ABSTRACT

A good school infrastructure indicates a good school. A school can’t survive without infrastructure. A good school infrastructure include with building in good shape including an adequate number of well organized classrooms, sufficient blackboards, tables, desks, benches, chairs, an adequate number of sanitation facility, access to adequate clean drinking water, electricity, ventilation and light, fire exits and first aid kit, medical assistance, canteen, sufficient recreation ground, library, laboratory, computer facilities etc. Infrastructure development is one of the main functions of RMSA (Rastriya Madhyamik Siksha Abhijan) in India. CBSE (Central Board of Secondary Education) also claim the minimum infrastructure facilities in Indian schools. We can’t deny the assistance of Government in this field. Government are giving financial support to all government secondary schools for improving its infrastructure, on the other hand the private secondary schools are maintained by owners and private authorities. Unfortunately in India many of Secondary schools don’t have the minimum infrastructure facilities. Both the government and private schools are lacking of sufficient infrastructure facilities and it affect on the whole teaching learning process. So there is need of more government and public supports as well as awareness for improving infrastructure in both types of secondary schools, because it is not a local problem but a problem of the entire country.

Keywords: Secondary School; Infrastructure; Government School; Private School; Improvement

INTRODUCTION

Education is a process which imparting or acquiring knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for matured life. It makes an individual civilized, refined, cultured and educated and prepares them for battle of life so as to enable them to shoulder their responsibility towards the progress of the society and country. Every society gives importance to education and is regarded a panacea for all evils. It is the key to solve the various problems of life. Education is the prime right for every child of a Nation. The formal process of education starts from primary level at the early age of 6 of a child which form the basic foundation in a child life. Secondary education is that type of education which is given after the completion of primary education and before entering into university education. Secondary education is that stage of education which helps children to become a full member of a complex modern society. It enables the individuals to enter himself as a knowledgeable, active minded, sociable individual. The duration of secondary education may differ from one country to another. Whereas some places secondary classes begin from the class VI to class XII. In some places upper primary classes continues it to class VIII and secondary classes start from class IX and to class XI or XII. Generally a student of secondary stage of education belongs to the age group of 12 or 13 years to 17 or 18 years. After completion of 7 years of primary education, secondary education starts. In India secondary education divided into two stages- Lower Secondary (High School, VII-X) and Higher Secondary (XI-XII). There are three types of Secondary...
School in India- Government School, Private School or Non-Governmental School and schools run by Local Bodies.

Private schools are managed by private managing committee under the supervision of District Inspector of Schools or some other government officer. The government gives sufficient financial aid to all the schools. Government schools are managed by Secondary Education Board. The State Government prepares their education plans in the light of their local conditions and needs and within the plan frame prepared at the centre. State Government has been setting up Boards of Secondary Education specially after the recommendation of Secondary Education Commission (1952-1953) and now Punjab, Haryana, Tripura, Assam, Himachal Pradesh and Manipur almost all states have such Boards. Schools run by Local Bodies have not been very much successful in running Secondary Schools. There are such Administrative units as Central, Regional and District to carry on the work of educational administration. These are CBSE (Central Board of Secondary Education), CISCE (Council for the Indian School Certificate Examination) or NIOS (National Institute of Open Schooling) at national level or various state boards like SEBA (State Educational Board of Assam), AHSEC (Assam Higher Secondary Education Council) etc. This secondary education makes a student a real man and it is the most important education for students life. As we know that school infrastructure is an essential part of secondary schools for realizing the objectives of education. Bad school infrastructure may be the cause of irritation and friction while a planned infrastructure is the center of satisfactory students learning. A school infrastructure is generally defined as the set of inter-connected structural element that provide framework supporting an entire structure of development. A good school infrastructure includes building in good shape including an adequate number of well organized classrooms, sufficient blackboards, tables, desks, chairs and space in per class, an adequate number of sanitation facilities, access to adequate clean drinking water, electricity, ventilation and light, fire exits and first aid kit, medical assistance, canteens, recreational facilities, library, computer facilities and information technology etc. Unfortunately if we glance over the past records of India many secondary schools don’t have the basic infrastructure like the proper buildings with blackboards, drinking water, toilets and electricity etc. School condition is very much poor. Roofs are made of tiles and walls are made of bricks, floor is not cemented. Infrastructure development of secondary schools is one of the functions of RMSA (Rastriya Madhyamik Siksha Abhijan). The CBSE also has suggested several infrastructure requirements for maintaining a standard as well as attract students so that there is maximum influx in the number of students in schools. If there is a improving standard in the infrastructure of secondary school there will be a remarkable development in the education system as a whole. Thus Government, Central and State, Local Bodies and other organizations should play an active role for infrastructure development of schools, particularly secondary schools.

