

An Analytical Study of the Senior Secondary Schools with Science Stream in Rajasthan (With Special Reference to the Schools in Dholpur District)

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Abstract

Dholpur with several private and government schools, colleges and coachings meant for the various competitive examinations held from time-to-time by various agencies, is now an education hub where both the male and female candidates from the various parts of the district can be seen burning midnight oil to seek some good career for themselves. In the district as a whole, probably, all the popular streams are available for the students. In most of the schools and colleges, besides the arts and commerce streams, there is the Science stream with the teaching facility of Chemistry, Physics, Biology, and Mathematics.

In the Dholpur district, in addition to several private and government schools affiliated to Rajasthan Board of Secondary Education (RBSE), there are- Military School which has produced several great scholars so far since it was opened, Jawahar Navodaya Vidyalaya and three CBSE Schools, of which two are in Dholpur city and one is in Mania.

The modern trend is of Science Stream. Of course, the entire Dholpur district in Rajasthan is making a tremendous contribution in this field. However, still the improvement is required to satiate the curiosity of the Science students, and to prevent them to go to other cities for the sake of higher studies and career in the field.

Keywords: Satiety, Curiosity, Trend, CBSE, RBSE, Education Hub, Stream, Scientific, Approach, Career.

Introduction

As in the other parts of the country, in Rajasthan, and especially in Dholpur district, the educational scenario is changing. Now both the students and their parents are aware of the situation, and want it to be in their favour. This is the reason why the students start making preparation quite early for the various competitions and join the coachings for the purpose. Now they do not want to confine themselves only to the conventional classroom teaching, rather they are eager to join the main stream in the nation by joining some good coaching. Generally in the district, it is the trend that immediately after getting through the senior secondary examination, the promising science students go to other cities like Kota, Jaipur, Udaipur, Agra and Gwalior for further studies. No doubt, there is a change in the trend, but in order to prevent such students from going to the other parts of the state and country, and in order to assure a guarantee to them some good career, improvement in the schools is required.

A true school is identified not by its building, but by its teachers, infrastructure facilities and its educational and competitive environment. Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The results indicated significant gender difference in academic achievement, the girls scored higher than boys significantly.

Review of Literature

Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students. The results indicated that there were no significant differences between the academic

achievement of boys and girls. The findings also revealed no significant difference in academic achievement of rural and urban students.

Sarsani and Ravi (2010) investigated achievement in mathematics of secondary school students in relation to selected variables.

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. Similarly, Asthana (2011) conducted a study on a sample of 300 students consisting 150 male and 150 female students of secondary education from Varanasi, with a view to assess to gender difference in scholastic achievement. Scholastic achievement was measured on the basis of an average of marks obtained in three previous annual examinations. The findings revealed that there was a significant difference in academic achievement of male and female students. Girls were found to be better performers than boys.

It is true that in the district, there are several schools, but most of them lack the standards required for enabling the science students to join the main stream. At present, in the Dholpur district, there are more than 250 schools with the facility of teaching of Science, Commerce, Arts and Agriculture subjects. In more than 130 of them, there is the facility of the teaching of Science subjects. The number of enrolled Science students in these schools is about 2500. Obviously, many of them students in the district are interested in the Science stream. Hence, the Government should have a proper strategy so that the students may get what they deserve.

The students are from different family backgrounds. All of them cannot afford the expenses of the studies in the other parts of the country. As a result, only very few of them are able to continue their studies, and most of them fail to make their career in the concerned field. If the facilities of teaching and preparation for the competitions are provided here, they will be able to see their dreams turning into reality. It can be possible only when each of the private and government schools in the district considers its liability to educate and train the students properly.

Objectives of the Study

1. To be familiar with the socio-cultural and educational environment of Dholpur.
2. To observe and to be familiar with the conditions under which the science students in the urban and rural areas in the district study in various RBSE and CBSE schools.
3. To attempt to peep into the bent of mind of the students.
4. To learn about the various facilities being provided to the students in the private and the government schools in the district.
5. To observe and study the infrastructure of the schools and to analyse and compare the infrastructure of both the private and the government schools in the district.

