

AN ANALYTICAL STUDY AND RELATION OF ACADEMIC INVOLVEMENT OF TEACHERS IN SCHOOLS EDUCATION OF BIHAR: A RESULT**Sudhanshu Shekhar**

Research Scholar, Sanskriti University, Mathura, U.P.

Pooja Kumari

Research Scholar Department of Education Rabindranath Tagore University Bhopal M.P.

Dr. Rajshree

Associate Professor, School of Education, Sanskriti University, Mathura, U.P.

1 INTRODUCTION

Currently, the state of teacher education in Bihar is in its initial stages of transformation. Progress has been made, but there is still a considerable distance to cover. The advancement of teacher education necessitates the collective effort of various stakeholders, including experts from within and outside the state. The cornerstone of this progress lies in strengthening and solidifying teacher education programs within the state's universities.

While Bihar boasts an adequate number of trained teachers, the focus must shift towards ensuring the quality of their training. Elevating public awareness about education is pivotal in this endeavor. Furthermore, deeper research in the field of education is imperative. Collaborations with reputable organizations, both domestic and international, can play a pivotal role in guiding Bihar towards achieving its educational aspirations.

The development of teacher education holds the key to delivering high-quality education, a foundation upon which the state's progress hinges. Through sustained efforts, cooperation, and visionary steps, Bihar can pave the way for a brighter educational future

1.1 History of Teacher Education in Bihar

The historical backdrop of educator schooling in Bihar can be followed back to 1908, with the foundation of Patna Trade school. Following the recommendations of the Patna University Committee in 1913, the government approved distinct arrangements for training education graduates under Patna University and undergraduates under the Education Department. This provoked the introduction of a degree program in Tutoring at Patna Exchange school 1927 and a two-year affirmation course in Fundamental Preparation in 1931. In 1934, the tutoring degree course at Patna Getting ready School was replaced by an Advanced education in Preparing (M Ed). Until 1950, the sole exchange school the state was Government Exchange school Patna, which gave both fundamental and helper preparing declarations, as well as the M Ed degree. Consequently, the instructive scene extended with the foundation of four new trade schools: Turki, Muzaffarpur (1951), Ladies' Trade school in Patna (1952), Bhagalpur (1954), and Ranchi (1955). These four organizations offered recognition

programs in Schooling under the direction of the Overseer of Public Guidance until 1963-64. By then, the public authority

went with the choice to surrender scholarly control to the particular colleges. By 1965, Bihar had a sum of five Educator's Trade schools, including one solely for ladies. The count of government-worked instructor trade schools expanded to ten by 1989, presently normally alluded to as B.Ed. Schools. (JRM Report, 2013, p.24)

The Rudimentary Preparation Schools were establishments liable for getting ready instructors for Elementary Schools. In the scholarly year 1941-42, Bihar had an organization of 55 Rudimentary Preparation Schools, conceding a sum of around 1200 understudies. Moreover, elective methodologies existed for educator preparing inside the educational system, remembering 'Circle Pandits' who gave guidance to educators for 'Circle Schools,' and 'Master Educators' who were answerable for preparing instructors in unambiguous managerial divisions

(thanas). A huge improvement in the domain of educator instruction in Bihar happened with the origin of Essential Preparation Schools in 1938. These schools expected to prepare educators for essential training, denoting an eminent achievement throughout the entire existence of instructor instruction in the locale (DIET Assessment Report, 2000). After some time, the Rudimentary Preparation Schools were rebranded as Essential Educator Instruction Universities (PTECs). Continuously 1991, the province of Bihar flaunted 60 PTECs and 6 B.Ed. Universities, by and large taking care of the instructive requirements of the geographic field that comprises present-day Bihar.

1.2 Hypothesis

Hypothesis - 1

- **Null Hypothesis (H₀):** There is no significant correlation between the academic involvement of teachers in schools in Bihar and the academic performance of students.
- **Alternative Hypothesis (H₁):** There is a positive and significant correlation between the academic involvement of teachers in schools in Bihar and the academic performance of students.

Hypothesis - 2

- **Null Hypothesis (H₀):** There is no significant impact of professional development opportunities on the academic involvement of teachers in Bihar.
- **Alternative Hypothesis (H₁):** Professional development opportunities positively influence the academic involvement of teachers in Bihar.

