

**A STUDY OF
GOVERNMENT PRIMARY
AND MIDDLE SCHOOLS
OF ZONE ZALDAGAR**

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PREFACE AND ACKNOWLEDGEMENT

The study titled “A Study of Government Primary and Middle Schools of Zone Zaldagar” was conducted in all government primary and middle schools of Zone Zaldagar. The study mainly intends to assess the infrastructural facilities and teachers available in the school in order to examine whether the available facilities cater to the educational needs of the children studying in these schools. Furthermore, the study also takes into account the suggestions and viewpoints of HOIs and teachers regarding the available education facilities and scope for improvements.

The study was conducted in 22 schools of Zone Zaldagar: 7 Primary and 15 Middle schools.

In this endeavor, I owe a debt of gratitude to the Principal, DIET, and Srinagar for constant support and cooperation. I extend my sincere thanks to all the HOIs and teachers of the selected schools for extending their cooperation during the period of research and sparing their valuable time in the form of giving their valuable feedback

I extend my gratitude to all the staff members of DIET, Srinagar for their cooperation and constant support.

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Introduction

The Sarva Shiksha Abhyan, the flagship programme of the central government has accorded special focus on elementary education and to narrow the gap between learners and schools. Several policy measures have been adopted by both national and state governments for promoting educational development in states, districts and zones in the country. These special measures include incentives to teachers, flexible norms for establishing schools and appointing local youth as teachers, training of teachers, remedial teaching, special institutional arrangements like model schools, smart classrooms, CAL Centres, ICT labs, regular health and medical check-ups, etc.

The main objective of the study is to assess the availability of schooling facility in terms of school infrastructure and performance of teachers for primary and upper primary education in government schools of Zone Zaldagar and the extent to which these cater to the educational needs of enrolled students. It was also proposed to seek suggestions from HOIs and teachers for the improvement of these schools.

Methodology

The research tool and framework for the study has been developed by adopting certain Quality Monitoring Tools (QMTs) and Performance Indicators from Shalla Sidhi and PINDICS developed by NUEPA and NCERT respectively.

For the study, a sample of one/two teachers from each selected school mainly teaching English, Mathematics or Science has been assessed followed by feedback from HOI as well as the assessed teacher/s in each school.

The study has been divided into two chapters followed by a conclusion.

Chapter I entitled *Assessment of Schools* discusses physical and other facilities available in schools which facilitate teaching-learning. It also deals with details of co-curricular activities and VECs/SMCs which act as a support for teaching-learning in schools.

Chapter II entitled *Assessment of Teachers* focuses on the performance of teachers based on the data collected from the selected schools. This chapter is based mainly on the information collected through Teacher Questionnaire done in the interview mode with one or two teachers from each school followed by feedback from HOI.

At the end, a brief *Conclusion* is given which sums up the main arguments of this study and suggests remedial measures to be taken in order to enhance the learning levels at Primary and Upper Primary stage in the zone.

Chapter I

Assessment of Schools

1. School Building & its Condition

At present 75% of the schools are functioning from rented accommodation with an average of 2 to 4 rooms available for nine classes in middle schools.

The only primary school functioning separately in the zone namely GPS, Pather Masjid has only one for 4 classes.

In fact, it is only because of the clubbing of five middle schools with two high schools having owned school buildings that the percentage of rented buildings is 75 in the zone. Otherwise, in reality it is above 90%.

Technically speaking, there is only one middle school (out of total 15 in the zone) which has its own school building and ground while rest of the 14 middle schools and 7 primary schools are currently functioning from rented accommodations whose condition is not overall good. Most of these rented buildings are having shabby exterior (some are even in dilapidated condition) as there is no provision of face-lifting for these rented buildings out of the school grants received by these schools.

Even the interior of these buildings is not too good except the walls where different charts (readymade of handmade) have been pasted.

A very crucial issue of these rented school buildings is of rent. Schools opened or upgraded under erstwhile Sarva Shiksha Abiyan have not been paid rent from the last 7 years due to which the concerned school staff, especially the Head Teachers face a lot of difficulties in smoothly running these institutions. The building owners threaten them every now and then to vacate their premises. The matter has been

already brought several times to the notice of higher-ups from ZEO upwards but to no avail.

In fact, one head teacher of a school narrated that the staff pay additional rent out of their pockets as rent has not been revised from the last several years but building owners demand extra rent from them.

2. Seating Facility in Classrooms

About 80% of the schools in the zone are without proper seating (wooden/iron bench) facilities. However, normal matting is available in the classrooms in all the schools.

3. Electricity

About 60% of the schools in the zone have electricity available in them while the rest have managed by one way or the other. However, the electricity charges are paid by taking loan from one fund or the other by the schools.

4. No. of Teachers

In almost all the schools, there is no rationalization of the teachers as per the roll available in the schools. In maximum number of schools, there is dearth of subject specific teachers for upper primary classes.

5. White/Blackboard facility

In almost all the schools, whiteboard facility is available. But in few schools in few classes, blackboard is still used.

