



Functioning And Problems Of Teacher Deficient Primary Schools

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ABSTRACT:-

Primary schools in Uttar Pradesh are facing numerous challenges in improving primary education to achieve the universal goal of education for all. One of the most pressing problems is the deficiency of teachers. Due to this shortage, the proper functioning of schools becomes very difficult, and all stakeholders face various issues. This paper explores the functioning and challenges faced by primary schools in Uttar Pradesh, India that are experiencing a shortage of teachers. The aim is to provide a comprehensive understanding of how these schools operate with limited human resources and to identify the problems impacting educational quality and student outcomes. The findings indicate that teacher deficiency leads to increased student-teacher ratios, overburdened teachers, compromised teaching and learning processes, poor learning outcomes, and reduced student engagement and performance. Furthermore, the paper highlights systemic issues such as inadequate recruitment processes, insufficient training programs, and poor working conditions that exacerbate the problem. The paper concludes with policy recommendations aimed at addressing teacher shortages through targeted recruitment drives, improved teacher training, and enhanced support mechanisms, ultimately aiming to improve the overall educational landscape in primary schools of Uttar Pradesh, India.

KEYWORDS:- Primary Schools, Functioning, Problems, Deficiency of Teachers.

INTRODUCTION:-

A school is an institution of education that requires adequate infrastructural facilities, including teachers and students. The school provides an environment for students' learning under the guidance of teachers. Primary education plays a vital role in shaping the future of children. It is the first stage of formal education, aiming to develop a child's literacy and numeracy skills, creating writing, speaking, listening, and computational skills, along with moral teaching that prepares children to participate in society as responsible human beings for a better future. Primary education is a basic right for everyone. The government is striving to impart primary education to every child, but many challenges persist in Uttar Pradesh. Although the state government spends significant funds annually to improve primary education, the results have not met expectations.

Several challenges affect primary education in Uttar Pradesh, such as education being a non-profitable sector, poor financial conditions, inadequate infrastructure, delayed government funding, administrative negligence, poverty, and overpopulation, illiteracy among guardians, traditional teaching methods, low teacher job satisfaction, and high pupil-teacher ratios. One of the most severe problems is the availability of teachers in primary schools. According to regulations, there should be at least one teacher for every 30 students at the primary level. However, many schools have only one or fewer teachers for 200-300 students.

The quality of the new generations is linked to the quality of their teachers. Teachers are considered architects of human personality (Celikten, Sanal, and Yeni, 2005). They must teach children and achieve the educational goals set by the government. Therefore, the basic requirement for an adequate number of teachers must be fulfilled. Schools with only one teacher struggle to provide quality education. When the sole teacher is absent, students are left to manage on their own, often leading to disruptions in their education (Mullick, 2016).

In teacher-deficient primary schools, it is challenging to teach subjects such as Hindi, English, math, science, social studies, and Sanskrit across all levels (grades 1 to 5). It is practically impossible for one teacher to cover every subject. Students of different grades suffer when only one teacher is responsible for all schoolmates. If the teacher takes leave or is absent, the school remains closed on working days. Strengthening teacher education, training, and ensuring enough teachers should be the primary aim of the education department before introducing any new schemes (Swati Shinde, 2016).

Children often spend their time reciting poems, tables, or counting, and if the teacher is occupied with paperwork or other non-academic tasks, classes are managed by monitors. Primary education serves as the foundation upon which a nation's future is built. Many primary schools in Uttar Pradesh, especially in rural areas, struggle with a chronic shortage of teaching staff. This deficiency not only affects the quality of education but also undermines the state's efforts to achieve universal education and social development.

The teacher-pupil ratio is not merely a technical issue; it has significant ramifications on the quality of education in the classroom. It impacts several principles espoused by our National Curriculum Framework, such as the centrality of the child in the learning process, providing individual attention, and continuous comprehensive assessment of children (Ranjekar, 2015).

Balwant Singh, an assistant teacher at the primary school in Khiriya Bharanju Village, Mehrauli block, Lalitpur district in Bundelkhand, Uttar Pradesh, speaks of a unique teaching method he has devised to cope with his challenging situation. Mr. Singh is the only teacher for 150 students, resulting in a 150:1 pupil-teacher ratio. With five classes but only two rooms, he has divided the students into two groups: grades 1-3 in one room and grades 4-5 in another. While this may seem like an optimal utilization of resources, the impact on students is profoundly negative (Lahariya, 2018).

