

Enrolment infra structure & qualification of teachers at primary level in educational zone Shopian

M.Y.Ganaie Pandith Aqueel Ahmad
University of Kashmir

Abstract

This study was undertaken to study the Enrolment infra structure & qualification of teachers at primary level in educational zone Shopian. All the primary schools functioning in educational Zone Shopian are imparting education to the children between the age group of 6-14 years were taken as a sample for the present investigation. The total numbers of primary schools were 43 and their enrolment was 1602 (M=835 and F=767). The data was collected with the help of Information schedule: This was developed to find out the number of Primary schools existing in educational Zone Shopian & their enrolment. Information Blanks: Was developed by the investigator and administered with the purpose to survey the number of primary schools existing in educational Zone Shopian and collect information with regard to school going children in the age group of (6-14) years. The study has revealed that the total number of primary schools existing in educational Zone Shopian were 43 and their total enrolment was 1602 among them 835 (52.12%) were male children and 767 (47.87%) were female children. In terms of position of school buildings it was found that there were 43 elementary schools. Out of them 17 (39.54%) schools have their own buildings and 26 (68.46%) schools had rented buildings. Out of them 9 (20.9%) schools had Kutcha buildings; 23 (53.48%) Mixed buildings and 11 (25.68%) had Pucca buildings. In terms of number and percentage of teachers working in primary schools of educational Zone Shopian it was found that there were 133 teachers among them 102 (76.69%) were working in Government schools and 31 (23.30%) were working in private schools. In terms of qualification of teachers it has been found that 6.76% teachers were 12th pass, 23.30% teachers were B.A/ .Sc, 32.33% were B.A/ B. Sc/ B. Ed and 37.05% was M.A/ M. Sc/ M. Ed/ B. Ed.

Keywords: Enrolment infra structure & qualification of teachers

Introduction:

Education is a dynamic process of human development & empowerment. It aims at raising the level of self-consciousness in its endeavour to transform the individual into a fully functioning person. Education in general & primary education in particular helps a child to realize his/her inner potential & also makes him/her open to new ideas. In the present context of globalization & knowledge society of the future, basic education to every child is being regarded as an essential precondition for human resource development. This is why it has been included in the child rights under right for development.

Primary education in India-a dream of every child & a basic right of every child. When a child is born, he has a blank mind which is unable to analyze data & take crucial decisions. It is born with a tongue which speaks some ambiguous language through which it can't communicate with the masses. So at a certain stage it goes to school to learn that language & the ability through which not only could he communicate but also develop an analytical mind.

So for a person its initial education of 5/8 years plays not only a vital role but also a crucial role to shape the person so that it can contribute in the building process of the nation. This initial education is called "Primary education". For a person primary education works as a base of its life. India has a rich heritage of education. Since the inception of Aryan culture our society is deeply involved to educate the society.

In the "Gurukul Shiksha Paddati" the period of age 5/25 years was of study for a person. Education is the base of nation building.

It is proven that educationally rich nation is foremost in development. Since independence the Indian government has been expanding the provisions of primary, formal and non formal education to realize the goal of universalisation of elementary education UEE. The challenge now is to sustain and deepen the current reforms in primary education.

Total literacy campaign has been started to target students, parents, teachers through media and community mobilization. The Kasturba Gandhi Shiksha Yojana, a programme to establish residential schools for girls in all the districts which have particularly low female literacy rate has been announced.

Primary or Elementary education is typically the first stage of compulsory education coming between early childhood education & secondary education. It is compulsory for all children to receive primary education although it is permissible for parents to provide it. The major goals of primary education are achieving basic

literacy and numeracy among all pupils, as well as establishing foundations in Science, mathematics, geography, history and other social science. Basic sexual education priority of various areas and the methods used to teach them, are an area of considerable political debate.

Typically primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high schools. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject area.

The basic scheme of primary education was given by Mahatma Gandhi in 1937. Mahatma Gandhi came forward with the proposal that the plans of mass education need to be held up for want of funds and that universal, compulsory and free primary education of seven years could be made self supporting by imparting education through a useful and productive craft. Zakir Hussain committee submitted a detailed report of basic education and prepared a detailed syllabus for it. The scheme made a conscious attempt to link up education with the socio-political realities of life. The education was craft centered.

