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Educational Challenges in a Rural Government School: A Case Study from Rajouri District

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ABSTRACT

In India, education is a fundamental right protected by the Constitution. However, institutional inequalities still affect how children in distant and hilly areas learn. This qualitative study examines the infrastructure failure of the Government Middle School Padhyara, situated in the Rajouri area of Jammu & Kashmir, where classroom facilities have deteriorated to a dangerous condition. By using immersive field observations, photographic evidence, and in-depth informal interviews with students, teachers, and parents, the study shows what life is like for kids who have to learn outside because of cracked walls, exposed iron rods, leaking roofs, and ongoing structural instability. The results show that there is a crisis on many levels. Students are having trouble learning, not going to class as much, feeling more stressed out, and feeling less safe. Teachers, on the other hand, are having trouble with low morale and teaching because there aren't any working classrooms. Parents are worried that the building might fall down and are unhappy that the administration isn't doing anything about it, which makes them even less trusting of public schools. The study also shows how the lack of infrastructure makes educational disparity worse in rural areas that are already marginalized, which goes against the ideals of the Right to Education Act (2009). The research reveals significant deficiencies in

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oversight, upkeep, and policy execution within government schools, illustrating how infrastructural neglect results in diminished educational outcomes and infringements on children's educational rights. The research demands immediate administrative action, clear accountability systems, and community-focused strategies to provide secure and respectful educational settings for children in the Rajouri district and comparable underprivileged areas.

Keywords: Rural Education, School Infrastructure, Qualitative Research, Child Rights, Jammu & Kashmir, Hilly Region Education.

Introduction

Education is considered a fundamental human right and is constitutionally assured for every child in India, as mentioned in Article 21A. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, implements this constitutional obligation, declaring that children between the ages of six and fourteen are entitled to safe, appropriate, and inclusive educational settings. The Act delineates standards for school infrastructure, comprising secure classrooms, adequate furniture, teaching aids, and drinking water facilities, to allow an unimpeded learning environment for children.

Despite existing legal protections, multiple studies demonstrate a constant mismatch between legislation and actual situations, especially in rural and hilly areas of India. Singh (2013) indicates that structural flaws, dangerous buildings, and inadequate facilities are prevalent in government schools nationwide. Tanwar (2025) observes that schools located in geographically problematic places usually face severe neglect, resulting in impaired learning experiences, lower attendance, and diminished student involvement. Kumar and Singh (2024) note that even when national programs like Sarva Shiksha Abhiyan are implemented, infrastructural shortages continue, revealing a greater policy–practice divide in rural education.

Education serves not just as a method to obtain reading and numeracy but also as a crucial ingredient for social justice, empowerment, and equitable development. Children without a safe and conducive learning environment suffer severe disadvantages, such as restricted future prospects, diminished academic performance, and higher emotional stress (Barot & Jariwala, 2024; Goyal, 2025). School infrastructure is intrinsically tied to children's rights, as hazardous buildings, poor amenities, and environmental risks directly infringe their constitutional right to decent education.

The current study focuses on Government Middle School, Padhyara,

which is located in the Peeri Zone of Rajouri District in the Jammu area of Jammu and Kashmir. Rajouri is a hilly area with difficult terrain, scattered communities, and inadequate road connectivity, complicating the delivery of public services such as education. Padhyara is a small village where most families rely on subsistence farming and cattle, and children frequently assist with domestic or agricultural activities, which influences school attendance rates. The village is geographically secluded, making commuting to other schools difficult for most students, particularly the youngest. This isolation highlights the importance of the local middle school as the principal centre for formal education, serving children in grades 1–8. However, the school's infrastructure is in serious disrepair, creating a physical and psychological impediment to learning.

The structure is old and dilapidated, with crumbling walls, exposed iron rods, leaking roofs, and pools forming within classrooms during rainstorms. Teachers are hesitant to invite pupils inside because of safety concerns; thus, sessions are frequently held outside under trees or the open sky. Photographs taken during field trips show youngsters sitting on the ground as desks, seeking to hide themselves from the harsh heat or rain, highlighting the difficult conditions under which learning occurs. The lack of essential infrastructure, such as benches, adequate classrooms, and boundary walls, jeopardizes not just safety but also diminishes educational quality and student motivation.

