Chapter 7
INFRASTRUCTURAL DEVELOPMENT IN THE ELEMENTARY EDUCATION

The buildings of the selected sampled schools are of different types along with different categories of other infrastructures and basic facilities. Even some of the schools do not have their own class rooms, desks and benches, furniture etc. SSA mission kept different functions of the Department of School Education and Literacy under the Joint Secretary and Director General, SSA. One of the important functions of this department is civil works and development of school facilities. The important steps taken by SSA, Cachar, in this respect include release of various annual school grants to provincialised L. P. and U. P. schools. The Annual School Infrastructure Grant for all categories of schools (a) for L.P. school is Rs 5000 each, (b) for U.P. and composite school is Rs. 7000 each. Annual School Maintenance Grant for Government and Provincialised L.P. and U.P. schools is (a) up to three classroomsï Rs 5000 each, (b) for four and more classrooms- Rs 10,000 each. Annual Teachers Grant for all categories of schools is (a) for L.P. schools- Rs 500 per teacher up to a maximum of Rs 2500 for schools having five or more teachers, (b) for U. P. and composite schools - Rs. 500 per teacher up to a maximum of Rs. 3000 for schools having 6 or more teachers (News Letter, 2 (6), July 2009). On the basis of these criteria they allocate this grant to all the schools whereas they create additional class room by providing the necessary funds. In this study14 schools were selected, out of which eight are situated in the urban area and the rest in the rural areas. The classrooms in schools, headmasterós room, kitchen and store room, teachersócommon room, library and laboratory rooms and computer room of different categories of schools are discussed in this chapter.

I

THE L.P. SCHOOL INFRASTRUCTURE

Each L.P. school needs minimum infrastructure and basic facilities. According to Ôoperational blackboardô scheme each lower primary school should require chair, tatpati, black board, chalk etc. Infrastructural components are classroom, headmasterós room, office room, and kitchen and store room. L.P. schools have two categories; namely provincialised and government. SSA tries to develop schools of both the categories. In Silchar Educational Block the sampled rural provincialised L.P. schools are 2 each. And the sampled urban government L.P. school is 1. There is no rural Government L.P. school. The following table shows the distribution of Infrastructure in L.P. schools.

Table 7.1

Infrastructure in L. P. Schools

Infrastructural Component	Provincialised Schools				Urban Government Schools	
	Number	Rural Average	Number	Urban Average	Number	Urban Average
Classroom	6	3	10	5	5	5
Headmasterós room	2	1	1	0.5	1	1
Kitchen & store room	--	--	--	--	1	1
Office room	--	--	--	--	1	1

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that provincialised LP. Schools in the rural area have on an average 3 classrooms while in the urban area the figure is 5 classrooms per school. It thus implies that the urban provincialised L.P. schools have better infrastructure in terms of number of classrooms than provincialised L.P. schools located in the geographically disadvantaged (rural) areas. It is very interesting to observe that there is no Government L.P. school in the rural area while in the urban area Government

schools have an average of 5 classrooms. It is thus a matter of investigation as to why Government is reluctant and indifferent to the matter related to the establishment of a Government schools in the rural area or to upgrade an existing provincialised school into a Government school.

Regarding chamber for headmaster, the table further reveals that every provincialised L.P. school in the rural area has a chamber for headmaster while in the urban area there comes only 0.5 chamber for each headmaster, i.e., half of headmasters do not have chamber. But it is worth mentioning here that the chamber of headmaster in the provincialised L.P. schools in both the rural and urban areas is utilized for multiple purposes. The headmaster, faculty of the school and the non-teaching employees are accommodated in the chamber of headmaster. From this one can well understand how much concentration the staffs are able to make in their daily duties. This virtually reveals absence of working environment in these schools. The scenario is not much different in case of Government L.P. schools. Although the schools have a chamber for headmaster and the teaching staffs have a common room, only Government L.P. schools in the urban area have an office room for the non-teaching employees.

Additional L.P. School Infrastructure

The introduction of SSA has helped in building additional infrastructure in the schools with facilities like classroom and office. There was no library building in the L.P. schools. The following table presents an account of the additional infrastructure created as a result of SSA intervention.

