



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

A Study on School Infrastructure in India

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ABSTRACT

The story of India's educational achievements is one of mixed success. On the down side, India has 22 per cent of the world's population, but 46 per cent of the world's illiterates, and is home to a high proportion of the world's out-of-school children and youth. On the positive side, it has made encouraging recent progress in raising schooling participation. Primary education is the main pillar on which the higher education functions properly. At present, in India primary education is a fundamental right for the citizens. Besides this, article 21-(A) executes the free and compulsory education for all children up to the age group 6 to 14 irrespective of caste, creed, class, race and religion. The intension of this study is to analyze the Management of School level teaching and learning facilities and basic required Infrastructure in Improving the Quality of school Education. Education is one of the basic needs for humans. Education can be one way for people to achieve their goals. Learning and education is a key aspect of the development process of a country. Under the education system, primary and upper primary education gets the highest priority and is considered the base of higher level education. It is the doorstep of secondary and higher education. The development of education system depends on large number of determinants including the infrastructure teaching and learning resources available to a school. School infrastructure such as premises, furniture, and required equipments contribute to the school learning environment.

Key words: Education, primary education, infrastructure

Introduction

In order to increase the quality of education in Karnataka, the Government of Karnataka have initiated and implemented different schemes with the intention of promoting, encouraging and motivating students and teachers to improve quality in education for all, as well as to make accessible and use technology for teaching and learning.(Samson R Victor 2016).Primary education is the main pillar on which the higher education functions properly. At present, in India primary education is a fundamental right for the citizens. Besides this, article 21-(A) executes the free and compulsory education for all children up to the age group 6 to 14 irrespective of caste, creed, class, race and religion. The fulfilment of this provision is mainly dependant on the educational facilitie. (Pallab Jyoti Boruah, 2017) In not only schools, but in higher educational institutions as well, infrastructure development is an important aspect that needs to be taken into account. The term infrastructure is comprehensive and there are number of aspects that are included in it. These include, playgrounds, library facilities, laboratories, computer centres, technology, machinery,tools, equipment and so forth. (Radhika Kapur 2019).Education is one of the basic needs for humans. Education can be one way for people to achieve their goals (Akareem & Hossain, 2012). School as educational institution is basically established as a means for the teaching and learning process (Akhiero, 2011)Implementation of learning should ideally not only pursue learning outcomes but also pay attention to student learning process. Students activities and creativity are developed through various interactions and learning experiences. As a basic element of learning that needs to be developed is student learning activeness. School infrastructure is a facility that influences student learning so that it can run optimally. (Anang Amiruddin Nugroho 2019). The Indian education system has made significant progress in recent years to ensure that educational opportunities are available to all segments of society. According to the 2009 Right to Education Act, schooling is free and compulsory for all children from the ages of 6 to 14. However, improvements are slow being implemented and disadvantaged groups may still not have adequate access to education. The government maintained primary schools are lacking of sufficient infrastructure facilities and its affect on the whole teaching learning process. The study intends to analyze the provision of school facilities in terms of physical infrastructure facilities available for student fraternity.

Objectives of the study

1. To assess the School Infrastructure at Primary and Upper Primary Level.
2. To know the role of Infrastructure in Improving the Quality of Education.

Statement of Problem

Education in India is primarily managed by state-run public education system, which fall under the command of the government at three levels: central, state and local. The intension of this study is to understand the Management of School level teaching and learning facilities and basic required Infrastructure in Improving the Quality of Education. The study intends to analyze the provision of school facilities in terms of physical infrastructure facilities available for student fraternity. As school teaching and learning infrastructure plays vital role for both teachers and students in the teaching-learning environment, the present study intends to analyze the physical infrastructural facilities primary school. The research topic is worded as Assessment of School Infrastructure at Primary and Upper Primary Level: A Geospatial Analysis

Methodology of the study

The school education system in India is the largest in the world, catering to over 260 million young people each year. Jointly managed at the national and state levels, many initiatives have been undertaken to improve access to quality schooling– particularly for those who are economically or socially disadvantaged. A Systematic Literature Review was carried out to examine the relationship Management of School level teaching and learning facilities and basic required Infrastructure in Improving the Quality of Education. This research is a study of literature study by examining various journals related to school infrastructure and relation to student activity. The results of this literature review will be used to identify the effect of infrastructure on student activity in the learning process. The intension of this study is to understand the Management of School level teaching and learning facilities and basic required Infrastructure in Improving the Quality of Education. The study intends to analyze the provision of school facilities in terms of physical infrastructure facilities available for student fraternity.

