

“Enrollment, infrastructure and qualification of teachers at higher secondary level in Education Zone Anantnag”

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Abstract: The present study was conducted with a view to study the enrollment, infrastructure and qualification of teachers at higher secondary level in Education Zone Anantnag. The investigator prepared self constructed information Blanks and Schedules for the collection of data. The study revealed that there are only eight higher secondary schools in education zone Anantnag. Out of these eight higher secondary schools 50% are Govt. and 50% are Private Institutions. It further reflected that there are six thousand one hundred and thirteen students enrolled in eight higher secondary schools of district Anantnag. Out of these three thousand one hundred sixty one are male students and two thousand nine hundred fifty two are female students. The percentage of male students is 52 % and that of female students is 48%. The study further revealed that there are 249 teachers working in the higher secondary schools of education zone Anantnag out of which 55.82% of teachers are working in Government schools and 44.18% of teachers are working in private schools. Out of 3941 students 2063 are boys and 1878 are girls i.e., 52% are boys and 48% are girls. The table further depicts that 2040 students are enrolled in class 11th and 1901 students are enrolled in class 12th.

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Introduction

Higher education is informally regarded as the education that children receive during their teenage years. Although the average age of entrance and exit vary considerably among various nations. The higher secondary education being a feeder stage of most of the professional courses in the country has got its own significance. Also this stage is the terminal stage of school education. Keeping in view the importance of the stage, the education commission (1964-66) recommended a uniform pattern of school education in all the states and Union Territories (the 10 + 2 pattern). Presently this structure of 10 + 2 is being followed in all the states and Union Territories. These sections are available in four categories.

1) *Higher secondary only*: - These constitute the schools having class XI and XII only.

2) *Higher Secondary Schools with Secondary Schools*: - These constitute the schools with classes IX to XII.

3) *Higher Secondary Schools with Secondary and Upper Primary Schools*: -These institutes have classes VI to XII.

4) *Higher secondary Schools with Secondary, Upper Primary and Primary Sections*: - These are schools having all the four stages of education with classes I to XII.

The research would show the basic facilities provided to our students at higher secondary level. The project reflects the *infrastructure, enrollment, and qualification of teachers at higher secondary school level in education zone Anantnag*. These parameters have profound role on the teaching learning process of education. The infrastructure of a school plays an important role for importing the practical/activity based education. Under the heading infrastructure the project will cover the availability of the buildings (in terms of kacha, pacca, rented and own), the availability of teaching and learning materials, laboratory facilities, availability of sports and scientific materials in the higher secondary schools of the education zone Anantnag. The project will assess the qualification of the teachers working in these schools. Under this heading the project would reflect that whether the sufficient and adequate teaching faculty is available in these schools or not. In this project efforts have been made to assess the educational facilities available in education zone Anantnag. The higher secondary sections are available in higher secondary schools only. At higher secondary schools there should be specialized teachers for each and every subject. It is crystal clear that the teacher student ratio or the enrollment of the school has a significant effect on the teaching learning process. The same would be reflected under

the separate heading called enrollment. Different components that constitute education infrastructure are evaluated for their relative importance in the delivery of effective learning. We also examine the current status of education infrastructure in the country especially in District Anantnag (J&K) and gaps in the provisioning. This chapter also includes a discussion of the roles of public and private actors in the education sector, particularly in respect of the Indian and international experiences of Private–Public Partnership (PPP). We review the regulatory regime for education and consider the various outcomes achieved across states and within states in this context. And finally, a set out has been developed an agenda for future action including:

1. *Integrated Child Development Service (ICDS)* and early childhood education (ECE).
2. *Sarva Shiksha Abhiyan (SSA)*, the Government's flagship programme for the universalization of elementary education.
3. *National Curriculum Framework (NCF) 2005*.
4. *The planned expansion of secondary education and skills training under the 11th Five Year Plan and*
5. *Further development of PPP and the need to achieve a literate environment in India.*

The central and the state government of Jammu and Kashmir had made various efforts to extend the higher secondary education in the state. The steps taken in this regard are as follows;

- Upgrading the high schools to higher secondary status.
- Improving the infrastructure of the higher secondary schools.
- Increasing the teaching and non-teaching faculty.
- Introducing some job oriented courses/programmes.

