

Enrolment, Infra-Structure And Status Of Teachers – A Case Study Of Zone Sopore

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Abstract: The present study was to investigate Enrolment, Infra-structure, and Status of Teachers- A case study of Zone Sopore. (1) To survey the number of Government and Private Primary schools existing in zone Sopore. (2) To study extent of school going children in the age group of (6-11) years (sex wise and age wise) (3) To study the infra-structure of primary schools in terms of buildings, pucca, mixed, kuchcha or rented building. (4) To study infrastructure in terms of equipments, chairs, matting, blackboard, library and play ground. (5) To study the number and qualification of teachers working in these schools. (6) To study the enrolment patterns, Teacher student ratio and standard of students in such schools. (7) To study the enrolment in terms of male-female in various schools in zone Sopore. (8) To study the status of teachers in terms of qualification and length of service. All the primary schools functioning in zone Sopore imparting education to the children between the age group of (6-11) years were taken as a sample for the present investigation the total number of primary schools were 86 and their enrolment was 5851. An information schedule was administered to the sample subject in order to find out the number of primary schools existing in zone Sopore and also to find out their enrolment further the information Blank I has been developed and administered by the investigator to survey the number of primary schools and collect information with regard to school going children sex wise and age wise in the age group of (6-11) years. Information Blank II has been administered to collect the information about the infra structure number of teachers and their qualification in all primary schools of zone Sopore. The data was employed by applying the percentage statistical analysis was applied to the data. It has been found that the total enrolment of students in primary schools existing in zone Sopore is 5851. Among them 2853 (48.7%) are male students and 2998 (51.2%) are female students. The total number of Government and Private schools primary schools is 86. Among them 69 are Government schools and 17 are Private schools. The percentage of Government school is 80.23% and that of Private schools is 19%. The extent of school going children in the age group of (6-11) years was 5851. Among them 2853 were males and 2998 were females. The percentage of male students is 48.7% and that of female is 51.2%. In terms of position of school buildings it was found that the total number of primary schools were 86 out of them 56 (65%) schools have their own buildings and 30 (34%) have rented buildings out of them 15 (17.4%) schools had kuchcha buildings, 23 (26.7%) mixed buildings and 48 (55.8%) had pucca buildings. In terms of equipment infra structure of primary schools. The infra structure was revealed that there were 464 chairs 412 black boards 47 playgrounds, Nil libraries, 59 bathrooms and 3325 yards of matting in all Government and Primate schools of zone Sopore. In terms of number and percentage of teachers working in Government and Private schools of zone Sopore, it was found that there were 244 teachers among them 51% were working in Government schools and 385 were working in private. In terms of qualification of teachers of Government primary school it has been found that Matric (10th), Twelfth (12th), Undergraduate, Graduate, Post Graduate B. Ed, M.A./ M Sc/Bed is 6, 13, 15, 20, 23, 35, 37, and their qualification percentage is 4%, 8.7%, 10%, 13.4%, 15.4%, 23.4%, 24.8% respectively.

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Introduction

In its broader sense, the meaning of Education is not the knowledge recovered from within the four walls of the schools. Its memories are all those experiences, which are received when one is in the school or outside the school. In a way education should not be regarded as a luxury; it is a necessity rather a birth of every human being. Education is very important for the progress of both individuals and society and now it is regarded as a potent instrument for rapid and effective development through which the

standard of living of people. The prosperity and security can be considerably improved. It furnishes the individual with basic knowledge and technical skills essential for work productively and economic survival. It attempts to bring the people out of false beliefs and superstitions. It does not only train people in three R's but it is also helpful in developing health and favourable attitudes towards important issues in their lives. Education is important in five stages viz. Primary, Middle, Secondary and Higher. Among these entire levels Primary sector is more important as it is base of

all other levels of education. distance of 3 km. About 94 and 85 percent of the total rural population is accessed Primary schools/sections. The ratio of Primary to upper Primary schools over time has improved which is at present 3.3. More than 84 percent of the total 570,000 Primary schools in 1993-94 had schooling buildings. The number of single teacher Primary schools has aloe considerably declined. The number of teacher at the Primary levels of education over time has increased significantly from a low of 19 million in 1950-51, it has increased to about 111 million in 1998-99 at the primary and from 3-40 million at the upper primary level. At present, the enrollment ratio (gross) is 92 percent at the primary level of education. The percentage of girls enrollment to the enrollment to the total at the primary level of education in 1998-99 was about 44 percent. Despite improvement in retention rates, the drop out rate is still high at the primary level of education. The transition from primary to upper primary and upper primary to secondary levels as high as 94 and 83 percent

However, the learners achievement across the country remained unsatisfactory and far below than the expectations. The Government of India initiated a number of programmes and projects to attain the status of universal enrollment. Despite all these significant achievements, the goal of universal primary education remains elusive and far a distant dream. not that satisfactory. Not withstanding private sector which cater to the needs of modern society do not have any considerable enrolment problem.