6. To learn about the competence, ability, educational and professional qualification of the teachers engaged to teach in the schools.
7. To know about the labs, availability of equipments, chemicals and the other infrastructure in the labs set up in the schools for the purpose.
8. To learn about the various teaching methods adopted by the science teachers for the purpose, and about the teaching standard of the teachers.
9. To explore the mental standard of the rural and the urban science students in the various schools in the district.
10. To explore the socio-cultural and educational factors that force them to leave Dholpur and to continue their further studies in some other city
11. To attempt to know about the willingness of the science students to join the coachings.
12. To attempt to compare the private and the government schools that provides the facility of Science teaching.
13. To be familiar with the science students' inclination to coaching institutes in the district.
14. To find out and explore the things that can be helpful in linking the students with the current trend of Science learning.
15. To explore the problems being faced both by the teachers and the students in the teaching-learning process of the Science subjects.
16. To be familiar with the number and the percentage of the boys in the Science stream in the various schools in the district.
17. To be familiar with the number and the percentage of the girls in the Science stream in the various schools in the district.

Hypothesis

1. Dholpur is an educational hub at present with hundreds of private and government schools, colleges and coachings meant for the studies in the Arts, Commerce, Science and Agriculture streams.
2. The students in Dholpur being familiar with the current trend of education and competition are ready to join the main stream of education through their indefatigable endeavours.
3. Besides the schools in the urban areas in the district, the schools in the rural area in the district are facilitating the teaching of the Science subject.
4. In the government schools, the teachers are well qualified, while the teachers in most of the private schools, particularly, in the schools in the rural area, are not trained and qualified to teach the various science subjects.
5. The infrastructure in the private schools, particularly in the private schools in urban area, is much better than the infrastructure in the government schools.
6. The teaching methods adopted by the teachers to teach the various science subjects are conventional.
7. The students enrolled in the schools in the urban area in the district are more active and more

dynamic than the students enrolled in the schools in the urban area.

8. The science students have an incredible craze to join the coachings for the sake of the further studies.
9. The poor students fail to afford the expenses of the coachings, so they confine themselves to the school teaching only.
10. If proper facilities of teaching science subjects are provided to the students with weak financial background, they too can be successful in joining the main stream of education.

Research Methodology

The study was conducted on 300 units associated with the five government and private senior secondary CBSE and RBSE schools with the facility of Science subjects. The units of information from which the primary data were collected include students, teachers, parents and guardians of the students, Principals, ministerial staff, members of the management and administration. For the purpose both the primary and the secondary data were used. The tool which was adopted to collect the primary data was schedule with 70 questions covering several aspects of the problem. In order to keep up the scientific spirit, observation method was used. The researcher individually observed the conditions under which the students of Science stream study and the teachers teach the various science subjects. Not only this, she also visited the labs and observed herself the various laboratories and the equipments in them. Besides it, some of the persons associated with the specified schools, were interviewed. The mode of sampling was random and stratified. The schools were selected in a stratified way, while the units of information were selected randomly.

In order to keep up the scientific spirit of the study, all the steps of research prescribed by the various social scientists were observed. The conduction of research included review of literature, formation of hypothesis about the problem, selection of the study area of the five varied schools, random selection of the units of information for the purpose of the collection of the primary data, selection of the tool named schedule, pre-testing of the schedule, collection, classification, analysis, interpretation, tabulation of the data, and finally, the generalization.

No doubt, the researcher faced much problem while collecting the primary data, but she got over it through her sense of determination and constant endeavours.

Table-1

Number of the Government & The Private Schools in Urban Area in Dholpur District

Urban Area	Govt. Schools	Private Schools	Total
Dholpur	03	27	30
Bari	02	10	12
Rajakhera	02	05	07
Total	07	42	49

Table-2

Number of the Government & the Private Schools in Rural Area in Dholpur District

Rural Area	Govt. Schools	Private Schools	Total
Dholpur	28	06	34
Bari	33	02	35
Baseri	34	21	55
Rajakhera	29	08	37
Saipau	31	18	49
Total	155	55	210

Table-3

Number of Government & Private Schools with Science Stream in Urban Area in Dholpur District

Urban Area	Govt. Schools	Private Schools	Total
Dholpur	02	21	23
Bari	02	06	08
Rajakhera	01	05	06
Total	05	32	37

Table-4

Number of Government & Private Schools with Science Stream in Rural Area in Dholpur District

