

## **An Evaluative Study of Infrastructure Facilities in Government Primary Schools in Dehradun District (Uttarakhand)**

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### **Abstract**

*The present study explores the infrastructure facilities in government primary schools in Dehradun district. Adopting descriptive method investigation brought in to light the condition of basic facilities in government primary schools. The sample of the study is the questionnaire based opinion of 50 principals and 150 teachers of government primary schools in Dehradun district of Uttarakhand state on infrastructure facilities and development. The condition of infrastructure facilities played an important role in improving the teaching-learning environment, achievement levels of the students and overall quality of the schools. Findings of the study reveal the poor condition of infrastructure facilities in government primary schools. The condition of the school buildings, toilets and pure drinking water facilities are unsatisfactory in almost all primary schools. Study examines that more than 20% government primary schools are running without school buildings; 38% school buildings are in bad condition and 47% school building are in dilapidated condition. 100% primary schools are facing lack of basic facilities like inadequate classrooms, play grounds, pure drinking water and toilets for boys and girls, electricity, fans, library, furniture, computer and games facilities. Furniture is not available for the students and students are sitting either on the mat or on the ground in most of the schools. Study reveals that teachers are busy in doing paper work of mid day meal process, conducting census and election duty and they don't have enough time for teaching.*

**Keywords** – Primary Education, Development, Infrastructure, Enrolment, Dropout Rates

## Introduction

Education that we assimilate from our institutions and environment has been manifested in our society. This is proven fact that education is the only ambience to change and make a progressive society. The great philosopher Ravindra Nath Tagore also emphasized on the relationship of education with nature and society. There are many factors which influence education; these include Family, Society, Teachers, Academicians, Educationist, Philosopher and the Government. . Education influences all dimensions of life directly or indirectly in a consistent way; it continues till death. Education influences innate powers of a child and configures them in a positive and meaningful direction.

Education is a continuous and a lifelong development. Formal education particularly plays an important role in the growth of a child and Primary education is the first stage of formal education and a systematic educational structure. Primary Education is considered as a foundation on which the whole life of a child depends on. Primary Education decides the future of the child. Infrastructure facilities play significant role in the development of the child. “The level of infrastructure facilities provided in the schools played an important role in improving the teaching-learning environment and learner achievement levels and overall school quality” (R. Govinda, 1991).“Availability of drinking water and toilet is one of the basic requirements in any institution such as school;studies have proved that there is a direct correlation between the enrolment and drop out of students and availability of the sanitation facilities within the school premises” (Singh & Ritu, 2013).

According to unisef report, school infrastructure plays significant role in education process and affects various elements of the school. The size of the class room and sitting arrangement of the students can also influence the teaching and learning process. Sitting arrangement of the students in a circle creates more effective interaction instead of sitting in rows. Availability of clean drinking water and toilets also influence to the students particularly girls.

Despite the strong constitutional adherence (Right to Education Act) and major projects like *Sarva Shiksha Abhiyan* and Mid Day Meal, government primary schools are still facing not only by low enrolment particularly girls enrolment and drop out but also by huge unevenness in execution. Therefore the present study is a humble attempt in this direction.

**Review of related literature**

**Arun, Mehta (2008)** presented analytical report (2006-07) related to elementary education in India (NUEPA), which covers both primary and upper primary schools of all the districts of the country. According to Mehta, the dropout rate is high at primary level; it needs to be checked, without which neither the goal of universal primary education nor retention can be achieved.

**Ruchi Garg (2010)** investigates, an appraisal of SSA in development of basic education in district Meerut. The main objective of the study was to find out the impact of SSA in the development of the primary education in District Meerut. Researcher found very weak infrastructure facilities in the government primary schools in district Meerut. According to the researcher, classrooms and toilets were dirty; children were sweeping classrooms and toilets; because there was no provision of sweeper and peon in the government primary schools. Games facilities was not found in the schools and lack of community participation was also found during the study.

**Ravindra Barhtwal (2015, June 27)** correspondent Dainik Jagran expressed deep concern about their report titled as “Government primary schools in Uttarakhand facing lack of drinking water & toilet facilities.” According to reporter 8,000 government primary schools in Uttarakhand have not the facility of hand wash. 1,500 government primary schools are without girl’s toilet. 2,090 government primary schools have toilets but in very bad condition and not in use for a long time. 842 primary schools have not drinking water facility.

