

Elementary Education in Jharkhand

Progress and Policy Perspectives

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Abstract

Universal elementary education has been at the centre of attention and accepted as a national goal in India since independence. In recent years, momentum has gathered throughout the country for the promotion of literacy, expansion in number of schools, school enrolment, etc. In order to achieve this goal, several programmes have been implemented both at the central and state levels over the years. However, in spite of all these initiatives, many students between the ages of 6–14 are not yet enrolled in the schools. The challenge for universalisation of elementary education is most severe in the educationally backward and newly formed states like Jharkhand. This paper is based on the study of progress occurred and policies implemented in the state of Jharkhand to attain the goal of elementary education. The paper analyses data pertaining to the growth or decline of elementary schools, enrolment of boys and girls, gross enrolment ratio, drop-out rates at various levels, teacher-pupil ratio in the state of Jharkhand from 2015–16 to 2019–20. The paper also makes an attempt to explore the measures taken by the state and central government for quality improvement of elementary education in the state of Jharkhand.

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INTRODUCTION

Education is considered as the basic need for human development as it can enhance the capability of an individual to improve one's quality of life. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. One of the primary goals of the school system is to ensure universal enrolment and attending of school by all children (NEP 2020). Quality education starts from the elementary level, and no higher education can be attained effectively without successfully completing elementary education. Really the role of elementary education is felt quite significant as it is the foundation for all levels of education. Universal elementary education has been at the centre of attention and accepted as a national goal in India since independence. In recent years, momentum has been gathering throughout the country for the promotion of literacy, expansion in number of schools, school enrolment, etc. In order to achieve this goal, several programmes have been implemented both at central and state levels over the years. However, in spite of all these initiatives, many students between the ages of 6–14 are not yet in school.

The challenge for universalisation of elementary education is most severe in the educationally backward and newly formed states like Jharkhand. Jharkhand came into

existence as a small and new state on 15 November 2000 by bifurcation of the southern part of erstwhile Bihar. It is one of the 28 states of India, located in the eastern part of the country. Jharkhand shares its borders with Odisha in the south, Bihar in the north, West Bengal in the east, Chhattisgarh in the west, and Uttar Pradesh in the north west. It is situated at 23.6102° N latitude and 85.2799° E longitude. It is the fifteenth-largest state in India, with an area of 79716 square km. Most of its regions are covered with dense forests, hills, and rivers. As per the census 2011, the rural and urban population are 75.95 per cent and 24.05 per cent respectively. The population density is recorded to be 414 people per square kilometers and the sex ratio is 948 females per every 1000 males. The tribals constitute one-fourth of Jharkhand's population as per 2011 census. As per the census 2011, the overall literacy rate of Jharkhand was 66.41 of which male and female literacy rates were 76.84 and 55.42 respectively. The rural and urban literacy rate was 61.11 and 82.26 respectively.

Being a new state, Jharkhand adopted RTE Act in the year 2011 by specifying its own rules and regulations extracted from the original version to make a balance and made it contextual to get maximum benefits, even though it had been implemented nationwide on 1 April 2010. Therefore, an attempt has been made to develop a broad understanding regarding the

progress of elementary education in Jharkhand over the last 5 years as well as to study to what extent the state could be able to implement the various educational schemes for the improvement of quality in elementary education.

OBJECTIVES OF THE STUDY

The study was undertaken with the following objectives:

1. To study the status of elementary education in Jharkhand since 2015 for a period of five years (2015–16 to 2019–20) in terms of (a) number of schools, (b) students' enrolment and dropout rates, (c) percentage of male and female teachers and (d) teacher-pupil ratio.
2. To examine the major schemes introduced and implemented by the government for the improvement of elementary education in Jharkhand.

DATABASE AND METHODOLOGY

In this study, data were collected from Unified District Information System for Education (U-DISE), NIEPA for

five years (2015–16 to 2019–20). Data such as the number of elementary schools, management-wise distribution of elementary schools, enrolment in elementary schools, gross enrolment ratio in elementary education, dropout rate of students in elementary schools, teacher population, pupil-teacher ratio were collected for making the study comprehensive. The data were tabulated and analysed by using appropriate techniques like frequency and percentage analysis.