Description of the Area

The area of the study is situated in Sivsagar district of Assam State. Sivsagar is situated in the eastern part of Assam, about 360 km (224 miles) north east of Guwahati. Sivsagar was the capital of Ahom kingdom. Sivadol, Ranghar, Karemgar, tolatalghar, Sivsagar Tank all are the stamp of the glorious Ahom period. It is also famous for oil and tea trading. The total population of the district is almost 1,150,253. Sex ratio is 951 female per 1000 male. Literacy rate is 81.36% as per census on 2011. Male literacy percentage is 59.50 and female is 40.50%. There is total number of 38 secondary schools in the district.

The study has been carried out in Fuleswari Girls’ Higher Secondary School, Konwerpur Higher Secondary School and Adarsha Sikshabhawan, three schools of Sivsagar district.

a. Fuleswari Girls’ H.S School is situated at 1 km distance from Sivsagar town. It was established in 1915. Total 1500 girl students are there in this school. There are 65 teachers in the school and the area of the school is 19,789 Sq ft.

b. Konwerpur H.S School is situated at 5 km away from Sivsagar town. It was established in 1937. It has 820 students and 38 teachers. The area of the school is 17,500 sq ft.
c. Adarsha Siksha Bhawan is situated at the roadside of NH 37. The distance of the school is 2 km from Sivsagar town. It was established in the year of 1979. This is a private school with total number of 700 students along with 35 teachers. The area of the school is 9720 sq ft.

VALUE OF THE STUDY

If the infrastructure of a secondary school is strong then only the students can get education true sense and teachers can also give their full co-operation and efforts towards the education. But the point is, it has been seen that in India especially in Assam the infrastructure requirements are the least or we can say its condition is poor. No doubt the Government is giving their full co-operation in developing the infrastructure of Government schools, but even after receiving such funds the committee members fail to prepare or give a good layout to their schools. The local people are also not aware to developing school infrastructure. The present condition of the infrastructure of Government schools is so neglected and poor that the schools are not developing at the rate they should develop. For this condition time has arrived to carry out a detailed study of the infrastructure of Government schools in comparison to the private schools of Assam. Therefore, the topic is selected to study the infrastructure conditions in secondary schools of Sivsagar district of Assam.

OBJECTIVES

1. To study about the available infrastructure facilities in secondary schools
2. To study about the condition of the schools infrastructure in secondary schools.
3. To make a comparative study of the available infrastructure of Government and private schools.
4. To provide some recommendation for developing the infrastructure in secondary schools.

HYPOTHESIS OF THE STUDY

1. The infrastructure facility of secondary schools is not satisfactory.
2. The infrastructure facility of Government secondary is satisfactory than private school.

LIMITATION OF THE STUDY

The limitations of the study are those characteristics that limit the scope of the enquiry as made throughout the study. This study is confined to the secondary school infrastructure are only. Following are the limitation of this study-

a. The study was done in Sivsagar district of Assam.
b. Three schools were selected for conducting this study, out of three schools two of them were Government school and the other one is private school.
c. The study was conducted on 90 students, 30 from each school.

REVIEW OF RELATED LITERATURE

Review of related literature implies locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopedias and research abstract, study of pertinent pages out of comprehensive books on the subject and going through related manuscript if any. Review of related literature gives the researcher an understanding of the research methodology that refers to the way of the study that has been conducted. However, some of the study has been given below are somehow related to the present study.

HOMER H. JOHNSON, 2000:”Critical Issues in Organizational Development; Case Studies for Analysis and Discussion”. PhD Education, Loyola University Chicago.
OBJECTIVES

1. To find out the parts of the infrastructure needed the support of comprehensive school programs.
2. To observe the basic underlying framework of policies, financial and human resources and organizational structures needed for improving school infrastructure.
3. To study about the condition of the school infrastructure that has a great impact on teachers effectiveness and students academic performance.