Data analysis and Interpretation

Table-1 Schools with toilet facility (top 10 states)

1. % of schools with boys' toilet		2. % of schools with girls' toilets	
3. Arunachal Pradesh	4. 48.87	5. Meghalaya	6. 51.04
7. Meghalaya	8. 53.78	9. Assam	10. 74.61
11. Andhra Pradesh	12. 56.92	13. Bihar	14. 75.5
15. Assam	16. 59.78	17. Jammu & Kashmir	18. 76.99
19. Jammu & Kashmir	20. 69.83	21. Arunachal Pradesh	22. 77.01
23. Bihar	24. 73.47	25. Andhra Pradesh	26. 81.17
27. Odisha	28. 76.54	29. West Bengal	30. 82.08
31. Mizoram	32. 78.32	33. Odisha	34. 86.01
35. West Bengal	36. 81.42	37. Jharkhand	38. 87.62
39. Chhattisgarh	40. 82.74	41. Tripura	42. 89.13
43. All-India	44. 86.69	45. All-India	46. 91.23

Source: DISE data 2013-14

In the above it stated that the toilets available for boys and girls in India, however, India fares quite well. According to DISE statistics, 86% schools in India have boys' toilets while 91% have girls' toilets. Most of the states in India have toilets in more than 80% of their schools. Among the worst performers are Arunachal Pradesh and Meghalaya. Electricity is the key factor which plays a key role school functioning. The above graphs shows that access of electricity in Indian schools. The DISE statistics shows that only 6 out of every 10 schools in the country have access to electricity facility. one-third of states do not provide electricity facility to the majority of their schools. Bihar again is the worst offender with only 10% of its schools having access to electricity. States like Punjab, Gujarat and Haryana fare very well and almost all their schools getting electricity.

Table-2 student-classroom ratio and student-teacher ratio

47. Average student-classroom ratio		48. Average student-teacher ratio	
49. Bihar	50. 78	51. Uttar Pradesh	52. 60.5
53. Jharkhand	54. 67.3	55. Bihar	56. 43.75
57. West Bengal	58. 59.3	59. Jharkhand	60. 42.75
61. Tripura	62. 56.7	63. Madhya Pradesh	64. 36.75
65. Uttar Pradesh	66. 52.3	67. West Bengal	68. 35.25
69. Odisha	70. 50.7	71. All India	72. 27.25
73. Maharashtra	74. 50	75. Maharashtra	76. 26.75
77. Assam	78. 46.7	79. Gujarat	80. 25.25
81. Dadra & Nagar Haveli	82. 45.7	83. Chhattisgarh	84. 24.5
85. Chandigarh	86. 44.7	87. Delhi	88. 24.5
89. All-India	90. 42.7	91. Andhra Pradesh	92. 23.75

Source: DISE data 2013-14

The graph shows the ten states with the worst (highest) student-classroom and student-teacher ratios. The Right to Education Act mandates a student-teacher ratio of 30. The above table and graph shows that average students per classroom, in India across the levels of schooling was 42. States such as Bihar and Jharkhand fare worse with an average of 78 and 67 students per classroom, respectively. The student-teacher ratio in India stands at 27.25:1 across all levels of schooling. This seems healthy in light of the Right to Education Act stipulation of a ratio of 30:1. However, the student-teacher ratio of 41:1 in higher secondary education needs some work. Uttar Pradesh, in particular, needs to hire many more teachers as its ratio of 60:1 is well above the recommended level. The graph shows the ten states with the lowest proportion of higher secondary teachers with a graduate degree or higher. The data shows that most of the teachers are adequately educated. The quality of the teachers is also important for learning outcomes. The DISE data shows that only 69% of all school teachers in the country have a graduate degree or more. However, around 91% of all higher secondary teachers in the country have a graduate degree or more. Only eight states have a proportion lower than this.

Conclusion

The Indian education system has made significant progress in recent years to ensure that educational opportunities are available to all segments of society. According to the 2009 Right to Education Act, schooling is free and compulsory for all children from the ages of 6 to 14. However, improvements are slow being implemented and disadvantaged groups may still not have adequate access to education. Schooling is one of the fundamental needs for humans. School Education one of the basic way and necessity for people to achieve their higher educational goals. School as educational organization is basically incorporated as a means for the teaching and learning environment. Implementation of learning should ideally not only pursue learning results but also pay attention to student learning progress. Students activities and creativity are progressed through various communications and learning experiences. As a basic element of learning that needs to be developed is student learning interactions. School infrastructure is a basic need that influences student learning process. In India schools are supposed to be the temples of learning, but the average primary educational institution in India is likely to be great, and key place but without access to electricity, toilets and with too few teachers not possible to educate the nation.

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