Hypothesis - 3

- **Null Hypothesis (H₀):** There are no significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience.
- **Alternative Hypothesis (H₁):** There are significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience.

2 LITERATURE REVIEW

Shyam¹ presented Bihar is the twelfth largest state in India with an area of 98,163 square kilometres (Census of India, 2011). The river Ganga divides the state into two natural regions: North Ganga plain and South Ganga plain. Administratively, the state has been divided into 9 divisions, 38 districts, 101 subdivision, 534 blocks, 8,471 Panchayats and 45,103 revenue villages (Govt. of Bihar). Demographically, it is the third most populous state in the country with a population of 103,404,637 with 54,185, 347 male and 49,619,290 female populations. Bihar has a population density of 1,102 persons per square kilometre (Census of India, 2011). Schedule Castes (SCs) constitute 15.9% of the total population whereas Schedule Tribes (STs) constitute only 1.28% of the total population.

Kumar (et.al.)² proposed Before 1970s most of the schools in Bihar were run by the community. After takeover of all these community run schools by the state government between 1976 and 1981, community school relationship gradually became very poor. It was later realized that universal school education is impossible without reestablishing organic linkage between community and schools and efforts were made to revive the linkage through formation of School Management Committee (SMC) in all public and government aided schools. In this paper authors have tried to look into the changing pattern of SMCs since its inception and impact of SMCs in fomenting relationship between schools and community in Bihar.

Savita (et.al.)³ revealed Free and compulsory education has been enshrined in the Indian Constitution since its inception. It became a guiding force in the form of Article 45 for providing basic education for all the children up to the age of fourteen years. Even after more than 60 years of independence some states in India are still struggling to achieve Universal enrollment, retention and quality education. The present status of progress of elementary education is varied in nature.

3 PART I EDUCATION NEEDS TO EVOLVE AND TRANSFORM

Education has evolved over different eras, adapting to the challenges presented by changing times. With the emergence of new technologies and the evolving demands of the contemporary economy, education has diversified its scope. Since the inception of democracy, its scope has also expanded to encompass a wider range and audience. Additionally, education systems within societies often develop to reflect and advance their distinct socio-cultural identity.

In the context of Bihar, its society and economy are currently undergoing a prolonged phase of transition. Education has the potential to play a significant role in steering this transformation towards the desired direction, in line with the broader principles outlined in the Indian constitution. Given the distinctiveness of Bihar, a nationally standardized education policy might not be the most suitable approach. Therefore, there arises a need for a separate policy, albeit aligned with the national framework, to cater to its unique circumstances.

4 ACCESS, EQUITY, QUALITY AND GOVERNANCE

The four primary needs of instruction arrangements have been Admittance, Value, Quality and Administration. The archive likewise keeps on focusing on these four regions, however puts the best accentuation on further developing learning results at all levels. Different enlightening audits, educational data all through the drawn out showed that learning achievements of children in various subjects particularly in Lingos, Math, EVS, Science and Humanistic systems are bad. It's certainly a fact that various on numerous occasions, teachers complete the understanding material anyway they don't have clear thought what kind of acquiring they are expecting from young people in isolated subjects. Overall, instructors use course books that would simply give an extensive idea concerning how to execute the text based material inside and outside the homeroom.

5 SAMPLE DISTRICTS

5.1 The Initiation of Renewal in Teacher Education

In the middle of 2000, the processes for restoring teacher tutoring were initiated by the Public Power of Bihar. Taking into account the State surveys in a joint effort with UNICEF, and the Common School Commission, the public authority has found a way far to execute. A piece of the exercises taken were:

- a. Restricted with IGNOU for giving D.Ed. (Distance Mode) for 1.62 lakh educators.
- b. Aligned all TEIs into the regulative arrangement which on an essential level gives space to SCERT-DIET/PTEC-BRCCRC linkages.
- c. Separated the information gathering capacity of BRCs/CRCs from CRCCs and remembering that rushing toward name a substitute blueprint of people for this limit.
- d. Selected 500 qualified members of the educational system to serve as educator instructors for the TEIs.
- e. Tied up with Azim Premji Early phase for the end working of the actually seen teacher educators.
- f. Brought in qualified and serious people as Supervisors, DIETs and bound with Azim Premji Early phase for limit working of Heads of DIETs.
- g. Created the Bihar State Enlightening project Plan in 2008.

