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“A SOCIOLOGICAL STUDY ON THE PROBLEM OF ELEMENTARY EDUCATION AMONG TRIBAL CHILDREN OF KHIJRI NAMKUM AND ANGARA BLOCKS OF RANCHI DISTRICT.”

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ABSTRACT

The tribal children possess the basic cognitive abilities and psychological dispositions for successfully participating in schools and their low achievement levels are attributed to school-related variables just as they would be for non-tribal students. This is in contrast to the common perception that tribal children lack these abilities and dispositions. There are a number of interconnected variables that contribute to the poor academic performance of pupils from tribal communities as well as the below-average basic education level in tribal regions. The majority of children are members of the first generation of learners and their education is typically supported by the circumstances in which they are raised. For ages the tribal people were kept segregated to the jungles and kept them away from the educations. How one can expect the same level of performance in education with the dominant class of people.

Articles 341 and **342** of the Constitution of India enumerate the scheduled tribes. Scheduled tribes are the most oppressed communities in India. **Article 342** gives members of Scheduled Tribes notice that they have access to educational opportunities. When it comes to educational opportunities, Scheduled Tribes are among the most underserved and underrepresented communities in the country. Due to external as well as internal restraints, the socio-economic and cultural backdrop of the tribes, and the psychological challenges of first generation learners, the individuals who live in tribal communities have fallen behind in terms of their educational

attainment. In spite of the safeguards provided by the Constitution, the educational attainment of tribal children remains much lower than that of the mainstream community.

There are thirty-two distinct tribes that call the state of Jharkhand their home. Together, these tribal people make up 26.3 percent of the entire population of the state (6.6 million). More than sixty percent of the people who belong to these tribes live in conditions that are considered poor. Although the literacy rate in Jharkhand State as a whole is 54.13 percent, the literacy rate among certain of the state's Tribes is as low as 10 percent. Despite the fact that the overall literacy rate among the Scheduled Tribes has grown from 27.5 percent in the 1991 census to 40.7 percent in the 2001 census, the literacy rate among the Tribes is still much lower than the literacy rate among all Scheduled Tribes at the national level (47.1 percent). Literacy rates among Scheduled Tribes in Jharkhand, both male and female (54 percent and 27.2 percent respectively), are likewise much lower than those at the national level (59.2 percent and 34.8 percent).

Key Words: Education, Tribal Community, Literacy, Poverty, Tribal Students.

Chapter I: Introduction:

In this chapter, the research tried to highlight the introductory aspects of the research study. This research study makes an effort to investigate and comprehend the poor levels of literacy and education that are prevalent among the children of tribal communities in the state of Jharkhand, more especially in the Ranchi District.

Education is one of the most important drivers of change in the direction of growth. It is an action, a set of actions, or a process that may either enhance the current circumstances or expand the possibility for future life. Both of these outcomes are desirable. Because it helps individuals improve their skills and abilities, basic education may play a significant part in bringing about real advantages. It may boost opportunities for making a living and bring about a rise in earnings. As a result, it has the potential to contribute to the fight against the issue of poverty in general. Education has been able to play a significant function, particularly with respect to the inculcation of information and the advancement of people's skills. This will be the primary role that primary education plays.

Amartya Sen has been very vocal on the importance of basic education, which he believes should be prioritised since it is directly responsible for teaching the populace. Elementary education is an element for the general development of the State that should be considered in order to attain the goal of universal literacy. In most contexts, the State of Jharkhand is understood to be a tribal State. One of the most significant issues that the state is now confronted with is providing universal primary education to indigenous students. The fact that the government and those who determine policy have, in the past, denied equal opportunity to many tribes is a significant problem that has to be addressed.

Recognizing the fact that there can be no real development of the underdeveloped tribal people until there is an increase in literacy and a promotion of universal elementary education as well as an increase in the number of persons who can read and write among the tribal population. In an effort to expand access to basic education for all members of tribal communities, both the state government and the Ministry of Tribal Affairs have initiated a number of different initiatives and programmes in recent years.

Literacy is one of the most fundamental criteria for determining the viability of democratic systems of government. On the other hand, the data on education in Jharkhand reflect a very sad state of affairs, especially with regard to the provision of primary education to Tribes. According to the results of the census taken in 2001, four out of the five numerically bigger Tribes—the Bhumij, the Ho, the Lohra, and the Santhal—have literacy rates that are lower than the norm for the country as a whole. While the literacy rates of the Oraon and Kharia have increased, and now more than half of the population aged seven and older can read and write, the literacy rate of the Munda is practically on par with the literacy rate of all Scheduled Tribes at the national level.

