

## **A Study on Infrastructural Facilities in Schools of Kulgam District (J&K)**

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### **Abstract**

*Education is important pillar of any society which stimulates economic growth and development where infrastructure is a key input for education. The development of education depends upon the proper infrastructure available in the education sector. A school building should be attractive, have adequate lighting, comfortable seating, useful service facilities such as library, laboratory, multipurpose rooms, functional playground, classrooms, toilets etc. Inadequate infrastructure is important constraint for enrollment of children in rural and urban settings. Jammu and Kashmir (J&K) state is considered as one of the most educationally backward states because of poor infrastructure there was low literacy rate and educational backwardness. The broad objective of the study is to investigate the status of educational infrastructure in Kulgam district. The relevant information was gathered through both primary and secondary sources. Compound Growth Rate and Annual Compound Growth Rate were used for analyzing the data in the present study. The results of the study showed that in rural block no school were having more than 10 classrooms and more than 60 per cent were not having computers, the remaining schools have averagely two computers for official purpose only. It was interesting to note that more than 70 per cent of the schools were not satisfied with existing infrastructural facilities.*

**Key Words:** *Infrastructural facilities, Education and Kulgam district*

### **Introduction**

Education is important pillar of any society which stimulates economic growth and development by increasing the efficiency of labour force, creating better conditions for good governance and improving health etc. Education has been identified as one of the most important determinants of economic growth that increase labour productivity in both urban and rural sector. The human capital theory (Schultz, 1961) stipulates that education is an investment that yields returns for individual and society for large. No country can achieve sustainable economic development without sustainable investment in education. The social rates of return on investments in all levels of education much exceed the long-term opportunity cost of capital.

Education plays vital role in developing human capital which in turn creates investment and employment in other sectors of economy. The development of education depends upon the proper infrastructure

available in the education sector. Infrastructure is one of the most basic elements necessary to ensure access education. The literature on education production functions suggests that the better basic infrastructure in school is likely to have positive impact on school attainment and learning. Physical infrastructure includes buildings, grounds, furniture and various instructional equipments. A school building should be attractive, have adequate lighting, comfortable seating, useful service facilities such as library, laboratory, multipurpose rooms, functional playground, classrooms, toilets etc. Inadequate infrastructure is important problem for enrollment of children in rural and urban settings. Facilities may be inadequate in many ways such as over-crowded, lack of sanitary facilities and lack of water hygiene. The health implications of inadequate toilets and sanitation are very serious problem and particularly girls are pushed out from the school due to these inadequate facilities.

### **Educational Infrastructure in Jammu and Kashmir**

Jammu and Kashmir (J&K) state is considered as one of the most educationally backward states. The educational facilities and infrastructure in the state is not well developed. There are number of reasons for low literacy rate in the state. Poor infrastructure is one of the most important reason and most of the schools in villages lack proper infrastructure facilities. The school building lacks doors and windows and even do not have proper drinking water and toilet facilities. The J&K Economic Survey 2014-15 shows that the number of dilapidated schools in Jammu and Kashmir doubled in one year from 474 to 948. According to survey by Unified District Information System for Education (UDISE), only 6 out of every 10 schools in the country have access to electricity. The data on state level shows that one- third of states do not provide electricity to the most of the schools. In Jammu and Kashmir state, out of 29,047 schools, 21,381 schools were not electrified (Kavita, 2016). The survey conducted by UDISE during 2014-15 has indicated that 2,667 schools in the state had no water facilities, while 39 schools are functioning without buildings and 38 have no proper class rooms facilities (Greater Kashmir; 18 January, 2017).

The state and central governments are trying their best to improve the scenario of education in Jammu and Kashmir with establishing several schools, colleges and universities and to provide good infrastructure to these institutions for the quality of education in the state. The central government lunched various schemes like Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Kasturba Gandhi Balika Vidyalaya (KGBV) and National Programme for Education of Girls at Elementary level (NPEGEL) for the development of educational infrastructural facilities in the state. The state government has announced 15,387 toilets have been built in schools across the state under Swacch Vidyalaya Abhiyan (Youth Story; 27 Dec.,

2015). As per report by the Department of School Education and Literacy (DISE), out of 23,234 schools in the state 14,116 schools are without toilet facilities. The number of schools without toilet facilities for girls is 6,294, while the schools for boys are 7,822 as per the report. The other infrastructure has also been focused seriously by the state government. In this regard, 81 primary schools, 3 upper primary schools, 978 additional classrooms and 52 headmaster rooms constructed till date 2015-16 (Youth Story; 27 Dec., 2015).

