

Infrastructural Facilities Of Elementary Schools In Mizoram

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Abstract

One of the most basic elements necessary to ensure access to education is proper infrastructural facilities in schools. It is a very important component in facilitating a good environment for effective teaching – learning process and improves the outcomes of education. Infrastructure includes suitable spaces to learn such as school buildings, classrooms, libraries, toilets, playgrounds etc. Although the foundation of any good educational policy is good governance, it is essential for any school to create an environment that not only encourages learning, but also focuses on the mental and physical well-being of the student. Having adequate school infrastructure is one of the key factors in effective teaching and learning. The present study is an attempt to highlight the infrastructural facilities available at Elementary schools of Mizoram. An attempt has also been made to compare the infrastructural facilities of Government and private elementary schools. The RTE Act, 2009, recommends for the provisions of having infrastructure proper infrastructural facilities in Elementary schools. The findings revealed that most of the school still lack the basic physical and academic infrastructural facilities. It may be noted that the schools have to work through the State Governments to achieve consonance with provisions of the RTE Act.

KEYWORDS: Infrastructure, effective teaching and learning, Elementary schools, Mizoram.

Introduction

Education is the corner stone of any society and the complete development of humanity. It is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. There are three levels in the education system; primary, secondary and higher education where in each level plays a significant role in shaping a person's character. However, we can say that elementary education being the foundation plays a very vital role in moulding a person's life. In India, the phrase Elementary Education usually refers to the first eight years of schooling. In most States, including the newly carved states this stage is divided into two stages: Primary Classes (Class I - V) and upper primary classes (Class VI – VIII) covering children in the age group of 11 - 12 years.

Significance of the study

Elementary education has assumed great significance as the foundation pillar for a child's all round development. Although the foundation of any good educational policy is good governance, it is essential for any school to create an environment that not only encourages learning, but also focuses on the mental and physical well-being of the student. Having adequate school infrastructure is one of the key factors in effective teaching and learning. Infrastructure includes types of buildings that are used

for academic and non-academic purpose, classroom facilities, furniture, instructional materials, toilet, ICT, library and playgrounds etc that play a pivotal role to smoothly run teaching and learning process.

A number of studies have been conducted in various places, states and countries to highlight the conditions of elementary education and the problems confronted by them. However, there are a limited number of research studies under the category of Elementary Education that has been conducted in the state of Mizoram particularly with reference to the infrastructural facilities. Therefore it is necessary to investigate the status of infrastructural facilities of Elementary schools in Mizoram.

Statement of problem

The study will make an attempt to find out the availability of infrastructural facilities in the elementary schools of Mizoram.

Objective

To find out the infrastructural facilities of Elementary Schools

Design of the study

The research design has been framed keeping in mind the objectives of the study.

- i) **Method of data collection:** Descriptive Survey Method was used for data collection
- ii) **Sample:** Random Sampling Technique was used for selecting the sample. The sample of the study consists of the following as presented in the table below:

Table 1: Sample of the Study.

Sl. No	Name of District	Number of Schools			
		Primary		Upper Primary	
		Govt	Pvt	Govt	Pvt
1	Aizawl	15	10	15	10
2	Lunglei	8	7	7	8
3	Serchhip	8	2	5	5
Total		31	19	27	23
		50		50	
Grand Total		100			

Note : Three districts out of the eight districts of Mizoram has been undertaken for study

- iii) **Tools:** The following tools shall be developed in original by the investigator.

- (a) A set of Questionnaires was developed for Headmaster/Headmistress

- iv) **Procedure for data collection:** The data shall was collected from the samples by administering the tools mentioned above.
- v) **Analysis of data:** The data collected was analyzed qualitatively and quantitatively. Percentage technique is used for the analysis of data.

Analysis and interpretation

To find out the infrastructural facilities of Elementary Schools

School buildings

Table 1			
Management	Ownership		It can be seen from the table that 100% of government schools have their own school building while 80.3% and 83.3 % of private primary and middle schools respectively have their own school buildings. It was revealed that private schools that do not own their own buildings rent them on lease.
	Yes	No	
Govt PS	100 %		
Govt MS	100%		
Private PS	80.3%	19.7%	
Private MS	83.3%	16.7%	

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

Table 2				
Management	Type of building			91.4% and 97.7% Government primary and middle schools respectively have RCC type of building while only 8.6% and 2.3 % (primary and middle school) have Assam type building. Private schools show 100% having RCC type of building.
	RCC	Assam type	Kaccha	
Govt PS	91.4%	8.6%	Nil	
Govt MS	97.7%	2.3%	Nil	
Private PS	100%		Nil	
Private MS	100%		Nil	

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

Condition of the school building

Table 3			
Management	Condition of the school building		Reasons for dissatisfaction 60.9% and 54.6% govt primary and middle schools are dissatisfied with the condition of school building being old and not being able to withstand the weather condition. Although 49% and 45.6% private primary and middle schools also mention the similar condition of dissatisfaction as government schools, it is evident from the table that private schools show more satisfaction in comparison to the government schools.
	Satisfied	Dissatisfied	
Govt PS	39.1%	60.9%	
Private PS	51%	49%	
Govt MS	45.4%	54.6%	
Private MS	54.1%	45.9%	

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

RTE Act, 2009, recommends for the provisions of infrastructure like proper schools buildings for each elementary school. It has been revealed from the data that all of the government schools have their own buildings while only few private schools have their own buildings. However, much is still desired of government school infrastructures. Although most of the private schools do not have their own buildings, the teachers and headmasters were satisfied with the condition of the buildings.

