

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 12 : 6 June 2012

ISSN 1930-2940

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A Study of Physical Facilities in the Lower Primary Schools of Kokrajhar District of Assam

Nandeswari Boro, M.A., M.Phil., B.Ed., NET. Ph.D. Scholar

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Abstract

Physical facilities are a key area of concern for imparting primary education. Quality education depends as much as on curriculum content as on the process of teaching learning and also on the provision of Physical facilities for the students in the school. Poor physical facilities have a definite bearing on the quality of education provided in school. This paper gives information regarding physical facilities in the lower primary schools of Kokrajhar district in terms of nature and type of school building, number of rooms, furniture's provided to students etc.

Introduction

Assam, gateway to the North Eastern states occupying a strategic position, is popularly known as the 'Land of the Blue Hills and Red Rivers.' It is situated close to India's Language in India www.languageinindia.com

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international borders with as many as four countries, namely, China, Burma, Bhutan and Bangladesh. It is surrounded on all other sides by predominantly hilly or mountainous tract.

Assam, a state of India, has currently twenty-seven administrative districts and Kokrajhar district is one of them. Kokrajhar district lies roughly between 89.46'E to 90.38'E longitude and 26.19'N to 26.54'N latitude. The district is bounded on North by Bhutan, by Dhubri district on the South, Bongaigaon district on the East and West Bengal on the West. The present paper would throw light on the Physical facilities made available in the lower primary schools of Kokrajhar district with regard to nature and type of school building, number of rooms, furniture's provided to students etc.

Statement of the Problem

A Study of Physical Facilities in the Lower Primary Schools of Kokrajhar District of Assam.

Definition of Terms used in the Present Study

The key terms used in the study are defined as follows:

Lower Primary School – Lower Primary school means a school offering education from class I to class IV.

Objectives of the Study

To study the physical facilities in the lower primary schools of Kokrajhar district in terms of:

- (a) Nature of school building
- (b) Number of rooms
- (c) Break-up of rooms
- (d) Furniture's provided to students
- (e) Number of students sit in one bench on an average

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- (f) Facilities made available in the school
- (g) Provision of Medical Check-up
- (h) Provision of Mid-day meals

Delimitation of the Study

- (i) The study was restricted to 71 provincialised lower primary (class I –IV) schools of Kokrajhar district.
- (ii) It was restricted to a sample of 71 Head teachers of the selected primary schools.

Methodology of the Study

Population – The population of the present study comprised the head teachers of primary schools of Kokrajhar district.

Sample – The researcher for the present study selected three blocks of Kokrajhar districts namely, Kokrajhar, Dotma and Gossaigaon. 710 primary schools were in this block in 2007 and out of which 10% were randomly selected. 71 primary schools were selected and 71 head teachers were respondents for the study. Stratified random sampling method was followed for the present study.

Tools – In order to collect data for the present study, the investigator developed a School Information Blank for the head teachers.

Data Collection – After selecting the sample and prepared the tools, the investigator personally visited each of the selected schools and gave the school information blank to the head teachers of the sampled schools.

Analysis and Interpretation of Data

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Data with regard to physical facilities have been collected and presented in terms of nature and type of school buildings, number of rooms, break-up of rooms, furniture's provided to students, number of students sit in one bench on an average, facilities made available in the school, provision of medical check-up and provision of mid-day meals. For obtaining the information regarding such facilities the investigator personally visited the schools and recorded her observation through the information schedule.

Nature of School Building

Good school building is always a prerequisite for good education. Data obtained with regard to the nature of the school building are presented in the table 1.

Table 1 Nature of School Building

Sl. No.	Nature of School Building	Number of Schools	Percentage
1.	Own building	70	98.59
2.	Rented Building	---	---
3.	Rent Free Building	1	1.41
4.	Any other	---	---
	Total	71	100

The above data indicates that 98.59% schools had their own building while 1.41% school run in building known as Rent Free Building.

Type of School Building

The importance of good school building with adequate number of rooms and well ventilated cannot be over emphasized. The academic atmosphere of the school indirectly depends on the type of school building. The information regarding building with regard to the type of accommodation has been shown in table 2.

Table 2 Type of School Building

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Sl. No.	Type of School Building	Number of Schools	Percentage
1.	Open Air	---	---
2.	Tented / Thatched house	2	2.82
3.	Kuchcha	3	4.22
4.	Pucca / tin roof	64	90.14
5.	Mixed	2	2.82
	Total	71	100

The above table shows that 2.82% schools had school building known as tented or thatched house, while 4.22% schools had Kuchcha school building. 90.14% schools had Pucca school building with tin roof and 2.82% schools had building known as mixed school building.

Although government are taking steps for building pucca school building, still some percentage of schools are working under deplorable condition.

Number of Rooms in the School Building

The information regarding number of rooms in the school building has been shown in table 3.

Table 3 Number of Rooms in the School Building

Sl. No.	Number of Rooms	Number of Schools	Percentage
1.	1-3	47	66.2
2.	4 – 6	20	28.17
3.	7 – 10	4	5.63
	Total	71	100

It was found that 66.2% schools had number of rooms ranging from 1- 3, while 28.17% schools had rooms in between 4 - 6 and 5.63% schools had number of rooms in between 7 - 10.

The analysis of data also reveals that majority of the schools buildings could not fulfill the basic requirements of rooms.

Break-up of Rooms

Data obtained with regard to breakup of rooms use for various purposes has been shown in table 4.