The state government has adopted rationalization process to fulfill the quality education parameters that can be achieved to the desired level for upcoming generations to build up all round development and pupil teacher ratio in schools. Under this process the school education department has merged 2,406 schools over the past two years in the valley which includes 1,834 schools operating from rented accommodations. Due to the merging of over 2,400 schools has given huge surplus staff of 3,553 teachers that was accommodating to other schools where staff position is less. In Kulgam district, 269 schools have been clubbed and releasing 372 teachers from the school (Kashmir Observer; 2 June, 2016). The rationalization process of school education department improves the quality of education by providing adequate number of teachers and proper infrastructure for the development of education sector in the state.

### **Review of Literature**

**Nisar et al., (2011)** showed the availability and usage of ICT to improve the knowledge and learning skills of students. The study indicated that the existence of ITC is improving the educational efficiency as well as obliging for making policies reading education sector. Further the study found that students were agreed that ITC provides vast knowledge through internet and digital libraries and brings a positive impact on education sector of Pakistan.

**Basumatary (2012)** revealed that school dropout depends upon various factors such as poverty level, distance of school from home, transport facilities, quality of teachers and social environment. The study also revealed that poverty level and rural population percentage have greater impact upon the school dropout rates. The study suggested that suitable initiatives are required such as to elimination of poverty, improvement of school infrastructures and increased number of trained teachers and adaptation of curriculum to the present needs for mitigating this problem.

**Kavita (2016)** has analysed the educational infrastructure in government schools in rural area of Jammu and Kashmir and found that good infrastructure play an important role in education development and increasing literacy rate. The study indicates that due to launch of Sarva Shiksha Abhiyan (SSA) scheme there is somewhat

improvement in educational infrastructure like drinking water, toilets, class rooms and furniture etc in government schools.

### Objective and Methodology of the Study

The major objective of the study is to investigate the status of educational infrastructure in Kulgam district.

The researcher used both secondary and primary data for the present study. The secondary data were collected from School Report Card. Multi-stage random sampling technique was used to collect the primary data. Two blocks (one urban and one rural block) from the district were chosen based on the low literacy level and 20 per cent of schools from primary to higher secondary level were selected for sample in each block and total 100 samples were taken for the study. Compound Growth Rate, Annual Growth Rate and percentage were used for analyzing the data for the present study.

### Results and Discussion

**Table 1: Number of Government and Private Schools in Kulgam District from 2007-08 to 2013-14**

Year	Government Schools	AGR	Private Schools	AGR
2007-08	530	-	140	-
2008-09	631	19.06	139	-0.71
2009-10	663	5.07	152	9.35
2010-11	720	8.6	159	4.61
2011-12	749	4.03	167	5.03
2012-13	775	3.47	182	8.98
2013-14	784	1.16	191	4.95
<b>CGR</b>	<b>6.29</b>		<b>5.75</b>	

Source: School Report Card

Table 1 shows the number of government and private schools in Kulgam district during the period from 2007-08 to 2013-14. In government schools, the highest Annual Growth Rate (AGR) 19.06 per cent was found in the year 2008-09 and lowest (1.16%) in 2013-14. In case of private schools, the highest Annual Growth Rate (AGR) 9.35 per cent was found in 2009-10 and negative growth (-0.71%) in 2008-9. The Compound Growth Rate in government schools was 6.29 per cent and private schools were 5.75 per cent during the reference period. The table indicates that there is a decreasing trend in both and growth was found higher in government schools as compared private school during the period from 2007-08 to 2013-14.

**Table2: Number of students Received Free Text-books in Primary and Upper Primary Schools of Kulgam District from 2007-08 to 2013-14**

Year	Primary	AGR	Upper Primary	AGR
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2007-08	31420	-	11913	-
2008-09	32102	2.17	13640	14.97
2009-10	30293	-5.64	14801	8.51
2010-11	27984	-7.62	15462	4.47
2011-12	25895	-7.46	14986	-3.08
2012-13	25638	-0.99	14114	-5.82
2013-14	24796	-3.28	12901	-8.59
<b>CGR</b>	<b>-4.59</b>		<b>1.15</b>	

**Source:** School Report Card

Table 2 depicts the number of students received free text-books in primary and upper primary schools of Kulgam district from 2007-08 to 2013-14 and shows that there is negative growth in providing free text-books in primary and upper primary schools. The Annual Growth Rate of text-books in primary schools was highest (2.17%) in 2008-09 and highest negative (-7.62%) Annual Growth Rate was found in the year 2010-11. As far as upper primary schools are concerned, the Annual Growth Rate of providing free text-books was found higher (14.97%) in 2008-09 and highest negative (-8.59%) in the year 2013-14. The above table shows that the Compound Growth Rate of free text-books in primary schools was negative (-4.59%) but in upper primary school it was positive (1.15%) during the reference period.

