

Elementary Education: Competency Of Children In Jharkhand

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Jharkhand has made remarkable progress in the field of education. It has reduced the number of out of school children in 5-14 age groups by bringing them into the fold of education. The measures taken to promote education have resulted in the reduction of out of school children. However, education needs a qualitative approach as well as quantitative. Present paper analyses the competency of children in education in Jharkhand.

Keywords : Education, Jharkhand

Introduction

The National Policy on Education has emphasized the need for a substantial improvement in quality of education to achieve essential levels of learning. The Programme of Action, 1992, stressed the need to lay down Minimum Levels of Learning (MLL) at Primary and Upper Primary stage. The main indicator of the quality of elementary education can be visualized in terms of its product – the learners' competency both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values and life skills necessary for become a good citizen". Competency is an educational term relating to the skills, behaviors and knowledge that are necessary to be successful. This can be applied to successful completion of a course. It is more qualitative than quantitative.

Learning Competency

Learning competency levels constitute the key indicators of learning quality under Sarva Shiksha Abhiyan (SSA). It has specified the basic learning competencies expected to be mastered by every child at the end of every grade. The National Curriculum Framework (NCF) 2005, however, takes a constructive view for re-look at the competency-based approach. To know the competency level of children in Jharkhand at primary and upper primary terminal grade of elementary education, data has been taken to analyse from District Information System of Education (DISE) 2003-04 and 2008-09.

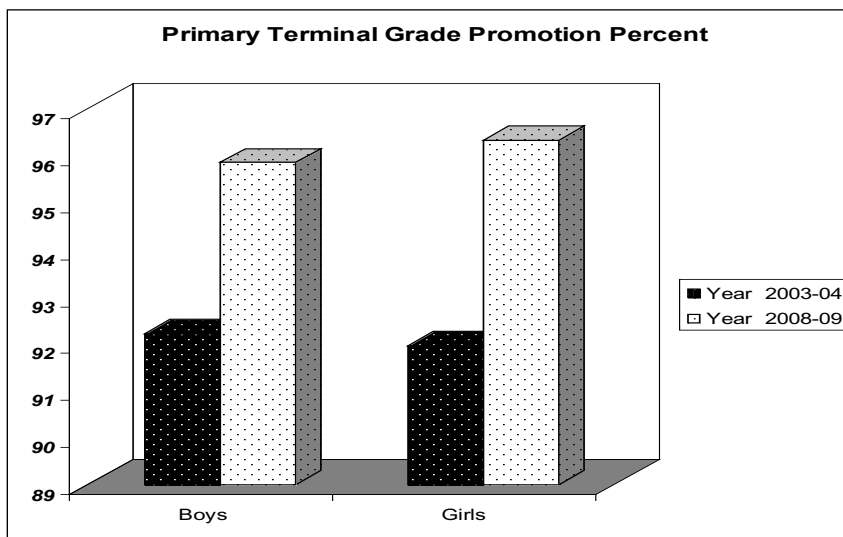
Primary and Upper Primary Terminal Grade

There is no detention policy up to elementary level implemented in the state instead of that, the scenario of promotion rate at primary and upper primary terminal grade (Class V & VIII) is as follows:

Promotion rate

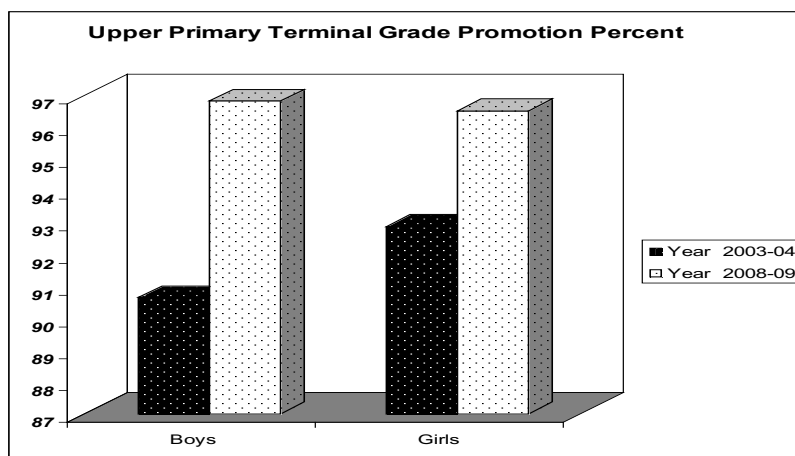
The promotion rate of children in the primary terminal grade V was 90 to 98% in case of boys in the districts except Gumla (88%), and Simdega (87%) Latehar (84%) in 2003-04. In case of girls it was 90 to 97% except Ranchi (89%) and Latehar (82%). The average promotion rate in the state was 92.2% in case of boys and 91.94% of girls.

