

Learning Outcomes of Elementary Schools in the BIMARU States of India: A Study of National Achievement Survey

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Abstract:

Government of India and all the State governments have been investing huge financial outlay for school education in general and elementary education in particular in the last two decades. Still, the question of drop out, non-attainment, less transition and low level of learning achievements are daunting the policymakers of school education. Notably, the learning achievement of BIMARU (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) states have abysmally low compared to other regions of the country. In this regard, the study attempts to find out the progress of learning achievement of class three, five and eight across various subjects through the national achievement survey of NCERT.

Key Words: Learning Outcomes, Elementary School, BIMARU States, National Achievement Survey

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I. INTRODUCTION

Quality of school education is the key to the success of every level of education and also the key to development across the sectors. There are several steps taken by the government in post-independent India to improve the primary education in particular and school education in general. The issue of equity and access to elementary education has been adequately taken care by the government of India through several programmes and schemes to universalize school education in the last two and half decades. These efforts of the government can be enumerated as District Primary Education Programme (1994), Universalisation of Elementary Education/ Sarva Shiksha Abhiyan (2001), Rashtriya Madhyamik Shiksha Abhiyan(2008-09) and, the most recent is Samagra Shiksha Abhiyan (2018).

The government of India has made several efforts to overcome the prominent issues in the education sector in general and elementary education sector in particular. Still, the issue of quality education is yet to be realized in the majority of the government rural schools which cater almost half of the school going population. Annual Status of Education Report (ASER) has been reporting for the last ten years about the decreasing and stagnant status of learning among the elementary school students. The government has been trying to overcome core concerns of drop-outs among school students by intervening through, Mid-Day Meal schemes, teacher recruitment, availability of school infrastructure, along with many peripheral concerns which result in failure of schooling in India. Yet, the more significant issue of quality school education and learning outcomes among elementary school students could not be adequately met(12th FYP 2012).

National Council of Education Research and Training (NCERT) and MHRD, GoI have conducted a nationwide survey of elementary school achievement on 13th Nov 2017

for class 3, class 5 and class 8. The survey was conducted in government and government-aided elementary schools with subjects, such as Mathematics, Language, Environment Sciences, Social Sciences, Basic Sciences using 45 multiple test questions for class 3 and class 5 and, 60 multiple test questions for class 8 respectively. This was the largest ever achievement survey in the educational history of India covering 700 districts of all 36 states including union territories, 22 lakhs students and 1.1 lakh schools. The NCERT survey tried to cover the socio-economic categories of students, besides school management, gender representation, etc.

The justification for undertaking BIMARU states was the backwardness of these states in almost every aspect of human development, e.g., education, health, poverty indices, etc. Besides, the states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh are among densely populated states having critically poor access and quality education even after SSA, RTE and other supplementary provision for universalization of elementary education. These were the states of India where dropouts are comparatively high, educational achievements are low and these states had a tough time in achieving the goal of universal education within the stipulated timeframe (DISE, 2014). Apart from these, reports of different years of ASER also reflected on the non-serious approaches of these states towards learning achievements, supplementary provisioning and support for quality education.

II. OBJECTIVES OF THE STUDY

following objectives are formulated to conduct the study.

- 1) to find out the status of learning outcomes of class three students in different subjects: Environmental Studies, Language and Mathematics

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- 2) to find out the status of learning outcomes of class five students in different subjects: Environmental Studies, Language and Mathematics
- 3) to find out the status of learning outcomes of class eight students in different subjects: Language, Mathematics, Social Sciences and Sciences
- 4) to find out the learning achievement of the students among BIMARU states and also in comparison with national achievement.

III. METHODOLOGY

Universe of the study is the elementary school students of the country whereas the population comprises of elementary school students of BIMARU states. The sample was undertaken from the secondary sources of National Achievement Survey of Class three, five and eight students with limited subjects mentioned in the objectives. Simple statistics like, percentage and central tendencies are used for the calculation of the data from secondary sources.

IV. RESULTS AND FINDINGS

The sections deal with the National Achievement Surveys of different classes (Class 3, 5 and 8) with different subjects, such as Environmental Studies, Mathematics, Language, Social Studies and Sciences. Following are the results which have been analyzed and interpreted in the forthcoming sections.

