

## **Assessment of Availability and Professional Development of Teaching and Supporting Staff in Public Funded Schools Of Delhi: A Status Report**

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### **ABSTRACT**

Teaching is a noble profession which relies upon the adoration, commitment, and dedication of the teacher towards his/her subject of teaching. Present study is descriptive in nature and survey method has used. For the accomplishment of the study, a total of 12 public funded schools under Government of NCT of Delhi managed were selected. The study was also delimited to 96 SMC members in the selected 12 schools. The data from the selected subjects was collected by a self-developed questionnaire. The data was further analyzed by computing frequency distribution and percentage method. The results show that regular professional development programs are being organized for the teachers in the schools. Regular steps have been taken for filling up of vacant teaching posts in schools, Alternative arrangements are done to provide teachers on temporary basis in the school, with arrangement of funds to pay remuneration to these teachers, Moreover requisitions are sent to higher authorities for supporting staff, if and when is required within the school, Also the schools were found to be organizing regular Academic/recreational activities or games for teachers. Finally regular orientation programmes and talks were done for teaching and supporting staff in the selected schools.

**Keywords:** School Management Committee, Professional Development, Public Funded Schools

### **INTRODUCTION**

Education is a fundamental element of human development. In order to develop human resources in a better way, it is important that education is imparted to all sections of population in a country. Education is a pre-requisite for the acquisition of knowledge, enhancement of skills, development of attitudes and values etc. Education is a vital means to make people conscious of their duties and rights. In a democratic set-up, some of the prominent aims of education are: optimum development of the individual according to his interests, aptitudes and capabilities, developing his physical and mental capacities, inculcating good habits, lifestyle and character, all-round development of personality, providing liberal and vocational education and creating a sense of determination for progress, prosperity and modernization (Bali, 2017).

By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical thinking. That is, he/she acquires knowledge of history, geography, arithmetic, languages and sciences. He/she develops some understanding about the deeper things in life, the complex human relations, and the cause and effect relationship and so on. He/she gets some

skills in writing, speaking, calculating, drawing, operating some equipment etc. He/she develops some interests in and attitudes towards social work, democratic living, and co-operative management and so on. As an individual in the society, he/she has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all these qualities of head, hand and heart through the process of education. Every student is different but special in their own way, every student should be instilled with good values so that they can grow up to be good valuable men and women. They deserve to be educated in a positive environment where they feel safe, comfortable, motivated and engaged in their learning. As an educator, one should work hard to guide and help prepare life-long learners so that they can choose their future decisions wisely. Education is very important in every aspect and the focus should be on more than just the subjects being taught, teaching involves one to go above and beyond the basics. Since each student is unique, one may require more than the other so putting focuses on the student's needs are just as important. It is a belief that all students have the ability to learn with assistance (Ana, 2017).

“The main purpose of education is to help students gain the knowledge and skills so that they will be able to function in society. Students need to be provided with the necessary skills so that they can learn to become productive citizens. There are many advantages that are associated with receiving an education. Students will be able to contribute to their community and help make it a better place to live. Education basically helps shape society because it helps students learn to become more sociable and helps them develop relationships with their peers. Students will be more qualified for different job positions if they have a good solid education. Education is vital to each student's life, therefore, by working hard to provide the best instruction possible will help train students to become future leaders and will lead to a better life (Kumar, 2016).”

“Education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. It is a major aspect of development of any modern society and most significant indicator of overall development of any region. Emile Durkheim emphasis the role of education system in the preservation of society and culture, particularly, it is very important in complex societies where families and other primary groups are not fully equipped to prepare the young for adulthood that is expected by larger society. John Dewey wrote extensively on this theme and his two contributions are very appropriate here *The School and Society* (1899), *Democracy and Education* (1916). He argues that school is a miniature and reflection of society rather individual. The ultimate objective of school and schooling process is to foster the growth of social progress and expansion of democracy (Dayaram, 2011).”

The community and the school are the important social institutions. The relationship between the school and society and the community is very important. If the community is indifferent towards its school, its teachers and the educational system, it has no reason to expect its children to get good education. If people want their children to be educated properly, they should be willing and ready to put in their efforts towards the all-round development of education system, beginning with their immediate neighborhood school. The relationship between the school and the society and the community becomes crucial for improving Indian education system today. “The strengthening of the organic linkage between school and community would mean that local communities must necessarily be involved in improving, managing and developing the school as their own situation emphasizing the

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close relation between the school and the community has said, “There must be vital connection between the life of the pupils in schools and the life of the community from which they come. There must be a vital connection between the schools, which is the corporate life of pupils and teachers and the community. Otherwise, the school cannot ever succeed in its aim of enabling its pupils to go out and face society and make necessary adjustments nor can it, as a corporate body, even has the vital influence on the community which it ought to have”. The studies of Edcil (1999) and Garia (2002) confirmed the assumption that the community always extended support in construction of school buildings, organization of cultural activities and local festivals. Family and community connections with schools have shown evidence of an effect on student academic achievement (Ho, 1996).

