

## **CHAPTER -4**

### **ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA**

The present chapter describes the analysis objective wise with the interpretation and discussion of the data to accomplish the objectives of the study. Process of analyzing the data starts after completing process of collection of data and data is processed by using suitable statistical techniques. Here, data was collected from different stakeholders with the help of various self-developed tools (Interview schedules, observation checklist, and academic achievement test) and data were analyzed separately of each stakeholder for better understand the findings and serving the purpose of study. This chapter will deals with the qualitative data and will reveal the results quantitatively to provide the meaningful results, conclusive findings and to reveal a clear picture about the status of implementation of RTE Act, 2009. Hence, to better understand the results of the study, this chapter has been analyzed and interpreted according to the following eight sections which are placed according to objectives of the study:

**Section -1:** It deals with the data of school's norms & standards in the context of physical resources and human resources under the RTE Act, 2009.

**Section-2:** This section deals with the data collected regarding the head teachers/headmasters. The data has analyzed and interpreted according to the section wise of the interview schedule of head teachers/headmasters. This section reveals the analysis of head teachers/headmasters' educational qualification, head teachers/headmasters awareness /knowledge about RTE Act, 2009, head teachers/headmasters' roles and responsibilities and other additional information.

**Section-3:** This section deals with the data collected regarding the teachers. The data has analyzed and interpreted according to the section wise of interview schedule of teachers. This section reveals the analysis of teachers' educational qualification, teachers' awareness /knowledge about RTE Act, 2009, teachers' roles and responsibilities and other additional information.

**Section-4:** This section deals with the data collected regarding the parents. The data has analyzed and interpreted according to the section wise of interview schedule of parents. This section reveals the analysis of parents' demographic data such as educational qualification, income range etc., parents' awareness /knowledge about RTE Act, 2009, parents' roles and responsibilities and other additional information regarding problem faced by parents.

**Section-5:** This section deals with the data collected regarding the SMC. The data has analyzed and interpreted according to the section wise of interview schedule of SMC. This section reveals the analysis of SMCs members' educational qualification, SMC members' awareness /knowledge about RTE Act, 2009, process of electing members for constituting SMCs, SMC members' roles and responsibilities.

**Section-6:** This section deals with the data collected regarding the local authority. The data has analyzed and interpreted according to the section wise of interview schedule of local authority. This section reveals the analysis of educational qualification, awareness /knowledge about RTE Act, 2009, roles and responsibilities of local authority.

**Section -7:** This section analysis the view of education authority (BEO, ABRCs) in the context of functioning of the government schools in the context of teachers' teaching and the academic performance of students under the RTE Act, 2009. Their responses are cited as quotes.

**Section -8:** It deals with the data regarding the learning competencies of the class 5<sup>th</sup> and 8<sup>th</sup> students in three subjects: Hindi, English & Mathematics. This section reveals the analysis of data collected regarding the basic knowledge of reading, writing of languages and numeracy skills of mathematics as well as to assess grade level competencies.

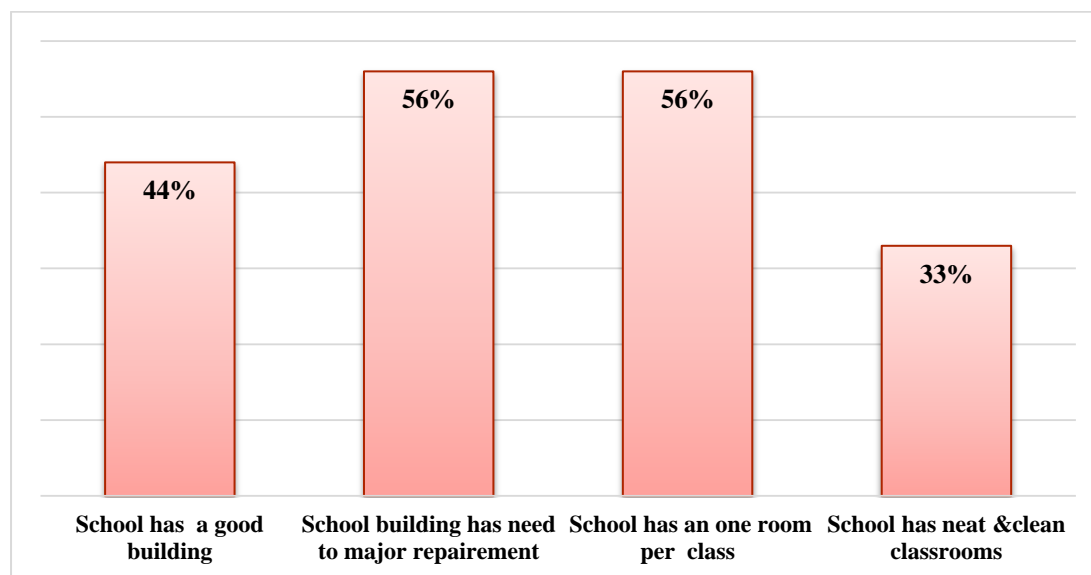
**Section-9:** This section deals with the specific measures which are related with the effective implementation of RTE Act, 2009.

### Section-1

#### 4.1. Regarding School's Norm & Standards with the Reference to Physical Resources and Human Resources in the Context of the RTE Act, 2009

**Table No. 4.1.1. Availability of Building and Classroom**

Items	% of Schools
School has a good building	44%
School building need major repair	56%
School has one room per class	56%
School has neat and clean classrooms	33%