**Anil Upadhaya (2015, May 4)** correspondent of Dainik Jagran, Dehradun, reported ‘Poor status of government primary schools in Uttarakhand’. According to his report, Uttarakhand state is considered as one of the most influenceable state for earthquake as it is situated in the north Himalaya region. We have seen disaster in Nepal which is also in the north Himalaya region. Despite of the imaginable danger of earthquake in Uttarakhand, department of school education, is not serious about the poor condition of school buildings. More than 2020 government primary and junior primary schools are in very dangerous condition. Out of which 824 government primary schools are in very bad condition and turning dangerous for the students. 1196 primary schools are defective and need to reconstruct as soon as possible.

**Bishan Singh Bora (2015, April 10)** correspondent dainik Amar Ujala noted that Huge number of education officers in Uttarakhand but zero enrolment in schools. According to his report education department is floushring with huge number of education officers in Uttarakhand whereas students are not in the schools. In education department there are 3 directors and one director general, 42 deputy

director and 84 deputy education officers but the condition of education is declining consistently. There are 134 education officers in Uttarakhand which is more than total education officers of the education department of Uttar Pradesh. Despite of having huge number of education officers, more than 1800 government primary schools are without students and 4600 primary schools are having less than 20 students.

### **Objectives of the study**

The present research study was conducted with the following objectives -

1. To study the development of government primary schools in Dehradun district
2. To study the infrastructure facilities in government primary schools in Dehradun district.

### **Delimitation of the study**

The delimitation are the parameters of the investigation that aims to confined the scope of a study. It describes the boundaries that have been set for the study. Present study was confined to all government primary schools of six blocks of Dehradun district.

### **Methodology**

The researcher used purposive sampling method for the study. In the present investigation, 50 principals and 150 teachers of government primary schools from six blocks of Dehradun district were selected randomly for their opinion about infrastructure and development.

Data has been collected with the help of two self prepared questionnaires by the researcher. Questionnaires were prepared after consulting with academicians, Directorate of Education and project directors of *Sarva Shiksha Abhiyan* and Mid Day Meal project. Two hundred government primary schools were visited by the researcher for collecting data. Principals of the sample schools were approached and were requested to fill up questionnaire to collect relevant information. Teachers were also approached and were requested to fill another questionnaire.

Descriptive survey method was followed in analyzing the present study. In order to give appropriate scrutiny to the collected data and information both qualitative and quantitative analysis has been adopted. In quantitative approach data are originated by the technique of tabulation and computation of percentages.

### Data Analysis

Data were arranged according to their characteristics in tabular form and percentage was calculated.

**Objective of the study** was to study the development of government primary schools in Dehradun district. Analysis of the data was based on self prepared questionnaire for the principals of government primary schools of Dehradun district.

Table 1: Condition of Mid Day Meal in Government Primary Schools in Dehradun District

Q.No	Questions based on MDM	Opinion of Principals			
		Yes	Percentage	No	Percentage
1	Mid Day Meal in the government primary schools	50	100%	0	0%
2	Mid Day Meal is provided daily	50	100%	0	0%
3	<b>Mid Day Meal grain is obtained</b>				
A	Daily	3	6%	0	0%
B	Once in week	7	14%	0	0%
C	Once in month	40	80%	0	0%
4	<b>Mid Day Meal is cooked by</b>				
A	Wood	14	28%	0	0%
B	LPG Gas	36	72%	0	0%
C	Kerosene oil	0	0%	0	0%
5	Mid Day Meal is affecting teaching process	46	92%	4	8%

Table 1 depicts the condition of Mid Day Meal in the government primary schools in Dehradun District. Hundred percent respondents (principals of primary schools) said that they have an arrangement of Mid Day Meal in the schools. 100% respondents (Principals of primary school) said that Mid Day Meal is providing daily in the primary schools. 6% respondents (principals of schools) said that Mid Day Meal grain is obtained daily. 14% respondents said that Mid Day Meal grain is obtained once in a week. 80% respondents (principals of primary school) said that Mid Day Meal grain was obtained once in a month. 28% respondents (Principals of primary school) said that Mid Day Meal is cooked by wood. 72% respondents said that Mid Day Meal is cooked by LPG gas.