Basic education begins at a school level. In this level, knowledge and linguistics skills are imparted to the child. School education provides an excellent opportunity for students to acquire knowledge in the field of literature, mathematics, science, politics, history, and numerous other important subjects. Education also plays a major role in shaping the curious minds of young children. It allows them to develop their own personalities and identity. Education is a significant tool in building a nation. In a developing country like India, education is a tool for reformation and development. In fact, education is a major key component in the economic and social development of India. Here are the aspects included in the importance of school education in India:

- It helps in the creation of future human capital. In a developing country like India, there is an adequate need for skilled human capital who can contribute to the development of the country.
- It helps students to keep up with the latest innovative and technological inventions.
- It helps in bringing about economic and social development.
- In India, it helps to address major challenges such as poverty, illiteracy, and corruption.
- School education in India helps reaffirm the importance of social justice and civic responsibility.

Report of the Education commission (1964-66) stated that “the destiny of India is now being shaping in her classroom”. It means that our educational institutions are molding the Nation through students. The Commission also stated that “on the quality of a number of people coming out of our schools and colleges will depend on success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our Pupil”. Thus, the commission gives stress to the creative utilization of man power through educational uplift and national development. It is the sum of the proper functioning of the educational system and which aims to the growth of all people of a nation. Thus, the Constitution of India ensures the privilege to the people for free and compulsory education up to the age of fourteen (Singh, 1985).

School is considered as a small society. Morish (1972) says “the school is an institution with its peculiar form of organization but it is also a type of society”. The students of a school show the features of a society. The cultural background, religion, beliefs, dress style, economy of parents are some differences of the students in a class. School education is an important stage in the life of a student. The child started formal education from the school. The child acquires knowledge from his/her teachers, friends and surroundings which changes his/her mind and rebuilds his ideas. School education helps a child to acquire knowledge develop his/her mind understanding social structure and

mold his/her personality. Bhatia and Ahuja (2009) say that “Children are a malleable phase of student life the impression formed at this time become lasting. During this period efforts should be made to include virtues like truth, non-violence, sacrifice, love and tolerance in the minds of the children”. Thus the period of school education helps the children to become good citizens (Morish, 1972).

“To achieve the goal of UEE, provision of active community participation made in elementary education in RTE; without active participation of the local community, the schemes cannot achieve its objectives. The School Management Committee (SMC), is a legal provision (as per section 21 (a) of the Right of Children to Free and Compulsory Education Act, 2009 vide Government Rules, Notification 17 and Resolution notified by the Government) for a partnership between community and school. The point is to implement a shared vision for a ‘good education’ for the neighborhood children. It is based on the belief that even people with little personal experience of schooling, have a vision for their children’s futures and can make considered decisions about their educational goals. The RTE act provides guidelines for the constitution of School Management Committees (SMC) consisting of nominated representatives of the local authority, parents or guardians of children in schools along with teachers. The formation of SMC is compulsory in every government-funded school. It acts as a governing body that supports both academic and administrative management. It guarantees consistency and stability in the school’s principles and objectives, beside these the duty SMCs is to monitor the working of the school, to prepare and recommend the school development plan and monitor the utilization of the grants received from the appropriate Government or local authority or any other source (Department of School Education Haryana, 2011).”

Universalization of Elementary Education (UEE) has been one of the most important goals of democratic India since independence. One of the greatest weaknesses for poor progress in achieving UEE is the lack of community involvement in school program as highlighted by different studies reviewed by the investigator. Community involvement would establish a close linkage between school and society and help in improving quality in education, reduction of absenteeism and irregularity. Keeping with the view, the government has established a Village Education Committee (VEC), in all elementary schools as part of the decentralized management structure envisaged under District Primary Education Programme (DPEP). Some VECs have played very significant role in the promotion of UEE. The SMC also plays a pivotal role in school governance to enhance the quality of education offered. So the study will be proposed to establish the role of SMC to achieve Universalization of Elementary Education at the grassroots level. There was a need to clarify the roles and practices of the SMC and to provide insight into how to make judgments about school and community improvement. School Management Committee constituted under RTE Act, 2009 plays an immense role in functioning, strengthening, monitoring and develop relationships between the schools, teachers and communities. Community based organizations such as SMCs have a significant role to play in the local governance and functioning of schools. The RTE Act, 2009 has made the formation of SMC mandatory. In addition to government documents and the thematic paper, changing framework of local governance and community participation in elementary education in India is essential. This policy provides a brief analysis of school governance at local level in India. So, the researcher wants to study on SMC which was rarely taken by the researchers in India. So in this context also the present study has its significance. The findings of this study will contribute to knowledge, which might justify stakeholders’ expectations of the society. The results of this research will contribute to those studies,

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which have been carried out, in the quest for broadening and understanding the roles of SMC in relation to community. Therefore the above background provides the necessary basis and justification for this research study, which primarily intends to study the evaluation for roles of School Management Committees.