6 EDUCATIONAL SCENARIO OF BIHAR

Bihar remains as perhaps of the most thickly populated state in the country, with its populace thickness positioning high among the significant states. The literacy rate in Bihar was 61.8 percent in 2011, with 51.5% female literacy and 71.2 percent male literacy. The term "higher education" refers to both college and university education, which focuses on both specialized and general fields of study. In any case, under 1% of the populace is signed up for advanced education. The net enlistment rate for advanced education among the 18-23 age bunch in Bihar is roughly 14.9%, prominently below the public normal of 25.2% in the year 2016-17.

7 OBJECTIVES:

- i. To comprehend the educational landscape of Bihar at the school level.
- i. To identify the challenges faced by the school education system in Bihar.
- ii. To gain insight into the aspirations of the state's youth.
- iii. To introspect the sectors within the education system that require attention and improvement.
- iv. To propose viable solutions for a more promising and brighter future.

8 PREVENTION, MITIGATION AND COPING STRATEGIES FOR TEACHERS

8.1 Prevention strategies:

- I. Educational and training programs that are pertinent,
- II. Establishment of supportive infrastructure: ensuring sufficient classrooms, perimeter walls, restroom amenities, and clean drinking water,
- III. Implementation of the "one teacher-one classroom" strategy,
- IV. Selection of subject-specific teachers,
- V. Contracting out MDM and educational welfare scheme operations,
- VI. External oversight of school development plan initiatives,
- VII. Comprehensive training on the Continuous and Comprehensive Evaluation (CCE) procedure,
- VIII. Educational training and awareness sessions for School Management Committee (SMC) representatives concerning academic initiatives in schools.

9 RESULT AND DISCUSSION

9.1 Data Analysis

This chapter provides the detail about data analysis after the data collection aimed to obtain the various variables results. In this chapter, researcher will put the Responses in the tabular as well as graphical representation, and in the next part Hypothesis mentioned in the Research Methodology chapter will be tested using statistical tools. The data analysis will help the researcher to understand the profile of the respondents and their responses to various research questions, drafted after considering the objectives of the research.

91.1 Reliability of Scale

The reliability of the Questionnaire was evaluated using Chi Square Test, through Microsoft Excel for make graphs and diagrams. The study was conducted on a sample size of 500 in total. Table below mentioned explains the descriptive of respondents.

Table 9.1 Gender wise distribution of respondents

S.No.	Respondents	Frequency	Percentage (%)
1	Male	268	53.6
2	Female	232	46.4
	Total	200	100

Descriptive statistics of demographic variable shows that the major parts of respondents 268 (53.6%) are male and female respondents are 232 (46.4%).

Graph 9.1 Gender wise distribution of respondents

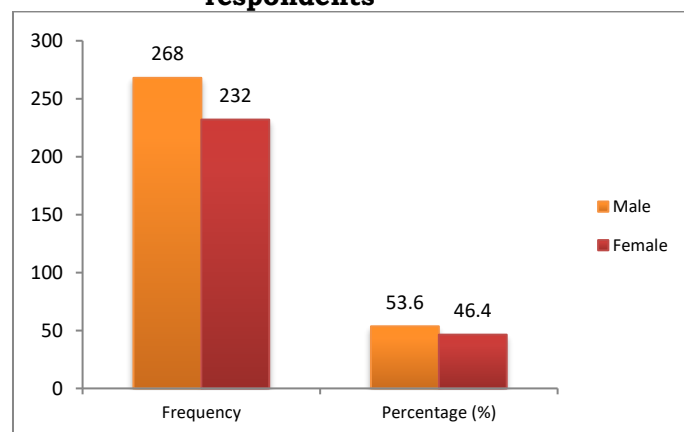


Table 9.2 Age group wise distribution of respondents

S. No.	Respondents	Frequency	Percentage (%)
1	20 - 30 years	80	16
2	31 - 40 years	252	50.4
3	41-50 years	120	24
4	Above 50 years	48	9.6
	Total	500	100

Majority of the respondents is having age group 31-40 years is 252 (50.4%), followed by age group 41-50 years are 120 (24%), followed by age group 20-30 years is 80 (16%) and respondents having age group above 50 years is 48 (9.6%).