Significance of the Study

Padhyara's school epitomizes the issues experienced by rural schools in mountainous regions of India, where children's constitutional rights are routinely undermined by infrastructure neglect. Beyond structural difficulties, the situation has severe emotional and psychological repercussions. Interviews with kids, teachers, and parents demonstrate that children experience fear of the building collapsing, emotional stress, and reduced morale, while teachers struggle to sustain effective education under unsafe conditions. Parents express fear over their children's safety and the continuance of their education, underscoring the broader impact on the community. The study underscores the human dimension of educational infrastructure, highlighting that policies, finances, and construction requirements are only important if they result in safe, functional, and supportive learning environments. By recording the lived experiences of the school community in Padhyara, this research shows the linkages of structural unfairness, regional isolation, and children's rights, offering evidence for policymakers, education administrators, and development practitioners.

Literature Review

Infrastructure Conditions in Rural Government Schools

School infrastructure is a core part of quality education. Studies across India regularly reveal that rural schools confront major infrastructural shortfalls, including decrepit buildings, a lack of furniture, poor sanitation, and dangerous classrooms. Singh (2013) conducted a study and reported that many government schools operate in disintegrating structures with exposed iron rods, leaking roofs, and inadequate upkeep, which directly affects children's safety and learning. Tanwar (2025) studied rural schools in Gujarat and Rajasthan and determined that geographically remote schools experience increased neglect, with classrooms often inadequate for regular use.

The situation in Padhyara corresponds well with these findings. Observations reveal that children prefer to study outdoors under trees due to the perceived safety problems in their classrooms. Teachers claimed frequent anxiety that the building would collapse, while parents voiced concerns over their children's safety. This demonstrates that poor infrastructure remains a serious barrier to attaining children's access to education in rural and hilly areas.

Impact of Infrastructure on Learning and Attendance

Infrastructure has a direct impact on student achievement, attendance, and engagement. Kumar and Singh (2024) discovered that inadequate classrooms, a lack of furniture, and dangerous circumstances lead to lower attendance and motivation among students, particularly in rural locations. Similarly, Barot and Jariwala (2024) stated that schools that lack benches, classrooms, and functional learning environments undermine concentration, classroom management, and teacher effectiveness.

In Padhyara, the insecure building and lack of indoor classrooms have resulted in fewer pupils attending school on a regular basis. Interviews suggest that youngsters are nervous about entering school because of structural hazards. Many have suffered emotional stress, and teachers are struggling to keep instructional continuity outside. These experiences show that infrastructure deficiencies are more than just physical issues; they can have a detrimental influence on learning results, attendance, and mental health.

Regional and Rural–Urban Disparities in Education

Goyal (2025) addresses the rural–urban disparity in school infrastructure, stating that urban schools frequently receive superior facilities, maintenance, and administrative assistance, whereas rural schools—especially those in steep

terrains—face neglect. Singha (2023) specifically researched schools in rural Jammu & Kashmir and concluded that remote schools are disproportionately affected by decrepit structures, inadequate classrooms, and poor safety measures.

Padhyara exemplifies this regional disparity. While urban towns in Jammu may benefit from computerized classrooms and enhanced facilities, rural villages like Padhyara lack even basic infrastructure, such as walls, benches, or operable roofs. The geographical seclusion further limits access to alternative schools, leaving students with no safe space to learn. This gap underlines the need for focused policy measures and effective resource allocation to alleviate regional educational inequality.

Psychological and Social Impacts of Inadequate Infrastructure

Beyond physical concerns, insufficient school infrastructure has major psychological and social implications. Singh (2013) and Kumar & Singh (2024) indicate that hazardous classrooms, exposed construction dangers, and uncomfortable learning circumstances contribute to dread, tension, and diminished motivation among kids, while demotivating teachers and increasing absenteeism.

In Padhyara, qualitative interviews stress the emotional toll on both pupils and instructors. Children report dread of the building falling, are distracted by outdoor conditions, and are unable to focus fully on learning. Teachers face moral and professional problems, balancing pedagogical responsibility with concerns about student safety. Parents routinely report worry and anxiety, with some even considering pulling their children from school owing to unsafe conditions. These findings underline the relationship between infrastructure, learning quality, and emotional well-being in rural education situations.

Policy–Practice Gap and Implementation Challenges

Despite the constitutional requirement and measures such as the RTE 2009 and Sarva Shiksha Abhiyan, a persistent policy–practice gap continues in India's rural schools. Kumar & Singh (2024) underline that contractor negligence, inadequate monitoring, and poor maintenance contribute to the premature deterioration of school structures. This divide is reflected in Padhyara's reality, where authorities have not taken corrective action despite numerous complaints and awareness of the dangerous construction.

