



A study on the infrastructure of government schools in Kohima district of Nagaland

I. Temjentoshi Ozukum

Ph. D Scholar

Department of Education, Nagaland University- Kohima, Campus: Meriema Nagaland, India

Email: cadmiumneon@gmail.com

Abstract: Infrastructure includes a number of facilities which are essential for the effective operation of a school. The quality of infrastructure determines the quality of education. The importance of a good infrastructure cannot be undermined at all cost. Various programmes, schemes and Acts have been launched, enacted and implemented in our society; but their impact has been minimal in the area of school infrastructure improvements. Communitization, Samagra Shiksha Abhiyan, and other programmes of the State and Central governments look very promising if they are implemented wisely. The infrastructure of government primary schools seems to be left unattended and half-hearted effort being deployed in this particular area. This is one vital factor which contributes to degradation of government primary schools compared to privately managed primary schools. Primary education lays the foundation for the younger generation's further education; therefore, all concerned citizens must join hands towards improving the infrastructure of government primary schools for enhancing the quality of education and make these learning institutions a place where children are motivated to learn happily and safely. In Kohima district alone, there are 87 government primary schools spread over five Educational Block Resource Centres viz., Chiephobozou, L. Khel, Sechu Zubza, Tseminyu, and Viswema. The present study is an effort to study the infrastructure of these government primary schools knowing the significance of infrastructure in qualitative education.

Key Words: Infrastructure, government schools, facilities, teaching-learning.

1. INTRODUCTION:

Infrastructure of a school refers to a wide range of facilities like playground, electricity, drinking water, furniture, school building, toilets, etc. The availability of these basic ingredients is essential for the efficient functioning of the school. Quality of teaching-learning transaction is highly dependent on both quality and quantity of infrastructure facilities.

In the past, teaching and learning took place with minimal infrastructure facilities but things have changed tremendously now with explosion of knowledge, modernisation and influx of technology and science. These days, the minimal facilities of the past are not at all sufficient to meet the aspirations of our present generation. A good school needs to have a playground of sufficient space, good electricity connection and supply, safe drinking water facilities, sufficient furniture, good toilet facilities, and a strong lasting building with good fencing or boundary wall around the school. The world of today has transformed in such a way that good infrastructure has become basic to enhance the quality of teaching-learning. Nagaland state has 1071 government primary schools and in Kohima district alone, there are 87 government primary schools spread over five Educational Block Resource Centres viz., Chiephobozou, L. Khel, Sechu Zubza, Tseminyu, and Viswema. Hence, the present study has attempted to study the infrastructure of these government primary schools knowing the significance of infrastructure in qualitative education.

2. LITERATURE REVIEW:

The researcher conducted in-depth literature reviews which are as follows:

Mahapatra, S.K., Goowalla, Dr. Horen (2019) conducted a study on educational infrastructure facilities provided by government and private schools in Nagaland with special reference to Dimapur. The study found that private schools provide better infrastructure facilities.

Nongkynrih, Y. (2013) conducted a study on the Status and Problems of Elementary Education in Ribhoi and West Khasi Hills Districts of Meghalaya. As per this study, the schools were lacking in playgrounds, electricity and library facilities.



An analysis of the literature review reveals that government schools in other districts of Nagaland and State of Meghalaya suffers from infrastructure problems. As such, the present study attempts to find out if the same prevails in the government primary schools of Kohima district of Nagaland.

3. OBJECTIVES OF THE STUDY: The present study is based on the following objectives:

- To study the infrastructure of government schools
- To suggest measures for improving the infrastructure of government schools.

4. DELIMITATIONS OF THE STUDY: The present study is limited to government primary schools under Kohima district of Nagaland.

SAMPLE AND TOOL USED:

The sample for the present study consists of twenty (20) government schools i.e., four schools each from five Educational Block Resource Centres under Kohima district and forty (40) teachers i.e., two teachers from each selected school. The researcher constructed the questionnaire with relevant questions and used for collecting the data.

5.METHODOLOGY:The present study used descriptive method and utilized both primary data and secondary data.

