

Performance of Government Schools in District Sirmour of the Himachal Pradesh

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Abstract: The present study was conducted on, Performance of Government Schools in Sirmour District of Himachal Pradesh. This study was considered with a view that Government Schools provide wider scope of education. Though majority of population is receiving education from Government Schools, however, the existing status of Government schools in terms of infrastructure facilities is poor. The schools are lacking in better infrastructural facilities and in teaching methods adopted by teachers. The study was carried out by taking two objectives, first is to examine the performance of government schools education and second one is to analyze infrastructure facilities, method of teaching and quality of curriculum delivery in Government Schools. A total of 100 sample respondents were selected for this study and reference survey was done by conducting interviews schedules. The results were analyzed on the basis of scoring method and some of the parameters observed were found to be highly satisfactory i.e. the provision of safe drinking and serving mid-day meal and cleanliness of classrooms and toilets and least satisfied with the functionality of computer and science lab equipment's and availability of required books in the library and were categorized in poor condition. However, in terms of teaching methods students were highly satisfied that the teacher assign projects report/ tests and teachers are punctual and regular and were rated in the category of very good. Students were found to be dissatisfied that teachers use effective method of teaching and teachers take initiative to organize co-curricular activities in selected schools of District Sirmour of Himachal Pradesh.

Keywords: Government schools, Infrastructural Facilities, Teaching methods

INTRODUCTION

Education makes people the right thinker and right decision maker. It brings knowledge from the outside world, teaches someone to reason and makes one familiar with the past. Without education the man is locked in a room without window. With an education that is found in a room which is open to the outside, People who are illiterate have less chance to do so. In India education is provided by government schools, private schools and NGOs. Government schools are those which are owned and controlled by the government. The government is in charge of the following activities such as curriculum, study materials, fee structure, syllabus and examinations, etc. of these schools. They are maintained and aided by government for the education of the children of a community or district and are a part of free public education to the primary and senior secondary schools. Some of the examples of Government centers for providing education are Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya.

It is found in most surveys that in government schools in India there is lack of basic amenities of toilets and drinking water. Regarding the application of the RTE, they interviewed 780 public schools in 13 Indian states. The results were disgraceful 63% of them did not have a playground. More than a third of the schools were in very bad shape. This has been one of the main reasons for the high drop-out rate among girls. The majority of public schools have not been renovated for a long time. Sometimes, students have to sit on the floor outside the classroom because the roof can fall at any time.

It is with this background, study carried out following objectives:

To examine the performance of government school education and

To analyse infrastructure facilities, method of teaching and quality of curriculum in government schools.

METHODOLOGICAL FRAMEWORK

The study is mainly pertained to Pachhad tehsil of Sirmaur district, H.P. Random sampling design was adopted to select a sample of 100 respondents from five different schools (20 from each selected schools irrespective of gender). To assess the students satisfaction in terms of quality of facilities provided and teaching methods adopted, the recorded activities were measured on a five point continuum Likert-type scale (i.e. 5-“Strong agree”, 4- “Agree”, 3- “Neutral”, 2-“ Disagree”, and 1-“ Strongly disagree”) and finally clubbed into very good, moderate and poor groups as follows:

Mean (X) plus standard error and above	Very good
Mean (X) minus standard error and below	Poor
Mean (X) minus to plus standard error	Moderate

Result and Discussion

Table 1: Rating of existing infrastructure facilities in Selected Schools

Sr. No.	Particulars of facilities	Score Value in descending order	Quality Status
1.	Basahan School		
	Sports and fitness activities	100	Very Good
	Availability of blackboard, chairs, table, etc.	99	
	Provision of drinking water and mid-day meal	97	Moderate
	Supply of electricity facility	93	
	Cleanliness of classroom and toilets	91	
	Availability of required books in library	71	Poor
	Functionality of computer, science labs equipment	68	
2	Sertendula School		
	Provision of drinking water and mid-day meal	98	Very Good
	Sports and fitness activities	97	Moderate
	Availability of blackboard, chairs, table, etc.	97	
	Cleanliness of classroom and toilets	92	
	Supply of electricity facility	91	Poor
	Functionality of computer, science labs equipment	78	
	Availability of required books in library	70	
3	Bonglikech School		
	Cleanliness of classroom and toilets	90	Very Good
	Provision of drinking water and mid-day meal	84	Moderate
	Sports and fitness activities	80	
	Supply of electricity facility	77	
	Availability of blackboard, chairs, table, etc.	76	Poor
	Functionality of computer, science labs equipment	71	
	Availability of required books in library	61	
4	Rajgarh School		
	Sports and fitness activities	100	Very Good
	Functionality of computer, science labs equipment	98	Moderate
	Availability of blackboard, chairs, table, etc.	97	
	Provision of drinking water and mid-day meal	95	
	Supply of electricity facility	93	Poor
	Availability of required books in library	93	
	Cleanliness of classroom and toilets	85	
5.	Sodhadhyari School		
	Provision of drinking water and mid-day meal	99	Very Good
	Cleanliness of classroom and toilets	99	Moderate
	Availability of blackboard, chairs, table, etc.	98	
	Supply of electricity facility	98	
	Sports and fitness activities	77	Poor
	Availability of required books in library	77	
	Functionality of computer, science labs equipment	66	

Table 1 reveals the rating of infrastructural facilities in selected schools.

