

# The plight of Secondary Education in Dhanbad, Jharkhand

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## ABSTRACT:

This article explores the challenges faced by secondary education in Dhanbad, Jharkhand, and emphasizes the importance of addressing these issues. The review of existing literature highlights concerns such as inadequate infrastructure, shortage of qualified teachers, high dropout rates, socioeconomic barriers, curriculum relevance, and the role of government initiatives. These challenges hinder the provision of quality education and impede students' academic progress. The article calls for collaborative efforts from policymakers, educators, and the community to improve infrastructure, enhance teacher training, tackle dropout rates, address socioeconomic factors, and ensure a relevant curriculum. It emphasizes the need for effective implementation and monitoring of government initiatives to uplift secondary education in Dhanbad. Further research and evaluation are recommended to develop targeted solutions and improve the overall state of secondary education in the region. Secondary education is a gateway to the opportunities and benefits of Economic and social development. Secondary Education serves as the 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 era of globalization increasingly demands educated skilled persons as manpower. India has enough uneducated semi-skilled manpower. Thus, the increasing demand for a more sophisticated labour force, combined with the 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 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 (the 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 the British legacy in education, and.
- d. His faith in education as an instrument of social, economic, Political, moral, and spiritual regeneration of India.

## Literature Review

### Introduction:

Secondary education is a crucial stage in a student's academic journey, laying the foundation for higher education and future prospects. However, Dhanbad, a city in the state of Jharkhand, faces numerous challenges in providing quality secondary education. This literature review aims to examine existing research and studies on the issues and difficulties faced by secondary education in Dhanbad, Jharkhand.

### **Educational Infrastructure:**

One of the primary concerns impacting secondary education in Dhanbad is the inadequate infrastructure of schools. Studies by Kumar and Sharma (2016) highlight issues such as dilapidated buildings, insufficient classrooms, lack of basic amenities like electricity and clean water, and inadequate seating arrangements. These deficiencies hinder effective teaching and learning environments.

### **Quality of Teaching:**

The quality of teaching in secondary schools is a critical factor influencing educational outcomes. Research by Choudhary and Sharma (2018) reveals that a shortage of qualified and trained teachers is a significant challenge in Dhanbad. Additionally, the lack of regular teacher training programs, professional development opportunities, and teacher accountability contribute to the overall decline in the quality of education.

### **Dropout Rates:**

High dropout rates pose a significant obstacle to secondary education in Dhanbad. A study by Roy et al. (2019) identifies various factors contributing to student dropout, including poverty, lack of parental support, engagement in child labor, and inadequate infrastructure. These issues call for interventions to ensure that students remain enrolled and complete their secondary education.

### **Socioeconomic Factors:**

The socioeconomic background of students plays a crucial role in their access to and completion of secondary education. Research by Kumari and Kumar (2018) suggests that poverty, parental illiteracy, and low socioeconomic status act as barriers to enrollment and retention in schools. Addressing these factors requires targeted policies and interventions to promote inclusive education.

### **Curriculum Relevance:**

The relevance of the curriculum to the local context is another area of concern. Studies by Kumar and Singh (2017) indicate that the curriculum often lacks practical and vocational components, which limits its applicability in real-life situations. Incorporating local knowledge, skills, and practical learning opportunities can enhance the engagement and interest of students in their studies.

### **Government Initiatives:**

Government initiatives and policies play a vital role in addressing the challenges faced by secondary education in Dhanbad. The Right to Education Act (RTE) and various centrally-sponsored schemes, such as the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), aim to improve access, infrastructure, and quality of secondary education. However, the implementation and monitoring of these initiatives require continued attention.

### **Conclusion:**

The literature review highlights significant challenges faced by secondary education in Dhanbad, Jharkhand. Inadequate infrastructure, shortage of qualified teachers, high dropout rates, socioeconomic barriers, curriculum relevance, and effective implementation of government initiatives are critical areas that need attention. Addressing these challenges requires collaborative efforts from policymakers, educators, and the community to ensure accessible, inclusive, and quality secondary education in Dhanbad. Further research and evaluation of interventions are necessary to devise effective solutions to improve the plight of secondary education in Dhanbad, Jharkhand.

Gandhi believed in integrated education. He believed the child had several innate potentialities that 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 was created only for 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:

a. It gives an integrated view of the Universe to the 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 piecemeal, isolated, and pigeonholed. The physical, social, emotional, intellectual, and spiritual life and powers of the 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 Upanishad teaching and when he speaks of an education of the self, he means an education relating to all these five layers when alone he says 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 phases of education succeed each other in 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].

Radhakrishnan’s Philosophy is classified under idealism among the well-recognized schools of thought. 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, and the human being is an expression of this great idea. All human beings, irrespective of their race, religion, class, caste, 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 means 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 the sea of humanity from an integral and holistic perspective. His philosophy has been termed “Integral Humanism”. Radhakrishnan declared that the “purpose of education is to give an integrated view of the Universe” in the opening pages of the Report of the 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. This country's educational administration is centralized but has decentralized units at the village level [3, 6].

In a democratic country, the state and private enterprises work together to fulfill the citizens’ secondary education needs. In India, the state is responsible for the education of its citizens. It is an essential duty of the 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 a proper approach to the problem of secondary education. The state education departments are the principal agency to prepare and implement educational plans. The administration plays an important role in the stage of execution of plans and policies in education. The Education Department at the state level is under the control of the Minister of Education renamed as MHRD controls the educational policy and directs its execution. The 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 Secretaries, Under Secretary, Assistant Secretary, and a few assistants. The Education Secretary holds the key position in the secretariat and keeps liaison between the directorate of Education and the government. He frames policies regarding the various aspects of education.

2) Directorate: - The directorate is the executive body that executes the policy of the Government framed in the Secretariat. The Executive head of the department called the 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 education in a district is generally called a District Education Officer [DEO].

## **II. SECONDARY EDUCATION IN JHARKHAND**

Prior to the birth of Jharkhand, Secondary education was perceived as desirable in this region. Secondary education did not get the requisite attention in the erstwhile Bihar. The nascent state has now given top priority to education. The Strengthening of Secondary education has 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 madrasas. One high school covers a 6165 sq. k.m. geographical area and a population of 17,687. Due to high population growth, an adequate number of high schools 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 another state of India. Till recently the Department of secondary education was underdeveloped in Jharkhand, but due to endeavors of the Government of Jharkhand, the Department of secondary education is soaring to newer heights.

## **III. SECONDARY EDUCATION IN DHANBAD**

Dhanbad (Coal Capital of Jharkhand State), the coalfield, is a land of black diamonds, 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 the 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 the 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 missionaries by minorities. The secondary education in the district is administrated by the District Education Officer (D.E.O).

Dhanbad district stands 2nd position in the field of literacy all over Jharkhand. The average literacy rate of Dhanbad District in 2011 was 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 the increasing number of Government schools and the 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 the 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 most of the schools are inadequate. The state Government as well as the district administration are keen to improve all the facilities for students 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 computer trained. Jharkhand Government has recently allotted a handsome fund for

every school for computer education. But it will take longer to allot funds for each school due to Government machinery. Government should make some necessary arrangements so that these decisions may be implemented in a faster manner. Government as well as District administration should also make necessary arrangements 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 must 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**

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

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