**Figure No. 4.1.1. Availability of Building and Classroom**

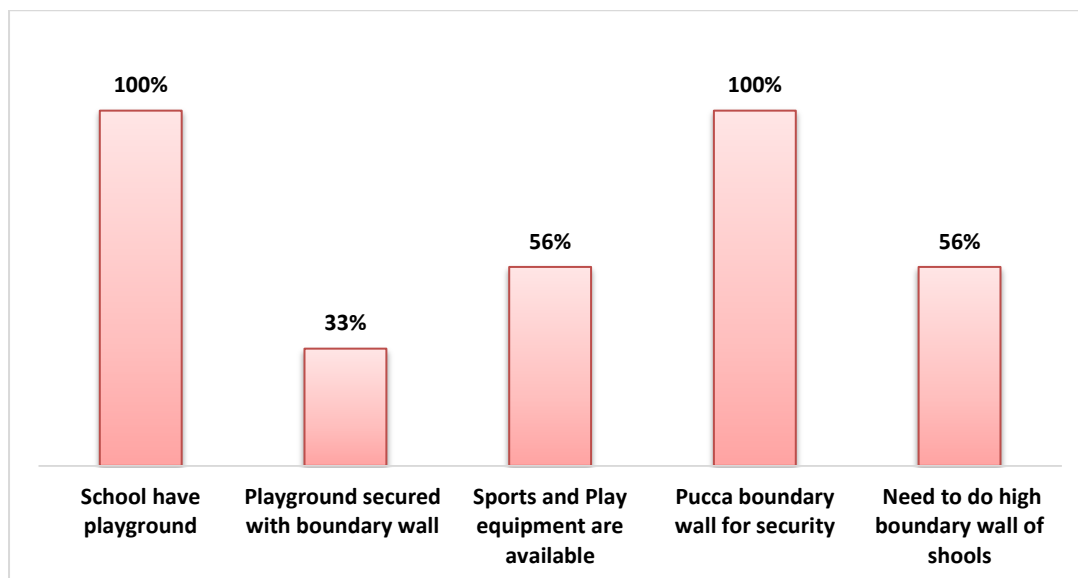
Table 4.1.1 and above figure shows that only 44% of schools have appropriate buildings while 56% of schools do not have appropriate buildings. Hence it requires to renovate these building. It can also be interpreted from the above table and figure that 44% schools does not fulfill the criteria of having one room per class. It can also

be reported that 56% of schools fulfill the criteria of having one classroom per class. Along with this it was found that there were only 33% of schools which had neat and clean classrooms while 67% schools had poorly uncleaned classroom.

During the observation of classrooms, it has been observed that there were no such proper classroom arrangement and it was also found that classrooms were very dirty and seemed uncleaned due a lot of dust on the floor and desks. Hence it can be interpreted that the concept of cleanliness was totally found absent in the schools. Unavailability of sweeper in the school could be the reason behind this. Thus, the above data regarding these problems such as unavailability of appropriate buildings, unavailability of separate classrooms per class, uncleaned classrooms etc. can be proved useful for implementation of the norms of the RTE Act, 2009 and even other new policies related to school education. These findings are supported by Kar, 2019; Mahara, 2019, Niranjanaradhya & Jha, 2013. It was reported in these studies that *‘Infrastructural conditions are concerned most of the schools surveyed lack of separate classrooms. Only few schools have separate classrooms for each class and the cleanliness was a major issue; premises and classrooms were very dirty and children had to clean the school themselves’*.

**Table No. 4.1.2. Schools have Playground and Boundary Wall**

<b>Items</b>	<b>% of Schools</b>
Schools have playground	100%
Playground secured with boundary wall	33%
Sports and Play equipment are available	56%
Pucca boundary wall for security	100%
Need to do high boundary wall of schools	56%



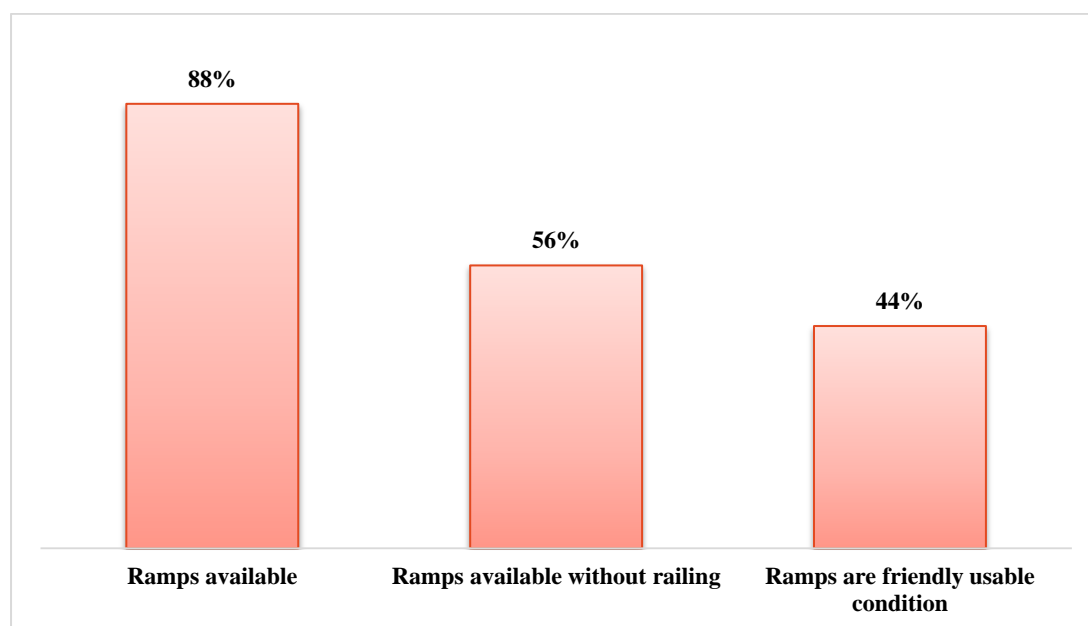
**Figure No. 4.1.2. Schools Have Playground and Boundary Wall**

The above table 4.1.2 and figure shows that all schools have playgrounds. Only 33% school have secure playgrounds with Pucca boundary wall while 67% of the schools do not have secure playgrounds with the boundary wall along with this it was reported that these playgrounds are mostly used by villagers and not by school children. Revealed data also shows that only 56% of schools have sports & play equipment's i.e. Swing, Rope, Caramboard, Ludo etc. for lower primary students and football, volleyball and badminton for upper primary students. But it was found that these play equipment were not in the conditions of use. Along with this it was reported in the study that 44% of schools do not have sports and play equipment. During the observation of the schools, it has been observed that 56% of the schools need to construct their boundary walls 2-3 feet higher due to the lower school's boundary walls. It was also observed that disturbance from outside is common and can hinder the teaching practices of the schools if there is no school boundary wall. There were Low compliance of RTE infrastructure norms on availability of playground boundary wall and sports equipment. These results are supported by

studies conducted (Paikaray, 2015), (Mohalik, 2018), (Kar, 2019), (Mahara, 2019), (Bose, 2020). Hence necessary steps need to be taken to make availability of School playground with boundary wall and Sports & Play materials in all the schools.