With regard to the existing infrastructure facilities in Basahan school, sports and fitness activities and availability of blackboard, chair, table, etc. were rated in the category of very good based on highest score value of 100 and 99. The table further shows that following provision of drinking water and mid-day meal, supply of electricity facility and cleanliness of classrooms and toilets facility were rated to be of moderate level based on the score value of 97, 93 and 91. However, in terms of availability of required books in the library and functionality of computer and science lab equipments, the opinion of school students was highly dissatisfied as these facilities got lowest score values of 71 and 68, respectively.

As far as existing infrastructure facilities in Sertendula school is concerned, from the students' satisfaction point of view, the provision of safe drinking and serving mid-day meal were rated in the category of very good based on highest score value of 98. Further, sports and fitness activities, availability of blackboard chair, table etc. were rated to be of moderate level based on the score value of 97. Similarly, cleanliness of classrooms and toilets as well as supply of electricity was also rated in the same category. In terms of functionality of computer, science lab equipments and availability of required number of books, the opinion of school students was highly dissatisfied as these facilities got lowest score values of 78 and 70, respectively.

With regard to the existing infrastructure facilities in Bonglikech School, cleanliness of classrooms and toilets, provision of drinking water and mid-day meal were rated in the category of very good based on highest score values of 98 and 84. The table further shows that following sports and fitness activities, supply of electricity facility, availability of blackboard, chair, table, etc. were rated to

be of moderate level based on the score values of 80, 77 and 76. However, in terms of functionality of computer, science lab equipment and availability of required number of books, the opinion of school students was highly dissatisfied as these facilities got lowest score values of 71 and 61, respectively.

Although in case of Rajgarh School, situation is quite different. In this school sports and fitness activities, functionality of computer, science lab equipments were rated in the category of very good based on highest score values 100 and 98 which were rated poor in another selected schools. Availability of blackboard, chair, table, etc. and provision of drinking water and mid-day meal were rated to be of moderate level based on the score values of 97 and 95. In terms of supply of electricity facility and availability of required books in the Library has got the same score value of 93 were rated to be of poor level and cleanliness of classrooms and toilets, the opinion of school students was highly dissatisfied as this facility got lowest score values of 85, respectively.

Moreover, with regard to the existing infrastructure facilities in Sodhadhyari School, from the students' satisfaction point of view, Provision of drinking water and mid-day meal and cleanliness of classrooms and toilets were rated in the same category of very good based on highest score values of 99, The table further shows that following availability of blackboard, chair, table, etc. and supply of electricity facility were rated to be of moderate level based on the score value of 98. However, in terms of sports and fitness activities, availability of required books in the Library and functionality of computer and science lab equipments, the opinion of school students was highly dissatisfied as these facilities got lowest score values of 77 and 66, respectively.

Table2: Rating for evaluating the teaching methods in Selected Schools

Sr. No.	Methods	Score Value in descending order	Quality Status
1.	Basahan School		
	Teacher take initiative to organize co-curricular activities	96	Very Good
	Teacher assign projects report/tests to students	94	
	Teachers are punctual and regular	93	Moderate
	Teacher explain lessons in clear and simple language	91	
	Teachers use effective methods of teaching	82	Poor
	Teachers are able to complete their syllabus on a given time	81	
	Teachers are able to motivate students to learn	71	
2	Sertendula School		
	Teachers are able to complete their syllabus on a given time	100	Very Good
	Teacher assign projects report/tests to students	98	Moderate
	Teacher explain lessons in clear and simple language	97	
	Teachers use effective methods of teaching	94	Poor
	Teachers are able to motivate students to learn	91	
	Teacher take initiative to organize co-curricular activities	91	
	Teachers are punctual and regular	71	
3	Bonglikech School		
	Teachers are punctual and regular	100	Very Good
	Teacher explain lessons in clear and simple language	99	
	Teacher assign projects report/tests to students	98	Moderate
	Teacher take initiative to organize co-curricular activities	97	
	Teachers are able to complete their syllabus on a given time	95	Poor
	Teachers are able to motivate students to learn	93	
	Teachers use effective methods of teaching	91	
4	Rajgarh School		
	Teacher assign projects report/tests to students	98	Very Good
	Teachers are punctual and regular	92	
	Teachers are able to motivate students to learn	91	Moderate
	Teachers use effective methods of teaching	91	
	Teacher take initiative to organize co-curricular activities	89	Poor
	Teacher explain lessons in clear and simple language	88	
	Teachers are able to complete their syllabus on a given time	87	
5	Sodhadhyari School		
	Teacher assign projects report/tests to students	95	Very Good
	Teachers are punctual and regular	93	
	Teacher explain lessons in clear and simple language	91	Moderate
	Teachers are able to motivate students to learn	90	
	Teachers are able to complete their syllabus on a given time	88	Poor
	Teachers use effective methods of teaching	82	
	Teacher take initiative to organize co-curricular activities	77	

