



Infrastructure Management Of Government Primary Schools Of Khaiwa District, Tripura, India

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Abstract : The objective of study is to find out the infrastructure management of government primary schools of Khaiwa District, Tripura, India. The descriptive survey method was used. The data were collected through simple random technique whereas questionnaire, interview and observation method were used as tools. 90 Government primary schools of Khawai district of Tripura. Data were analyzed through simple percentage method and bar charts. The findings of study were 16.2% of the 90 schools have separate Headmaster's room and all the remaining 83.8% schools were found without separate room for Headmaster; 20 % schools have separate room for teachers whereas 80 % schools does not have this facility; 30 % schools have separate office rooms whereas 70 % schools do not have separate office rooms; only 8.1 % schools have store rooms whereas 91.9 % schools do not have this facility. It was also found that 16.2 % schools have ramps but 83.8% schools are without ramp. 41.9 % schools are found with playgrounds and 58.1 % schools are not having playgrounds. 13.8% schools have safe good drinking water whereas 86.2% have below average drinking water. The water facilities were managed by the respective schools. No government funds for the provision of safe drinking water. 87.5% schools have teachers' separate toilets whereas 12.5% do not have separate toilets for teachers. All the 90 schools have separate toilets for boys and girls provided by government fund. The suggestions of study were conduct infrastructure audits, develop maintenance schedules, improve access to clean water and sanitation, enhance safety and security, upgrade classrooms and furniture, promote digital infrastructure, develop green spaces, foster community engagement, implement sustainable practices and provide training and support:

Keywords: Infrastructure, Management ,Government Primary schools, Khaiwa District, Tripura

INTRODUCTION

The infrastructure management of government primary schools in Khawai District, Tripura, India, is a critical aspect of ensuring quality education for students in the region. As a vital component of the education system, these schools play a significant role in shaping the minds of future generations. However, the infrastructure and management of these schools face numerous challenges that hinder their ability to provide optimal learning environments. Khawai District, located in the state of Tripura, is a predominantly rural area with a significant population of students relying on government primary schools for their education. The district's geography and demographics present unique challenges for the management of school infrastructure. Despite efforts to improve the education system, many government primary schools in Khawai District struggle with inadequate infrastructure, including dilapidated buildings, insufficient classrooms, and lack of basic amenities. The importance of effective infrastructure management in government primary schools cannot be overstated. Well-maintained schools with adequate infrastructure can

significantly enhance the learning experience, improve student outcomes, and increase teacher satisfaction. Conversely, poorly managed infrastructure can lead to a range of issues, including decreased student enrollment, high teacher turnover rates, and a general decline in the quality of education. In recent years, the government has initiated various programs aimed at improving the infrastructure of government primary schools in Khawai District. These initiatives include the construction of new school buildings, renovation of existing infrastructure, and provision of essential amenities such as drinking water, sanitation facilities, and electricity. However, despite these efforts, many schools continue to face significant infrastructure challenges.

The management of school infrastructure in Khawai District is a complex task that requires the involvement of various stakeholders, including government agencies, local authorities, school administrators, teachers, and the community. Effective collaboration and communication among these stakeholders are essential for identifying infrastructure needs, prioritizing projects, and allocating resources. In addition to the physical infrastructure, the management of government primary schools in Khawai District must also focus on creating a supportive learning environment. This includes ensuring that schools have adequate teaching-learning materials, libraries, and technology to support modern teaching methods. Furthermore, schools must prioritize the safety and well-being of students, which requires adequate infrastructure for health and hygiene. Lastly, the infrastructure management of government primary schools in Khawai District, Tripura, India, is a critical issue that requires attention and action from various stakeholders. By understanding the challenges and complexities involved, policymakers, educators, and the community can work together to create better learning environments and improve the quality of education for students in the region. This introduction sets the stage for a more in-depth exploration of the infrastructure management challenges faced by government primary schools in Khawai District and potential solutions to address these issues.