### OBJECTIVES OF THE STUDY

- To study the initiatives-input, process and output in the selected parameters of professional development of teaching and supporting staff taken by the SMCs to improve the quality of education in the public funded schools.
- To study the initiatives undertaken by SMC to bring improvement in quality education through the professional development of teaching and supporting staff.

### RESEARCH QUESTION

- Are there any stipulated parameters to be followed by the SMCs to improve the quality of education in the public funded schools with respect to professional development of teaching and supporting staff?

### PROCEDURE AND METHODOLOGY

For the accomplishment of the study, a total of 12 public funded schools under Government of NCT of Delhi managed by 2 District were selected. The data collection was undertaken in six Government Schools from each district. The study was also delimited to 96 SMC members in the selected 12 schools. The data from the selected subjects was collected by a self-developed questionnaire and interview schedule. The data was further analyzed by computing frequency distribution and percentage method.

### RESULTS AND DISCUSSIONS

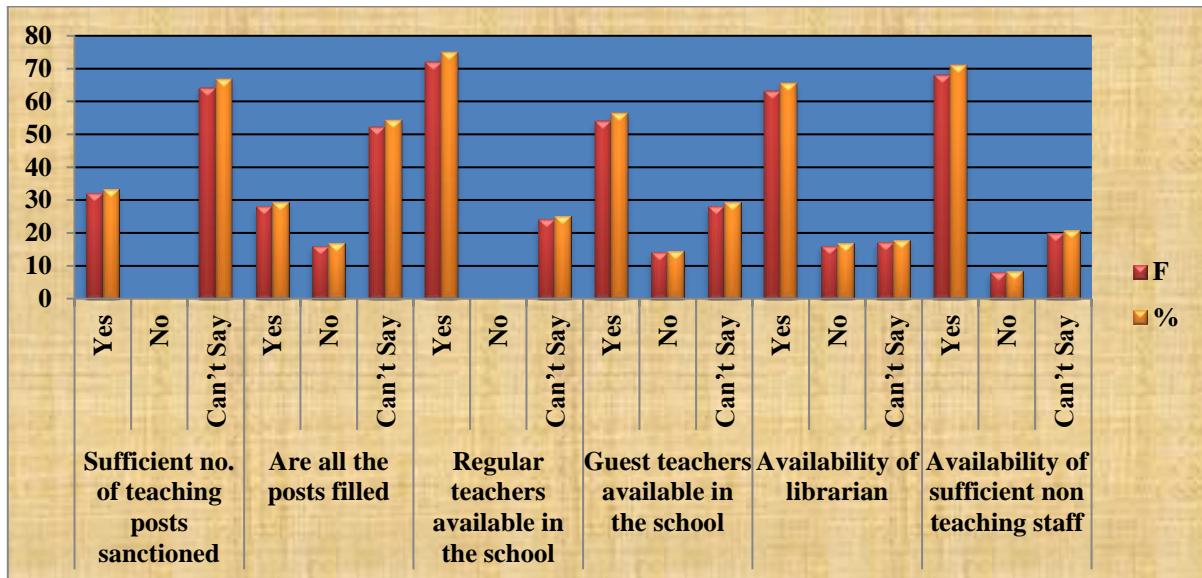
**Table No. 1: Frequency and Percentage distribution for Teacher Availability within the Schools**

S. No.	Questions	Type of responses	No. of responses	% of responses
1	Sufficient no. of teaching posts sanctioned	Yes	32	33.30
		No	00	00.00
		Can't Say	64	66.70
2	Are all the posts filled	Yes	28	29.20
		No	16	16.70
		Can't Say	52	54.10
3	Regular teachers available in the school	Yes	72	75.00
		No	00	00.00
		Can't Say	24	25.00
4	Guest teachers available in the school	Yes	54	56.30
		No	14	14.50
		Can't Say	28	29.20

5	Availability of librarian	Yes	63	65.60
		No	16	16.70
		Can't Say	17	17.70
6	Availability of sufficient non-teaching staff	Yes	68	70.90
		No	08	08.30
		Can't Say	20	20.80

Table no. 1 shows that the Frequency and Percentage distribution for teacher Availability within the school, which shows that when asked about the Sufficient no. of teaching posts sanctioned in the school, a majority with 64 (66.7%) said can't say, and 32 (33.3%) said yes, when asked about whether all the posts are filled in the school a majority with 52 (54.1%) said can't say, 16 (16.7%) said no and 28 (29.2%) replied yes, when asked about Regular teachers available in the school a majority with 72 (75.00%) said yes, and only 24 (25.00%) replied can't say, for Guest teachers available in the school a majority with 54 (56.30%) said yes, 14 (14.50%) said no and 28 (29.20%) replied can't say, for Availability of librarian a majority with 63 (65.60%) said yes, 16 (16.7%) said can't say and 17 (17.7 %) said no, finally for Availability of non-teaching staff a majority with 68 (70.90%) said yes, 08 (8.30%) said no and 20 (20.80 %) said can't say. The graphical representation has been shown in fig no. 1.