92% respondents (Principal of primary schools) said that Mid Day Meal is affecting teaching process in government Primary schools and only 4% respondents (Principal of primary schools) said that Mid Day Meal is not affecting teaching process. It was found that teachers were busy in doing paper work of Mid Day Meal process and they don't have enough time for teaching.

Table 2: Condition of Enrolment in Government Primary Schools in Dehradun District

Q.No	Questions based on Enrolment	Opinion of Principals			
		Yes	Percentage	No	Percentage
<b>1</b>	<b>Enrolment</b>				
A	Increasing	4	8%	0	0%
B	Decreasing	46	92%	0	0%
<b>2</b>	<b>Boys enrolment is decreasing</b>	42	84%	8	16%
<b>3</b>	<b>Girls enrolment is decreasing</b>	45	90%	5	10%
<b>4</b>	<b>Dropout rate is higher</b>	43	86%	7	14%
<b>5</b>	<b>SSA improving enrolment</b>	9	18%	41	82%
<b>6</b>	<b>Text books are given in time</b>	10	20%	40	80%
<b>7</b>	<b>Reason of low enrolment</b>				
A	Shifting from rural to urban	23	46%	0	0%
B	Attraction of private schools	25	50%	0	0%
C	Poverty	2	4%	0	0%
<b>8</b>	<b>Reasons of girls drop out</b>				
A	Doing domestic work	8	16%	0	0%
B	Not interested in girls education	9	18%	0	0%
C	Poverty	33	66%	0	0%
<b>9</b>	<b>Reasons of boys drop out</b>				
A	Doing domestic work	2	4%	0	0%
B	Not interested in boys education	2	4%	0	0%
C	Poverty	46	92%	0	0%

Table 2 depicts the position of enrolment in government primary schools in Dehradun district. 8% respondents (Principal of primary schools) said that enrolment is increasing where as 92%

respondents (Principal of primary schools) said that enrolment is decreasing. 84% (Principal of primary schools) respondents said that boy's enrolment is decreasing where as only 16% respondents (Principal of primary schools) said that boy's enrolment is not decreasing. 90% respondents (Principal of primary schools) said that girl's enrolment is decreasing and only 10% respondents (Principal of primary schools) said that girl's enrolment is not decreasing. 86% respondents (Principal of primary schools) said that dropout rate is higher in government primary schools. 14% respondents (Principal of primary schools) said that dropout rate is not higher. 18% respondents (Principal of primary schools) said that *Sarva Shiksha Abhiyan* is improving enrolment in primary schools where as 82% respondents (Principal of primary schools) said that *Sarva Shiksha Abhiyan* is not improving enrolment. 20% respondents (Principal of primary schools) said that text books are giving in time to the students where as 80% respondents (Principal of primary schools) said that text books are not giving in time to the students of government primary schools in Dehradun district. 46% respondents (Principal of primary schools) said that shifting from rural to urban is a reason of low enrolment in government primary schools in Dehradun district and 25% respondents (Principal of primary schools) said that attraction of private schools is a reason of low enrolment and 2% respondents (Principal of primary schools) said that poverty is a reason for low enrolment in government primary schools. Sixteen percent respondents (Principal of primary schools) said that doing domestic work is a reason of girl's drop out and 18% respondents (Principal of primary schools) said that parents is not interested in girl's education where as 66% respondents (Principal of primary schools) said that poverty is a big reason for girl's drop out. 4% respondents (Principal of primary schools) said that doing domestic work is a reason boy's drop out and 4% respondents (Principal of primary schools) said that parents are not interested in boy's education where as 92% respondents (Principal of primary schools) said that poverty is a big reason.

Table 3: Games Facilities in Government Primary Schools in Dehradun District

Q.No	Questions based on Games Facilities	Opinion of Principals			
		Yes	Percentage	No	Percentage
<b>1</b>	<b>Play ground</b>				
A	Small size	40	80%	0	0%
B	Big size	0	0%	0	0%
C	Medium size	10	20%	0	0%
<b>2</b>	<b>Games facilities</b>				
A	Football	45	90%	0	0%
B	Volleyball	0	0%	0	0%
C	Kabbadi	50	100%	0	0%
D	Cricket	0	0%	0	0%
E	Badminton	0	0%	0	0%
F	Basketball	0	0%	0	0%
<b>3</b>	<b>Indoor games facilities</b>				
A	Chess	0	0%	0	0%
B	Carom	0	0%	0	0%
C	Skipping	50	100%	0	0%
D	Table Tanis	0	0%	0	0%

Table 3 indicates games facility in government primary schools in Dehradun district. 80% respondents (Principal of primary schools) said that they have small size grounds in the school. 20% respondents (Principal of primary schools) said that they have medium size grounds in the school. 80% respondents (Principal of primary schools) said that they have football facility in their schools and 100% respondents (Principal of primary schools) said that Kabbadi is played in their schools. According to the opinion of 50 principals skipping facility was available in the schools and other indoor games facilities like chess carom, table Tanis were not available in the government primary schools.