The parents of the tribal children attending the schools have less relationships with the instructors, headmasters and they are not aware of the significance of receiving an education. Parents often have the fewest interactions with people in the larger community.

The Key Principles of Chomsky's Model of Language Acquisition:

- Everyone is born with the capacity to develop and learn any language.
- Language development is instinctive.
- Every child has a "Language Acquisition Device", or LAD for short.
- The LAD is a tool that is found in the brain; it enables the child to rapidly develop the rules of language.
- The role of the LAD is to encode the major skills involved in language learning, but with a focus on the encoding of grammar.
- Grammar is a vital skill needed for children to learn language.

Chomsky disregarded the role of imitation alone - especially if the adult is using a structure that the child himself has not started to use yet.

Children are sometimes heard uttering grammatical mistakes that they would not have learnt from hearing adults interact, such as saying "I sawed" or "sheeps." These errors include phrases like "I sawed" and "sheeps." This demonstrates how the youngster is using the LAD in order to obtain a better grasp on the laws of language.

The kid will only need to acquire new words after they have mastered this ability since they will then be able to use the principles of grammar that they have learned from the LAD in order to build sentences.

Chapter II: Review of Related Literature:

In this chapter, the researcher tried to highlight the previous related literature. An analysis of the relevant Research isn't complete without a good understanding of the relevant literature. It not only identifies the origin of the issue, but it also assists in the creation of hypotheses, the selection of methodologies, the use of relevant statistical techniques, and other similar activities. Additionally, it prevents the conduct of study twice.

There are three stages to the progression of human knowledge: preservation, transfer, and advancement. The vast majority of human knowledge is codified in written form, such as books, journals, and papers; hence, in order for a researcher to have a complete understanding of the issue at hand, they need to be well-versed in the work of past researchers and their respective ideas. For this reason, researchers make use of the information that has been gathered in the past as a consequence of continuous effort put forth by human beings. Researcher can never be under taken in isolation of the work that has previously been done on the issues which are directly or indirectly connected to studies offered by a researcher.

Chapter III: Research Methodology:

In this chapter, the researcher tried to explain that research methodology is a way to systematically solve the problem. It may be understood as a science of studying how research is done scientifically.

Objectives of Study

- To Study the attitude of the Tribal children towards education.
- To Study the occupation of the parents of the Tribal children.
- To Study the economic background of the Tribal people.
- To reduce the wastage and stagnation.
- To provide parental awareness of education
- To improve the grammatical rules of English in framing the sentences.
- To improve and modify the classroom teaching strategies.
- To develop the scientific attitude among teachers, principals and students for understanding and solving their problems.
- To develop democratic attitude among teachers and students for understanding and solving their problems.

Hypothesis of Study

With reference to the above objectives the following hypothesis are formulated:

- There is a difference in attitude and mentality of the people. So it will be an essential need to study the attitude of the Tribal children towards education.
- There is a draw back in the tribal family and so it will be important to study the occupation of the parents of the Tribal children.
- There is insufficiency to fulfil their needs and hence it will be necessary to study the economic background of the Tribal community.
- There is wastage and stagnation among the Tribal children in education. So it will be an utter need to reduce wastage and stagnation.
- Parents are not aware of the educational facilities and provisions. So there will be a need to provide a parental education.
- If the teacher teaches grammatical rules of English from the beginning, the students will improve and frame correct English sentences.
- If the teacher makes use of audio-visual aids in speaking English and modifies oral teaching like reciting, word games, conversing, debates, discussions are organized, students will be encouraged to speak with correct pronunciation.
- If the teacher motivates scientific attitude in teaching, the students will understand and solve their problems.
- If the teacher himself pronounces English words correctly and promptly corrects the mispronounced words of the students; less errors will be committed with democratic attitude to understand English and solve the problems.

