

Study On the Need for Effective Facility Management in Primary Schools in India

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ABSTRACT

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In this present paper, we discussed about the study on the need for effective facility management in primary schools in India. The primary objective of education is to facilitate the growth of students' self-awareness so that they can function effectively as contributing members of society. As the New Educational Policy unfolds in the country, should make sincere efforts to grab this opportunity with focus on teachers and teachings.

Keywords: Infrastructure, Finance, Awareness, Primary Education.

I. INTRODUCTION

During last two decades, a major emphasis has been given on improving school environment by different educational programmes like Operation Blackboard, DPEP, SSA, RMSA and so on, as it is a major factor for regular participation of students and finally resulting in improvement in their learning levels [1-3]. An attempt has also been made to provide adequate physical facilities as per the needs of schools, as recommended by education policy in India, NPE 1986. The policy has recognized that, 'unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as de-motivating factors for children and their parents. The Policy, therefore, calls for a drive for a substantial improvement of primary schools and provision of support services' (NPE, 1986, 15). According to this policy, primary schools have to be

provided with at least two rooms for conducting teaching learning process. Further, RTE Act 2009 has recommended that each school should be equipped with 'All weather building consisting of at least one classroom for every teacher and an office-cum-store-cum-Head teacher's room; barrier-free access; separate toilets for boys and girls; safe and adequate drinking water facility to all children; a kitchen where mid-day meal is cooked in the school; playground; arrangements for securing the school building by boundary wall or fencing'. In view of above recommendations, using DISE data and recent research reviews, an attempt has been made in this paper to assess the present status of availability of physical facilities in schools run by different managements, especially government, private aided and private unaided schools.

II. LITERATURE REVIEW

According to several primary and secondary sources of data and after review of some related research paper, the active presence of children and their imbibing of knowledge and skills in the classroom become important issues once they get enrolled in a school. The central characteristic of meaningful access (Lewin, 2007; Govinda & Bandyopadhyay, 2009; Little, 2008) to school education is the sustained and active participation of children in teaching learning processes and classroom activities. It has been found that students who attend school regularly score higher in their achievement tests than their peers, who remain frequently absent. Although the low attendance and low learning level of children is rampant across the country, many studies found these problems are more prominent in case of disadvantaged groups (Govinda & Bandyopadhyay, 2008; Pratham, 2012; Dreze & Kingdon, 1999). Many researches have also indicated that effective management of system as well as schools can improve the quality of educational services that in turn, influences the access and participation of children (Govinda & Bandyopadhyay, 2011c, Bandyopadhyay & Dey, 2011 Dayaram, 2011, Dayaram, 2013). These

studies have also emphasized on availability of adequate infrastructure facilities and its optimum use for improving the learning environment of the school which motivates teachers as well as students for regular participation and getting engaged in teaching learning process of good quality.

III. SCHOOLS AND ENROLMENT

According to availability of schools and its enrolment schools is much higher as compared to private aided and unaided schools at each level but an increasing trend is found in proportion of private schools as the level of education increases. While, 19% primary schools across the country is run by private management and not aided by government, the proportion of such schools is 28% at the upper primary level. The proportion further increases to 39% for secondary and 42% for higher secondary level. The proportion of private aided schools is also much higher in case of secondary and higher secondary levels. It is also noticeable from Figure 1 that the number of government as well as private schools has shown a gradual increasing trend over the years [4-7].

Table 1: Percentage Share of Management wise Schools at different levels of School Education

School Category	Govt.	Private Aided	Private Unaided	Unrecognized	Madrassa Recognized	Total Schools
Primary	75.41	2.88	18.81	2.14	0.76	1207427
Upper Primary	61.45	7.67	28.34	1.80	0.73	598662
Elementary	74.69	4.61	18.13	1.89	0.68	1445807
Secondary	42.78	16.68	38.84	1.26	0.43	233517
Hr. Secondary	39.87	16.72	42.07	0.81	0.53	109318

Source: NUEPA

The state wise distribution of schools run by different management shows that more than 80% primary schools are run by government in states like Odisha, Bihar, Tripura, Jharkhand, Arunachal Pradesh, Dadra & Nagar Haveli, Chhattisgarh, West Bengal, A & N Islands, J&K, Himachal Pradesh, Assam. Lakshadweep

has 100% schools run by government. According to the DISE data, it has been found that Kerala (30.44%) has the lowest proportion of government primary schools but this state also has the highest proportion of private aided primary schools. In case of private unaided primary schools, Delhi ranks first with 52% of schools under private management and only 2%

schools in Jharkhand are managed by private providers.

