



ASSESSMENT OF EDUCATIONAL FACILITIES UNDER SARVA SHIKSHA ABHIYAN –A GEOGRAPHICAL STUDY OF LATEHAR DISTRICT, JHARKHAND

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ABSTRACT:

In the present research this chapter presents a comprehensive assessment of critical aspects under the Sarva Shiksha Abhiyan (SSA) within Latehar District, emphasizing access, enrollment, retention, learning outcomes, and community engagement in the realm of education. This chapter aims to provide a detailed understanding of the educational landscape shaped by SSA initiatives, examining its impact, challenges, and successes within the district. It also explores the existing educational facilities under SSA in the study area.

KEY WORDS: Sarva Shiksha Abhiyan Elementary Education

INTRODUCTION:

Education is an important ingredient of human resource development. It contributes to well-being of individuals by improving income and standard of living (Nishad, P., & Sinha, B. R. K., 2020). Educational facilities play a crucial role in strengthening and improving the quality of education (Hussain, I., et.al. 2012). There has been possible due to the governmental efforts to provide quality education and in schooling facilities to all children in the age group of 6–14 years (JAIN, V., & Agrawal, M., 2011). Examining the presence and accessibility of educational amenities provided under the Sarva Shiksha Abhiyan under area study is one of significant aspect of the present study. In this study availability of educational facilities has been analysed under following dimensions –



- **Fund Allocation and Expenditure**
- **Total No of Schools (Primary and Upper Primary)**
- **Physical Infrastructure of Schools in Latehar District (Primary and Upper Primary)**
- **Resource Centre of Schools**
- **Basic Amenities**
- **Teacher –Student Ratio**
- **Sports Facilities**
- **Mid Day Meal**

Objectives of Research and Research Methodology

Main objective of the research is to evaluate Educational Facility under Sarva Shiksha Abhiyan in area under study. To explore the availability of educational facilities under Sarva Shiksha Abhiyan (SSA) Latehar District survey method has been applied. The primary units of study selected for data collection are the primary schools catering to students from standard one to five and standard six to eight within this district. Latehar District encompasses nine community blocks, 18 panchayats, and around 750 villages. To ensure a representative sample, two primary schools have been chosen from each panchayat, totaling 36 primary schools as the focal points of this research. These schools are situated across both rural and semi-urban areas within the district.

▪ FUND ALLOCATION AND EXPENDITURE

In this research, the data has been collected up to the financial year 2017-18. In 2018, three major centrally sponsored school education flagship programs - Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE) - were amalgamated into an Integrated Scheme for School Education known as Samagra Shiksha Abhiyan. This integrated scheme was launched by the Government of India on May 24, 2018, combining and streamlining these various educational initiatives into one comprehensive program (Ali, A.,2020). Therefore, the research data considered here is up until the fiscal year 2017-18 because of the transition and amalgamation of these programs into Samagra Shiksha Abhiyan in 2018. From FY 2010-11 to FY 2014-15, the Government of India (GOI) contributed



65% of the total funds for Sarva Shiksha Abhiyan (SSA). However, starting from October 2015, this contribution was revised to 60%, while the states' share increased to 40% for the implementation of the SSA.

Table: 1

Fund Allocation from Government of India for SSA in Last three Financial Year

Financial Year	Estimated Budget In Crore	Fund Allocated In Crore
2015-16	50,000	22,500
2016-17	55,000	22,500
2017-18	50,000	23,500

Source: Union Expenditure Budget, Vol. 2, 2010-11 to 2017-18. Available online at: www.indiabudget.nic.in

Over the last three financial years (FY 2015-16, FY 2016-17, and FY 2017-18), the Government of India allocated funds to the Sarva Shiksha Abhiyan (SSA). Despite a slight increase in the allocation from ₹22,015 crore in FY 2015-16 to ₹23,500 crore in FY 2017-18, the percentage of SSA allocations in comparison to the total Ministry of Human Resource Development (MHRD) allocations has been decreasing. In FY 2015-16, the MHRD estimated a demand of ₹50,000 crore for SSA, but it received only ₹22,015 crore. Similarly, in FY 2016-17, though the MHRD estimated a demand of ₹55,000 crore, SSA received ₹22,500 crore. The trend shows that the allocated funds consistently fell short of the resource estimates made by the Ministry. This discrepancy between the allocated funds and the estimated demands indicates that the SSA received less than what was considered necessary for its educational initiatives during these fiscal years.