It is necessary to have a solid grasp of the definition of the term "research" before moving on to a discussion about the research technique. Research may be defined as the use of scientific methods in an organised manner with the goal of obtaining answers to significant questions pertaining to a particular phenomena or occurrence. It is an examination of any topic that is objective, unbiased, empirical, and logical. The recording of controlled observations is done, which might potentially lead to the formation of a variety of linked hypotheses, generalisations, principles, and theories. The end result of these efforts is, to some degree, the ability to forecast and regulate the occurrences that may be the consequence or the cause of the given phenomena.

On the basis of the approaches to the educational research it may be divided into two categories :- **1. Qualitative Research** **2. Quantitative Research.**

Qualitative Research: The importance of the type, scope, and core of the data is emphasised throughout the investigation. The researcher will use an inductive approach to the mode of analysis. The purpose of an inquiry is to get an understanding, description, discovery, and

generate hypotheses. The atmosphere is one that is natural and comfortable. It employs a variety of strategies, including some that are participatory and humanistic.

Quantitative Research: Quantity, measured in terms of both how much and how many, is the primary concern of this investigation. Deductive reasoning supported by several statistical techniques is used in the analysis. Prediction, control, description, confirmation of the hypothesis, and testing of the hypothesis are the goals of the inquiry. It is quite specific and restrictive while also being reductionist.

The **Researcher** selected Survey **Method** for the Research Study. A collection of people who share one or more traits that are of interest to a researcher is referred to as a population. A population is an identifiable and well-specified group of persons who share certain qualities. It's possible that the population is made up of every single member of a certain category, or it may be a smaller subset of that larger group.

Sampling Techniques: Because it is not feasible to conduct research on the whole population, a representative sample will be chosen from the target group, which will mostly be made up of tribal people.

Sample Random Technique is used for selection of schools and Tribal students.

Sample of the Study: A sample is a representative subset of a larger population that has been taken for the purposes of investigation and examination. The phrase "representative of the people" is used to describe this thing. One can draw certain conclusions about the characteristics of the population from which the sample is drawn by observing the characteristics of the sample itself. Contrary to the opinion held by some members of the general public, samples are not chosen at random; rather, they are chosen in such a way that chance or the operation of probability can be utilised. The term "sample" may be used to refer to anything that is an accurate reflection of the whole population by virtue of being a component of that population.

Sampling: The basic goal of research is to identify principles that can be used in a variety of contexts, yet it would be impractical, if not impossible, to investigate every single member of a group in order to reach a conclusion that can be generalised about them all. Because certain populations are so big, it is impossible to assess their features because by the time the measurement was finished, the population would have already changed.

The method of sampling makes it feasible to draw valid conclusions or generalisations based on detailed observations of variables within a relatively small part of the population. This allows for more accurate representations of the population to be drawn from the data.

Sampling is an essential component of any statistical approach used in the field of behavioural and social research. Poor sampling might introduce bias into the data collected at the source. Because of this, no amount of later discoveries will ever be able to increase its quality. The approach of research often includes the practise of sampling.

Estimating the parameters of a population with a certain level of certainty is the focus of the theory of sampling, which looks at how people in the population are likely to behave in certain situations. There are many different approaches of sampling that may be used, depending on the

goals and intentions of the study. When doing research, the researcher may choose to sample subjects using more than one approach.

Selection of Sampling: In English, the most current research technique known as the study is the one that is used to the data acquired by following the selection of sampling procedures. Participants consisted of two hundred kids from a tribal school, whose grades ranged from fifth to eighth. In order to obtain a representative sample, we choose the top five male and female students from each of the classes V and VIII.

Tools: Tools to learn English language better and faster these are the tools used in this research study. Flash cards or Vocabulary cards, Audio aids, Visual aids, Translators and Native English Speakers, Dictionaries, Idioms, Online Resources. (Websites). Grammar Rules for framing the sentences, Phonetics.

Chapter IV: Analysis and Interpretation:

In this chapter the researcher tried to analyse and interpret the data collected. The present chapter endeavours to present final result of study undertaken by the researcher. This part is considered to be the heart of the researcher. The analysis of the results has been done objectively. For each objective the results have been deducted and simultaneously they have been interpreted whenever they are in need and the textual material is accompanied by the tables and graphs.

Data analysis is described “as the process of bringing order, structure and meaning” to the collected data. The analysis aims to unearth patterns, regularities by observing, exploring, organising, transforming and modelling the collected data.

It helps in driving meaningful insights, form conclusions and support the decisions making process. This process of ordering, summarizing data is to get answers to text if any hypothesis holds. Exploratory data analysis is a huge part of data analysis. It is to understand and discover the relationships between the variables present within the data.