This disparity highlights the need for thorough oversight, efficient accountability systems, and community involvement to guarantee that educational programs are carried out in efficient, secure, and fair learning settings. The Padhyara case illustrates how structural injustices in rural

education are sustained by administrative errors, remote location, and scarce resources.

Research Gap

Despite key national laws such as the Right to Education (RTE) Act, 2009, and programs like Sarva Shiksha Abhiyan, a persistent gap exists between policy formulation and on-ground implementation in rural and hilly parts of India. While past studies (Singh, 2013; Tanwar, 2025; Goyal, 2025) have shown infrastructural deficits and geographical variations, most of them focus on quantitative measurements, such as classroom counts, toilets, and furniture availability.

There is a shortage of qualitative, context-specific research addressing the lived experiences of students, teachers, and parents in rural schools where infrastructure is severely damaged. Specifically, limited study exists on government middle schools in the highland regions of Jammu & Kashmir, where physical isolation, socio-economic variables, and administrative neglect converge to influence both safety and educational quality.

This study tackles this gap by integrating field observations, images, and semi-structured interviews to provide a holistic knowledge of the physical, emotional, and social implications of poor infrastructure on students' education in Padhyara, Rajouri.

Objectives of the Study

1. To document the physical and structural condition of the Government Middle School, Padhyara.
2. To explore the lived experiences of students, teachers, and parents
3. To analyze the systemic and administrative challenges.

Methodology

This study uses a qualitative research design to explore the lived experiences of students, teachers, and parents at the Government Middle School in Padhyara, Rajouri. Because it enables a thorough knowledge of intricate social phenomena, particularly the interaction between school infrastructure, educational opportunities, and children's emotional well-being, a qualitative approach was judged to be the most appropriate for this study. Qualitative research emphasizes human experiences, perspectives, and contextual realities, which are crucial to the goals of this study, in contrast to quantitative studies that concentrate on numerical data (Creswell & Poth, 2018).

Study Area

Padhyara is a small village situated in the Peeri Zone of Rajouri district, Jammu region. The region is characterized by rugged topography, scattered populations, and inadequate connectivity, which pose particular problems for delivering educational services. In Padhyara, the majority of families depend on livestock and subsistence farming, and children frequently juggle schoolwork and domestic duties. The Government Middle School in Padhyara serves pupils from grades 1 to 8 and works as the principal source of formal education in the area. The school building itself is in a state of extreme decay. Field visits found damaged walls, exposed iron rods, leaking roofs, and puddles within classrooms during the rains, rendering the structure unsuitable for daily usage. Because of these conditions, sessions are done outdoors under enormous trees, with children sitting on the ground, using the ground as a makeshift desk, exposed to the sun, rain, and wind. The failing infrastructure of the school serves as a stark reminder of the larger problems of administrative inefficiencies, rural neglect, and unequal access to education.

Study Participants and Sampling

This study's participants comprised students, teachers, and parents, all of whom are directly involved with and influenced by the school's everyday operations. Purposive sampling was utilized to choose individuals who could offer rich and relevant insights into the issues posed by dangerous school infrastructure (Patton, 2015).

To capture a diverse range of experiences, the survey recruited 25 kids from all grade levels and genders. In addition, four teachers who taught these children took part in semi-structured interviews. To acquire a community perspective, ten parents of students were questioned, revealing family concerns, views of safety, and school attendance decisions. This deliberate selection guaranteed that the information gathered was contextually relevant and indicative of lived experiences.

Data Collection Methods

To provide a holistic understanding of the situation, multiple qualitative methods were employed.

Semi-Structured Interviews:

Semi-structured interviews were done with students, teachers, and parents. The interviews included open-ended questions about safety concerns, daily school routines, emotional experiences, attendance habits, and coping mechanisms. These interactions allowed participants to express their

perceptions freely, generating narratives that illustrate both physical and emotional features of learning under dangerous situations. Interviews with instructors also captured their professional problems, fears, and techniques for managing outdoor courses, while parents shared their anxiety and hopes for their children's education.

Field Observations:

Detailed field observations were carried out during school hours. The researcher recorded structural flaws such as crumbling walls, roof leaks, and a lack of furniture. Observations included classroom practices in which students sat on the ground using stones or little mats as impromptu seating while teachers improvised lessons outside. The observations caught the physical reality and environmental obstacles that students face every day.

