**Educational Facilities and Utilization in Primary Schools of Border Area in Domkal Subdivision at Murshidabad District, India**

**Abstract:**

Primary Education is fundamental stage of a country's education system. It encompasses the individual growth as well as the social and economic development of the nation. In India, where a notable percentage of the population still dependent on government-aided schools, challenges persist in providing adequate educational facilities, particularly in rural and border areas. The purpose of the study was to examine the educational facilities and their utilization in primary schools located in the border area of Domkal subdivision, Murshidabad District, West Bengal. The study concern on (1) The various educational facilities provided by the government in primary schools; (2) Student-teacher ratio; (3) The educational facilities available at the primary schools; and (4) To find out the various educational facilities utilizing by the students of primary schools. The present study followed survey methodology, where samples were chosen through purposive sampling technique. The required data has been collected through standardised questionnaires constructed by the researchers. The study found that there is maximum number of primary schools of Border area of in Domkal subdivision at Murshidabad Districts that faces insufficient educational facilities in terms of infrastructure, playground, school boundary, separate toilet, classroom, sports equipment, teaching-learning materials, drinking water. Furthermore, the ratio of student-teacher is also suboptimal in these schools. In several cases, the existing services were not being fully employed, contributing to the overall incompetence in the educational process. These issues are reflective of the broader challenges faced by government-aided schools in India, particularly in border and remote areas, where resource allocation and actual utilization remain key concerns. In some cases, these were not being utilized comprehensively.

***Keywords:*** *Primary Education, Educational Facilities, Utilization*, education system

**1. Introduction:**

Education is the initial step in a nation's path to development. Primary Education as a key component of a country's education system, it is very essential as the medium of individual growth as well as the development of social and economic perspectives of a nation. It is foundational pillar for any education system. In a progressive educational plan, there must have proper concentration towards its preliminary stage. Numerous educational policies and committees have consistently highlighted the importance of a progressive primary education system for the overall development of nations. In India, a multitude of educational initiatives and recommendations have been provided to increase the quality into the primary education. In this consequence we can highlight a significant amendment of the Central Rules under the Right to Education (RTE) Act, 2009. On 20th February 2017, here these rules were revisited and revised for the inculcation of class-wise and subject-wise Learning Outcomes. This initiative focuses on the establishment of profound benchmarks for student performance at every stage of education, ensuring that educational standards must be attained through which every child could achieves a minimum learning level. Furthermore, Section 23(2) of the RTE Act was concern on the proper training for the establishment of quality faculty service. In addition to these actions, the National Council of Educational Research and Training (NCERT) took a significant action by developing Performance Indicators for Elementary School Teachers (PINDICS).

Furthermore, the new education policy (NEP) 2020 further emphasises on the Foundational Literacy and Numeracy (FLN), and identifying it as a very crucial national mission. The NEP highlights universal access to quality education, particularly for marginalized and underprivileged groups (MoE, 2020).

By integrating such initiatives, India has worked towards improving primary education standards, ensuring that both teachers and students benefit from a more structured, quality-driven educational environment. As a quality primary education is one of the most effective ways to reduce inequality, promote social inclusion, and foster long-term prosperity. At present, basic education is the fundamental right of the citizens in India. Besides, the rights of children to Free and Compulsory Education Act. 2009; where the child means male and female children of the age 6 to 14 years. The availability and utilization of educational facilities play a crucial role in shaping the quality of education, particularly in geographically isolated or underdeveloped areas. In India, rural and border areas often face unique challenges in terms of access to quality educational infrastructure, which can impede students' academic performance and overall development. The Murshidabad District, located in the eastern part of West Bengal, is one such region where the facilities of educational resources, particularly in primary schools, varies significantly between urban and rural zones. The Domkal subdivision, located within this District, includes several border areas that face socio-economic and infrastructural constraints, making it a pertinent area for investigation.

There is an imperative need to evaluate the availability and utilization of educational facilities in the border areas of India, where infrastructure and resources are often inadequate. This study is significant as it aims to explore the educational facilities and utilization in primary schools of border area in Domkal subdivision at Murshidabad District. By analysing the extent to which schools are equipped with essential resources such as infrastructure, classrooms, teaching materials and free text books, playground, mid-day meal, and trained teachers, the research seeks to identify key challenges that hinder effective learning. Also, the paper will examine how these facilities & utilized by both teachers and students and how they impact the overall quality of education in these schools.