RESULT AND DISCUSSION

Status of Elementary Schools in Jharkhand

Table 1 shows that there were 28010 primary schools in the year 2015–16 and it reached to 24207 by the year 2019–20. Similarly, there were 133 upper primary schools in the year 2015–16 and it reached to 63 by the year 2019–20. Table also shows the fluctuation in the total number of elementary schools in Jharkhand in between 2015–16 and 2019–20. There were 28143 elementary schools in the

Table 1
Status of Elementary Schools in Jharkhand (2015–16 to 2019–20)

Year	Primary	Upper Primary (UP)	Total
2015–16	28010	133	28143
2016–2017	26930	86	27016
2017–2018	27465	81	27546
2018–19	24453	68	24521
2019–20	24207	63	24270

Source: U-DISE, NIEPA

year 2015–16. The number decreased in the successive years and reached 24270 by the year 2019–20. Analysis reveals that the number of both primary and upper primary schools declined in successive years with respect to the base year 2015–16, however, the trend was not found consistent during the assessment period, i.e., 2015–16 to 2019–20.

It is evident from Table 2 that four types of schools were operational both at primary and upper primary levels in Jharkhand, viz. Government, Government Aided, Private Unaided, and others. As per the statistics of 2019–20, 88.45 per cent of the primary schools were Government schools and very less per cent, i.e., 2.06, 0.08 and 9.41 per cent primary schools were Government Aided, Private Unaided and others in nature respectively. On the other hand, 20.63 per cent of the upper primary schools were Government

schools, and 23.81, 7.94 and 47.62 per cent upper primary schools were Government Aided, Private Unaided and others in nature respectively. It is revealed from the table that the percentage of Government schools was highest at primary level and the percentage of other types of schools was highest at upper primary level as compared to the Government Aided, Private Unaided and other types of schools in the year 2019–20. So for the total number of elementary schools in the year 2019–20 is concerned, there were a total of 24270 schools in the year 2019–20 which accounted 88.27, 2.11, 0.10 and 9.52 per cent of Government schools, Government Aided schools, Private Unaided and other types of schools respectively.

Enrolment in Elementary Schools in Jharkhand

As per Table 3, the students' enrolment in primary schools was 4453527 in the year 2015–16, which declined

Table 2
Management-Wise Distribution of Elementary Schools (2019–20)

Type	Primary	Upper Primary	Total
Government	21410 (88.45)	13 (20.63)	21423 (88.27)
Government Aided	498 (2.06)	15 (23.81)	513 (2.11)
Pvt. Unaided	20 (0.08)	05 (7.94)	25 (0.10)
Others	2279 (9.41)	30 (47.62)	2309 (9.52)
Total	24207	63	24270

Source: U-DISE, NIEPA

Note: Figures in the parentheses indicate percentage

to 3886161 by the year 2019–20. Analysis reveals that the decline of enrolment at primary stage occurred in the subsequent years with respect to the base year, i.e., 2015–16. The percentage of decline was highest in the year, 2019–20, i.e., 12.74 and was lowest in the year 2017–18, i.e., 8.50 with respect to the base year. A similar trend was also observed in upper primary schools of Jharkhand over the five years of study. The enrolment at upper primary stage decreased from 2068541 to 1986908 between the years 2015–16 and 2019–20. The percentage of decline was highest in the year 2016–17, i.e., 10.63 and was lowest in the year 2017–18, i.e., 2.60 with respect to the base year. The combined enrolment (primary and upper primary) declined from 6522068 to 5873069 between 2015–16 and 2019–20. The percentage of decline was highest in the year 2016–17, i.e., 11.24 and was lowest in the year 2017–18, i.e., 2.64 with respect to the base year.

Analysis indicates that the enrolment was highest in the year 2015–16 in both primary and upper primary levels and it declined in successive years, but the trend of decline was not consistent.

Table 4 shows the Gross Enrolment Ratio (GER) in elementary education of Jharkhand from 2015–16 to 2019–20, which indicates the extent of participation of students in elementary education over the years. At primary stage, a fluctuating trend was observed in GER over the years. The overall GER at primary stage was highest in 2015–16 and was lowest in 2018–19. It is pertinent to note that the GER of girls and boys are almost same in all the years at primary stage. At upper primary stage, the overall GER was highest in 2018–19 and was lowest in 2019–20. At upper primary stage, the GER of girls was higher than the boys in all the assessment years. The overall GER at elementary stage shows the mixed trend between 2015–16 and

Table 3
Enrolment in EE in Jharkhand (2015–16 to 2019–20)

Year	Primary	% Growth/ Decline	Upper Primary	% Growth/ Decline	Total	% Growth/ Decline
2015–16	4453527	–	2068541	–	6522068	–
2016–17	3940476	-11.52	1848665	-10.63	5789141	-11.24
2017–18	4074931	-8.50	2014774	-2.60	6089705	-6.63
2018–19	4028871	-9.55	1993556	-3.63	6022427	-7.67
2019–20	3886161	-12.74	1986908	-3.95	5873069	-9.95

Note: (–) sign indicates decline.

