

Impact of Sabooj Sathi Scheme on Development of Rural Girls Education in West Bengal

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Abstract

Hon'ble Finance Minister, in the Budget speech of 2015-2016, announced the scheme for distribution of bi-cycles to estimated 40 lakh students of class IX to XII studying in Govt. run and Govt. aided Schools and Madrashes of the State. The purpose of this study was to examine the impact of Sabooj Sathi on Development of Girls Education in West Bengal. For this purpose the investigator constructed a Questionnaire on "Sabooj Sathi" containing three dimensions for class IX & XI to collect the data. The researcher selected one high secondary schools in Murshidabad district from rural areas. The questioners were supplied to 21(11 girls from class IX & 10 girls from class XI) higher secondary school girls students. The impact of Sabooj Sathi scheme to remove the maximum drop out of the Girls and to empower the girls' students in higher education.

Keywords: Sabooj Sathi, Girls' Education, Rural Areas.

Introduction

Hon'ble Finance Minister, in the Budget speech of 2015-2016, announced the scheme for distribution of bi-cycles to estimated 40 lakh students of class IX to XII studying in Govt. run and Govt. aided Schools and Madrashes of the State. It was further announced that around 25 lakh students would be covered in 2015-16 thereafter 15 lakh in the next fiscal. The scheme is now well-known as "Sabooj Sathi" as coined by Hon'ble Chief Minister herself and it reflects her ambition that bi-cycles provided under the scheme will empower the young students to achieve new feats in future. The insignia of the scheme is also drawn by her and is firmly attached on the front basket of the bi-cycles. Hon'ble CM flagged off distribution in September 2015 from Paschim Medinipur.

Administrative structure: A steering Committee to supervise and guiding the Implementing agency for procurement and distribution with senior officials in the rank of Pr. Secretary/ Secretary of Departments like MSME &T, BCW, S Education, S. Affairs, Minorities Affairs were constituted. Backward Classes Welfare Department has been declared as nodal Department for implementation. West Bengal SC ST Development Corporation has been assigned the task of nodal agency for implementation. Interdepartmental Tender Committee was also constituted for observing procurement process. Nodal officers at District level were identified for implementation. SDOs, BDOs and Executive officers of Municipalities

were aligned for implementation in a time bound manner.

Objective

- To examine the impact of Sabooj Sathi on the attendance of Girls
- To examine the impact of Sabooj Sathi to empower the girls' students in higher education.
- To find out the impact of Sabooj Sathi between secondary and higher secondary girls' students on such Social issues as self dependence to attain the school.

Hypotheses

- H₀₁: There is no significant impact of Sabooj Sathi on the attendance of Girls.
- H₀₂: There is no significant impact of Sabooj Sathi to empower the girls' students in higher education.
- H₀₃: There is no significance impact of Sabooj Sathi between secondary and higher secondary girls' students on such Social issues as self dependence to attain the school.

Delimitation of the Problem:

Sample:

The present study is conducted upon the 21 higher secondary school girls students of class IX and XI of West Bengal from the district Murshidabad, taking

one higher secondary school under the WBCHSE. Simple random sampling collected for the study. The researcher selected one higher secondary school [Aurangabad High School, Aurangabad] in Murshidabad district. The questioners were supplied to 21(11 girls from class IX & 10 girls from class XI) higher secondary school girls students.

Class: The class selected for applying the tools was class IX and XI

Area: One school was selected from rural areas of Murshidabad district, Suti II block were considered.

Area of content: The investigator has constructed oneself developed *Questionnaire on Sabooj Sathi* containing attendance of Girls, empower the girls' students in higher education and self dependence to attain the school.

Methodology:

In this present study, the investigator has followed the Normative Survey Method.

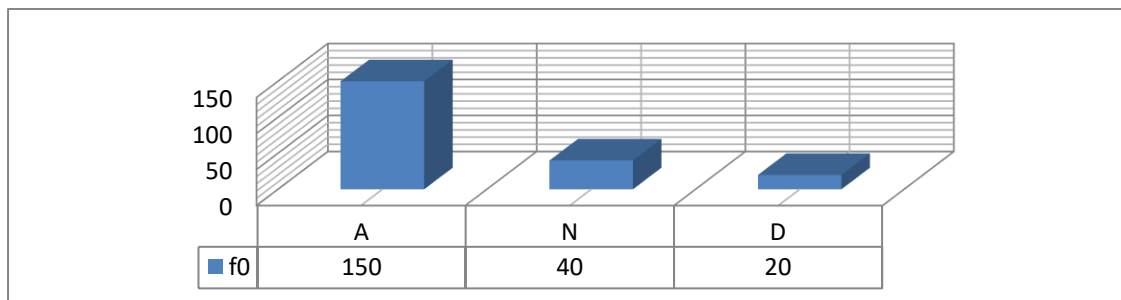
Tool:

For this purpose the investigator has constructed oneself developed *Questionnaire on Sabooj Sathi* containing attendance of Girls, empower the girls' students in higher education and self dependence to attain the school.

Data Analysis:

Table-1: Array of the opinion obtained by the girls' students to increase their attendance in school.

	A	N	D
f_o	150	40	20
f_e	70	70	70



Graph-1: Bar-diagram showing of Sabooj Sathi on the attendance of Girls.

Table-2: Array of the opinion obtained by the girls' students to empower their higher education.

