years. Nitu Soren of Class XII brought her mother to School because her parents were getting her married. She had not been coming to school for a long time. Crying bitterly she told her story and urged me to convince her parents not to get her married. Our team comprising of Senior most Lady Teacher, Jayanti Choudhury and another lady teacher Varinder Kaur including myself made her mother understand the ill effects of early marriage and discontinue of education. We made her realise that if she gets proper education she can support her family after marriage. As a result she allowed her daughter to continue her education.

What Impact did it have on Our Students?

Positive and inspirational impact

Further Areas for Change/ Transformation

- Development of skills of English Language.
- Creating an English Speaking Environment

School Leader and Transformation

Increase in confidence

- School has achieved a unique identity in the state
- Got Inspiration to do the best and has become a source of inspiration for others