

Enrolment, Infrastructure And Qualification Of Teachers At College Level In District Anantnag

Ms. Shazia Siraj Zargar, Dr. Mohammad Yousuf Ganai

PhD Scholar, Department of Education, University of Kashmir, India
Associate Professor, Department of Education, University of Kashmir, India
E-mail: showkat80ahmad@gmail.com

Abstract: The purpose of the study was to study Enrolment, Infrastructure and Qualification of Teachers at college level in District Anantnag (1) To find out the overall enrolment at college levels in District Anantnag. (2) To find out the infrastructure facilities which cater to the needs of the student's. (3) To find out the sanitary facilities in the said colleges especially in newly established colleges. (4) To find out the accommodation, infrastructure and laboratory facilities at newly established college of Anantnag District. (4) To find out the number and qualification of the teacher working at colleges. All Government degree colleges functioning in District Anantnag were taken as sample for the present investigation. The total number of degree colleges was 06 and their enrolment was 16242 including 9445 males and 6797 females. It is found that (1) In terms of total enrolment of colleges existing in District Anantnag is 16242. Among them 9445 (58.15%) are male and 6797 (41.84%) are female students. (2) In terms of the enrolment of students in different stream. Among them 3554 (21.88%) are enrolled in science stream in which 2493 (70.14%) are male students and 1061 (29.85%) are female students. In arts stream, 12272 (75.55%) are enrolled, in which 6654 (54.22%) are males and 5618 (45.77%) are females. Among others (commerce and B.C.A. 416 (2.56%) are enrolled, in which 290 (69.71%) are male students and 126 (30.28%) are female students. (3) In terms of position of buildings it was found that the total number of colleges was 06. Out of them 04 (66.66%) have their own buildings and 02 (33.33%) have rented buildings. Out of 06 colleges, all the colleges have pucca buildings. (4) In terms of number of colleges, out of 06 Govt. degree 04 (66.66%) colleges, have single building and 02 (33.33%) have more than 05 buildings. (5) In terms of equipment/ infrastructure of Govt. degree, it was revealed that there were 6500 chair, 259 whiteboards, 04 playgrounds, 06 libraries, 121187 books, 02 botanical gardens, 02 Auditoriums, 273 computers, 45 bathrooms, 02 Hostels and 04 laptops in all Govt. degree colleges in District Anantnag. (6) In terms of number and percentage of permanent and contractual teachers working at colleges in District Anantnag, it was found that out of 95 (33.56%) permanent teachers 41 (43.15%), 24 (25.26%), 30 (31.57%) are postgraduate, M. Phil and PhD respectively. (7) In terms of qualification of contractual teachers, it has been found that out of 188 (66.43%), 40 (21.27%), 131 (69.68%), 17 (9.04%) are postgraduate, M. Phil and PhD respectively. (8) Finally in terms of number of colleges and their enrolment in District Anantnag it has been found that there were 06 colleges and their enrolment was 16242, among them 9445 (58.15%) were male students and 6797 (41.84%) were female students. Out of 16242, 6318 (38.8%) students were enrolled in first year. Among them 3956 (24.3%) and 2362 (14.5%) were male and female students respectively. Similarly, 5222 (32.1%) were enrolled in 2nd year, among them 2915 (17.9%) were male students and 2307 (14.2%) were female students. Similarly in final year out of 4702 (28.9%), 2574 (15.8%) were male students and 2128 (13.1%) were female students.

[Shazia Siraj Zargar, Mohammad Yousuf Ganai. **Enrolment, Infrastructure And Qualification Of Teachers At College Level In District Anantnag.** *Nat Sci* 2013;11(3):65-70]. (ISSN: 1545-0740). <http://www.sciencepub.net>.10

Key Words: Enrolment, Infrastructure and Qualification, Teachers, college and Anantnag”

Introduction

The higher education in India has grown in a remarkable way, particularly in the post independence period to become one of the largest system of its kind in the world. However the system has many issues of concern like financing and management including assess equity, relevance and reorientation of programmes by laying emphasis on health consciousness value of Ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build

knowledge based information society of the 21st century. After independence, education for all was the mission of the Government. The unhealthy practice of discriminations was removed by the 86th Constitutional Amendments and Education has been made compulsory for the age groups 6-14. The significant gap between the rate of rural and urban literacy is being bridged and the UGC was set up in the year 1953 to regulate the process of educational development in the country.