**Table No. 4.1.3. Availability of Ramps with railings**

Items	% of Schools
Ramps available	88
Ramps available without railing	56
Ramps are friendly usable condition	44



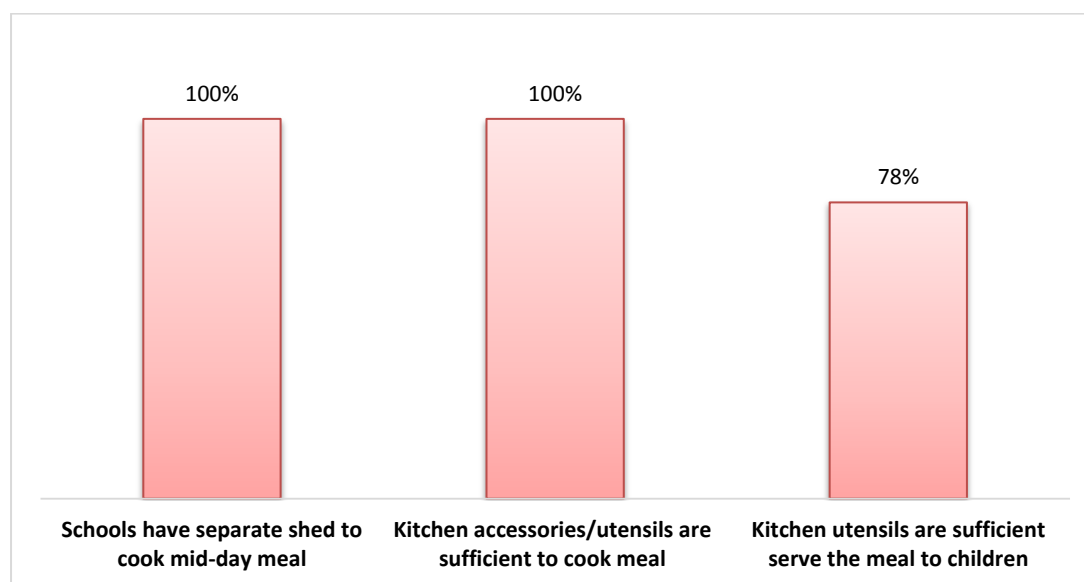
**Figure No. 4.1.3. Availability of Ramps with Railings**

The above table 4.1.3 and figure shows the availability of Ramps with railings in schools. It can be interpreted from the above table and figure that there are ramps available in 88% of schools while 22% of schools do not have ramps. Along with this it was also reported that only 44% of schools have ramps with railings and conducive to children with disability. It can be interpreted from the table that 56% of schools have ramps without railings. It has been observed by the researcher that more than

half of schools do not have ramps with railings and even not student friendly. These results are verified by the results revealed by Bose (2020), Kar (2019), and V.P Aradhya (2019). Mohalik (2018) who reported that ‘*there majority of the schools have the lacking the facility of ramps with railings for CSWN*’. UDISE (2018-19) also revealed that there were 62.98% schools with ramp’.

**Table No. 4.1.4. Availability of Separate Shed and Kitchen Devices**

Items	% of Schools
Schools have separate shed to cook mid-day meal	100%
Kitchen accessories/utensils are sufficient to cook meal	100%
Kitchen utensils are sufficient serve the meal to children	78%



**Figure No. 4.1.4. Availability of Separate Shed and Kitchen Devices**

The above table 4.1.4 and figure shows that all sampled schools have the separate shed for cooking mid-day meal. And 78% of the schools have sufficient Kitchen accessories/utensils to cook meal and serve the meal to children but it was found that 22% of schools do not sufficient utensils to serve meal to the students. The



observer found that all sampled schools 100% have the separate shed for cooking mid-day meal also revealed by the Raman and Krithika (2017) in their study. Bose (2020) revealed that there is low compliance of RTE infrastructure norms on Kitchen shed.

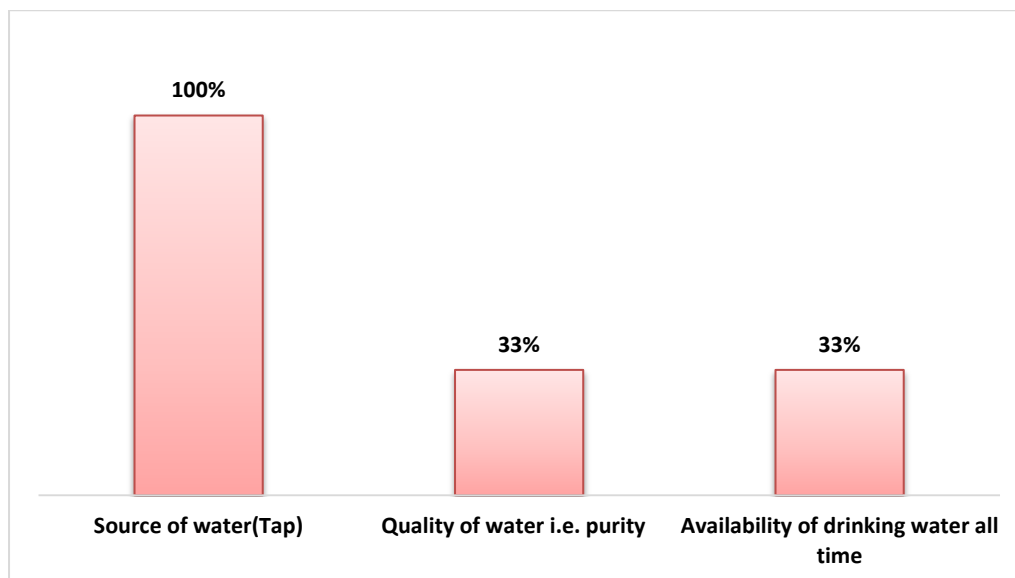
**Table No. 4.1.5. Availability of Separate Headmaster Room and Library Room**

Items	% of Schools
Schools have separate headmaster room cum office	0%
Schools have separate library room	0%

The above table no.4.1.5 and figure shows that there was found no school where separate library was available. No school has separate library room or building. Whatever study material and other books available in the schools were kept in the Elmira in the Headmaster's room. Hence stories books, autobiography & bibliography of great leaders were available in the schools. These findings are verified by the findings of the study conducted by Kar (2019) which also show that *“most of the schools do not have the basic facilities like a separate room for the headmaster, staff room for teachers and library”* and Aradhya (2019) reported that 69.91% of schools have no library.

