

State of Secondary Education in Jharkhand

Om Prakash Dubey¹, Adhir Chandra Trigunait², Rajiv Kumar Dwivedi³

¹Dept. of Mathematics, Bengal College of Engineering & Technology, Durgapur, West Bengal-713212 (INDIA).

²Dept. of Mathematics, Markham College of Commerce, Hazaribag, Jharkhand – 825301 (INDIA).

³Dept. of Mathematics, Vinoba Bhave University, Hazaribag, Jharkhand – 825301 (INDIA).

ABSTRACT: *The Secondary education is a gateway to the opportunities and benefit of Economic and social development. Secondary Education serves as bridge between primary and higher education. It prepares young persons between the age group 14-18 years to enter the world of work or pursue higher education as per their attitude, will, knowledge and desire. This is the era of globalization which increasingly demands educated skilled persons as manpower. India has enough uneducated semi skilled manpower. Thus the increasing demand for more sophisticated labor force, combined with growth of knowledge based economics gives a sense of urgency to the heightened demand for secondary education. In the present paper the state of secondary education in Dhanbad District (Coal Capital of Jharkhand State) has been discussed.*

Keywords - Educational Administration, Minister of Education, Secondary Education .

INTRODUCTION

A uniform structure of school education viz. 10+2 system has been adopted by all the states and union territories of India. The secondary stage consists of classes of IX - X in 19 states. The High school stage comprises classes VIII - X in 13 states.

In all the states the examinations are conducted at the end of class X by the respective state Boards of Secondary Education. The minimum age for the secondary school examination varies from 14+ to 16+ years. In Mizoram, the minimum age for secondary school examination is 13+ years. The number of working days of school education in a year is generally more than 200 days in all the states.

Before going through the secondary education being imparted in Dhanbad (Coal Capital of Jharkhand State), we would like to go through the philosophies of education by some well known philosophers like Mahatma Gandhi, Dr. Aurobindo and Sarvepalli Radhakrishnan in short.

Gandhi's education theory has four bases:-

- a. His Educational experiments.
- b. His general Philosophy of life.
- c. His Dissatisfaction with British legacy in education, and

- d. His faith in education as an instrument of social, economic, Political, moral and spiritual regeneration of India.

Gandhi believed in integrated education. He believed that the child had several innate potentialities which should be facilitated to blossom through the educational process. Physical, mental, social, emotional and spiritual development should be attempted through education. As he put it "Education is drawing out of the best in child and man-body, mind and spirit". Education of the head, the heart and the hand should be pursued simultaneously. The British system created only to the intellectual aspect – the head. Gandhi believed that education should transmit the cultural heritage and refine and enrich it for the benefit of prosperity. However, education has to be life itself and through life [1, 4].

An understanding of Aurobindo's educational ideas can be obtained from two basic sources 'On Education' and 'A system of national Education'. His educational system can be summed up in two words - "Integral Education". It has two functions as:

- a. It gives an integrated view of the Universe to pupil. A student of science should also look at life, society and the universe around, not only from a scientific perspective but also from those of humanities, fine arts and social science. Similar perspectives are required by others also. A Synthetic understanding, a holistic view of the Universe and life around is required.
- b. Education attempts at an all-round, balanced, harmonious and integrated development of the individual. Development should not be piece-meal, isolated and pigeon holed. The physical, social, emotional, intellectual and spiritual life and powers of child should be tapped and unfolded in an integrated way.

Aurobindo meant Education as self-realization. His concept of self realization is based on the teaching of the Upanishads. The Taittiriya Upanishad has described the self as surrounded by five layers (Constituted of five Sheaths) the Panchakoss. Aurobindo believed in the validity of this Upanisadic teaching and when he speaks of an education of the self, he means an education relating to all these five layers when alone he say education becomes an integral education. As

Aurobindo writes “Education to be complete must have principal aspects relating to the five primary activities of human being the physical, the vital, the mental, the psychic and the spiritual”. Usually these phase of education succeed each other in a chronological order following the growth of the individual. This however does not mean that one should replace another but that all must continue completing each other till the end of life [2, 7].

