

Status Of Teachers In Gulbarga District

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Abstract: This article examines the status of teachers in the schools of Gulbarga District from 2000-2010. In countless assessments of education systems in developed and developing countries conclusive evidence has been established that shows the critical role of the teacher in ensuring positive learning outcomes for students. The present study focus on the no of teachers working in government and private schools, teacher student's ratio, teacher's classroom ratio, and the number of teachers received in service training in the schools of Gulbarga District.

Keywords: Status, Teachers

I. INTRODUCTION

A highly qualified, experienced, and competent teacher could probably be an effective educator with fewer resources than an untrained, poorly educated, and inexperienced teacher (DFID, 2001). To be effective, teachers must be competent and knowledgeable about the subjects that they teach. But they must also love learning and be able to pass on skills and knowledge to their students. In countless assessments of education systems in developed and developing countries conclusive evidence has been established that shows the critical role of the teacher in ensuring positive learning outcomes for students. After the teacher, many educators would probably argue that an effective teaching guide, one that set out the program of learning and provided guidance to the teacher for imparting this, may be the single most important ingredient of effectiveness.

II. THE STATUS OF TEACHERS

The status of teachers is firstly measured in terms of the no of teachers, academic qualifications, and their professional teaching qualifications. The first measure of quality include, no of teachers the percentage of teachers in schools by academic qualifications and the training they received. It is clear that the overwhelming majority of elementary school

teachers in schools in Gulbarga District have at least Secondary education. Over half are graduates and a large proportion of this group holds post graduate degrees as well. With regard to the Secondary measure of teaching quality, all regular teachers have one form of teacher qualification or another—it is not possible to be employed as a regular teacher without these qualifications. School teachers hold a teaching certificate (Basic Training Certificate) that is usually obtained after successful completion of a two year course held at a Teacher Training College (TTC) or DIET. There are also holders of Diplomas in Education, B.Eds (Bachelor of Education) and M.Eds (Masters of Education). A recent phenomenon in Indian education has been the recruitment of para-teachers hired on contract at lower pay scales compared to permanent and pensionable regular teachers. The DISE reports that in 2004–5 there were a total of 346,824 para-teachers (of which 117,382 were female) contracted in schools. The para-teachers are mostly found in primary schools but a reasonable proportion is working in upper primary also. The professional qualifications of the para-teachers are not well reported in DISE as over 50 per cent of them failed to respond on this aspect of their profile. It appears, however, that the nearly 50 per cent of para-teachers who did respond have professional teaching qualifications of one form or another, including a large number of B.Eds and M.Eds. In 2004–5 well over 40 per cent of regular teachers received some form of in-service training through SSA. Older

teachers, more educated teachers, and head teachers are all paid more but are also more frequently absent; contract teachers are paid much less than regular teachers but have similar Absence rates; and although relative teacher salaries are higher in poorer states, absence rates are also higher (Ephemera ET AL. 2004). It is interesting to note that teacher absence is more correlated with daily incentives to attend work: teachers are less likely to be absent at schools that have been inspected recently, that have better infrastructure, and that are closer to a paved road (Ephemera ET AL. 2004). The table below the no of teachers in all levels of Schools in the Gulbarga District From 2000-2010. The no of teachers are comparatively high in government schools than private schools in primary and upper primary levels. But teachers are less or nil in government schools as compared to private schools in the upper primary, Secondary and Higher Secondary Schools.

III. NO OF TEACHERS

Teachers working at various levels of education in the Department are as follows:

Year	Primary schools		Primary with Upper primary		Primary with upper primary Secondary/ higher Secondary.		Upper primary only		Upper primary with Secondary./ higher Secondary		NO RESPONSE IN SCHOOL CATEGOR Y	
	GO VT	PRIV ATE	GO VT	PRI VA TE	GO VT	PRI VA TE	GO VT	PRI VA TE	GO VT	PRI VA TE	GO VT	PRI VA TE
2000-2001	2,102	273	4024	981	74	152	-	-	-	-	-	-
2001-2002	2,879	408	6,022	1,757	107	214	189	6	43	61	-	-
2002-2003	3,325	447	6,587	1,902	84	173	361	64	45	188	-	-
2003-2004	3,197	419	6,352	1,713	192	98	292	79	43	101	33	12
2004-2005	3,167	486	6,704	1,740	68	136	0	111	21	58	0	0
2005-2006	3,172	465	6,705	1,740	68	136	0	111	21	58	0	0
2006-2007	3,507	550	6,720	1,437	47	91	0	112	37	50	0	0
2007-2008	2,333	473	4,653	983	50	68	0	68	52	43	0	0
2008-2009	1,812	364	6,159	1,700	82	272	15	4	30	0	0	0
2009-2010	2,009	420	7,246	2,261	6	347	18	7	80	64	0	0

Table 1

IV. TEACHER STUDENT AND TEACHER CLASSROOM RATIO

There is a shortage of classrooms. There are so many vacant posts of teachers and the teacher people ratio is above the norm of 1:40 in jewargi, shahapur and shorapur talukas. The teacher classroom ratio is 0.7. There should be one teacher and one room as per the NCERT norm. All the talukas in the district are below this norm. The following table gives the picture of Teachers class room ratio in the district.