Significant effort has been made in the last fifty years to universalize Primary education. Since 1950, impressive progress has been made in every sphere of Primary Education. In 1950-51, there were about 210 thousand Primary schools. Their numbers are now increased to 627 thousand and 190 thousand respectively as in the year 1998-99. Thus showing an average annual growth of 2.30 and 5.58% P.A. As many as 83% of the total 1,061 thousand habitations have access to primary schooling facilities complete it and more on to Middle school/secondary school. In India unfortunately government doesn't pay much alteration to primary schooling and infrastructure is not that good. Qualification of teachers is comparatively average. With the result enrolment in our primary schools is within 1 km and 76 percent habitations to upper primary schooling facilities within a distance of 3 km. About 94 and 85 percent of the total rural population is accessed to primary schools/sections. The ratio of primary to upper primary schools overtime has improved which is at present 3.3. More than 84 percent of the total 570 thousand primary schools in 1993-94 had school buildings. The number of single teacher primary schools has aloe considerably declined. The number

of teachers at the primary levels of education over time has increased significantly to about 111 million in 1998-99 at the primary and from 3- 40 million at the upper primary level. At present, the enrolment ratio (gross) is 92 percent at the primary level of education. The percentage of girls enrolment to the total enrolment to the total enrolment at the primary level of education in 1998-99 was about 44%. Despite improvement in retention rates, the dropout rate is still high at 40% at the primary level of education. The transition from primary to upper primary to secondary level is as high as 94 and 83%. However, the learners achievement across the country remained satisfactory and far below than the expectation. The Government of India initiated a number of programmes and projects to attain the status of universal primary education remains elusive and far a distant dream.

The progress 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, intellectual, emotional, moral, physical, social and spiritual development. Therefore any study dealing with primary education is important in many respects present study is important so far nothing concrete has been done to correct the edifice of primary sector of schooling in our state especially in zone Sopore. The study will invite more researchers to work in the same field and hence a larger picture of primary schooling in our school will come out.

Various studies have clearly demonstrated that countries which have made proper provision fro 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 was from 1, 12, 404 to 1,38,687, 94.6% of the rural population. Upper primary school within a walking distance of 3 km. Out of total habitations 502, 806, (51.36%) habitation covering (80.34%) rural population had primary schools.

Primary 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 primary education to all children. It still remains s distant dream due to dichotomy between concept exposition and implementation strategies. The NPE 1986 emphasized two aspects in this area namely 1. universal provision, universal enrollment and universal retention of children up to 14 years and 2. Substantial improvement in quality of education by making learning process as

child based and activity centered. This document has for the first time talked about school facilities.

The NPE also provided a very alluring and useful scheme called operation blackboard (OB) which was launched in 1887-88 with the aim of improving the human and physical resources in the primary schools. During the 8 five year plan the scheme was revised in 1993-94 as per the revised NPE, 1992. It sought to provide a 3rd classroom and teacher to primary schools where enrollment exceeds 100 students. It was also extended to cover teaching learning and additional teachers to primary schools the scheme was implemented through Government with 100% assistance from the Government of India towards payment or salary on additional teachers and provision of teaching.

Under the scheme of operation Black Board (OB) construction of school buildings was the responsibility of State Government, in consultation with the department of education. The ministry of rural areas and employment had worked out a formula to set aside funds for the construction was provided by the ministry of rural areas and employment under the Jawahar Rojgar Yojana (JRY) provided with the states raised ministry of rural development renaming the scheme as Jawahar Gram Samrudi Yojana (JGSY)

Sample: All the primary schools functioning in zone Sopore imparting education to the children between the age group of (6-11) years were taken as a sample for the present investigation the total number of primary schools were 86 and their enrolment was 5851

The sample for the present study is shown as under:

S. No.			Total enrollment		Total
1	Total Number of Primary Schools	86	Male	Female	5851

Tools

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

1. Information Schedule

This is to develop to find out the number of primary schools existing in zone Sopore and their enrolment

2. Information Blanks

This information blank I was developed by the investigator and administered with the purpose to survey the number of primary schools existing in zone Sopore and collect information with regard to school going children (sex wise, age wise and class wise) in the age group (6-11) years.