6.ANALYSIS AND DISCUSSION OF THE STUDY: The data collected through questionnaire were analysed and converted into percentages. The data analysis and discussion are presented as follows:

Table 7.1 Profile of Teachers			
Particulars		Total	Percentage
Gender	Male	23	57.5%
	Female	17	42.5%
Trained	Male	19	47.5%
	Female	15	37.5%
Untrained	Male	04	10%
	Female	02	5%
Educational Qualification	Under Graduate	15	37.5%
	Graduate	19	47.5%
	Post Graduate	06	15%

Table 7.1 above gives a highlight on the profile of teachers selected for the study. Out of the 40 teachers, 23 (57.5%) are male and 17 (42.5%) are female. With regard to the number of trained teachers, 19 (47.5%) are male and 15 (37.5%) are female. With respect to the number of untrained teachers, 04 (10%) are male and 02 (5%) are female. Furthermore, with regard to educational qualification, 15 (37.5%) are under-graduates, 19 (47.5%) are graduates, and 06 (15%) are post-graduates.

Table 7.2 Satisfaction with infrastructure		
Response	Total	Percentage
Yes	24	60%
No	16	40%

According to Table 7.2 shown above, maximum number of the teachers (60%) is satisfied with the infrastructure of their schools and the remaining 40% are not satisfied.



Satisfaction with infrastructure

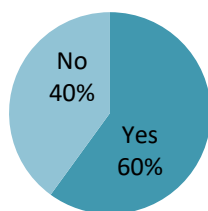


Table 7.3 Type of building

Response	Total	Percentage
RCC	20	50%
Other	20	50%

As per Table 7.3 given above, 50% of the teachers responded that their schools have RCC type of building, and other 50% of the teachers responded that their school building belongs to category other than RCC which also includes semi-RCC.

Type of building

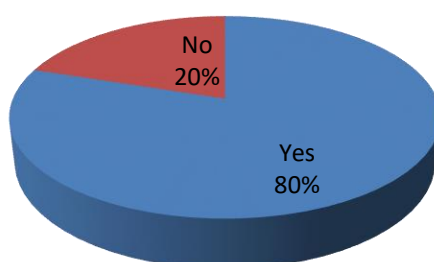


Table 7.4 Sufficient classrooms

Response	Total	Percentage
Yes	32	80%
No	08	20%

According to Table 7.4 above, 80% of the teachers responded that their schools have sufficient classrooms, and 20% of them responded that they are facing shortage of classrooms.

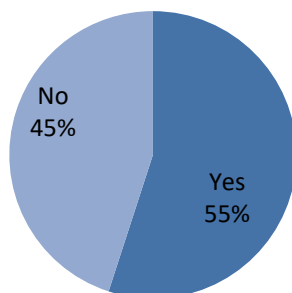
Sufficient classrooms



**Table 7.5 Sufficient Furniture**

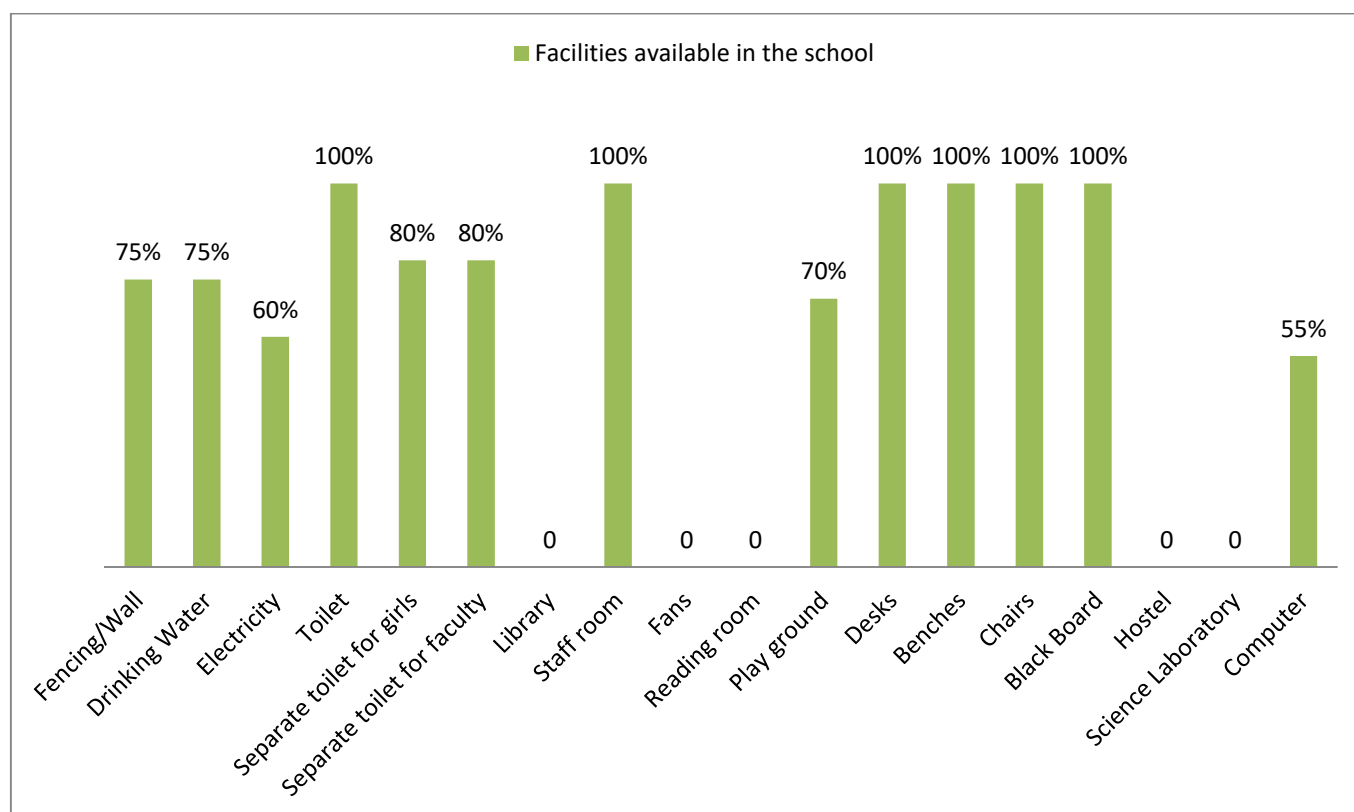
Response	Total	Percentage
Yes	22	55%
No	18	45%