Figure 1 reflects the National Achievement Survey of class 3 with subjects such as Environmental Studies, Language and Mathematics taken from the states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh (BIMARU). The result of achievement survey shows that Rajasthan is comparatively performing better among these states in terms of learning achievement in all three subjects; Environmental studies 73%, Language 77% and Mathematics 72% at class 3 level. On the other hand, Uttar Pradesh is the least performing states in terms of learning achievement among BIMARU states in all the subjects. Uttar Pradesh scores 56% in Environmental Studies, 58% in Languages and 59% in Mathematics at class 3 level of schooling. Besides these two states, Bihar too does not fall under well-performing states with the scores of learning achievement of 63% in Environmental Studies, 67% in Language and 63% in Mathematics at class 3 level of schooling. Madhya Pradesh is another example of low performing states in terms of learning achievement at class 3 level of schooling but comparatively better than Uttar Pradesh and Bihar. Madhya Pradesh scores 65% in Environmental studies, 70% in Language and 62% in Mathematics subjects. Altogether, the average performance of Bihar, Madhya Pradesh and Uttar Pradesh are below than the national performance in learning outcomes at class 3 level of schooling. The performance of Rajasthan is slightly better at every level and every class compared with other BIMARU states. Most importantly, Rajasthan performs much better than the national average in terms of learning achievement at every class and subjects.

Figure-1

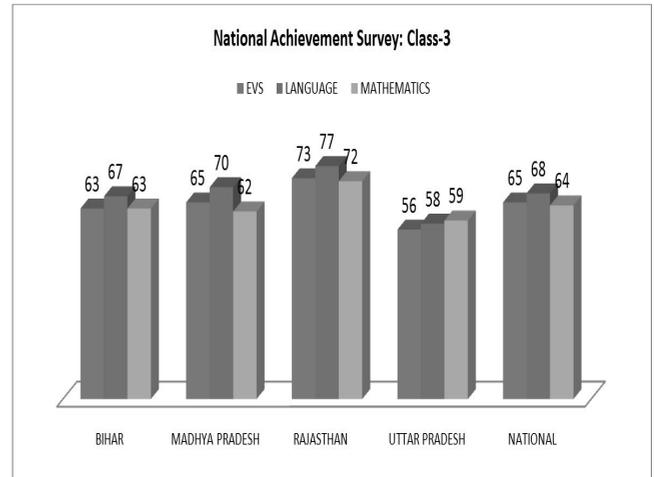
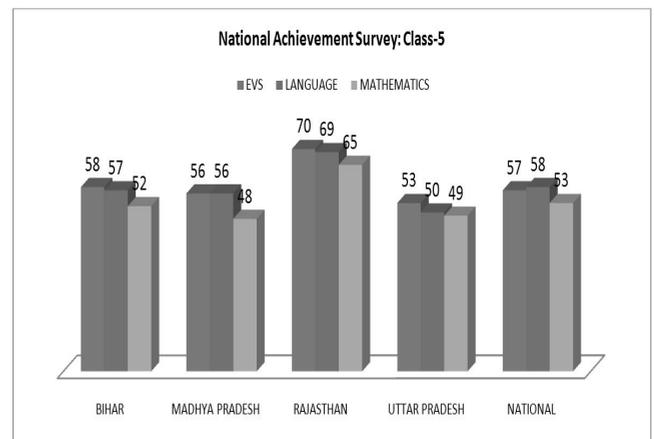


Figure 2 presents the National Achievement Survey for class 5 with subjects, such as Environmental Studies, Language and Mathematics in the states of Bihar, Madhya Pradesh, Uttar Pradesh and Rajasthan. Here figure 2 reflects, Bihar has learning achievement of 58% in Environmental studies, 57% in Language and 52% in Mathematics which is equivalent to the national average. Madhya Pradesh performs little lower in terms of learning achievement with 56% each in Environmental studies and Language, and 48% in Mathematics which is much lower against Bihar and national average as well.