Reducing the pupil-teacher ratio (PTR) has been a major policy goal of the Indian government in recent years. Initially set at 40:1 under the Sarva Shiksha Abhiyan (SSA), the PTR was revised to 30:1 with the Right to Education (RTE) Act in 2009 (Vimala Ramachandran, NUEPA, 2016).

In the primary school in Angiya Mana Village, Kachh district, Gujarat, two sincere teachers guide a classroom full of children reciting the Gujarati alphabet. The issue is that these "teachers" are class 5 students. The pupils, spanning three grades (1, 2, and 3), receive instruction from their peers because the designated teacher is also the principal, administrator, and midday meal supervisor (Class 5 students as teachers, low attendance - Gujarat Govt schools don't paint 'vibrant' picture, 2022).

This paper discusses the current functioning and problems of primary schools in Uttar Pradesh, particularly those facing a shortage of teachers relative to the number of enrolled students. The paper argues for urgent reforms to address the teacher deficiency in these schools.

FUNCTIONING OF PRIMARY SCHOOL:-

The functioning of primary schools in India is integral to the educational landscape of the country, serving as the initial stepping stone in a child's academic journey. For the proper functioning of primary schools, several requirements must be met. These include proper infrastructure with well-equipped classrooms, good lighting, air quality, playgrounds, libraries, access to technology, and sanitation facilities.

Schools follow a prescribed curriculum designed to provide foundational education in various subjects such as mathematics, science, languages, and social studies. A sufficient number of teachers per the pupil-teacher ratio is essential for effective learning. Schools should have well-qualified teachers who use innovative teaching methods that are student-centred and interactive to promote critical thinking, creativity, and problem-solving skills among children, rather than traditional rote learning.

Community involvement is essential for the successful functioning of primary schools. Parents, local leaders, and other stakeholders can contribute to school improvement efforts through active participation

in school management committees, advocacy for quality education, and support for student learning both inside and outside the classroom. Good student enrolment and attendance are also crucial.

The government plays a crucial role in shaping the functioning of primary schools through various initiatives and policies aimed at improving access, quality, and equity in education. Programs such as Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) have been instrumental in expanding access to primary education and improving infrastructure and teacher training. These initiatives aim to ensure free and compulsory education for all children aged 6 to 14 years, improve infrastructure, enhance teacher training, and reduce dropout rates.

PROBLEMS OF PRIMARY SCHOOLS:-

Primary schools face innumerable challenges that hinder their ability to provide quality education and achieve desired learning outcomes. One of the most significant issues is the shortage of qualified teachers, especially in rural and remote areas. Many primary schools lack basic infrastructure, which hampers the learning environment and negatively impacts student health and well-being. Limited resources and teaching aids, including textbooks, educational materials, and technology, hinder effective teaching and learning processes.

The prevalent emphasis on rote learning in Indian primary education inhibits critical thinking, problem-solving skills, and creativity among students. This approach often fails to foster a deeper understanding of concepts and discourages independent inquiry. The language of instruction varies across regions, leading to language barriers for students who may not be proficient in the medium of instruction. This can hinder comprehension and academic performance, particularly for marginalized linguistic minority groups.

High dropout rates persist due to various factors such as poverty, child labour, and lack of parental awareness about the importance of education. Dropout rates are particularly high among girls and children from marginalized communities. Socioeconomic disparities exacerbate educational inequities, with children from disadvantaged backgrounds facing greater challenges in accessing quality education. Issues such as caste discrimination, gender bias, and poverty contribute to unequal educational opportunities.

Many teachers in primary schools lack proper training and professional development opportunities to enhance their teaching skills and keep abreast of pedagogical advancements. This affects the quality of instruction and student learning outcomes. Overcrowded classrooms are common in many primary schools, particularly in urban areas, exacerbating challenges related to classroom management, student engagement, and personalized instruction.

Weak mechanisms for quality assessment and accountability undermine efforts to monitor and improve the performance of primary schools. The lack of standardized assessments and ineffective monitoring systems contribute to a lack of accountability among educational stakeholders.