**Table No. 4.1.6. Schools with the Facility of Functional Drinking Water**

Items	% of Schools
Source of water(Tap)	100%
Quality of water i.e. purity	33%
Availability of drinking water all time (during school time )	33%

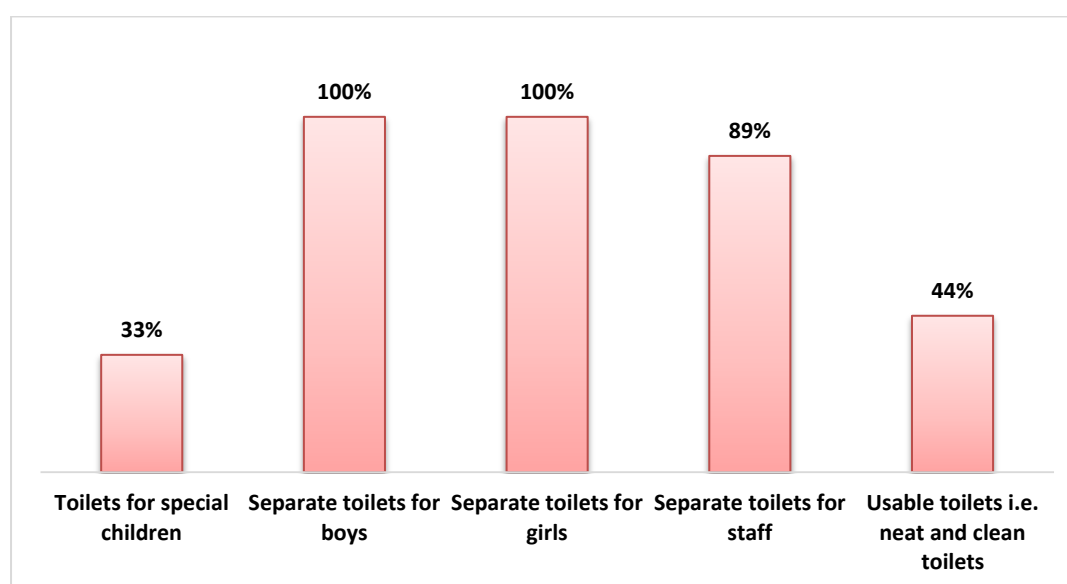


**Figure No. 4.1.6. Schools with the Facility of Functional Drinking Water**

The above table 4.1.6 and figure shows that all sampled schools are getting water by the source of tap supplied by Gram Panchayat only when the proper supply of electricity is available in the village. As per the availability & purification of water is concerned it was found that only 33% of schools were having the facility of availability of water and purity of water during school time while maximum (67%) of schools were not having the facility of quality water and availability of drinking water during school time. Hence it can be interpreted here that majority (67%) of schools have the problem of availability of water which need to be addressed. Thus the results are supported with the findings of Kar (2019), Mahajan (2016) which showed that few schools were well equipped with running water facilities.

**Table No. 4.1.7. Schools with the Facility of Useable Toilets**

Items	% of Schools
Toilets for special children	33%
Separate toilets for boys	100%
Separate toilets for girls	100%
Separate toilets for staff	89%
Usable toilets i.e. neat and clean toilets	44%



**Figure No. 4.1.7. Schools with the Facility of Useable Toilets**

The above table 4.1.7 and figure shows that only 33% of the schools have the facility of separate toilets for special children while 67% of schools do not have separate toilets for special children. It was found that separate toilets for girls & boys are available in all the sampled schools but it was reported that 89% of schools have separate toilets for staff but are used also by the students. Hence it was found that there were only 11% of schools which do not have the facility of separate toilets for staff. As per the cleanliness is concerned it can be interpreted from the above table

that only 44% of schools take care of this. There were 56% of schools toilets were found uncleaned and unhygienic. Thus, it also observed that toilets were sufficient in almost all the schools but few of them were locked due to lack of cleanliness and lack of water supplying. Despite of this foul smell were sensed during observation in some of the schools due uncleaned toilets. Various studies (Kar, 2019), (Mahara, 2019), (Mohalik, 2018), (Niranjanaradhya and Jha, 2013) support this argument which shows that there is lack of toilet facilities in the Indian schools or separate facility of toilets for students and staff. These previous studies revealed that ‘toilets were not in in the conditions to use, non-availability of water, broken taps or missing doors were common problems in the schools’. Hence, regarding the availability of separate toilets for children with disabilities, it also found that there are majority of the schools are lacking the basic facility of toilet for CSWN . But the results are in contradiction to the finding of Das (2014) revealing that ‘there was no separate toilet facility for boys and girls in the schools’.

**Table No. 4.1.8. Pupil Teacher Ratio during the Session 2019-20 and 2020-21 at Elementary Level**

<b>Pupil Teacher Ratio During the Session 2019-20 at Elementary Level</b>				
<b>School's Name</b>	<b>Lower Primary (1<sup>st</sup>-5<sup>th</sup>)</b>	<b>PTR at lower primary</b>	<b>Upper primary (6<sup>th</sup> -8<sup>th</sup>)</b>	<b>PTR at upper primary</b>
G.S.S.S Pali (M.Garh)	-----		151/8	18:1
G.P.S. Bhurjat (M.Garh)	51/4	12:1	----	
G.M.S. Dholi (M.Garh)	48/4	12:1	74/6	12:1
G.G.P.S. Pali (M.Garh)	81/4	20:1		
G.P.S. Pali (M.Garh)	78/5	15:1	---	
G.S.S.S. Jant (M.Garh)	67/4	17:1	81/7	11:1
G.M.S. Malra Sarai (M.Garh)	37/2	13:1	30/4	7:1
G.S.S.S. Malra Bass (M.Garh)	63/3	17:1	37/8	4:1
G.M.S. Lawan (M.Garh)	23/5	4:1	12/5	2:1

<b>Pupil Teacher Ratio During the session 2020-21 at Elementary Level</b>				
<b>School Name</b>	<b>Lower Primary (1<sup>st</sup>-5<sup>th</sup>)</b>	<b>PTR at lower primary</b>	<b>Upper primary (6<sup>th</sup> -8<sup>th</sup>)</b>	<b>PTR at upper primary</b>
G.S.S.S Pali (M.Garh)	-	-	107/8	13:1
G.P.S. Bhurjat (M.Garh)	40/4	10:1	-	-
G.M.S. Dholi (M.Garh)	73/5	14:1	81/6	13:1
G.G.P.S. Pali (M.Garh)	81/4	20:1	-	-
G.P.S. Pali (M.Garh)	62/5	12:1	-	-
G.S.S.S. Jant (M.Garh)	76/4	19:1	82/7	11:1
G.M.S. Malra Sarai (M.Garh)	40/3	13:1	20/5	4:1
G.S.S.S. Malra Bass (M.Garh)	57/3	19:1	37/8	4:1
G.M.S. Lawan (M.Garh)	30/5	6:1	16/5	3:1

The above table 4.1.8 shows that PTR in government schools. The data in the above mentioned table clearly shows that there were no required number of teachers in most of the government schools. Hence there was continuous decrease in the number of students in the schools. Raman and Krithika (2017) reported that continuous decrease in number of students directly affects the quality of education. The result of present study contradicts the study conducted by Sarvapali (2012), Rani (2017) which reported that “ There were only 63% schools have ratio of 35:1 and rest 37% are not able to meet the norms due to lack of teaching staff, rest 33% do not have sufficient strength of teachers”. Along with this the results of the present study also contradict with the study conducted by Iftikhar (2020) which reported that “*the schools have*