Data is collected by the researcher in the form of responses provided by the students on the closed ended questionnaire. Questions are closely related to the primary level of education to the pupils in their daily lives, interest in learning and family background with the respective society towards the education.

Analysis of data means studying the organized material in order to discover inherent facts. Once the data have been analysed, the researcher can proceed to stage of interpreting the results and then formulating conclusions and generalization on the basis of results. The process of interpretation is essentially one of stating what the results mean and signify.

A systematic examination and evaluation of data information is done by breaking it into its component parts to uncover their interrelationships. Opposite of synthesis is an examination of data and facts to uncover and understand the cause-effect relationships, thus providing basis for problem solving and decision making process.

Data Analysis and Interpretation:

The purpose of the data analysis and interpretation phase is to transform the data collected into credible evidence about the development of the intervention and its performance.

Data Interpretation: Data interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. Data interpretation is the final step of data analysis. It refers to the process of using diverse analytical methods to review data and arrive at relevant conclusions. The interpretation of data helps researchers to categorize, manipulate and summarize the information in order to answer critical questions.

The Statistical Techniques are used in the Analysis of Data collection: **i. The Mean ii. The Median iii. Standard Deviation iv. Correlation v. Percentile.**

This chapter deals with the analysis, interpretation and discussion of results based upon the data obtained depending upon the different objectives of the study.

Chapter V: Universalization of Elementary Education

In this chapter the researcher tried to emphasize the elementary education compulsory for all backward and oppressed groups of people, all the more for the tribal people. When **Elementary Education** was made free and compulsory in **England**, the problem before them was to make this education available to every child in the target age group. For this they used the word **universalization**. At present, however, the word universalization of free and compulsory elementary education has somewhat broad connotation. **Article 45** of the Constitution of our country states – “**The State shall endeavour to provide within a period of ten years from the commencement of this Constitution for the free and compulsory education of all children until they complete the age of 14 years.**” Here, education of children till the **age of 14 years**, refers to the education from class I to class VIII for the children in the age group **6 to 14 years**. But making free and compulsory education universally accessible holds no meaning until and unless there is cent percent enrolment of children in the appropriate age group and the cent percent enrolment of the children holds no meaning until and unless there is cent percent retention of children enrolled in it and cent percent retention holds no meaning until and unless cent percent children complete this education and succeed in it. From this point of view, universalization of free and compulsory elementary education in India means –

- **Cent Percent Opportunity / Universal Access:** Making education from class I to class VIII accessible to the cent percent children in the age group 6 - 14 years.
- **Cent Percent Enrolment / Universal Enrollment:** Ensuring cent percent enrollment of children, class I to class VIII in the age group 6 to 14 years.
- **Cent Percent Retention / Universal Retention:** Retaining these cent percent children in the schools and not allowing them to leave schools in between.
- **Cent Percent Success / Universal Achievement:** To ensure cent percent success of these students up-to class VIII.

The first aspect of universalization of elementary education is – to make education from class I to class VIII **universally accessible** to cent percent children in the age group 6 – 14 years, but our Government is yet to achieve it. It is in itself a problem in the field of elementary education. As per the claim of the Central Government, by the end of the session 2014-15, 99% children in the age group 6 to 11 years were provided the opportunity of elementary education and 90% children in the age group 11 to 14 years were provided the opportunity of upper elementary education. Whereas the Government data also show that at present (2016 – 17) there are about 4 crore children in the age group 6 to 14 years who are not getting elementary education. Out of these 4 crore children 2 crore children are those who are not enrolled and 2 crore children were those who had left schools in between. On the other hand, in 2011 the population of our country crossed 120 million and is increasing at a tremendous speed at present. Therefore, a large number of primary and upper primary schools will be needed in future.

The second aspect of universalization of elementary education is to ensure cent percent **enrollment of children** from class I to class VIII in the age group 6 – 14 years. In this context the condition of our country is very trivial; at some places where children are eager to take admission, schools do not exist, and places where schools exist, cent percent children do not take admission in them or their parents do not get them enrolled in schools. This is in itself a problem, at present, especially in the context of the enrolment of the girls and children of Scheduled Castes, Scheduled Tribes and Muslims. The Government data show that at present (2016 -17) these are 2 crore children who have not enrolled themselves in elementary education.