**2. Review of related studies:**

**Biswas,M.(2021)**studied the Availability and Utilization of Educational Facilities in The Primary Schools of Border Area in North 24 Parganas. The results showed that maximum number of primary schools of Border area of North 24 Parganas educational facilities were not sufficient as per the requirement.

**P.J. Boruah, (2017)** studied the availability of educational facilities for the teachers and students in primary schools with special reference to Nazira Subdivision of Sibsagar District of Assam. The results showed that55% of primary schools have separate head-teacher rooms. Only 5% of primary schools have library facilities, 13% of primary schools have 5 classrooms. 87% of primary schools have only 1 classroom and all primary schools have blackboard facilities. 85% of primary schools have proper desks and benches and 90% of primary schools have drinking water facility. All primary schools are Assam type L pattern whereas 70% of primary schools have playground and boundary facilities and all the provincial schools are satisfied with the functioning of Sarva Shiksha Abhiyan.

**P.K. Gogoi, and S.Khanikor, (2016)**studied the educational facilities available in District institute of education and training in Assam. The result showed that availability of the library, science laboratory, educational technology display room, computer, Television, and furniture facilities were there in the DIETs. On the other hand, unavailability of the Lecture Hall, common room, reading room, music room, craft room, and storeroom facilities were there in the DIETs. The educational facilities in DIETs were satisfactorily available in respect of teacher training programs but the available facilities were not utilized satisfactorily.

**A.N. Ohia (2019)** conducted a study on utilization of instructional facilities and academic performance of students in public secondary schools in rivers state. The result showed that Positive relationship was found between the effective utilization of instructional facilities and students’ academic performance.

**S.G, Bhunia, P.K. Shit, S. Duary (2012)** studied on assessment of school infrastructure at primary and upper primary level: a geospatial analysis. The result showed that availability of infrastructure elements such as availability of toilets, electricity, library, computers, type and condition of classroom is very of great significance for improving the learning environment.

**U.U Sani and S.R Iwanger, (2019)** investigated on the influence of school facilities and school types on senior secondary school science students’ academic performance in Nasarawa State, Nigeria. The result showed that there was significant influence of school facilities on science students’ academic performance in urban and rural schools as revealed in this study.

**R. Muhammad, (2017)** studied the availability, utilization, and maintenance of biology laboratory equipment and facilities in secondary schools in Sokoto State, Nigeria. It was found that most senior secondary schools in Sokoto State have no laboratories. Where the laboratories are present, those were poorly equipped. It was observed that the teachers are reluctant and have not the ability in conducting practical works using the few available laboratory facilities. It was also shown that biology teachers have poor maintenance culture in Sokoto state.

The related literature highlights the serious role of educational infrastructure in shaping student outcomes. Studies disclose infrastructural deficiencies in primary schools across various regions, including border areas (Biswas, 2021; Boruah, 2017). While some schools possess basic facilities, libraries, classrooms, and playgrounds remain inadequate (Boruah, 2017; Bhunia et al., 2012). Furthermore, availability does not always ensure effective utilization, as seen in DIETs and secondary schools (Gogoi & Khanikor, 2016; Muhammad, 2017). Research also confirms a positive correlation between well-equipped schools and student performance (Ohia, 2019; Sani & Iwanger, 2019). These findings align with the present study, emphasizing the need for improved infrastructure and resource management primary schools.

**3. Objectives of the study:**

1. To study the various educational facilities provided by the Government in primary schools.
2. To investigate the student-teacher ratio in the primary schools.
3. To investigate the educational facilities available at the primary schools in accordance with the policy of government.
4. To find out the various educational facilities utilizing by the students of primary schools among Raninagar-I & Raninagar-II blocks of Murshidabad District.

**4. Research Questions:**

RQ1: What are the several educational facilities provided by the government in primary schools located in the border area of Domkal Subdivision?

RQ2: How does the student-teacher proportion in these schools bearing the quality of education?

RQ3: What are the educational facilities available at the primary schools in accordance with the policy of the government?

RQ4: To what range are the presented educational facilities used by students in the region?

**5. Methodology of the study:**

The present study has been conducted through adopting the principles of survey research. As survey research is mainly used to quantitatively describe specific aspects of a given population (Kraemer,1991). Surveys can also be adopted for the requirement of need assessment, evaluate demand, and examine impact (Salant & Dillman, 1994). It the case of the present investigation the investigators attempted to evaluate& compare the availability and utilization of educational facilities in the primary schools of Domkal subdivision at Murshidabad District. Glasow, P. A. (2005). Fundamentals of survey research methodology. (Report No. 25988).