6. Mid-day Meal facility

It is available in all the schools in the zone but there is no proper mechanism available to check if quality and nutritious meals are provided to the children in these schools.

7. Safe/Hygienic Kitchen for Mid-day Meal

In all schools, there is no separate well-ventilated kitchen for mid-day meals. In fact, almost all the schools have accommodated the kitchen for mid-day meals in some classroom by portioning the room with steel/iron lockers.

8. No. of Washrooms

In 85% of the schools, there is common washroom available for boys, girls and the staff.

It is to be pointed out that due to the non-availability of sweepers in almost all the schools, the staff pays out of their pockets monthly for sweeping of the classrooms and cleaning of the washrooms.

9. Safe Drinking water Facility

In 80% of the schools, there is non-availability of safe drinking water. However, normal tap water is available in all the schools. Though, in some schools, water purifier is available but non-functional.

10. Library Facility

In 60% of the schools, books for library are available but practically there is no library facility available. The books have either been locked in steel/iron lockers or kept stored in tin trunks.

11. ICT Lab

ICT lab is available in only one school, i.e. Govt Middle School, Qalamdanpora but unfortunately it is non-functional as some of its equipments have been taken by ZEO and CEO offices.

12. Playground with Sports Equipment

In 85% of the schools, there is no playground available, although some sports equipments are available in most of the schools, especially for indoor games.

Even in 15% of the schools where playground (though not a proper one) is available, it has not been maintained as per the requirements.

13. Ramp for CWSN

In 90% of the schools in the zone, there is no ramp facility available for children with special needs.

14. First Aid Kit Available

In 75% of the schools, there is no first aid kit available while in rest of the 25% of the schools, the kit is either partly available or totally non-functional.

15. Fire Safety Equipment Available

In 25% of the schools, there is non-availability of fire safety equipment while in 75% of the schools where the equipment is available, it is either non-functional (in most of the schools) or no one in the school is aware about its proper use.

16. Health Check-up Conducted

Health check-up is yearly conducted in 66% of the schools while in rest of the 44% schools; it is done bi-annually. However, there is no follow up being done under any well established mechanism.

17. SMC/VEC Constituted

Only 66% of the schools have so far constituted SMC/VEC but in most of the schools, it is either non-functional or regular meetings are not conducted to discuss various crucial issues of the schools.

As per the HOIs, the outside school members mostly do not attend the meetings whenever we request them for the same.

It is of great significance that 44% of the schools have not so far constituted SMC/VEC in their schools.

18. PTMs held

Only in 50% of the schools, 1 or 2 parent-teacher meetings (4 in only one school) have been held in the last 6 months or so in this academic session 2019. While rest of the 50% schools have not organized any PTMs.

In fact, as per the school authorities, most of the parents, especially fathers, do not turn up in PTMs due to one or other excuses.

19. Visits paid by Monitoring Teams

2 to 6 times, DRG/ZRPs have visited all the schools in the zone in the academic year 2019. Even ZEO has visited once or twice in almost all the schools in the zone. But

no one from higher authorities has visited for monitoring in the current academic session.

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Chapter II

Assessment of Teachers

A sample of 21 teachers has been assessed out of 12 schools in the zone. All these assessed teachers have 9 to 15 years of teaching experience while only one among them has 6 years and another 4 years of teaching experience. Only 19% of the assessed teachers have not received/attended any teacher training programme during the last three years.

1. Planning for designing learning experiences:

1.1 Use textbooks and other relevant TLM while planning

52% of the teachers are not meeting the expected standard while 38% are approaching the expected standard and only 10% of the teachers have approached the expected standard.

1.2 Prepare Teacher diaries on regular basis

57% of the sampled teachers are not meeting the expected standard while 38% are approaching the expected standard and only 5% of the teachers assessed have approached the expected standard.

1.3 Use record of students' performance

86% of the sampled teachers are not meeting the expected standard while 14% are approaching the expected standard. It is significant to point out that none of the assessed teachers have approached the expected standard.

2. Knowledge and Understanding of Subject Matter/Content:

2.1 Use subject knowledge for making it responsive to the diverse needs of children

62% of the teachers assessed are not meeting the expected standard while 38% are approaching the expected standard and none of the teachers have approached the expected standard.

2.2 Use subject knowledge for completing entire syllabus within specified time

33% of the teachers are not meeting the expected standard while 67% are approaching the expected standard and no among the teachers assessed have approached the expected standard.

2.3 Correct errors made by students

38% of the teachers are not meeting the expected standard while 57% are approaching the expected standard and only 5% of the teachers have approached the expected standard.

3. Strategies for Facilitating Learning:

3.1 Use child-centered activity based learning strategies

67% of the teachers are not meeting the expected standard while 33% of them are approaching the expected standard and none of the teachers have approached the expected standard.

3.2 Use different resource materials like teacher guide, source book, ICT, etc. other than textbook for effective transaction

90% of the assessed teachers are not meeting the expected standard while only 10% are approaching the expected standard and none of the them have approached the expected standard.