Indian Higher Education system has undergone massive expansion in post independent India with a national resolve to establish several

universities, Technical Institutes, Research Institutes and professional and Non-professional colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The public initiatives played a dominant and controlling role in this phase. Most of the Universities were public institutions with power to regulate academic activities on their campuses as well as in their areas of jurisdiction through the affiliating system. Even the private institutions U.S.A. Government of India is aware of higher education sector and has been trying to bring reforms on one of the most talked about bill is foreign universities to establish campuses in India. The bill is still under discussion and even it gets passed, its feasibility and effectiveness is questionable as it misses the context, diversity and segment of international foreign institutions interested in India. One of the approaches to make internationalization of Indian higher education effective is to develop a coherent and comprehensive policy which aims at infusing excellence, bringing institutional diversity and aids in capacity building.

India's higher education system is 3rd largest in the world after China and United States. The main governing body at the tertiary level is the University Grants Commission (UGC India) which enforces its standards advises the government, and helps coordinate between center and the state, Accreditation for higher learning is overseen by 12 autonomous institution established by the UGC. National Assessment and Accreditation Council is an autonomous body established by UGC of India to assess and accredit institutes of higher education in the country. It is an outcome of the recommendations of the National Policy on Education (1986) which laid special emphasis on holding the quality of higher education in India. To address the issue of quality, National Policy on Education (1986). And the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body, consequently the NAAC was established in 1994 with its head quarters at Bangalore.

Total Literacy Rate of Jammu and Kashmir is 54.46%. In the state of J and K, District Anantnag has a total population of 1070144 and out of these figures 562200 are males and 507944 are females. Literacy percentage among males is 56% and 32% among females. Thus the total literacy rate is 44.10%. The literacy rate of rural areas in District Anantnag is 41.04% and those of the urban areas are 61.05%. Thus in District Anantnag major portion of the people are illiterates. Therefore, it is need of the hour to look into the exact enrolment of the students at college level in the said District Besides the

investigator wants to know infrastructure and qualification of teachers at colleges in District Anantnag. The data of the present study will be helpful for policy makers and academicians of the country for making a concrete plan to arrive at the quality control in higher education. Hence the investigator has formulated the topic for the present investigation

Significance of the study

The ninth plan regarded education as the most crucial investment in human development. The prime minister's special action plan emphasis on the total eradication of illiteracy, by providing equal access to and opportunity of education up to the school leaving stage, improvement in the quality of education at all levels, and the need for expansion and improvement of infrastructure facilities. The thrust area in the 9th plan includes universalization of elementary education, full adult literacy, raising the quality of education at all levels and improving learner's achievement.

The challenge before the country at the beginning of the 21st century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover challenges in higher education are no longer only nation centric. They have already attained global dimensions particularly after trade in services has been brought under the purview of the WTO regime with the explosive growth of knowledge in the past century and with the development of handy tools of information and communication technologies as well as of other scientific innovations, competition has become a hallmark of growth all over the world. As a result, knowledge is not only going to the driver of Indian economy but also it is going to permeate into all the strata of Indian society for a better quality of life and living conditions. Therefore, India has to rise to the occasion urgently and reorient its higher education system to be vibrant, competitive, meaningful and purposeful. Besides, there is absolutely no substitute to quality of higher education, although the country has been facing for a long time with the serious problem of meeting the quantity needs of our society. It is therefore, essential that a careful balancing of the two is given priority to meet the twine requirements of the society in a forcible future.

The University Grant Commission (UGC) coordinates, determines and maintains standard of Indian education at various levels. However, the efforts of upgrading the standards of Indian Education are not meeting with success due to hurdles in accessibility, poverty and the other factor.

Despite, growing investment in education 25% Indi's population is still illiterate, only 15% of Indian students reach school, and just 7% of the 15% who make it to high school, graduate at college level. As of 2008, India post, secondary institutions offer only enough seats for 7% of India's college age population, 25% of teaching positions nation wide are vacant and 57% of college professors lack either M. Phil or PhD degree. The access to higher education measured in terms of gross enrolment ratio increased from 0.7% to 1.4% in 1960/61. By 2006/07 the GER increased about 11%.

A paradigm shift has been noticed in higher education now a days from national education to global education from one time education for a few to life long education for all, from teacher-centric to learner centric education. These changes make new demands and pose fresh challenges to the established education systems and practices in the country. Because of interdependence and integration of world economy in recent years, the Indian higher education has a new role and a challenge to provide to the nation and the world at large, skilled human power at all levels, having breadth of knowledge and confidence to effectively confront the social and economic realities. It is worth noticing that the total number of students hardly represents 6% of the relevant age group i.e. 18-23 which is much below the average of developed countries, which is about 47%. Thus, access, equity, accountability and quality should form the guiding principles, while planning for higher education development in India in the 21st century. But, the major challenge, before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is more close to the heart of students in rural and urban, semi-urban and urban areas because they also wish to participate in the new economic revolution.