MAIN FINDINGS

1. Various policies, programs and funding streams that have an effect on improving school infrastructure.
2. The condition of school infrastructure has a great impact on teachers teaching and students learning process as well as students academic performance.

OBJECTIVES

1. To identify critical performance areas that needs to be measured and tracked in the planning and management of school infrastructure.
2. To support the development of a system of indicators and measurement protocols that can be used to measure the performance of school infrastructure.
3. To discuss about different issues and attitude towards school infrastructure.

MAIN FINDINGS

1. Attitude towards school infrastructure of students on secondary schools and its relation with school effectiveness is satisfactory. Teachers and public were very much conscious about school infrastructure which is needed for school development.
2. The analysis shows school infrastructure facilities are need to be measured and tracked for educational planning and management and better school infrastructure development.

OBJECTIVES

1. To analyze the infrastructure and environment for sustainable quality assurance practice in secondary school in Ondo State, South Nigeria.
2. To examine the state of learning environment and infrastructure together with their effect on teaching and learning activities.
3. To identify whether good school infrastructure are may helpful in providing a better educational life to the students.

MAIN FINDINGS

1. The school learning infrastructure contribute to a positive learning environment and quality education for all students.
2. The total development of learning environment and infrastructure together effect on teaching and other activities of the teachers and learners in the cognitive, effective, psycho-motor domains.

OBJECTIVES
1. To identify the impact of school infrastructure on the well-being of students in secondary schools.
2. To take some measurement for saving the school infrastructure that needed for school development.
3. To identify the impact of infrastructure on students.

MAIN FINDINGS
1. Analysis shows that there was a stark contrast in satisfaction levels between student attending schools with good quality infrastructure as compared with those schools of poor infrastructure.
2. The school infrastructure has impact on students performance.

OBJECTIVES
1. To identify and access the various school infrastructure used across the school development project.
2. To consider the methods provide the most appropriate approach to implementation for effective development.
3. To know about school infrastructure which is relates to educational aim were achieved and the wider impact of these achievements.

MAIN FINDINGS
1. Analysis shows that the various school infrastructure facilities are used across the school development project successfully.
2. This school infrastructure is related to educational aim and helps the teachers and students to achieve these educational aim and infrastructure to wider use of those achievements.

METHODOLOGY
The methodology is a guidance system for solving a problem with special components such as phrases, tasks, methods rules and postulates employed by discipline. A methodology can be considered to include multiple methods as is applied to various facts of the whole scope of the methodology. Methodology does not describe specific methods despite the attention given to the nature and kinds of process to be followed in a given procedure or in attaining an object. It can properly refer to the theoretical analysis of methods appropriate to a field of study or the study of methods and principles particular to a branch of knowledge.

METHODS USED IN THE STUDY
Descriptive survey method: In this study descriptive survey method is followed. The aim of this method is to provide the description of some phenomenon set of factor. It is couriered highly important because first hand data are gathered through it in a well organized manner on a particular subject. Such studies are conducted to collect detailed description of existing phenomenon that justification can be made on correct condition. This type of research is useful in the development of data gathering instruments and tools like questionnaires, interview, schedules, checklists etc.
In the present study under descriptive survey method school survey were done to know the infrastructure of secondary school. For this purpose total number of 90 students was selected from the three comprising both Government and private schools. A self structured questionnaire was applied among the students to know the various infrastructure facilities of their schools, while preparing the questionnaire greater importance were given on the school infrastructure requirement. An informal discussion with the principals was also made.

Sample

A sample is a small proportion of population selected for observation and analysis. By observing the characteristics of sample one can make certain inferences about the characteristics of population which it has drawn.

A relative small proportion of the population is selected as a sample for the study. Only three school were covered in the study and total number of 90 students selected randomly constitute the sample of the present study.

List of Schools-

1. Fuleswari Girls Higher Secondary School
2. Konwerpur Higher Secondary School
3. Adarsha Siksha Bhawan

The number of person conducted for data collection by questionnaire and interview schedule is as follows- Number of students: 90

Tools

Tools are the main weapon of data collection. For gathering proper data, tools are necessary. Some tools used to finish the study are-

Questionnaire:- the questionnaire is probably the most used data gathering tool. A questionnaire is a form prepared and distributed to secure responses to certain questions. It is a tool for securing answer to question by using a form which the respondent fills by himself. Questionnaire to be used must be prepared very carefully so that it may prove to be effective in selecting the relevant information. The investigator had designed one type of questionnaire that is questionnaire for students.