▪ **TOTAL NO OF SCHOOLS IN LATEHAR DISTRICT (PRIMARY AND UPPER PRIMARY)**

As per Jharkhand Economic Survey Report 2018-19, in the financial year 2016-17, Jharkhand had 47,749 schools, which made up approximately 3.3% of the total number of schools in the country. By 2017-18, an additional 1,800 schools were included, resulting in a 3.7% increase over these two years. More than half of these schools exclusively offered classes up to the 5th standard (considered as primary schools), while roughly one-third had classes up to the 8th standard (comprising primary with upper primary sections). During this period, the number of schools providing education only up to the primary level increased by 2%, whereas those offering both primary and upper primary classes saw a larger rise of 7.6%. This indicates a notable expansion in schools that catered to both primary and upper primary education levels compared to those limited to primary education alone.

TABLE: 2
Schools in Latehar District, 2017-18

Sl.No.	Category	Department of Education	Govt Add.	Total
1	No. of Primary School(PS+UPS)	743	1	744
2	No. of Primary with upper primary school(MS+UMS)	364	5	369
3	No. of Upper Primary with sec/H.sec	29	4	33
4	No. of Primary with upper primary and sec/H.sec	54	3	57
5	No. of Rural Schools	997	12	1009
6	No. of Urban Schools	16	1	17
	Total No. of Schools	1206	26	1232

Source: The District Information System for Education (DISE), 2017-18



The data table provides a comprehensive breakdown of schools categorized by the Department of Education. Among the various types of schools listed, there are 744 primary schools, including 743 regular primary schools and 1 aided primary school. Furthermore, there are 369 primary schools with upper primary sections, comprising 364 regular and 5 aided. Additionally, the dataset includes 33 upper primary schools with secondary/higher secondary sections, and 57 primary schools with added upper primary and secondary/higher secondary sections. Rural schools account for 1,009 in total, consisting of 997 regular rural schools and 12 aided. Conversely, urban schools amount to 17 in total, with 16 regular urban schools and one aided urban school. In total, there are 1,232 schools encompassing the various categories delineated by the Department of Education in this dataset.

▪ **PHYSICAL INFRASTRUCTURE OF SCHOOLS IN LATEHAR DISTRICT
(PRIMARY AND UPPER PRIMARY)**

The quality of physical infrastructure has strong influence on the academic standard which is an index of quality assurance in the school (Earthman, 2002). Effective learning in educational institutions requires several essential facilities. These include reliable power and water supply, efficient communication systems, well-developed transportation infrastructure, sufficient classrooms, well-equipped libraries, and laboratories, along with adequate furniture and sporting equipment. The quality of infrastructure plays a pivotal role in determining the academic standards of a school, serving as a crucial index of quality assurance (Fagbohunka, A., 2017).

TABLE: 3.

**Physical Infrastructure of
36 Selected Schools in Latehar District (Primary and Upper Primary)**

Sl. No.	Specification of Physical Infrastructure	Total No. Of Schools (PS & UPS)	Percentage
1.	Schools more than 05 classrooms	15	41.67%
2.	Schools with less than 05 classrooms	21	58.33%
3.	Schools with Separate Principal room	06	16.67%
4.	Schools without separate Principal room	30	83.33%
5.	Schools with Separate Staffs Room	03	8.33%
6.	School Without Separate Staffs Room	33	91.67%
7.	Schools with Office Room	03	8.33%
8.	School without Office Room	33	91.67%
9.	Schools with Separate Kitchen Room For Mid Day Meal Preparation	30	83.33%
10.	Schools without Separate Kitchen Room For Mid Day Meal Preparation	06	16.67%

