

**DIMENSION OF ISSUES IN EDUCATION OF CHILDREN  
AT ELEMENTARY LEVEL DUE TO REPEATED  
DISPLACEMENT:  
CASE STUDY OF A VILLAGE-CHIKAPAR.**

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## ABBREVIATIONS

<b>DP</b>	Displaced Persons
<b>FGDs</b>	Focus Group Discussions
<b>HAL</b>	Hindustan Aeronautics Limited.
<b>KBK</b>	Koraput Bolangir Kalahandi
<b>LP</b>	Lower Primary
<b>NALCO</b>	National Aluminium Company
<b>NAD</b>	Naval Armament Depot
<b>PAP</b>	Project Affected Persons
<b>RLTAP</b>	Revised Long Term Action Plan
<b>R &amp; R</b>	Rehabilitation and Resettlement
<b>SC</b>	Scheduled Caste
<b>ST</b>	Scheduled Tribe
<b>TLM</b>	Teaching Learning Material
<b>UKP</b>	Upper Kolab Project
<b>UP</b>	Upper Primary
<b>UEE</b>	Universalization of Elementary Education
<b>UNICEF</b>	United Nations Children's Fund
<b>UN</b>	United Nations

## EXECUTIVE SUMMARY

Displacement of human settlement is not a new phenomenon. It has been caused by a variety of factors, e.g. construction of dams, establishment of Industries. Large scale displacements have taken place in our country in the recent past for establishment or construction of various projects either by public authorities or by private industrialists. As most of these projects are constructed in hilly and forest areas, the major portion of affected people belong to tribals and such other weaker sections inhabiting in the region. It is often argued that establishment of such projects are necessary for the development of our nation. This is true. But the social cost due to displacement needs serious attention of the project authorities. It is disheartening to note that most of the project authorities, whether government or private, give priority to the financial benefit of the project rather than to the interest of the project affected persons.

The study focuses on the human rights issues, particularly the issues associated with education of children aged 6-14 years, in respect of a village, namely *Chikapar*, The village has suffered from repeated displacement due to various intervention of the government from time to time. The specific objectives of the study include:

- i. To document the experiences of the population under study at different points of displacement.
- ii. To study the state of education of children between 6 and 14 years resulted from repeated displacement.
- iii. To make in-depth analysis of selected cases so as to understand the causal factors affecting education of children as a result of displacement.
- iv. To understand the human rights issues of children which resulted from repeated displacement of village under study.
- v. To bring the issues associated with education of children, as a result of repeated displacement, to the notice of Civil Society Organizations.

The research design employed in carrying out the study was based on the principles of applied case study research (Yin, 1994). The tools of qualitative research, for example, semi-structured and conversational interviews, observation, and documentary analysis, were used for the collection of data. In practice, data was collected using a check-list of observations and questions addressed to different informants, situations and documents. Extensive field notes of experiences and group discussions were made. The researchers visited the case study site thrice. The use of multiples sources of data, e.g. documents, observations, FGDs, contributed to the validity of findings. The evidence on which the findings are based also underwent a level of cross-checking or triangulation as a result of the use of multiple sources. The techniques of reputational sampling (Johnson, 1994), accidental sampling (Aggarwal, 1988) and judgement or purposive sampling (Aggarwal, 1988) was used to collect data from informants.

The report is divided into four major components. In the first section, there is a description of the origin of the village *Chikapar* and the situations and perspectives of its displacement from time to time. The socio-economic and educational implications of each displacement have also been highlighted in this section. The second section is devoted rights of the child in general and right of child to education in particular, in national and international perspectives. In this context, a reference has been made regarding India's constitutional commit in articles 45, 21-A and 51-A(k). The third section reflects on the state of education of children between the age group 6 and 14 years at different points of displacement. Certain case stories have been presented in this section so as to explore the grass root realities pertaining education of children and make them transparent. Finally, the report draws some critical issues arised from repeated displacement, viz. economics of compensation, false promises, phenomenon of impoverishment, the human rights issues, and threat of displacement. Analysis has been made as to how these issues influence different aspects of children's education, including enrolment, retention, and school attendance etc. The analysis further revealed that most of the rights of children, particularly right to life, right to education, right to health care, recreational and cultural rights, are violated.

