

STATUS OF SCHOOL EDUCATION IN SECONDARY SCHOOL IN SASARAM OF BIHAR STATE

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Abstract: *This paper investigated education of secondary school in school teachers towards their quality of infrastructures and professional development on his profession. The survey method was used to study the school subject education of secondary school in Sasaram of Rohtas district in Bihar. The sample consists of 50 secondary schools selected purposefully from Sasaram of Rohtas District in Bihar state. The secondary schools are belonging to Department of Education, Department of Social Science and Humanities and Department of Education in Science and Mathematics. Self-developed questionnaire interviewing the Headmaster/Head of the school consisting of 60 items based on benefits and quality of infrastructural facilities for school subject education, the number of school subject teacher and their qualification and training for Secondary school. The study found that all schools having sufficient infrastructure and academic qualification of teachers it has been found that P.G. holder teachers are 65 % , UG degree holder teachers are 72%, inter qualified teachers are 23% in number, trained teachers (B.Ed. and D.El.Ed.) qualified are 92% teachers. Only 1% teachers are having Ph.D qualification in the Sasaram district. The present study has its implications for teachers, principals, educational administrators and planners of teacher education.*

Keywords: Teacher Educator, Professional Development, Perception of Teacher Educators, Positive Attitude.

Introduction

Kothari Commission (1964-66) was most emphatic to recommend school subjectization of education, as it concluded that university degrees are not at all necessary for majority of jobs at the middle level and these jobs can be competently performed by school subjects well trained higher secondary students. Moreover, more than 50% of the students discontinue their studies after high school and enter the world of work without any professional competencies. If such drop-outs are equipped with necessary skills and competencies in some vocations, they can face life with confidence and supplement their family income instead of wasting their adolescent years in the pursuit of futile university

education. Thus, the Kothari Commission recommended creation of two distinct streams at+2 level after 10 years of general school education: general academic stream and school subject stream; the former preparing students for college education and the latter education them in vocations of their choice. It was envisaged to divert 50% of the school leavers to school subject stream over a period of 20 years. Further, the National Policy on Education -1986 envisages that school subject courses should cover 10% of Higher Secondary students by 1990 and 25% by 1995.

Macaulay system of education, as was conceived to meet certain requirements of the British Raj in India, unfortunately persists even today swelling the army of educated, unemployed and frustrated youth. This can be safely attributed to the fact that the education system has no relevance to the socio-economic conditions of the country. The knowledge, which is supposed to be imparted to the taught through this sort of education, hardly comes, hardly comes handy when the students are confronted with actual working conditions in life. Lacunae of the education system and the need to make it work-oriented were reflected in the reports of several commissions and committees on education (Radhakrishnan 1948; Mudalier, 1952)

The scheme envisages development of school subject expertise and skills in the students by earmarking adequate instructional time (50% to 80%) for the study and practice in school subject courses. Remaining time is devoted for the study of languages and other related subjects. Intuitional practice fortified by on-the-job training is rightly expected to develop school subject proficiency and confidence in the students. Although school subject courses are terminal in nature, adequate avenues for vertical mobility to university education are available for the deserving students and efforts are being made in several states to design higher courses in different school subject areas to improve expertise of the school subjectly trained students.

Rationale of the Study

The National Policy on Education (NPE)-1986 states “In order to meet the continuing needs of up-dating curriculum, renewal should systematically phase out obsolescence and introduce new technologies or disciplines”. Further, the ‘Programme of Action’ of NPE has also observed: “No mechanism is available to coordinate the school

subject programme at district levels and to undertake activities like, district level need surveys for identifications of manpower requirements, for developing need-based school subject courses etc.”

It is therefore, very important that some sort of survey should be conducted so that the programme can be well perceived and structured properly. The based requirement for proper selection of school subject courses in any district or region is to assess the employment potential in it, the relevance of the course to the development activates as well as to identify the higher secondary institutions where those courses could be run successfully so that the students coming out of the courses may get wage employment or be self-employed as far as possible.