Interview:- Interview is a technique of data collection is very popular and it is extensively used. The interview is an oral questionnaire. Instead of writing the responses, the interviewee gives the needed information verbally in a face to face relationship with a skilful interviewer. The interview is often superior to other data gathering tools. The investigator has used this tool to collect data from students.

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The data is classified into division and subdivision and then analyzed and synthesized.

After proper securing data have tabulated and analyzed to see the available infrastructure facilities in secondary schools.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of School</th>
<th>Total number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fuleswari Girls’ Higher Secondary School</td>
<td>1500</td>
</tr>
<tr>
<td>2</td>
<td>Konwerpur Higher Secondary School</td>
<td>820</td>
</tr>
<tr>
<td>3</td>
<td>Adarsha Siksha Bhawan</td>
<td>700</td>
</tr>
</tbody>
</table>
Table No 1 shows the total number of students in each school. The first school which was surveyed- Fuleswari Girls’ Higher Secondary School has a total number of 1500 students. The second school was surveyed- Konwerpur Higher Secondary School has a total no of 820 students and the third school was Adarsha Siksha Bhawan has a total no of 700 students.

### Table 2. Basic Infrastructure Facilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Area of the School</td>
<td>19.789Sq Ft</td>
<td>17,500Sq Ft</td>
<td>9.720Sq Ft</td>
</tr>
<tr>
<td>2</td>
<td>Size of each Classroom</td>
<td>196Sq Ft</td>
<td>256Sq Ft</td>
<td>196Sq Ft</td>
</tr>
<tr>
<td>3</td>
<td>Number of Desk-Benches Per Class</td>
<td>15</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Number of Students in a class</td>
<td>56</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>Number of Students sits on a Bench</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Number of Fans in a classroom</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 2 shows the basic infrastructure facilities of the three schools surveyed. The number of students in a classroom in Fuleswari Girls’ H.S School was found 56, in Konwerpur H.S School was 20 and in Adarsha Siksha Bhawan it was found 35.

The size of the each classroom of Fuleswari Girls’ H.S School and Adarsha Siksha Bhawan was seem to be 196Sq Ft which shows the room is quite small to accommodate 56 and 36 students in those rooms. While the size of each classroom of Konwerpur H.S School was seem to be 256 Sq Ft against 20 students which is quite wide and spacious.

The numbers of desks and benches were adequate as there were 7 desk benches against 20 students in Konwerpur H.S School, 15 against 56 students and 9 against 35 students in Adarsha Siksha Bhawan.

In all these three schools four students sits in one bench. Numbers of fans in Konwerpur H.S School was 1, 2 in Fuleswari Girls’ H.S School and Adarsha Siksha Bhawan.

### Table 3. Facilities Available In the Field Of Co-Curricular Activities

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Facilities available in the field of co-curricular activities</th>
<th>Fuleswari Girls’ H.S School</th>
<th>Konwerpur H.S School</th>
<th>Adarsha Siksha Bhawan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facility of playground</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Availability of Musical and sports instruments</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Facilities of practice rooms</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Facilities of Auditorium</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Facilities of Indoor games</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Whether playground flooded during rain</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

In table 3 the facilities available in the field of co-curricular activities are listed. The playground facility is available in Fuleswari Girls’ H.S School and Konwerpur H.S School but it is not available in Adarsha Siksha Bhawan.

Music and sports instruments are available in all these schools. Practice rooms are not available in any of these schools. Auditorium facility is there in only Fuleswari Girls’ H.S School.
During rain the playground of Fuleswari Girls’ H.S School and Konwerpur H.S School become flooded.

Table 4. Facilities In The Academic Field

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Facilities in the academic field</th>
<th>Fuleswari Girls’ H.S School</th>
<th>Konwerpur H.S School</th>
<th>Adarsha Siksha Bhawan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of books in the library</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Facility of issuing books in the library</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Facility of Computer room</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Numbers of Computer</td>
<td>12</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Facility of Science laboratory</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Table 4 shows the list of facilities available in academic field. It was seen that the facility of library and issuing of books is available in all these schools.