REVIEW OF LITERATURE

Gouri Sankar Bhunia, Pravat Kumar Shit, and Soumen Duary (2012), study used geospatial analysis to assess school infrastructure at the primary and upper primary levels, highlighting the importance of physical facilities in education. Yupayao Alsamarri, Chaiyuth Sirisuthi, and Surat Duangcharothom (2016), Research in Thai primary schools identified key factors in developing an effective educational management system, including infrastructure and community involvement. Harerimana Jean Paul and Michael Ng'Umbi (2019), Research on EMIS implementation in Rwandan schools revealed the significance of infrastructure and components in effective school management. Radhika Kapur (2019), study emphasized the need for physical infrastructure development in schools to enhance the teaching-learning process. The development of school infrastructure is regarded to be of utmost significance in enabling them to increase the enrolment of students, enable the members to carry out their job duties in an appropriate manner and achieve the educational goals and objectives. The provision of infrastructural facilities enables the individuals to create an amiable and productive working environment. Megi Duçi (2021), explored the development of management systems for non-public educational institutions, emphasizing the importance of infrastructure. Kamwitha Anastasia Muthanje (2022), Research in Kenyan schools found that school infrastructure significantly impacts teaching practices and professional learning communities. Md. Jahangir Alam, A K M Mahmudul Haque, Muhammad Kamruzzaman, and Imran Hossain (2023) This study assessed the condition of educational facilities in primary schools at the upazila level, highlighting infrastructure challenges.

SIGNIFICANT OF STUDY

Studying the infrastructure management of government primary schools in Khawai District, Tripura, India is crucial for several reasons. Firstly, it helps identify the existing gaps in infrastructure facilities, such as classrooms, toilets, drinking water, and playgrounds, which are essential for providing quality education. By understanding the current state of infrastructure, policymakers can develop targeted interventions to improve the learning environment. Moreover, this study can inform policy decisions aimed at enhancing the overall quality of education in government primary schools. By analyzing the relationship between infrastructure management and student outcomes, policymakers can allocate resources effectively to improve academic performance.

The study's findings can also contribute to the development of sustainable infrastructure management practices, ensuring that schools are equipped to provide quality education while minimizing environmental impact. Furthermore, this research can benefit the local community by highlighting the importance of investing in school infrastructure. By engaging stakeholders, including parents, teachers, and local authorities, the study can foster a sense of ownership and responsibility for improving the quality of

education. Ultimately, this study's significance lies in its potential to improve the educational experiences and outcomes of students in Khaiwa District, Tripura. By shedding light on the challenges and opportunities in infrastructure management, this research can contribute to creating a more supportive and effective learning environment.

DELIMITATION

The study was delimited to 90 Government primary schools of Khawai District of Tripura, India.

OBJECTIVE

To find out the infrastructure management of government primary schools of Khaiwa District, Tripura, India.

RESEARCH METHODOLOGY

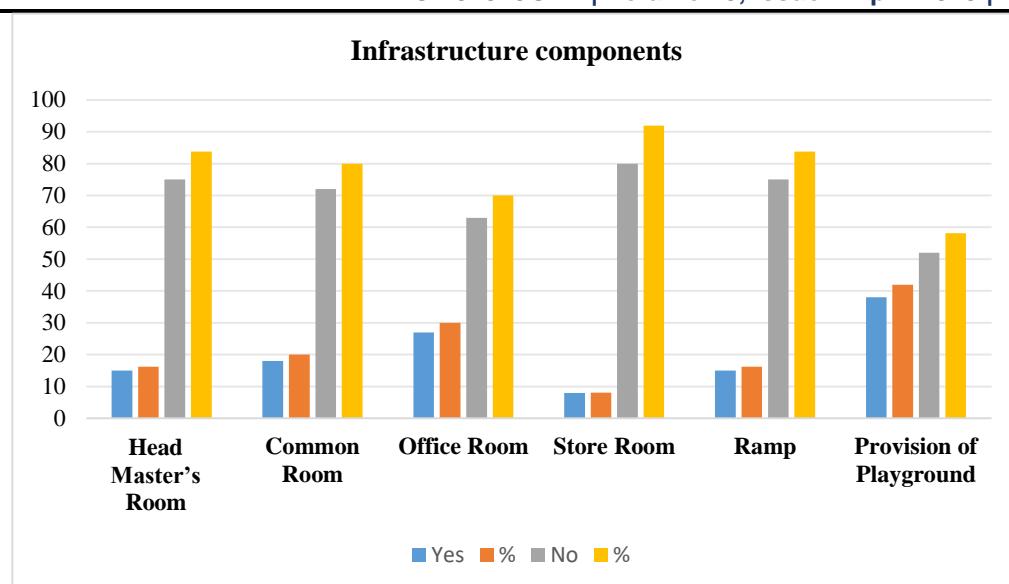
The descriptive survey method was used. The data were collected through simple random technique whereas questionnaire, interview and observation method were used as tools. 90 Government primary schools of Khawai district of Tripura. Data were analyzed through simple percentage method, bar charts.

