



Research Paper

A Study of the Status of Primary Education in Village Area of Jharkhand: With Special Reference to Chatra District

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ABSTRACT

The school education system in India is the largest education system in the world. The curriculum and text books of the education system play a vital role in the state formation, national identity and international relations. In many countries of the world it is supposed that the small schools are better managed and are better performing schools as teachers are able to pay personal attention to almost all the students in the classroom. In this study it was investigated that whether the small primary schools are managed. The study was examined in the Chatra district of Jharkhand, India. Many studies have been conducted on primary education at state, national and abroad level on the topic of stagnation and wastage, mid-day meal scheme, impact of school condition, development of primary education etc. but a few work had been carried out in Jharkhand state. The present study can be a milestone for the investigation on the condition of primary school in Jharkhand. In the study I found that lack of basic facilities in primary schools especially in government aided schools. Private schools performance is better in cleanliness and health (79%) whereas average performance was in the field of library and games and sports i.e. 50%. In government aided schools was better in the mid-day meal scheme (68%) which was not found in the private schools. Mean of basic educational facility is higher in private schools with 56.42 in comparison to government school i.e. 51.42 with 4.09 and 6.03 SD respectively.

KEYWORDS: Primary education, Basic educational facility, private schools, educational management

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I. INTRODUCTION

The school education system in India is the largest education system in the world. In Indian education system, there are 1.5 million schools and over 8.7 million primary and secondary teachers and 260 millions enrollment appear which makes it a more complex education system in the world (Barbara Wikham, 2019). The curriculum and text books of the education system play a vital role in the state formation, national identity and international relations (Lall 2008; Green 2013). Elementary education in India is of eight years duration and it comprises of two parts namely primary education for five years (grades I – V) and upper primary (or middle) education of three years (grades VI – VIII). Primary education system which is a foundation stage, is important for social, political, and economical development of the country. Making primary education more accessible and universal has been a goal of Indian education policy since last few decades. In Indian constitution, Article 45 clearly states that every citizen is entitled for free and compulsory primary education until they complete the age of fourteen and in 2002, draft article as adopted by the constitution assembly was substituted by the 86th amendment with provision for early childhood care and education to children below the age of six years. Many studies have been conducted on primary education at state, national and abroad level on stagnation and wastage, mid-day meal scheme, impact of school condition, development of primary education etc. but a few work had been carried out in Jharkhand state. The present study can be a milestone for the investigation on the condition of primary school in Jharkhand. Primary education enhances the knowledge and skills of individuals (Brahma 2015). Lack of infrastructure, teachers, quality teaching and poverty is a major cause of poor condition of enrollment in primary education (Kumar and Samantak, 2004). SarvShiksha Abhiyan provides useful and relevant elementary education for children in the 6-14 age group by 2010. The SarvaShiksha Abhiyan is being implemented by the JEPC (Jharkhand education project council) in all 22 district of Jharkhand since 2001-02.

For the study we have selected Simaria block (a rural area) which is a part of Chatra district in Jharkhand. The area of the Simaria block is 546 Square kilometer. Population of the block is 1,07,871 in which male population is 54,855 and female population is 53,016 (Indian Village Directory). The literacy rate is 63.40%, out of which 72.63% were male and 44.18% were female (2011, Census). The boundary of Simaria is connected with Hazaribag district and Latehar district. Total 18 Gram Panchayat are included in this block. Fig-1 representing a map of Jharkhand in which Chatra district is highlighted in red colour.



Fig-1 Map of Jharkhand

Objective of the study:

1. To find out the educational achievement of primary school students in the village area of Chatra district.
2. To study the educational management in the primary schools in the village area of Chatra district.
3. To study the basic facilities of the primary school in government aided and private schools of Chatra district.

Hypothesis of the study:

1. Educational achievement will be better in Private schools because of the availability of teaching learning facility.
2. Educational management will be better in private schools.

II. MATERIAL AND METHODS:

The research methodology was formulated on the basis of the objectives of the study. The main objective of the study was, to find out the physical infrastructure, educational facilities and the basic facilities of the primary schools in Chatra district. Chatra district is backward in comparison to other district of Jharkhand. Simaria block is little balanced on socially and economically, means neither too backward nor too advanced, and people were aware about the education. So, I have selected this block for the study purpose. Total 06 primary schools (3 government and 3 private) were randomly selected as a sample from the Simaria block in Chatra district (Table-1). For the assessment of the status of primary schools I have used questionnaire tool in which total 50 questions were included. The questionnaire was developed by the university department of education, VinobaBhave University, Hazaribag, Jharkhand. Out of 50 questions, 30 were related with the basic physical and educational facilities of the schools and 20 were related with educational achievement of the students. The results was categorized into 07 category for the assessment viz- mid day meal, evaluation and measurement, teaching-learning facilities, educational achievement, cleanliness and health, games and sports and library facility (Table -2). Data analysis were based on rating scale, with two options ie. YES denotes positive answer (1) and NO denotes negative answer (0). For data analysis statistical methodology were applied.