Graph 9.2 Age group wise distribution of respondents

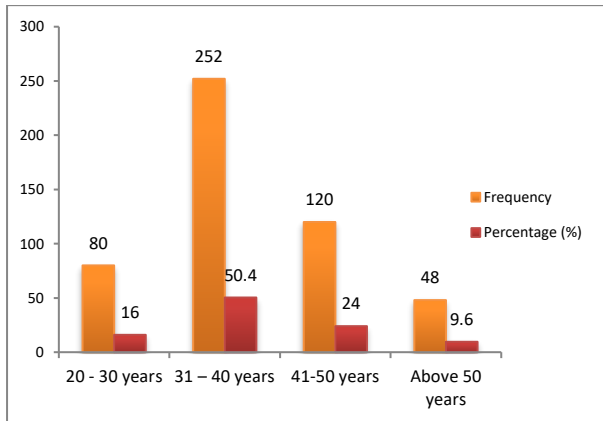


Table 9.3 Marital Status wise distribution of respondents

S. No.	Respondents	Frequency	Percentage (%)
1	Single	185	37
2	Married	315	63
	Total	500	100

Marital status is divided into two categories 315 (63%) respondents was married and rest of 185 (37%) respondents is single.

Graph 9.3 Marital Status wise distribution of respondents

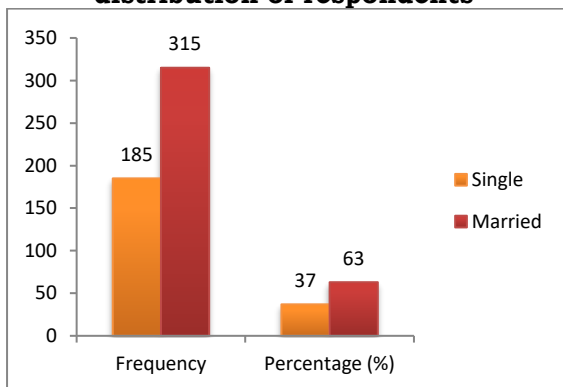


Table 9.4 Education wise distribution of respondents

S. No.	Respondents	Frequency	Percentage (%)
1	Graduate	30	6
2	Post Graduate	90	18
3	M.Ed	245	49
4	Ph.D	135	27
	Total	500	100

Education is divided into four categories in the respondents is graduate 30 (06%), followed by post graduate 90 (18%), followed by M.Ed 245 (49%) and Ph.D. was 135 (27%).

Graph 9.4 Education wise distribution of respondents

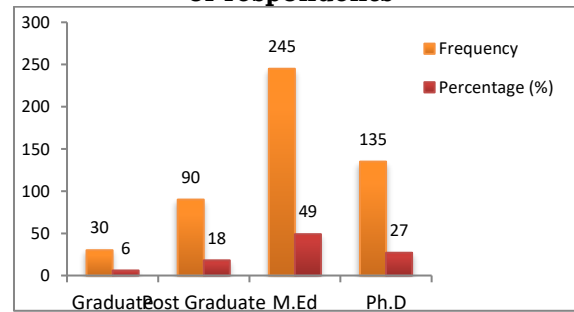


Table 9.5 In-service trainings attended

S. No.	Respondents	Frequency	Percentage (%)
1	Nursery Teacher Training (NTT)	196	39.2
2	Primary Teacher Training (PTT)	304	60.8
	Total	500	100

Table shows In-service trainings attended was divided into two categories to Nursery Teacher Training (NTT) 196 (39.2%), and Primary Teacher Training (PTT) 304 (60.8%).

Graph 9.5 In-service trainings attended

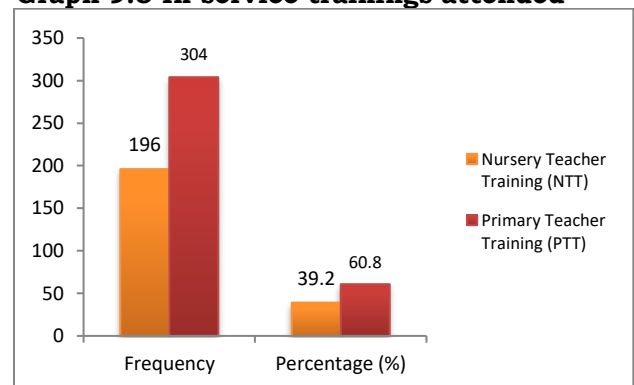


Table 9.6: Do you agree that lesson should be planned well in advance?

