

CHALLENGES AND THEIR POTENTIAL SOLUTIONS OF SCHOOL EDUCATION IN BIHAR

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"Education in India is not a new thing. There is no country in the world where the origin of love of knowledge is so ancient or its effect is so lasting and powerful." This lasting and powerful influence of knowledge exists to this day, although it has been thousands of years since the form and character of that education changed. Therefore, it will be useful for us to get an introduction to ancient education and its development journey. This will also enable us to develop an insight to better understand the problems of current education and the suggestions given to solve them. Later, with the growth of small local unions, the control of the central unions became looser. The principles of democracy began to be misused. Collect a lot of wealth. Gone and the life of enjoyment began. The beggars became absorbed in the nudity corruption. In addition, the arguments of Shankaracharya on the one hand drove Buddhism out of India, on the other hand there were invasions of Muslims. They destroyed Buddhist viharas. The monks were put to death. The remaining monks fled to countries like Tibet, Nepal etc. and thus a great tradition came to an end. From the last phase of the fifteenth century, human culture in Europe started moving towards a new direction. The merchant class started getting special importance in the social system and politics. The ambition of the merchant class here got a new consciousness. Earlier, here in society and in the government, the position of the nobles and the clergy in the advance husband, began to disappear, the European country became the "trading country", and the European culture became the "merchant culture".

Before the rise of this merchant culture, education in Europe was either for the hobby of the nobility, or for the religious preaching of the clergy. The kind of people that the new merchant culture needed could not be found in the elite class nor in the clergy, so for other sections of the society (especially the middle class) a merciless education system was created on the basis of fees (fuss) in which was it necessary for some people to pass and the rest to fail. Children who fail in this sequence become accustomed to considering themselves as unfit and timeless.

Four things have to be given special attention in the educational work of the missionaries, the first thing is that the main goal of the missionaries was to convert, not education, so they had to fulfil the social, cultural and economic needs of the converting people and Schools were opened to prepare Indian assistants in the work of conversion. Secondly, industry and crafts were also taught in schools to improve the condition of converted Indians. Thirdly, the missionaries had to work among the lowest classes of the society for the propagation of religion, who knew only their own language, so the missionaries made Indian languages as the medium of instruction in their schools and for this work the Indian languages themselves. Studied them, prepared their glossaries, wrote grammar texts and translated the Bible into those languages. It did not come to the minds of these missionaries for a short while that the Indian languages are "underdeveloped and vulgar, and translation of the Bible is not possible in them. Fourthly, the missionaries have done important pioneering work in the field of women's education." They opened separate schools for women's education, arranged for home education, established orphanages and established schools related to them. College founded by the brilliant Scotch missionary Dr. John Wilson in Madras, established by Anderson and Bradwood in 1837, the present Christian College, established in 1841 by Robert Nobil at Machilipatam, the "*Nobel College*" established in 1841 by Stephen Bislop at Nagpur, Christian College, *St. John's College*, established in 1853 by the Church Mission Society in Agra, etc. were opened during this period. In the year 1830, the first missionaries were opening primary schools giving primary education, mostly through Indian languages, but from 1830 these people started leaving the old policy and started opening secondary schools and colleges that taught through English, which included biblical texts. Education was compulsory. The first step in this direction was taken by the missionary Alexander Duff.

The first effort made in this direction in the present time was William Adam's. In 1838, he proposed that setting up of schools for schools should be made compulsory. Another 'Winmet', who was the Revenue Survey Commissioner of Bombay, proposed that necessary

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arrangements should be made for the children of the farmers from the money received in the form of land revenue. In 1858, the Education Inspector of Gujarat, T.C. Hope was that by a law, the residents of a place should be given the right to manage education locally. In 1884, the Deputy Inspector of Schools, Mr. Shastri, in his annual report, suggested the introduction of compulsory education by the **Hunter Commission**. In front of (1882), Dadabhai Naoroji also made a proposal to make primary education compulsory and free, but the government did not pay heed to any suggestion and declared these proposals untimely, where the caste of national sentiment was happening in the country. Two reasons for this, firstly, that this whole era was of social, religious, cultural restoration, was not brought in Bengal by Raja Rammohun Roy, Keshavchandra Sen, Swami Vivekananda etc

The Constitution (86th Amendment) Act, related to making education a fundamental right of the children, was also passed by the Parliament in **November 2002** during the prime ministership of Shri Atal Bihari Vajpayee, but a detail-wise arrangement to implement this Act has to be made. It's still left.' The **Education Commission (1964-66)**, while discussing the obstacles in the way of achieving this goal, has told that lack of adequate resources, huge increase in population, obstacles in the education of girls, more number of children from backward castes, general public Due to poverty, illiteracy and apathy of the parents, it has not been possible to make adequate progress in the spread of primary education and achieve the goal specified by the constitution.