Good faculty is must for any higher education institution aspiring for quality. It is high time that an Indian higher educational service, along the lines of the IAS, is formed. This has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development policy shall be evolved to facilitate. This could assure that there is continuous infusion of young blood in the teaching cadre, which is not happening at the moment. With some restrictions on faculty appointments, the present evil of in eliminated. The in breeding has destroyed many departments at Indian Universities.

Along with the necessary and inevitable quantitative expansion, it is equally important to improve the quality of higher education would find it difficult to meet the challenger of globalization of higher education if one fails in this front. The issue of

accessibility to quality higher education needs to be addressed in the light of the vast economic and social disparities, cultural and linguistics diversities, and extremely uneven opportunities of learning at the school level together with the aspirations and capacities of the potential students. There should be uniformity as far as possible, in the standards of courses, academic calendar and the examination system of universities. The challenge for providing quality education at higher education level also involves improvement in the preparation, motivation and deployment of teachers. Libraries should be fully equipped with the latest books, journals and periodicals. Laboratories should be updated and obsolesce in equipment facilities should be removed on regular basis. Working facilities and workload of teachers should be as per the international norms. Teachers should be encouraged to attend various conventions, seminars, workshops in their disciplines to update their subject know how. There should be regular monitoring and evaluation of teaching and research in the universities and other institutions of higher learning. Necessary steps should be taken to attract bright students after graduation/post graduation into the teaching profession. It is the need of the hour to encourage optimum utilization of infrastructure and equipment. The institutions must provide a rational student-teacher ratio and encouraging the application of ICT in all processes, providing pay and use internet connections to campus residents. The college should also endeavor to impart relevant higher education through vocational courses.

Sample

The details about the sample and tools employed for the purpose of the data collection are as follows:

All Government degree colleges functioning in District Anantnag were taken as sample for the present investigation. The total number of degree colleges was 06 and their enrolment was 16242 including 9445 males and 6797 females.

Tools

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

Information Blanks I:

The information blank I has been developed by the investigator and administered with the purposed to survey the number of college existing in District Anantnag and collect the information with regard to students enrolment (sex-wise, stream wise and class wise)

Information Blanks II:

The information blank II has been developed by the investigator in order to get the right information about the infrastructure, number of teachers and their qualifications in all colleges of District Anantnag.

Table1: Showing the number and percentage of students (Sex-wise) studying at colleges.

Total Number of students studying at colleges	Male	Female
16242	9445	6797
Percentage	58.15%	41.84%

The above table shows that the total enrolment of colleges existing in District Anantnag is 16242. Among them 9445 (58.15%) are male and 6797 (41.84%) are female students.

Table2: Showing the number and percentage of students studying in different streams at colleges.

Stream	Male	Female	Total
Science	2493	1061	3554
Percentage	70.14%	28.85%	21.88%
Arts	6654	5618	12272
Percentage	54.22%	45.77%	75.55%
Others (B.C.A. Commerce)	290	126	416
Percentage	69.7%	30.28%	2.56%

The above table shows the enrolment of students in different stream. Among them 3554 (21.88%) are enrolled in science stream in which 2493 (70.14%) are male students and 1061 (29.85%) are female students. In arts stream, 12272 (75.55%) are enrolled,

in which 6654 (54.22%) are males and 5618 (45.77%) are females. Among others (commerce and B.C.A. 416 (2.56%) are enrolled, in which 290 (69.71%) are male students and 126 (30.28%) are female students.

Table 3: Showing the number of colleges in District Anantnag in terms of position of buildings.

Total Number of colleges	Number of colleges having their own buildings	Number of colleges having rented buildings
06	04	02
Percentage	66.66%	33.33%
Total No. of colleges	Kutchra and Mixed	Pucca
percentage	Nil	06

The above table reveal that the total number of colleges in term of their building position. It is evident from the above table that there are 6 degree

colleges, out of them 4 (66.66%) have their own buildings and 2 (33.33%) colleges have rented buildings. However none of the college has kutchra buildings.

Table 4: Showing the number of buildings of degree colleges in District Anantnag.

Total Number of Colleges	Number of Colleges having single buildings	Number of Colleges having more than one building
06	04	02
Percentage	66.66%	33.33%

Table 5: Showing the infrastructure of degree colleges in terms of equipments and other facilities.

