



STATUS OF SECONDARY AND HIGHER SECONDAR EDUCATION IN RURAL JHARKHAND

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The economic growth of the country not only depends on the natural resources, technology and capital but mainly on the quantity and quality of manpower. By quality of manpower we mean the efficiency and productivity of work force. The efficiency of the manpower depends on the many important factors like health and nutrition, education and training, housing facilities, safe drinking water and sanitation. These are considered an important determinants of quality of life. Adequate investment in these determinants will increase productivity and efficiency of manpower, economist call it human capital we mean, the body of knowledge attend by the population and capacity of the population to use the knowledge efficiency.

Education is the most important lever for social, economic and political transformation. The well education and properly trained manpower can adulterate the pace of economic development. A well educated population, equipped with the relevant knowledge, attitude and skills is essentials for economic and social development in twenty-first century. Education is a core sector for achieving the objectives of employment, human resource development and bringing about much needed change in social environment for overall progress of the country. It provides skills and competencies for economic well being. Jharkhand has made some noticeable improvement in education in the recent years. The rate of literacy in Jharkhand has increased from 53.56% in 2001 to 66.41% in 2011 and the state has made progress in the inclusive coverage of almost all the educational parameters. The main objective of this paper is to study the status of secondary education with reference to student classroom ratio, distribution of teachers and total enrolment ratio and other indicators.

INTRODUCTION

Secondary education serves as a link between the elementary and higher education and plays a very important role in this respect. A child's future depends a lot on the type of education she/he receives at the secondary and higher secondary level. This stage of education serves to move on to higher secondary stage as well as to provide generic competencies that cut across various domains of knowledge as well as skills. In recent years how/ever, while stakeholders continue to debate the nature and function of secondary education the need for its development has become apparent with the changing context of schooling. Besides its contribution to the formation of active citizens (Government of India, secondary education commission 1953, Kabir 1955, Alverz 2000, Lewin and Caillods, 2001, and World Bank 2003, 2009) secondary and higher secondary education plays a critical role in addressing the emerging human development concern in countries engaged in building knowledge societies for staying connected to the globalization process. It is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Besides a period of mere eight years of elementary education is grossly inadequate to develop necessary skills and compete in the job market. So a huge chunk of population in the age group 14-18 years needs to be given quality education for future.

REVIEW OF LITERATURE

World Bank, (1993), Tilak,(2001)- For faster economic growth, it is not sufficient to exclusively concentrate on primary education. It is evidenced that early expansion of and public investment in secondary education paid rich dividends in East Asia ...

Govinda & Bandyopadhyay, (2011); Dubey et al. (2011); Pratham, (2012) Despite considerable improvement in enrolment, many researches have constantly raised concerns that India will have to travel a long way to achieve the goal of Universalisation of Elementary Education and implement the Right to Education Act, 2009. The Act has not only stressed on providing access to free and compulsory education for 6-14 years old children, but has also emphasised on regular and active participation of children in government schools and improvement in their learning levels.

Dubey et al. (2014)-Reported that teacher student ratio is not satisfactory, infrastructure in the most of the school is inadequate and speed of providing infrastructure to the school is very slow in Jharkhand

Rinku, (2011)-found that urban secondary school have more physical Facility in comparison to semi urban and rural secondary schools , physical and academic facilities effects student achievements .

Tuntun, (2011)-Revealed that one third of secondary schools have library , laboratory computer facility , monitoring system.

Mohalik, (2011)-reported that around 10% and 35% of rural population are not access to secondary and higher secondary education within 5km and 8km respectively. And 70% of student who enrol in primary schools are not enrolling in secondary school.

Fanat, (2010)-Revealed that 68% of elementary students enter secondary level 30% of secondary school did not have their building , 40% secondary school had library and >3% of teachers are graduate and 56% are trained.

Vijayalakshmi, (2004)-Reported that tribal secondary students had more problems with regards to parents and family followed by infrastructure , academic and teacher related problems.

Mehta, (2003)-Reported that insufficient status of primary education , large number of unserved habitation and very poor pass percentage from class 10 to 11 , low rate of attendance in secondary school are obstacle to universalisation of secondary education.

Hasuben, (1998)-- Revealed that educated parents show positive attitude whereas illiterate parents showd negative towards secondary education and in service parents had favourable attitude to secondary education.

Ksherasagr, (1993)-Reported that majority of school crowd classes with inadequate ventilation maximum schools have no separate rooms for library.

DISE, (2011-2012)- Jharkhand is one among the states having a high average student class room ratio of 33 which is well above the national average of 30

OBJECTIVES OF THE STUDY

- ♦ To study the status of secondary and higher secondary education in India and in Jharkhand.
- ♦ To study the status of second and higher secondary education with reference to student class room ratio, distribution of teachers and total enrolment in Jharkhand and India.