Among the well recognized schools of thought, Radhakrishnan’s Philosophy is classified under idealism. Though Idealism advocates ideals in life, the etymology of the phrase has nothing to do with ideals. It is from the assertion that ideas are real; the ultimate reality is a great and grand idea, the human being an expression of this great idea. All human beings, irrespective of their race, religion, class, cast, language, nationality, sex, ethnicity, etc are sparks of the divine. Hence service to humanity is service to God. In fact by self realization, which is the goal of almost all the scholars of Indian philosophy, Radhakrishnan mean the social self. As he wrote “Moral conduct is self realized conduct if by the self me mean not the empirical self, with all its weakness and vulgarity, selfishness and smallness, but the deeper nature of man, free from all fetters of selfish individuality [5]. This is his Philosophy and message wherein he looked at sea of humanity in an integral and holistic perspective. His philosophy has been termed as “Integral Humanism”. Radhakrishnan had declared that the “purpose of education is to give an integral view of the Universe” in the opening pages of the Report of University Education Commission.

I. EDUCATIONAL ADMINISTRATION AT THE CENTRE AND IN THE STATE

Educational Administration for schools in India is a democratic administration. The aim of proper administration in education is the progressive development of human life. Educational administration in this country is centralized but it has decentralized units at village level [3, 6].

In a democratic country, the state and the private enterprises work together to fulfill the needs for secondary education of the citizens. In India the state is responsible for the education of its citizens. It is an essential duty of welfare state to provide all types of facilities to its citizens for learning. A free society cannot be prospering, if the administration does not have proper approach to the problem of secondary education. The state Educational departments are the principal agency to prepare and implement educational plans. The administration plays an important role at the stage of execution of plans and policies in education.

The Education Department at the state level is under the control of Minister of Education renamed as MHRD controls the educational policy

and directs its execution. Minister of MHRD is responsible for formulation, control and execution of the educational policies through the state Department of Education which is divided into two sections for administrative purposes- Secretariat and Directorate.

- 1) Secretariat: - Directly concerned with the Minister and Deputy Minister. The secretariat gives shape to the ideas of the Minister in the form of legislation, press notes etc. regarding various aspects of education. The State Government’s policy is given concrete shape by the Secretariat. Assisted by one or more Deputy Secretary, Under Secretary, Assistant Secretary and few assistants. The Education Secretary holds the key position in the secretariat, keeps liaison between directorate of Education and government. He frames policies regarding the various aspects of education.
- 2) Directorate: - The directorate is the executive body which executes the policy of the Government framed in the Secretariat. The Executive head of the department called director of Education is responsible for offering technical guidance to the Minister in all educational matters. He carries out the policy of the department. He provides information to the Govt. regarding the educational need and progress of education in the states, people’s reaction to the Government policy on education, awards, grants etc. He submits his proposals for the reorganization and expansion of education to the Ministers through the Secretary.

There are also, all over the country the district education authorities, each in charge of an education district which most often is co-terminus with a revenue district of the state. The head of an education in district is generally called a District Education Officers [DEO].

II. SECONDARY EDUCATION IN JHARKHAND

Prior to the birth of Jharkhand the Secondary education perceived as desirable in this region. The secondary education did not get the requisite attention in the erst while Bihar. The nascent state has now given top priority to education. The Strengthening of Secondary educations have been initiated to improve the quality of education in the state.

The state has nearly 1235 secondary schools including 26 government boys/girls high schools, 223 project boys/girls high schools, 12- non Government Sanskrit high schools 135 non Government recognized minority schools and 180 non Government recognized madarsas. One high school covers 6165 sq. k.m. geographical area and population of 17,687. Due to high population growth, adequate number of high school has been

necessitated particularly in rural areas. The state Government has proposed to set up two model schools in each district of Jharkhand. The Government has also decided to aid and improve the infrastructure of secondary schools in Jharkhand. To make secondary education more effective the Government has decided to provide grant-in-aid to non government recognized schools. It has been also resolved to support the renowned public school of the country to open their branches in some urban areas within the state.