Teachers class room ratio					
Talukas	Students per primary school	Students per Upper primary school	Teacher per primary school	Teacher Students ratio	Teacher classroom ratio
Afsalpur	290	198	5.0	38	0.8

Aland	343	140	4.3	36	0.7
Chincholi	154	195	3.8	38	0.8
Chittapur	106	155	3.9	35	0.7
Gulbarga	355	128	3.4	38	0.7
Jewargi	271	163	4.2	41	0.7
Sedam	154	200	3.1	34	0.7
Shahapur	231	189	3.5	46	0.8
Shorapur	180	172	3.6	41	0.8
Yadgir	184	153	3.6	37	0.8
Total	222	160	3.8	38	0.8
State	169	146	4.3	26	0.6

Table 2

V. IN SERVICE TRAINING

Many educators would probably argue that an effective teaching guide, one that set out the program of learning and provided guidance to the teacher for imparting this, may be the single most important ingredient of effectiveness. The following table shows the no of teachers received in service training during the years from 2000-2010. The table below no of teachers from primary, upper primary, Secondary and higher Secondary schools. During these years no of teachers received training more in primary and upper primary level than Secondary or higher Secondary level in the primary level more male teachers received training while in the upper primary level ,teachers from both categories attended the training.

Year	% Teachers received services training																					
	2000		2001		2002		2003		2004		2005		2006		2007		2008		2009		2009	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Primary schools	-	-	79	65	60	42	60	42	59	32	00	00	00	00	31	21	44	38	76	87	64	66
Primary with Upper primary	-	-	60	14	92	14	24	12	34	43	00	00	00	00	32	57	25	15	12	22	46	73
Primary with upper primary Secondary/ higher Secondary	-	-	12	21	61	22	55	15	61	95	00	00	00	00	73	60	00	00	30	08	00	00
Upper primary only	-	-	50	51	38	18	50	80	40	40	00	00	00	00	00	00	00	00	34	42	32	22
Upper primary with Secondary/ higher Secondary	-	-	14	54	24	24	34	14	44	40	00	00	00	00	00	00	00	00	51	15	68	88

Table 3

OBJECTIVES

- ✓ To understand the total no of teachers in the schools of Gulbarga District.
- ✓ To understand the no of teachers in private and government schools of Gulbarga District.
- ✓ To understand the status of teacher classroom ratio in the schools of Gulbarga District.

- ✓ To understand the status of teacher student ratio in the schools of Gulbarga District.
 - ✓ To understand the status of qualified teachers in the schools of Gulbarga District.
 - ✓ To understand the no of teachers received in service training in the Gulbarga District.
- Findings of the study
- ✓ The no of teachers are comparatively high in government schools than private schools in primary and upper primary levels.
 - ✓ Teachers are less or nil in government schools as compared to private schools in the upper primary, Secondary and Higher Secondary Schools.
 - ✓ Majority of elementary school teachers in schools in Gulbarga District have at least Secondary education, a large proportion of this group holds post graduate degrees as well.
 - ✓ There is a shortage of classrooms. There are so many vacant posts of teachers and the teacher people ratio is above the norm of 1:40 in jewargi, shahapur and shorapur talukas.
 - ✓ The teacher classroom ratio is 0.7. There should be one teacher and one room as per the NCERT norm. All the talukas in the district are below this norm.
 - ✓ No of teachers received training more in primary and upper primary level than Secondary or higher Secondary level in the primary level from 2000-2010.
 - ✓ Male teachers received training while in the upper primary level, teachers from both categories attended the training.

VI. METHODOLOGY

This study is limited to examine the no of teachers in the private and Government schools of Gulbarga District and also

the number of teachers received in service training during the years 2000-2010. The data is taken from dise reports, district progress reports, human development reports and also from Karnataka state education reports.

VII. CONCLUSION

All inadequacies found above indicate that there is a substantial pressure over the existing educational infrastructure in the district. Pressure implies additional burden on existing structure. This is measured here with the help of indicators like students per primary/upper primary schools, the primary/upper primary schools, the teachers per primary schools, the teacher student ratio and the teacher classroom ratio. The state average is taken as a bench mark. It is observed from the above indicators district is in unfavorable position. A high percentage of talukas are also in unfavorable situation. The students per primary schools are 222 in the district as against 169 in the state. The teachers per primary schools are 3.8 as against 4.3 in the state. The teacher student ratio is 38 as against 26 in the state. This indicates a high level of burden over the structure contributing its low efficiency which needs immediate attention.

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