

A Study of Teacher Training Programmes in Achievement of Teacher in Pre-Sec and Sr.Sec Schools in Delhi/NCR

¹Sneh Lata & ²Dr. Munendurkumar Tyagi

¹Research scholar, Mewar University, Chitorgarh, Rajasthan (India)

²Professor & Dean St.Thomas College of Education. Greater Noida, Uttar Pradesh (India)

ARTICLE DETAILS

Article History

Published Online: 10 October 2018

Keywords

Training Programmes, Achievement, in Pre-Sec and Sr.Sec Schools, DELHI/NCR.

ABSTRACT

The paper is an endeavour to explore the essence of the education system in Pre-Sec and Sr.Sec Schools existing in Delhi/ NCR and explicate upon the scenario that is prevalent. The academic performance of the system is weighed upon keeping various factors as indicators like number of schools, enrollment, pass percentages, dropout rates and so on and so forth. After a study of the education system as it firms itself to the ground in Delhi/NCR, the authorities concerned have been highlighted. Delhi's/NCR Pre-Sec and Sr.Sec Schools education system is run on parallel grounds under various heads, which is then elaborated under the Types of Schools. The multiplicity of the schools can leave one perplexed, and this has added to the complexities of these noble institutions.

1. Introduction

Education holds the key to economic growth, social transformation, modernization and national integration. During the last decade (1991-2001), the literacy rate in Delhi has increased by 6.5 percent as compared to 13.2 percent at national level. In Delhi, the literacy rate for males has increased from 82 percent in 1991 to 87.37 percent in 2001. While at the national level the literacy rate for males has increased from 64.1 percent in 1991 to 75.8 percent. In the case of females, the literacy rate in Delhi has increased from 64.1 percent in 1991 to 75 percent in 2001. At the national level the literacy rate for females for the same period has increased from 39.3 percent to 54.2 percent. In 2001, the literacy rate in Delhi was 75 percent and it ranked seventh on all India level. However, these figures exist when a literate person in the National Literacy Mission is defined as a person who can with understanding both read and write a short simple statement on his/her everyday life.

Pre-primary, primary, upper primary/middle education constitutes the elementary education in Delhi. In Delhi, pre-primary and primary education is the responsibility of the local authorities like the Municipal Corporation Of Delhi (MCD), the New Delhi Municipal Council (NDMC) and the Delhi Cantonment Board (DCB). Middle, Secondary and Senior Secondary is primarily looked after by Directorate of Education, Government of National Capital Territory (NCT) of Delhi. However, the Directorate of Education has introduced primary classes, by converting some of its schools into Sarvodaya Vidyalayas with classes 1 to 12. Indeed, the labyrinth of educational institutions in Delhi can leave one perplexed with so many local bodies entrusted with the responsibility of imparting education.

The multiplicity of institutions involved in imparting education in Delhi clearly adds to the complexities that have engulfed the existing system. Instead of providing a good quality education to all through a common school system, the government has been encouraging and supporting the creation

of parallel structures to meet sectional demands wherever needed: Government Model Schools, Central Schools, Sarvodaya and Navodaya Vidyalayas are examples of this policy. The government schools to which the majority of the children of lower middle class and working people go have become defunct in terms of education. Ms. Sheila Dikshit said all efforts were being made to open new schools that have all the facilities including proper educational infrastructure in place before teaching begins there. Due to paucity of seats and space, schools have taken up the lottery system whereas children are admitted on the basis of lottery in order to prevent any kind of dispute. This leaves a lot of people disgruntled and the opening of new premium schools would go a long way in dealing with the scarcity of seats. Ms. Dikshit said if there was any scarcity of land for starting such schools, the Government could upgrade some of the present ordinary schools into Pratibha Vikas Vidyalayas or Sarvodaya Vikas Vidyalayas and throw them open to the meritorious students. This clearly exemplifies the fact that more stress is being laid on increasing the number of schools without much importance being given to the deteriorating condition of the existing Government schools. It is equally important to renovate and upgrade the existing institutions so that they can cater to a greater number of students and deal with the problem of scarcity of seats rather than simply constructing new structures. Optimal and efficient utilization of the existing resources should be the utmost priority.

2. Types of Schools in Delhi (By Management)

1) Delhi State Run Government Schools: These are funded and administered by the Directorate of Education.