S. No.	Respondents	Frequency	Percentage (%)
1	Strongly Disagree	25	5

2	Disagree	85	17
3	Neutral	30	6
4	Agree	235	47
5	Strongly Agree	125	25
	Total	500	100

The results from table state that the respondents 25 (05%) strongly disagree that the lesson should be planned well in advance, 85 (17%) of respondents disagree that the lesson should be planned well in advance, 30 (06%) of respondents are neutral, 235 (47%) of respondents agree that the lesson should be planned well in advance, 125 (25%) of respondents strongly agree that the lesson should be planned well in advance.

Graph 9.6: Do you agree that lesson should be planned well in advance?

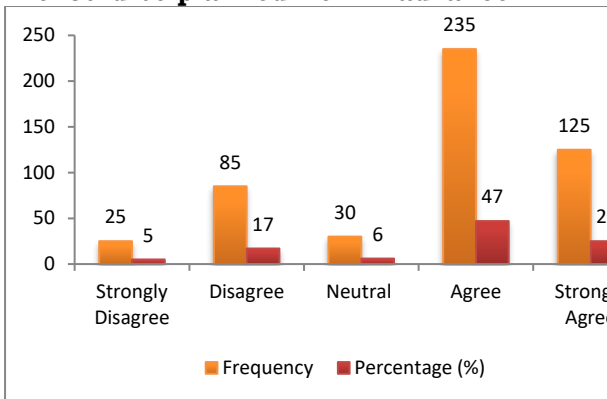


Table 9.7: Do you think that you adjust your teaching time judiciously?

S. No.	Respondents	Frequency	Percentage (%)
1	Strongly Disagree	100	20
2	Disagree	45	9
3	Neutral	35	7
4	Agree	145	29
5	Strongly Agree	175	35
	Total	500	100

The results from table state that the respondents 100 (20%) strongly disagree that you adjust your teaching time judiciously, 45 (09%) of respondents disagree that you adjust your teaching time judiciously, 35 (07%) of respondents are neutral, 145 (29%) of respondents agree that you adjust your teaching time

judiciously, 175 (35%) of respondents strongly agree that you adjust your teaching time judiciously.

Graph 9.7: Do you think that you adjust your teaching time judiciously?

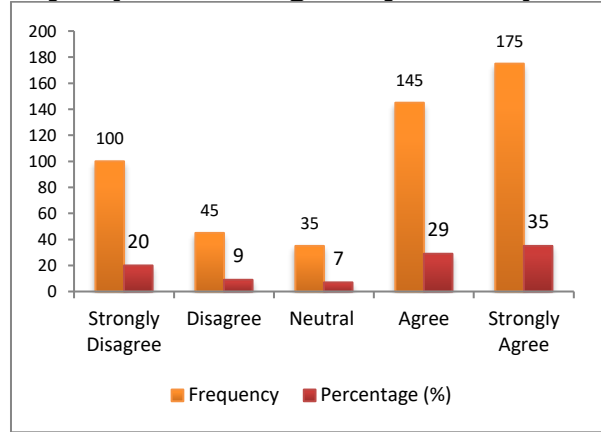


Table 9.8: Do you go to class on time and leave it on time?

S. No.	Respondents	Frequency	Percentage (%)
1	Strongly Disagree	75	15
2	Disagree	110	22
3	Neutral	50	10
4	Agree	150	30
5	Strongly Agree	115	23
	Total	500	100

The results from table state that the respondents 75 (15%) strongly disagree that class on time and leave it on time, 110 (22%) of respondents disagree that class on time and leave it on time, 50 (10%) of respondents are neutral, 150 (30%) of respondents agree that class on time and leave it on time, 115 (23%) of respondents strongly agree class on time and leave it on time.

Graph 9.8: Do you go to class on time and leave it on time?