*high Pupil Teacher Ratio. So it also prohibits teachers from giving individual attention to the students which also harms the quality of education”.*

## **Sesction-2**

### **4.2. Analysis of Data Collected Regarding Head teachers as a Stakeholder under RTE Act, 2009**

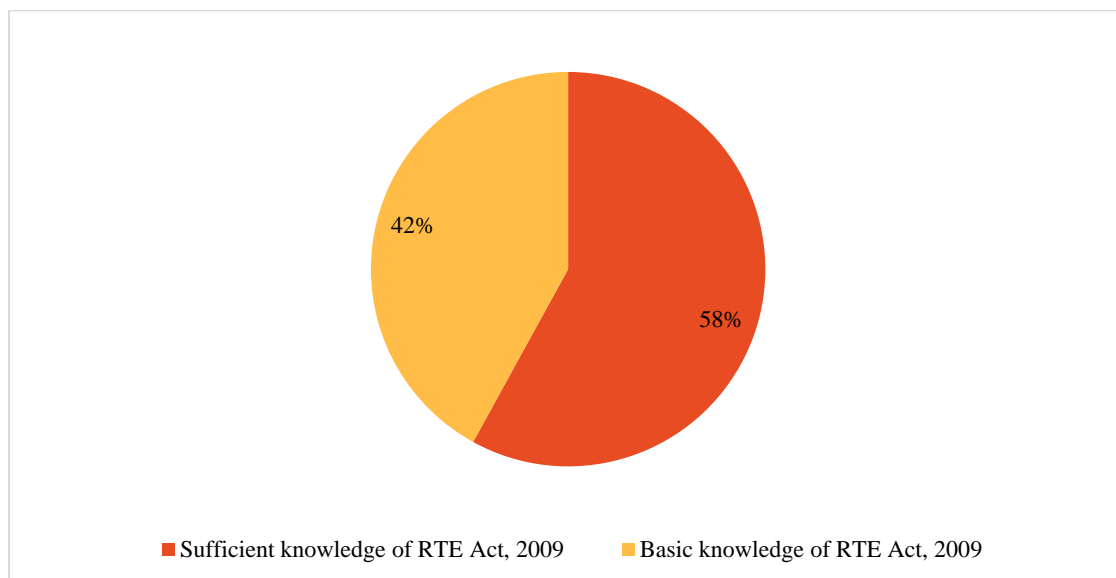
#### **Section I: General Information (Profile Data) Regarding Head teachers**

This section describes the general information regarding educational qualification of Head teachers. The profile data shows that all sampled Head teachers have minimum educational qualification determined under Section 23(1). Maximum (75%) of head teachers have the educational qualification of D.ED, B.ED and M.A while (17%) of the head teachers have the qualification of B.A, D.ED, B.ED rest (8%) of the teachers have the qualification of B.A, D.ED. There were only 42% of female head teachers while rest 58% were male head teachers. It was reported that all sampled head teachers work also as teachers. They have to the administrative as well as academic work associated with the school.

#### **Section II: Knowledge among Head teachers about RTE Act, 2009**

**Table No. 4.2.1: Head teachers Have Knowledge about RTE Act, 2009**

	<b>Type of Response</b>	<b>% of Head teachers</b>
<b>Knowledge about RTE Act 2009</b>	Sufficient knowledge of RTE Act, 2009	58%
	Basic knowledge of RTE Act, 2009	42%
	Total	100%



**Figure No. 4.2.1. Head teachers Have Knowledge about RTE Act, 2009**

The above table 4.2.1 and figure shows that only 58% of the Head teachers have the sufficient knowledge of RTE Act, 2009 and well aware about the school' norm & standards, roles & responsibilities of other stakeholders as per the RTE Act, 2009 while 42% of the Head teachers have basic knowledge of RTE Act, 2009. Along with this it was found that no head teacher have the knowledge of the official gazette of act, what the provisions are related to their roles and responsibilities. It can be discussed here that head teachers should have the knowledge of the Act as it is associated to the school system. If they are not aware of the Act then it is equally difficult to make others aware of the same and to explain the role and responsibilities before other stakeholders like parents, teachers, and SMCs members.



**Section III (Part I): Regarding Head teachers' Roles and Responsibilities under RTE Act, 2009**

**Regarding Administration & Management:**

**Table No. 4.2.2. To Ensuring Child Enrollment of 6-14 Year Children Regarding RTE Act, 2009**

Type of Response	% of Head teachers
Ensured admission of all children at elementary level	100%
Demand birth certificates during admission	100%
Admission is given in the absence of age proof documents	25%
Screening procedure for guardian	0%
Admission test for students	0%
Ensure admission of out of school children in Age appropriate class	11%
Admission open for whole year has been ensured	100%
Head teachers has ensured the enrollment of 6-14 year children (visit village )	44%

The above table 4.2.2 shows that all Head teachers demand birth certificates at the time of admission but children were not denied for admission in the absence of birth certificates. During the observation it was found that there were three children who did not have the age proof (birth certificate) but was allowed to sit and read in the appropriate class. All respondents (100%) accept that there is no such screening procedure for admission in the school. Only 11% of the head teachers have ensured the admission of out of school children in age appropriate to class and provide special

training to out of school children. There was only one student (girl) in one of sampled schools who was given admission in the age appropriate class (5<sup>th</sup> class, G.M.S. Dholi). The process of admission remain open throughout the year but all head teachers have responded that there must be fixed time for admission. It can also be interpreted from the above table that 44% schools' teachers visit student's home to motivate the parents for the education of their children and also tell the parents regarding various schemes at school level. Hence 56% schools' teachers do not visit Children's home due to be sufficient number of children in schools.

**Table No. 4.2.3: Ensuring Free and Compulsory Elementary Education**

Type of Response	% of Head teachers
Fee is taken during admission	0%
Tuition fee	0%
Fee for textbook and uniform is taken	0%
Any type of Fees is Collected from children	0%
Ensure no child drops out of the school	100%

Table No. 4.2.3 shows that no head teacher charges the fees from students during admission and till class 8<sup>th</sup>. Hence, it was reported that all schools provides elementary education to all children, free of cost. Besides this, children receives free text books for their respective classes from school and Rs. 800 for uniform. All head teachers (100%) were of the view that there was no students drop out from any class.