Table 4 Break-up of Rooms

Sl. No.	Break-up of rooms	Number of Rooms	Percentage
1.	School office room	41	18.64
2.	Staff room	---	---
3.	Library room	---	---
4.	Students common room	---	---
5.	Class room	179	81.36
6.	Store room	---	---
	Total	220	100

From the survey of the 71 schools, it was found that there were in all 220 numbers of rooms in the school. Out of 220 rooms, 179 rooms constituting about 81.36% were used as class room. It was also found that out of 71 schools; only 41 schools had a separate office room.

The analysis of the data also reveals that maximum schools used the same classroom for different purposes.

Furniture Provided to Students

Furniture is one of the essential requirements of a school for its functioning. Information regarding furniture provided for students has been shown in table 5.

Table 5 Furniture Provided to Students

Sl. No.	Furniture provided	Number of Schools	Percentage
1.	Wooden benches	68	95.77
2.	Steel benches	3	4.23
3.	Individual desk	---	---
4.	No furniture	---	---
	Total	71	100

The above table shows that 95.77% schools had provision of wooden benches for the students, while only 4.23% schools had steel benches for the student. No individual desk is provided for the students in the sampled taken.

Number of Students Sitting in One Bench on an Average

Seating arrangement of students plays a crucial role in teaching learning process. Data with regard to arrangement of seats in primary schools was shown in table 6.

Table 6 Number of Students Sitting in One Bench on an Average

Sl. No.	Number of students sitting in one bench on an average	Number of Schools	Percentage
1.	1 – 3	6	8.45
2.	4 – 6	63	88.73
3.	7 – 9	1	1.41
4.	10 – 12	1	1.41

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	Total	71	100
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The above data reveals that in 8.45% schools, students in between 1- 3 sit in one bench on an average. In 88.73% schools, students ranging from 4 - 6 sit in one bench on an average, while in 1.41% schools, students in between 7 - 9 sit in one bench on an average and in 1.41% school; students in between 10 - 12 sit in one bench on an average.

Facilities Made Available in the School

Information regarding proper ventilation in the classroom, sewage facilities, dustbins, water supply etc. in the school is presented in table 7.

Table 7 Facilities Made Available in the School

Sl. No.	Facilities made available	Number of Schools	Percentage
1.	Proper ventilation in the classroom	66	92.96
2.	Sewage facilities	---	---
3.	Toilets	44	61.97
4.	Dustbin	---	---
5.	Water supply	63	88.73
6.	Electrification	---	---
7.	Cupboard / shelves	38	53.52

The analysis of the data reveals that out of 71 schools, 66 schools had provision of proper ventilation in the classroom. Only 44 schools had provision of toilets in the school compound. 63 schools out of 71 had provision of water while only 38 schools had provision of cupboard and shelves.

The analysis of the data also reveals that there were no sewage facilities, dustbin and electrification in the sampled schools. So we can say that in all the sampled schools there were no proper sanitation facilities.

Provision of Mid-day Meals in the Schools

Data regarding provision of mid-day meals in the schools has been presented in table 8.

Table 8 Provision of Mid-day Meals in the Schools

Sl. No.	Provision of Mid-day Meals	Number of Schools	Percentage
1.	School's own resources	---	---
2.	Government	71	100
3.	Local government	---	---
	Total	71	100

The above table shows that all the sampled schools taken made provision for mid-day meals. The Government takes initiative for providing mid-day meals to students in the school.

Provision of Medical Check-up

Medical examination with necessary follow-up work forms the essence of health services. The analysis of the data reveals that none of the schools had facilities for the medical examination of the children.

Findings of the Study

1. As far as the nature of school facilities in the primary schools of Kokrajhar district are concerned, it was found from the study that seventy schools out of seventy-one had their own building while one school was run in building known as Rent-free building.

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2. It was found out from the study that 2.82% of schools has tented or thatched house type building, 4.22% were kuchcha type, 90.14% schools were pucca with tin roof and 2.82% school were mixed type implying that the roof of the house was tin and the wall was of bamboo fence.

3. Generally five rooms are needed for proper working of primary schools (including Ka-Sreni). But from the study it was found out that majority of the schools (66.2%) has rooms in between 1-3, while only in 18.64% schools there was provision of school office room. It was found out that in maximum number of schools the same classroom was used for a variety of purposes.

4. The survey also reveals that majority schools (95.77%) had wooden benches. Only in six schools students ranging from 1-3 sit in one bench on an average, whereas in 88.75% schools students ranging from 4-6 sit in one bench on an average. This signifies the inadequacy of furniture in the classroom.

5. The study reveals that none of the schools made facilities for sewage, dustbins, and electrification in the school.

6. The government takes initiative for providing mid-day meals to students in the schools. It is perceived to be an indispensable component of food security, initiatives for children's health and their right to nutrition throughout the world. All the sample schools made provision for mid-day meals for the students.

7. Medical services form the essence of health services but from the study it was found out that there were no provisions for medical check-up in the sample schools.

Conclusion

Education at the primary level acquires special importance as it provides an opportunity for capturing and nurturing talents at the early stage of growth, thereby contributing to the development of a national pool of ability. Educational causes have a direct bearing on the atmosphere, facilities and quality of education being imparted in an educational Language in India www.languageinindia.com

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institution. It depends upon the physical facilities in the shape of building, furniture, equipment and other materials. If the atmosphere is not healthy and congenial, teachers do not take any pains and provide no freedom to the student. Poor building, poor seating condition and indifferent attitude of authorities will promote wastage. Development of necessary physical facilities is of utmost importance for effective implementation of the curriculum. A thorough enquiry about the physical facilities of the school in the district is necessary.

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