The third aspect of universalization of elementary education is the cent percent **retention of children** from class I to class VIII in the age group 6 – 14 years i.e. to prevent them from leaving education in between. And at present (2016 -17) the dropout rate from class I to class VIII is about 30%. It means only 70% of the total student enrolled in class I reaches class IX. In educational terminology it is termed as **Wastage**.

The fourth and the last aspect of universalization of elementary education is to get every child, in the age group 6 -14 years, **complete elementary education** within the stipulated time period i.e. to get them pass class VIII. But the reality at present (2016 – 17) is that nearly 20 percent children do not complete their education within the stipulated time frame. They take more than 8 years to complete elementary education curriculum of 8 years. In educational terminology it is termed as **Stagnation**.

Chapter VI: Steps for Development of Elementary Education

In this chapter, steps for development of elementary education, few research findings, suggestions and concluding aspects are highlighted. The Right of children to Free and Compulsory Education (RTE) Act, 2009 passed by the Indian Parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. However, there is an important concern over implementation of RTE Act in the school system with reference to the special training or instruction, its modalities and execution for children admitted under age-appropriate admission. The states are expected to respond to the situation arising out of the implementation of the Act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for out-of-school children admitted to age appropriate classes and preparation of relevant teaching learning materials for them.

Findings of the Study:

- The data is collected from the ten Missionary Elementary Schools of Ranchi District in Jharkhand.
- The 10 Tribal Students of class V and class VIII are randomly selected for the interview schedule technique to be filled by the ten respondents of each mentioned class.
- The data is collected through the purposive sampling method on 200 students.
- Among the respondents 100 students are boys and 100 are girls for the interview schedule.
- The study confirms that the Christian Missionaries have contributed greatly to the improvement of lives of the Tribal people in the field of education.

- The missionaries have been involved in the entire **Chhota-Nagpur** region for education. They have opened number of schools and few colleges.
- The literacy rate of Tribal people at rural and urban has tremendously gone up.
- The missionary schools have played a key role in imparting education to the Tribal students.
- The Missionaries work with the Tribes through their school teachers in enrolling children and motivating them to their education.
- The missionaries have been involved in other activities in health, hygiene, sanitation and making them aware of various issues and rights of land, water, property, mines and riches.
- Most of the Tribal students take admission and join the missionary-run schools without attending another type of schools.
- It is noted that few Tribal students take enrollment in Government and Private schools.
- The non-availability of schools with higher classes in the nearby areas.
- The schools for higher classes located at a greater distance from home.
- Lack of motivation among teachers for Tribal students to impart education in Government schools.
- It has been observed that the teachers in the schools are not student-friendly with the tribal students but in missionary run schools, lot of recognition and dignity is shown to them.
- Such students themselves feel alienated from other groups of students.
- With such elements the Tribal students feel affinity naturally to missionary schools.
- They feel unsuitable place to study in Government and other private schools.
- They have to pay higher fees to study in the private schools.
- Another issue of concern is for the boarding facilities which are unavailable in the schools.
- In missionary run schools too in the rural areas, boarding facilities are not provided.
- The study found that a single boarding facility attached to school in the rural areas.
- The study indicates that the Government and civil society organizations have failed in providing hostels to the students for the disadvantaged sections of society.
- Missionary schools have been working satisfactorily for the deprived sections of the community especially for the Tribes of Jharkhand and of India.
- The maximum number of respondents 95% of Tribal students have been satisfied with the missionary schools.

- The teachers are fully committed to teaching and also cooperative with the students in all respects.
- It has been found that teachers have visited their homes frequently and met their parents.

Suggestions:

- The Tribal Cultural factors contribute to the development of academic performance.
- A study of Non-enrollment, Wastage and Stagnation in the Elementary Education of Tribal students is identified therefore responsible authorities must take care of it by different measures.
- A study of family structure, Parental Behaviours, Motivation and Conservation of culture in Tribal students may be taken into consideration.
- A special focus on Tribe's education to stop the low literacy and high drop- out rates at elementary level may be identified and done solid for up-liftment.
- Till class Vth students be taught in bilingual languages.
- The infrastructure facilities for the students be for all the schools in Tribal areas be considered.
- The hostel facilities for ST students, girls and boys are to be taken into consideration.
- The approach roads and transportation are very-very meagre.