**6.Population and sample of the study:**

Population of the study are the students of the primary schools from border area of Domkal sub division at Murshidabad District in West Bengal.

The sample size was determined based on purposive sampling, which targeted primary schools located in the border area of Domkal Subdivision, Murshidabad District. The study sample consists of A total of 100 participants were selected from 10 schools (representing 50% of the total population) located in the border area of the Domkol sub-divisionat Murshidabad District. Two blocks, Raniganj I and Raniganj II, were chosen from the subdivision. Subsequently, 5 schools were purposively selected from each of these blocks.

**Table 1: Block wise Sample Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subdivision** | **Block** | **Number of Schools Selected** | **Number of Students Selected** |
| **Domkol Sub Division** | Raniganj I | 5 | 50 |
| Raniganj II | 5 | 50 |
| **Total** | 2 | 10 | 100 |

**7.Tool used for the study:**

The research utilized self-constructed questionnaires to gather data. To ensure the content validity of the research tool, expert opinion was pursued from the appropriate field, including faculty members from Departments of Education. For students, the questionnaire focused on the Utilization of Educational Facilities. The aim was to investigate how students receive, access, and engage with the available resources within the educational institution.

**Result:**

**DATA ANALYSIS AND INTERPRETATION:**

1. **Objectives 01:** To study the various educational facilities provided by the Government in primary schools:

Government provided various facilities in primary schools to ensure quality education, promote overall development, and make learning accessible to all children. Some of the key facilities provided include:

1. School will have at least one classroom for each teacher and an office-cum-store-cum- Head teacher’s room.
2. School will have separate toilets for boys and girls.
3. Safe and adequate drinking water facilities to all children.
4. A kitchen where mid-day meals will be cooked in the school.
5. School will have a playground.
6. Arrangements security for the school buildings by boundary wall or fence.
7. Teaching and learning equipment shall be provided to each class as per requirement.
8. Each school will have a library that provides storybooks, magazines and books on all subjects.
9. Sports equipment, games, and sports equipment will be provided as needed in each class.
10. There will have sufficient furniture so that students do not have more than three seats on the bench.
11. The maximum number of students shall not exceed 300 for a primary school.
12. The school will have adequate electricity supply facilities.
13. **Objectives 02:** To investigate the student-teacher ratio in the primary schools. Total number of teachers and students per schools and their ratio:

**Table 2: Student Teacher Ratio**

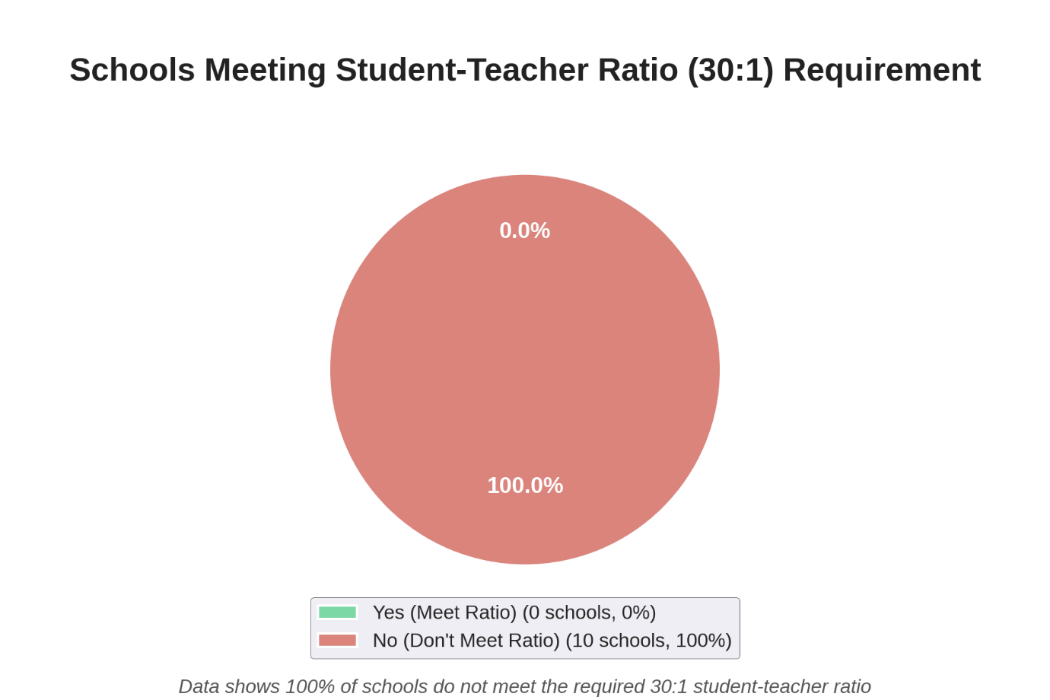
|  |  |  |  |
| --- | --- | --- | --- |
| **Sl\_No.** | **Total No. of Teacher** | **Total No. of enrolment student** | **Ratio** |
| 1 | 3 | 135 | 1:45 |
| 2 | 4 | 185 | 1:46.25 |
| 3 | 4 | 581 | 1:145.25 |
| 4 | 4 | 371 | 1:92.75 |
| 5 | 3 | 132 | 1:44 |
| 6 | 4 | 176 | 1:44 |
| 7 | 4 | 203 | 1:50.75 |
| 8 | 2 | 92 | 1:46 |
| 9 | 5 | 400 | 1:80 |
| 10 | 3 | 136 | 1:45.33 |