**Table 3: Distribution of Teachers in Surveyed Schools**

S.No.	Number of Teachers	Urban Block	Rural Block	Total
1	Less than 5	11 (20.4)	8 (17.4)	19 (19.0)
2	5-10	31 (57.4)	33 (71.7)	64 (64.0)
3	10-15	9 (16.3)	3 (6.5)	12 (12.0)
4	15-20	1 (1.9)	2 (4.3)	3 (3.0)
5	Above 20	2 (3.7)	0 (0.0)	2 (2.0)
	Total	54 (100)	46 (100)	100 (100)

**Source:** Field Survey

**Note:** Figures in parentheses to total

Table 3 shows the distribution of teachers in selected schools in Kulgam district of Jammu and Kashmir. In total, 64 per cent of schools have teachers in the range of 5-10 and only 2 per cent of schools having above

20 teachers. In case of rural block, 71 per cent of schools have teachers in the range of 5-10, 17.4 per cent of schools having less than 5 teachers and there was no school having more than 20 teachers. In urban block, 57.4 per cent of schools were found in between 5-10 teachers followed by (20.4%) of schools less than 5 teachers, 3.7 per cent of schools having above 20 teachers and only 1.9 per cent of schools found in the range of 15-20 teachers.

**Table 4: Position of the Teaching Staff in Surveyed Schools**

S.No	Sex	Urban Block	Rural Block	Total
1	Male	53 (5.91)	46 (5.35)	99 (5.65)
2	Female	39 (3.37)	41 (3.0)	90 (3.2)
	Total	54 (3.06)	46 (2.67)	100 (2.88)
<b>Trained Teachers</b>				
1	Male	53 (4.30)	46 (4.09)	99 (4.02)
2	Female	46 (2.63)	38 (2.45)	84 (2.54)
	Total	54 (6.31)	46 (5.93)	100 (6.14)
<b>Untrained Teachers</b>				
1	Male	28 (3.04)	28 (1.85)	56 (2.45)
2	Female	30 (1.53)	19 (1.47)	49 (1.51)
	Total	41 (3.24)	33 (2.45)	74 (2.89)
<b>Permanent Teachers</b>				
1	Male	34 (5.29)	26 (5.0)	60 (5.17)
2	Female	30 (3.23)	21 (2.24)	51 (2.82)
	Total	36 (8.0)	27 (6.89)	63 (7.52)
<b>Contractual Teachers</b>				
1	Male	3 (4.33)	5 (2.6)	8 (3.25)
2	Female	1 (1.0)	6 (1.17)	7 (1.14)

	Total	3 (4.67)	8 (2.5)	11 (3.09)
<b>Shortage of Teachers</b>				
1	Shortage	26 (1.73)	22 (2.64)	48 (2.15)

**Source:** Field Survey

**Note:** Figures in parentheses are percentages to total

Table 4 depicts the position of teaching staff in selected schools from Kulgam district of Jammu and Kashmir. Sex wise classification shows that in total, the average number of male staff was 5.6 while female was 3.2. In urban block, the male teachers was 5.91 and female teachers was 2.63. About 5.3 male and 3.0 female teachers were found in rural block. The table shows that male dominates female in both blocks.

As far as training of teachers were concerned, in total the average number of male trained teachers was 4.02 and female teachers was 2.54. In case of blocks, the average number of male trained teachers was 4.3 and female trained teachers was 2.63 in urban block. In rural block, the average male trained teachers was found 5.9 and female trained teachers was 2.45 respectively. The table reveals that the average number of untrained male teachers in total was 2.45 and female untrained was 1.51. In urban block, the average number of male untrained teacher was found 3.04 and for female it was 1.53. 1.85 male and 1.47 female untrained teachers were found in rural block. The table clearly shows that untrained teachers were more in urban block as compared to rural block.