Table 7.2

Additional Infrastructure of Lower Primary Schools

Rural Provincialised L.P. Schools = 2, Urban Provincialised L.P. Schools = 2, Urban Government L.P. School = 1

Status of Infrastructure	Component of Infrastructure					
	No of Classrooms			Office Room		
	R	U	T	R	U	T
Present Status	6	15	21	0	1	1
Average	3	5	4.2	0	0.33	0.33
Pre-SSA (Year 2002) status	2	8	10	0	0	0
Average	1	2.67	2	0	0	0
Increased status	4	7	11	0	1	1
Average	2	2.33	2.2	0	0.33	0.33

Source: Field Survey conducted during January 2011 ï April 2012

The table reveals that in the rural L.P. schools, average of 6 is 3 and in urban L.P. schools it is 5 at present but in the pre- SSA year(2002) rural L.P. schools average of 2 is 1 and in urban schools average is 2.67.The increased average of 4 in the rural area is 2 and in the urban area is 2.33 whereas total average of 11 is 2.2. It indicates that in the rural and urban areas additional classrooms have been created by SSA. The increase of rooms in the urban area is more than rural area in L.P. schools.

In the present, an average of 0.33 L.P. schools in the urban area has office room and there is an average increase of 0.33 schools with this infrastructure. In the pre- SSA year (2002) there were no separate office rooms in the L.P. schools even in the urban area. It is not the fact in case of all the urban L.P. schools, today even and schools are there without office room. In the L.P. schools of the rural area there is no office room even after implementation of the SSA programme.

BASIC AMENITIES IN L.P. SCHOOLS

The basic amenities in the schools consisted of toilets & urinals, first aid kits, teaching aids, electricity and drinking water. Availability of these amenities is shown in the following table:

Table 7.3
Basic Facilities in L.P. Schools

Name of Facility	Provincialiased						
	Rural	Rural Avg.	Urban	Urban Avg.	Avg. Of both	Urban	Total
Toilet & Urinal	6	3	6	3	3	2	5
First Aid kits	2	1	2	1	1	1	2
Teaching Aids	2	1	2	1	1	1	2
Electricity	0	0	1	0.5	0.25	1	1.25
Drinking water	1	0.5	2	1	0.75	1	1.75

Source: Field Survey conducted during January 2011 ï April 2012

The table exhibits that the provincialised L.P. schools which have toilet and urinal have each 3 as the rural average, urban average and average of both is 3 each whereas the urban government L.P. schoolsô average is 2.

This shows that in rural and urban L.P. schools, toilet and urinal facilities are available. However, it is worth mentioning that barring a few, none of the schools have urinals and toilets separate for boys and girls. But provision of separate toilets for boys and girls is a sine qua non for every school.

Each L. P. School has first aid and teaching aids. Average of the rural and urban and a government L.P. school for these facilities is 1each. Electricity is found in the urban L.P. schools while in the rural L.P. schools this facility is not available. Drinking water facility is not available in most of the schools. In this respect the rural L.P. schoolsô average is 0.5 and the urban L.P. schoolsô average is1. It indicates that in half of the rural L.P. schools, drinking water facilities are not available. Library and laboratory facility are also not available in all the L.P. school.

L.P. School Furniture

Infrastructure also includes furniture. Furniture is important for imparting education. The L.P. schools are distributed into furniture items in the following table:

Table 7.4
Furniture in the L.P. Schools
Number of Rural L.P. Schools = 2 and Number of Urban L.P. Schools = 3

Location of School	No. of Students	Furniture					
		Desk	Bench	Chair	Table	Almeria	Rack & Corner
Rural	181	35	37	11	8	2	3
Average		17.5	18.5	5.5	4	1	1.5
Urabn	613	85	90	35	19	6	0
Average		28.33	30	11.67	6.33	2	0