Sr.No.	Name of the schools	Types of schools
1	Uddayan Public School, Tetarmod	Private school
2	Green Field Public School	Private school
3	Aditya Public School, Dari	Private school
4	KisanPrathmicVidyalaya, Dangi	Government SCschool
5	BalVikasVidyalaya, Dandi	Government SCschool
6	PrathmicVidyalaya, Shila	Government SCschool

Table-1 Name of the schools in Simaria Block

III. RESULTS:

The mean and standard deviation obtained from the five cognitive area (educational achievement) of education are given in Table-2. Results shown that private school performance (53.87) is better than government schools (47.79) with the little difference (6.08) in the mean score. Maximum percentage was scored in Mathematics ie. 79% followed by Science ie. 73% by the students of private schools. Minimum percentage scored with general knowledge ie. 45%. In government aided schools maximum percentage was 68% in Mathematics followed by Hindi ie. 66%. The minimum percent score in General knowledge ie. 30 %, which is too less. Private schools scored better in all field of cognitive area except in Hindi language (Table-3). Mean of basic educational facility is higher in private schools with 56.42 in comparison to government school ie. 51.42with 4.09 and 6.03 SD respectively (Table-4). From the data we can say that there is little bit correlation between teaching-learning facility and educational achievement. In the study we also found that education management is better in private institutions with 26.02 mean and SD was 6.63 where government institution revealed 14.66 mean and 1.55 SD (Table-5). Again we investigated that private schools performance is better in cleanliness and health (79%) whereas average performance was in the field of library and games and sports ie. 50%. In government aided schools was better in the mid-day meal scheme (68%) which was not found in the private schools. In the government aided school all dimensions of status of primary school was not satisfactory except mid-day meal scheme (Table-6).

Sr.No.	Types of schools	M	SD
1	Government SCschool	47.79	7.34
2	Non- Government school	53.87	6.78

Table – 2 Comparative chart on the basis of educational achievement in government and private schools (N=500)

Sr.No.	Base of the question	Educational achievement in Government aided school	Educational achievement in Private schools
1	General knowledge	30%	45%
2	Hindi language	66%	54%
3	English language	45%	65%
4	Science	61%	73%
5	maths	68%	79%
6	Average	54%	63.2%

Table-3 percentage obtained in educational achievement by government and private schools

Sr.No.	Types of schools	percentage	M	SD
1	Government SCschool	51.42%	20.45	6.039
2	Non- Government school	56.42%	26.4	4.096

Table – 4 Comparative chart on the basis of basic educational facilities in primary schools Of government and private schools in Simaria block

Sr.No.	Types of schools	M	SD
1	Government SCschool	14.66	1.55
2	Non- Government school	26.02	6.63

Table- 5 Comparative chart on the basis of educational management, in government and private schools

Sr.No.	Name of the school	Mid day meal scheme	Evaluation and measurement	Teaching learning facilities	Educational achievement	Cleanliness And health	Games and sports	Library facility
1	Government aided school	68%	40%	38%	54%	50%	40%	20%
2	Non-government school	00%	75%	66%	63.2%	79%	50%	50%

Table-6 Results of government aided and non government aided schools on all dimensions of the questionnaire

IV. DISCUSSION:

For the development it is important to give emphasis on the education system of India. It was the directive of the Constitution of India, as per Article 45, to the government of India to provide free education to all children of the country till they attain the age of 14 years. Further, in 1993 the Supreme Court judgment made education a fundamental right of every child of the country up to 14 years of age (Right to education act, 2010). Constitutional directive and international commitments to achieve the goal of Universalization of Elementary Education (UEE) mandated the Government of India and State governments to make provisions for all children of the country to have access to elementary education. Education policies were formulated on the issues of quality teaching, improve enrollment ratio, equal access etc. Primary schools have serious weakness and they require special measure (A review on primary schools in England 1994-98). A quality of the class room interaction should be improved particularly on primary schools (Yashagrawal 1997). Availability of the basic facilities in primary schools attract children and improve quality of education (Mehta 2016). In the study I found that lack of basic facilities in primary schools specially in government aided schools.

V. CONCLUSION:

Primary schools are not showing good results in terms of educational management, educational achievement and basic facilities of these schools. Government schools don't have even basic facilities for learning.

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