## **1.0 BACK DROP**

The phenomenon of displacement of human settlement has been caused by a variety of factors – human and natural. India, in the recent past, has seen large scale displacements due to construction of development projects, including dams. As most of these projects, particularly dam projects, are constructed in hilly and forest areas, the people vulnerable to displacement caused by these projects mostly constitute people belonging to tribal and other backward communities and rural people. It is often argued that establishment of such projects are necessary for the development of our nation. This is true. But the social cost due to displacement needs serious attention of the project authorities. Of course, the Govt. of India in different ministries have made adequate provisions in terms of guidelines or laws for the resettlement and rehabilitation of displaced persons. But the reality is that displaced persons in most cases have been impoverished, marginalized, exposed to hardship and have little chance for restoring their past situation. It is disheartening to note that most of the project authorities, whether govt. or private, give priority to the financial benefit of the project rather than to the interest of the displaced persons or project affected persons. It is seen that very few displaced persons or project affected persons are offered adequate facilities for resettlement and rehabilitation. Even though the projects have resettlement and rehabilitation packages, in most cases their approach to resettlement and rehabilitation is faulty.

### **1.1 Displacement Scenario**

The negative impact of displacement prior to independence of India was minimal and was not visible, since land and other natural resources were abundant and the population was small. But it assumed to be alarming under British rule and got intensified after independence due to implementation of various public projects in the name of planned development since 1951. Most of the Indian leaders, particularly those who were educated in the west, viewed development mainly as economic growth and attributed the country's development to technology. This thinking was accepted in principle in 1956 as mixed economy and was reflected in the second five-year plan (1956-61). As a result, a number of huge public projects

were established. Most of such projects (65.30%) established between 1951 and 1995 constitute dams only. The other projects like industries, mines and miscellaneous, established during the same period, constitute 4.5%, 17.4% and 12.8% respectively (Institute of Social Sciences, 1997; Reported in Anuradha, 2006, p.4). The displacement caused due to the execution of major development activities between 1951 to 1990 can be seen from table as follows:

**Table: 1.1**

***Displacement of Population by Different Development Projects in India***

Sl.No.	Project Activity	Number	Year	Population Displaced (1951-1990)	Percentage
1.	Large Dams	2422	1990	1,40,000.00	75.6
2.	Mines	1210	1983	21,000.00	11.5
3.	Industries	00	1990	13,000.00	7.00
4.	Parks and Sanctuaries	468	1990	6,000.00	3.2
5.	Others	00	00	5,000.00	2.7
			TOTAL:	1,85,000.00	100.00

**Source: Dalua, 1993, Mohapatra, 1990, Pandey, 1998**

Orissa witnessed the problems of large scale displacement after independence and particularly after fifties due to construction of dam/reservoir projects, large scale industries, mines and communication systems. Official estimates indicate that till today there are about 70 medium and major dam projects either completed or ongoing, which has displaced about 3 lakh 80 thousands people. Some of the major dam projects, which have displaced families of significant size, are Hirakud Dam Project (32718 families), Machhakund Dam Project (2938 families), Upper Kolab Dam Project (3179 families), Rengali Multipurpose Dam Project (10872 families), Upper Indravati Hydro Electric Project (5301 families), Balimela Dam Project (1200 families). All other industries like NALCO, HAL, and Ordnance factory have displaced 3,143 families. Out of the total displaced people in dam projects in Orissa, SC and ST categories together account for more than 50% and ST Population alone constitute about 35%. All these projects are located mostly in tribal and hilly areas.

Koraput district is one among the 30 districts of the State of Orissa which is known for high concentration of tribal population. Tribals constitute 49.64 per cent of its population as per 2001 census. The district was forced to allow its inhabitants to become the victims of displacement when the inter-state agreement for hydroelectricity at Machhakund was signed in 1946. As a result of this, 67 villages were submerged under water. There are three major dam projects, viz. Machhkund, Upper Kolab and Indravati; and two major industries, viz. National Aluminium Company (NALCO) and Hindustan Aeronautics Limited (HAL) in the district. Besides, there are railway connections between Kotavalsa and Kirondul and that between Koraput and Rayagada. These projects have all brought benefit to certain sections of the society but have caused miseries to many displaced families, most of whom belong to tribals and other marginalized sections, e.g. population belonging scheduled castes, rural people. In the absence of an effective resettlement and rehabilitation policy, the displaced outstees have been impoverished. Even the data pertaining to exact number of families who were displaced and that covered under resettlement and rehabilitation programme are not available. Table-1.2 presents the information pertaining the number of villages and families that have been affected as a result of establishment of various projects in the district, e.g. Machhkund, HAL, Upper Kolab.

**Table-1.2**

***Intensity of Displacement in Undivided Koraput District***

Sl. No.	Name of the Project	Inception	Total Affected Villages	Total Number of Families		
				S.C.	S.T.	General
1.	Machhkund	1948	67	300	1500	1138
2.	Upper Kolab	1976	49	442	1421	1316
3.	HAL	1963	10	--	--	--
4.	NALCO	1981	14	55	266	279
5.	Upper Indravati	1976	99	697	2223	2282
6.	Balimela	1962	91	--	--	--

**Source: Dalua, 1993, Mohapatra, 1990, Pandey, 1998**



## 1.2 Rehabilitation and Resettlement

The constitution of India in its Seventh Schedule provides for the relief and rehabilitation of persons displaced from their original place of residence by reason of the setting up of the dominions of India and Pakistan. Accordingly, the government of India evolved certain policy guidelines for the resettlement of persons displaced from Pakistan and other neighbouring countries. But the constitution did not have a comprehensive policy for the resettlement of those who had been displaced due to the establishment of various development projects within India.