As per Table 7.5 above, 55% of the teachers responded that their schools have sufficient furniture, and 45% of them responded that their schools are facing shortage in furniture.

Sufficient Furniture**Table 7.6 Facilities available in the schools**

Facilities	Total Response	Percentage
Fencing/Wall	30	75%
Drinking Water	30	75%
Electricity	24	60%
Toilet	40	100%
Separate toilet for girls	32	80%
Separate toilet for faculty	32	80%
Library	-	-
Staff room	40	100%
Fans	-	-
Reading room	-	-
Play ground	28	70%
Desks	40	100%
Benches	40	100%
Chairs	40	100%
Black Board	40	100%
Hostel	-	-
Science Laboratory	-	-
Computer	22	55%

Table 7.6 above indicates that the schools do not have facilities like library, fans, reading room, hostel, and science lab. However, all the schools have facilities like toilets, staff room, desks, benches, chairs and black boards.



8. FINDINGS:

The present study reveals that 40% of the teachers are not satisfied with the infrastructure of their schools. According to the study, half of the teachers responded that their schools are still functioning in non-RCC type of building. As per responses given by the teachers, their schools are facing shortage in number of classrooms (20%) and furniture (45%). The study also found that the schools do not have facilities like library, fans, reading room, hostel, and science lab. Furthermore, the study shows that some schools are still facing problems with regard to poor/lack of school fencing/boundary wall, shortage of drinking water facilities, lack of/poor electricity connection, absence of separate toilet for girls and faculty, lack of/insufficient playground, and lack of/shortage of computers.

9. SUGGESTIONS:

The shallow areas highlighted by the present study cannot be corrected by just one or two means. It needs the cooperation of all concerned citizens alike; starting from the grass-root level to the management and administrative level. Concentrating on improving the infrastructure of government primary schools would surely create a positive chain reaction in many areas like enrolment, quality of education, retention, and so on. The dedicated implementation of government sponsored schemes and programmes together with wise utilization of resources are the need of the hour.

10. CONCLUSION:

The infrastructure of government primary schools seems to be left unattended and half-hearted effort being deployed in this particular area. This is one vital factor which contributes to degradation of government primary schools compared to privately managed primary schools. Investing time, energy and resources on infrastructure seems to be the most appropriate thing to do as per the condition prevailing now. Government institutions especially the primary schools need high level attention. Various programmes, schemes and Acts have been launched, enacted and implemented in our Nagaland; but their impact has been minimal in the area of school infrastructure improvements. Communitization, Samagra Shiksha Abhiyan, and other programmes of the State and Central governments look very promising if they are implemented wisely. Primary education lays the foundation for the younger generation's further education; therefore, all concerned citizens must join hands towards improving the infrastructure of government primary schools for enhancing the quality of education and make these learning institutions a place where children are motivated to learn happily and safely.



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