Taking at the state average of promotion rate in primary terminal grade in 2008-09 there has been an increase by 3.64% points in case of boys and 4.38% points of girls in respect of 2003-04. All the districts except Jamtara, Sahibganj and Sraikela, there have been an increase in the promotion rate in primary terminal grade in terms of boys and girls. In case of boys, it varies from 0.31% point (Hazaribagh) to 12.56 % point (Latehar), in case of girls it varying from 0.72% point to 14.57 % point in primary terminal grade (class v) in the same districts.



Similarly in upper primary terminal grade (class VIII), the promotion rate of boys were 86% to 98.7% i.e Deoghar & Chatra, similarly in case of girls it was 85.26 % to 99% in 2003-04 in the same districts. The average promotion rate in the state was 90.64% in case of boys and 92.86% of girls in 2003-04.

Taking at state average of promotion rate for upper primary terminal grade in 2008-09, there has been an increase by 6.16% points in case of boys and 3.64% points of girls in respect of 2003-04. All the districts except Chatra, Dumka and Sahibganj who have go downward from the year 2003-04 in both boys and girls, while the promotion level of children in Bokaro district has go down only in case of boys categories. Whereas in Giridih, Lohardaga and Saraikela-Kharsawa districts the promotion rate goes down wards in case of only girls. There has been an increase in the promotion rate in terms of boys and girls from 2003-04 to 2008-09. In case of boys, it varies from 0.7% point to 10.87 % point Jamtara & Deoghar districts consequently. In case of girls, it varies from 0.23% point to 23.06 % point in West Singhbhum & Ranchi district consequently in upper primary terminal grade. District wise details can be seen in table No 1.



Primary and Upper Primary Exit Class Examination Result Based on DISE 2003-04 & 2008-09