Source: Field Survey conducted during January 2011 ï April 2012

The table reveals that in L.P. schools in the rural area average of desks are 17.5 and that of benches are 18.5 whereas in urban average it is 28.33 and 30 respectively, which indicates that urban average is more than rural average. In rural L.P. schools as many as 5 students are accommodated at a pair of desk and bench whereas in urban L.P. schools, 7 students are accommodated at a pair of desk and bench. The ratio of students per pair of desk and bench in both the cases, rural and urban, is high and uncomfortable considering the standard length of desk and bench. However, the students informed that the actual number of students accommodated at a pair of desk and bench is 5/6 for rural L.P. schools and 5 for urban L.P. schools. This phenomenon is primarily due to absence of students in schools. The incidence may also indicate poor academic environment on the part of the students. In L.P. schools in the rural area average of chairs is 5.5 and that of tables is 4 whereas in the urban area chairs average is 11.67 and that of tables is 6.33. It indicates that urban average of

chairs and tables is greater than rural average**.**

Each lower primary school has almirah, the average of rural L.P. school is 1 but urban L.P. school is 2 but urban schools have more number of almirahs than rural schools. In case of racks and corners rural L.P. schools have racks and corners whereas urban schools have no racks and corners.

Teacher- Taught Ratio

As per rule the pupilós teachers ratio mentioned in the SSA manual is ÇOne teacher for every 40 children in primary schoolé In L.P. school the pupil teacher ratio in rural area shows that teacher are not sufficient in comparison with urban area.

Table7.5
Teacher-Taught Ratio in L.P. Schools

Schoolôs Location	Number of teachers	Number of Students	Teacher-taught ration
Rural	5	181	1:36
Urban	32	613	1:19

Source: Field Survey conducted during January 2011 ï April 2012

The table indicates that in the rural L.P. schools teacher- taught ratio is 1:36 and in the urban L.P. schools it is 1:19. One of the important norms of SSA intervention is one teacher for every 40 children in primary and upper primary schools. Thus, schools have maintained the norm of ratio. So, it may create effective learning in both the situations.

Games and Sports

Lower primary schools, except government L.P. schools, have no fields for games & sports. But these schools have arranged games and sports like football, cricket, kabaddi in the fields in its vicinity. Games and sports help to physical development of the children.

MID ï DAY MEAL

Mid Day Meal scheme is a very important component of the SSA programme for children of primary schools. But it is found that none of the provincialised L.P. schools have any specific kitchen-cum-store room**.** During the field study of the schools it was observed that mid-day meal was being cooked in the very classroom of students and as well as under unhygienic conditions. They prepared food items in dirty manner. Only in Government L.P. schools in the urban area there was a kitchen -cum -store room.

II

U. P. SCHOOL INFRASTRUCTURE

Each U.P. school has minimum infrastructure and basic facilities, comprising classroom, headmasterós room, office room and kitchen-cum-store room. U.P. schools have three categories namely, provincialised, government and recognised. SSA tries to develop both categories. In Silchar Educational Block these sampled rural provincialised school1, urban provincialised school 1, rural Government school1, urban Government school 1, rural recognised school 1 and urban recognised school 1. The following table shows the distribution of infrastructure in the L.P. schools which constituted another component of the sample of the study:

Table 7.6
Infrastructure in U. P. Schools

Type of Infrastructure	Provincialised Schools			Government Schools			Recognized Schools		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Classroom	6	4	10	7	3	10	4	3	7
Headmaster Room	1	1	2	1	1	2	-	1	1
Kitchen & Store Room	-	1	1	-	-	0	-	-	0
Teachers Common Room	-	-	0	1	-	1	-	-	0

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the provincialised U.P. schools in the rural area there is an average of 6 classrooms while in the urban area it is 4 classrooms. Government U.P. schools, on the other hand, in the rural area have an average of 7 classrooms while in urban area 3 classrooms while recognized U.P. schools in the rural area have an average of 4 classrooms but in urban area these have 3 classrooms. It thus implies that the rural U.P. schools (provincialised, Government and recognised) have better classroom infrastructure than the urban U.P. schools located in urban area. In rural area U.P. schools advantage in comparison of those in the urban area because people involve with the schools.

Regarding chamber for headmaster, the data reveal that in the provincialised U.P. schools in the rural and urban areas have a chamber for headmaster but only in the urban recognized school has a chamber for headmaster. In case of recognized U.P. schools in the rural area there is no specific chamber for headmaster. It was observed that in all the schools the headmasterós room was used as the common room for the teaching and non-teaching staff, except the rural government U.P. schools which have a separate common room for teachers.