In case of position of teachers, in total the average number of male permanent teachers in schools was found 5.17 and female permanent teachers were 2.82. The average number of male permanent teachers was 5.29 and female permanent teachers 3.23 were found in urban block. In case of rural block, the average number of male permanent teachers was 5 and female permanent teachers was 2.24. As far as contractual teachers were concerned in total, the average number of male was 3.25 and female was 1.14. In case of urban block, the male was 4.33 and female was 1. In the rural block, the average number of male was 2.6 and female was 1.17 respectively.

It can be inferred that average number of schools were facing a shortage of teachers in Kulgam district. In total the average number of shortage of teachers was found 2.15. In case of urban block, the average number of shortage of teachers was 1.73 while in rural it was found 2.64.

**Table 5: Availability of Infrastructure Facility in Surveyed Schools**

S No.	Particulars	Urban Block	Rural Block	Total
1	School office Room	53 (98.1)	43 (93.5)	96 (96.0)
2	Staff room	25 (46.3)	14 (30.4)	39 (39.0)
3	Library room	16 (29.6)	8 (17.4)	24 (24.0)
4	Laboratory room	13 (24.1)	7 (15.2)	20 (20.0)
5	Computer room	8 (14.8)	1 (2.2)	9 (9.0)
6	Art Room	0 (0.0)	0 (0.0)	0 (0.0)
7	Music room	0 (0.0)	0 (0.0)	0 (0.0)
8	Games room	23 (42.6)	14 (30.4)	37 (37.0)
9	Store room	34 (63.0)	16 (34.8)	50 (50.0)
10	Kitchen room	35 (64.5)	29 (63.0)	64 (64.0)
11	Boundary wall	35 (64.8)	21 (45.7)	56 (56.0)
12	Playground	32 (59.3)	16 (34.8)	48 (48.0)
13	Transport Facility	10 (18.5)	8 (17.4)	18 (18.0)
14	Electricity Facility	30 (55.6)	19 (41.3)	49 (49.0)
15	Satisfying existing infrastructure facility	18 (33.3)	11 (23.9)	29 (29.0)

**Source:** Field Survey

**Note:** Figures in parentheses are percentages to total

Table 5 reveals the availability of infrastructure facilities in surveyed schools of Kulgam district. In total, 96 per cent of schools have office room while among the block, 98.1 per cent of schools in urban block and 93.5 per cent schools in rural block have office room. The facility of staff room was not satisfactory in schools and only 39 per cent of schools having staff room. In urban block, 46.3 per cent schools have staff room



and only 30.4 per cent schools were have staff room in rural block. Library facility was very poor and only 24 per cent of schools were found and it was high in urban block as compared to rural block.

As far as laboratory room was concerned, in total 20 per cent of schools had laboratory while block wise 24.1 per cent of schools of urban block and 15.2 per cent in rural block had laboratory. Availability of computer room was found less than 10 per cent in the surveyed schools and in case of blocks, 14.8 per cent of schools had computer room in urban block and only 2.2 per cent of schools in rural block had computer room. The study also showed that none of school had music and art room. Further the study depicts the availability of games room, in total 37 per cent of schools in urban block 42.6 per cent and 30.4 per cent was rural block had such facility.

Availability of store room was found in 50 per cent of schools in the surveyed schools. In case of blocks, 63 per cent of schools had store room facility in urban block and only 34.8 per cent had in rural block. The study indicates that kitchen facility was found in almost all government schools and there was no much difference among the blocks. Similarly, facility of boundary wall was found in 48 per cent of schools in the study area. In urban block 64.8 per cent schools had boundary wall while 45.7 per cent schools had in rural block.

As far as playground, transport and electricity were concerned 48 per cent of schools were having playground and the same facility was just 34.8 per cent in rural block. It is interesting to note that no government school was having transport facility. Only 18 per cent of schools were having transport facility among private schools. There was no much difference between the blocks under this facility. In case of electricity less than half of the schools were having electricity. Block wise division shows that above 55 per cent of schools have electricity in urban block and 41.3 per cent schools have electricity facility in rural block.

It is very important to highlight that less than 30 per cent schools were satisfied with existing infrastructure facilities. Block wise 33.3 per cent schools were satisfied with existing infrastructure facility in urban block and nearly 24 per cent in rural block.