The above studies reveal that few researches were conducted on school subject education of secondary school in Sasaram of Rohtas district in Bihar. Hence it is relevant to study the school subject Education towards their Secondary Education. The investigator raised following research question for investigation.

Objectives of the Study

1. To find out the infrastructural facilities for school subject education.
2. To find out the number of school subject teacher and their qualification and training.

Methodology

The survey method was used to study the school subject education of secondary school in Sasaram of Rohtas district in Bihar. The sample consists of 50 secondary school selected purposefully from Sasaram of Rohtas District in Bihar state. The secondary schools are belonging to Department of Education, Department of Social Science and Humanities and Department of Education in Science and Mathematics. Self-developed questionnaire and Questionnaire for Interviewing the Headmaster/Head of the school consisting of 60 items based on benefits and quality of infrastructural facilities for school subject education, the number of school subject teacher and their qualification and training for Secondary school. The content validity of the tools was ensured by incorporating comments and suggestions of experts and Cronbach reliability of tool was

.68. The collected data were processed by using Excel and item wise analysis was done by using percentage. The detail of analysis is presented in following sections.

Data analysis and interpretation

Analysis and interpretation of the data is the most important and crucial step in educational research. After data has been scored and tabulated, it has to be analyzed and interpreted to draw proper inference. Analysis of data means studying and organized materials in order to discover inherent facts. However, valid, reliable and adequate the data may be, it does not serve any worthwhile purpose. Unless carefully edited, systematically classified, tabulated and scientifically analyzed.

Infrastructural facility for vocational Education

Table no 1. Infrastructural facility

Name of the Block	No of school	class		Available infrastructure	Name of course	Time of class
Sasaram	12	6	2	Almirah-140 Bench-1400 Table-170	Secondary School	School hour And morning
Tilouthu	14	5	1	Almirah-75 Bench-965 Table-76	Secondary School	School hour
Dehri	12	4	1	Almirah-34 Bench-943 Table-72	Secondary School	School hour
chenari	12	3	1	Almirah-94 Bench-867 Table-128	Secondary School	School hour

From the above table it has been found that infrastructural facilities are available in all schools. Classroom and practical room are also available. Other infrastructural facilities like as Almirah, Bench, and Table also available as per requirement. Different schools conduct different section of the regular courses. The time of conducting the courses are either morning or school hour.

Table 2. Gender distribution among teachers during the data collection time

Gender	No. of teacher
Male	95
Female	148

The above table and fig.2 show 148 male teachers and 95 female taught in the regular class in different school and section.

Table: 3 Academic qualification of teachers

Academic Qualification	No of Teacher
Inter	23
UG	145
PG	65
Ph.D.	04
D.El.Ed.	35
B.Ed.	202
Others	07

After analysis of academic qualification of teachers it has been found that P.G. holders teachers are 65 in number, UG degree holder teachers are 145, inter qualified teachers are 23 in number, trained teachers (B.Ed. and D.El.Ed.) qualified are 137 teachers. Only 4 teachers are having Ph.D qualification in the Sasaram district.

Educational Implication

One of the weaknesses of Indian education system is that it does not gives due importance to school subject education. As a result there is a mismatch between the skilled manpower required and skilled manpower available. Every year, various colleges churn out millions of graduates who do not have the specific skill sets required by the market. This has resulted in a situation where on the one hand there are scores of unemployed graduates and on the other hand there is a huge shortage of skilled workers such as plumbers, electricians, etc. To rectify this situation school subject training programs need to be promoted in a big way. This may include secretarial practices, computer operator and programme assistant, library assistant, architectural draughtsman ship, desktop publishing, electrical technician, electronics mechanic, refrigeration and air conditioning, plumbing, tailoring and dress making, hair and skin care, fruit and vegetable preservation programs, etc.