The urban provincialised U.P. schools have kitchen-cum-storeroom while the rural provincialised U.P. schools do not have. Besides this, the Government and recognized U.P. schools in both the rural and urban areas have no kitchen-cum-store room. It was observed that mid-day meal was cooked in the school area under unhygienic conditions. In some cases mid-day-meal was being cooked in a nearby house of an employee of that school. Some of the schools did not distribute mid-day-meal regularly. There was found an irregularity of supply of mid-day-meal to the school. The following table presents the additional infrastructure created as a result of the SSA intervention in the upper primary schools:

Table 7.7

Additional Classrooms created in Upper Primary Schools

Period of Infrastructure	No. of Classrooms		
	R	U	T
Present	17	10	27
Average	5.67	3.33	4.5
Pre SSA Year (2002)	8	8	16
Average	2.67	2.67	2.67
Increased	9	2	11
Average	3	0.67	1.83

Source: Field Survey conducted during January 2011 ï April 2012

The table reveals that in the U.P. schools, the increased rate of classroom at urban area is less than rural area. Here, rural average of increased classroom is 3, urban average of increased classroom is 0.67, whereas total average is 1.83. It is worth mentioning that the upper primary schools have no specific office room and headmasterós room is used as an office room as well as teachersó common room. Besides, library room is not available in the schools**.**

Basic facilities of U.P. school

The basic facilities of U.P. schools are toilet & urinal, first-aid, teaching aids, electricity connection, drinking water and library & laboratory. These basic facilities of U.P. school are shown in the following table:

Table 7.8
Basic Facilities in U. P. Schools

										Grand Total Average
	R	U	Avg. of both	R	U	Avg. of both	R	U	Avg. of both	
Toilet & Urinal	2	1	1.5	2	2	2	3	1	2	5.5
First aid kits	X	X	X	X	1	0.5	X	X	0	0.5
Teaching aids	1	1	1	1	1	1	1	1	1	3
Electricity	1	X	0.5	1	1	1	X	X	X	1.5
Drinking water	1	1	1	1	1	1	1	X	0.5	2.5
Library & laboratory	X	X	X	X	1	0.5	X	X	X	0.5

Source: Field Survey conducted during January 2011 ï April 2012

The table reveals that in the provincialised U.P. rural schools, number of toilet and urinal is 2 and in the urban ones it is 1.5 while both the cases average is 1.5. In the rural and urban government U.P. schools it is 2 each. In recognized rural U.P. schools it is 3 while in the urban U.P. schools it is 1 making a total average of 2. The grand total average of U.P. schools is 5.5. The provincialised and recognised U.P. schools in the rural area have more toilets & urinals in comparison of the urban provincialised schools. Perhaps the land for these amenities is available in the schools. In the government U.P. schools in the rural & urban areas toilets and urinals are equally distributed. Some of the recognized schools have no provision for toilet and urinal.

Only the urban government U.P. schools have first aid kits while the provincialised and recognized U.P. schools have no first aids in the rural and urban areas. But every U.P. school has teaching aids.

The rural provincialised schools have electricity facility but urban provincialised schools do not have this facility. In the government U.P. schools of both the types

electricity connection are available whereas in recognized U.P. schools of both the urban and rural areas this connection is not available.

Drinking water facility is not available in some of the schools. In the provincialised and government U.P. schools this facility is available. Recognized U.P. schools of the rural area also have drinking facility. There is no recognized urban school having drinking water facility. The school management committee does not give importance to this facility.

Library and laboratory are available only in the urban government U.P. schools while none of the other categories of the U.P. schools is having this facility.

U P School Furniture

Infrastructure also includes furniture. Furniture is important for imparting education. The rural and urban U.P. schools are distributed into furniture items in the following Table:

Table 7.9
Furniture in the Upper Primary Schools

School Location	No. of Students	Furniture					
		Desk	Bench	Chair	Table	Almeria	Rack & Corner
Rural	505	82	82	29	26	0	0
Average		27.33	27.33	9.67	8.67	0	0
Urban	296	42	43	20	11	3	1
Average		14	14.33	6.67	3.67	1	0.33