**Table No. 4.2.4. Ensuring Norms of Quality Education in Schools by Head teachers**

Type of Response	% of Schools
Ensuring Adequate Teaching Learning Materials (TLM) for all classes (1 <sup>st</sup> -8 <sup>th</sup> ) in school	100%
Medium of instruction (Hindi) in school	100%
Trained and well qualified teachers appointed in school	100%
Below Pupil Teacher Ratio as per act,2009	100%
Adequate teachers (per subject) at upper primary in the session – 2020-21	100%
Adequate teachers per class at lower primary in the session -2020-21	25%
Shortage of teachers per class at lower primary in the session -2018-19,2019-20, 2020-21	75%
Lack of students since three years -2018-19,2019-20,2020-21	22%
Schools have School Management Committee	100%

The above table 4.2.4 shows that all sampled schools (100%) have TLM for all classes. For the lower primary classes TLM consisting of Science kit, Math kit, English kit and classroom' wall were painted with the educational paintings of alphabets, counting, table, map, Names of week, month etc. For the upper primary classes, science kit, math kit, drawing kits were available but not in usable condition. Hence globe, Map and different types of charts made by teachers were available in the school. All sampled school (100%), medium of education/instruction is given in Hindi language. All school have well qualified and professionally competent teachers and

those teachers who were appointed after the implementation of RTE Act, 2009 were TET qualified.

It was reported that in the session 2020-21, all schools have adequate teachers per subject at upper primary level and 25% of schools have shortage of teachers per class at lower primary level. Along with this 75% of the schools do not have adequate teachers per class at lower primary in the session of 2020-21. Maximum 88% of schools have adequate number of children at elementary level. It was also reported that 22 % of the schools are facing the problems of decreasing numbers of students since three years i.e. (2018-19, 2019-20, and 2020-21).

It was found that all schools have TLM facilitates but teachers neither look active nor interested in using TLM in their teaching. According to the statement of ABRCs it was discussed that “Even after explaining the guidelines of using TLM to teachers they do not use the TLM in their teaching especially for lower primary classes. These teaching- learning aids like Science kit, Math kit, and English kit are kept as they are in bundle.” And 22 % of schools were facing the problem of decreasing numbers of students since three years i.e. these schools have Lack of students since three years (2018-19, 2019-20, 2020-21). All sampled school have School Management Committee as per the RTE Act, 2009 for the effective implementation of Right to Education Act, 2009. All schools meet the norms regarding the composition of SMCs.

**Table No. 4.2.5. Ensure the Enrollment and Inclusion of CWSN without Discrimination in Neighborhood School**

Type of Response	% of CWSN
School have CWSN	56%
Number of CWSN enrolled (Boys)	33%
Number of CWSN enrolled (Girls)	67%
Physically Impaired	44%
Mentally impaired	33%
Hearing and speaking Impaired	22%
CWSN is attending the school regularly	56%
CWSN children able to study with regular children	0%

The above table 4.2.5 shows that all school' head teachers ensure the admission of children with special needs without any discrimination but there are only 56% of schools found where children with special needs were admitted (33% boys and 67% girls). The table also shows that there are 44% of students who are Physically Impaired, 33% of students are mentally impaired and 22% of students have hearing and speaking difficulties. CWSN were included in the classrooms, disadvantaged groups were not founded discriminated in schools or in classrooms. It was also found that all children were treated equally irrespective of their backgrounds. But, it has been observed that the schools where students with special needs are enrolled do not have any special arrangement. The results of the study results of the present study is in contradiction to the study conducted by Mohalik (2017) which reveal that Head teachers and School Management Committee members have taken initiatives to provide the special facilities for CWSN. It was revealed from the

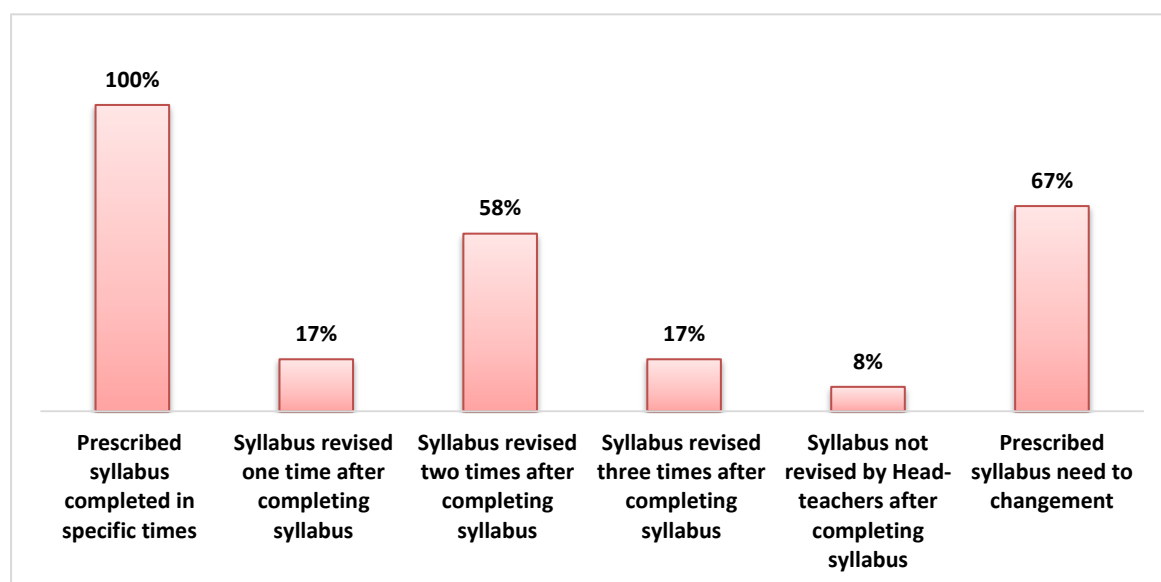
responses of the head teachers that there is no arrangements of special tutors, special teaching, and special teaching-learning materials. That why all CWSN (100%) were not able to study with the children in normal classroom. Hence teachers were not trained in the area of disabilities. Mohalik (2018) also found that *“Majority of schools have identified and admitted CWSN students. But no school has training modules for CWSN. 57% of teachers are oriented in teaching CWSN and 85% of schools does not have special teacher appointed for dealing CWSN.”*

The table also shows that only 56% CWSN attend the school regularly while other 44% do not attend the school regularly. There are certain problems such as reaching school is difficult for them because of disabilities. They have to take help from the others that is the reason where they sometimes have to skip to attend the schools. Hence parents cannot do this all the time because of their work. The findings of the study can be verified with report of UNESCO (2019) which revealed that *“India is home to 8 million children with disabilities, and 45% of them fail to attain literacy; 20% of children with visual and hearing impairments had never been in school. The percentage of children more than 50% those who did not attend schools is the lowest among those with multiple disabilities, mental illnesses, and mental retardation.”*