Number of chairs	6500
Number of blackboards	259
Number of playground	04
Number of libraries	06
Number of books	121187
Number of Botanical gardens	02
Number of museums	02
Number of Auditoriums	02
Number of computers	273
Number of bathrooms	45
Number of Hostels	02
Number of laptops	04

The above table reveals that the number of buildings of colleges. It is evident from the table that

there are 06 degree colleges, out of them 04 (66.66%) colleges have single buildings and (33.33%) have more than one building.

The above table reveals the number of chairs, blackboards, playground, libraries books, Botanical gardens, museums, Auditoriums, computers, bathrooms, Hostels and laptops at all degree colleges existing in District Anantnag. It is evident from the table that the number of chairs is 6500, number of blackboards 259, number of playground 04, number of libraries 06, number of books 121187, number of Botanical gardens 02, number of museums 02, number of Auditoriums 02, number of computers 273, number of bathrooms 45, number of Hostels 02 and number of laptops 04.

Table 6: Showing number and percentage of permanent and contractual teachers working at colleges working at colleges in District Anantnag.

Total number of teachers	Number of permanent teachers	Number of contractual teachers
283	95	188
percentage	33.56%	66.43%

It is evident from the table that there are 283 teachers working at Government degree colleges. Among them 95 are working on permanent basis and 188 are working on academic arrangement. The

percentage of teachers working as permanent faculty is 33.56% and those working as faculty on academic arrangement are 66.43%

Table 7 (a): Showing the qualification of teachers working as permanent faculty at colleges in District Anantnag.

Total number of teachers	Qualification	Number of teachers	Percentage
95	Post-graduate	41	43.15%
	M. Phil	24	25.26%
	PhD	30	31.57%

The above table reveals that the total number of teachers working as permanent faculty at Govt. colleges in terms of their qualification. It is evident from the table that the qualification of teachers in

terms of post-graduate, M. Phil and PhD is 41, 24, 30 and their qualification percentage is 43.15%, 25.26% and 31.57% respectively.

Table 7 (b): Showing the qualification of teachers working on academic arrangement at colleges in District Anantnag.

Total number of teachers	Qualification	Number of teachers	Percentage
188	Post-graduate	40	21.27%
	M. Phil	131	69.68%
	PhD	17	9.04%

The table 7 (b) reveals that the total number of teachers working on academic arrangement at Govt. colleges in terms of their qualification. It is evident

from the table that the qualification of teachers in terms of post graduation, M. [Phil and PhD is 40,131, 17 and their qualification percentage is 21.27%, 69.68% and 9.04% respectively.

Table 8: Showing the number of colleges and their enrolment in District Anantnag

Number of Colleges	Classes	Boys	Girls	Total
06	1 st Year	3956 (24.3%)	2362 (14.5%)	6318 (38.8%)
	2 nd Year	2915 (17.9%)	2307 (14.2%)	5222 (32.22%)
	3 rd Year	2574 (15.8%)	2128 (13.10%)	4702 (28.95)
Total	16242	9445	6797	16242
Percentage		58.15%	41.84%	

The above table reveals that there are 06 Govt. Degree colleges in District Anantnag. It is also evident from the table that the total enrolment of students at Govt. degree colleges existing in District Anantnag is 16242. Among them 9445 (58.5%) are male students and 6797 (41.84%) are female students. The analysis and interpretation of results reported in proceeding page indicate that 3554 (21.88%) are enrolment in science stream in which 2493 (70.14%) are male students and 1061 (29.85%) are female students in terms of arts stream there are 12272 (75.55%) students enrolment in which 6654 (54.225) are males and 5618 (45.77%) are females. Among others (Commerce and B.C.A.) there are 416 (2.56%) students in which 290 (69.71%) are males and 126 (30.28%) are female students in terms of position of buildings it was found that the total

number of colleges were 06 out of them 04 (66.66%) have their own buildings and 02 (33.33%) have rented buildings. Out of 06 colleges, all colleges have pucca buildings.

CONCLUSIONS:

1. In terms of total enrolment of colleges existing in District Anantnag is 16242. Among them 9445 (58.15%) are male and 6797 (41.845) are female students.
2. In terms of the enrolment of students in different stream. Among them 3554 (21.88%) are enrolled in science stream in which 2493 (70.14%) are male students and 1061 (29.85%) are female students. In arts stream, 12272 (75.55%) are enrolled, in which 6654 (54.22%) are males and 5618 (45.77%) are females. Among others (commerce and B.C.A.) 416

(2.56%) are enrolled, in which 290 (69.71%) are male students and 126 (30.28%) are female students.