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the U.P. schools the rural average of desks and bench is 27.33 and 27.33 respectively whereas in the urban are average for them is 14 and 14.33 respectively, which indicates that the urban average is less than the rural

average. In rural U.P. school as many as 6 students are accommodated in a single pair of desk and bench where as in urban U.P. schools 7 students are accommodated in a single pair of desk and bench. The ratio of students per pair of desk and bench in both the cases, rural and urban, is high and uncomfortable, considering the standard size of desk and bench. It is worth mentioning that the students informed that the actual number of student accommodated in a single pair of desk and bench was 4/5 for rural U.P. schools and 3/4 for urban U.P. schools. This phenomenon is primarily due to regular absence of students in the schools. The incidence may also indicate poor academic environment for the students. In the rural U.P. schools average of chairs is 9.67 and of tables at is 8.67 whereas in the urban U.P. schools chairsó average is 6.67 and table average is 3.67. It indicates that rural U.P. schools average of chairs and tables is more than that of the urban U.P. schools**.**

Only urban schools have almirih. The average of urban U.P. Schools is 1. Rack and corner are available in urban U.P. schools. Average of there in urban U.P. schools is 0.33.

Teacher- Taught Ratio

In rural U.P. schools the teacher-taught ratio shows that teachers are not sufficient in comparison of urban U.P. schools. Following table indicates the teacher-taught ratio of U.P. school:

Table 7.10
Teacherï Taught Ratio in U.P. Schools

Schools Location	Number of Teachers	Number of Students	Teacher-Taught Ration
Rural	25	645	1:26
Urban	18	290	1:16

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the rural U.P. school teacher- taught ratio is 1:26 and in the urban U.P. schools it is 1:16. Both types of the schools maintain the norm as per SSA guidelines.

Games and sports

The U.P. schools have no field or games and sports except the government U.P. schools which also arrange outdoor games like cricket and football in the nearby fields. They also arranged indoor games like ludo and carrom.

III

THE COMPOSITE SCHOOLS INFRASTRUCTURE

All composite schools have required minimum infrastructure which comprises classrooms, headmasterós chamber, kitchen-cum-store room etc. Basic facilities are also considered as the component of infrastructure like toilet & urinal, teaching aids, drinking water facility etc. In Silchar Education block composite schools are of two types; viz., provincialised and government. In this block the sampled urban provincialised schools, urban government schools and rural provincialised schools are one each. The distribution of infrastructure in composite schools both rural and urban area are shown below:

Table 7.11
Infrastructure in Composite Schools

Type of Infrastructure	Provincialised Schools		Government School
	R	U	Urban only
Classroom	13	12	6
Head master Room	1	1	1
Teachers common room	X	1	2
Library and Laboratory Room	X	1	1
Computer Room	X	X	1

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the provincialised composite schools in the rural area there is an average of 13 classrooms while in the urban area it is 12 classrooms. In the rural area classrooms are more congested than those in the urban schools as the rural schools accommodate on an average 43 students in classroom, which is marginally higher than the NCERT prescribed teacher-taught ratio of 1:40 students, while in the urban schools it is 1:36.

There is no Government composite school in the rural areas. In the urban area government composite schools have an average of 6 classrooms for elementary education. All the provincialised rural and urban composite schools and the urban government composite schools have headmasterós chamber.

This table also reveals that teachersô common room is 1 only in case of provincialised composite schools in urban area while in the provincialised composite schools in the rural area there is none. In the rural provincialised schools headmasterós room is used as teachersô common room also.

In the urban provincialised and government composite schools there is found a library and laboratory room whereas in the rural provincialised composite schools there is none. The provincialised composite schools in the rural and urban areas do not have computer room while the government provincialised schools in the urban area this facility is available.

IV
IMPACT OF THE SSA INTERVENTION

The introduction of SSA has helped in building additional infrastructure in the composite schools by creating the facilities such as classroom, office and library buildings. The following table shows the additional infrastructure created through the SSA intervention:

Table 7.12
Additional Infrastructure in the Composite Schools
No. of Urban Composite Schools-2; No. of Rural composite school -1

Periodic Status of Infrastructure	Infrastructure					
	R	U	T	R	U	T
Present	13	18	31	0	2	2
Average	13	9	10.3	0	1	0.67
Pre-SSA Year (2002)	12	16	28	0	1	1
Average	12	8	9.3	0	0.5	0.33
Increased number	1	2	3	0	1	1
Average	1	1	1	0	0.5	0.33

Source: Field Survey Conducted during January 2011 ï April 2012

The table reveals that in the composite schools there increased, on an average, 1 classroom in the rural areas and 1 classrooms in the urban area thus total average is also 1 in case of additional classroom. It indicates that the increased additional classroom is equal in both the urban and rural areas. The composite schools have no specific office room and they use headmasterós room. Even teachers use it as teachersô common room. Only in urban composite schools there is library. The average increase library room in urban composite schools is 0.5 and total average increased is 0.33. There is a provision of grant for library room under SSA for schools located in urban area while the same is not found in the schools located in the rural areas.