**Responsibilities performed as a teacher:**

**Table No. 4.2.6. Head teachers Complete the Prescribed Syllabus within a Specified Period**

Type of Response	% of Head teachers
Prescribed syllabus completed in specific times	100%
Syllabus revised one time after completing syllabus	17%
Syllabus revised two times after completing syllabus	58%
Syllabus revised three times after completing syllabus	17%
Syllabus not revised by Head-teachers after completing syllabus	8%
Prescribed syllabus need to changement	67%



**Figure No. 4.2.6. Head-teachers Complete Prescribed Syllabus within a Specified Period**

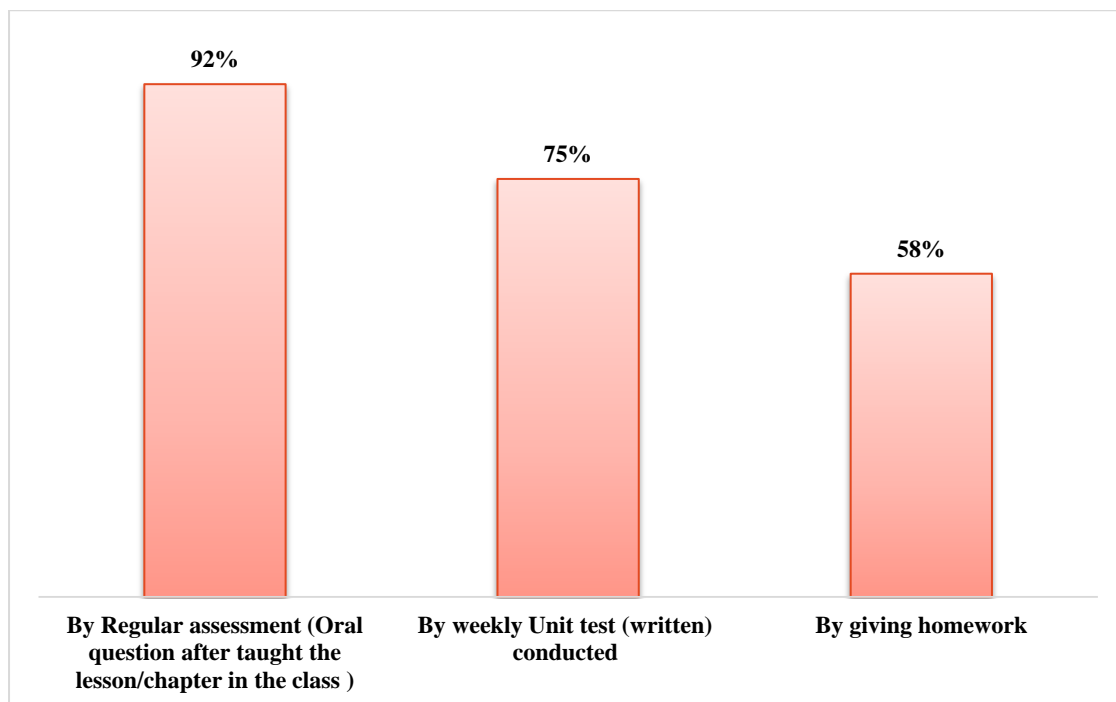
The above table 4.2.6 and figure shows that all sampled head teachers (100%) completes the prescribed syllabus in stipulated times. It has been found that 17% of

head teachers revised the syllabus once after completing syllabus while 58% of head teachers revised syllabus twice after completing syllabus. Along with this 17% of the head teachers revised syllabus three. There were only 8% of head-teachers did not revised the syllabus after completing the syllabus. It was revealed that 67% of head teachers was of the opinion that there is a need of change in the prescribed curriculum especially in the subjects English and Mathematics. Some of the reasons such as engagement in official work and other duties sometimes create hurdle in completing the syllabus. The findings of the study were also revealed in the study conducted by Raman and Krithika (2017) which revealed that “*Due to engagement in extra work teachers are not able to complete the syllabus timely*”. Majority of head teachers was of the opinion that that there is need of change in prescribed curriculum especially in the subjects of English and Mathematics. They have also stated that there is need of separate book of English grammar and it should be according to the level of students. Hence head teachers explained that the English is too hard and mathematic is so easy, not according to the level of students.

**Table No. 4.2.7. To Ensure Evaluation System to Assess the Learning Capacities of Children besides Monthly Online Test**

Type of Response	% of Head teachers
By Regular assessment (Oral question after taught the lesson/chapter in the class )	92%
By weekly Unit test (written) conducted	75%
By giving homework	58%





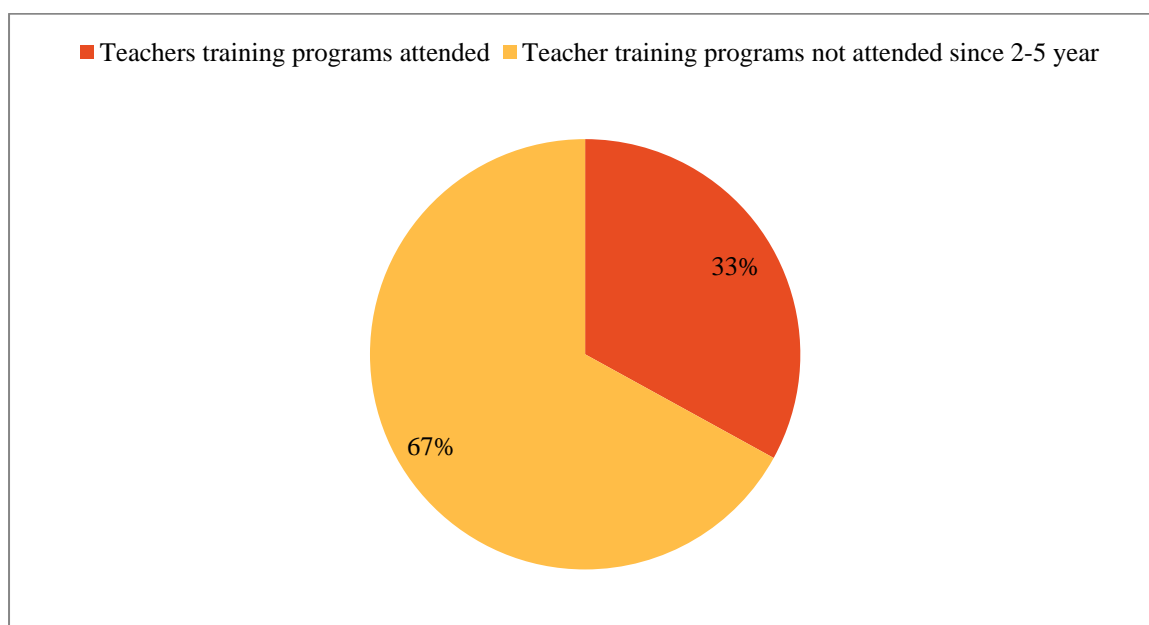
**Figure No. 4.2.7. To Ensure Evaluation System to Assess the Learning Capacities of Children besides Monthly Online Test**

The above 4.2.7 table and figure show that all head teachers ensure the evaluation system besides the monthly online test for the assessment of students learning capacities. The result shows that 92% head teachers conduct regular assessment by asking oral question from students during teaching and after being taught the lesson/chapter in the class and 75% head teachers conduct weekly Unit test (written), 58% head teacher assess the learning capacities by giving homework.