FUNCTIONING OF TEACHER-DEFICIENT PRIMARY SCHOOLS:-

Teacher-deficient primary schools operate in an environment where the demand for education far exceeds the available resources. These schools struggle to maintain adequate staffing levels due to factors including inadequate recruitment processes, retention challenges, and geographical disparities. As a result, they often operate with limited teaching staff, leading to overcrowded classrooms and compromised student-teacher ratios. In such settings, teachers are burdened with heavy workloads, making it difficult for them to provide personalized attention and cater to the diverse learning needs of their students. Additionally, the absence of qualified educators may result in a lack of subject expertise and instructional quality, further exacerbating the educational challenges faced by these schools.

With teacher-deficient primary schools, it is very difficult to follow the proper curriculum prescribed by the authority. Additionally, the pedagogical methods employed in primary schools can significantly impact student learning outcomes. Innovative teaching methods, teacher training, and the use of technology are some areas where improvements are needed, which is possible with a sufficient number of teachers.

In teacher-deficient primary schools, the shortage of qualified teachers, the struggle to attract and retain trained educators, particularly in rural and remote areas, overburdened teachers, large class sizes, and compromised learning experiences for students are crucial problems. Student enrolment and attendance may also be affected by teacher deficiency. If schools do not have an appropriate number of teachers, many parents do not want to admit their children to those particular schools, and students who study in those schools do not want to attend.

PROBLEMS ENCOUNTERED BY TEACHER-DEFICIENT PRIMARY SCHOOLS:-

The problems faced by teacher-deficient primary schools are multifaceted and have far-reaching implications for the education system. One of the most pressing issues is the compromised quality of education, as inadequate teacher presence hampers the delivery of effective instruction and curriculum implementation. Moreover, the absence of trained educators diminishes the learning outcomes of students, perpetuating a cycle of academic underachievement and hindering social mobility. Additionally, teacher deficiency contributes to the prevalence of rote learning practices, as teachers may resort to traditional teaching methods due to resource constraints and time limitations. This not only stifles critical thinking and creativity but also undermines the development of essential 21st-century skills among students.

Furthermore, teacher-deficient primary schools face challenges in providing a conducive learning environment, as the lack of supervision and support affects student discipline and behaviour management. Teacher absenteeism and attrition rates are higher in these schools, leading to disruptions in instructional continuity and further compromising educational outcomes. Additionally, the unequal distribution of teachers across regions exacerbates educational inequities, with rural and remote areas disproportionately affected by teacher deficiency.

EDUCATIONAL IMPLICATIONS & CONCLUSION:-

Primary education forms the foundation of a child's academic journey, shaping their prospects and societal contributions. However, the quality of primary education is often hindered by a critical issue: teacher deficiency. Teacher-deficient primary schools across the country face significant challenges in delivering quality education and ensuring holistic development for their students. The prevalence of teacher-deficient primary schools poses significant implications for the educational landscape of India. It undermines the fundamental right to education and access to quality education enshrined in the Constitution. Moreover, it hampers the country's efforts to achieve universal primary education and attain the Sustainable Development Goal of ensuring inclusive and equitable quality education for all.

Addressing the challenges faced by teacher-deficient primary schools requires comprehensive reforms encompassing recruitment and retention strategies, professional development initiatives, and equitable resource allocation. In conclusion, teacher deficiency remains a formidable obstacle to the provision of quality primary education in India. By understanding the functioning of teacher-deficient primary schools and the problems they encounter, stakeholders can work towards implementing targeted interventions to ensure that every child receives a quality education and has the opportunity to fulfill their potential. The functioning and problems of teacher-deficient primary schools in India underscore the critical need for urgent attention and comprehensive reforms in the country's education system. While primary education serves as the foundation for children's academic and personal development, persistent challenges such as teacher shortages continue to impede the delivery of quality education to millions of young learners. The functioning and problems of teacher-deficient primary schools in India underscore the urgent need for systemic reforms and targeted interventions, policy recommendations, proper requirements of teachers, and exempting teachers from non-academic tasks to ensure quality education for all children. This issue not only hinders students' learning outcomes but also sustains educational inequities.

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