The Basic Facilities

Among basic facilities, the composite schools are granted for toilet & urinal, first-aid, teaching aid, computer etc. The following table indicates the basic facilities of rural & urban composite schools:

Table7.13
Basic Facilities in Composite Schools

Types of Basic Facility	Provincialised School			Government schools		
	Rural	Urban	Avg. of Both	Rural	Urban	Avg. of Both
Toilet & Urinal	3	6	4.5	X	8	8
First Aids	1	1	1	X	1	1
Teaching Aids	1	1	1	X	1	1
Electricity	1	1	1	X	1	1
Drinking Water	1	1	1	X	1	1
Library & Laboratory	0	1	0.5	X	1	1
Computer Room	0	1	0.5	X	1	1

Source: Field Survey conducted during January 2011 ï April 2012

The table reveals that in the provincialised composite schools in the rural area Toilet & urinal is3; urban is 6 where total average is 4.5. Urban Government composite school is 8. Urban government composite schools have more toilets in comparison of the provincialised schools. First aids and teaching aids are available in the schools of both the areas. In the composite schools both in rural and urban areas, electricity connections are available**.** In the composite schools first aids and teaching aids are also available in both the areas. All the composite schools in the rural and urban areas have drinking water facility**.** The urban provincialised and government composite schools have library and laboratory facility while the rural composite schools do not have. Computer room was found only in the urban composite schools.

Furniture is important for education. The following table shows the furniture in the composite schools. It is to be noted that the data on furniture have been

collected for elementary education component only in the composite schools. The common furniture in the schools comprises desks, benches, chairs, tables, almirahs, racks and corners. None of the composite schools have racks and corners. The composite schools are distributed into furniture items in the following table:

Table 7.14

Statement on Furniture

Schoolôs location	No of Students	Item of Furniture				
		Desk	Bench	Chair	Table	Almeria
Rural	651	148	148	3	3	1
Average		148	148	3	3	1
Urban	635	152	152	10	8	4
Average		76	76	5	4	2

Source: Field Survey conducted during January 2011 ï April 2012

The table reveals that in the rural composite schools the average of desks is 148 and benches is 148 whereas in the urban area the average of desks is 76 and of benches it is 76. It indicates that rural average is more than urban average. In composite schools, of rural and urban areas, 4 students are accommodated in a single pair of desk and bench. It shows that in the rural areas desk and bench are more than urban area. It is to be mentioned here that in composite schools, only for class V, VI and VII classrooms, chairs and table were calculated.

In the rural composite schools the average of chairs is 3 and in the urban schools the average is 5. It clearly indicates that in both the cases chairs are available according to their need. The average of table is more in urban area than in rural area. And in urban places more almirahs are available.

Teachers-Taught Ratio

In Composite schools the pupil teacher ratio was calculated for elementary level of education only. In the rural composite schools teacher taught ratio is 1:43 and in the urban composite schools it is 1:18. In case of the rural area the teacher -taught ratio is marginally higher than N.C.E.R.T. prescribed ratio (1:40).

The teacher-taught ratios of sampled rural & urban composite school are mentioned below:

Table7.15
Teachers-Taught Ratio in Composite Schools

Location of School	Number of Teachers	Number of Students	Teacher-taught Ration
Rural	5	651	1:43
Urban	36	635	1:18

Source: Field Survey conducted during January 2011 ï April 2012

The table indicates that in the composite schools teacher- taught ratio in the rural area is 1:43 and 1:18 in the urban area. 1:40 ratio is prescribed norms of NCERT. In practical field only this ratio cannot fulfill the condition of classroom situations. The size of the room, desk-bench, etc. is also important for favourable conditions in classroom. In composite schools it seems that teachers are not sufficient in proportion to the students. In the rural composite schools it indicates that besides teachers, rooms are also not sufficient in proportion to the number of students.