Source: DISE Analytical Report, 2015–20

2019–20. The GER was highest in 2015–16, i.e., 105.27 and was lowest in 2019–20, i.e., 95.01. Table 4 shows that GER of boys was lower than girls at elementary stage in all the years of assessment.

It is evident from the Table 5 that in the year 2015–16, the percentage of enrolment of boys and girls were 50.66 and 49.34 respectively at elementary level. It is worthwhile to note that there is no such huge gender gap in the enrolment of boys

Table 4
Gross Enrolment Ratio in Elementary Education in Jharkhand
(2015–16 to 2019–20)

Year	Primary			Upper Primary			Elementary (P+UP)		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
2015–16	108.16	107.58	108.79	99.55	95.09	104.40	105.27	103.35	107.33
2016–17	96.64	97.09	96.16	91.81	87.84	96.17	95.04	94.00	96.16
2017–18	103.91	104.99	102.79	83.91	82.10	85.79	96.31	96.30	96.31
2018–19	99.63	NA	NA	102.52	NA	NA	100.57	NA	NA
2019–20	102.6	102.6	102.6	83.2	80.9	85.4	95.1	94.3	95.9

*DNA- Data Not Available

Source: U-DISE, NIEPA

Table 5
Enrolment of Boys and Girls in EE (2015–16 to 2019–20)

Year	Primary		Upper Primary		Both (P+UP)	
	Boys	Girls	Boys	Girls	Boys	Girls
2015–16	2274317 (51.07)	2179210 (48.93)	1029976 (49.8)	1038565 (50.2)	3304293 (50.66)	3217775 (49.34)
2016–17	2034057 (51.62)	1906419 (48.38)	925537 (50.01)	923128 (49.9)	2959594 (51.12)	2829547 (48.88)
2017–18	2103784 (51.63)	1971147 (48.37)	1007004 (49.98)	1007770 (50.02)	3110788 (51.08)	2978917 (48.92)
2018–19	2082267 (51.68)	1946604 (48.32)	992493 (49.78)	1001063 (50.22)	3074760 (51.06)	2947667 (48.94)
2019–20	2005296 (51.60)	1880865 (48.40)	984010 (49.52)	1002898 (50.48)	2989306 (50.90)	2883763 (49.10)

Source: U-DISE, NIEPA

and girls at the elementary stage during the five years of study. At the primary stage, boys-girls enrolment ratio was 51.07:48.93 in the year 2015–16 and by the year 2019–20, the ratio was 51.60:48.40. Analysis reveals that the enrolment ratio of boys was slightly higher than that of girls at primary level throughout the five years of study. On the other hand, the enrolment ratio of girls was slightly higher than that of boys at upper primary stage during the assessment period except 2016–17. The ratio of boys and girls at upper primary stage was 49.8:50.2 in the year 2015–16 and there was no such change observed in the enrolment ratio of boys-girls over the five years and by the year 2019–20, the ratio stands at 49.52:50.48. Though there was a slight improvement of girls ratio as compared to boys between 2015–16 and 2019–20 at upper primary stage, the total number of girl students was still less at upper primary stage as compared to the primary stage. It was

also observed that total enrolment in primary schools was higher than the upper primary schools.

Dropout rate of Students in Elementary Schools of Jharkhand

It was found from Table 6 that the dropout rate has increased from 5.48 in 2015–16 to 6.3 in 2019–20 in primary schools. A similar trend of dropout rate was observed in elementary level also. It was found that at elementary stage, the rate of dropout was 8.99 in the year 2015–16 and by the year 2016–17 it increased to 19.61. The dropout rate of both primary and elementary schools was found highest in the year 2016–17, i.e., 15.71 in primary schools and 19.61 in elementary schools. Compared to primary stage, the dropout rate at elementary stage was higher in all the years of assessment period, indicating the fact that more children leave school before completing Class VIII. Statistics of 2019–20 reveal that out of every 100 children enrolled in

Table 6
Dropout rate of Boys and Girls in Elementary Education (2015–16 to 2019–20)

Year	Primary (I–V)			Elementary (I–VIII)		
	Boys	Girls	Total	Boys	Girls	Total
2015–16	5.91	5.03	5.48	9.01	8.96	8.99
2016–17	15.54	15.90	15.71	19.22	19.91	19.61
2017–18	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>
2018–19	6.17	4.61	5.40	10.69	9.73	10.21
2019–20	7.3	5.3	6.3	9.0	7.9	8.5

Source: DISE Analytical Report 2015–20

Class I, approximately 94 students could reach Class V and 91 students could reach Class VIII.