In table 2 rating for evaluating the teaching methods in selected schools are shown.

With regard to evaluate the teaching methods in Basahan School, from the students' satisfaction point of view, teachers take initiative to organize co-curricular activities and teacher assign projects report/ tests were rated in the category of very good based on highest score value of 96 and 94. The table further exhibits that following teachers are punctual and regular, Teacher explain lessons in clear and simple language and teachers use teaching effective method of teaching were rated to be of moderate level based on the score value of 93, 91, 90 and 82. However, in terms of teachers are able to complete their syllabus on a given time and Teachers are able to motivate students to learn, the opinion of school students was highly dissatisfied as these methods got lowest score values of 81 and 71, respectively.

As far as teaching methods in Sertendula School is concerned, from the students' satisfaction point of view, teachers are able to complete their syllabus on a given time were rated in the category of very good based on highest score value of 100. The table further shows that teacher assign projects report/tests, explain lessons in clear and simple language and use effective method of teaching were rated to be of moderate level based on the score value of 98, 97 and 94. However, in terms of teachers are able to motivate students to learn as well as teacher take initiative to organize co-curricular activities are rated in the same category of poor level based on the score value of 91, the opinion of school students was highly dissatisfied that teachers are punctual and regular as it got the score value of 71, respectively.

So far as to evaluate the teaching methods in Bonglikech School, teachers are punctual and regular, they explain lessons in clear and simple language and also assign projects report/ tests were rated in the category of very good based on highest score value of 100, 99 and 98. Further, teacher take initiative to organize co-curricular activities and teachers are able to complete their syllabus on a given time were rated to be of moderate level based on the score value of 97 and 95. In terms of teachers are able to motivate students to learn and teachers use effective method of teaching, the opinion of school students was highly dissatisfied as these methods got lowest score values of 93 and 91, respectively.

With regard to evaluate the teaching methods in Rajgarh School, from the students' satisfaction point of view, teacher assign projects report/ tests and they are punctual and regular were rated in the category of very good based on highest score value of 98 and 92. Further, teachers take initiative to organize co-curricular activities was rated to be of moderate level based on the score value of 89. Similarly, teachers are able to motivate students to learn as well as teachers use effective method of teaching were also rated in the same category based on the score value of 91. However, in terms of teacher explain lessons in clear and simple language and teachers are able to complete their syllabus on a given time, the opinion of school students was highly dissatisfied as these methods got lowest score values of 88 and 87, respectively.

Moreover, with regard to evaluate the teaching methods in Sodhadiari School, from the students' satisfaction point of view, teacher assign projects report/ tests and are punctual and regular were rated in the category of very good based on highest score value of 95 and 93. The table further shows that following teachers explain lessons in clear and simple language, are able to motivate students to learn and are able to complete their syllabus on a given time were rated to be of moderate level based on the score value of 91, 90 and 88. In terms of teachers use effective method of teaching and teachers take initiative to organize co-curricular activities, the opinion of school students was highly dissatisfied as these methods got lowest score values of 82 and 77, respectively.

Conclusion

The purpose of the study is to analyze the performance of Government schools in Sirmour district of Himachal Pradesh. From the student point of satisfaction, it is found that schools are better in providing drinking water and mid-day meal facilities and found to be satisfactory i.e. the provision of safe drinking and serving mid-day meal and cleanliness of classrooms and toilets and least satisfied with the functionality of computer and science lab equipment's and availability of required books in the library and were categorized in poor condition. However, in terms of teaching methods students were highly satisfied that the teacher assign projects report/ tests and teachers are punctual and regular and were rated in the category of very good. Students were found to be dissatisfied that teachers use effective method of teaching and teachers take initiative to organize co-curricular activities in selected schools.

Suggestions

- It is being suggested that the condition of the existing schools is needed to be improve in term of infrastructure facilities such as availability of books in library, computers and science lab's equipment.
- Teachers should follow simple and new methods so that students might understand their methods of teaching.
- Teachers should take initiative to organize co-curricular activities in the school as co-curricular activities help the students for overall development.
- Schools should make some rules and regulations regarding attendance and punctuality of teachers in the schools.

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