

A CONSTRUCTIVE CRITICAL STUDY OF PRIMARY EDUCATION ALONG WITH ITS RELATIONSHIP WITH HUNGER AND POVERTY OF TRIBAL CHILDREN IN STATE OF JHARKHAND

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Education makes us the human beings we are. It has major impacts on economic development, on social equity, gender equity. In all kinds of ways, our lives are transformed by education and security. Even if it had not one iota of effect on security, it would still remain in my judgment the biggest priority in the world.

Amartya Sen

Primary education is the key to economical development of the country, The World Education forum held in 2000 has set an ambitious goal of universalising primary education by 2050.

The state of Jharkhand is a result of year long struggle and finally it got bifurcated from state of Bihar on 15 November 2000. According to the 2011 census, the population of the state was 3.29 crores and the literacy rate was 67.63%. There are 44,835 schools in the state, 40,343 are government schools and 4,492 are private schools. Jharkhand adopted the Right of Children to Free and Compulsory Education under Right to Act in

2011 by specifying its own state rules and regulations though extracting from the original version of the act passed by the parliament. Despite of the laws in right to education when it is on the verge of celebrating thirteen years of completion, its performance and implementation has been empathically degrading and stagnant. Education is the key to the rapid development of every country, primary education plays an essential role in development of the child mental ability and further support the whole education and learning process throughout their life. One of the major and primary aspect of quality

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education can be only conducted when the learners are healthy and has desires to participate and learn effectively and most importantly supported by their families. Another aspect of conduction of the primary education is providing safe protective and gender sensitive environment which should further provide adequate facilities to the learners with productive course curriculum, which would further aid in enhancement of knowledge, skills and overall development of the child which would substantially bring the inclusive development of the country.

Delivering the primary education has been a far dream for a state which is formed by half century long movement; Jharkhand has been the front running amongst Indian state in terms of distribution of resources, still the tribals of Jharkhand live in absolute poverty deprives from every forms of fundamental right enshrine in Constitution of India. There is a huge inequality in distribution of wealth and the condition of poor tribals in Jharkhand. Lack of aspiration for education for the tribal children in Jharkhand is due to low Enrolment, drop-out and attendance caused by lack of social-economic security. It is true that children of many families simply cannot attend school because of family responsibilities, such as looking after younger siblings, tending cattle, doing domestic chores, and so on. Many of the families migrate out in search of work from season to season, Hunger and malnutrition are

synonymous with the lives of most of the people in the area and these, in turn, compel families and their children to engage in other activities, like tending cattle, doing farm and domestic work, gathering food.

Current status of primary education in Jharkhand.

Since the time of Independence in 15th Aug 1947, the primary education has been comparatively neglected, importance of primary education was increased by 1970s through constitutional reform by joint responsibility of central and state. Right to education was inserted by Eighty-sixth Amendment Act, 2002 of Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law. Determine also through UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy. The situation of child is not same everywhere despite there are many laws which accords rights to children as citizens of the country, still there is lot to be done to fill a gap.

Jharkhand has been ranked 34 out of 35 states and union territories in elementary education, the large chunk of children do not go to schools i.e is six lakh children in the age group of 6-14. The quality of teacher is very pathetic therefore resulting in quality of learning of the children. The main reason

behind it is, shortage of 43,000 teachers in 40,000 schools in the state.¹ A study on focuses on the status of implementation of various provisions of the Right of Children to Free and Compulsory Education Act in six tribal-dominated districts i.e **Ranchi, Dumka, Gumla, Lohardaga, Pakur, and Pashchimi Singhbhum** in Jharkhand. It has reported poor performance of the act at all levels of schools specially to the children belonging to the disadvantage group such as schedule tribes(STs) and Schedule Caste(SCs) and also children who are below poverty line. where it was found that there was equate shortage of teachers and when it comes to mid-day meal provision under the umbrella of Sarva Sikha Abhiyan schemes (SSA) in all government run school in Jharkhand have poor condition of kitchen shed only 78.6 per cent schools serve food in these districts also many of the schools do not have a kitchen shed and do not even receive kitchen grants, the quality and the nutrition of the food is unknown. When it comes to providing physical facilities as per the RTE Norms and Standards for a school it was found that it was not all weather proof buildings, neither it fulfilled the infrastructure requirements such as, at least one classroom for every teacher and an office-cum-store-cum-Head teacher's room; barrier-free

access; separate toilets for boys and girls; safe and adequate drinking water facility to all children; a kitchen where mid-day meal is cooked in the school; playground; arrangements for securing the school building by boundary wall or fencing. According to the article it was also observed that only 8,231 students from weaker sections (BPL) have been enrolled in different private unaided schools in all the districts of Jharkhand.²

The socio-economic condition of the tribal children is pathetic in Jharkhand when it comes to functioning of the primary schools it play a key role in providing the marginalised children with adequate quality education, food, and a free space for substantial learning with would further aid in their upliftment where hunger & poverty would not act as catalyst which would deprived them from primary education. poverty is a vicious circle, primary education, grants and proper mid-day meal helps children to cross the hurdle of the poverty trap.