	A	N	D
f_o	80	15	10
f_e	35	35	35

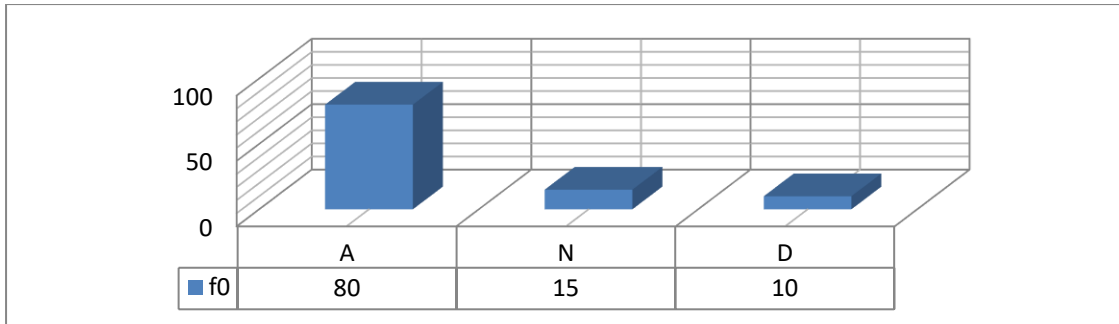
Development of the Tools:

i. Establishing the validity of the scale:

Since there was no other such tool available to establish concurrent validity of the develop scale, the investigator maid efforts to ensured and establish content validity of the tool in the following manner. A regard its contents validity test was shown to experts from the field of both teacher education and school education for obtaining their verdict on validity. The items were also shown e experience teacher and resource person to verify the language, objective and items.

ii. Establishing the Reliability of the scale:

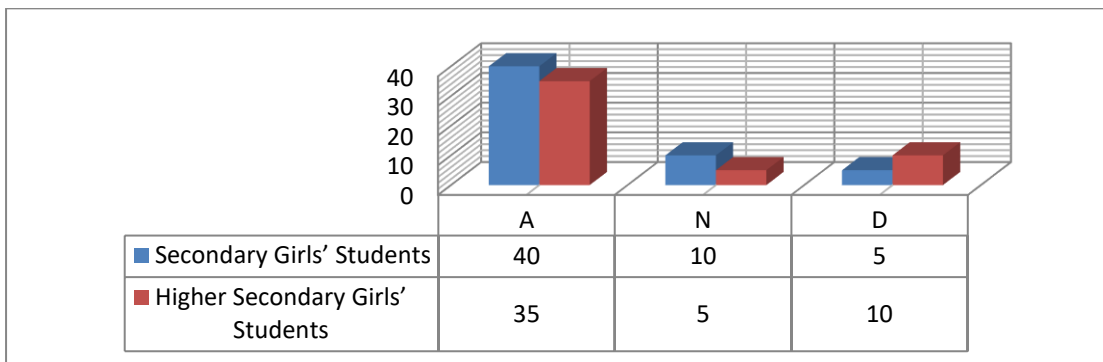
Reliability was calculated in test-result method. For establishing the rehabilitee of the impact of Sabooj Sathi on Development of Girls Education in West Bengal, the scale was administrated 21 higher secondary school girls' students from the district Murshidabad, taking one higher secondary school under the WBCHSE. For the split-half reliability, the product moment co-relation between 2 set of score was computed. It was found 0.97(significant at 0.01level.) for A (Agree), 0.713(significant at 0.01 level.) for N (Neutral), 0.493(significant at 0.05 level.) for D (disagree).



Graph-2: Bar-diagram showing the impact of Sabooj Sathi to empower their higher education.

Table-3: Array of the opinion obtained by the secondary and higher secondary girls' students on such Social issues as self dependence to attain the school.

	A	N	D	Total
Secondary Girls' Students	40	10	5	55
Higher Secondary Girls' Students	35	5	10	50
Total	75	15	15	105



Graph-3: Bar-diagram showing the impact of Sabooj Sathi between secondary and higher secondary girls' students on such Social issues as self dependence to attain the school.

Discussion:

From table-1, $\chi^2=140$, for $df=2$ the table value is 5.99 at 0.05 level. Our calculate value $140 > 5.99$. So the result is significant.

From table-1, $\chi^2=87.15$, for $df=2$ the table value is 5.99 at 0.05 level. Our calculate value $87.15 > 5.99$. So the result is significant.

From table-1, $\chi^2=3.84$, for $df=2$ the table value is 5.99 at 0.05 level. Our calculate value $3.84 < 5.99$. So the result is not significant.

Finding:

- There is a significant impact of Sabooj Sathi on the attendance of Girls.
- There is a significant impact of Sabooj Sathi to empower the girls' students in higher education.
- There is no significance impact of Sabooj Sathi between secondary and higher secondary girls' students on such Social

issues as self dependence to attain the school.

Conclusion:

From the above discussion, the impact of Sabooj Sathi scheme to remove the maximum drought out of the Girls and to empower the girls' students in higher education. And there is no significance impact of Sabooj Sathi between secondary and higher secondary girls' students on such Social issues as self dependence to attain the school. Implementation of the scheme has multi-dimensional challenges like collection of students' record, consignment tracking and management, selection of secured places for delivery, tagging of schools, deployment of huge no. of fitters from across the country, their logistics, security etc.

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