Photographic Documentation:

In order to visually document the level of damage to the school building, including the classrooms, walls, and roof, as well as the outdoor learning sessions, photographs were taken. These visual records complemented the interview data, providing actual evidence of the infrastructural issues reported by participants.

Document Review:

School records, including attendance registers and past infrastructure concerns, were evaluated where they were available. These records provided context, demonstrating absenteeism patterns and attempts to solve building maintenance issues.

Ethical Considerations

Ethical guidelines were rigorously respected during the study. Informed consent was obtained from teachers, parents, and students (with parental agreement for minors). Participants were assured of secrecy and anonymity, and pseudonyms were employed to describe the findings. Care was taken to minimize any upset, especially among children, by conducting interviews and observations in a sympathetic manner. The study adhered to ethical requirements for doctoral-level research and maintained an emphasis on participants' safety, privacy, and dignity.

Justification of Methodology

The qualitative and descriptive technique is warranted since this study attempts to comprehend the human experiences, emotional responses, and contextual realities of students, instructors, and parents, which cannot be

adequately captured using quantitative measures alone. By combining interviews, field observations, images, and document analysis, the study gives a detailed, multi-dimensional understanding of the issue at the Government Middle School in Padhyara. This technique offers a holistic study of physical, emotional, and systemic aspects that affect children's right to education, making the research eligible for publication in Scopus-level journals.

Results

- The school building is unsafe, dilapidated, and unfit for regular classes, forcing children to learn outdoors under challenging conditions.
- Students experience fear, stress, and demotivation, which affects attendance, focus, and learning outcomes.
- Teachers struggle to deliver quality education, balancing instructional responsibilities with safety concerns, while showing remarkable resilience.
- Parents and the community express deep concern, perceiving systemic neglect and fearing the long-term impact on children's education and future prospects.
- Coping strategies, while innovative, are insufficient substitutes for proper infrastructure, emphasizing the urgent need for intervention.

Major Findings

The findings reflect the harsh realities of a rural, hilly village school, where infrastructure, safety, and emotional well-being are deeply intertwined.

Physical and Structural Conditions

The Government Middle School in Padhyara is in a badly decrepit state, posing a constant hazard to pupils and staff. Observations and photographic evidence show damaged walls, exposed iron rods, leaking roofs, and puddles accumulating within classrooms during rainfall. The dearth of functional seats encourages pupils to sit on the ground under trees, creating desks with stones and small mats.

These architectural problems agree with past research, which reveals that bad school infrastructure significantly affects student learning results and safety (Banerjee et al., 2007; Kremer et al., 2003). Banerjee et al. (2007) underlined that physical amenities, classroom space, and structural safety are crucial for children's involvement and continuous attendance. Similarly, Kremer et al. (2003) emphasized that inadequate facilities contribute to teacher absenteeism and reduced learning effectiveness in rural Indian schools.

One teacher explained, *"Even the smallest rain makes the classroom unusable. We fear that the roof could collapse at any moment. Our children are not safe inside."* A parent added, *"We know repairs were attempted, but the quality was so poor that the building is now worse than before. Every day we worry when our children go to school."* These first-hand reports highlight the necessity of physical safety for learning, since children are exposed to both physical and mental risks in the absence of it.

Photographs obtained during field trips depict children seated under trees, puddles within classrooms, and outdoor teaching sessions, providing visual proof of the serious infrastructural problem. Despite teachers' best efforts to continue teaching, the school is practically unusable due to the absence of basic facilities, including desks, walls, and classrooms.

Fig. 1. Students are attending class outdoors due to the collapsed school building.

Emotional and Psychological Impacts on Students

Students are significantly impacted emotionally and psychologically by the hazardous school environment. Children's attendance, attentiveness, and learning are all impacted by fear, anxiety, and demotivation, according to interviews. A seventh-grader stated, *"I like learning, but I feel scared every day. Sometimes I feel staying home is safer than sitting under a broken roof."*

These findings are similar to research by Muralidharan & Prakash (2017) and UNESCO (2014), which demonstrate that dangerous or inadequate learning environments severely impact children's emotional well-being, concentration, and academic outcomes. Physical discomfort from sitting on the ground or exposure to harsh weather exacerbates these impacts, lowering children's motivation and participation.

Students noted that their ability to concentrate is sometimes hindered by environmental distractions, such as wind, sun, or passing animals. A Grade 6 kid remarked, "When we sit outside, it is hard to focus. I try to listen, but sometimes I feel weary or terrified, and I cannot write properly." Such narratives underline the connectivity between physical conditions and emotional well-being, validating prior findings that safe and comfortable classrooms are critical for effective learning (Aikman & Unterhalter, 2005).