3.3 Maintain student profile (Behaviourial/Co-scholastic)

95% of the teachers are not meeting the expected standard while only 5% of the assessed teachers are approaching the expected standard and none of the them has so far approached the expected standard.

3.4 Maintain student profile (Academic)

100% of the teachers assessed are not meeting the expected standard.

3.5 Receive feedback from students

71% of the teachers are not meeting the expected standard while 29% are approaching the expected standard and none of the teachers assessed so far has approached the expected standard.

3.6 Diagnosis of students with learning difficulties

71% of the teachers are not meeting the expected standard while 29% are approaching the expected standard and none of the teachers assessed so far has approached the expected standard.

3.7 Share children's progress with parents & SMC members

57% of the assessed teachers are not meeting the expected standard while 43% are approaching the expected standard.

Majority of the teachers complain about the non-cooperation of SMC/VEC members as well as parents, especially fathers.

4. Interpersonal Relationship:

4.1 Easily approachable to children (without fear and hesitation)

38% of the assessed teachers are not meeting the expected standard while 57% are approaching the expected standard and only 5% of the teachers have approached the expected standard.

4.2 Cooperate and collaborate with the members of the staff in conducting school activities

62% of the teachers are not meeting the expected standard while 38% are approaching the expected standard.

4.3 Involve members of the community for organizing different activities and programmes in the school

95% of the teachers are not meeting the expected standard while only 5% are approaching the expected standard.

5. Professional Development:

5.1 Update subject knowledge through self study

76% of the teachers are not meeting the expected standard while 24% are approaching the expected standard and only none of the teachers has approached the expected standard.

5.2 Engage himself/herself in innovative and research activities

100% of the teachers are not meeting the expected standard.

5.3 Regular participation in workshops and teacher trainings

43% of the teachers are not meeting the expected standard while 52% are approaching the expected standard and only 5% of the teachers have approached the expected standard.

5.4 Contribute in developing of teaching learning materials

90% of the teachers are not meeting the expected standard while 10% are approaching the expected standard and none of the teachers has approached the expected standard.

6. School Development:

6.1 Organise/participate and contribute in SMC/VEC and other meetings

85% of the teachers are not meeting the expected standard while 15% are approaching the expected standard and none of the teachers has approached the expected standard.

6.2 Take responsibility for/ Cooperate in organising school functions like morning assembly, cultural programmes, sports and games, etc.

57% of the teachers are not meeting the expected standard while 38% are approaching the expected standard and only 5% of the teachers have approached the expected standard.

7. Teacher Attendance:

7.1 Attends school regularly/punctually

14% of the teachers assessed are not meeting the expected standard while 71% are approaching the expected standard and only 15% of the teachers have approached the expected standard.

Conclusion

The study covered 22 schools: 7 Primary and 15 Middle in the zone encompassing several aspects such as infrastructural facilities in schools, teachers, teaching - learning and teachers' and HOIs perspective of education.

Most of the primary as well as middle schools (75 percent) have no owned buildings but are functioning from rented accommodations. In fact, the percentage is 90 but because of the clubbing of schools in the zone, the scenario looks different. One primary school (the only one functioning separately as the rest of 6 primary schools are clubbed with other middle schools) and one middle are single classroom schools. While in the rest, the average number of classrooms per school is 2 to 4. ICT lab is available in only one school, but unfortunately non-functional.

The study has revealed quite a lot of inadequacies in schooling facilities for children in the zone ranging from school building, classrooms, electricity, washrooms, safe drinking water, to library. It has simultaneously provided an insight into what needs to be done to remove the deficiencies and to improve the quality of education in these schools in terms of poor quality of school facilities and ineffective teaching learning process.

On the basis of the findings of the study, the following recommendations are being made for improving the overall quality and equity of education in the zone:

Recommendations

1. Infrastructure, as we know, is the key component for smooth teaching-learning process. Therefore, each school must be provided on priority its own infrastructure and facilities especially usable toilets, separate toilets for girls, safe drinking water, furniture and equipment within classrooms, library, sports equipments, etc.

2. Schools which have been clubbed and shifted to the premises of other schools must be de-clubbed from the next academic session and to be established in their own local areas.
3. The school monitoring system must be improved in order to check teacher absenteeism.
4. The ICT labs should be given to all the middle schools in the zone with easy access to all the primary schools.
5. Rationalization of teachers should be done on priority as some schools have deficiency of subject specific teachers especially in Science and Mathematics.
6. Teachers should be trained on priority about the latest trends in education and pedagogy.
7. On-site academic support should be galvanized in the zone as only two ZRPs are currently working in the zone.
8. Incentives in the form of scholarships should be given to students to check student absenteeism.
9. Counseling of parents should be done to make them aware about the importance of education for their wards and also to apprise them about their role in the education of their wards.
10. Physical Education Teachers (PETs) must be posted in all the schools in the zone.
11. Office clerks and other non-teaching employees (as per requirements) must also be posted in each school to unburden the teachers from non-academic work of the schools.