METHODOLOGY

The paper is based upon secondary data. For the purpose of study literacy rate, literacy rate by location(Rural and urban), status of schools in the state, student classroom ratio in the schools of Jharkhand, distribution of teachers in the secondary and higher secondary schools of Jharkhand, total enrolment of students in schools and other indicators have been used. Main sources of secondary data are census 2001, census 2011, Economic survey-2015-16, Gov. of India, Economic survey 2015-16 Gov. of Jharkhand, DISE data and RAMSA report.

Status and study of secondary education in rural Jharkhand can be analyzed by the following indicators-

EDUCATION IN JHARKHAND

Jharkhand has made some noticeable improvement in education in the education in the recent years. The rate of literacy in Jharkhand has increased from 53.56% in 2001 to 66.41% in 2011 and the state has made progress in the inclusive coverage of almost all the educational parameters in this time period. Certain identifiable factors on which the government has worked are minimizing poor attendance, increasing gross inrollment ratio, reducing the numbers of drop-out and imparting quality education to the children. The state has embarked significant reforms in higher education by increasing private investment and including new colleges so as to ensure access, equaity and quality education. The state government has begun the journey of making Jharkhand a knowledge hub in the coming years.

Literacy Scenario of Jharkhand

The study analysis the literacy scenario of Jharkhand under five points by the help of census 2001,2011, Economic survey 2016-17 Gov. of Jharkhand -1.Lteracy rate in Jharkhand and India 2.Status of secondary schools in Jharkhand by location (Rural and urban) 3.Student classroom ratio in the secondary schools of Jharkhand 4.Distribution of teachers in the secondary and higher secondary schools of Jharkhand 5.Total enrolment of student in secondary and higher secondary schools of Jharkhand

Literacy Rate of Jharkhand

The literacy rate in Jharkhand is much less than the national rate. It was about 11 percent less than the national rate of the country in 2001. In 2011 also it remained about 8 percent less them that of country(census 2001 and 2011).

The census result show that the annual growth in the literacy rate of Jharkhand was more then that of India between 2001 and 2011. Jharkhand literacy rate has shown an annual growth of 2.40% between 2001 and 2011, while Indias literacy rate has shown an annual growth of 1.42% in the same time period. The NSSO 2014 results also narrate the same story. According to this survey the literacy rate of Jharkhand increased at an annual rate of 1.95% from 2011 to 2014, from 66.41% in 2011 it increased to 70.3% in 2014. India on other hand witnessed an annual growth of 0.61% in its literacy rate in the same time period.

Male literacy rate stands at 76.84%, While female literacy is at 52.04%.The most literate district in Jharkhand are Purbi Singhbhum (68.79%), Dhanbad(67%), Ranchi(64.57%),and Bokaro(61.10%).All these districts have sizeable urban population and that is reason for high literacy rates. The district with poor literacy rates rate are Pakur (30.65%), Sahibganj (37.61%) and Garwa (39.21%). Female literacy is the highest in Purbi Singbhum (57.32%) and the lowest in Pakur district (20.61%). Jharkhand total literacy rate is 11% points lower than the national average. The difference in male literacy rate is only 8% points, but there is gap in case of female literacy rate. Female literacy rate in India is 54% compared to only 39% in Jharkhand a different of 15% points. The literacy rate across the district of Jharkhand range from a low of 49% in Pakur to 76% in Ranchi, the capital of Jharkhand. In table there is district wise literacy rate in Jharkhand.

The literacy rate among males are higher than that of females in all districts across locations. Literacy rates of female range from a low of 40 in Pakur to 67 in Ranchi. While male literacy rate range from 57 to 84 in the same district. The gender gaps both at the low and the high end are the same 17 points.

A more dramatic variation is experienced in literacy rates across urban and rural areas. The same is true also for the gender gap, with the rural area recording a relativity higher gap of 24 points, While the urban areas have a much lower gender gap of 12 points for Jharkhand. Across the district, it is noted that female literacy rates in urban areas range from 61 in Pakur to 83 in Gumla. The rural female literacy rates however are much lower with barely one half of all.

Secondary and Higher Secondary Education in Jharkhand

To cater to the growing needs of the youth population, there are 4340 secondary and 1229 higher secondary schools in Jharkhand. Between 2014-15 and 2015-16 the total number of schools in Jharkhand has increased by 38. In India, a total number of 2,52,176 secondary and higher secondary schools are there, out of which only 1.82 percent schools are there in Jharkhand. The percentage of in rural areas of Jharkhand is 78.98% which is more than the percentage of schools in rural area of India.