Sl. No.	Name of District	2003-04				2008-09				Increase/ Decrease from 2003-04 to 2008-09			
		Primary Terminal Grade (Class V) Pass %		Upper Primary Terminal Grade (class VIII) Pass %		Primary Terminal Grade (Class V) Pass %		Upper Primary Terminal Grade (class VIII) Pass %		Primary Terminal Grade (Class V) Pass %		Upper Primary Terminal Grade (class VIII) Pass %	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	BOKARO	94.36	93.82	96.14	96.77	97.12	97.17	98.08	96.75	2.76	3.35	1.94	-0.02
2	CHAITRA	94.1	93.89	98.7	99	97.06	96.96	98.32	97.92	2.96	3.07	-0.38	-1.08
3	DEOGHAR	91.52	90.42	86	85.26	96.57	96.43	96.87	98.44	5.05	6.01	10.87	13.18
4	DHANBAD	95.19	94.69	95.4	96.02	97.91	98.7	98.49	98.08	2.72	4.01	3.09	2.06
5	DUMKA	91.74	91.87	93.4	95.78	92.32	92.86	93.08	93.35	0.58	0.99	-0.32	-2.43
6	EAST SINGHBHUM	95.31	95.12	93.25	93.57	98.31	98.34	95.87	95.3	3	3.22	2.62	1.73
7	GARHWA	92.28	90.3	96.65	96.61	98.04	97.79	98.9	99.12	5.76	7.49	2.25	2.51
8	GIRIDIH	90.84	90.3	93.84	95.94	96.1	95.72	98.29	94.35	5.26	5.42	4.45	-1.59
9	GODDA	91.26	89.93	91.56	89.78	93.95	93.73	94.35	96.01	2.69	3.8	2.79	6.23
10	GUMLA	88.02	90.5	93.75	93.48	97.23	97.33	97.84	97.6	9.21	6.83	4.09	4.12
11	HAZARIBAGH	97.61	97.36	97.7	96.38	97.92	98.23	98.66	99	0.31	0.87	0.96	2.62
12	JAMTARA	93.79	92.58	96.08	95.21	85.91	93.3	96.78	97.53	-7.88	0.72	0.7	2.32
13	KODERMA	95.06	94.13	89.97	89.24	97.56	97.89	92.69	97.21	2.5	3.76	2.72	7.97
14	LATEHAR	84.04	81.87	88.95	86.84	96.6	96.44	96.91	97.12	12.56	14.57	7.96	10.28
15	LOHARDAGA	90.83	90.3	95.3	97.71	96.54	96.44	99.77	95.98	5.71	6.14	4.47	-1.73
16	PAKUR	92.31	92.49	92.84	89.6	98.06	96.69	94.38	95.43	5.75	4.2	1.54	5.83
17	PALAMU	91.65	89.95	88.19	92.93	95.6	95.06	98.39	97.4	3.95	5.11	10.2	4.47
18	RANCHI	91.48	89.42	89.79	70.53	97.75	97.74	97.87	93.59	6.27	8.32	8.08	23.06
19	SAHIBGANJ	91.4	91.68	94.91	94.63	88.76	90.27	83.57	84.98	-2.64	-1.41	-11.34	-9.65
20	SARAIKELA	96.81	97.46	97.04	98.65	96.27	97.32	97.19	97.06	-0.54	-0.14	0.15	-1.59
21	SIMDEGA	87.14	90.05	90.23	92.91	95.43	96.73	97.03	97.9	8.29	6.68	6.8	4.99
22	WEST SINGHBHUM	91.62	94.53	94.4	96.02	98.28	98.15	95.8	96.25	6.66	3.62	1.4	0.23
	JHARKHAND	92.2	91.94	90.64	92.86	95.84	96.32	96.8	96.5	3.64	4.38	6.16	3.64

Source DISE 2003-04 & 2008-09

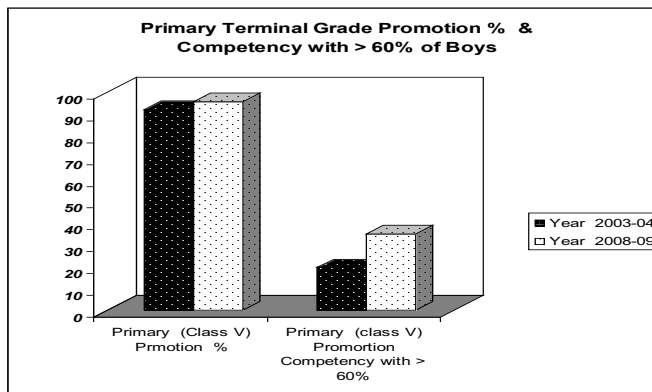
Note: Ramgarh and Khunti were not exist in 2003-04.

Competency more than 60% in Primary Terminal Grade (Class V)

The state average of more than 60% competency in primary terminal grade is 19.59% in case of boys and 18.51% in case of girls are observed in 2003 -04. But in 2008-09 it increase state average 35.05% in case of boys and 32.93% of girls. The maximum proportion was observed in Dhanbad 45.39% in case of boys and 43.95% in girls in Saraikela districts. While Pakur district observed to show the minimum proportion in both the case of boys 22.73% and girls 21.86%.

In 2008-09, taking all districts together or state average there has been an increase of 15.46% points in case of boys and 14.42% points in case of girls who have achieved competency more than 60%. Dhanbad, Latehar, Bokaro and Lohardaga districts have increase more than 20 percentage points of competency in case of boys in 2008-09 in respect of 2003-04.