In the absence of a uniform national policy on resettlement and rehabilitation, each ministry has drafted its own official guidelines for rehabilitating oustees affected by the projects. At the National level, the Department of Irrigation under Ministry of Energy and Irrigation, Government of India, is the first to issue directives to State Governments regarding rehabilitation of persons displaced by the establishment of major reservoir projects.

Our constitution provides certain benefits to the tribals and gives special priority to their upliftment. In accordance with this, Ministry of Home Affairs issued a set of guidelines on rehabilitation of displaced tribals which were based on the recommendations made by a conference of Chief Ministers held under Union Home Ministry. With the instruction of the Bureau of Public enterprises under Ministry of Industry, Ministry of Water Resources impressed upon all state governments to implement the policy directives as : there should be a rehabilitation cell in each and every project to identify persons displaced due to land acquisition, and make adequate provision for agricultural and homestead land. Entire cost is to be borne by the project authorities. On the bases of these directives, project authorities both at government and private sector, prepared popular packages for R & R, appraised the Government at the State and National level as well as project affected persons, but do not adhered to them. For example, at the time of inception of Upper Kolab dam project in Koraput district in 1976, the three major ways of R & R available then under the state rehabilitation guidelines were: allotment of land for agriculture or payment of cash in lieu of it, house space in resettlement camp, and employment in the project. All the 3179 families spread over 49 villages, affected by the project have not yet receive the benefits under the package.

## 2.0 RESEARCH METHODOLOGY AND OBJECTIVES

The research design was based on the principles of applied case study research (Yin, 1994). The tools of qualitative research, for example, semi-structured and conversational interviews, observation and documentary analysis, were used for the collection of data. In practice, data was collected using a check-list of observations and questions addressed to different informants, situations and documents. Extensive field notes of experiences and group discussions were made. The researchers visited the case study site thrice. The use of multiples sources of data, e.g. documents, observations, FGDs, contributed to the validity of findings. The evidence on which the findings are based also underwent a level of cross-checking or triangulation as a result of the use of multiple sources. The techniques of reputational sampling (Johnson, 1994), accidental sampling (Aggarwal, 1988) and judgement or purposive sampling (Aggarwal, 1988) was used to collect data from informants.

### *Objectives*

The specific objectives of the study are as follows:

- vi. To document the experiences of the population under study at different points of displacement.
- vii. To study the state of education of children between 6 and 14 years resulted from repeated displacement.
- viii. To make indepth analysis of selected cases so as to understand the causal factors affecting education of children as a result of displacement.
- ix. To understand the human rights issues of children which resulted from repeated displacement of village under study.
- x. To bring the issues associated with education of children, as a result of repeated displacement, to the notice of Civil Society Organizations.

### **3.0 CASE PROFILE**

The study focuses on the issues associated with education of children, particularly at the elementary stage, in respect of a village namely, *Chikapar* that has suffered from repeated displacement due to various interventions of the governments – Central as well as State. The village as a whole has been considered as unit of the study so as to facilitate holistic analysis of the issues revolving around basic education of the children. However, selected personalities of the village, mostly those who have experienced or affected as a result of all the displacements, have also been taken for the case study to facilitate understanding of grassroots realities critical to pursue of basic education by the children, mostly belonging to disadvantaged sections. Besides, some legendary characters having say on the origin and various phases of development of the village have also been included as cases. Thus, from the research design point of view the basic unit of the study is Chikapar village and that is the case. The personalities/individuals taken for further detailed analysis of the situations are categorized as cases within the case. The study at two different levels of analysis adds to the strengths or gravity of the findings.

#### **3.1 Origin of Chikapar**

The historical background or origin of the village *Chikapar* was learnt from a 74 year old S.C. woman, namely Prafulla Kumari Khora, who claims to be the successor of the first settler of the village. Mrs.Khora narrated the story of origin of the village in the presence of more than 25 villagers, including few senior citizens, and the team of the investigators.