Primary education being designed to meet the basic needs of an individual,; includes receiving basic knowledge developing attitudes, imbibing values and acquiring skills. The concept implies effective delivery of communication skills, life skills and livelihood skills through formal and non formal and alternative systems of education including open learning. Effective elementary education contributes to increased productivity and greater longevity by enhancing the health status. Education therefore, facilitates a whole range of personal, social and economic activities in life.

At the primary stage mental process of children are largely in the concrete operational stage. At this stage the child begins to think logically about the real world but is very much tied to concrete situations. At the upper primary stage, the child gradually moves on the formal operational stage where he is now able to think logically and perform mathematical deductions. The entire span of primary education is accompanied by significant physical growth and related needs, inclinations and motivations.

In recent years several initiatives have been taken by both government and non government agencies to open more schools. Strengthen the existing schools and obtaining community participation to improve the quality. Reaching the un-reached has been an important goal of all such efforts. Heavy financial allocations have been made in successive five year plans.

Education is a lifelong process. The international commission on education (1996) recommended that education must be organized around four fundamental types of learning viz: learning to know i.e. acquiring the instruments of understanding; learning to do, i.e. to be able to act creatively in one's environment; learning to live together i.e. to participate and cooperate with other people in all human activities; and learning to Be-an essential progression which proceeds from the previous three.

As per NCERT (2004) document the competencies, which may be described as the learning outcomes at primary stage of education, are:-Basic reading and communicating skills. Basic writing and computation skills. Core life skills such as decision making, problem solving independent thinking, divergent thinking etc. Skills attitudes and values for improving the quality of life of self and the community. The Elementary education consists of (8 years) consists of primary stage (5 years) and upper primary stage (3 years) although there is inherent internal continuity between these two stages, each has distinct characteristics regarding mental and physical development. The child at this stage begins to think logically about the real world but is very much tied to concrete situations.

Education by its nature, purpose and mode of action responds to and is shaped by a diversity of needs and aspirations. The knowledge society of tomorrow is progressively requiring higher levels of literacy skills. Primary education therefore is being globally considered as a basic human right not simply because of economic reasons but also it raises the human being from pettiness to vastness, from ego centric to a state of oneness, from discord, conflict and difference to inner harmony, love for all and compassion for the have not's. An integral education that is education of the whole person addressed head, heart the body and the spirit. Any education that over stresses the training of the intellect alone basically reinforces the imbalance. All the intertwined strands of human personality namely physical, emotional, intellectual and spiritual needs to be addressed in harmony for a balanced personality development. The formal process of learning in a school open up new possibilities of understanding and relating to the world. Child centred pedagogy gives primacy to children's experiences, their voices and ensures their active participation. This kind of pedagogy requires us to plan transact the process of learning in keeping with children's psychological development and interests. Further the educational system functions within the frame work of the society of which it is a part. hierarchies of caste, economic status and gender relations, cultural diversity as well as the uneven economic development that characterize Indian society

also deeply influence access to education and participation of children in school. Also globalization and the spread of market relations to all spheres of society have far reaching implications for education.

Thus education follows some broad guidelines in the context of chosen ideals and accepted principles. It at the same time reflects both in its content as well as processes the current needs and aspirations of society. What is to be taught to the children is a question that follows from the aims of education every society has a vision of the capability and values that every child must have. This is supplemented by the socio-political and cultural vision of the society. The curriculum therefore needs to be designed that it builds a knowledge base by sharpening the capabilities of rational thinking, understanding of the world.

In short the primary stage is an important stage where the mental processes of children are largely in the concrete operational stage. At this stage child begins to think logically about the real world but is very much tied to concrete situations. After that child gradually moves on to the formal operational stage where he is now able to think logically and perform mathematical deductions. The entire span of elementary education is accompanied by significant physical growth and related needs, inclinations and motivations around, foster artistic and aesthetic appreciation and also help inculcate dignity of labour thorough participation in socially useful and productive work activities both within and outside school. The process of education is an index of general, social and economic development of the country as a whole. Primary education plays an important role in laying the proper foundation of child's cultural, emotional intellectual moral, physical, social & spiritual development. Various studies have clearly demonstrated that countries which have made proper provision for primary education are far ahead with those of inadequate provision. There has been a spectacular in primary education during the post independence period. The number of primary schools increased from 476, 636 in 1978 to 529, 392 in 1986. The corresponding increase in upper primary schools within a walking distance of 3km, out of total habitation 502, 806 (51.36%) habitation covering (80.34%) rural population had primary schools. Elementary education is the most important stage of learning. It constitutes the bed rock supporting the whole edifice of education. It is absolutely essential that a strong foundation of education is given at this stage. Indian constitution promised to provide elementary education to all children. It still remains a distant dream due to dichotomy between concept exposition & implementation strategies "The NPE 1986 emphasized two aspects in this area namely.