The secondary education in the formal stream, the non-formal education, correspondence education and national literacy mission all have the purpose of creating an awareness of rights, duties and responsibilities among the citizens of democratic India. Significant studies have been made in this direction during the last decade and a survey conducted indicate that nearly 60% of the 8-11 age group of children are attending the schools. Various steps have been made to make universalization of secondary education like recruitment of teachers and provision of providing teaching learning material under the scheme Operation Blackboard, construction of school buildings, experimental and innovative projects in the non-formal education sector for children out of schools. Children are the future generation of the nation. They are the beings on

which the nation puts all its hops. Although in many countries they do not constitute a big portion of the population. Yet in many developing countries including India they constitute more than 40% of the population up to 11-18 years of age. Total literacy rate of Jammu and Kashmir is 54.46%. In the states of J&K, District Anantnag has total population of 1070144 and out of these figures 562200 are males and 507944 are females. Literacy percentage among male is 56% and 32% among females. Thus total literacy rate of 44.10%. The literacy rate of rural areas in District Anantnag is 41.04% and those of urban areas are 61.50%. Thus in District Anantnag especially in Tehsil Anantnag major portion of the people is not in a position to read and write. Besides there are 35 hundreds of children who have no access to secondary education. The children are engaged in various child labor activities. Many scholars and educationist gave their different views at different times. Mohammad Imran Rashid (2010) found that factors like teaching, design, work environment, feedback, recognition, decision making participation are the potential factor for satisfying teachers in higher education. Blouch (2009) in his study found that there is a constructive association among promotion and teaching satisfaction. Academicians are motivated and committed perform a teaching and also more satisfied if promotion opportunities are available to them. Shameema Tasleem (2006) in a study found that one of the purposes of teaching is to get the payment all salary and it is very natural that a handsome salary will bring teaching satisfaction. Ramkrishnaiah (1980) has found that 93% of the college teachers were highly satisfied with their teaching expressed that they have cordial relationship with their colleagues. Perie and Bakar (1979) in their study concluded that student achievement may be directly connected to teacher's teaching satisfaction.

Statement of the Problem

The problem selected for the present investigation is as under: **“Enrollment, infrastructure and qualification of teachers at higher secondary level in education zone Anantnag”**

Objectives

Following objectives have been formulated for the proposed investigation.

1. The dissertation would assess the facilities available in the higher secondary schools of the zone Anantnag.
2. The dissertation would reflect the type of infrastructure in terms of buildings present in the zone.
3. The dissertation assesses the buildings in terms of rented, government owned, kacha /pacca or mixed.

4. The dissertation would show the enrollment and teacher student ratio present in the zone.

5. The qualification of the teaching staff both academic and technical would be reflected in the dissertation.

6. Facilities like drinking water, toilet and ramps for CWSN, playground, laboratories, games material, and heating arrangement would be shown in the dissertation.

7. The dissertation will also compare the educational standard of private and government institutions in education zone Anantnag.

8. Availability of guidance and counseling centers in the Schools.

Methodology and Procedure

Sample

All the higher secondary schools functioning in educational zone Anantnag are importing education between age group of 17-19 were taken as a sample for the present investigation. Total numbers of higher secondary schools were eight and their enrollment is 6113. The sample for the present study is shown as under

Total Number of HS School	Total Enrollment		
	Male	Female	Total
8	3161	2952	6113

Tools: A self-constructed information block has been prepared by the in order to assess the enrollment, infrastructure and qualification of teachers in education zone Anantnag. Personal visits to all higher secondary schools of zone Anantnag and detailed discussions with the teachers and principals were conducted so as to collect information regarding the enrollment, infrastructure & qualification of teachers.

Procedure: An information schedule was administrated to the sample subject in order to find their enrollment. Further the information blank was developed and administrated by the investigator to survey the number of higher secondary schools existing in education zone Anantnag and collect information with regard to school going children between the age of 17-19 years.

Statistical Analysis:

Table 1: Showing the total number and percentage of govt. and private Higher Secondary Schools of education zone Anantnag.

Total Number of HSS	Number of Govt. HSS	Number of Private HSS
08	04	04
Percentage	50%	50%

The data has been analyzed by applying percentage statistics. The data has been tabulated and

inferences have been drawn from the analysis of data. Simple statistical tools like mean and percentage statistics were used to analyze the data.

The above table shows that there are only eight higher secondary schools in education zone Anantnag. Out of these eight higher secondary schools 50% are Govt. and 50% are Private Institutions.

Table 2: Showing the number and percentage of children of age group 17-19 in higher secondary schools in education zone Anantnag.