A Brahmin belonging to Jagdalpur area of neighbouring State Madhya Pradesh, who incidentally married a Harijan (SC) girl, was dispelled by the villagers. The person along with his newly married wife left the village and came to Orissa in search of a place for settlement. Incidentally he preferred to settle at a place in the district of Koraput (presently within HAL Township at Sunabeda) away from habitations. The person wanted to learn a local occupational skill, i.e. cutting a type of locally grown long grass and selling them in the market. He requested some

nearby tribal inhabitants to help him learn the skill for his livelihood. The tribals laughed at him saying that he can not do this work. The person said in reply, "When you are all able to do this, why can't I?" The person ultimately learnt this and earned for the maintenance of his family. In the course of time the person wanted to name the place of his settlement for the sake of identity and asked the nearby tribal inhabitants to suggest a name. The people laughed at him and suggested the name "Siksha Palli". The term "Sikha" denotes 'Learning', i.e. learning of cutting grass and selling them in the market; and the term 'Palli' denotes village/habitation. In the course of time some tribal families of nearby villages came forward to settle at *Sikhapalli* and village grew in terms of population and number of household. Some influential members of the village did not like the name of the village, i.e. *Sikhapalli* and later replaced it by another name, i.e. *Chikapar*.

### **3.2 Displacement of Chikapar : Situation and Perspectives**

*Chikapar* has suffered from repeated displacement due to various reasons. The villagers reported to have been forced to be displaced from place to place in the vicinity of Sunabeda but have not been paid adequate compensation. Some families have still been trying to get their dues and running to revenue offices at Koraput. The villagers have been displaced twice during the last 40 years, i.e. from 1966. The history of repeated displacement is as follows:

- A. The first displacement took place in the mid-1960's due to establishment of H.A.L. at Sunabeda. The village was originally located at the heart of present Sunabeda township. The villagers were asked to vacate and settle in a vast barren land near *Sirisiguda* at about 4 Kms. away from the original settlement. The villagers were paid Rs.100.00 per acre of land categorized as class-I and Rs.50.00 for land categorized as class-II. No compensation was sanctioned for construction of house. The whole land, as reported by the villagers, belongs to two persons namely, *Pala Patro* and *Kumandan Patro*, who handed over the land to the Government on lease. About 300 families were reported to be displaced. After 10 years (i.e. towards mid 1970s) of settlement, Naval Armament Depot (NDA) was established for security reason, quite closer to the village. As a result, the agricultural land of some

families was acquired but no compensation was provided, as the villagers were not legal holder of the land. Few families, mostly belonging to S.C. community, were displaced and settled at the present Chikapar village, about 4 Kms. away. The villagers faced the second displacement due to commencement of Upper Kolab Project (UKP) in the year 1976.

- B. Due to commencement of UKP, the village started submerging in the reservoir w.e.f. the year 1982. The villagers were asked to vacate the place and settle at a place near *Kotpad*. Many families did not like the place and preferred to settle at places of their choice on receipt of compensation under *Vanavasa* scheme at the rate of Rs.14,041.00 per household. Most of the households preferred to settle at the present Chikapar village. About 250 families settled here on displacement in the year 1986. So far about 18 families reported to have not been paid the compensation of Rs.14,041/- due to various irregularities, e.g. issue of joint family, extent of loss in the previous settlement, errors in survey by the project authorities. Such families have been trying since last 20 years, i.e. from 1986 to get the amount of compensation under *Vanavasa* scheme and running to revenue offices at Koraput from time to time.

### **3.3 Chikapar Now**

The Village Chikapar now has turned to be a big village consisting of four habitations, viz. *Tala Sahi*, *Dhep Sahi*, *Puruna Chikapar* (Old Chikapar), and *NAD Chikapar*. All the habitations are well connected with *pucca* road. About 50% of the houses are *pucca* and electrified. The villagers seems to be economically well off.

The habitation *Tala Sahi* of *Chikapar*, situated by the side of NH-43, consists of 90 households, out of which about 50 per cent belong to ST Community and the rest 50 per cent belong to SC Community. It is the most developed habitation of the village. Most of the households are well off--economically, socially and educationally. The village road is *pucca* and seems to be clean. Most of the houses are fire proof.

*Dhep Sahi* situated at about 500 meters away from *Tala Sahi*. It is the largest habitation of Chikapar with 150 households. Out of these 150 households, 30 belong to General Caste (*Kshatriya* community), 60 belong to SC community, and 60 households belong to ST community. Most of the houses are *kuchha*. Most of the households seemed to be economically poor and depend upon daily wages. The houses are dispersed and village road was dirty.

*NAD Chikapar* consist of only 15 ST (*Gadaba*) households. It is situated closer to Naval Armament Depot (NAD), about four kilometers away from *Tala Sahi* and 3.5 Kilometers away from *Dhep Sahi*. All the 15 households seemed to be socio-economically poor.

*Puruna Chikapar* is the smallest habitation with as less as four households, out of which three households belong to General Caste and one household belong to ST (*Gadaba*) community. The habitation is situated closer to north of *Dhep Sahi*.