- i). Universal provision; universal enrolment & universal retention of children up to 14 years.
- ii). Substantial improvement in quality of education by making learning process as child based and activity cantered. This document has for the first time talked about school facilities.

Education plays an important role in the Socio- economic development of a country, education has been at the centre of planning in every country although many other important issues such as health, poverty attracted the attention of policy planners and education has received attention at the global level. By the efforts of government as well non government policies we have achieved the goal of elementary education now our target is universalizing secondary education like elementary education.

Objectives of the study:

The following objects have been formulated for the proposed investigation.

- i. To study the enrolment, infrastructure and qualification teachers at primary level in educational zone (Shopian).
- ii. To study the buildings in terms of Paka, Kacha and Mixed.
- iii. To study the buildings in terms of rented and own.
- iv. To study the play ground facilities and toilet facilities of the primary institutions.

Methodology and Procedure:

This study was designed to study the enrolment, infrastructure and qualification teachers at primary level in educational zone (Shopian). As such; survey method of research was employed.

Sample:

All the primary schools functioning in educational Zone Shopian are imparting education to the children between the age group of 6-14 years were taken as a sample for the present investigation. The total numbers of primary schools were 43 and their enrolment was 1602 (M=835 and F=767).

Tools used:

The data for the present investigation was collected with the help of following tools:

- i. Information schedule: -This was developed to find out the number of Primary schools existing in educational Zone Shopian & their enrolment.

- ii. Information Blanks: The information blank I: Was developed by the investigator and administered with the purpose to survey the number of primary schools existing in educational Zone Shopian and collect information with regard to school going children in the age group of (6-14) years.

Statistical Analysis:

The data collected was statistically analyzed by employing percentage statistics. The statistical analysis based in a tabular form as per the following arrangements.

Table 1: Showing the total number and percentage of government & private primary schools of educational Zone Shopian.

| Total Number of Schools | Number of Government Schools | Number of Private Schools |
|-------------------------|------------------------------|---------------------------|
| 43 | 32 | 11 |
| Percentage | 74.42% | 25.58% |

The above table reveals the total number of primary schools existing in educational Zone Shopian. It is evident from the table that there are 43 primary schools, among them 32 are government schools and 11 are private schools. The percentage of government schools is 74.42% and that of Private schools is 25.58%.

Table 2: Showing the number and percentage of children in age group of 6-14 years in primary schools of educational Zone Shopian.

| Total Number of children in Primary Schools | Male | Female |
|---|--------|--------|
| 1602 | 835 | 767 |
| Percentage | 52.12% | 47.87% |

The above table shows that the total enrolment of elementary schools existing in educational Zone Shopian is 1602. Among them 835 (52.12%) are male students and 767 (47.87%) are female students.

Table 3: Showing the number of Primary schools existing in educational Zone Shopian in terms of position of Zone Shopian in terms of position of school buildings.

| Total Number of Schools | Number of schools having their own buildings | Number of Schools having rented buildings |
|-------------------------|--|---|
| 43 | 17 | 26 |
| Percentage | 39.054% | 68.46% |

| Total Number of Schools | Positions of School Buildings | | |
|-------------------------|-------------------------------|--------|--------|
| | Kutcha | Mixed | Pucca |
| 43 | 9 | 23 | 11 |
| Percentage | 20.9% | 53.48% | 25.58% |

The above table reveals the total number of primary schools in terms of their position. It is evident from the above table that there are 43 primary schools in educational Zone Shopian out of them 17(39.54%) should have their own buildings and 26 (68.46%) schools have rented buildings out of 43 schools 9(20.9%) schools have Kucha buildings 23 (53.48%) schools have mixed buildings and 11 (25.58%) schools have Pucca buildings.