Simdega, Deoghar, Garhwa, Saraikela, Giridih, Chatra, East Singhbhum, Sahibganj, Koderma and West Singhbhum districts have increases between 10 to 20 percentage points of competency and rest of the districts except Jamtara has increase less than 10 percentage points while Jamtara district has shown a decrease of 0.58 percentage points in 2008-09 from the base year in case of boys competency.



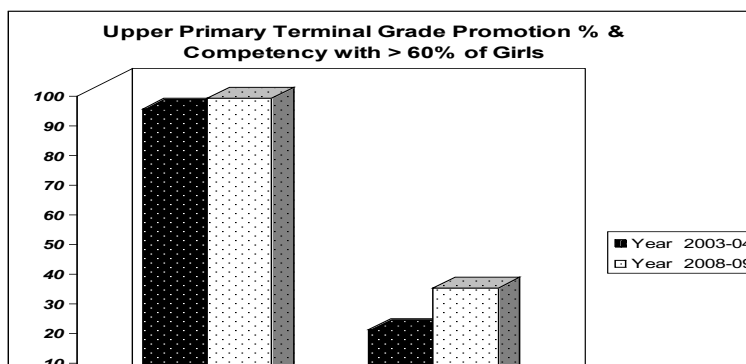
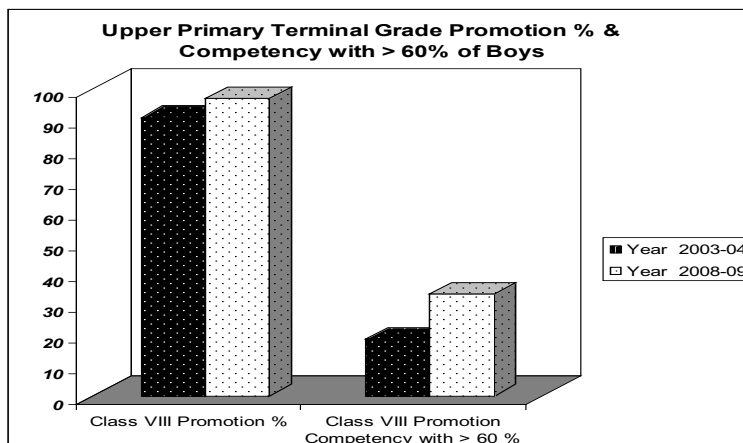
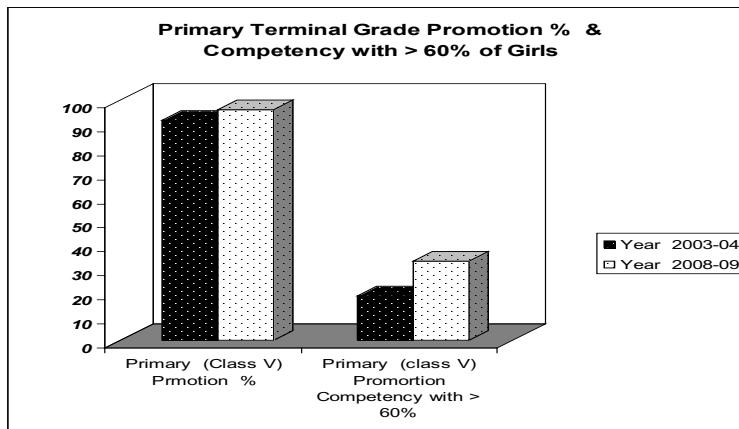
In case of girls Dhanbad, Gumla, Latehar and Simdega districts have increased more than 20 percentage points of competency, whereas Lohardaga, Saraikela, Bokaro, Deoghar, Sahibganj, Chatra, West Singhbhum, and Giridih districts have increased competency between 10 to 20 percentage points and rest of the districts except Dumka has shown increase competency less than 10 percentage points. Dumka district has shown 0.5 percentage points decrease from the base year 2003-04.