Literacy Rates and Gender Gaps in the District of Jharkhand

District	Total literacy rate	Female literacy rate	Total	Rural	Urban
Pakur	49	41	17	17	10
Sahibganj	52	43	17	17	13
Godda	56	44	24	24	12
West. Singhbhum	59	46	25	27	14
Latehar	60	49	21	22	14
Chatra	60	50	20	20	13
Garhwa	60	48	25	25	17
Dumka	61	49	24	25	12
Giridih	63	49	28	29	13
Palamu	64	52	22	23	14
Khunti	64	54	20	21	11
Jamtara	65	52	24	25	14
Deoghar	65	52	25	28	13
Gumla	66	56	20	20	9
kodarma	67	53	27	29	18
Lohardaga	68	58	20	21	9
Saraikela	68	56	23	26	13
Simdega	68	60	16	17	8
Hazaribagh	70	59	21	23	11
Bokaro	72	61	22	27	16
Ramgarh	73	63	19	24	11
Dhanbad	75	64	20	26	15
Purbi Singhbhum	75	67	17	23	15
Ranchi	76	67	17	22	10
Jharkhand	66	55	21	24	13

Source: Census of India, 2011

Table-1, Number of schools in the state

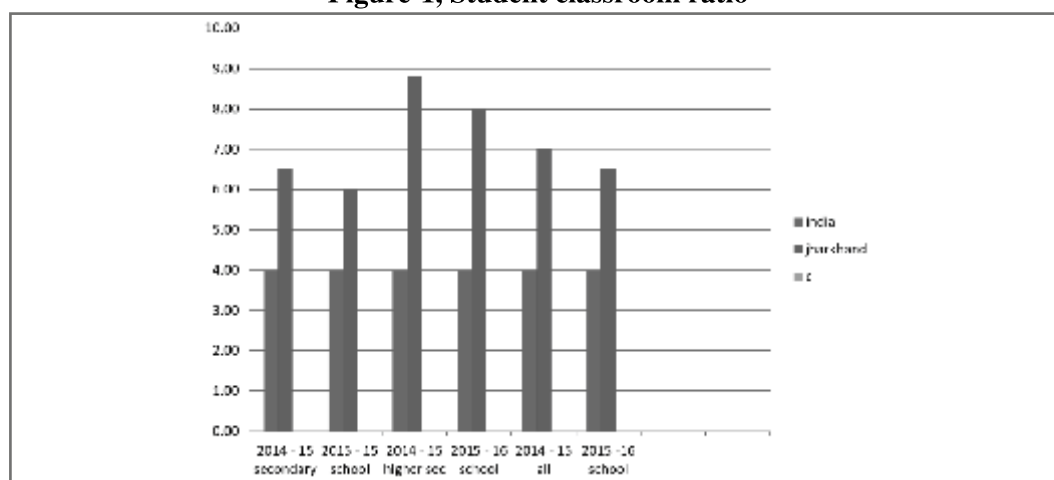
No. of district under DISE		Jharkhand	India
	2014-15	24	680
	2015-16	24	680
Secondary schools	2014-15	4307	233517
	2015-16	4340	239148
Higher sec.schools	2014-15	1202	109318
	2015-16	1229	112637
All schools	2014-16	4563	244653
	2015-16	4601	252176
% of schools in	2014-15	78.85	69.85
Rural area	2015-16	78.98	69.45

Source : Secondary education , Flash statistics, DISE 22014-15 AND 2015-16.

Student Class Room Ratio

The overall student-classroom ratio in the state has decreased from 74 in 2014-15 to 69 in 2015-16. At the all India level, the student-classroom ratio has decreased from 47 in 2014-15 to 46 in 2015-16. In 2015-16, the student classroom ratio in secondary schools in Jharkhand was 65 and in India it was 46. The student-classroom ratio in the higher secondary schools of Jharkhand was 85 and that of India was 47 in the same year. So the overall student- classroom ratio of the state is higher than in India as a whole.

Figure-1, Student classroom ratio



Distribution of Teachers in the Secondary and Higher Secondary Schools of Jharkhand

In the following table(2) the teachers in Jharkhand and India have been divided into two categories, regular and contractual. There are 14,702 regular and 1892 contractual teachers in the secondary schools of Jharkhand. Similarly, there are 6446 regular teachers and 2484 contractual teachers in the higher secondary schools of Jharkhand. In comparison to the all India level, the value is low. Altogether, there are 21148 regular and 2600 contractual teachers in the state, whereas in India, there are 19,02,538 and 2,06,006 contractual teachers.