It is evident from the table that there is no such safe gender gap in the dropout rate both at primary and elementary stages in all the years except 2018–19 and 2019–20. A mixed trend of dropout rate was observed both at primary and elementary stages over five years.

Teacher Population in Elementary Schools of Jharkhand

It is evident from Table 7 that in the year 2015–16, the ratio of male and

female teachers was approximately 69:31 in the primary schools. In the subsequent years, the percentage of female teachers gradually increased. By the year 2019–20, the ratio of male-female teachers in primary schools was approximately 59 and 41 respectively. There was a mixed trend observed in the ratio of male and female teachers in upper primary schools over the five years of study. In the year 2015–16, the ratio of male and female teachers at upper primary level was approximately 60:40. The ratio reached 62:38 by the

Table 7

Teachers in Elementary Schools of Jharkhand (2015–16 to 2019–20)

Year	Primary		Upper Primary (UP)	
	Male	Female	Male	Female
2015–16	68.75	31.25	59.67	40.33
2016–17	68.20	31.80	53.65	46.35
2017–18	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>
2018–19	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>	<i>DNA</i>
2019–20	59.21	40.78	61.97	38.03

*DNA- Data Not Available

Source: Analytical Report 2015–20

Table 8

Teacher-Pupil Ratio in Primary and Upper Primary Schools (2015–16 to 2019–20)

Year	Primary	Upper Primary
2015–16	27	19
2016–17	28	37
2017–18	<i>DNA</i>	<i>DNA</i>
2018–19	29.60	40.57
2019–20	30.6	22.0

Source: DISE Analytical Report 2015–20

year 2019–20. Analysis indicates that proportion of female teachers was increasing consistently at primary level in comparison to males. Data of Table 8 indicates that women are gradually showing affinity towards the teaching profession.

As evident from the data given in Table 8, the Teacher-Pupil Ratio (TPR) at the primary and the upper primary stages was 1:27 and 1:19 respectively in the year 2015–16. A declining trend was observed in those schools in the subsequent years and by the year 2019–20, TPR was 1:31 at primary stage and 1:22 at the upper primary stage. The declining trend of TPR is may be due to the non-recruitment of an adequate number of teachers in the subsequent years.

GOVERNMENT INITIATIVES FOR QUALITY IMPROVEMENT OF ELEMENTARY EDUCATION IN JHARKHAND

A number of schemes have been introduced and implemented in Jharkhand in order to provide education of equitable quality to all children and to create an education system that provides access, equity and affordability while enabling every human being for lifelong learning from early days of life. The functions and objectives of these schemes and programmes are presented below in brief.

(a) Schemes for Promotion of Girls' Education

In order to promote girls' education, Government has set up girls'

residential schools named Kasturba Gandhi Balika Vidyalayas (KGBVs) with an objective to ensure access and quality education to the rural and disadvantaged (SC, ST, OBC, BPL and minority) girls of the Educationally Backward Blocks, especially at upper primary level and to prepare them to become able future citizens at par with the students of mainstream population. The state government has also established Jharkhand Balika Awasiya Vidyalayas for girls in remote blocks of the state. The state has started Mukhyamantri Vidyalakshmi Yojana for SC/ST girls of Class VI to resolve the problem of dropout amongst these girls.

(b) Scheme for Promotion of Education among Tribal Students

In pursuance of Article 46 of the constitutional obligation, Ministry of Tribal Affairs, Government of India launched the scheme of Eklavya Model Residential School (EMRS) with an objective to mainstreaming the tribal students and to provide quality education to the meritorious tribal students in a residential set-up from middle to higher secondary level (Classes VI to XII) in Jharkhand.

(c) Establishment of Model Schools

Model schools have been established in different blocks of the state to provide holistic education to the students. Schools are well-known for their innovative curriculum and pedagogy, model in infrastructure and governance. Presently, these

schools are offering education to the students of Class VI onwards for their overall development.