IV. PHYSICAL FACILITIES

All weather roads

In this section, accessibility of schools can be measured by examining whether the schools are approachable by all weather roads or not. It has been found that although above 90% private aided and unaided primary and elementary schools are

approachable by all weather road, there are at least around 13% primary and elementary government schools are yet to be connected by such road [8-10]. It is also noticeable that barring a few most of the secondary and higher secondary schools irrespective of their management are connected by roads. However, many unrecognized and Madrasas are also not approachable by all weather roads, as highlighted in the following Table 2.

Table 4: Percentage share of Schools Approachable by all weather Roads

School Category	Govt.	PrivateAided	Private Unaided	Unrecognized	Madrasa Recognized	Total Schools
Primary	86.48	93.98	95.30	82.74	89.91	88.30
Upper Primary	91.05	96.23	95.77	88.83	90.99	92.74
Elementary	87.50	94.76	95.33	82.67	89.79	89.18
Secondary	93.64	97.95	95.43	89.92	89.44	94.99
Higher Secondary	95.39	98.09	95.70	91.79	89.79	95.91

Source: NUEPA

The state wise variation is also found in availability of primary schools that are approachable by all weather roads. It is found that Jharkhand is the state which has the lowest proportion of government as well as private schools which are not accessible by all weather roads. Similarly, there are other states such as Sikkim, Lakshadweep, Nagaland, Himachal Pradesh, Tripura, J&K, Uttaranchal, Rajasthan, Arunachal Pradesh and Meghalaya where large number of government schools yet to be linked by all weather roads.

School Building

In this section, it is heartening to see that around 98-99% government as well private schools have

building at all levels (Table 3). It is also found that the state level variation with respect to school building is also not wide and majority of states fall in the category of above 90% and even some of the states have building for all schools. However, attention needs to be paid especially in Bihar and Uttaranchal where more than 10% schools are still not having building for primary schools whereas in case of secondary schools attention needs to be paid on state like Madhya Pradesh which is falling at the lowest category [11].

Table 3: Percentage Share of Schools with Building

School Category	Govt.	PrivateAided	Private Unaided	Unrecognized	Madrasa Recognized	Total Schools
Primary	98.70	99.68	99.82	99.18	99.13	98.95
Upper Primary	99.71	99.73	99.86	98.80	99.64	99.74
Elementary	98.82	99.69	99.83	99.16	99.15	99.05
Secondary	98.69	99.78	99.85	99.08	99.90	99.34
Higher Secondary	99.12	99.79	99.88	98.99	99.83	99.55

Source: NUEPA

Water Facility

In this section, it is known to all that the essential facility like water needs to be made available in the school for making school environment hygienic and clean. The data has been provided by DISE to assess the availability of water facility in every school which can be utilized in different purpose other than drinking. It has been found that the water facility has been provided in majority of government as well as

private schools. But there is slight variation if we compare the government schools with private schools for example, while 95.6% primary government schools have water facility, around 99% private unaided schools have this facility. Similar variation can be found in case of upper primary level though, the gap has declined at the secondary and higher secondary level (Table 4).

Table 4: Percentage share of Schools with Water Facility

School Category	Govt.	Private Aided	Private Unaided	Unrecognized	Madrassa Recognized	Total Schools
Primary	95.68	96.91	98.83	81.27	96.79	96.00
Upper Primary	97.13	97.31	99.40	93.83	98.95	97.74
Elementary	95.72	96.63	98.89	80.91	96.99	96.06
Secondary	97.71	99.20	99.43	91.55	100.00	98.56
Hr. Secondary	98.50	99.76	99.72	96.40	100.00	99.21

Source: NUEPA

According to above data, as far as water facility is concerned, 23 states have more than 95% government primary schools with water facility in it. But, as data revealed, Arunachal Pradesh, Meghalaya and Nagaland have less than 80% schools with this facility. According to DISE data, mainly the north-eastern states are falling into the lower categories as far as availability of upper primary schools with water facility in it. Only 57% government schools and 66% private unaided schools in Meghalaya have such facility. Even in Madhya Pradesh, Andhra Pradesh, Uttaranchal, Tripura, Mizoram J & K, Assam, Arunachal Pradesh and Nagaland have many government schools which are yet to be provided with water facility.