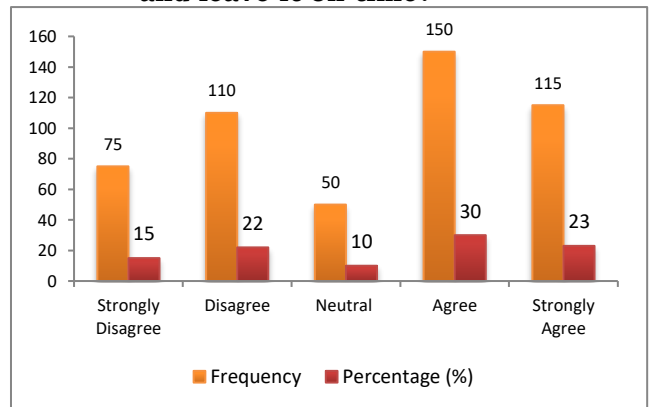


Table 9.9: Do you agree that you are systematic in preparation of lessons?

S. No.	Respondents	Frequency	Percentage (%)
1	Strongly Disagree	25	5
2	Disagree	55	11
3	Neutral	15	3
4	Agree	175	35
5	Strongly Agree	230	46
	Total	500	100

The results from table state that the respondents 25 (05%) strongly disagree that you are systematic in preparation of lessons, 55 (11%) of respondents disagree that you are systematic in preparation of lessons, 15 (03%) of respondents are neutral, 175 (35%) of respondents agree that you are systematic in preparation of lessons, 230 (46%) of respondents strongly agree you are systematic in preparation of lessons

Graph 9.9: Do you agree that you are systematic in preparation of lessons?

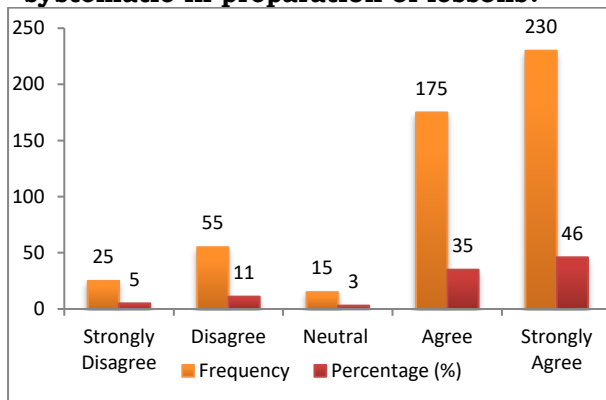


Table 9.10: Do you organise the subject matter which you teach to be in agreement with the course's objectives?

S. No.	Respondents	Frequency	Percentage (%)
1	Strongly Disagree	30	6
2	Disagree	60	12
3	Neutral	10	2
4	Agree	230	46
5	Strongly Agree	170	34
	Total	500	100

The results from table state that the respondents 30 (06%) strongly disagree that organise the subject matter which you teach to be in agreement with the course's objectives, 60 (12%) of respondents disagree that organise the

subject matter which you teach to be in agreement with the course's objectives, 10 (02%) of respondents are neutral, 230 (46%) of respondents agree that organise the subject matter which you teach to be in agreement with the course's objectives, 170 (34%) of respondents strongly agree organise the subject matter which you teach to be in agreement with the course's objectives.

Graph 9.10: Do you organise the subject matter which you teach to be in agreement with the course's objectives?

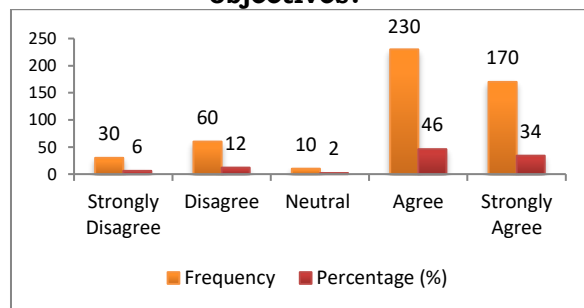


Table: 9.11 Is impact of professional development opportunities on the academic involvement of teachers in Bihar

S. No.	Respondents	Frequency	Percentage (%)
1	Yes	146	29.2
2	No	354	70.8
	Total	500	100

Table presents the results of a survey conducted to investigate whether there is any significant impact of professional development opportunities on the academic involvement of teachers in Bihar. The table shows that out of 500 respondents, 146 (29.2%) responded with "Yes" indicating that there is no significant impact of professional development opportunities on the academic involvement of teachers in Bihar, while 354 (70.8%) responded with "No" indicating that there is significant impact of professional development opportunities on the academic involvement of teachers in Bihar.