Information Blank II was developed in order to get the right information about infra structure, number of teachers and their qualification in all primary schools of zone Sopore

Procedure

An information schedule was administered to the sample subject in order to find out the

under the revised guidelines effective from April, 1, 1999, the central assistance has been available on 75:75 basis for construction of school buildings under the operation black board

Objectives of the present study

1. To survey the number of Government and Private Primary schools existing in zone Sopore.
2. To study extent of school going children in the age group of (6-11) years (sex wise and age wise)
3. To study the infra-structure of primary schools in terms of buildings, pucca, mixed, kuchcha or rented building.
4. To study infrastructure in terms of equipments, chairs, matting, blackboard, library and play ground.
5. To study the number and qualification of teachers working in these schools.
6. To study the enrolment patterns, Teacher student ratio and standard of students in such schools.
7. To study the enrolment in terms of male-female in various schools in zone Sopore.
8. To study the status of teachers in terms of qualification and length of service.

number of primary schools existing in zone Sopore and also to find out their enrolment further the information Blank I has been developed and administered by the investigator to survey the number of primary schools and collect information with regard to school going children sex wise and age wise in the age group of (6-11) years. Information Blank II has been administered to collect the information about the infra structure number of teachers and their qualification in all primary schools of zone Sopore.

Statistical Analysis

The data was employed by applying the percentage statistical analysis was applied to the data. The details about statistical analysis are given below:

Table 1: Showing the total number and percentage of Government and Private Primary Schools in zone Sopore

Total Number of Schools	No. of Government Schools	No. of Private Schools
86	69	17
Percentage	80.23%	19.77%

The above table reveals that the total number of primary schools existing in zone Sopore. It is evident from the table that there are 80.23% primary schools. Among them 69 are Government

Schools and 17 are private schools, the percentage of Government schools is 80% and that of the private school is 19.77%.

Table 2: Showing the total number and percentage of children in the age group of (6-11) years in Primary Schools

Total Number of children in Primary Schools	Male	Female
5851	2853	2998
percentage	48.7%	51.2%

The above table shows that the total enrolment of primary schools children existing in zone Sopore is

5851. Among them 2853 48.7% are male students and 2998 51.2% are female students.

Table 3: Showing the total number of Primary schools existing in zone Sopore in terms of position of school buildings

Total Number of Schools	No. of Schools having their own buildings	No. of Schools having rented buildings
86	56	30
percentage	65.12%	34.82%

Table 4: Showing the number of Primary schools existing in zone Sopore in terms of position of school buildings

Total Number of Schools	Position of school building		
	Kuchcha	Mixed	Pucca
86	15	23	48
percentage	17.43%	26.73%	55.84%

The above table reveals that the total number of Primary schools in terms of their position. It is evident from the above table that there are 86 primary schools out of them 56 (65.12%) schools have their own

buildings and 30 (34.82%) schools have rented buildings. Out of 86 schools 15 (17.43%) have kuchcha buildings, 23 (26.73%) have mixed buildings and 48 (55.84%) have pucca buildings.

Table 5: Showing the infra structure of primary schools in terms of equipments.

Number of chairs	464
Number of black boards	412
Number of Play Grounds	47
Number of libraries	Nil
Number of bathrooms	59
Matting	3325 Yards

The above table reveals that the number of chairs, black board, libraries, bathrooms and matting in all primary schools existing in zone Sopore. It is evident from the table that the number of chairs is 464,

Number of black boards 412, number of play grounds 47, number of libraries nil, number of bathrooms 59 and matting 3325 yards.

Table 6: Showing number and percentage of teacher working in Government and Private schools in zone Sopore

Total Number of teachers	Number of teachers in Government schools	Number of teachers in Private schools
244	149	95
Percentage	61.65%	38.35%

It is evident from the above table that there are 244 teachers working in primary schools. Among them 149 are working in private schools. The

percentage of teachers working in Government schools is 61.65% and those of working in private schools are 38.35%.

Table 7 (a) Showing the qualification of teacher working in Government primary schools of zone Sopore

Total Number of Teacher	Qualification	No. of Teachers	Percentage
149		6	4%
		13	8.7%
		15	10%
		20	13.4%
		23	15.4%
		35	23.4%
		37	24.8%

The table 7 (a) reveals the total number of teachers working in Government primary schools in terms of their qualifications. It is evident from the above table that the qualification of teachers in terms Matric (10th), Twelfth (12th), Undergraduate,

Graduate, Post Graduate B. Ed, M.A./ M Sc/B.Ed is 6, 13, 15, 20, 23, 35, 37, and their qualification percentage is 4%, 8.7%, 10%, 13.4%, 15.4%, 23.4%, 24.8%.