Thus it can be said that secondary education in Jharkhand is trying to pace up with the education department of other state of India. Till recently the department of secondary education was under developed in Jharkhand, but due to endeavor of the Government of Jharkhand, Department of secondary education is soaring in newer heights.

III. SECONDARY EDUCATION IN DHANBAD

Dhanbad (Coal Capital of Jharkhand State), the coal field, is a land of black diamond, primarily known as DHANBAID. Later “i” was dropped by the Government notification. The district has only one subdivision called Dhanbad Sadar. Presently there are 8 blocks viz Jharia, Baghmara, Dhanbad, Nirsa, Govindpur, Balipur, Tundi and Topchanchi. As per 2001 census the total population of Dhanbad district is 23,94,434. It is the 2nd most populous district of Jharkhand. It has the highest density of population in the state. Dhanbad district has a good network of Government and private secondary schools, although the standard of teaching varies from school to school. Most of the Government run schools in Dhanbad district are affiliated to Jharkhand Education Examination Board whereas most of the private schools are affiliated to ICSE or CBSE boards. A number of secondary schools are run by convents or by the missionaries by minorities. The secondary education in the district is being administrated by the District Education Officer (D.E.O).

Dhanbad district stands 2nd position in the field of literacy in all over Jharkhand. Average literacy rate of Dhanbad District in 2011 were 75.71 compared to 67.00 in 2001. Male and female literacy were 85.68 and 64.70 respectively. The gender gap is high in each block. Education has been found positive due to increasing number of Government schools and massive enrolment of children in these schools under Government policies.

There are 92 Government high schools in Dhanbad district. Among them 37 are Rajkiyakrit secondary schools. These schools are run by state govt. The syllabus, curriculum, and teachers are decided and appointed by the state. The teacher

student ratio is not satisfactory in the district. The infrastructures in the most of the schools are inadequate. The state Government as well as the district administration are keen to improve all the facilities to student and are doing so. But the speed of providing infrastructure to the schools is very slow.

This is the age of computer education. Every secondary school student must be a computer trained. Jharkhand Government has recently allotted a handsome fund for every school for computer education. But it will take a longer time to allot funds for each school due to Government machinery. Government should make some necessary arrangement so that these decisions may be implemented in a faster manner. Government as well as District administration should also make necessary arrangement to provide trained teachers to each school so that the students may be guided properly.

IV. CONCLUSION

Institutional planning is a complex idea to be worked out scientifically. Government should modify the grant-in-aid rules. Each institution should have adequate freedom to pursue its own course of development and encouragement/reward must be given for achieving excellence. Good schools should get all the encouragement/privilege to experiment with new ideas. Hence education is required to form a complete man.

V. Acknowledgements

Authors acknowledge to District Education Officer (D.E.O.) of Dhanbad district of Jharkhand state for his valuable information. Authors are also highly indebted to unknown reviewers of this paper. And special thanks to publisher for provide opportunity as well as a platform on which it is possible to publish the paper.

REFERENCES

1. Arnstine, Donald, Philosophy of education: learning and schooling, Mishawaka, Harper and Row, U.S.A, 1967.
2. Aurobindo, On Education, 1927, 5-56.
3. Chandra, S. S. & A. K. Chakroborty, School Administration Organization & Management, R.L.Book Deport, Meerut, 2008.
4. Dewey, John, Democracy and Education: An Introduction to the Philosophy of Education, G. P. Putnam's Sons, New York, 1939.
5. Radhakrishnan, S., *Indian Philosophy*, 01, 210-220, 1940.
6. Mochlman, Arthur B., School Administration, Boston: Houghton Mifflin Co., 63-68, 1951.
7. Radhakrishnan S. & Moore C. A., A source book in Indian Philosophy, “refer to a special chapter on Aurobindo's philosophy”, 1960.

.....