Rural Area	Govt. Schools	Private Schools	Total
Dholpur	07	02	09
Bari	03	NIL	03
Baseri	05	06	11
Rajakhera	06	03	09
Saipau	07	09	16
Total	28	20	48

Table-5

Enrolment of the Students in Science Stream

S. No.	Block	Boys	Girls	Total
1.	Bari	504	172	676
2.	Baseri	259	115	374
3.	Dholpur	595	280	875
4.	Rajakhera	102	34	136
5.	Saipau	229	92	321
	Total	1689	693	2382

Source- www.rajrmsa.nic.in

Findings

1. At present Dholpur is an education hub with the Military School, Jawahar Navodaya Vidyalaya, and three other CBSE schools.
2. There are 162 government schools in the Dholpur district where the facility of Arts, Commerce, Science and Agriculture is available.
3. The number of the Government Senior Secondary Schools is less than the number of the private senior secondary schools in the district.
4. The number of the private schools is greater than the government schools both in the urban and the rural area in the district.
5. In the urban area, Dholpur city has the highest number of Government and Private Senior Secondary Schools (3 and 27 schools respectively).

6. The lowest number of Government and Private Senior Secondary Schools is in Rajakhera in urban area (2 and 5 schools respectively).
7. In the rural area of the district, Baseri block has the highest number of Government and Private Senior Secondary Schools (34 and 21 schools respectively).
8. In the rural area, Dholpur block has the lowest number of Government and Private Senior Secondary Schools (28 and 6 schools respectively).
9. In the urban area in Dholpur district, Dholpur has the highest number of Government and Private Senior Secondary Schools with the facility of Science stream (2 and 21 schools respectively).
10. In the urban area in Dholpur district, Rajakhera has the lowest number of Government and Private Senior Secondary Schools with the facility of Science Stream (1 and 5 schools respectively).
11. In the rural area in Dholpur district, Saipau block has the highest Government and Private Senior Secondary Schools with the facility of Science Stream in them (7 and 9 schools respectively).
12. In the rural area, Bari block has the lowest number of Government and Private Senior Secondary Schools (3 and 0 schools respectively).
13. The highest enrolment of the students in Science Stream in Dholpur district is in Dholpur Block (Total 875 students).
14. The lowest enrolment (136) is in Rajakhera Block.
15. The highest number of enrolled boys and girls in Science Stream is in Dholpur Block (595 and 280 respectively).
16. The lowest number of the enrolled boys and girls in Science Stream is in Rajakhera Block (102 and 34 respectively).

Conclusion

Though a backward district of Rajasthan previously popular as a district of dacoits, recently with a tremendous revolutionary educational change, it has got a new identity of being an education hub. Obviously, now the students of the various classes, and particularly, the students of the Meena tribe, have an incredible awareness for education and competitions. Dholpur with several schools, colleges and other educational institutes is an attraction to the students of the rural background. The facility of all the streams, such as, the Arts faculty, Commerce faculty, Science faculty, Agriculture faculty is available in many of the Government and Private Senior Secondary Schools in the district. In addition, there are several B. Ed. colleges, Polytechnic and ITI institutes. The coachings meant for the various competitions are there in the various parts of Dholpur where the students from all the four corners of the district and even from the nearby states can be seen making preparation for the competitions.

As far as the educational potential and awareness of the students in Dholpur district is concerned, it is incredible. The history of the various Secondary and Senior Secondary schools witnesses that many of them have produced the meritorious

students in the district. Rishi Galav Senior Secondary School, Sharde Vidyapeeth, Vanasthali Vidyapeeth, Adarsh Vidya Mandir, Emmanuel Mission School etc., are some of the schools in the district that are noted for the students getting number in the merit list of the Rajasthan Board of Secondary Education.

In the district at large, there are several schools that are preparing the students for the academic career. However, the practice says that despite being worthy, most of the schools in the district lack the educational environment required for the model teaching of various Science subjects. Lack of qualified and trained teachers, lack of competitive environment, lack of spacious and well-equipped laboratories, irregularity of the students, conventional classroom teaching methods; lack of infrastructure etc. are the things that need improvement. It is only then; the teaching-learning process of the various Science subjects can be successful. It is hoped that improvement in the required fields will take place, and the students will get opportunities to satisfy their passion of studying Science subjects and to join the main stream of Science learning.

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