Shows that the number of students and teachers in each school in the border area of Domkal subdivision. It has been found from the above table that all schools had fewer teachers than required. The table below shows the students-teachers ratio as per the rule of Government (30:1).

**Table 3: Status of Student Teacher Ration as per the Govt. policy**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student and Teacher ratio (30:1)** | **Availability** | | | | | |
| Yes | | No | | Total | |
| No of school | Percentage | No of school | Percentage | Total No. of School | Total Percentage |
| 0 | 0% | 10 | 100% | 10 | 100% |

Shows that the ratio of the students and teachers in the primary Schools. This table indicates that 100% of schools did not have proper ratio of the students and teachers as per the Government rules.



**Figure 1: Status of Student Teacher Ration as per the Govt. policy**

1. **Objectives 03:** To investigate the educational facilities available at the primary schools in accordance with the policy of government.

**Table 4: Educational facilities available at the primary schools**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sl\_No.** | **Facilities** | **Yes** | | **No** | | **Total** | |
| No. of school | Perce-ntage | No. of school | Perce-ntage | Total No. of schools | Total Perce-ntage |
|  | Allotted room for office-cum-store-cum-Head teachers’ room | 02 | 20% | 08 | 80% | 10 | 100% |
|  | Availability of the separate toilet for the boy and girl students | 09 | 90% | 01 | 10% | 10 | 100% |
|  | Safe and adequate drinking water facilities to all children. | 06 | 60% | 04 | 40% | 10 | 100% |
|  | Status of mid-day meal | 10 | 100% | 00 | 00% | 10 | 100% |
|  | Status of playground | 03 | 30% | 07 | 70% | 10 | 100% |
|  | Status of school boundary wall | 03 | 30% | 07 | 70% | 10 | 100% |
|  | Teaching and learning equipment | 07 | 70% | 30 | 30% | 10 | 100% |
|  | Facilities of library | 00 | 00% | 10 | 100% | 10 | 100% |
|  | Sports equipment | 03 | 30% | 07 | 70% | 10 | 100% |
|  | Sufficient furniture | 05 | 50% | 05 | 50% | 10 | 100% |
|  | Electricity supply | 07 | 80% | 03 | 20% | 10 | 100% |
|  | Noiseand pollution free area of the primary schools | 09 | 90% | 01 | 10% | 10 | 100% |

* Shows that the facilities of the office-cum-store-cum Head teacher room in the primary schools of border area at Domkal subdivision. According to this table indicates that only 20% schools had an office-cum-store-cum Head teacher’s room and 80% of the primary schools had no office-cum-store-cum-Head teacher’s rooms.
* The availability of the separate toilet for the boys and girl students in the primary schools. This table indicates that 90% of schools had separate toilet for the boy and girl students and 10% of schools had no separate toilet for the boy and girl students.
* The availability of the Safe and adequate drinking water facilities to all children in the primary schools. This table indicates that 60% of primary schools had sufficient drinking water and 40% of primary schools had no sufficient drinking water.
* The availability of the mid-day meal services in the primary schools. This table indicates that all the primary schools had available mid-day meal services.
* The availability of the playground in the primary schools. According to This table indicates that 30% of primary schools had playground and 70% of primary schools had no any playground.
* The availability of the school boundary wall in the primary schools. According to This table indicates that 30% of primary schools had boundary wall and 70% of primary schools had no boundary wall.
* The availability of the sufficient Teaching-learning equipment facilities in the primary schools. This table indicates that 70% of schools had sufficient teaching learning materials facilities and 30% of primary schools had no sufficient teaching learning equipment facilities.
* The availability of the library Facilities in the primary schools. This table indicates that all the primary schools had no available library facilities.
* The availability of the sports equipment in primary schools. According to This table indicates that 30% of primary schools had sports equipment facilities and 70% of primary schools had no sports equipment facilities.
* The availability of the sufficient furniture in primary schools. According to This table indicates that 50% of primary schools had sufficient furniture available and 50% of primary schools had no sufficient furniture facilities.
* The availability of the electricity facilities in primary schools. This table indicates that 80% of primary schools had available electricity facilities and 20% of primary schools had no available electricity facilities.
* The noise and pollution-free area in the primary schools. This table indicates that 90% of primary schools’ area was noise and pollution-free area and 10% primary schools’ area was not noise and pollution-free area.