Results: There is immense need to understand the context, and background of education system in Jharkhand to address the question of providing equal access of education to tribals. Tribal communities in the state have been historically denied of access to resources and opportunities. The present efforts of the government to bring these children into formal schools fail at two levels. Firstly, it is not able to enrol all tribal children and provide good quality functional schools. Secondly, even when tribal children are enrolled into schools, the education system besides doing out some incentives does not do much to improve the school environment to treat these first-generation learners with respect and dignity. Instead, tribal children are made to put up with an offensive and insulting climate that continuously discriminates and alienates. For such historically deprived communities, providing access to education is simply not enough, the government has to take a proactive role in creating overall conditions and opportunities that will facilitate their transition and breaking of the intergenerational cycle of poverty and illiteracy.

A sensitive cadre of teachers and bureaucracy is definitely required to make the difference. At another level, educational deprivation must be seen in the context of overall deprivation of the community and hence emphasis must be placed on improving the situation of tribal communities in general. Education is a critical input in human resource development and is essential for the country's economic growth. Though the major indicators of socio-economic development such as, the growth rate of the economy, birth rate, death rate, infant mortality rate (IMR) and literacy rate, are all inter-connected, the literacy rate has been the major determinant of the rise or fall in the other indicators. There are enough evidences, which show that a high literacy rate, especially in the case of women, correlates with low birth rate, low infant mortality rate (IMR) and increase in the rate of life expectancy. The recognition of this fact has created awareness on the need to focus upon literacy and elementary education programmes, not simply as a matter of social justice but more to foster economic growth, social well-being, and social stability. The State had set for itself the goal of achieving universal primary education by 2005 and achieving 85 percent literacy by 2010 which requires far reaching changes in policies and rules, tremendous efforts in community mobilization and continued innovations in teaching methodologies. The state promises, initiative and commitment need to be translated on ground, especially in the case of marginalized and tribal population. The paper shows that education of Tribes has not received whole hearted support of the state and focused effort in this area is still awaited.

Necessary Steps to Overcome: To overcome this problem it is necessary to further undertake the following step

- The Central and the State Governments should increase the general as well as the plan budget for education and should spend 50% of it on elementary education. Primary schools should be established wherever required and they should be properly furnished. Schools should be opened specially in the SC, ST and Muslim dominated regions. Separate senior primary schools should be opened for girls and the number of schools for the handicapped and the mentally retarded children should be increased. It is necessary to have one such school for them at every district head quarter.
- The Provincial Governments should ensure that the plans proposed for the universalization of elementary education are carried out properly and the money earmarked for them is properly utilized and not siphoned off in individual pockets.
- Our Government also has certain limitations. It is not in a position to establish and conduct schools at every place. Therefore, public cooperation is necessary in this field. Recognition and financial aid should be given liberally to those voluntary institutions, individuals or trained teachers who establish school in such regions.

- Residential Schools are already being established for the children from far-flung hilly, desert and forest regions; their number should be increased as per requirement.
- Fifth and the most important step to be taken is – the eradication of their poverty and financial assistance for upliftment of families, opportunity for the higher education and no more displacement from the land.

The second aspect in the context of the universalization of elementary education is the cent percent enrollment of children in the age group 6 – 14 years. In the meantime the Government has undertaken many steps to achieve this goal, some of the major steps taken are - to develop awareness among parents, to reform the condition of schools, to arrange mid-day meal for children, to provide free text books to SC and ST children and to provide free school uniform to them.

In Chapter VII the Summary and Conclusion is highlighted. The various issues raised in this evaluative study are summarised below:

- Although the primary educational status of Ranchi is relatively better in terms of literacy, there exists regional variations. The socio-economic development of the district shows existence of regional disparities.
- The performance of BEP was quite significant, however, this was not enough to fulfil the stated objectives of the project. The organisational structure and the manpower deployed for achieving success was found to be inadequate.
- The project could not utilise the sanctioned budget due to various reasons. The degree of emphasis was changed since 1995-96 and a greater degree of mobilisation activities were undertaken.
- The project had many strengths as well as many weaknesses. The project has created a higher degree of awareness and expectation amongst the villagers. However, the capacity building and community mobilisation activities need further strengthening.
- The periodic organisation of Bal melas, Nukkad/ Nataks/ Loknrit, the presence of Mahila Samakhya and the awareness building campaigns, cultural programmes and mass meetings have generated some amount of enthusiasm amongst the rural poor families. The participatory exercises on micro-planning helped increasing the people awareness and motivated them towards attaining a better educational status.
- The gross access rate somewhat improved due to construction of school buildings and conversion of single room schools to double room schools during the project period. Still there exists quite a few number of villages without a school.