Case laws pertaining to violation of Access to Education in Jharkhand.

In **Bandhua Mukti Morcha case**³ the Supreme Court observed that the right to live with human dignity enshrined in Article 21

¹ Ammi Kumar, *Education Takes a Backseat in Jharkhand*, TIMES OF INDIA,(Jan 3, 2012, 1:46 IST) <https://timesofindia.indiatimes.com/city/ranchi/Education-takes-a-backseat-in-Jharkhand/articleshow/17457094.cms>

² Sujit Kumar Chowdhary, *Has the Right to Education Realised in Jharkhand?* EPW ENGAGE(Jan 31st, 2013) <https://www.epw.in/engage/article/has-right-to-education-been-realised-jharkhand>

“derives its life and breath from the Directive Principles of State Policy, and therefore it must include protection of health, and strength of workers, men and women, and of the tender age of children against abuse, opportunities and facilities for children to develop in a healthy manner and in conditions of freedom and dignity, educational facilities, just and humane conditions of work and maternity relief³

The doggedness of human deficiencies amounts to denial of social rights and justice . Malnutrition, illiteracy, hunger, starvation, social exclusion, ill-health and lack of public participation of children resulting in human poverty. poverty makes children vulnerable and helpless victim deprived of social and cultural growth, Poverty is not just low income or low consumption but a multiple deprivation causing premature death, chronic undernourishment, illiteracy, illness, and social exclusion. The realisation of social rights which are necessary for the survival of a person as a biological entity, therefore is closely linked with the notion of human development which means enlarging choices, expanding human freedoms and assuring human rights.

³ Bandhua Mukti Morcha v. Union of India, A.I.R 1984 3 SCC 161(INDIA)

⁴Unni Krishnan, J.P. & Ors. v. State of Andhra Pradesh & Ors. AIR 1993 217(INDIA)

*Unni Krishnan*⁴ case asserted the obligation of the State to provide free and compulsory elementary education for all children in the country. The Court Stated that this obligation could be fulfilled through the government schools as well as through the schools receiving financial assistance from non-governmental organisations that are willing to impart free education. Realising the States limited resources the Court suggested that “while allocating resources the regard should be had to the wise words of the founding fathers in Articles 45 and 46⁵ The Court did not ask the State to establish adequate number of schools so that every child has access to free Primary Education but left it to the State to fulfil the constitutional commitment.

Despite of fundamental rights enshrine in Constitution of India and Directive Principle of State Policy there is low rate of enrolment and high rate of dropouts of tribal children and lack of access of education.

Remedies to provide Access to education and combat hunger.

- Formation of School Management Committee under section Section 22(1) states which says that Every School Management Committee shall prepare a

School Development Plan, constituted under sub-section (1) of section 21, in such manner as may be prescribed.

- Look into Status of Teaching Staff under section 26 of the RTE Act which states that , there should be appropriate authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that the vacancy of teacher in a school under its control shall not exceed ten per cent of the total sanctioned strength.
- To look into the Incentives under RTE which mandates free and compulsory education to all children in government schools. SSA provides two sets of uniforms to all girl students, and SC, ST and BPL students. All children are provided free textbooks up to class 8.
- To look into the status of Mid-day Meal , The Mid-day Meal scheme was implemented long ago under the umbrella of the SSA scheme at all the government-run schools, also look into the quality of food and its nutritional index.
- Provide Adequate Physical facilities, such as cycles, proper infrastructure and separate toilets for boys and girls.

Conclusion

There is a lack of implementation of right to education in state of Jharkhand, the major aspect of right to education is to provide quality education provided with incentives and mid-day meal to the children. The schools which are located in tribal areas have been facing an acute shortage of teachers, Lack of aspiration for education for the tribal children in Jharkhand is due to low Enrolment, drop-out and attendance caused by lack of social-economic security. It is true that children of many families simply cannot attend school because of family responsibilities, such as looking after younger siblings, tending cattle, doing domestic chores, and so on. Many of the families migrate out in search of work from season to season, Hunger and malnutrition are synonymous with the lives of most of the people in the area and these, in turn, compel families and their children to engage in other activities, like tending cattle, doing farm and domestic work, gathering food. also the socio-economic condition of the tribal children are poor as compared to other children. State has been not functioning adequately which is causing low enrolment and dropouts of tribal children and lack of access of education.