

Management Of Infrastructure In Government Primary Schools: A Study In Kamrup Metropolitan District, Assam

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Abstract

This paper focuses on the management of infrastructure in government primary schools of Kamrup metro district, Assam. In this research study, Survey method was used by the researcher, in which self developed questionnaire and interview method were adopted for the purpose of data collection and percentage (%) method was used for data analysis and interpretation. Here 50 primary schools in Kamrup metro district were chosen as Sample of the study on simple random method. From this study, it was observed that maximum primary schools have poor infrastructures and suggested to improve the same.

Key words:Infrastructure, Management, Government, Kamrup-metro, District.

Introduction

The goal of infrastructure development in primary education is to increase school attendance motivation and to improve academic performance of students. It is assumed that favourable attitude towards school infrastructure quality facilitates the above two.

Building conditions and educational adequacy within the context of historical change in the school districts' referendums and building programs, provides unique opportunities to understand how and why improving facilities conditions and educational adequacy across the district may influence outcomes and may provide more substantial and robust evidence for the relationship between school building condition and learning in the district (Lackyney and Chang, 1992) .

The relationship between building condition and studentachievement was found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings(Hines,1996) .

School Leap (Learning Enrichment and Advancement Programme) is a comprehensive solution including a blend of technology infrastructure, teaching learning resources and relevant capacity building initiatives supplemented by Project Management & Monitoring and Evaluation. It is a scalable and sustainable model focusing on access, equity and quality ofeducation for improving Education indicators through holistic quality improvement of schools. The focus is to develop these Schools as model schools, which would be equipped with resources, capacity creation and community linkages so that they can demonstrate outcomes which are a direct output of the school related

activities and other outcomes which are linked to the community and indirectly influence education indicators. The measurable outcomes where the school will play a central role is Student and Teacher performance. The objectives of the programme are as under:

- To enable access to quality education through provision of teaching learning tools
- To enhance the learning environment
- To impart digital literacy to students
- To create capacities among stakeholders for sustainability
- To improve educational outcomes
- Improvement in Educational indicators like Enrolment, Drop-out rates
- Improvement in learning outcomes

With the teacher as the core of education solutions, an inside out approach towards implementation of the Right to Education vision of Government of India is evolved. The focus is to build/develop/re-model the education infrastructure for improved teaching learning through initiatives in school infrastructure & management, digital infrastructure, academic infrastructure and vocational infrastructure

Primary Education is the foundation on which development of every citizen and the nation depends. The progress of primary education is a vital index of the general, social and economic development of the country as a whole. A sound primary education gives a fillip to sound secondary and higher education. Investment in education both contribute to aggregate economic growth as well as enable citizens to broadly participate in the growth process through improved productivity, employment, and wages, and are therefore a critical component of the inclusive growth agenda of the government of India.

The Constitution of India adopted in 1950, directed the State to provide free and compulsory education to all children in the age group 6-14 years within 10 years from the date of commencement of the Indian Constitution. After 43 years, i.e.,1960 of postponing the deadline, in 1993, the Supreme Court had to rule that education had become a fundamental right regardless of the position in the Constitution. But it was in 2002 that education became a fundamental right under Article 21 (A) Right to Education, with the 86th Amendment. Under this provision the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine. Besides, a provision has also been made under article 45 of the Directive Principle of State Policy to endeavour to provide pre-primary education to all children in the age-group 3-6 years. In 2009, the Right to Education Act was passed and it came into force with effect from 1st April, 2010, throughout the country.

Universalization of Primary Education cannot be achieved without proper Management of the school in terms of planning, organizing, directing, Staffing, Co-ordinating, Reporting and Budgeting to accomplish predetermined goals and objectives of an institution through the co-ordinate optimum utilization of Teaching inputs (physical & human resources) and the process of getting work done with an effective and efficient manner. Management of the school infrastructure means providing proper teaching inputs like land and buildings, rooms for pupils and teachers, library, playground, teaching aids, furniture, qualified teachers, enrolment, toilet and drinking water facilities, etc.