- The achievements in enrolment show a higher degree of success. The enrolment rate was supposed to have increased from 64 per cent in 1991 to 84 per cent in 1998. However, there are large variations in gender-wise, community-wise and block-wise figures. In the Intensive blocks the performance of BEP is relatively much better than the new blocks.
- The project could not contain the drop-out rates (which is very high, in the order of 60 per cent) for the SC, ST and girl child in the remote rural areas.
- If we take an approximate enrolment rate of 80 per cent and dropout rate of 60 per cent in Ranchi, this means that about 68 per cent (20 per cent not enrolled plus 48 per cent dropout children) are not there in the schools. Only 32 per cent are served by the formal primary education system. If we add another 10 per cent due to NFE and allowing for an estimated (10-20) per cent by the private schools, then we have a situation where 40 per cent of the potential school going children are not going to the school. This requires adequate attention for all concerned.
- There is a shortage of teachers in the primary schools. The number of vacant posts are too many. The number of female and tribal teachers are insignificant. The quality of teachings are partly responsible for low retention rates. The distribution of text books needs further improvement.
- The low performance in terms of MLL results by the students show that the quality of education has not improved as required.
- A good number of teachers were trained at DIET (Ujala). The Ujala training has created enough expectations amongst the teachers and this must be sustained by providing a higher dose and periodic training to not only motivate them but also to sustain the interest of the teachers in providing a joyful learning environment in the number of villages and to achieve the goal of universal primary education.
- The provision of TLM and other materials has helped to improve the enrolment scenario and the basic quality of education. The volume of such items need to be enhanced in the near future. The distribution mechanism also need some improvements. The school attractiveness creation must be seriously looked into and the role of VEC in this regard need to be further emphasised.

- The construction and formation of CRCs/BRCs has improved the quality of TLM. There is a need for a greater role of VEC in this regard. The VEC members need to be trained and the structure of VEC requires strengthening.
- The Mahila Samakhya is doing very good work in the district. Unfortunately, the Mahila Samakhya is operating in only 237 villages in 3 blocks out of the 20 blocks in the districts.
- The PRA of the villages shows that there are very few interactions of the various functionaries related to education. The villagers feel that these functionaries are not doing their job properly.
- The requirement of convergence that is needed for the project success with the socio-economic developmental activities is not happening in the district. The sharing of information and a greater degree of convergence will lead to higher level of educational achievement. There are many departments like BPDP, Tribal Welfare, and DRDA, PHED etc. doing similar activities leading to duplication of efforts.
- The interlinkages with other related educational departments and programmes is very weak. A better coordination and higher form of interlinkage is absolutely necessary for achieving desired results.

In addition to the above mentioned points I would like to emphasise a few more points regarding 'success' or 'otherwise' of the project.

- It is not possible to achieve Universalization of Primary Education (UPE) for all children up to the age of 14 in a period of 5-6 years in a district like Ranchi. The fulfilment of UPE may be achieved with sustained efforts over a longer period of time.
- The acceptance of the project at the local level is not whole hearted and the local participation was not to the desired degree. The community mobilisation aspect needs much more serious attention. The VEC and other people in the rural areas should develop a sense of belongingness to the school. Allocation of money or budget is only a necessary factor but not a sufficient one. Attitudinal changes are required of all concerned with the project.
- The sincerity and dedication of the project workers along with an effective control and monitoring system would have helped a reasonable and acceptable rate of attainment of the

project objectives within a specified period of time. The effective documentation and monitoring system would have helped the project substantially.

- Training and orientation programmes are required to generate a good work-culture and enough enthusiasm among the project workers so as to take up the challenge of providing basic minimum education to the target group of population. The selection of such sincere and dedicated workers is important for the success of the project.
- There were some attempts to integrate the various developmental programmes with the project. The degree of success or failure is not easy to measure. There should be some interlinkage with the other departments providing complementary or supplementary services as well as some interconnection with the other associated educational departments with the project.