3. In terms of position of buildings it was found that the total number of colleges was 06. Out of them 04 (66.66%) have their own buildings and 02 (33.33%) have rented buildings. Out of 06 colleges, all the colleges have pucca buildings.

4. In terms of number of colleges, out of 06 Govt. degree 04 (66.66%) colleges, have single building and 02 (33.33%) have more than 05 buildings.

5. In terms of equipment/infrastructure of Govt. degree, it was revealed that there were 6500 chair, 259 whiteboards, 04 playgrounds, 06 libraries, 121187 books, 02 botanical gardens, 02 Auditoriums, 273 computers, 45 bathrooms, 02 Hostels and 04 laptops in all Govt. degree colleges in District Anantnag.

6. In terms of number and percentage of permanent and contractual teachers working at colleges in District Anantnag, it was found that out of 95 (33.56%) permanent teachers 41 (43.15%), 24 (25.26%), 30 (31.57%) are postgraduate, M. Phil and PhD respectively.

7. In terms of qualification of contractual teachers, it has been found that out of 188 (66.43%), 40 (21.27%), 131 (69.68%), 17 (9.04%) are postgraduate, M. Phil and PhD respectively.

8. Finally in terms of number of colleges and their enrolment in District Anantnag it has been found that there were 06 colleges and their enrolment was 16242, among them 9445 (58.15%) were male students and 6797 (41.84%) were female students. Out of 16242, 6318 (38.8%) students were enrolled in first year. Among them 3956 (24.3%) and 2362 (14.5%) were male and female students respectively. Similarly, 5222 (32.1%) were enrolled in 2nd year, among them 2915 (17.9%) were male students and 2307 (14.2%) were female students. Similarly in final year out of 4702 (28.9%), 2574 (15.8%) were male students and 2128 (13.1%) were female students.

References

1. Annual report, Ministry of Human Resource Development, Government of India, 2009-2010
2. Agarwal, P. (2006) Higher Education in India: The need for change, New Delhi, Indian Council for Research on International Economic Relations
3. Analysis of budgeted expenditure on Education, Ministry of Human Resource Development (2006), cited in Kanpur, Devesh and Pratap Banu Mehta. "Indian Higher Education Reform: from half baked socialism

4. Annual report, Ministry of Human Resource Development, Government of India, 2006-2007
5. Draft report of working group on Higher education for the 11th plan, planning commission, Government of India (2007)
6. Dhar, T.N. (1996) Professional status of Teachers, New Delhi National Council for Teacher Education
7. DOE (1996) Committee on teachers Education Policy, South Africa
8. Higher Education in India (2003) Issues, concerns and new directions University Grant Commission, New Delhi, December 2003
9. Inclusive and Qualitative Expansion of higher education 2011. The five Year Plan, 2012-17. University Grants Commission Bhadur Shah Zafar Marg New Delhi: Compilation based on Deliberations of the working group for Higher Education in the 12th five-year plan (2012-17)
10. Ministry of Human Resource Development (1998). Annual report, 1997-98, New Delhi: Government of India
11. Medley, D. M. and Shannon (1994) Teacher Evaluation in Husen, T. and
12. National Knowledge Commission (2006), Report on Higher Education
13. National Council for Teacher Education (1998) Competency based and commitment oriented: teacher education for quality school education. New Delhi: NCTE
14. Naik, J. P. (1965) Educational Planning in India. Delhi: Allied Publishers
15. Postlethwaite, T. N. (ed). The international encyclopedia of Education, 2nd Edition, Vol. 10, (P. P. 6015-6020) Oxford pergamon.
16. Rao, Srinivasa S. (2002) Equality in higher education: Impact of affirmative action policies in India, In Edgar F. Beckham (ed). Global collaborations. The role of higher education in diverse democracies. Washington D C Association of American colleges and universities
17. Report of the university Education commission (1948-49), New Delhi: Government of India
18. Singh, A. (2004) Fifty years of higher education in India- The role of University Grants Commission, New Delhi, Sage Publications
19. Sail, V. U. (1999) Orientation/refresher courses: A participants evaluation, university News, 37 (15)
20. Shulman, L. S. (1986) Those who understand: knowledge growth in teaching in educational researcher, 15 (2), (Pp. 4-14)
21. Thakore, D. (2004) "UGC begins a new innings." India-together.org. May 2004
22. Tilak, B. G. (2004) Indian Higher Education: Global Challenges and local issues.
23. Warham, S. (1993) Reflections on Hegemony. Towards a model of Teacher competence in educational studies: 19 (2) (Pp. 205-17).