**Objective of the study** was to study infrastructure facilities in government primary schools in Dehradun district. Analysis of the data was based on self prepared questionnaire for the teachers of government primary schools of Dehradun district.

Table 4: School Buildings of Government Primary Schools in Dehradun District

Q.No	Questions based on School Building	Opinion of Teachers			
		Yes	Percentage	No	Percentage
1	<b>School building</b>	120	80%	30	20%
2	<b>Condition of Building</b>				
A	Good	23	15%		
B	Bad	57	38%		
C	Very bad	70	47%		
3	<b>Class rooms are sufficient</b>	0	0%	150	100%
4	<b>Problems related to school building</b>				
A	Ceiling leakage	110	73%	40	27%
B	Inadequate rooms	150	100%	0	0%
C	Room's floor is not good	150	100%	0	0%
D	Building material is not good	150	100%	0	0%
E	Plaster falls	150	100%	0	0%

Table 4 demonstrates school buildings in government primary schools in Dehradun district. 80% respondents (teachers of primary school) said that they have school building and 20% respondents (teachers of primary school) said that they have not school buildings. According to the opinion of teachers there are 80% school buildings but in poor condition. 38% respondents (teachers of primary school) said that school building is in bad condition where as 47% respondents (teachers of primary school) said that school building is in very bad condition. 100% respondents (teachers of primary

school) said that class rooms are not sufficient in the schools. According to the opinion of teachers, classrooms in government primary schools in Dehradun district are not sufficient for five classes. Seventy three percent (73%) respondents (teachers of primary school) said that they have ceiling leakage problem in their schools. Hundred percent (100%) respondents (teachers of primary school) said that they have inadequate rooms in their schools. Hundred percent (100%) respondents (teachers of primary school) said that room's floor is not good in their schools. Hundred percent (100%) respondents (teachers of primary school) said that building material is not good in their schools. Hundred percent (100%) respondents (teachers of primary school) said that plaster falls in their schools.

Table 5: **Pure Water Facility in Government Primary Schools in Dehradun District**

Q.No	Questions based on Pure Drinking Water Facility	Opinion of Teachers			
		Yes	Percentage	No	Percentage
1	Pure drinking water	70	46.66%	80	53.33%
2	Water tank in school	90	60%	60	40%
3	Cleaning of water tank				
A	Regular	0	0%	0	0%
B	Once in week	20	22.22%	0	0%
C	Once in month	70	77.77%	0	0%

Table 5 indicates of pure drinking water facility in government primary schools in Dehradun district. 46.66% respondents (teachers of primary school) said that they have pure drinking water in the schools and 53.33 respondents (teachers of primary school) said that they have not pure drinking water in the schools. 60% respondents (teachers of primary school) said that they have water tank in the schools and 40% respondents (teachers of primary school) said that they have not water tank in the schools. 22.22% respondents (teachers of primary school) said that cleaning of water tank was done once in a week and 77.77% respondents (teachers of primary school) said that cleaning of water tank was done once in a month.

Table 6: Basic Facilities in Government Primary Schools in Dehradun District

Q.No	Questions based on Basic Facilities	Opinion of Teachers			
		Yes	Percentage	No	Percentage
1	Toilet facility in school	95	63.33%	55	36.66%
2	Separate toilet for girls	0	0%	150	100%
3	Separate toilet for boys	0	0%	150	100%
4	Separate toilet for teachers	0	0%	150	100%
5	Electricity in school	0	0%	150	100%
6	Computer in school	0	0%	150	100%
7	Library in school	0	0%	150	100%
8	Adequate furniture for teachers	0	0%	150	100%
9	<b>Furniture for students</b>	0	0%	150	100%
10	<b>First aid facility in school</b>	0	0%	150	100%
11	<b>Health checks up in school</b>	0	0%	150	100%
12	<b>Facilities in school</b>				
a	Computer room	0	0%	150	100%
b	Guest room	0	0%	150	100%
c	Store room	0	0%	150	100%
d	Stage	0	0%	150	100%
13	<b>Reasons behind the lack of basic facilities</b>				
a	Financial problems	150	100%	0	0%
b	Neutral attitude of government	150	100%	0	0%
c	Attitude of education officers	150	100%	0	0%
d	Non- cooperation from society	150	100%	0	0%