The Kamrup Metro District with a geographical area of 127.84 sq km is bounded in the North by Kamrup and Darrang District, in the South by the State of Meghalaya, in the East Morigaon District and in the West by the Kamrup District. The Kamrup Metro District comprises of four Development Block under its rural jurisdiction. The District covers only one Civil Sub-Division with its headquarter at Guwahati, the capital city of Assam. The Kamrup Metro District represents only the 4 (four) Development Block area namely Chandrapur, Dimoria and part of Bezera and Rani but not the Guwahati Municipal areas. Chandrapur development block area of Kamrup Metro District is an undulating terrain with hills and plains on the Southern Bank of River Brahmaputra. Dimoria Development Block is mainly a plain area surrounded by hills in northern, the Chandrapur hills and southern periphery with the hills of Meghalaya. The NH 37 runs through Rani Development block area. Distinctive features under the Block areas are DeeparBeel, Gauhati University and the Airport. As per the 2011 Census, the total population of the district is surveyed to be 12,53,938. Out of which male comprises 6,47,585 and female comprises 6,06,353 thereby sex ratio stands at 936 females per 1000 males. The population density of the district is calculated at 1313 per sq km. Total children (0 to 6 years) of the district are 1,25,386. The average literacy rate of the district is 88.71%. Male literacy rate stands high at 92.13% while the female rate is 85.07%. Being located very near to Guwahati Municipal area these four blocks has experienced both the influence of rural and city life. This influence has also affected the professional lives of the people of these blocks. As a result, people are associated with both government and private sector.

Need of the Study

There might be many reasons for failure to universalize elementary education, but one of the most important factors which are considered to be of prime importance is lack of proper infrastructure, lack of qualified teachers, defective curriculum, uninspiring methods of teaching, lack of adoption of modern technique of evaluation, lack of effective inspection and academic guidance by the inspecting staff, lack of suitable reading and writing materials for children, inadequate and unattractive school buildings and classrooms.

This study was undertaken with a view to finding out the problems encountered by the elementary schools in relation to the teaching inputs which includes land and buildings, rooms for pupils and teachers, library, playground, teaching aids, furniture, qualified teachers, enrolment, toilet and

drinking water facilities, etc.. The findings emerging from this study, however small in its scope, are expected to be of value to the teachers, parents, student community, educational planners and policy makers in taking up the appropriate remedial measures to provide the necessary feedback for improvement.

Objective of the Study

To find out the management of infrastructure in government primary schools located in proper Kamrup Metro District Area.

METHODOLOGY

The survey method was adopted in the proposed investigation in which the relevant facts and information were gathered from Government primary schools. From amongst the population, 50 primary schools were selected as samples of the study through simple random sampling. The data were gathered with the help of a questionnaire to be prepared for the purpose. In addition to this, participant-observation technique was used.

FINDINGS OF THE STUDY

1. 100% school buildings are pucca.
2. In case of the condition of school buildings, 30% are good, 3.8% are average and 66.2% are below average.
3. 51.9% schools have 3-4 class-rooms, 45.6% schools have 5-6 class-rooms and 2.5% schools have 7-8 class-rooms.
4. 41.9% schools have playground whereas; 58.1% do not have playground.
5. 81.2% schools have electricity facility whereas; 18.9% schools do not have electricity facility.
6. 46.3% schools have fire extinguisher whereas; 53.7% schools do not have fire extinguisher.
7. 56.3% schools have first aid for children whereas; 43.7% schools do not have first aid for children.
8. 16.2% schools have room for Head master whereas; 83.8% schools do not have room for Head master.
9. 20% schools have common-room for students whereas; 80% schools do not have common-room for students.
10. 30% schools have administrative office-room whereas; 70% schools do not have administrative office-room.
11. 8.1% have store-room whereas; 91.9% schools do not have store-room.
12. 100% schools do not have computer and internet facility.
13. 100% schools do not have library.
14. 32% schools have good sitting arrangement for children whereas; 68% schools do not have good sitting arrangement for children.

15.34% schools have good sitting arrangement for teachers whereas;56%schools do not have good sitting arrangement for teachers.

16.91.9% schools have pucca toilet wheras;7.1% schools do not have pucca toilet.

17.10% schools have good condition of toilets whereas; 90% schools do not have good condition of toilets.

18.22% schools have good drinking water facility whereas; 78% schools do not have good good drinking water facility .

Result and discussion

1.Government primary schools in Kamrup Metro appears to be effective as far as management is concerned.

2.To retain such benefits and push these forward, further efforts must be made to provide special encouragement to the stakeholders of primary education for realization of individual potential.

2. Priority must be given to improve the school buildings and modernize the infrastructural facilities like electricity, computer, library, teaching aids, furniture, playground, toilet and safe drinking water.

Conclusion

One of the pertinent function of education is to bring socialchange in the society. It is more particular to say that lower primary stage of education is the foundation on which development of every citizen and the nation as a whole depends. Every child starts going to a Lower Primary School that provides their physical, mental, emotional, intellectual and social development. Education at this stage contributes a lot to foster values of emotional and national integration. So the country under any circumstances cannot ignore the primary level of education. The progress of primary education is a vital index of the general, social and economic development of the country as a whole. A sound primary education gives a fillip to sound secondary and higher education. Education has become the corner stone and main machinery of development in every country in this era of rapid social transformation and technological development. Every child has a right to education to improve their own quality of life as well as to participate meaningfully in social life. To conclude, it is pertinent to say that Primary education deserves the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity.

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