**Table 6: Status of Instructional Equipments and Materials in Surveyed Schools**

S.No	Item of Equipments	Urban Block		Rural Block		Total	
		No. of Equipments	Worth in Rs	No. of Equipments	Worth in Rs	No. of Equipments	Worth in Rs
1	Mates for Sitting (M)	52 (495.48)	52 (41002)	43 (352.05)	43 (34062)	95 (430.56)	95 (37861)
2	Student's	29	29	13	13	42	42

	Desk	(36.17)	(30586)	(20.69)	(21630)	(31.38)	(27814)
3	Student's Chairs	21 (22.23)	21 (9190)	14 (18.35)	14 (7443)	35 (20.69)	35 (8491)
4	Teacher's Tables	54 (6.04)	54 (5362)	44 (4.24)	44 (4782)	98 (5.22)	98 (5102)
5	Teacher's Chairs	54 (15.15)	54 (7371)	46 (15.09)	46 (8413)	100 (15.12)	100 (7850)
6	Computers	28 (2.89)	28 (74628)	12 (1.67)	12 (45666)	40 (2.53)	40 (65940)
7	Blackboards	54 (9.61)	54 (9380)	46 (8.78)	46 (7068)	100 (9.23)	100 (8316)
8	Science Equipments	-	37 (32086)	-	25 (21760)	-	62 (27962)
9	Maps	54 (11.64)	54 (1110)	46 (11.86)	46 (1301)	100 (11.75)	100 (1198)
10	Charts	54 (18.59)	54 (1534)	46 (17.69)	46 (1472)	100 (18.18)	100 (1506)
11	Globes	48 (1.58)	48 (568)	38 (1.52)	38 (530)	86 (1.55)	86 (551)
12	Newspaper Stand	7 (1.28)	7 (842)	6 (1.0)	6 (533)	13 (1.15)	13 (700)
13	Wall Clock	51 (1.47)	51 (413)	41 (1.24)	41 (404)	92 (1.37)	92 (409)

**Source:** Field Survey

**Note:** Figures in parentheses are averages to total

Status of instructional equipments and materials in surveyed schools of Kulgam district are shown in table 6. In total, the average meters of mates for sitting in schools were found 430.56 meters with worth of Rs 37,861. Among the blocks, 495.48 meters worth of Rs 41,002 was found in urban block and 352.05 meters with worth of Rs 34,062 in rural block. In case of students' desk, in total, the average number of students' desks was found 31.38 with cost of Rs 27,814. In urban block, the average number of students' desks was found 36.17 with cost of Rs 21,630. As far as students chairs were concerned, in total, the average number of students' chairs was 20.69 with value of Rs 8,491. The average number of students' chairs in urban block was 22.23 with value of Rs 9,190 while in rural block; it was found 18.35 with value of Rs 7,443 in surveyed schools.

Regarding teacher's tables, on an average of 5.22 tables with cost of Rs 5,102 were available in total. In case of blocks, it was 6.04 in urban block with cost of Rs 5,362 and 4.2 in rural block 4.24 worth of Rs 4,782. In total, on an average 15.12 teachers' chairs were found worth of Rs 7850 and there was no much difference among the blocks.

The availability of computer among surveyed schools was not satisfactory. In total, on an average only 2.53 computers worth of Rs 65,940 was available to each school. Majority of schools used these computers for office purpose and there were no facilities for students to use computer. As far as blackboards were concerned in surveyed schools, in total 9.23 number of blackboard were found with value of Rs 8,316. Among the blocks, 9.61 number of blackboards with worth of Rs 9,380 in urban block and 8.78 number of blackboard with cost of Rs 7,068 in rural block were found respectively. The facility of science equipments in surveyed schools was also not enough. In total, the average cost of science equipment in the schools was found Rs 27,962 while block wise it was found high in urban block as compared to rural block.

The maps and charts were found in all surveyed schools while global and wall clock facilities were found most of surveyed schools in both blocks. The above table also shows that most of schools lacking behind the facility of newspaper stand.

**Table 7: Distribution of Classroom of Surveyed Schools**

S.No	Number of Classroom	Urban Block	Rural Block	Total
1	Less than 5	13 (24.1)	13 (28.3)	26 (26.0)
2	5-10	35 (64.8)	33 (71.7)	68 (68.0)
3	10-15	5 (9.1)	0 (0.0)	5 (5.0)
4	Above 15	1 (1.9)	0 (0.0)	1 (1.0)
	Total	54 (100)	46 (100)	100 (100)

Source: Field Survey

Note: Figures in parentheses are percentages to total

Table 7 shows the distribution of classroom of surveyed schools in Kulgam district. In total, 68 per cent of schools had classroom in the range of 5-15, 26 per cent of schools had less than 5 classrooms, 5 per cent schools had 10-15 classrooms and only 1 per cent of school had above 15 classrooms. The block wise results showed that 71.3 per cent of schools had classroom in between 5-10 in rural block and 64.3 per cent in urban block. The number of classrooms in range of 10-15 was 9.1 per cent and only 1.9 per cent of schools had above 15 classrooms in urban block while there was no school in rural block having more than 10 classrooms. The study reveals that less number of classrooms was found in rural block against urban block.