In fact, education is useless if it does not make people fit for a livelihood. While educational institutes have increased by leaps and bounds since Independence, many

products of these institutes are found to be not even capable of earning a livelihood. This is the result of bad and haphazard planning on the part of the educationists. Educational institutions have failed to lay any stress on the quality of the education that they impart, or the subjects they teach. These institutes still follow the subjects of study introduced in our curriculum by the British rulers which have lost their significance for us today being free Indians. Hence, there is a bankruptcy of achievement by our educated children. Besides a lop-sided curriculum, our primary education has been neglected which has led to a vacuum in the basic literacy standards. As a result colleges turn out plain and simple graduates and postgraduates who are absolutely unemployable when they come out of their colleges. Hence, instead of increasing the numbers of colleges for general studies, it would be better to introduce more of school subject centres and institutes for the large number of children coming out of schools.

At present, school subject educational in India aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganized sector and to instil self-employment skills in people through a large number of self-employment oriented courses. School subject education is being imparted through Industrial Training Institutes (ITIs) and polytechnics. However, this has to start at school level itself. When children leave school, they should possess some skill which can be further developed and they can get a job based on that skill. Students can be taught skills like painting, drawing, and clay modelling etc., as a part of the syllabus. They could have it as an extra-curricular activity which they would enjoy and at the same time get groomed for the skill. These children, as they enter college they can start learning repair and mechanical jobs etc. This process would enable the students to develop some skills and also show their aptitudes. For these children college would be their school subject centre. These centers could, at a higher level also give degrees or diplomas in the skills of the study.

The entire educational system has to be built in a manner that will guarantee to the children a basic livelihood, once they come out after completing their education. Once the students get school subject education, their main aim of getting employment will be fulfilled and many a problems would be solved. It will be good for the country also, for the masses of the young will be in a position to join the mainstream of nation

building as soon as they come out of their education outfit. School subject education training should be such that even working people can join the course, and even select the timings as per their convenience and nature of job. The school subject institutes should also allow the students to study online and attend either evening or morning classes. Moreover, financial aid should also be provided to students who are economically weak. As a precautionary measure, appropriate and necessary rules should be framed by the central and state Governments. School subject training institutes should be required to follow the rules or else their recognition should be cancelled. Similarly, it should be necessary that a student fulfils the eligibility criteria of the training institute. The procedure of getting admission into any school subject institute should be very simple and easy. So, this study will help to the local administration, government to implement the school subject courses in different places of sasaram district. Through this study many people may come to attend the courses as well as skilled manpower production will be increased significantly.

Recommendation

Every Subject has certain aims with which it is studied. These aims are in consonance with the aim and objectives of the society. Therefore School subject is a subject in the curriculum which needs more careful handling and efficient execution in the class. The facilities which are desired for successful school subject teaching are manifold. Passing a deed need into the investigation the researcher finds the problems and suggests certain measures to overcome those with reference to the opinion and recommendations of the responding teachers and experts.

- school subject subjects in schools.
- A survey of methods of teaching school subject subjects in upper primary urban schools.
- A study of the opinions of the students and guardians on the content and method of teaching school subject subjects.

Similarly study can be extended to other areas of the state with a large sample. Rural and urban both areas can also be included in the study of this type.

Conclusion

At present, school subject education in India aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganized sector and to self-employment skills in people through a large number of self-employment oriented courses.

After analysis the data it has been revealed that infrastructural facilities are available as per requirement which prescribed by the state council likes as class room (both theoretically and practical's), almirah, bench, table etc. Researcher also analysis result of the students of previous years. Rate of present is also satisfactory is noted. Both male and female teachers are working either contractual, part-time or no work- no pay basis, caste distribution also noted and it can be say there is biasness of a particular caste. Teacher's qualification is also satisfactory and fit for the causes. All teachers having professional qualification in respect with their causes.

It is therefore, very important that some sort of survey should be conducted so that the programmed can be well perceived and structured properly. The based requirement for proper selection of school subject courses in any district or region is to assess the employment potential in it, the relevance of the course to the development activates as well as to identify the higher secondary institutions where those courses could be run successfully so that the students coming out of the courses may get wage employment or be self-employed as far as possible.

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