Teachers' Experiences and Instructional Challenges

Teachers confront substantial professional and personal obstacles due to the dangerous infrastructure. They are compelled to conduct classes outside or develop teaching methods utilizing a few resources. One teacher remarked, *"We try to teach under the tree, but when it rains, or the sun is too strong, it becomes impossible. We have to constantly worry about safety instead of focusing on teaching."*

Teachers' perspectives are consistent with Barrett et al. (2019), who found that teacher well-being, work environment, and support networks are important predictors of instructional quality. The lack of functional classrooms, blackboards, and desks diminishes instructional efficacy, while sporadic attendance owing to dangerous conditions hampers the teaching process even more.

Despite these limitations, teachers show tremendous resiliency. They adapt by teaching in small groups, employing oral education, and engaging in stories or demonstrations to keep students' attention. One teacher explained: *"Even though it is hard, we try our best. We cannot let the children lose a year of education just because the building is unsafe."*

Parental Perspectives and Community Concerns

Parents voiced intense fear and displeasure about the school's state. Many parents are concerned not only about their children's safety, but also about the long-term educational consequences of learning in such environments. A parent observed, *"My child wants to learn, but after coming home wet or tired from sitting outside, he loses interest. I worry he will stop wanting to go to school."*

The findings are corroborated by Jha and Jhingran (2005), who describe

how administrative neglect and poor infrastructure in rural schools undermine community trust in educational institutions and perpetuate inequality. Parents in Padhyara also pointed out that the nearest alternative school is some kilometres distant, across rough, steep terrain, making dropout a serious concern.

This parent's perspective emphasizes the connection of physical safety, accessibility, and educational justice, demonstrating how infrastructural deficiencies can create systemic hurdles to education, particularly in geographically isolated places.

Coping Strategies and Adaptive Measures

Students, teachers, and parents have devised adaptive techniques to deal with these issues. Classes are held outside under trees, with stones or mats serving as desks. Teachers change class plans according to the weather, and group discussions are held in open areas to ensure participation.

However, these ideas are only temporary solutions, not adequate replacements for proper infrastructure. Students continue to report pain, distraction, and dread, while teachers feel stress and demotivation. One teacher said, *"We survive day by day, but this is not real teaching. The children deserve a safe classroom."*

These coping mechanisms demonstrate the resiliency of the school community while also emphasizing the limitations of improvisation when structural safety is jeopardized. Research shows that, while resilience might reduce some negative effects, long-term educational quality necessitates systematic changes in infrastructure and resource availability (Banerjee et al., 2007; Kremer et al., 2003).

Discussion

The study's findings highlight the multifaceted challenges that students, teachers, and parents face at the Government Middle School in Padhyara, Rajouri. These concerns include dangerous infrastructure, emotional stress, instructional difficulty, and systemic neglect, which reflect larger issues in rural schooling in India.

The school's physical state, which includes broken walls, leaking roofs, exposed iron rods, and inadequate classroom furniture, provides an unsafe environment for students. Students are frequently forced to sit outside under trees, often on the ground, leaving them exposed to the elements, distractions, and discomfort. These findings are consistent with previous research demonstrating the major impact of school infrastructure on attendance,

engagement, and learning outcomes (Banerjee et al., 2007; Kremer et al., 2003). Banerjee et al. (2007) underlined that the quality of physical facilities has a direct impact on student performance, whereas Kremer et al. (2003) found that inadequate classrooms led to teacher absenteeism and low instructional quality in rural India.

The dangerous atmosphere has serious emotional and psychological implications. Students routinely voiced fear and worry about being inside the building, let alone attending school. For example, a Grade 5 kid said, "I enjoy learning, but I am terrified every day. Muralidharan and Prakash (2017), as well as UNESCO (2014), support the link between dangerous learning environments and emotional stress, lower motivation, and diminished academic engagement. Physical pain from sitting outside and exposure to environmental conditions aggravate kids' difficulties, lowering focus and involvement.

Teachers also endure tremendous professional and emotional obstacles. They must give courses in outside locations, often improvising with few resources, while concurrently thinking about children's safety. One instructor remarked, "Even the smallest rain makes the classroom unusable. We fear that the roof could fall at any time. Inside, our kids are not safe. This is consistent with Barrett et al. (2019), who highlight the importance of supportive work environments and teacher well-being for effective instruction, particularly in rural areas with limited resources. Despite these limitations, teachers display resilience by modifying class plans and adopting inventive instructional strategies to preserve student learning.