Graph : 9.11 Is impact of professional development opportunities on the academic involvement of teachers in Bihar

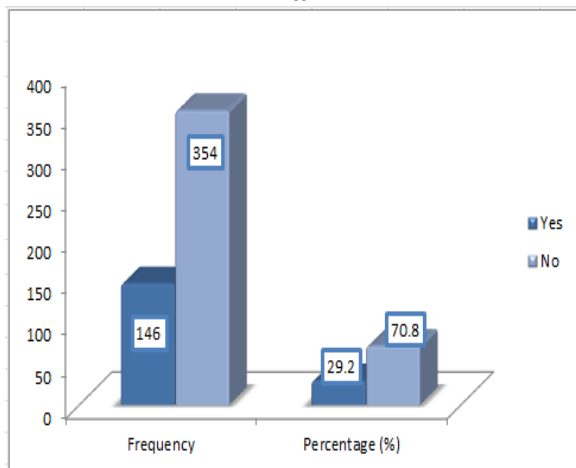
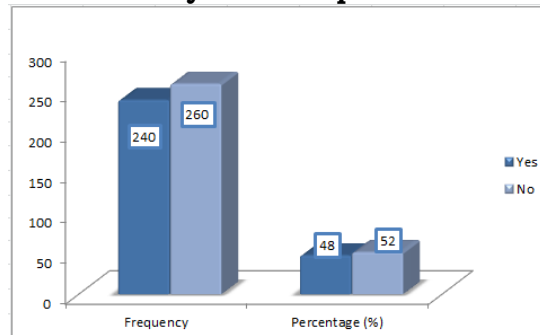


Table: 9.12 Is significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience

S. No.	Respondents	Frequency	Percentage (%)
1	Yes	240	48
2	No	260	52
	Total	500	100

Table presents the results of a survey conducted to investigate whether there is any significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience. The table shows that out of 500 respondents, 240 (48%) responded with “Yes” indicating that there significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience, while 260 (52%) responded with “No” indicating that there is significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience.

Graph : 9.12 Is significant differences in the academic involvement of teachers in schools in Bihar based on their years of experience



10 CONCLUSION

The Government of Bihar has initiated ongoing teacher education reforms, which the proposed teacher education project aims to accelerate. The Implementation of Mission Guvatta to Adjust Jobs and Obligations of Partners from Educator Training Foundations and Schools, the Smoothed Out Progress of Institutional Help from SCERT to Schools, the Foundation of BRC and CRC as scholarly Help Habitats to Upgrade Educator Viability in Study Halls, and the Improvement Needs Examination (DNA) for Enrolling Educator Instructors at DIETs, PTECs, and Chomps, among other Government Drives, Point to this Goal These endeavors are outfitted towards accomplishing the objective of giving quality training in schools.

The impending undertaking will additionally upgrade this cycle by reinforcing the limit of educator schooling organizations, at last further developing instructor execution in study halls through Open and Distance Learning (ODL) and Ceaseless Expert Turn of events (CPD) programs. The resultant improvement in showing viability in homerooms because of these preparation projects will be connected to a responsibility system, which ought to associate with the accessibility of ideal offices — adequate framework and a satisfactory number of prepared educators in schools. Additionally, certifying educator instruction foundations will consider their accessible offices and abilities. The study suggests implementing a multi-level grading

system for schools and teacher education institutions to mitigate potential social effects from accountability and accreditation mechanisms. In order to determine whether a school or teacher education institution is eligible for the highest grade, the suitability of these mechanisms ought to be contingent on the existence of the necessary facilities.

In Bihar, socially and educationally frustrated networks like SC, ST, Women, OBC, EBC, and Minority bundles contain a large portion of teachers, BRC and CRC Facilitators, and educator instructors. This is a fair consequence of the informational systems executed by the Bihar Division of Preparing. For the endeavor to achieve its arranged impact, it is essential to give the best data, particular assistance, and workplaces to these accomplices.

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