Table 4: Showing the number and percentage of teachers working in private and governed primary schools in educational Zone Shopian.

| Total Number of Teachers | Number of teachers in Government Schools | Number of teachers in Private Schools |
|--------------------------|--|---------------------------------------|
| 133 | 102 | 31 |
| Percentage | 76.69 % | 23.30% |

It is evident from the above table that there are 133 teachers working in primary schools of educational Zone Shopian among them 102 are working in Government schools and 31 are working in private schools. The percentage of teachers working in Government schools is 76.69% and those of working in private schools is 23.30%.

Table 5: Showing the qualification of teachers working in Primary schools of educational Zone Shopian.

| Qualification | | | | |
|--------------------------|------------|--------------|-----------------|------------|
| Total Number of Teachers | Academic | Professional | No. of teachers | Percentage |
| 133 | 10+2 | NONE | 9 | 6.76% |
| | B.A/ B. Sc | NONE | 31 | 23.30% |
| | B.A/ B. Sc | B. Ed | 43 | 32.33% |
| | M.A/ M. Sc | M. Ed/ B. Ed | 50 | 37.59% |

The above table reveals that the total number of teachers working in private and government primary schools in educational Zone Shopian in terms of their qualification. It is evident from the above table that the qualification of teachers in terms of 12th; B.A/ B. Sc; B.A/ B. Sc/ B. Ed and M.A/ M. Sc/ M. Ed/ B. Ed is 9, 31, 43, 50 & their qualification percentage is 6.76%; 23.30%; 32.33%; 37.59%.

Table 6: Showing the number of primary schools and their enrolment in educational Zone Shopian.

| Number of schools | Classes | Boys | Girls | Total |
|-------------------|-----------------|--------|--------|-------|
| 43 | 1 st | 174 | 177 | 351 |
| | 2 nd | 182 | 154 | 336 |
| | 3 rd | 188 | 138 | 326 |
| | 4 th | 169 | 146 | 315 |
| | 5 th | 123 | 130 | 253 |
| | Total | 835 | 767 | 1602 |
| Percentage | | 52.12% | 47.87% | |

The above table reveals that there are 43 primary schools in Zone Shopian. It is also evident from the above table that the total enrolment of students in Primary schools existing in educational Zone Shopian is 1602. Among them 835 (52.12%) are male students and 767 (47.87%) are female students.

Conclusions:

The present study has revealed that the total number of primary schools existing in educational Zone Shopian were 43 and their total enrolment was 1602 among them 835 (52.12%) were male children and 767 (47.87%) were female children.

In terms of position of school buildings it was found that there were 43 elementary schools. Out of them 17 (39.54%) schools have their own buildings and 26(68.46%) schools had rented buildings. Out of them 9 (20.9%) SCHOOLS HAD Kutcha buildings; 23 (53.48%) Mixed buildings and 11 (25.68%) had Pucca buildings.

In terms of number and percentage of teachers working in primary schools of educational Zone Shopian it was found that there were 133 teachers among them 102 (76.69%) were working in Government schools and 31 (23.30%) were working in private schools.

In terms of qualification of teachers it has been found that 6.76% teachers were 12th pass, 23.30% teachers were B.A/ .Sc, 32.33% were B.A/ B. Sc/ B. Ed and 37.059% was M.A/ M. Sc/ M. Ed/ B. Ed.

Suggestions:

- i. More primary schools should be established to enrol more beneficiaries.
- ii. Vigorous efforts should be made to increase the enrolment of students at the Primary and Upper Primary levels of education.
- iii. Various incentives like scholarships, free uniform, books etc should be provided to out of school children to motivate them for education.
- iv. Quality of education to all primary school students should be increased so that learning will be improved and transition rated form primary education to upper primary education will increase.
- v. Training should be given to teachers so that they will become able to motivate the students towards their studies.
- vi. The infra- structure and other school facilities be provided to all primary schools so that the students will develop interest towards their studies.
- vii. There should be the availability of school buildings and well decorated classrooms for both teachers as well as for students.

- viii. There should be an interaction programme between teachers and parents of students so that the parents may develop keen attention towards the studies of their children.
- ix. The equipments like chairs, black boards, models, charts, matting etc should be provided to all elementary schools for effective teaching and learning process.
- x. Recruitment of suitably qualified staff should be provided at elementary education for effective teaching and learning process.
- xi. A survey may be conducted to realize the aims, objectives and curriculum of primary education.
- xii. An in depth study may be under taken to analyze the problems of school - going and non- schools going children.

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