RESULTS AND DISCUSSIONS

Table no. 1. Infrastructure component:

Categories	Yes	%	No	%
Head Master's Room	15	16.2	75	83.8
Common Room	18	20	72	80
Office Room	27	30	63	70
Store Room	8	8.1	80	91.9
Ramp	15	16.2	75	83.8
Provision of Playground	38	41.9	52	58.1

Table no. 1 reveals that 16.2% (15) of the 90 schools have separate Headmaster's room and all the remaining 83.8% (75) schools were found without separate room for Headmaster; 20 % (18) schools have separate room for teachers whereas 80 % (72) schools does not have this facility; 30 % (27) schools have separate office rooms whereas 70 % (63) schools do not have separate office rooms; only 8.1 % (8) schools have store rooms whereas 91.9 % (80) schools do not have this facility. It was also found that 16.2 % (15) schools have ramps but 83.8% (75) schools are without ramp. Lack of the above infrastructures was mainly due to low financial assistance from Government for school infrastructural development. 41.9 % (38) schools are found with playgrounds and 58.1 % (52) schools are not having playgrounds.

**Figure:1. Infrastructure components****Table no.2. Separate toilets facilities:**

Provision of Toilet	Yes	%	No	%
Teachers	79	87.5	11	12.5
Boys	90	100	Nil	Nil
Girls	90	100	Nil	Nil

Table no.2. shows that 87.5% (79) schools have teachers' separate toilets whereas 12.5% (11) do not have separate toilets for teachers. All the 90 schools have separate toilets for boys and girls provided by government fund.

Table no.3. Safe drinking water facility

Condition of water facility	Good	%	Average	%	Below average	%
	12	13.8	Nil	Nil	78	86.2

Table no.3 shows that 13.8% (12) schools have safe good drinking water whereas 86.2% (78) have below average drinking water. The water facilities were managed by the respective schools. No government funds for the provision of safe drinking water.

SUGGESTIONS AND RECOMMENDATIONS

1. Conduct Infrastructure Audits: Regularly assess the condition and adequacy of school infrastructure to identify areas for improvement.
2. Develop Maintenance Schedules: Create and implement maintenance schedules to ensure timely repairs and upkeep of school facilities.
3. Improve Access to Clean Water and Sanitation: Ensure that schools have functional drinking water facilities and clean, well-maintained toilets.
4. Enhance Safety and Security: Implement measures to ensure student safety, such as secure fencing, functional CCTV cameras, and emergency response plans.
5. Upgrade Classrooms and Furniture: Provide well-maintained, comfortable classrooms with adequate furniture and teaching aids.
6. Promote Digital Infrastructure: Integrate technology into classrooms, including computers, internet connectivity, and digital learning resources.
7. Develop Green Spaces: Create and maintain gardens, playgrounds, and outdoor areas that promote environmental awareness and physical activity.
8. Foster Community Engagement: Encourage local community involvement in school infrastructure development and maintenance.

9. Implement Sustainable Practices: Adopt eco-friendly practices, such as energy-efficient lighting, rainwater harvesting, and waste management.

10. Provide Training and Support: Offer regular training and support for teachers and staff on infrastructure management, maintenance, and utilization.

CONCLUSION

Effective infrastructure management is crucial for government primary schools in Khaiwa District, Tripura, India, to provide quality education and create a supportive learning environment. By understanding the current state of infrastructure and implementing targeted improvements, schools can enhance student outcomes, promote community engagement, and foster sustainable development. Investing in school infrastructure not only benefits students but also contributes to the overall development of the community. By prioritizing infrastructure management, policymakers and educators can ensure that government primary schools in Khaiwa District, Tripura, India, are equipped to meet the needs of students and prepare them for future success. Ultimately, well-managed infrastructure can help bridge educational gaps, promote equity, and empower students to reach their full potential. By working together, stakeholders can create a brighter future for students in Khaiwa District, Tripura, India.

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