Source: Based on unpublished information collected personally during field survey

41.67% of schools have more than 5 classrooms, while 58.33% have less than 5 classrooms. Only 16.67% of schools have a separate room for the principal, indicating that most schools lack this dedicated space. A very low percentage (8.33%) of schools have a separate



room for staff, while the majority (91.67%) do not. None of the schools have a dedicated office room. 83.33% of schools have a separate kitchen room for mid-day meal preparation, while 16.67% do not. This analysis illustrates that most schools in Latehar District lack certain essential physical infrastructure elements. These include separate rooms for the principal, staff, and office. Additionally, a majority of schools have less than 5 classrooms. However, a relatively higher percentage of schools have a separate kitchen for mid-day meal preparation, indicating better provision in this specific aspect of infrastructure.

▪ **RESOURCE CENTRES (SCIENCE LAB, COMPUTER LAB, SMART CLASS ROOM, LIBRARY, LANGUAGE LAB, CULTURAL LAB)**

Resource centers such as science labs, computer labs, smart classrooms, libraries, language labs, and cultural labs play a pivotal role in elementary level education. There has been a strong push towards literacy in India, particularly in the distribution and usage of information and communication technologies (ICT) in schools for economic and social growth (Arora, 2007). school libraries hold immense potential for catalyzing positive academic and attitudinal changes among students as well as teachers (Pappu, R., & Sawhney, S.,2019). Similarly, language labs and cultural labs also play very significant role in fostering quality learning in children. These resource centers facilitate holistic and comprehensive learning experiences, catering to diverse learning styles, and preparing students with essential skills and knowledge crucial for their academic growth and future endeavors at the elementary level

TABLE: 4

Resource Centre of

36 Selected Schools in Latehar District (Primary and Upper Primary

Sl. No.	Specification of Resource Centres	Total No. Of Schools (PS & UPS)	Percentage
1.	Schools with science lab	06	16.67%
2.	Schools without science lab	30	83.33%
3.	Schools with Computer lab	06	16.67%
4.	Schools without Computer lab	30	83.33%
5.	Schools with Smart Class Facilities	05	13.89%
6.	School Without Smart Class Facilities	31	86.11%
7.	Schools with Library (Corner Library)	30	83.33%
8.	School with Separate Library	04	11.11%
9.	School Without Separate Library	32	88.89%
10.	Schools with Language Lab/ Cultural Lab	00	0%
11.	Schools Without Language Lab/ Cultural Lab	36	100%

Source: Based on unpublished information collected personally during field survey



Both these resource centers (science labs and computer labs) are present in only 16.67% of the schools. The vast majority, 83.33% of schools, lack these facilities. Only 13.89% of schools have smart class facilities, while the majority (86.11%) do not. 83.33% of schools have a library (Corner Library), but only 11.11% have a separate library. This indicates that while most schools have some form of library, a smaller percentage have a dedicated or separate library space. None of the schools have these facilities. This analysis reveals a considerable gap in the availability of various resources across the selected schools in Latehar District. Science labs, computer labs, smart class facilities, separate libraries, and language/cultural labs are notably lacking or absent in a significant majority of the schools. Libraries, albeit mainly in the form of Corner Libraries, are more prevalent compared to other resources, yet dedicated or separate library spaces are limited. These findings highlight the need for significant investment and improvements in educational resources across these schools to provide a more comprehensive learning environment.

▪ **BASIC AMENITIES (DRINKING WATER, WASH ROOM/TOILET, ELECTRICITY SUPPLY, INTERNET, FIRST AID)**

According to NCF (2005) the schools must have minimum facilities that include basic amenities for better environment of imparting education. Basic amenities such as drinking water, washrooms/toilets, electricity supply, and internet access are fundamental for elementary education (Deogharia, P. C., 2015). They ensure a conducive learning environment hydration for health, sanitation for hygiene, electricity for uninterrupted classes, and internet for educational resources, fostering holistic and enriched learning experiences.