Competency more than 60% in Upper Primary Terminal Grade (class - VIII)

The state average of more than 60% competency in upper primary terminal grade is 18.47% in case of boys and 18.62% in case of girls are observed in 2003 -04. The state average has increase in 2008 - 09 33.11% in case of boys and 32.41% of girls. The maximum proportion was observed in Bokaro 46.53% in case of boys and 46.36% in case of girls. While Dumka district observed to show the minimum proportion in both the case of boys 19.92% and girls 13.23%.

In 2008-09, taking all districts together or state average there has been an increase of 14.64% points in case of boys and 13.79% points in case of girls who have achieved competency more than 60%. Dhanbad, Gumla, Bokaro, Lohardaga, and Sahibganj districts have increase more than 20 percentage points of competency in case of boys and girls except Lohardaga in 2008-09 in respect of 2003-04.

Deoghar, Garhwa, Jamtada, Latehar, Palamu, Ranchi, Saraikela, Simdega, and West Singhbhum districts have increases between 10 to 20 percentage points of competency and rest of the districts except Dumka



has increase less than 10 percentage points while Dumka district has shown a decrease of -7.05 percentage points in 2008-09 from the base year in case of girls competency.

CHILDREN PASS PERCENTAGE WITH MORE THAN 60% MARKS

S.No.	Name of District	2003-04				2008-09				Percent Point Increase/ Decrease from 2003-04 to 2008-09			
		Primary Terminal Grade (class V) Pass Competency with > 60%		Upper Primary Terminal Grade (class VIII) Pass Competency with > 60 %		Primary Terminal Grade (class V) Pass Competency with > 60%		Upper Primary Terminal Grade (class VIII) Pass Competency with > 60 %		Primary Terminal Grade (class V) Pass Competency with > 60%		Upper Primary Terminal Grade (class VIII) Pass Competency with > 60 %	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	BOKARO	22.19	21.96	23.33	21.08	42.58	38.9	46.53	46.36	20.39	16.94	23.2	25.28
2	CHATRA	32.71	30.43	29.38	29.66	44.59	43.4	40.21	38.11	11.88	12.97	10.83	8.45
3	DEOGHAR	17.52	17.62	12	15.04	37.12	34.04	30.43	30.55	19.6	16.42	18.43	15.51
4	DHANBAD	16.97	15.38	11.93	11.67	45.39	43.33	41.81	43.94	28.42	27.95	29.88	32.27
5	DUMKA	23.07	22.54	20.58	20.28	25.05	22.04	19.92	13.23	1.98	-0.5	-0.66	-7.05
6	EAST SINGHBHUM	29.67	26.66	20.04	21.48	40.43	36.44	24.22	23.5	10.76	9.78	4.18	2.02
7	GARHWA	21.09	24.28	17.99	20.89	38.7	36.2	34.6	32.1	17.61	11.92	16.61	11.21
8	GIRIDIH	24.31	23.7	27.39	29.06	36.53	34.28	35.94	35.56	12.22	10.58	8.55	6.5
9	GODDA	20.76	20.72	23.37	24.63	28.7	26.18	25.33	25.99	7.94	5.46	1.96	1.36
10	GUMLA	10.66	13.92	13.85	10.43	38.46	39.62	39.67	37.46	27.8	25.7	25.82	27.03
11	HAZARIBAGH	31.06	29.4	23.57	26.13	36.02	32.94	36.07	30.71	4.96	3.54	12.5	4.58
12	JAMTARA	27.38	24.53	17.33	17.44	26.8	25.72	28.87	27.44	-0.58	1.19	11.54	10
13	KODERMA	29.68	28.81	27.32	38.13	40.44	35.47	31.99	31.3	10.76	6.66	4.67	-6.83
14	LATEHAR	13.37	11.83	18.18	20.31	39.06	35.6	36.77	33.83	25.69	23.77	18.59	13.52
15	LOHARDAGA	12.66	11.89	5.68	6.42	32.81	31.15	27.66	24.64	20.15	19.26	21.98	18.22
16	PAKUR	13.3	12.16	11.5	13.04	22.73	21.86	21.61	22.75	9.43	9.7	10.11	9.71
17	PALAMU	25.8	25.8	14.8	20.39	34.36	31.69	30.62	33.58	8.56	5.89	15.82	13.19
18	RANCHI	22.83	22.15	17.76	15.78	25.12	23.25	29.43	26.5	2.29	1.1	11.67	10.72
19	SAHIBGANJ	14.12	12.75	9.6	8.98	25.31	25.88	30.77	32.54	11.19	13.13	21.17	23.56
20	SARAIKELA	29.41	25.19	25.84	27.8	45.1	43.95	45.52	44.57	15.69	18.76	19.68	16.77
21	SIMDEGA	10.06	9.4	9.73	8.34	29.85	31.13	20.4	26.05	19.79	21.73	10.67	17.17
22	WEST SINGHBHUM	22.36	20.54	13.86	11.17	32.73	31.4	30.71	25.85	10.37	10.86	16.85	14.68
	JHARKHAND	19.59	18.51	18.47	18.62	35.05	32.93	33.11	32.41	15.46	14.42	14.64	13.79