Computers are also available in the three schools and their numbers being 12 in Fuleswari Girls’ H.S School, 12 in Konwerpur H.S School and 8 in Adarsha Siksha Bhawan. Science laboratory is available in Fuleswari Girls’ H.S School and Konwerpur H.S School and it is not available in Adarsha Siksha Bhawan.

Table 5. Other Infrastructure Facilities

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Other Infrastructure facilities</th>
<th>Fuleswari Girls’ H.S School</th>
<th>Konwerpur H.S School</th>
<th>Adarsha Siksha Bhawan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ventilation facility</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Electricity facility</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Types of floor</td>
<td>Cemented</td>
<td>Not cemented</td>
<td>Cemented</td>
</tr>
<tr>
<td>4</td>
<td>Leakage of roofs</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Clear visibility of blackboards</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Availability of duster and chalk in the classroom</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Facility of students common room</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>8</td>
<td>Availability of drinking water</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Facility of canteen</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>Facility of separate toilet block</td>
<td>Yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 5 shows the other infrastructure facilities in the three schools. Ventilation and electricity facility has been seen in all the three schools. The floor of Fuleswari Girls’ H.S School and Adarsha Siksha Bhawan are cemented but it is not cemented in Konwerpur H.S School. The roof of the three schools is in good condition. The blackboards are clearly visible and necessaries like duster, chalk are available in all these schools. All these schools have separate toilet block facilities.

Common room and canteen facility is only available in Fuleswari Girls’ H.S School. Sanitation facility and drinking water facilities are in good condition in all these schools.
FINDINGS OF THE STUDY

The findings of the study are:

1. The Government schools due to their better financial positions than the private schools can make provisions for good school buildings, libraries and facilities for games and sports. But the private school students deprived of many of these facilities due to the lack of funds.

2. The infrastructure of secondary schools is not satisfactory. This is caused by public unconsciousness, lack of proper encouragement from the government and absence of general awakening in the public. We find that neither the government nor the society is fully conscious about this matter.

3. The Government schools are well housed having several separate rooms for different classes. But in a private school there are only few rooms in which several classes have to be accommodate.

4. Both the private and Government schools have facilities for games and sports which help in encouraging student to participate in games, physical exercise etc. resulting in developing the spirit of true sportsmanship as well as better teacher students relationship.

5. The state Government has given 15 computers under Rajiv Gandhi Computer Education Scheme to the Government schools. Out of 15, 12 computers are found in good condition in both the Government schools, but the private schools have only 8 computers which is not funded by Government.

6. The results of the students of the Government schools and private schools are sometimes similar but most of the times the result of private schools are better than Government schools.

7. The infrastructure facilities of Government schools are satisfactory than the private schools. Provision for clean drinking water and toilet facilities are available in both type of schools.

8. The total area of Government school has covered is more than the private schools.

CONCLUSION

The improvement of secondary school infrastructure is not a local problem but a problem of the entire country. The purpose of the study is to analyze the available infrastructure facilities in secondary school. Therefore the investigator has taken the step to find out the available infrastructure facilities of secondary schools at Sivsagar district of Assam State. The hypothesis formulated by the researcher is that the infrastructure facilities of secondary school is not satisfactory, is been proved. Because there is a lack of sufficient school infrastructure in secondary schools which surveyed. The hypothesis formulated by the researcher is that the infrastructure facilities of Government secondary school are more satisfactory than private school is also proved. The government schools are getting more aids from the government to improve their infrastructure facilities, such as adequate numbers of classroom, facilities of drinking water, hygiene toilet facilities, and instrument for game, sport and music. But their also needs more Government support as well as public support and awareness for developing both types of schools. It is the duty of the Government and the public to proper plan and policy to improving school infrastructure. Because it is clear from all aspects that without proper infrastructure facilities none can realize the value of education.

RECOMMENDATIONS

1. For better improvement of infrastructure of secondary schools more government aids and assistance is needed.

2. The school authority, teachers and community people must be aware about the infrastructure facilities available in the school and necessary step should be taken for its improvement.

3. School should be regular supervised.
4. Endowment should be provided by public to both private and government schools for improvement of infrastructure in schools.

5. Teacher must encourage the students to use prudently the available infrastructure in the schools.

6. It should be the aim of every secondary school that no student can’t be deprive from the basic infrastructure facilities like desk benches, drinking water, toilet facilities etc.

7. Proper plan and policy should be made by the government and the public to improve school infrastructure.

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