TABLE: 5

Basic Amenities of

36 Selected Schools in Latehar District (Primary and Upper Primary)

Sl. No.	Specification of Basic Amenities	Total No. Of Schools (PS & UPS)	Percentage
1.	Schools with own drinking water Facilities (Hand Pump /Jalminar)	31	86.11%
2.	Schools without own drinking water Facilities (Hand Pump /Jalminar)	05	13.89%
3.	Schools with purified drinking water facilities	05	13.89%
4.	Schools without purified drinking water facilities	31	86.11%
5.	Schools with Separate Wash Room/ Toilet for Girls	33	91.67%
6.	Schools without Separate Wash Room/ Toilet for Girls	03	8.33%
7.	Schools with Uninterrupted Power Supply(Alternative Sources)	05	13.89%
8.	School Without Uninterrupted Power supply	31	86.11%
9.	Schools with Internet Connectivity	33	8.33%
10.	School without Internet Facility	03	8.33%
11.	Schools with First Aids Facilities	36	100%
12.	Schools Without First Aids Facilities	00	0%

Source: Based on unpublished information collected personally during field survey

Above data illustrates that 86.11% of schools have their own drinking water facilities (Hand Pump/Jalminar), while 13.89% do not. 13.89% have purified drinking water facilities, and the same percentage lack this amenity, indicating an equal distribution in these specific facilities. Some school use public handpump or Jalminar(Solar based water tower installed in Panchayat

under Chief Minister Tap Water Scheme). A majority of schools (91.67%) have separate washroom/toilet facilities for girls, showing a decent provision for gender-specific amenities. 13.89% of schools have uninterrupted power supply from alternative sources and internet connectivity, while 86.11% lack these facilities. All 36 schools have access to first aid facilities, ensuring immediate medical assistance for students and staff. This analysis reveals that there are significant deficits in purified drinking water, uninterrupted power supply, and internet connectivity.

▪ **SPORTS FACILITIES**

Education is not only learning, but also it is exercise and development of mental facilities (Bhumij,2018). Physical activity has a positive effect on children’s health. It is also believed that regular physical activity is linked to enhancement of brain function and cognition (Mistry, et.al. 2019)

TABLE: 6.

Sports Facilities of

36 Selected Schools in Latehar District (Primary and Upper Primary

Sl. No.	Specification of Sports Facilities	Total No. Of Schools (PS & UPS)	Percentage
1.	Schools with Play Ground	15	41.67%
2.	Schools without Play Ground	21	58.33%
3.	Schools with Play Ground within Boundary Wall	06	16.67%
4.	Schools with play ground outside Boundary Wall	30	83.33%
5.	Schools with Sufficient Sports aid	10	27.78%

6.	School Without without Sufficient Sports aid	26	72.22%
7.	Schools with Physical Education Teacher(Male and Female)	02	5.56%
8.	School without Physical Education Teacher(Male and Female)	34	94.44%
9.	Schools having indoor game facilities	00	0%
10.	Schools having no indoor game facilities	36	100%

Source: Based on unpublished information collected personally during field survey

Above data illustrates that 41.67% of schools have a play ground, while the majority (58.33%) do not. Among those with a play ground, a significant proportion (83.33%) have it outside the boundary wall, whereas only 16.67% have it within the boundary. Only 27.78% of schools have sufficient sports aid, while a larger percentage (72.22%) lack adequate sports equipment or aid. A very low percentage (5.56%) of schools have a dedicated physical education teacher, whereas the vast majority (94.44%) lack such a personnel. None of the schools have indoor game facilities, indicating a complete absence of this particular amenity across all selected schools. The analysis shows a notable lack of sports facilities in the selected schools. While a portion have play grounds, a majority lack sufficient sports aid, indoor game facilities, and dedicated physical education teachers. The absence of indoor game facilities across all schools is a significant concern, highlighting a dearth of indoor sporting activities for students. There is a clear need for improvements and investments in sports infrastructure, equipment, and personnel to promote physical activities and sports education in these educational institutions.