Table-2, Distribution of teachers in the secondary and higher secondary school in Jharkhand and India

	Jharkhand		India	
	Regular	Contract	Regular	Contract
Secondary teacher	14702	1892	1319287	129345
Higher sec. teacher	6446	708	583251	76661
Total teacher	21148	2600	1902538	206006

Source : Secondary education, Flash statistics, DISE-2015-16.

Total Enrolment of Student in the Secondary and Higher Secondary Schools

The total enrolment in the state has increased from 15,76,107 in 2014-15 to 15,85,428 in 2015-16. In 2015-16 the total enrolment in Jharkhand secondary schools was 10,25,793 and in India it was 3,91,45,052. The total enrolment in Jharkhand higher secondary schools was 5,59,635 and that of India was 2,47,35,397. Thus the total enrolment in the secondary schools is more than in the higher secondary schools.

Table-3, Total enrolment of student in the secondary and higher secondary schools of Jharkhand and India

State/Country	Total enrolment					
	Secondary		Higher secondary		Total	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Jharkhand	1014028	1025793	562079	559635	1576107	1585428
India	38145052	39145052	23501798	24735397	61803397	63880149

Source : Secondary education, Flash statistics, DISE-2015-16.

Need of Quality in Rural School Education

The quality of education in rural secondary school is significant issue closely linked to providing base for the future prospects of a child. So there should be strong focus on quality issues in our rural secondary school education, such as quality of infrastructure and support

services, teacher characteristics and teacher, pre-service and in service education of teacher, curriculum and teaching learning material, classroom processes, pupil evaluation, monitoring and supervision. A recent survey shows that reading and writing abilities of school children are dipping to alarming levels. According to OECD, PISA international survey India ranked 72 among 73 countries as per as quality of education concerned. The inability of the schooling system to improve despite the massive increase in enrolment rates has become a major issues, which government has been unable to tackle. Some blame the deterioration in standards on the new educational policies that allow children to move unhindered from one class to another, which no fear of detention for academic non performance. One reason for the poor quality of education is the very enormity of the task because of which improvement in practical terms becomes difficult. The number of school children is a mind blowing 226.7 million as per the most recent 8th all India education survey by Pratham. Nevertheless the time has come to accept the challenges of improving the quality of education outcomes.

Status of Secondary and Higher Secondary Education in India

In present time secondary and higher secondary school target age group population is (14-18 years) was 9.69 crore in 2011 as per census data (Register general of India). The estimated population of this age group in 2016 is 9.30 crore (MHRD, Department of higher education, statistical bureau). The gross enrollment ratio for classes ix-xii in 2005-06 was 40.42%. The figure for classes ix-x was 52.19%, whereas that for classes xi-xii it was 28.47%. Overall enrollment in the country at secondary level has increased from 30675872 in 2009-10 to 37296683 (22%) in 2013-14. Increased have been observed in all states. The enrolment has increased considerably in Jharkhand (103%), Sikkim (83%), Chattisgarh (83%), Nagaland (78%) and D and N Haveli (72%).

The eight all India school education survey (AISES) with reference date 30 sept. 2009 corroborates the increased and expansion of the school education system in India. According to the provisional statistics of the survey 2002 there are a total of 1,306,992, an increase of 26.66% enrolment of students have also seen a gradual increase over the years. While the seventh all India school education survey put the enrolment figures as 201,457,062 the provisional statistics of the eight survey has the enrolment figures as 22,719,283 an increase of 12.53%. School in India are owned either by government (central/state/local government) or by the private sector (Individuals, trust, societies). School can be thus be segmented as public and private school.

FINDINGS

- ♦ The percentage of schools in rural areas of Jharkhand is 78.98%, which is more than the percentage of schools in rural area of India.
- ♦ The no. higher secondary school in comparison to secondary schools is very low in rural Jharkhand.

- ♦ In comparison to the all India level the distribution of teacher in secondary and higher secondary schools of Jharkhand is low.
- ♦ Student classroom ratio, average teachers per school and total enrollment in state are low than national average.
- ♦ The inadequacy of teachers especially trained and regular teacher are the major factor that contrains improvement in the quality of education.

CONCLUSION

There are widespread variation across the state among location in literacy. Overall the literacy rates and educational indicators are still pretty low, however there are some improvements which are reflected in the increasing enrollment levels. Also the quality of schooling, availability of adequate and regular teachers and other facilities affect the learners achievement adversaly.

On the basis of the above analysis it is clear that Jharkhand has improved in many indicators related to secondary and higher secondary education. Focus should be given on the points of challenges of secondary and higher secondary education in the state to provide quality education for all and overall development of the children. Programme of the both central and state government related to secondary education should be implemented properly and effectively at micro level.

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