- a. State run Government Schools- These include middle, secondary, senior secondary schools run by Delhi Government.
- b. Sarvodaya Vidyalayas- These are also called composite schools as they have classes from I-XII.
- c. Pratibha Vikas Vidyalayas- These are schools for gifted students in Delhi by Delhi government. In these schools meritorious students from government

schools are admitted through a planned achievement-cum-aptitude test. These schools are prestigious Government institutions that have facilities and teaching faculty at par with the private schools in the Capital; have excellent teachers, good laboratories, libraries and other equipment's. The idea is to provide avenues of development and realization of full potential for deserving children, with restriction in the number of students per class.

2) Kendriya Vidyalayas: Kendriya Vidyalayas were established in the year 1963-64, on the recommendation of the Second Central Pay Commission, as a welfare measure for the employees who are transferable throughout the country. It marked the beginning of a new era for the education of the children of Union Government Employees who could not refuse to go on transfer and at the same time could not allow the studies of their wards to be disrupted. They are managed by the Kendriya Vidyalaya Samiti that comes under the Union Government.

3) Jawahar Navodaya Vidyalayas (JNV): The National Policy on Education 1986 envisaged establishment of a Navodaya Vidyalaya in each District of the country. The Navodaya Vidyalaya Samiti runs these Schools. Navodaya Vidyalayas are fully residential and co-educational schools covering classes VI to XII. Admission to Vidyalayas is made at the class VI level through open test conducted at District level by Central Board of Secondary Education. Education in the Vidyalayas is free for all enrolled students including lodging, boarding, textbooks, uniforms etc. The Vidyalayas seek to promote and develop talented, bright and gifted children predominantly from rural areas who may otherwise be denied good educational opportunities. There are two Navodaya Vidyalayas in Delhi. Education in the JNVs including boarding and lodging as well as expenses on uniform, textbooks, stationery, rail/bus fare from the homes etc. are free for all students. The opening of a Navodaya Vidyalaya is based on the proposal from the concerned State/UT Governments offering 30 acres of suitable land free of cost, sufficient temporary building and other infrastructure free of rent or on permanent basis.

4) MCD SCHOOLS: MCD has the largest number of primary schools under its purview in Delhi and caters only to primary education and hence it is a major player in the provision of primary education in Delhi. These schools are funded and administered by the MCD.

5) New Delhi Municipal Council (NDMC) Schools:

- a. **NDMC Run:** These are run by New Delhi Municipal Council as per NDMC Act 1994, Section 12. Besides Primary Education, Council is running Middle, Secondary and Senior Secondary Schools for the children of families residing in the NDMC area. Medium of instruction in most of the schools is Hindi, though English has been introduced as a subject from Class-I.
- b. **Navyug School:** These are run by NDMC for the gifted students in Delhi. In the series of Navyug Schools first School came up with class-VI in 1973 at Sarojini Nagar. The

objective was to provide wholesome education to the gifted children of economically weaker section of the Society. The children were to be admitted through a test to be conducted by the National Council for Educational Research and Training. Earlier these schools were running under the control of two Governing Bodies, one for Senior Navyug School, Sarojini Nagar and the other for the other Junior Navyug Schools. In the Year 1992 these Board of Governors were merged into one and the schools came under the control of Navyug School Educational Society, a registered Society under the Societies Registration Act which is 100% financed by the NDMC. Presently the society is managing six Senior Secondary Schools and three Primary Schools under its control.

6) Schools Run by Delhi Cantonment Board: These are currently eight in Delhi and are funded and administered by the Delhi Cantonment Board.

7) Government-Aided Schools: These are run by private, recognized organisations in Delhi and are engaged in imparting education at all levels of schooling in Delhi. These organisations are given aid in the form of maintenance grant from the Government of Delhi to meet their expenditure on education (approximately 95%). This aid is largely given for the payment of salaries, allowances and provident fund of the employees of the school. These schools include:

- Delhi State government-aided schools under the Directorate of Education
- Municipal Corporation of Delhi Aided schools
- New Delhi Municipal Council aided schools

8) Private Unaided Schools: These are recognized unaided schools, which are run in Delhi by registered trusts and societies. These institutions are managed by an individual or a private organization and do not receive a maintenance grant either from a government or local body. These schools include:

- Directorate of Education Recognized schools
- Municipal Corporation of Delhi recognized schools

3. Teachers' Motivation Decreases Over Time:

There are no incentives for the teachers to perform better. The teachers are promoted on the basis of their seniority and not on the basis of their performance. According to Ms Indira Yadav, the Director, Municipal Corporation of Delhi, 50% of the teachers in the MCD schools are not fit to be there. They are too mature to deal with children. Primary school teachers need to be softer and gentle to the children. The male and female teachers are employed for girl and boys schools respectively. The male teachers are less motivated and are not well equipped to handle small children. On the other hand female teachers are more sensitive and resort less to corporal punishment. They are able to inculcate some sense of social responsibility and encourage students to study further. A student in the age group 6-10 is extremely vulnerable. The attitude of the teachers leaves an indelible mark on the future of the child. If the teacher has a lax attitude, it gets translated into a similar approach towards education of the child. A child has a one to one interaction with the teachers and a sense of faith in

the institution can only be developed in the child if he has faith in his teacher.