Availability of ramps for children with special needs (CWSN)

Table 4			
Management	Availability of ramps for children with special need (CWSN)		
	Yes	No	A low percentage 2.6% and 3.3% government primary and middle schools show the availability of ramps for children with special needs. In the case of Private schools ramps for children with special need (CWSN) are not available.
Govt PS	2.6%	97.4%	
Private PS		100%	
Govt MS	3.3%	96.7%	
Private MS		100%	
Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private			

RTE Act 2009 recommends the facility of having friendly provisions for children with special need (CWSN) so as to make schools barrier free for them. However the above data shows that majority 97.4%and 96.7 % of government primary and middle schools respectively and 100% of private schools lack this provision.

School compound

Table 5			
Playground			
Management	Playground facility		The data shows that only 53% and 56.5% government primary and middle schools including 36.2% and 47.5% private primary and middle schools have playground facility. The reason provided by the heads of Institutions is that being a hilly region, all schools do not have adequate plain spaces which are suitable for playgrounds hence; the schools utilize field/ playgrounds belonging to the community outside the school premises.
	Yes	No	
Govt PS	53%	47%	
Private PS	36.2%	63.8%	
Govt MS	56.5%	43.5%	
Private MS	47.5%	52.5%	
Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private			

Rooms

Table 6								
Classrooms								
Management	Adequate number		Size		Natural light and ventilation		Electricity	
	Yes	No	Adequate	Not adequate	Yes	No	Yes	No
Govt PS	57.2%	48.2%	57.2%	48.2%	40.7%	59.3%	62.2%	37.8%
Private PS	70.4%	29.6%	70.4%	29.6%	71.6%	28.4%	95.2%	4.8%

	%	%			%	%	%	
Govt MS	62.9%	37.1%	62.9%	37.1%	58.2%	41.8%	90.8%	9.2%
Private MS	75%	25%	75%	25%	60.4%	39.6%	100%	

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

The above table indicates that majority 75% and 70.4% private primary and middle schools respectively have adequate number of classrooms. Only 57.2% and 62.9% government primary and middle schools have been reported having adequate number of classrooms. Similar is the case with the size of the classroom. Headmasters opined that to tackle the problem of having inadequate number of classrooms, the larger rooms was partitioned into

two rooms or more using temporary material such as plywood. Further, they also mentioned lack of funds and space was responsible for the size and inadequate number of classrooms.

It is observed that 71.6% and 60.4 % private primary and middle schools have well lighted and ventilated classrooms in comparison to 40.76% and 58.2% government primary and middle schools. Poor planning in construction of the classrooms was the cause for inadequate light and ventilation in the classroom as reported by the headmasters.

Majority 100%, 95.2% and 90% private and government schools have proper electricity connection with the exception of government primary school. The data reveals that private schools overall have better electricity connections in comparison to government schools.

Management	Heads room		Teachers room		Non teaching staff room		ICT room	
	Yes	No	Yes	No	Yes	No	Yes	No
Govt PS	15.3%	84.7%	84.7%	15.3%	4.4%	95.6%		100%
Private PS	58.6%	41.4%	41.4%	58.6%	13.3%	86.7%	70.4%	29.6%
Govt MS	81.5%	18.5%	18.5%	81.5%	8.9%	91.1%	62.9%	37.1%
Private MS	47.5%	52.5%	52.5%	47.5%	25%	75%	75%	25%

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

It can be noted from the above table that majority (above 40%) of government primary and middle school do not have separate room for head, non teaching staff and ICT with the exception of government primary schools (84.7%) having separate room for teachers.

40% and above private primary and middle schools have separate rooms for head, teachers and ICT room with the exception primary and middle schools showing below 40%.

It was observed that the types of information and communication technology (ICT) facilities available in these schools are computers, which are mainly used for administrative work.