#### **4.0 RIGHTS OF THE CHILD: A RESPONSIBILITY FOR ALL**

The rights of children and what the world wants for its children are articulated most clearly in the Convention on the Rights of the Child adopted by the General Assembly of the United Nations in 1989, the most widely ratified treaty in history. They are also contained in other human rights documents, including the Universal Declaration of Human Rights, the International Covenants, Conventions, and other widely adhered to international human rights treaties and declarations.

The rights of children include the following indivisible, inter-dependent, and inter-related rights:

- The right to a standard of living adequate for a child's intellectual, physical, moral and spiritual development, including adequate food, shelter and clothing.
- The right to freedom from discrimination based on age, gender, race, colour, language, religion, nationality, ethnicity, or any other status, or on the status of the child's parents.

- The right to the highest possible standard of health and to access to health care.
- The right to a healthy and safe environment.
- The right to education – to free and compulsory elementary education, to readily available forms of secondary and higher education, and to freedom from all types of discrimination at all levels of education.
- The right to protection from neglect and all types of physical or mental abuse.
- The right to protection from economic and sexual exploitation.
- The right of the child to express an opinion about plans or decisions affecting his or her life.
- The right of the child to live in a family environment. State should provide families with assistance and support if necessary for meeting the fundamental needs of the child.

*(Reported in PDHRE, 2002, pp.1-2)*

The Convention on Rights of the Child affirms that children are the subjects of rights, not simply objects of concern or beneficiaries of services. They are entitled to the action of the States, institutions and individuals for the full realization of their rights. All need to support the cause of realizing the rights of children for the benefit of the whole culture.

The Convention on Rights of the Child highlights and defends the role of the family in children's lives. The preamble sees the family as the natural environment for the growth and well being of its children. Therefore, the Convention places obligation on the State: to respect parents' rights, duties and responsibilities to provide guidance to their children; to prevent separation of children from parents; to support parents and parenting; and above all, to provide care when parents can not (United Nations, 1998, p.11).

While the Convention upholds the principles of non-discrimination, it requires a focus on disadvantaged children. The principle of equality sometimes requires taking affirmative action in order to diminish or eliminate conditions which cause to

perpetuate discrimination. Thus, there is a need to identify the most vulnerable and disadvantaged children and take action to ensure that such children enjoy their rights at par with other children.

Although the task of realizing children's rights is a universal one, the Convention on Rights of the Child addresses the Government primarily to function as a catalyst. The commitment of Governments to act in favour of children requires much more than signing and ratifying the Convention. The Convention has urged Governments to:

- Develop a comprehensive national agenda for children;
- Ensure that all legislations are fully compatible with the Convention – incorporating the Convention into domestic law or ensuring that its principles take precedence in cases of conflict;
- Make children visible in the process of policy development of the government by introducing a child impact assessment;
- ensure effective coordination of children's policies across government departments, between the various levels of government, and between government and public as well as private bodies, including NGOs;
- Develop permanent mechanisms for coordination, monitoring and evaluation;
- Ensure sufficient data collection on the state of all children under the jurisdiction of the State;
- Allocate available resources to their maximum extent for policies with regard to children and carry out adequate budget analysis to determine the proportion spent on children;
- Introduce training activities on the Convention for all those involved in government and working with or for children;
- Raise awareness of the human rights of children among adults and children; and
- Develop independent statutory offices for children to voice children's concerns and take a firm stand on behalf of children's interests

*(United Nations, 1998, p.12)*



## 4.1 Right to Education

The right of every child to be provided with basic education is recognized by the international community, including virtually all the Governments of the world. The signatories of the World Conference on Education for All at Jomtien, Thailand in 1990 have undertaken commitment to facilitate universal access to basic education, improvement of learning achievement and take steps to make basic education compulsory (Reported in UNICEF, 1991, p.18).

Convention on the Rights of the child insists on the child's right to a high quality education. Principle-7 of the Convention reads, "The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity to develop his abilities, his individual judgments, and his sense of moral and social responsibility, and to become a useful member of society" (United Nations, 1998).

To ensure the right of the child to free and compulsory education atleast upto elementary stage, the Convention assigns specific responsibilities to the State Parties. Article-28 of the Convention reads:

*States parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: a. Make primary education compulsory and available free to all.....(UNICEF, 1991, p.55).*

## 4.2 India's Constitutional Commitment

India, after independence in the year 1947, is fully committed to the goal of Universalization of Elementary Education (UEE). The Directive Principle contained in Article-45 of the Constitution reads, "*The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years*". This article has been reworded in the 86<sup>th</sup> Constitutional Amendment Act-2002 as:

“The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years” (Govt. of India, 2002).