**Table 8: Source of Drinking Water in the Surveyed Schools**

S No.	Source	Urban Block	Rural Block	Total
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1	No Facility	2 (3.7)	4 (8.7)	8 (8.7)
2	Water tap	48 (88.9)	39 (84.8)	87 (87.0)
3	Hand pump	4 (7.4)	3 (6.5)	7 (7.0)
4	Total	54 (100)	46 (100)	100 (100)

**Source:** Field Survey

**Note:** Figures in parentheses are percentages to total

Table 8 reveals the source of drinking water in surveyed schools of Kulgam district. In total, 8.7 per cent schools had no availability of drinking water, 87 per cent of schools had water tap and only 7 per cent schools had hand pump facility. In case of blocks, 8.7 per cent schools had no water facility in rural block and only 3.7 per cent schools in urban block had water facility.

**Table 9: Availability of Sanitation Facility in the Surveyed Schools**

S.No.	Particulars	Urban Block	Rural Block	Total
1	Toilet Facility	52 (96.3)	42 (91.3)	94 (94.0)
2	Clean and Healthy Surroundings	44 (81.5)	33 (71.7)	77 (77.0)
3	Health Service	24 (44.4)	15 (32.6)	39 (39.0)
4	Medical Check-up	34 (63.0)	28 (60.9)	62 (62.0)
5	Immunization against Diseases	30 (55.6)	25 (54.3)	55 (55.0)
6	Dispensation of Medicines	17 (31.5)	13 (28.3)	30 (30.0)

**Source:** Field Survey

**Note:** Figures in parentheses are percentages to total

Table 9 shows the availability of sanitation facility in the surveyed schools of Kulgam district. In total, 94 per cent of the schools had toilet facility. In case of blocks, 96.3 per cent of schools had toilet in urban block while 91.3 per cent in rural block. The schools located in clean and healthy surrounding were found 77 per cent in total and it was 81.5 per cent in urban and 71.7 per cent in rural block. The table reveals the health service facility in the schools, in total 39 per cent of schools having health service while in block wise, 44.2 per cent were found in urban block and 32.6 per cent in rural block. As far as medical check-up was concerned, in total 62 per cent of school provides medical check-up. Block wise data shows that 63 per cent had in urban and 60.9 per cent in rural block. Facilities of immunization against diseases were found more than 50 per cent schools in both blocks. The table also depicts the facility of dispensation of medicines in the schools, in total 30 per cent of

schools were found. In case of blocks, 31.5 per cent of schools provide medicines in urban block and 28.3 per cent in rural block. From the above table, it is clearly indicates that sanitation facilities was more in urban block as compared rural block.

### **Conclusion**

Infrastructure is key input for education particularly elementary education. The development of education depends upon the proper infrastructure available in the education sector. A school building should be attractive, have adequate lighting, comfortable seating, useful service facilities such as library, laboratory, multipurpose rooms, functional playground, classrooms, toilets etc. Jammu and Kashmir (J&K) state is considered as one of the most educationally backward states. Poor infrastructure is the most important reason for low literacy rate and educational backwardness. The basic facilities like library room, laboratory room, games room, electricity facility and playground were lacking in most of the surveyed schools. In addition, in rural block no school is having more than 10 classrooms and more than 60 per cent were not having computers, the remaining schools have two computers for official purpose only. It was interesting to note that more than 70 per cent of the schools were not satisfied with existing infrastructural facilities.

### **Suggestions**

From aforesaid findings the following suggestions are given:

- In today's information technology world it is important that all schools should have electricity and computer facility. The government should take effort to provide these facility
- Lack of students, teachers and office rooms is an impediment to enrollment; there should be a separate library room, laboratory room, games room and art room in every school.
- Co-curricular activities are an important component of education. Government should encourage co-curricular activities like sports (playground facilities).
- Shortage of teachers is an obstacle for education and government should appoint new teachers.

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