In Padhyara, parents voiced serious worries about the quality of education and safety. Many observed that their children's interest reduces after returning home from outside lessons, with some considering withdrawal due to ongoing dread and discomfort. One parent observed, "My child wants to learn, but after coming home wet or tired from sitting outside, he loses interest. I'm concerned that he won't want to attend school. These stories are consistent with Jha & Jhingran's (2005) findings that inadequate infrastructure and administrative carelessness undermine community trust and impede educational equity. The geographical remoteness of Padhyara accentuates these issues, as alternative schools are many kilometers away across tough terrain, making ongoing attendance impractical for many students.

The study focuses on adaptive coping mechanisms used by parents, teachers, and children, including improvised sitting arrangements, flexible groupings, and outdoor instruction. Although these actions show tenacity and dedication, they are only short-term fixes that cannot take the place of secure,

functional classrooms. Research emphasizes that while community and teacher resilience mitigate some negative effects, long-term educational quality requires structural improvements and systematic support (Banerjee et al., 2007; Kremer et al., 2003).

This report also underlines the infringement of children's rights. The Right to Education Act (RTE, 2009) promises free and compulsory education in a safe atmosphere, although the lived experiences of Padhyara reveal that children's fundamental rights are undermined. Urban schools often have greater infrastructure and digital resources, whereas rural pupils, such as those in Padhyara, are deprived of basic facilities like walls, roofs, and benches, highlighting persistent urban-rural disparities in educational fairness (Goyal, 2020; Singh, 2018).

The situation is made worse by administrative and systemic issues. Teachers and parents reported delayed repairs, substandard construction, and lack of oversight, consistent with findings from Jha & Jhingran (2005), which indicate that implementation gaps, corruption, and negligence impede rural school development. These issues not only jeopardize children's physical safety but also weaken faith in the educational system, resulting in less attendance, poorer motivation, and higher dropout risk.

The outcomes of this study demonstrate that the crisis in Padhyara is not only an infrastructural issue but a multidimensional challenge affecting safety, emotional well-being, instructional quality, and community trust. The situation represents a microcosm of broader rural education challenges in India, demonstrating the interplay of physical, emotional, and systemic factors.

Recommendations and Conclusion

Based on the findings of this particular study, it is recommended that the concerned authorities prioritise the immediate reconstruction of the damaged school building to ensure a safe and conducive learning environment for children and instructors. Essential infrastructure—such as operable classrooms, sanitation facilities, drinkable water, electricity, and teaching–learning materials—should be supplied without delay in compliance with the minimum criteria specified under the Right to Education Act. Strengthening administrative monitoring through regular inspections by the School Education Department is also required to ensure timely maintenance and detect infrastructural inadequacies throughout rural schools. Additionally, community participation must be improved by engaging Panchayats, School Management Committees, and parents in monitoring school conditions and advocating for improvements. Targeted budgetary allocations under government sponsored projects, particularly Samagra Shiksha, should be

channeled towards infrastructure-deficient schools in distant and border parts of Rajouri District. Moreover, teachers should be supported with key pedagogical resources to avoid learning disruptions caused by makeshift or outdoor classroom situations. Finally, a long-term, district-level infrastructure development plan is necessary to establish disaster-resilient, inclusive, and sustainably managed school facilities that address both existing issues and future demands.

This qualitative case study focuses on the severe infrastructural issues confronting a government school in Padhyara, Rajouri District, and the poor learning conditions that children and instructors face as a result of the lack of functional buildings and basic facilities. Such shortcomings jeopardize children's safety and well-being while also impeding pedagogical processes and violating their legally protected educational rights. According to the study, school infrastructure has a significant impact on students' learning experiences, motivation, and academic outcomes, especially in rural and geographically disadvantaged places. While the issue studied here is a single case, it reflects a larger pattern of systematic negligence that exists in many rural schools across India. Addressing these issues needs coordinated and persistent action by government agencies, local institutions, and community groups. Ensuring dignified, safe, and well-equipped learning settings is critical to achieving the constitutional ideal of fair and quality education for all. The findings highlight the critical need for long-term infrastructure planning and investment that goes beyond interim arrangements and focuses on creating lasting, child-friendly, and well-maintained educational environments.

Disclosure Statement

No potential conflict of interest was reported by the author.

Note on Contributor

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