Source: DISE 2003-04 & 2008-09

Reason of Low Competency

Following are the few reasons of low competency:

Lack of Physical Facility in Schools

About 10000 schools where building, drinking water & Toilet facility are not available, which is converted into primary school from Education Guarantee Centre (EGS). About 30,000 additional classrooms required for primary and upper primary school for sitting arrangement of children.

Traditional Teaching Process

Classroom is a forum for interaction between teachers and students, reflecting a place where ideas are developed, minds built and values perpetuated. A student also depends not only on what is taught and how it is taught but also on how joyful the learning process is going on. This is greatly influenced by the hardware of schools and teaching technologies adopted by a teacher in the classroom.

Adoption of NCERT Curriculum & Late Availability of Text Books :

State has adopted National curriculum frame work 2000 & 2005 with curriculum designed by NCERT in 2002-03 and 2005 at elementary level. In other hand, text books based on NCERT curriculum were not available to all children in 2002-03. In 2003-04 to 2004-05 provision has been made to procure text book directly from NCERT. It has been seen that during the year NCERT supplies text books up to the month of October- December, nearly end of the academic year.

Shortage of Teacher :

Teachers play a significant role in the development of the society in general and individual child in particular. Teacher occupies a central position in elementary education because he has to mould the personality, behavior and attitude of students. He has to transform rational human being through various formal and informal contacts into students. That's why it is said that no real education is possible without good teachers. The PTR was more than 70-80 in several schools in 2003-04 some districts it was more than 80.

The idea of Para Teacher is recent one. The State is recruiting Para Teachers to primary and elementary schools. These teachers are some times trained and maximum untrained. These teachers are working in contractual basis. Now the PTR of the state is 48:1. Untrained para teachers are enrolled in Diploma in Primary Education (DPE) course through IGNOU for training.

Unavailability of Remedial Facilities

All schools where children have low competency, are unable to provide remedial facility to children. Low remuneration is hurdle to obtain high qualified teachers. Most of the teachers are unable to explain upper primary science subject.

Lack of Support Institutions

State Council of Education Research and Training (SCERT) and State Institute of Educational Management and Training (SIEMAT) are not established in the state. District Institute of Education and Training (DIET) are available in the state which is not fully functional.

Background of the Child

Learning is the socio economic status of the family. Parental education and father occupation also affect learning achievement. Many study revealed that children whose parents were cultivator scored the lowest and children of traders/businessman and other professions scored the highest. Wards of the manual labours scored the least while those in service had the highest scores. Families who are aware of the importance of the education can much contribute to their children learning achievement. A number of study also concluded that urban home environment had a positive impact of the learning outcomes. It was also found that first generation learners, who lacked learning support at home, found learning difficult.