▪ **STUDENT -TEACHER –RATIOS**

Student and Teacher ratios have direct influence on overall performance of school in imparting quality education (Kochar, A., 2002). Student Teacher Ratio (STR), it’s importance and necessity is more or less well known to all. To increase the quality of education and to make the good practices in the institutions, and to grow the system in Wright mode it is truly noteworthy (Majumder, A, 2016). A lower student- teacher ratio at the elementary level, allowing for individualized attention, fosters enriched learning environments. This ratio facilitates personalized instruction, addressing diverse learning needs, and improving academic outcomes. With fewer students per teacher, classrooms become more interactive, engaging, and conducive to effective teaching methods.

TABLE: 7

Student -Teacher Ratios

36 Selected Schools in Latehar District (Primary and Upper Primary

Sl. No.	Interval	Frequency	Percentage
1.	90-120	01	2.78%
2.	60-90	04	11.11%
3.	30-60	10	27.78%
4.	0-30	21	58.33%

Source: Based on unpublished information collected personally during field survey

The majority (58.33%) of the selected schools have a student-teacher ratio falling within the interval of 0-30, indicating a lower number of students per teacher. 27.78% of schools have a student-teacher ratio in the range of 30-60, showing a slightly higher number of students per teacher but still relatively favorable. 11.11% of schools fall within the ratio interval of 60-90, signifying a further increase in the number of students per teacher. Only 2.78% of schools have a student-teacher ratio in the range of 90-120, which implies a higher number of students per teacher compared to the other intervals. The distribution of student-teacher ratios indicates a significant level of significance, primarily due to the considerable proportion (58.33%) of schools having a low student-teacher ratio (0-30). This suggests that a significant number of



schools in Latehar District maintain a favorable ratio, potentially allowing for better individual attention and quality education due to a lower number of students per teacher. The smaller proportions in the higher ratio intervals (60-120) highlight a lesser number of schools facing higher student-teacher ratios, which might pose challenges in managing larger classroom sizes and providing personalized attention to students.

▪ **MID DAY MEAL**

The Mid-Day Meal Scheme is one of the Indian government's most important initiatives to support nutrition of the school children launched on 28 November 2001 (Gupta, S., 2021). Jharkhand started providing MDM from 2003 on a pilot basis in 3140 government primary schools in 19 districts and 3.34 lakh children availed the facility. In a phased manner it has been extended to all the government primary schools, EGS centres and government aided schools including minority schools and AIE centres(Narula, M.,2009). Funds are released from the state level to all Deputy Commissioners/District Superintendents of Education who, in turn, issue cheques in the name of Saraswati Vahini/ Saraswati Vahini Mata Samiitee (SVMS), which is a group of mothers and funds can be withdrawn with the joint signatures of President of the Village Education Committee (VEC) and Saraswati Vahini. At school level, the scheme is implemented by (SV) which is governed by SV Sanchalan Samiti (SVSS), a sub committee of the Village Education Committee. SVSS elects one Sanyojika and two Up-Sanyojikas from amongst its members for implementing CMDM at the school level. Cooks are deployed by Saraswati Vahini from mothers of children studying in that particular school (Planning Commission, Government of India, 2010). Students are involved in the state for managing MDM. 'Bal Sansad' are formed in each school, the Health Minister of the Bal Sansad has been given the responsibility for monitoring mid-day meal programme in a manner (Narula, M.,2009).