1. **Objectives 04:** The various educational facilities utilizing by the students of primary schools among Raninagar-I &Raninagar-II blocks of Murshidabad District.

**Table 5: Educational facilities utilizing by the students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Facilities** | **Response** | **Utilization** | | | | | | | |
| **According to students** | **Always** | | **Sometimes** | | **Naver** | | **Total** | |
| No. of response | Perce-  ntage | No. of response | Perce-  ntage | No. of response | Perce-  ntage | No. of response | Perce-  ntage |
| **Separate**  **Classroom** | Boys | 17 | 34% | 6 | 12% | 27 | 54% | 50 | 100% |
| Girls | 17 | 34% | 6 | 12% | 27 | 54% | 50 | 100% |
| **Use of light & fan** | Boys | 40 | 80% | 10 | 20% | 0 | 0% | 50 | 100% |
| Girls | 39 | 78% | 6 | 12% | 5 | 10% | 50 | 100% |
| **Use of**  **benches** | Boys | 45 | 90% | 3 | 6% | 2 | 4% | 50 | 100% |
| Girls | 44 | 88% | 3 | 6% | 3 | 6% | 50 | 100% |
| **Drinking water** | Boys | 22 | 44% | 12 | 24% | 16 | 32% | 50 | 100% |
| Girls | 21 | 42% | 14 | 28% | 15 | 30% | 50 | 100% |
| **Free text**  **books** | Boys | 50 | 100% | 0 | 0% | 0 | 0% | 50 | 100% |
| Girls | 50 | 100% | 0 | 0% | 0 | 0% | 50 | 100% |
| **Free** **shoes**  **& uniform** | Boys | 40 | 80% | 9 | 18% | 1 | 2% | 50 | 100% |
| Girls | 40 | 80% | 9 | 18% | 1 | 2% | 50 | 100% |
| **Mid-day**  **meal** | Boys | 27 | 54% | 15 | 30% | 8 | 16% | 50 | 100% |
| Girls | 26 | 52% | 17 | 34% | 7 | 14% | 50 | 100% |
| **Dining room** | Boys | 15 | 30% | 5 | 10% | 30 | 60% | 50 | 100% |
| Girls | 15 | 30% | 5 | 10% | 30 | 60% | 50 | 100% |
| **Use of TLM** | Boys | 30 | 60% | 15 | 30% | 5 | 10% | 50 | 100% |
| Girls | 20 | 40% | 8 | 16% | 22 | 44% | 50 | 100% |

* Shows the utilization of the separate classrooms in the primary schools. According to the table 34% boys and girl students stated that separate classrooms were always used whereas 12% of the students said that separate classrooms were used sometimes and 54% of the boys and girl students responded that separate classrooms were never used in the primary schools.
* Shows the utilization of the light & fan in the classrooms in the primary schools. According to the table 80% boy students and 78% girl students responded that light and fan were always used, whereas 20% boy students and 12% girl students said that light and fan were used sometimes and 0% boy students and 10% girl students stated that light and fan were never used in primary schools.
* Shows the utilization of the benches in the classrooms in the primary schools. According to the table 90% boy students and 88% girl students responded that benches were always used, whereas 6% boy students and 6% girl students said that benches were used sometimes and 4% boy students and 6% girl students stated that benches were never used in primary schools.
* Shows the utilization of the Drinking water in the primary schools. According to the table 44% boy students and 42% girl students responded that Drinking water were always used, whereas 24% boy students and 28% girl students said that Drinking water were used sometimes and 32% boy students and 30% girl students stated that Drinking water were never used in primary schools.
* Shows the utilization of the Free text books in the primary schools. According to the table 100% boy students and girl students stated that Free text books were always used.
* Shows the utilization of the free shoes & uniform in the primary schools. According to the table 80% boy students and girl students stated that shoes & uniform were always used whereas 18% of the students said that shoes & uniform were used sometimes and 2% of the boy students and girl students responded that shoes & uniform were never used in the primary schools.
* Shows the utilization of the Mid-day meal in the primary schools. According to the table 54% boy students and 52% girl students responded that mid-day meal was always used, whereas 30% boy students and 34% girl students said that mid-day meal were used sometimes and 16% boy students and 14% girl students stated that mid-day meal were never used in primary schools.
* Shows the utilization of the dining room in the primary schools. According to the table 30% boy students and girl students stated that dining room were always used whereas 10% of the students said that dining room were used sometimes and 60% of the boy students and girl students responded that dining room were never used in the primary schools.
* Shows the utilization of the Use of TLM in the primary schools. According to the table 60% boy students and 40% girl students responded that Use of TLM were always used, whereas 30% boy students and 16% girl students said that Use of TLM were used sometimes and 10% boy students and 44% girl students stated that Use of TLM were never used in primary schools.