Table 7 (b) Showing the qualification of teacher working in Private primary schools of zone Sopore

Total Number of Teacher	Qualification	No. of Teachers	Percentage
95	Matric (10 th)	5	5%
	Twelfth (12 th)	7	7%
	Undergraduate	10	10%
	Graduate	20	21%
	Post Graduate	22	23%
	B. Ed	20	21%
	M.A./ M Sc/B.Ed	11	11%

The table 7 (b) reveals the total number of teachers (12th), Undergraduate, Graduate, Post Graduate B. Ed, working in Private primary schools in terms of their M.A./ M Sc/B.Ed is 5, 7, 10, 20, and 11 and their qualifications. It is evident from the above table that the qualification percentage is 5%, 7%, 10%, 21%, 23%, 21%, qualification of teachers in terms Matric (10th), Twelfth 11%.

Table 8 Showing the number of Primary schools and their enrolment in zone Sopore

No. of School	Classes	Boys	Girls	Total
86	1 st	678	638	1316
	2 nd	463	603	1066
	3 rd	584	561	1145
	4 th	561	631	1192
	5 th	567	565	1132
Total	5851	2853	2998	5851
Percentage		48.7%	51.2%	

The above table reveals that there are 86 primary schools in zone Sopore. It is also evident from the above table that the total enrolment of students in primary schools existing in zone Sopore is 5851. Among them 2853 (48.7%) are male students and 2998 (51.2%) are female students. Thus the analysis and interpretation of results reported in proceeding pages indicate that in Zone Sopore the total number of Government and Private schools primary schools is 86. Among them 69 are

Government schools and 17 are Private schools. The percentage of Government school is 80.23% and that of Private schools is 19%. Similarly the analysis reveals that the extent of school going children in the age group of (6-11) years was 5851. Among them 2853 were males and 2998 were females. The percentage of male students is 48.7% and that of female is 51.2%. In terms of position of school buildings it was found that the total number of primary schools were 86 out of them 56 (65%)

schools have their own buildings and 30 (34%) have rented buildings out of them 15 (17.4%) schools had kuchcha buildings, 23 (26.7%) mixed buildings and 48 (55.8%) had pucca buildings. In terms of equipment infra structure of primary schools. The infra structure was revealed that there were 464 chairs 412 black boards 47 playgrounds, Nil libraries, 59 bathrooms and 3325 yards of matting in all Government and Primate schools of zone Sopore. In terms of number and percentage of teachers working in Government and Private schools of zone Sopore, it was found that there were 244 teachers among them 51% were working in Government schools and 385 were working in private. In terms of qualification of teachers of Government primary school it has been found that Matric (10th), Twelfth (12th), Undergraduate, Graduate, Post Graduate B. Ed, M.A./ M Sc/Bed is 6, 13, 15, 20, 23, 35, 37, and their qualification percentage is 4%, 8.7%, 10%, 13.4%, 15.4%, 23.4%, 24.8% respectively.

In terms of qualification of Private primary schools it has been found that Matric (10th), Twelfth (12th), Undergraduate, Graduate, Post Graduate B. Ed, M.A./ M Sc/B.Ed is 5, 7, 10, 20, and 11 and their qualification percentage is 5%, 7%, 10%, 21%, 23%, 21%, 11% respectively

Finally in terms of number of schools and their enrolment in zone Sopore it has been found that there were 86 primary schools in zone Sopore and their enrolment was 5851, among them 48.7% were male students and 51.2% were female students.

Suggestions

The following suggestions were recommended by the present investigator.

1. More primary schools should be established to enroll more beneficiaries.
2. Various efforts should be made to increase the enrolment of students at the primary and upper primary levels of education.
3. Various incentives like scholarship, free uniforms, books etc should be provided to out of school children to motivate them for education.
4. Quality of education to all primary school students should be increased so that learning will be improved and parents of the students so that the parents may develop keen attention towards the studies of their children.
5. Training should be given to teachers so that they will become able to motivate the students towards their studies.
6. The infra structure and other facilities should be provided to all primary schools so that the students will develop interest towards their studies.

7. There should be the availability of school buildings as well as decorated classrooms for both teachers as well as students.
8. There should be an interaction programme between teachers and
9. The equipments like chairs, blackboards, model, charts, matting etc should be provided to all primary schools for effective teaching and learning process.
10. Recruitment of suitably qualified staff should be provided at primary education for effective teaching and learning process.

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