On the other hand, Rajasthan performs much better in terms of learning achievement with 70% in Environmental studies, 69% in Language and 65% in Mathematics which is higher than the national achievement and much higher than other states in BIMARU region. Lastly, Uttar Pradesh is among the least performing state in terms of learning achievement with 53% in Environmental Studies, 50% in Language and 49% in Mathematics. Finally, it can be said that the learning achievement of the BIMARU states is lower than the national average, except for the higher learning achievement of Rajasthan in all subjects.

Figure-2



The next section here deals with the learning achievement of class 8 students in the subjects of Language, Mathematics, Science and Social Science.

Figure-3

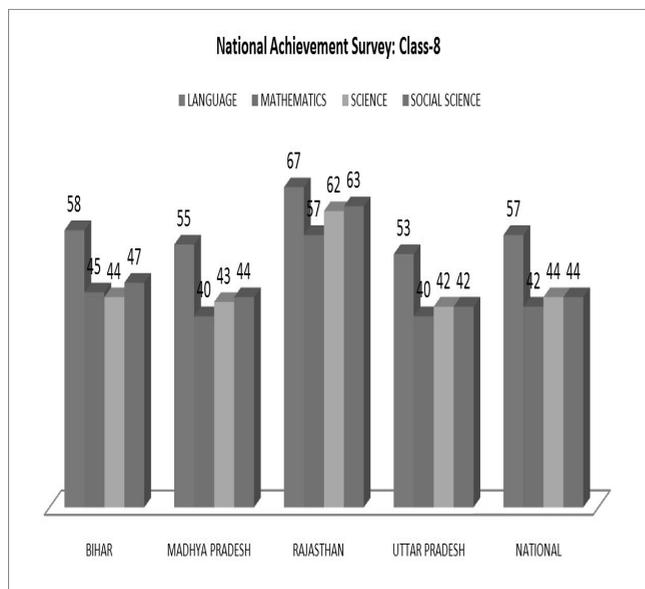


Figure 3 reflects the learning achievement of class 8 in Bihar with 58% in Language, 45% in Mathematics, 44% in Science and 47% Social sciences subjects. Performance of Bihar in all subjects is higher than the national average. Madhya Pradesh performed lower than the national average of learning achievement in all the subjects with 55% in Language, 40% in Mathematics, 43% in Science and 44% in Social Sciences. On the other hand, Rajasthan performs much better in terms of learning achievement in class 8 with all the mentioned subjects. It also scores learning achievement in Language with 67%, Mathematics with 57%, Science with 62% and Social Sciences with 63% which is much better than the national average of learning achievement across the subjects. Finally, Uttar Pradesh performs less than the national average of learning achievement across the subjects. It scores 53% in Language, 40% in Mathematics, 42% in Science and 42% in Social Sciences with the least performing state among the BIMARU region across the subjects. Conclusively, it can be said that, learning achievement across the subjects among the BIMARU states is either near to or less than the national average except for the higher achievement of Rajasthan.

V. CONCLUSION

Learning outcomes in the education sector in general and school education, in particular, has become a buzzword and need of the hour as well. Several reports from the governmental and non-governmental agencies have repetitively emphasized the demand for measuring the learning outcomes at the different level of schooling. In this regard, it is also to probe the huge financial outlay for school education and its respective results in terms of learning outcomes. In this study, an attempt was made to analyze the learning outcomes of class three, class five and class eight with different subjects; such as Language, Mathematics,

Environmental Studies, Science and Social Sciences in the BIMARU states of the country. It was also found that the level of learning achievement at class three level is around 66%, at class five is around 56% and at class eight is around 47% respectively at the national level. Uttar Pradesh, Madhya Pradesh and Bihar perform near to the national average in all the levels of schooling and across the subjects whereas, Rajasthan performs much higher across the subjects and at all the levels of schooling among BIMARU states. Besides, it was also found that, the performance in language is comparatively higher across the levels of schooling and also across the subjects and performance in mathematics is least among all the subjects. Learning achievement across the states and levels of schooling is much lower in BIMARU states if compared with other states of the country which needs immediate attention by both central agencies as well as state agencies who are involved in imparting school education.

VI. REFERENCES

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