Of course these are serious problems; there are serious problems, but have these problems suddenly arisen today? When it was resolved to complete the program of compulsory-free education in ten years, did these problems not exist? If these problems were not there, then there would not have been the problem of the spread of primary education. There is a need to do proper study analysis of these problems and to identify the factors which are obstructing the way of solving these problems.

In the present history of Indian education, this problem was first addressed by the **Hartog Committee (1929)**. According to him, withdrawing a child from the school before the completion of primary education is wastage and he has called a blockage to pass a class in more than one year, but there is a kind of incompleteness in these definitions. What is the duration of primary education? Somewhere it is four years old, some five years old and somewhere six years old. Then the sharp children complete the primary education course in less time.

Nature of education - This education of ours is so useless that neither the child sees any meaning in it nor to the guardian. Our "karmaless" teachers make ends meet. A survey was
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conducted on the sample of 44 parents of fifteen schools in Nagaur district of Rajasthan. It was found that 1761 children of these 2609 patrons contribute in earning. Out of 1761 children, 480 worked outside the home for five hours a day and earned Rs.40. Earn per month. These patrons also pointed out many shortcomings of the present education. 50% of parents said that they want to get education along with wages. **(Gupta, 2015)**

Informal and part-time education- In the current traditional importance of education, our slogan is "Come to full-time school, otherwise don't come to school at all." This ruthless slogan must be cremated now because this slogan does not match at all with our social system. Instead, the arrangement should be that the children who have to work in the family or have to earn money to run the family, they should continue to do this work and also get education. For this the program of part-time education should be adapted to the local conditions. For example, if children work on the farm in the morning, school can be run in the afternoon, evening, night or any other time. On days when the work of plowing, sowing or harvesting etc. is going on in full swing and there is no holiday at all for the children to study, school holidays can be done on those days. At present, written and oral examinations are in vogue at the primary education level. **(Gupta, 2015)** Those exams are usually home exams. It is the teachers of primary schools who take the examinations and declare the students as passed or failed. There are two opposite views among the educationists regarding whether there should be examinations at the primary level or not. Some people say that examinations should not be held at this stage because for the students of primary classes academic achievement is not so important as the educational environment and the importance of actively participating in educational activities. Examination awareness can have a bad effect on the mental health of children and due to examination anxiety, the child can be bound by the natural pleasure of educational activities. Formal examinations should be conducted only when the child is able to understand the meaning of the examination. But on the contrary, some other scholars are of the opinion that there should be examinations at the primary level because unless it is known whether the child has absorbed the syllabus or not, his education cannot be arranged smoothly. Along with this, the joy of success in the examination motivates the child towards future education. **(Yashpal, 1992)** Both these views seem to be right in their respective places, but everyone will accept that the written examination system prevalent in higher classes is not suitable in any way for young children. If examinations are to be maintained in the primary classes, then continuous evaluation method has to be adopted through oral and practical examination. The **Education Commission (1964-**

66) had also expressed its views regarding the evaluation system at the primary level and suggested the following:

- (i) Evaluation should be an integral part of education.
- (ii) The basic skills, attitudes and habits etc. of the students should also be assessed at the primary education stage.
- (iii) Classes 1 to 4 should be considered as one unit and continuous evaluation should be done at this level.
- (iv) At the upper primary education level, there should be an oral examination and internal assessment along with the written examination.
- (v) There should also be a proper system of diagnostic tests and cumulative records.
- (vi) National level assessment should be done at the end of primary level education.
Different
- (vii) No formal examination is required in class 1 and 2. During and at the end of the teaching of the lesson or unit, the teacher should see whether the students have achieved the required minimum level of learning. If necessary, the teacher should also organize remedial teaching. Along with the cognitive development of the students, the affective and psychomotor aspects of their personality should also be evaluated.
- (viii) In classes 3, 4 and 5, along with continuous evaluation, formal examination should also be conducted. The questions to be included in these examinations should be objective type, multiple choice and short answer type. Class 5 annual examination should be conducted at the regional level.
- (ix) New type of question papers should be made in the written examinations of class 6, 7 and 8. Keeping in view the continuous and comprehensive evaluation of the students, monthly examinations, half yearly examination and annual examination should be organized. Annual examination of class 8 should be conducted at district and state level.
- (x) Maintenance of Cumulative Records should be made mandatory for every school. **(Gupta, 2015)**

The aim assessment in the culture of schooling system will shift from one that summative and primarily tests rote memorization skills to one that is more regular and formative, is more competence based, promotes learning and developments for our students

and tests higher order skills, such as analysis, critical level thinking. The primary purpose of assessment will indeed be for learning. (**National Education Policy 2020**)

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