Under the current scheme, 5.45 rupees per student up to Class V and 8.17 rupees per student for Classes VI to VIII are allocated for the midday meal in Jharkhand along with a special provision for Egg/Fruits meals for two days a week allocated little higher than normal meal 6 rupees per student. There's provision for one cooking staff for every 40 students,

receiving a consolidated monthly salary of 2000 rupees. Notably, in Jharkhand, only female staff is appointed for the management and implementation of the midday meal scheme across primary and upper primary schools. (Information Collected personally from published sources during field visit at Block Resource Centre, Bariyatu, 2023)

TABLE: 8
Mid Day Meal of
36 Selected Schools in Latehar District (Primary and Upper Primary)

Sl. No.	Specification of Sports Facilities	Total No. Of Schools (PS & UPS)	Percentge
1.	Schools with Mid Day Meal	36	100%
2.	Schools without Mid Day Meal	00	0%
3.	Schools with Kitchen Shed	30	83.33%
4.	Schools without Kitchen Shed	06	16.67%
5.	Schools with adequate Kitchen Utensils/Cooking Devices	21	58.33%
6.	School Without adequate Kitchen Utensils /Cooking Devices	14	38.89%
7.	Schools with Sufficient Cooking Staffs	24	66.67%
8.	School without Sufficient Cooking Staffs	12	33.33%
9.	Schools with Satisfactory Level of Cleanliness in Mid Day Meal	23	63.89%



10.	Schools with Low Satisfactory Level of Cleanliness in Mid Day Meal	13	36.11%
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Source: Based on unpublished information collected personally during field survey

Data shown in above table reveals that presence of the midday meal program in all 36 schools is a positive indicator of its universal implementation, ensuring students receive at least one nutritious meal during their school day. In Latehar District's Pimary and Upper Primary Schools 83.33% have kitchen sheds, 58.33% possess adequate utensils/devices, and 66.67% have sufficient cooking staff. However, 16.67-38.89% lack kitchen sheds, utensils/devices, or staff, potentially impacting meal quality. Moreover, 63.89% maintain satisfactory cleanliness, yet 36.11% exhibit lower standards. Improving infrastructure, resources, and hygiene is vital for effective midday meal provision. The analysis underscores the importance of addressing deficiencies in infrastructure, resources, and cleanliness standards to ensure the effective and quality implementation of the midday meal program across all schools in the district. Efforts to improve facilities, hygiene standards, and staffing levels could significantly enhance the program's impact on students' nutrition and overall well-being.

CONCLUSION

The assessment of educational facilities under Sarva Shiksha Abhiyan in Latehar District, Jharkhand, reveals a mixed picture. While certain aspects of infrastructural facilities seem to be adequate, including the teacher-student ratio, there are evident and pressing concerns that demand immediate attention. The inadequacy of resources for essential components such as language labs, science labs, libraries, and digital classrooms poses a significant hurdle in providing a comprehensive and quality education. These facilities are crucial in fostering a holistic learning environment and enhancing the educational experience for students. It is imperative that the authorities address these deficiencies promptly to ensure that students have access to the tools and resources necessary for a well-rounded education. The lack of proper sports facilities is a cause for concern as physical activities are integral to a child's overall development. A well-rounded education not only involves academic excellence but also the



physical and mental well-being of students. Therefore, a concerted effort should be made to improve and expand sports facilities within the educational institutions. While the teacher-student ratio appears satisfactory, ensuring the quality of education requires addressing the shortage of specialized resources and facilities. Similarly, the issues of cleanliness and hygiene in educational institutions should not be overlooked. Clean and hygienic surroundings are essential for creating a conducive learning environment, and immediate steps should be taken to rectify any lapses in this regard. It is imperative that the authorities take swift and comprehensive measures to address the identified concerns in educational facilities under Sarva Shiksha Abhiyan in Latehar District. By focusing on improving language labs, science labs, libraries, digital classrooms, sports facilities, and ensuring cleanliness and hygiene, the education system can be enhanced, providing students with a conducive and enriching learning environment. The successful resolution of these issues will contribute significantly to the overall development and future success of the students in Latehar District, Jharkhand.

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