Table 6 indicates basic facilities in government primary schools in Dehradun district. 63.33% respondents (teachers of primary school) said that they have toilet facility in the schools and 36.66% respondents (teachers of primary school) said that they have not toilet facility in the schools. 100% respondents (teachers of primary school) said that they have not separate toilets for girls in primary

schools. 100% respondents (teachers of primary school) said that they have not separate toilets for boys in primary schools. 100% respondents (teachers of primary school) said that they have not separate toilets for teachers in schools. 100% respondents (teachers of primary school) said that they have not electricity in the schools. 100% respondents (teachers of primary school) said that they have not computers in the schools. 100% respondents (teachers of primary school) said that they have not library facility in the schools. 100% respondents (teachers of primary school) said that they have not adequate furniture for teachers in the schools. 100% respondents (teachers of primary school) said that they have not furniture for the students in the school. 100% respondents (teachers of primary school) said that they have not first aid facilities in the schools. 100% respondents (teachers of primary school) said that they have not health checks up facilities for the students in the school. Hundred percent (100%) respondents (teachers of primary school) said that they have not computer room in their schools. Hundred percent (100%) respondents (teachers of primary school) said that they have not guest room in their schools. Hundred percent (100%) respondents (teachers of primary school) said that they have not store room in their schools. Hundred percent (100%) respondents (teachers of primary school) said that they have not stage in their schools. Hundred percent (100%) respondents (teachers of primary school) said that financial problem is a big reason behind the lack of basic infrastructure facilities. Hundred percent (100%) respondents (teachers of primary school) said that neutral attitude of the government is responsible for poor infrastructure. Hundred percent (100%) respondents (teachers of primary school) said that attitude of education officers is responsible for poor infrastructure. Hundred percent (100%) respondents (teachers of primary school) said that there is not any cooperation from the local society and this is a big reason of poor basic infrastructure.

### **Major findings of the study**

- It was found that there is a provision of mid day meal in all government primary schools and provided daily in all schools. Mid Day Meal grain is obtained once in a month in more than 80% schools and Mid Day Meal is cooked by LPG gas in 72% primary schools. Mid Day Meal is affecting teaching process in government Primary schools because teachers are busy in doing paper work of Mid Day Meal process and they don't have enough time for teaching.
- It was found that enrolment in government primary schools in Dehradun district is decreasing. Girl's enrolment is decreasing in more than 90% government primary schools. Poverty, attraction of private schools, migration and lack of toilet facilities are big reasons for girl's low enrolment

and dropout. Dropout rate is higher in 86% primary schools. It was found that *Sarva Shiksha Abhiyan* is not improving enrolment in primary schools. Text books are not giving in time to the students in 80% schools.

- It was found that games facilities are not satisfactory in government primary schools. Small size grounds are in 80% schools. Study examines that indoor games facilities like chess carom, Table Tanis are not available in the government primary schools; only football and Kabbadi are available in 80% schools.
- It was found that there are so many problems regarding school buildings in government primary schools. Only 80% schools have their school buildings but in poor condition and 20% schools are running without buildings. 38% school buildings are in bad condition and 47% school buildings are in dilapidated condition. Classroom in schools are also not sufficient for five classes in almost all primary schools. 73% school buildings are facing ceiling leakage problem; building material and room's floor is not good in almost all schools.
- It was found that pure drinking water facility is not available in more than 50% schools. 40% schools are without water tank facility. Cleaning of water tank is performed once in a month in 77% schools.
- It was found that toilet facility is not available in 36% schools. Separate toilet for girls is not available in all primary schools. Toilets for boys and teachers are also not available in schools. Furniture is not available for the students and adequate furniture for teachers is also not in the schools; other facilities like electricity, fans, computer and library are not available in all primary schools. Computer room, guest room, store and stage are also not in the schools. Study reveals that financial problem, neutral attitude of the government, attitude of education officers and non cooperation from the local society are reasons behind lack of facilities.