Furniture

Management	Table and chair		Desk and benches		Bookshelves		Cupboards	
	Yes	No	Yes	No	Yes	No	Yes	No
Govt PS	60.7%	39.3%	70%	30%	45%	55%	46.5%	53.5%
Private PS	95%	5%	100%		75%	25%	65%	35%
Govt MS	76%	24%	86%	14%	65%	35%	54%	46%
Private MS	100%		100%		97%	3%	69%	31%

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

It is evident from the table that all the government and private schools show above 40% having adequate table and chair, desk and benches, bookshelves and cupboards. Overall private schools have better and sufficient furniture. Lack of funds and space are the root cause as mentioned by the headmasters of schools (below 40%) for having inadequate furniture. In addition to this the headmasters also reported that the existing furniture's was also old and in need of repair/replacement.

Library

Management	Availability of library		It is evident that majority 74.8% and 55.7% government primary and middle schools including 67.5% private middle schools do not have a library with the exception of government middle schools 61% having a library.
	Yes	No	
Govt PS	25.2%	74.8%	
Private PS	44.3%	55.7%	
Govt MS	61%	39%	
Private MS	32.5%	67.5%	

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

It may be noted that as per the RTE Act, every school should have a functioning library. Due to lack to space and infrastructure in the above mentioned schools, the libraries do not provide space for the students to sit and read except for mere collection of books maintained in the common room. In this case, all the schools have to improve as is evident from the data. Overall, it can be seen that most of the schools are not compliant with this particular provision of the RTE Act

Drinking water and toilet facility

Management	Availability of drinking water		Source of drinking water		
	Yes	No	Water filter	Tap water	aqua guard
Govt PS	100%		61%	39%	-
Private PS	100%		60.7%	18%	21.3%
Govt MS	100%		73.3%	26.7%	-
Private MS	100%		42.5%	20.1%	37.4%

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

The above table shows that majority 100% percent of the schools provide for adequate drinking water. The sources of drinking water vary from school to school. Majority of the schools (above 40%) provide water filters for their students. However it may be noted that the safety standards are not upto the mark as recommended in RTE Act 2009 because it evident from the above data that all the schools do not provide for filtered water

Management	Toilet facility		Separate toilet facility for male and female teachers		Separate toilet facility for students (boys and girls)	
	Yes	No	Yes	No	Yes	No
Govt PS	81.1%	18.9%	100%		61.8%	38.2%
Private PS	100%		-	100%	60%	40%
Govt MS	81.5%	18.5%	-	100%	97.9%	8.1%
Private MS	100%		19.1%	80.95	81.7%	18.3%

Note: : (PS) Primary school, (MS) Middle School (Govt)Government,(Pvt) Private

The above table reveals that all (100%) Private middle and primary schools have proper toilet facilities. With the exception of a small percentage 18.9% and 18.5% of government primary schools and middle schools not having proper toilet facility.

It may also be observed that majority (100%) , (80.95%) of government middle school and private primary and middle schools respectively do not have separate toilet facility for male and female teachers with the exception of government primary schools .

With regards to separate toilet facility for boys and girls it can be observed that the percentage of this provision varies in all the schools. Although majority (above 40%) have this facility, yet it is not fully implemented in all the schools as shown in the data.

RTE Act recommends for separate toilet facilities for boys and girls. This is another area where the schools have to make efforts so that the facilities they provide are compliant with the provisions of the RTE Act. Lack of funds and space is the reason cited by the headmasters for lack of proper toilet facility.

Conclusion

The RTE Act, 2009, recommends for the provisions of infrastructure like proper schools buildings for each elementary school. It has been revealed from the data that all of the Government schools have their own buildings while only few private schools have their own buildings. The Government schools have also improved the school buildings from temporary to permanent structures through the years. However, much is still desired of Government school infrastructures with higher percentages of their teachers being dissatisfied with the condition of the school building. While most private schools do not have their own buildings, more Private school teachers were satisfied with the condition of the buildings.

Roughly half of all the schools do not have playground facilities because Mizoram is a hilly region with few plain spaces convenient to use as playgrounds. With regards to the room and furniture, Private schools have better infrastructure.

According to the RTE Act, every school should have a functioning library. However, this is an area where all the schools have to improve as is evident from the data. Less

than 50% of the private schools have libraries and most of the Government schools are also yet to have libraries. However, it must be noted that due to lack to space and infrastructure, the libraries do not provide space for students to sit and read. They are merely collections of books kept in a common room. Overall, it can be seen that most of the schools are not compliant with this particular provision of the RTE Act.

RTE Act recommends for separate toilet facilities for boys and girls. Although all the schools report having proper toilet facilities, it can be seen from the data that most of the schools do not provide separate toilet facilities for boys and girls. This is another area where the schools have to make efforts so that the facilities they provide are compliant with the provisions of the RTE Act.

A proper school building having sufficient rooms, proper playground, a school library having sufficient reading material, proper electricity, separate toilet facility for boys and girls and availability of computers to enhance teaching learning are some of the basic requirements that have been recommended under RTE Act 2009. Overall, the data revealed that most of the school still lack these facilities, it may be noted that the schools have to work through the State Governments to achieve consonance with provisions of the RTE Act.

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