The 86<sup>th</sup> Constitutional Amendment Act-2002 further declares elementary education as fundamental right of the children by inserting a new article 21-A after article 21 in part-III of the constitution. Article-21-A reads : “*The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine*”. Amendment of Article 51-A in part IV(A) of the Constitution makes it the fundamental duties of a citizen of India to provide opportunity for the education of their wards between the age of six and fourteen years. Clause (k) of Article 51-A reads : *It shall be the duty of every citizen of India : “(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years”* (Govt. of India, 2002).

## **5.0 CHILDREN’S EDUCATION**

The study has arisen out of the need to reveal the issues in pursuing formal education by the children between the age of six and fourteen years, of the village under study, viz. *Chikapar*. The village has become victim of repeated displacement and is still under threats. The problems of the villagers, mostly relating to rehabilitation and resettlement, have attracted the attention of media time and again. Unfortunately, the problems pertaining to basic education of children caused by displacement have hardly occupied place in the media all the time. Realizing the thoughts laid by UN Convention on the Rights of the Child as far back as 1989; and India’s Constitution (86<sup>th</sup> Amendment) Act, 2002 on Universalization of Elementary Education (UEE) and making it a fundamental right, the study focuses on the issues associated with the major dimensions of UEE, e.g. access and enrolment, retention. Although the purpose of the study is not to generalize the conclusions, the outcomes derived from in-depth analysis of situations and perspectives would reveal the critical factors inhibiting education as a result of repeated displacement. The case stories and outcomes of focus group discussions provide enough insights on the dimensions of problems caused by displacement. The ultimate aim of the study is to bring the issues to the notice of the Civil Society Organizations (CSOs) working for the project

affected persons and convince them so as to include educational issues in their agenda.

## **5.1 Case Stories**

During the process of data collection, certain people, whose education and/or their children's education has been affected due to displacement, were interviewed on the major aspects of education, including schooling facility, and distance between home and school, opportunity to attend school, supply of Teaching-Learning Materials (TLMs) and reading and writing materials by the parents or school. The information provided by these informants have immense implications for the project authorities in the context of preparing resettlement and rehabilitation packages for the displaced families.

### **5.1.1 Story of Rabi Pamia**

*Rabi Pamia* aged 35 years is an inhabitant of *Tala Sahi* of Chikapar village. He belongs to Scheduled Tribe community. He has completed secondary education in a residential school, namely Doliamba Ashram School, situated at a distance of about 10 kilometers. His parents decided to send him to an Ashram School so as to avoid disturbance in education, when the village faced the second time displacement in the year 1976 due to commencement of Upper Kolab Project. Thus, he could complete secondary education due to the awareness of his parents about education and timely decision taken to avoid threats of displacement. He was in army at Gowhati (Assam) for some time. He left army in the year 1985. Presently he is a contractor in Hindustan Aeronautics Ltd. (HAL) township, Sunabeda quite closer to his habitation. He is blessed with two sons. The elder son aged 17 years is studying in Class-XII of a residential school, namely Ekalabya Model School, *Pungar* situated at a distance of about 12 kms. from home. The younger son is studying in class VIII of ADAV High School, Sunabeda. The elder son also did his secondary education in this school. Mr.Rabi Pamia is happy to state that displacement, particularly the last one that took place in 1982 and brought them to the present Chikapar, is a boon for him and his family. He has flourished economically, and both of his sons could get better education due to displacement.

### **5.1.2 Story of Prafulla Kumari Khora**

*Prafulla Kumari Khora* is a 74- years old SC woman. She lost her husband two years back, i.e. at her age of 72 years. Both of her sons are well placed. The elder son is a Mechanic in HAL, Sunabeda and has been blessed with three daughters and two sons. All these five grand children of Smt. Khora are well educated at Sunabeda and Vizianagaram City of the neighbouring State of Andhra Pradesh. The younger son has three daughters, two of whom are studying in English medium schools situated in HAL township, Sunabeda. Mrs.Khora stated that people faced a lot of problems, including those relating education of their words, in the previous village mainly because of the poor connectivity. The village, during rainy season, was remaining cut off due to barrier of the river namely Kerandi. Children were not attending school regularly due to the barrier of river. There was no school in the village. The small children had to cross the river to attend school in the nearby village. Only few children of the village were studying in residential school at 12 Kms. away from the village (Doliamba Ashram School). However, the problem could be solved partially after construction of a fair weather bridge (Jhola bridge) over the river Kerandi. Mrs. Khara stated that her grand children could avail good education in Sunabeda township due to second time displacement of the village in the year 1982.