Total Number of Children in HSS	Male	Female
6113	3161	2952
Percentage	52%	48%

The above table reflects that there are six thousand one hundred and thirteen students enrolled in eight higher secondary schools of district Anantnag. Out of these three thousand one hundred sixty one are male students and two thousand nine hundred fifty two are female students. The percentage of male students is 52 % and that of female students is 48%.

Table 3: Showing the number of the higher secondary schools existing in education zone Anantnag in terms of position of school Building.

Total number of HSS	Type of school building		
	Kacha	Pacca	Mixed
08	Nil	08	Nil
Percentage	0	100%	0

Total Number of HSS	No. of HSS having their own Building	No. of HSS having their rented building
08	08	Nil
Percentage	100%	Nil

These tables indicate that all higher secondary schools have their own buildings. All buildings are of pacca type.

Table 4. Showing the number and percentage of teachers working in Private and Govt. Higher Secondary Schools in education zone Anantnag.

Total Number of Teachers	No. of Teachers in Govt. HSS	No. of Teachers in Private HSS
249	139	110
Percentage	55.82%	44.18%

The table shows that 249 teachers working in the higher secondary schools of education zone Anantnag. The table further predicts that 55.82% of

teachers are working in Government schools and 44.18% of teachers are working in private schools.

Table 5. Showing the qualification of teachers working in education zone Anantnag.

Qualification				
Total Number of Teachers	Academic	Professional	No. of Teachers	% age
249	10 +2		Nil	0
	BA, BSc.	B.Ed.	Nil	0
	MA, MSc.	M. Ed.	249	100

The table shows the qualification possessed by the teachers working in the higher secondary schools of education zone Anantnag. The table reflects that all teachers are highly qualified having masters degrees in different subjects. The teachers have professional degrees in addition of academic degrees.

Table 6. Showing the number of higher secondary schools and their enrollment in education zone Anantnag.

Number of HSS	Classes	Boys	Girls	Total
08	11 th	1062	978	2040
	12 th	1001	900	1901
	Total	2063	1878	3941
	Percentage	52.34%	47.65%	

The table reflects that there are 3941 students enrolled in higher secondary schools of education zone Anantnag. Out of 3941 students 2063 are boys and 1878 are girls i.e., 52% are boys and 48% are girls. The table further depicts that 2040 students are enrolled in class 11th and 1901 students are enrolled in class 12th.

Table 7: Showing the infrastructure available for teaching learning process at Higher Secondary level in zone Anantnag.

S.no	Name of the higher secondary	No. of class rooms	Availability of kitchen shed	Boundary wall	Availability of ramps
01	IMSSI Mominabad	08	No	Partial	No
02	Girls Hr. Sec. School Kadipora	10	No	Yes	No
03	EFF EMM Hr. Sec. School	29	No	Yes	No
04	Islamia Hanifia institute	15	No	Yes	No
05	Girls Higher sec. School Ang	20	No	Yes	No
06	Hista Hr. School Ang	17	No	No	No
07	Boys Hr. Sec. School Ang	20	No	Yes	No
08	Govt. Hr. School Wanpoh	15	No	Partial	No
09	Total	134			

The table reflects that about 64% schools have boundary walls. The average schools have 16 permanent class rooms. 65% are in good condition. 24% are in need of minor repair and 11% are in need of major repair.

Table 8 Facilities Available for students at Higher secondary Level in zone Anantnag

s/no	Name of the Higher Secondary	Toilet facility			No of toilets functional	Water facility	Playground facility
		For Boys	For Girls	total			
01	IMSSI Mominabad	02	09	11	09	Yes	Yes
02	Girls Hr. Sec School Kadipora	01	04	05	04	Yes	No
03	EFF EMM Hr. Sec. School	08	03	11	11	Yes	Yes
04	Islamia Hanifia institute	01	01	02	02	Yes	Yes
05	Girls Hr. Sec School	01	01	02	02	Yes	No
06	Hista Hr. School	02	01	03	04	Yes	Yes
07	Boys Hr. Sec. School	01	01	02	02	Yes	Yes
08	Govt. Hr. School Wanpoh	01	01	02	02	Yes	Yes

The above table shows that all institutions have separate toilet facility and majority of these are functional and in good condition. The small proportions of the toilets in schools are not working and are reserved for the use of teachers. All schools have water and playground facilities. This shows that the schools have sound infrastructure.

Conclusion

The present study was undertaken to analyze the number of teachers, infrastructure, enrollment and qualification of teachers at higher secondary level in education zone Anantnag. The study helped us to assess the facilities available for our students and the working environment for our teachers. The research has been done fairly and will help us to see the real picture of our HS schools in zone Anantnag.

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