(d) Special Training for out of School Children

With an objective to attain maximum enrolment, special training centres have been established for out-of-school children. The Government tried to ensure that all children from special training centres are mainstreamed into regular schools. In this scheme, months-appropriate (three months/six months/nine months) bridge course has been designed for out-of-school children to reach age-appropriate classes. In order to run the programme smoothly, government allocates Rs.1500 for educating each student.

(e) Introduction of English Language in Class I

The RTE Act emphasises on learning of multiple languages in which English occupies an significant place along with the mother tongue. Considering the importance of language in the life of every child, Government of Jharkhand has introduced English as a compulsory subject from Class I onwards in all the State Board schools. The major objective of such an initiative is to develop a minimum level of proficiency in English among all primary school children.

(f) Syllabus Revision and Preparation of Textbooks

Realising the importance of syllabus and textbook in the school system,

the state government has revised the syllabus and prepared new textbooks for various classes and implemented them in a phased manner in all the State Board schools of Jharkhand. Textbooks have been prepared in the line of National Curriculum Framework (NCF) 2005. State primary education programme authority and Jharkhand Council of Educational Research and Training (JCERT) are working collaboratively to maintain the standard of primary education in the state. With the active involvement of state resource persons and subject experts, a phase-wise review of textbooks and syllabus has been carried out. JCERT has developed textbooks for Classes I-V in 2015-16 and for VI-VIII in 2016-17.

(g) Promotion of Home Language (Tribal Language) and Multilingual Education

With a commitment to promote mother tongue based education and improve the quality of education among tribal children, government of Jharkhand has taken initiative to develop textbooks for Classes I-II in five tribal languages such as Santhali (Olchiki), Ho (WarangChiti), Mundari, Kharia and Kurukh. Out of these, textbooks have already been developed in Santhali (Olchiki) and Ho (WarangChiti) languages. In order to overcome the language disadvantages among these tribal students, the State has also established certain schools in multilingual pockets of the different districts which have been guiding

tribal students in a phased manner to bridge with Hindi and English in pedagogically appropriate ways.

(h) Computer aided Learning Programme

With a view to familiarise the elementary students with computer and to enhance their skill and confidence, as well as to improve the quality of teaching-learning, the government has introduced computer education for students in elementary schools. Computer training has also been provided time to time to the teachers to enhance their ICT related operational skills.

(i) Innovative Programmes

The State has started certain innovative programmes and interventions for improving the quality of school education. With an objective to ensure regular attendance of all children in school and for their continuous learning, a state wide programme, i.e., “Vidyalay Chalen Chalayen Abhiyan” has been introduced. In addition, certain dynamic activities such as “Khel Khel Mein” — children’s school readiness programme in early parts of Class I, “Baal Samagam” (all-round student performance improvement), “Kasturba Sangam” (performance improvement of girls from vulnerable background), “Baal Sansad” (for student leadership and holistic development), ‘Buniyad’ and “Buniyad plus” (for ensuring early grade learning skills of all children

in primary classes, early grade mathematics in primary classes), “Prayas” (to enhance students attendance through integrated collaboration of students, teachers and community members), “Hamara Vidyalaya Kaisa Ho” (guidelines for school improvement), “Pariwartan movement” (active teachers and teacher educators support each other for school improvement), “SESM” (School Education Support Mission for programme review and support in every district), etc., are the integral parts of smooth school operationalisation. The major objective of “Prayas” initiative is to bring back all children to school who remain absent for more than three days in an integrated manner. “Baal Samagam” has been organised annually with an objective to promote leadership qualities, inculcate team spirit, and enable children of government schools to participate in a wide range of scholastic and co-scholastic activities from their schools to block, district and state level. In a similar way, “Kasturba Sangam” is organised for girls from Kasturba Gandhi Balika Vidyalayas. The government has also initiated “Shikshak Samagam” for all government school teachers with an objective to motivate and enhance skills of the teachers. Jharkhand government has also taken initiative to introduce Continuous and Comprehensive Evaluation (CCE) for assessing and enhancing learning outcomes of students and special

Saturday classes for development of personality and moral values among the students.

(j) Infrastructural Facilities

With a view to improve the richness of the school and to attract children towards school, government of Jharkhand has given highest priority to the improvement of infrastructure and other necessary facilities in government schools under the Sarva Shiksha Abhiyan (SSA). Under this scheme, new buildings with ramps have been established; some school buildings have also been renovated. In previous years, compound walls, additional classrooms, library, separate toilets for boys and girls have been constructed.