**9. DISCUSSION**

The findings of the investigation are provideng an important window into how well policies are taken by the government being translated into practice, particularly in geographically sensitive border regions. A deeper analysis of the result uncovers critical gaps, regional disparities, and questions around policy implementation, which are very impactful for achieving quality and equitable primary education.

Availability of Educational Infrastructure and Facilities- in the case though the Right to Education (RTE) Act, 2009 mandate universal access to key school facilities (GOI, 2009), the present study findings indicate significant deviations. As, only 20% of schools had a designated office-cum-store-cum-head teacher's room. Such kind of inadequacy hampers school leadership, documentation, and coordination, which are very significant for administrative efficiency (NUEPA, 2016). The survey also found that Library facilities were totally absent in all 10 schools, while Banerjee et al. (2013), argued that lack of school libraries disproportionately affects children from low-income, rural areas, impeding their academic growth and critical thinking abilities.

The study also explored 80–78% students reported regular use of light and fans, only 34% boys and girls reported consistent use of separate classrooms. This mismatch could indicate overcrowding, lack of maintenance, or inappropriate room allocation – issues also flagged in earlier research by Sriprakash et al. (2014).

It is also found that 100% of students received free textbooks, and the data shows that mid-day meals and use of dining rooms remain underutilized, with 60% of students stating they never used dining rooms. This indicates infrastructural inadequacies or scheduling problems that limit proper meal distribution, thereby defeating the aim of improving child nutrition and school attendance (Khera, 2011).

Another vital issue is that only 30–40% of students regularly used TLMs (Teaching Learning Materials). Despite their availability in 70% of schools, this underutilization points to potential deficiencies in teacher training or motivation – a gap noted in government reviews of SSA and RTE implementation (MHRD, 2019).

Encouragingly, the data did not indicate significant gender-based disparities in utilization of most resources. However, the higher percentage of girl students (44%) reporting non-use of TLMs compared to boys (10%) warrants attention. This may reflect subtle gender biases in classroom practices or prioritization, and underscores the need for gender-sensitive training for teachers (Unterhalter, 2013).

The findings suggest that while the policy framework is robust, its implementation is rough and inadequate, especially in geographically and administratively sensitive areas like Domkal. These reverberations the arguments of Ramachandran (2009), who emphasized on context-specific policy support, not just uniform guidelines.

**10.Conclusion**

The study focuses on investigating the availability and utilization of educational facilities in primary schools located in the border areas of Domkal subdivision, Murshidabad district. The study reveals that a significant number of primary schools in Raninagar-I and Raninagar-II blocks suffer from severe infrastructural deficiencies. Schools lack separate classrooms, adequate teaching-learning materials (TLM), designated rooms for headmasters and teachers, common rooms for students, sufficient playgrounds, and sports equipment, aligning with broader patterns of infrastructural inadequacy observed in primary and secondary schools elsewhere (Bhunia et al., 2012; Muhammad, 2017). Such deficiencies may contribute to high dropout rates, as inadequate school facilities often hinder student retention and learning outcomes (Sani & Iwanger, 2019). However, observations indicate that the mid-day meal program is functioning efficiently in most of the surveyed schools. Moreover, initiatives under the Sarva Shiksha Abhiyan are actively working towards improving the overall educational infrastructure and learning environment in these schools.

**Disclaimer (Artificial Intelligence)**  
The author(s) hereby declare that no generative AI technologies such as Large Language Models (e.g., ChatGPT, Copilot, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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