Games and Sports

None of the composite schools has a field but they manage and arrange the games, particularly outdoor games like cricket and football in the adjacent fields. They also arrange indoor games like chess and carom in the schools.

After having the above discussion, let us now draw the major patterns about infrastructural development in the three types of schools of elementary level as a result of SSA intervention. These are as follows:

A. L.P. Schools

1. The urban provincialised L.P. school have better infrastructure in terms of number of classrooms than the provincialised L.P. schools located in the geographically disadvantaged (rural) areas.
2. Only Government L.P. schools in urban area have office room for non- teaching employees.
3. The provincialised L.P. schools have no specific kitchen-cum-store room for mid-day-meal.
4. The mid-day-meal is cooked in classroom of students as well as under unhygienic conditions.
5. Only in Government L.P. schools in the urban area there is a room for kitchen-cum-store room for mid-day-meal. In the rural as well as the urban area additional classroom was provided by SSA. The increased number of kitchen-cum-store room in the urban area is more than that in the rural area.
6. In the rural area office room is not available. All the urban L.P. schools have no office room. These have no specific office room but they utilize headmasteró room as an office room.
7. In all the L.P. schools there is no library room.
8. L.P. schools in the rural and urban areas have toilet and urinal facilities.
9. Every L.P. school has first aid and teaching aids.
10. Electricity connection is found in the urban L.P. schools whereas in the rural L.P. schools this facility is not available.

11. All rural L.P. schools do not have drinking water facility.
12. Library and laboratory facility are not available in L.P. schools.
13. The actual number of students accommodated in a single pair of desk and bench is 5/6 in the rural L.P. schools and 5 in the urban L.P. schools.
14. Urban L.P. schoolsô average of chairs and tables is more than that in the rural schools.
15. Every lower primary school has an almirah.
16. Every rural L.P. school has a rack and a corner whereas urban schools have no rack and corner**.**
17. In L.P. schools the teacher-taught ratio in rural area shows that teacher are not sufficient in comparison of that in the urban area. In rural L.P. schools teacher-taught ratio is 1:36 and in the urban schools it is 1:19. As per NCERT norms and SSA manual it is required to be 1:40.
18. Lower primary schools have no field for childrenós playing, except government L.P. schools. But these schools have arranged games and sports like football, cricket, kabaddi in nearby fields.

B. U.P. Schools

1. The rural provincialised U.P. schools have better infrastructure in terms of number of classrooms than the provincialised U.P. schools located in urban area. The rural government U.P. schools have more classrooms than urban government U.P. schools. In the initial stage donors donated more lands and management committee constructed more classrooms in the schools.
2. All the schools used headmasterós room as teachersó common room and for the nonteaching employees, except rural government U.P. school which have a common room for teachers.

3. The urban provincialised U.P. schools have kitchen-cum-storeroom while the rural provincialised U.P. schools have no kitchen-cum-storeroom.
4. Some of the schools do not distribute mid-day-meal regularly. There is irregularity in supply of mid-day- meal to the schools.
5. Upper primary schools have no specific office room and they use headmasterós room as office room and teachersó common room. Library room is not available in the U.P. schools.
6. The U.P. schools in rural area have more toilets & urinals in comparison of the urban provincialised schools. In government U.P. schools in the rural & urban areas toilets and urinals are found equally. In the rural recognized U.P. schools average is more than that in the urban recognized schools; even some of the schools have no provision for toilets and urinals.
7. Among the U.P. schools, only the government U.P. schools have first aids while provincialised and recognized U.P. schools have no first aids in the rural and urban areas. However, every U.P. school has teaching aids.
8. In the government U.P. schools of both the areas electricity connection is available whereas in the recognized U.P. schools of the urban and rural areas this connection is not available.
9. Drinking water facility is not available in some of the schools
10. Library and laboratory are available only in the urban government U.P. schools; and no other category of U.P. schools has this facility.
11. U.P. schools in the rural area have more toilets & urinals in comparison of those in urban provincialised schools. In the government U.P. schools of rural & urban areas toilets and urinals are found equally.
12. In case of U.P. schools only government U.P. school have first aids and

provincialised and recognized U.P. school have no first aids in the rural and urban area.