**Fig No. 1: Graphical representation for teacher availability within the school**

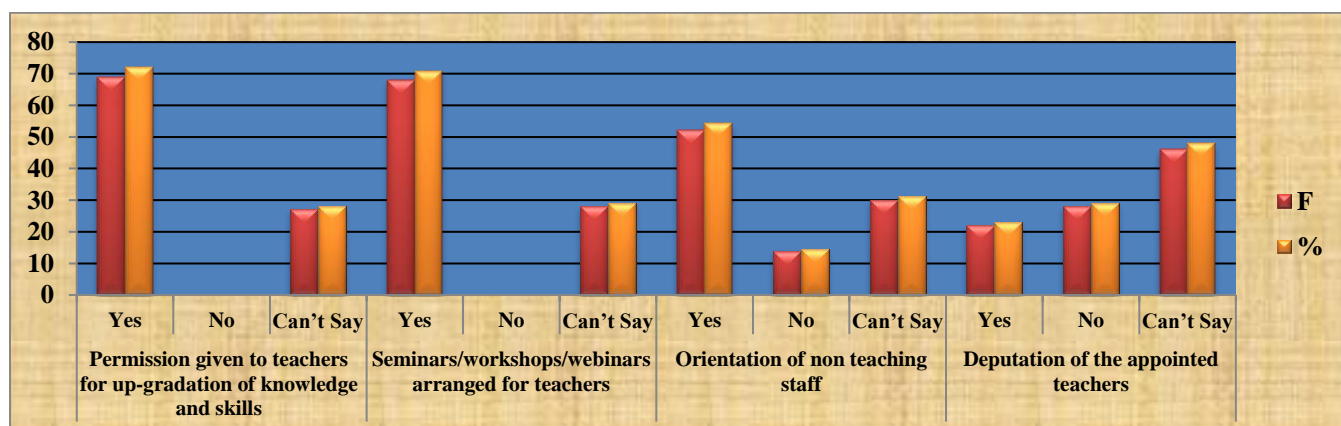


**Table No. 2: Frequency and percentage distribution for professional development of teaching and non-teaching staff within the school**

S. No.	Questions	Type of responses	No. of responses	% of responses
1	Permission given to teachers for up-gradation of knowledge and skills	Yes	69	71.90
		No	00	00.00
		Can't Say	27	28.10
2	Seminars/workshops/webinars arranged for teachers	Yes	68	70.80
		No	00	00.00
		Can't Say	28	29.20
3	Orientation of non-teaching staff	Yes	52	54.20
		No	14	14.60
		Can't Say	30	31.20
4	Deputation of the appointed teachers	Yes	22	22.90
		No	28	29.20
		Can't Say	46	47.90

Table no. 2 shows that the frequency and percentage distribution professional development of teaching and non-teaching staff within the school, which shows that when asked about the Permission for up-gradation of knowledge and skills in teachers in the school, a majority with 69 (71.90%) said yes, and 27 (28.10%) said no, when asked about Seminars/workshops/webinars arranged for teachers a majority with 68 (70.80%) said yes and only 28 (29.20 %) replied can't say, when asked about Orientation of non-teaching staff in the school a majority with 52 (54.20%) said yes, 14 (14.60%) said no and 30 (31.2%) said can't say. Finally, for Deputation of the appointed teachers a majority with 22(22.90%) said yes, 28(29.20%) said no and 46 (47.90%) replied can't say. The graphical representation has been shown in fig no. 4.17.

**Fig No. 2: Graphical representation for professional development of teaching and non-teaching staff within the school**



## CONCLUSIONS

- The result shows that regular professional development programs have been organized for the teachers in some of the schools. Professional development programmes are being planned and organized zone wise by the directorate of education (DOE)
- Steps are taken for filling up of vacant teaching posts in the school.
- Alternative arrangements are done to provide teachers on temporary basis in the school, with arrangement of funds to pay remuneration to these teachers.
- Moreover requisitions are sent to higher authorities for supporting staff, if and when is required within the school.
- Also some of the schools were found to be organizing regular academic and recreational activities or games for teachers, usually as per circulars issued by the directorate of education.
- Orientation programs were done for supporting staff in some of the selected schools. Principals and Estate Manager hold meetings with them and explain rules and regulations.

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