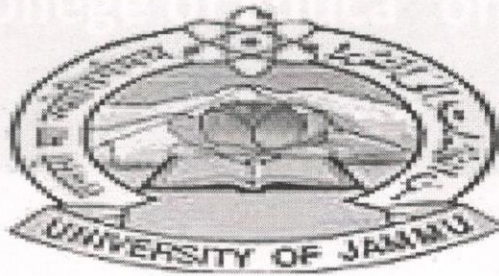


**A STUDY OF THE INFRASTRUCTURAL FACILITIES OF THE ELEMENTARY SCHOOLS  
OF RURAL AND URBAN AREAS OF BEERWAH TEHSIL OF DISTRICT BUDGAM**



**A**

**DISSERTATION**

**SUBMITTED TO THE UNIVERSITY OF JAMMU, IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER  
OF EDUCATION**

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## SUMMARY

**Supervisor:** Dr. Mohd Zubair

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**TOPIC:** A STUDY OF INFRASTRUCTURAL FACILITIES OF ELEMENTARY SCHOOLS OF RURAL AND URBAN AREA OF BEERWAH TEHSIL OF DISTRICT BUDGAM.

### INTRODUCTION

Infrastructure Problems in India can be classified into two parts:

- Urban infrastructure problems in India
- Rural infrastructure problems in India

The Urban infrastructure problems in India are long lasting problem.

The Infrastructure problems in India mostly took a back-seat in the economic development policy drafts. The meager budgetary allocation to arrest infrastructure problems in India has so far proved to be too little to keep pace with other areas of business development in India.

Moreover, the tremendous growth of Indian IT, telecommunication, manufacturing, and pharmaceutical industries has consumed the limited world class urban infrastructure available in India. The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place



experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration.

For achieving this target, our efforts must be directed for recognition and upliftment of education in rural areas as there are less opportunity for education to all the weaker sections of the society like schedule caste and other regionally backward classes. If a satisfactory description of the infrastructural facilities in the school with regard to the effectiveness of the teacher are to be devised.

## **OBJECTIVES OF THE STUDY**

- To make a selective case study of Rural and Urban schools of the Tehsil Beerwah.
- To make an assessment of educational facilities available in urban government and private Elementary Schools of Beerwah Tehsil.
- To make an assessment of educational facilities available in rural government and private Elementary Schools of Beerwah Tehsil

## TOOLS USED

The resource check list was prepared with the consultation of my guide and all aspects of usability, availability of resources and objectives were taken care of. For collecting new unknown data required for the study of any problem, one may use various devices for each and every sort of research we need certain instrument to gather new facts and to explore new field. These instruments thus employed as means are called as tools. The selection of suitable tools is of supreme importance for any research work to be successful.

For the present study, the investigator had used the check list. The check list consists of a list of items. The chief purpose of the check list is to call attention, to the various aspects of an object or situation, to see nothing of importance is overlooked. It is a simple laundry list type device, constituting a prepaid list of items. It is a type of questionnaire in the form of a set of categories for the respondent to check or to mark Yes or No. The checklist is an important tool in gathering facts for educational surveys. It may also be used as a form

for recording in observational studies of behavior. Checklist items can be arranged in several ways. In checklist we include:-

1. Infrastructure facilities,
2. Teacher's qualification,
3. Activities,
4. Source of funds and
5. Strength of students and teachers in the school.



### (c) Conclusions based on Rural Schools

Although there are some improvements in the elementary schools almost in all aspects by implementations of several policies by central & State governments but, still there are some bottlenecks and constraints. Some of which are as:

- Generally the office blocks are not in a good condition in the elementary schools. Rather some schools have office and class is in the same room.
- Lack of electricity, dirtiness prevails everywhere; even the classrooms are also not up to mark rather lacking the basic infrastructural facilities.
- The Fans, dustbins, lighting are not proper in Elementary Schools.
- As for as the library facilities that is lacking in Elementary Schools in general.
- Comparing the qualifications of the teachers who are working in Elementary Schools, only few teachers are the Post Graduate + B.Ed.
- Extra-Curricular facilities are not held in these schools, due to the lack of physical teachers in maximum schools.
- The Funding agency is only Government for the betterment of schools, but implementation and right supervision part is obviously lacking.

#### (d) Conclusions based on Urban Elementary Schools:

Although urban elementary schools have some better degree in infrastructural facilities as compared to the rural elementary schools, however they still lack most of the infrastructural facilities

The quality of the of ice block in the urban schools is better as compared to rural areas but it does not mean that infrastructural facilities are up to date.

- There are sufficient classrooms in Elementary Schools mostly.
- Furniture like desks, fans, electricity is available rather better than rural areas.
- Quality wise, these facilities are somehow better in Elementary Schools.
- Library facilities are like, Books, Models, Charts are frequently available.
- Only some schools are not having playground sports equipment.
- Quali ications of teachers are better in Elementary Schools with Post-Graduate + B.Ed. even M.Phil and Ph.D also.
- Extra-curricular activities are held in the Elementary Schools of Urban area



**(b) Conclusions based on both Rural and Urban Elementary Schools:**

- The office blocks are not in good conditions properly provided in Rural Elementary Schools but it is better in Urban Elementary Schools.
- The rural school classrooms are not up to the mark whereas, urban schools provide sufficient classrooms.
- The basic facilities of electricity are not provided to the rural schools whereas; it is of a better quality in the urban schools.
- Some schools in urban area do not have play ground and sports facility, which is also lacking in the Rural Elementary Schools.
- The urban Elementary Schools are having the qualified teachers but it is not so in rural Elementary Schools.
- There is no provision for extra-curricular activities in rural schools but urban schools provide better extra-curricular activities.
- The funds provided by the Government for the rural schools are very meager but for the urban schools that is in a frequent manner.