### **5.1.3 Story of Ghasi Kadam**

Ghasi Kadam is an illiterate ST person who is at his forties. He has three sons: the first son aged 20 years has never attended school like his father; the second son aged 12 years studies in class-V of the village primary school; and the third son aged 7 years studies in class-II of the same school. Mr.Kadam has limited landed property and, therefore, works as a daily wage labourer in HAL factory at nearby Sunabeda township. He stated that his first son, who took birth in the Chikapar now, became the victim of displacement as he did not attend school in order to help his parents in the construction of house and to assist in other household chores. He further lamented that he has so far not received the compensation under *Vanavasa* Scheme amounting Rs.14,041/- but has been trying since last 20 years. However, he has been assured by the Revenue authorities that

the money will be sanctioned soon. The departmental enquiry for identification of beneficiaries, and arrangement for payment is still on.

#### **5.1.4 Story of Ghasi Sisa**

*Ghasi Sisa* aged 35 years is a daily wage labourer. He belongs to *Dhep Sahi* of Chikapar village. He is an illiterate. He has two daughters and two sons. The first child aged 19 years is a daughter. She took birth in the previous village, where by that time, there was no school. So she has never attended school but has made herself literate in the adult literacy centre for women being run in the habitation. The second child aged 14 years is a son. He studies in class-VIII at HAL township, Sunabeda. The third child (daughter) aged nine years, and the fourth child (Son) aged 7 years are studying in the village primary school.

Mr.Sisa stated that he has received an amount of Rs.1326.95 from the revenue authorities for construction of house, but has not received the due compensation under *Vanavasa* scheme amounting Rs.14,041/-. He is constantly trying for the amount since 1986 and is in hope to get it. It is disheartening to note that Mr.Sisa offered Rs.20/- to our team of investigators with a request to facilitate early payment of Rs.14,041/-. The large family of Mr.Sisa has been suffering from poverty, which can partly be ascribed to displacement.

## **5.2 Outcomes of Focus Group Discussions (FGDs)**

A series of FGDs, held during the process of field visit, some with exclusively women, and some with the presence of both the men and women, revealed some critical issues pertaining to education of children at different points of displacement. The major issues discussed and outcomes, as derived from the proceedings of various FGDs are listed as follows:

### *Issues Discussed*

- Access to elementary education
- Enrolment of students.
- Retention/Dropout of Students.

- Teacher related issues, e.g. teacher absenteeism, teacher-pupil ratio.
- Home/Family related factors affecting education of children.
- Displacement related factors affecting education of children.
- Resettlement and Rehabilitation (R & R) of Displaced families.

#### *Common Views/Issues*

- i. Most of the inhabitants of Chikapar suffered from all accounts, e.g. economically, educationally, during their stay for about 10 years (mid 1970s to mid 1980s) in the second village where Naval Armament Depot (NAD) has been established. There was no school in the village. The river *Kerandi* was a barrier, particularly during rainy season. It deprived people to benefit from educational and health facilities available at Sunabeda township. Most people suffered from poverty as they could not come to nearby town for work for nearly six months a year.
- ii. For many, the displacement that took place in the mid-1980s was a boon. This is because the village is closer to Sunabeda township. The poor people could get work of their choice; many poor women and children worked as servants in the families at township; people were provided free health check-up facilities; children could get quality education; and so on. But for some, particularly the poor, this displacement was a curse. Many children, mostly girls, left schooling to assist their parents in house construction and other household work.
- iii. As many as 18 families of the village have not been paid compensation due under *Vanavasa* scheme, i.e. Rs.14,041/- even after 20 years of displacement. These people, mostly belonging to SC and ST communities, are running to revenue authorities from time to time. Some have reported to pay bribe to the local touts and village level revenue functionaries to get their work done.
- iv. The Project authorities, including the Chief Minister, made a lot of promises pertaining to resettlement and rehabilitation of displaced families, e.g. free medical facilities in HAL township, to provide job to one member of each displaced families in the HAL factory at Sunabeda. But none of them could keep their promises.

### 5.3 Access and Enrolment

The availability of school facilities and quality of infrastructure has a strong bearing on the efficiency of the system, influencing enrolment/non-enrolment, dropout/retention and achievement level. The positive association between school facilities and pupil achievements is stronger in the educationally backward States of Orissa (PROBE Team, 1999; reported in Govt. of Orissa, 2004, p.118).

It was learnt during FGDs that there was an LP school with one teacher in the original Chikapar village. The school had one room only, which was used as classroom for all the three classes, i.e. classes I, II and III. The teacher used to come to school once in a blue moon due to poor connectivity. A very small portion of children within the relevant age group (6 to 9 years) were attending the school due to various reasons e.g. teacher absenteeism, poor infrastructure and lack of motivation among the parents etc. Some parents were sending their children to residential school at Doliamba, 12 Kms. away from the village, for education beyond class-III.