Girls' Toilet

According to the Table 5, it has been found that more than 90% government and private unaided schools at primary, upper primary, secondary and higher secondary levels are providing girls' toilet facility. However, the situation is slightly better in private unaided schools as compared to government run schools. While in case of private aided schools at the primary and upper primary levels, the proportion of schools with girls' toilet facility is around 88% but at the secondary and higher secondary levels, the proportions of such schools are 97% and 99% respectively.

Table 5: Percentage Share of Schools with Girls' Toilet Facility

School Category	Govt.	Private Aided	Private Unaided	Unrecognized	Madrassa Recognized	Total Schools
Primary	95.26	88.81	95.21	64.53	91.43	86.76
Upper Primary	90.96	88.10	96.48	84.95	92.58	92.23
Elementary	85.70	86.60	95.07	63.71	91.91	87.08
Secondary	94.50	97.09	98.81	84.85	95.19	96.53
Hr. Secondary	95.82	98.89	98.53	86.45	95.40	97.43

Source: NUEPA

It is heartening to see that more than half of the states and UTs have more than 90% government schools with girls' toilet facility and it is true for all levels. The situation is also satisfactory in case of private aided and private unaided schools as majority of such schools are equipped with girls' toilet facility. However, further attention needs to be given for the government schools in the states like Bihar, Meghalaya, Assam, J&K, etc. where a large number of schools at each level are yet to be provided with girls' toilet. It is also noticeable that in some of the states a substantial proportion of private aided and private unaided schools are functioning without girls' toilet in it. For example while Andhra Pradesh has around 55% private aided schools and Meghalaya has 56% private unaided schools that are functioning without any girls' toilet. Similarly, Assam has only 24% private aided schools that have a girls' toilet in it. In case of secondary and higher secondary levels, not a single state could be found in

the category of below 60% schools without a girls' toilet.

Boys' Toilet

According to table 6, provisioning for boys' toilet facility has been much better as compared to girls' toilet at every level and irrespective of the management of schools. It is also noticeable that the proportion is much better in case of private aided schools (Table 6). Despite this, some of the states require further attention such as Bihar, Meghalaya, Andhra Pradesh and Assam which fall in the category of below 80% of government schools with boys' toilet facility. It has been found that 22 states at primary level, 21 states at upper primary level and 17 states each at secondary and higher secondary level have more than 90% government schools with boys' toilet facility in it.

Table 6: Percentage Share of Schools with Boys' Toilet Facility

School Category	Govt.	Private Aided	Private Unaided	Unrecognized	Madrasa Recognized	Total Schools
Primary	95.24	95.26	98.20	72.30	95.17	95.31
Upper Primary	97.49	93.11	99.01	90.48	95.36	97.46
Elementary	95.48	93.02	98.26	71.77	95.47	95.43
Secondary	90.32	95.57	96.59	80.28	95.69	93.63
Higher Secondary	94.09	98.78	98.09	83.01	95.89	96.55

Source: NUEPA

In case of primary level, Jharkhand and Meghalaya have the lowest proportion of private aided schools with boys' toilet facility whereas Meghalaya (47.22%) is the only state which has been found with the lowest proportion of private unaided schools with such facility. As far as the availability of toilet facility for boys is concerned, Assam is the state which ranks lowest for privately managed upper primary, secondary and higher secondary with the lowest percentage share of schools with this facility. While only 39% private aided upper primary schools in

Assam have toilet facility for boys, 50% private aided schools at secondary and 66% at higher secondary are having such facility. The state ranks lowest for government secondary (58%) and higher secondary (73%) schools as well.

V. CONCLUSION

After the above discussion reveals that there has been gradual increase in number of private schools resulting in an increasing trend in enrolment in these schools as well. This indicates that increasingly

parents are willing to spend money to send their children to private schools as it is believed that private schools function much better as compared to government schools.

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