## Conclusion

The level of infrastructure facilities provided in the schools played an important role in improving the teaching-learning environment and learners achievement levels and overall school quality and performance. The findings of the study reveal that infrastructure facilities in government primary schools in Dehradun district are very poor and responsible for low enrolment, dropout and low achievement. It was found that mid day meal is providing daily in all government primary schools.

92% respondents (Principal of primary schools) said that Mid Day Meal is affecting teaching process in government Primary schools; teachers are busy in doing paper work of Mid Day Meal process and they don't have enough time for teaching.

92% respondents (Principal of primary schools) said that enrolment is decreasing; 84% (Principal of primary schools) respondents said that boy's enrolment is decreasing; 90% respondents (Principal of primary schools) said that girl's enrolment is decreasing. 86% respondents (Principal of primary schools) said that dropout rate is higher in government primary schools.

82% respondents (Principal of primary schools) said that *Sarva Shiksha Abhiyan* is not improving enrolment. 46% respondents (Principal of primary schools) said that shifting from rural to urban is a reason of low enrolment in government primary schools in Dehradun district and 25% respondents (Principal of primary schools) said that attraction of private schools is a reason of low enrolment and 2% respondents (Principal of primary schools) said that poverty is a reason for low enrolment in government primary schools. Sixteen percent respondents (Principal of primary schools) said that doing domestic work is a reason of girl's drop out and 18% respondents (Principal of primary schools) said that parents are not interested in girl's education where as 66% respondents (Principal of primary schools) said that poverty is a big reason for girl's drop out. 4% respondents (Principal of primary schools) said that doing domestic work is a reason boy's drop out and 4% respondents (Principal of primary schools) said that parents are not interested in boy's education where as 92% respondents (Principal of primary schools) said that poverty is a big reason behind low enrolment in government primary schools.

80% respondents (Principal of primary schools) said that they have small size grounds in the school. 20% respondents (Principal of primary schools) said that they have medium size grounds in the school. 80% respondents (Principal of primary schools) said that they have football facility in their schools and 100% respondents (Principal of primary schools) said that Kabbadi is played in their schools. Skipping is only indoor game facility which is available in all primary schools; and other indoor games facilities like chess, carom, Table Tanis are not available in the government primary schools.

80% respondents (teachers of primary school) said that they have school building and 20% respondents (teachers of primary school) said that they have not school buildings. 15% respondents

(teachers of primary school) said that they have a school building in good condition and 38% respondents (teachers of primary school) said that school building was in bad condition where as 47% respondents (teachers of primary school) said that school building is in very bad condition. 100% respondents (teachers of primary school) said that class rooms were not sufficient in the schools.

Pure drinking water facility and toilet facility are very essential in the schools. More than 50% government primary schools in Dehradun district are without pure drinking water facility and 40% schools are without water tank facility.

53.33 respondents (teachers of primary school) said that they have not pure drinking water in the schools. 40% respondents (teachers of primary school) said that they have not water tank in the schools. 22.22% respondents (teachers of primary school) said that cleaning of water tank was done once in a week and 77.77% respondents (teachers of primary school) said that cleaning of water tank was done once in a month. Similarly hundred percent government primary schools do not have separate toilets for girls and boys. 63.33% respondents (teachers of primary school) said that they have toilets in the schools but in bad condition and 36.66% respondents (teachers of primary school) said that they have not toilet facility in the schools. 100% respondents (teachers of primary school) said that they have not separate toilets for girls in primary schools. 100% respondents (teachers of primary school) said that they have not separate toilets for boys in primary schools. 100% respondents (teachers of primary school) said that they have not separate toilets for teachers in schools.

To conclude it may be said that the overall development of primary education in Uttarakhand is not satisfactory. All the above findings and related studies have proven that enrolment is decreasing consistently and most of the government primary schools are going to close due to zero enrolment. Poor infrastructure facilities, lack of toilets particularly girl's toilets, bad condition of school buildings, inadequate number of teachers and classrooms, absence of electricity and fans, lack of play ground, sports facilities and lack of furniture and poor teaching and learning environment are the major reasons behind the low enrolment or zero enrolment.

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