Competency Enhancement Programme in the State

Capacity Building of Teachers. (In-service & Untrained)
2 yrs. DPE Course for untrained teachers through IGNOU
Computer Aided Learning
Life skill based Teaching(Keen observation, Critical thinking, Problem solving, Creativity)
Science Experiment
Exposure visit
SWASTH Program
Block Resource Person's (BRP) & Cluster Resource Person's (CRP)
Spatial Teaching
Library in Schools
Bal Sansad

To cater the low competency level of children, state has replace the existing teachers, functioning as a Block Resource Person and Cluster Resource Persons. There has been appointed three Block Resource Person (BRP) one each for Math, Science & English. Each Cluster Resource Centre (CRC) has three Cluster Resource Persons, one for Math, Science and English. BRPs have the minimum Master degree holder and CRP have minimum Graduate in the respective subject. Project Approval Board (PAB) of Sharva Shiksha Abhiyan (SSA) has support the above decision of state government and approved the financial proposal.

Role and Function of BRP and CRP

1. Evaluation of Children Achievement & Attendance

- (a) To know the base line achievement of all children enrolled in Government schools by conducting a test in their respective schools.
- (b) Classification of children on the basis of their achievement and prepare a plan with the help of respective teacher to enhance the competency level of children.
- (c) To organise Remedial coaching to low performance children.
- (d) To ensure attendance of all children and prepare a strategy to bring school of absenteeism / dropout children.
- (d) To ensure enrollment of all children habitat in the feeder area of the school.

2. Training

- (a) To provide subject specific on job support to teachers.
- (b) To prepare teacher training plan and organise training with support of the master trainer.
- (c) Organise one day training in respective Cluster Resource Centre (CRC)

3. Analysis of Educational data and conducting study

- (a) Updating of household data with the help of teacher, VEC members,
- (b) Anganwari and ECCE instructor.
- (c) Analysis of DISE data and discussion /dissemination among the teacher within respective CRC and BRC.
- (d) Conduct Research/Action respect in their respective field.

4. Village Education Committee

- (a) To attend the meeting of VEC members and convey the decision of BRC and CRC.
- (b) To organise training programme for VEC members.

For improving the quality of basic and elementary education in the State, the BRCs and the CRCs are playing an important role. Through them, it is endeavored to provide reasonable level of skill to the teachers to impart knowledge to school children. There have been considerable efforts in teachers' training and development of teaching learning material.

Through school visits and interactions with the district level and block level functionaries of the Education Department, we can safely say that there has been a positive impact of the BRCs and the CRCs on the competence of the teachers and the Students in the State. The BRPs and the CRPs have started getting into the groove and we have enough reasons to believe that things are going to improve in the future.

Conclusion

Some of the obstacles in achieving competency in elementary education in Jharkhand are lack of physical infrastructure, socio-economic condition, gender discrimination, support of adequate number of teachers, training of teachers lack of text book, lack of monitoring system etc. There is immense need to understand the context, and background of education system in Jharkhand to address the question of providing equal access of education to tribals. Tribal communities in the state have been historically denied access to resources and opportunities. The present efforts of the government to bring these children into formal schools fail at two levels. Firstly, it is not able to enroll all tribal children and provide good quality functional schools. Secondly, even when tribal children are enrolled into schools, the education system besides doling out some incentives does not do much to improve the school environment to treat these first-generation learners with respect and dignity. Instead, tribal children are made to put up with an offensive and insulting climate that continuously discriminates and alienates. For such historically deprived communities, providing access to education is simply not enough, the government has to take a proactive role in creating overall conditions and opportunities that will facilitate their transition and breaking of the intergenerational cycle of poverty and illiteracy. A sensitive cadre of teachers and bureaucracy is definitely required to make the difference. The State had set for itself the goal of achieving universal primary education by 2005 and achieving 85 percent literacy by 2010 which requires far reaching changes in policies and rules, tremendous efforts in community mobilization and continued innovations in teaching methodologies. The state promises, initiative and commitment need to be translated on ground, especially in the case of marginalized and tribal population.

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