In the second village, where Naval Armament Depot (NAD) is functioning at present, people stayed for about 10 years (mid 1960s to mid 1970s). There was no school in the village. These 10 years was the most difficult period for the villagers. People suffered a lot due to lack of school facilities, poor road connection, and inadequate attention of the govt. officials for their problems. In a nut-shell, there was no scope for formal education due to lack of access as well as proper communication. However, towards the end of their stay in the village, government constructed a *jhola* bridge on the river *Kerandi*, which opened the door to education of children.

The Second and last displacement, which took place towards mid-1980s was a boon for most of the families in general and from the point of view of education of children in particular. Since the village is very close to HAL township, Sunabeda, children are availing quality education upto degree level. Many parents have reported to enroll their children in English medium schools at Sunabeda. Of course, there is a government primary school in the village. A 40-seated girls' hostel, built out of KBK-RLTAP project grant, is functioning in the school campus. It was learnt

that most of the hostellers belong to Chikapar village. In a nut-shell, there is almost no incidence of dropout at the primary education stage; and no problem in general from the point of view of elementary education of children.

## **6.0 CRITICAL ISSUES**

Education of Children, particularly at elementary level, is affected by multiple factors. Some critical factors include: access and enrolment, economic condition of the family, educational level of parents, teacher-pupil ratio, regularity of teachers in attending school, distance between home and school, school environment--physical, social and emotional etc. Any incidence/event that has influence on any of these factors must have bearing on children's education. Analysis of the event of repeated displacement in case of Chikapar village, and the consequence of each displacement on socio-economic life of the inhabitants, indicate the extent to which education of children has been affected--positively or negatively.

### **6.1 Economics of Compensation**

The compensation provided to the displaced families both the times (first displacement in mid-1960s and the second displacement in mid-1980s) was not adequate. The compensation of the displacement that took place in mid-1960s, was minimal. The displaced families were paid Rs.100/- per acre of land categorized as class-I and Rs.50 for land categorized as class-II. No compensation was provided for construction of house. Many families were not provided compensation for the loss of their agricultural land on the ground that they were not the legal owner of such land. From the economic point of view, many families, even though the legal owners of land, were put to loss due to low rate of land. Thus, this displacement brought miseries to many families.

### **6.2 False Promises vis-à-vis High Hopes**

It was learnt from the FGDs that the project authorities, including high level officials and political leaders, hold public meetings with the persons vulnerable to displacement due to establishment of HAL at Sunabeda in mid-1960s. These



officials and leaders made many promises in favour of this vulnerable group, e.g. employment to one person of a displaced family, appropriate compensation for loss of landed property. These promises raised the hopes of the inhabitants of Chikapar. Therefore, they gladly accepted this displacement. But ultimately the promises were broken and displaced families suffered a lot.

### **6.3 Phenomenon of Impoverishment**

Both the displacements of Chikapar village that occurred in mid-1970s and mid-1980s were involuntary. In other words, people were made to displace using variety of measures. It is, however, disheartening to note that the people who were deprived of their livelihood were not properly dealt with by the project manager. This amounts to impoverishment of such people. The phenomenon of impoverishment refers to the fact that displaced persons are deprived of their livelihood and are forced to lead a life of poverty and suffering.

### **6.4 The Human Rights of Children at Issue**

Every woman, man, youth and child has the human rights pertaining to different aspects of human life, including health, education, security, religious, political, moral and economic. The human rights of all persons to these aspects of human life are explicitly set out in the Universal Declaration of Human Rights and other human rights treaties.

The Republic of India has a vintage heritage from the days of Budha to the Gandhian era of kindness, sharing and caring and viewing the child as the incarnation of divinity. Therefore, the paramount commitment to the child is the first charge of India's resources. The nourishment--materials, moral, cultural and spiritual, of every child must be the sublime focus of the State. Review of major international and national documents, including Declaration of the Convention on Rights of the Child (1959), India's National Policy for Children (1974), World Declaration the Survival Protection and development of Children (1990), and Children Code Bill (2000) revealed that the following six rights of children are emphasized throughout the globe:

- Right to Life
- Right to Education
- Right to Health Care
- Right to Protection against Exploitation and Abuse.
- Recreational and Cultural rights.
- Right to Freedom from Discrimination.

An analysis of the issues associated with repeated displacement of Chikapar village reveals that most of these rights of children, particularly right to life, right to education, right to health care, recreational and cultural rights, are violated.

### **6.5 Threats/Phobia of Displacement**

The inhabitants of Chikapar are still under threat of displacement. With the functioning of a major project, namely Sukhoi Project by HAL Sunabeda, it is apprehended that the boundary of the project area may be extended which may encroach the village. There is still another apprehension regarding displacement of the village. Presently, the village is situated between Sukhoi Project area and Naval Armament Depot. Therefore, the villagers apprehend that they may be pushed to displace at any time for security purpose.

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