4. Training for the Teachers is Inadequate

Although a large number of seminars are held for the teachers but their usefulness for them continues to be debatable. Only one time, in-service training is provided to the teachers. Regular seminars are held during summer, but the teachers are generally unable and unwilling to participate in it.

5. Teachers are Saddled with a Large Amount of Administrative Work

The teachers have to maintain records of the income profile and the religion of the students and are also made in-charge of the various schemes implemented in the state run government schools. Majority of their time is wasted in asking the students for information that is to be entered in the records and the time devoted to teaching is reduced drastically. According to many of the school teachers, they are heavily burdened with the work that is meant only for the clerical staff. This seriously handicaps the quality and the motivation of the teachers.

6. Conclusion

The government education system in Delhi is dismal, and the paper has unveiled much of the supporting documents. What is required is a tailored, persevered and dedicated approach in upgrading the quality of these 'Citizen Producing Factories.' Improvements in school environment, teachers' availability and strengthening of classroom processes are extremely important. Infrastructure facilities should be made

available. Just like investment has to be made in machinery and other requisites before starting production in any factory it is required that the proper machinery for imparting education in schools is available otherwise either the product will be of bad quality or will not churn out at all in the end. Education, as perceived by the lower strata of the society is neither a status symbol nor a passport for going abroad. It's simply a way to empower one to earn money. That circumscribes the whole gist of it. And the very element of vocational training, quality and the tool to empower one to earn money is missing. Decentralization is the need of the hour. Bureaucratic control of the school system is heavily centralized. Decisions are made by some bureaucrat, seated above the pyramid, who might not be aware of the school specific problems. Solutions do not trickle down. It also makes it difficult for the parents to address any grievances and to suggest changes. The Parent Teacher Associations (PTA) have failed to achieve their goal of involving the parents in the everyday working of the school and hence increasing the quality of education and to increase the interaction between the teachers and the parents. The funds under the PTA are often not utilized for the intended purpose and spent in day to day running of the school. Finances must be provided by the government to schools, but managed by the autonomous management committees of the schools. The procedures relating to ownership and control of school administration should be at the school level. This will protect against bureaucratic apathy, inefficiency and corruption. The burgeoning bureaucracy undermines the efficiency of the education system so all the Primary and Middle schools, presently under the local bodies should be brought under the Directorate of Education.

References

1. Amritha, K. R. (2013). No functional toilets in over 100 city schools. Indian Express. Retrieved from <http://newindianexpress.com/cities/chennai/No-functional-toilets-in-over-100-city-schools/2013/07/18/article1688397.ece>
2. Census of India. (2011a). Morigaon district: Census2011 data. Retrieved from <http://www.census2011.co.in/census/district/161-morigaon.html>
3. Aggarwal, J.C Recent Developments and Trends in Education 2009, Shipra Publication
4. Ali Lokman Teacher education, (2012), APH Publishing Corporation New Delhi
5. Arora.L.G, Sharma. A.K, Siddiqui. M.A. (2014) Teacher Education, Member Secretary, National Council for Teacher Education, New Delhi.
6. Bhatt, Dipti P: Teacher Education, A.P.H.Publishing Corporation New Delhi, 2013.
7. Darling-Hammond,L.(2011): Standard setting in teaching: changes in licensing, certification and assessment. In V.Richardson (Ed), Handbook of Research on Teaching, (4th Ed, pp.751-776)). Washington DC: American Educational Research Association.
8. Delors Jacques (2015): Learning: The Treasure Within. Report of the international Commission on Education for Twenty-first century. UNESCO. Paris.
9. Goe,I. (2012): Legislating equity: The distribution of emergency permits in California. Education Policy Analysis Archives.
10. Goldhaber, D.D; and Brewer,D.J.(2014): Does teacher certification matters? High School teacher certification status and student achievement. Educational Evaluation and Policy Analysis,22(2),pp129-145.
11. Raina, V.K.(2012): Teacher Educators in India: In search of an identify. Journal of Teacher Education, no. (46),p.45-52.
12. Shotton.J.R.1 (2014) No Master high or low: Challenging the Pedagogy of the Oppressed in Ved Prakash (ed.) Teacher Empowerment and School Effectiveness at Primary Stage, NCERT, New Delhi.