13. Every U.P. school has teaching aids.
14. In urban area drinking facility is not available in the recognized schools.
15. Library and laboratory are available only in the urban government U.P. schools; no other category of U.P. schools has this facility.
16. The actual number of students accommodated in a single pair of desk and bench is 4 /5 for rural schools and 3 / 4 for urban schools.
17. In the rural U.P. schools all school have almirahs while they urban school have more almirahs than the rural schools.
18. In U.P. schools the teacher-taught ratio in the rural area shows that teachers are not sufficient in comparison of those in the urban area. In the rural U.P. schools teacher-taught ratio is 1:26 and in the urban U.P. schools it is 1:16. As per NCERT norms and SSA manual it should be 1:40.
19. The U.P. schools have no field for games and sports except government U.P. schools; which also arrange outdoor games like cricket and football in the nearby field and indoor games like ludo and carom in the school.

C. Composite Schools

1. There is no Government composite school in rural areas while urban areas have government composite schools.
2. The rural and urban provincialised composite schools have headmasterós chamber.
3. The urban provincialised composite schools have library and laboratory rooms whereas the rural provincialised composite schools do not have. The urban government composite schools have library and laboratory rooms while there

are no composite government schools in the rural area.

4. Computer room is not available in the provincialised schools in rural and urban areas while in the government provincialised composite schools in the urban area this facility is available.
5. The increased number of additional classrooms is equally found in both the urban and rural areas.
6. The average grant of urban composite schools is greater than rural area schools.
7. Urban government composite schools have more numbers of toilets in comparison of the urban provincialised composite schools. In the rural area government composite schools are not available.
8. First aids and teaching aids are available in both the areas.
9. In composite schools both in rural and urban areas, electricity connections are available.
10. In case of composite schools first aids and teaching aids are available in both the areas.
11. All composite schools in the rural and urban areas have drinking water facility**.**
12. The urban provincialised and government composite schools have library and laboratory facility whereas in the rural areas schools this facility is not available.
13. Computer room is found only in urban composite schools and not in rural composite schools.
14. In the composite schools in the rural and urban areas 4 students were accommodated in a single pair of desk and bench. In composite schools the rural average of chairs is 3 and urban average is 5. It indicates that in both the areas chairs are available according to need.
15. The average of tables is more in urban area than in rural area. Besides, in the

urban schools more almirahs are available.

16. The Composite schools the teacher-taught ratio which is calculated for the elementary education only is 1:43 in the rural area and 1:18 in the urban area. In case of rural area the teacher-taught ratio is marginally higher than N.C.E.R.T. prescribed ratio (1:40).
17. None of the composite school has a field but they manage field and arrange the games, particularly outdoor games like cricket and football in the adjacent field. They also arrange indoor games like chess and carom in the school.

In sum, to some extent the SSA intervention has improved the basic and infrastructure facility in the elementary education. However, some of the schools have still no drinking water, computer, library, laboratory and electricity in elementary schools. SSA stresses on improving the additional classroom, office and library. There is an urgent need for undertaking adequate remedial measures for improvement of basic infrastructural facilities such as studentsó classrooms, drinking water, first aids, and teaching- learning equipments. Besides, non-infrastructural facilities like creation of conducive atmosphere for education, proper training of teachers, suitable and useful curriculum should also be taken care of. There has been achieved much of quantity in education after the introduction of SSA but in order to ensure universalisation of higher education as planned through Rashtriya Madhymik Shiksha Abhiyan has to be equally taken care of to sustain the students in classrooms even after the school education. It may be concluded that all the schools have their own infrastructure but there is a difference in the category of infrastructure. The urban provincialised L.P. school have better infrastructure in terms of number of classrooms than the rural provincialised L.P. schools. While it is opposite in case of U.P. schools,

where the infrastructure is better in the rural U P schools in terms of number of classrooms than the urban provincialised schools. Again, in provincialised composite schools rural and urban classrooms are almost equal-- rural schools have 13 and urban schools have 12 classrooms. But in the rural area classrooms are more congested than those in the urban area. The urban Government L.P. schools, the urban Government U.P. schools and the government composite schools have infrastructure but in rural area there is no government L.P. and composite schools but only rural government U.P. schools are available. Again, recognised U.P. schools are available in rural as well as urban areas.