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NEED OF QUALITATIVE INFRASTRUCTURE IN THE SCHOOLS OF GULBARGA DISTRICT



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ABSTRACT :

Educational Development of any district stands on the availability of quality of educational institutions. A good school is the first stepping stone to impart education, and therefore a good school may be considered as an indicator of good education. Schools with enough infrastructure facilities in addition with other learning things makes the children learning process easier and fruitful. It also helps to reduce the wastage of working days. This article makes a view of infrastructure facilities in the Gulbarga district from 2000-2010.

KEY WORDS: Qualitative education, infrastructure, schools, classrooms.

INTRODUCTION:

Qualitative education is the concept which includes all the aspects of education which makes it efficient and good. It includes availability of infrastructure such as building, good experienced teachers and the quality of instruction, course syllabus etc. A reasonably good quality of educational infrastructure is the first and foremost condition to improve the quality of education. A good syllabus and instructional methods also closely follow it. A good school is the first stone to impart education, and therefore a good school may be considered as an indicator of good education. Although there are so many methods to decide whether a good is good or bad there is no doubt that a good school education should have at least a good building.

Infrastructure in the schools of Gulbarga District.

Qualitative Education is the prime factor in the development of any area. But in fact many children compelled to receive education through schools which do not have proper building or classrooms. Gulbarga district stands back in the provision of infrastructure as shows the table below. Table 1. shows the picture of schools in the Gulbarga District.

No of schools by type of building						
Year	Pucca	Partially pucca	kuccha	tent	Multiple type	No building
2001-2002	1,006	114	23	2	94	59
2002-2003	989	65	9	1	195	74
2003-2004	1,904	211	59	1	195	116
2004-2005	1,946	224	63	1	196	117
2005-2006	1,034	133	24	3	0	251
2006-2007	1,461	129	35	2	8	1
2007-2008	864	53	33	2	0	0
2008-2009	679	18	12	1	88	7
2009-2010	776	20	11	0	85	83

As the table above shows the situation, in regard to pucca buildings in the Gulbarga district, in the year 2001 there were 1006 pucca buildings, in 2005 pucca buildings 1,034 but in 2010 there was only 776 pucca building in the Gulbarga district. And there is so many other schools need repair. Many schools need repair. Many schools are housed in tents or kuccha buildings. Pucca buildings available mainly in the urban areas of the district. Many schools is working without any buildings. The availability of the pucca buildings is thus a serious problem in those areas where the overall level of economic development is low. Despite the fact that temperatures shoot to more than 43 degrees Celsius during summer in Gulbarga region, 53 percent of primary schools in the division do not have electricity connections. Even today, 29 percent of primary schools here do not have drinking water facility, 52 percent do not have play grounds, and 61 percentage do not have compound walls. While 41 percent of 1,291 primary schools in Gulbarga District do not have common toilets, 81 percent do not have separate toilets for girl students. Twenty-seven percent of primary schools in Gulbarga District do not have drinking water facility, and 54 percent do not have electricity connections. Fifty-two percent of schools do not playgrounds. But the condition. But the condition slight different in the case of classrooms also as seen in table no:2.

Classrooms and other rooms					
Year	Total classrooms	% good condition	% minor repair	% major repair	Other rooms
2000-2001					
2001-2002	2,809	64.8	24.8	10.5	400
2002-2003	3,030	69.7	21.8	8.5	501
2003-2004	2,992	73.2	19.9	6.9	722
2004-2005	3,219	75.3	18.0	6.7	692
2005-2006	3,083	77.7	16.0	6.3	800
2006-2007	4,727	80.9	13.3	5.9	1,190
2007-2008	3,057	84.0	11.6	4.4	747
2008-2009	2,680	84.9	10.9	4.2	530
2009-2010	3,071	89.1	7.3	3.7	607

In 2002, out of 2,809 only 64.8% classrooms are in good condition, 10.5 % in major repair and 24.8% in minor repair. In 2004 6.7 are in major repair, 18.0% are in minor repair, 692 other rooms, 75.3% are in good condition, out of 3,219 classrooms. But there is a progressive variation in the later years. In 2008 84.9 are in good condition, out of 12,680 classrooms, only 4.2 are with major repair. In 2009-10, 89.1% are good condition, 7.3% are with minor repair 3.7 % are only with major repair out of 3,071 classrooms. In fact financial resources of the district do not permit the investment in improving the quality of schools. In order to improve efficiency it is necessary that the schools should be housed in pucca buildings. Improvement in school buildings can reduce the wastage of working days. The schools infrastructure influences much to motivate parents and the children to attend the school. There is a need for enough basic facilities in the schools to attract children. Even though the Gulbarga District has achieved a lot in educational development, it is still far behind in the matter of required infrastructure facilities.

OBJECTIVES

- 1.To understand the role of infrastructure in qualitative education.
- 2.To understand challenges faced by the district in the provision of good infrastructure in schools.
- 3.To understand the condition of buildings in the schools of Gulbarga District.
4. To understand the condition of classrooms in the Gulbarga District.
- 5.To understand the significance of infrastructure in the progress of enrollment.
- 6.To understand the role of infrastructure for the reduction of drop out.

METHODOLOGY

This study is limited to examine infrastructure facilities in Gulbarga district from the year 2000-2010. HDI & EDI used for this study. The data is taken from dis reports, district progress reports, research reports. Some data taken from panchayat reports and karnataka state reports.

FINDINGS OF THE STUDY

1. There is a need for enough basic facilities in schools in the Gulbarga district.
2. Only small number of schools have proper buildings, a large number of schools need repair.
3. Primary schools in the gulbarga district where the drop out rate is highest in the state.
4. Many primary schools in Gulbarga District do not have common toilets, 81 percent do not have separate toilets for girl students.

- 5.Many schools of the Gulbarga district do not have drinking water facility and electricity connections.
- 6.Fifty percentage of schools do not have play grounds.
- 7.There is a need for good infrastructure facilities in the schools to reduce wastage and stagnation.

CONCLUSION

A good school should be set up in a suitable atmosphere. Its location has great significance. It must have enough space with trees around, far away from the noise of the crowded city and polluting atmosphere. There should be a calm and quiet atmosphere which is conducive to teaching and learning. It should have space, utility and attractiveness. The school building should be attractive, have sufficient lighting, comfortable seats, useful service facilities such as library, multipurpose rooms, functional playground, classrooms, chalk and boards, sinks, work areas, filing and storage space and lockers for people and teachers etc. Despite all the actions made by the government about improving infrastructure, in the schools of Gulbarga district still lack the basic facilities. Every year the government spends crores of rupees on improving infrastructure, and 33 percent of the allocation under the Sarva Shiksha Abhiyan (SSA) is supposed to be spent on providing basic amenities and infrastructure in schools, particularly primary and high schools. Still schools in the Gulbarga district stand back in the provision of infrastructure. There is a need for improvement of infrastructure in the schools of Gulbarga district. Good infrastructure facilities need to attract child and parents to school, for the increase of enrollment and reduction of wastage.

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