(k) Training for Untrained Teachers

Realising the importance of trained teachers in the teaching-learning process, the state government has provided training to the untrained teachers working at the elementary schools of Jharkhand. In the first phase, Diploma in Primary Education (DPE) was provided to the in-service school teachers through Indira Gandhi National Open University (IGNOU). Later on, National Institute of Open Schooling (NIOS) also offered Diploma in Elementary Education (D.El.Ed) programme for the remaining un-trained teachers of the state.

(l) Appointment of Teachers

Considering the importance of intellectual workforce in the process of teaching-learning, Government

of Jharkhand has taken initiative to recruit the trained teachers in all stages of schools, in general and elementary schools in particular. In order to attract qualified individuals towards the teaching profession, cadres in teaching have also been generated. The state government has appointed a good number of teachers on a permanent basis in 2015–16 for primary and upper primary schools.

(m) School Incentive Schemes

In order to ensure maximum enrolment and to improve the quality of elementary education, Government of Jharkhand has taken the following measures:

- (i) Free School Kits:** With a view to develop the interest among students: the government of Jharkhand has introduced the 'school kits scheme' for all the government primary and upper primary school students. Under this scheme, 3 notebooks of cost Rs. 60/-, 2 sets of pens/pencils, eraser, pencil cutter of cost Rs. 25/- are provided to the students of Classes I–II. Similarly, 5 notebooks of cost Rs. 100/-, 3 sets of pens/pencils, eraser, pencil cutter of cost Rs. 50/- are provided to the students of Classes III–V. Ten notebooks of cost Rs. 200/-, 5 sets of pens/pencils, eraser, pencil cutter of cost Rs. 75/- are provided to the students of Classes VI–VIII. Instrument box is also provided to all the students of

Classes III–VIII with a cost of Rs. 30/.

- (ii) Free Textbooks:** With a view to encourage the students for getting enrolled in the school, the Department of School Education and Literacy, Jharkhand, supplies textbooks free of cost to all the students of state board elementary schools. Head Teacher of the concerned schools shoulders the responsibility for smooth distribution of books among students.
- (iii) Free Uniforms:** Two pairs of school uniforms are provided free of cost to all the students of Classes I to VIII with an objective to attain universalisation of elementary education. Under this scheme, Rs. 600/- is credited to each student's bank account annually and students are asked to submit the bills of purchased uniforms to the concerned Head Teacher of the school for verification.
- (iv) Mid-Day Meal Scheme:** With a view to enhance enrolment, retention and attendance and to improve the nutritional levels among children, a mid-day meal scheme, a centrally sponsored scheme has been implemented in this state. Jharkhand State Mid-Day Meal Authority was constituted on 31st March, 2014 with an objective to proper implementation of the programme. Under this

scheme, hot cooked meal is served to the elementary school students of the state on each working day.

- (v) Scholarships for Students:** The state government has initiated the scholarship for SC, ST, and minority students (both boys and girls). Under this scheme, SC/ST/ minority students of Classes I–IV, V–VI and VII–VIII receive Rs. 500/-, Rs. 1000/- and Rs. 1500/- per annum respectively. In order to provide the direct benefit of scholarship to each deserved student, government deposits the amount in the personal bank account of the concerned student.

CONCLUSION

The analysis of elementary education in Jharkhand reveals certain disturbing pictures with particular reference to enrolment and dropout of students. Truly speaking, despite all attempts in this direction, the result is yet to become satisfactory. In order to surmount the ongoing and upcoming problems, valid measures are to be properly implemented as well to be carefully monitored for their genuine impact. There is a need to assess the benefits achieved by the students from various facilities. Otherwise, this would lead to a quantitative growth without accompanying the qualitative aspects. An effective evaluation of implemented government policies and programmes, over a timeframe, would

help in attaining universalisation of elementary education in the state. In order to attain so, administrative structure has to be overhauled with a strong will and determination. Various media, methods and materials are to be utilised to fulfil the needs of every child and the special needs of the deprived and the differently abled children. This will not only increase the participation of children and retain them in the schools but will also facilitate in improving the

quality of education imparted in the school. Time has come to do something serious in this regard. The government alone cannot do all this. It needs concerted and continuous efforts from all sections of society. We as parents, community members, teachers, politicians, planners and policy framers need to come forward and join our hands in helping our children to have a reasonable future in the changing context.

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