The results show that all head teacher ensure the evaluation system to improve the academic performance, to identify the learning gap and to assessing the abilities of children.

**Table No. 4.2.8. Participation of Head Teachers in Teacher-Training Programmes**

Type of Response	% of Head teachers
Teachers training programmes attended	33%
Teacher training programmes not attended from two to five years	67%



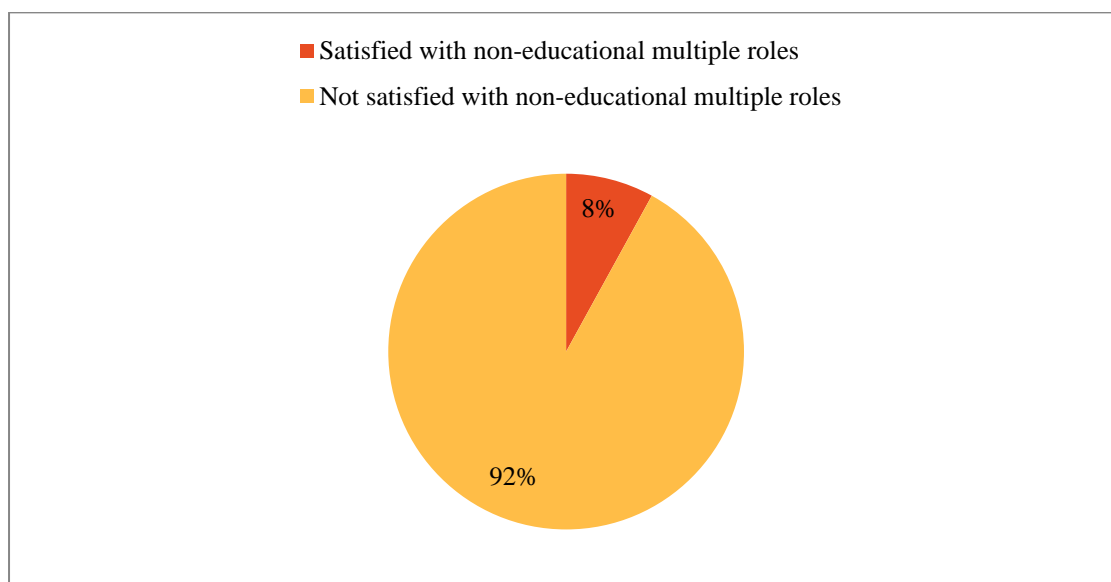
**Figure No. 4.2.8. Participation of Head teachers In Teacher-training Programmes**

The above table 4.2.8 and figure shows that only 33% of head teachers have attended teacher training programmes (using English kit, math kit) in the span of two years while other 67% of the head teachers had not attended any teacher training programmes in two to five years.

The result shows that majority of head teachers did not attend teacher training programmes from two to five years.

**Table No. 4.2.9. Head Teachers Deployed in Multiple Roles**

Type of Response	% of Head teachers
Played multiple functions/roles	100%
Satisfied with non-educational multiple roles	8%
Not satisfied with non-educational multiple roles	92%

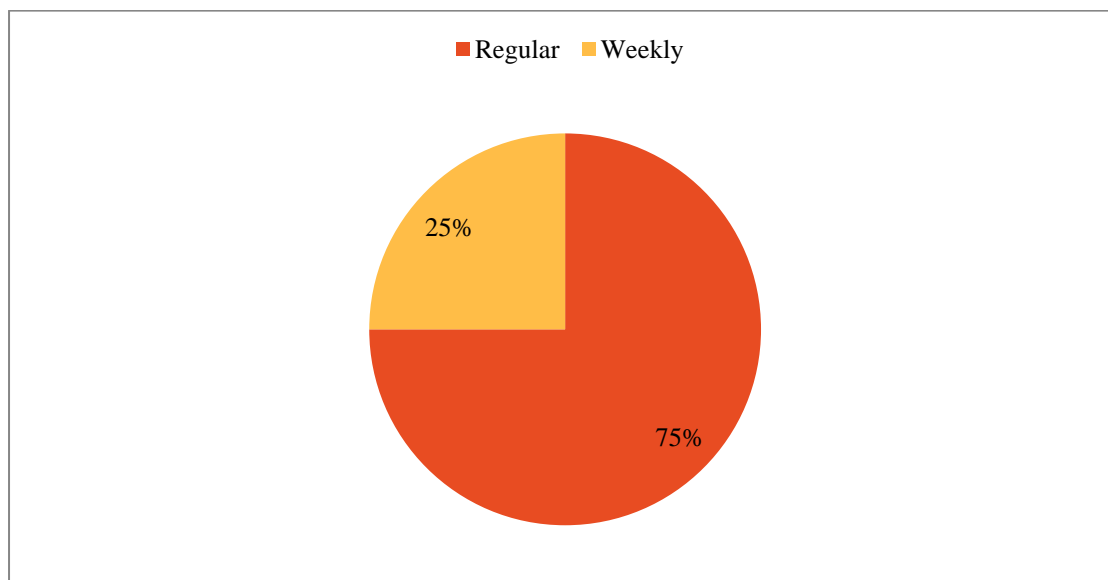


**Figure No. 4.2.9. Head Teachers Deployed in Multiple Roles**

The above table 4.2.9 shows that only 8% of head teachers are satisfied with non-academic responsibilities assigned to them. Majority (92%) of head teacher were found unsatisfied with non-academic purposes. Hence it was reported that the extra work other than academics assigned to them create problems such as mental stress, fatigue, disturbance in teaching etc. The findings of the study also revealed that all head-teachers play multiple roles along with the teaching. The duties like preparing Official post, maintaining SMCs meetings register, Mid-day meal record register, population census, election duties, overall official record of school etc.

**Table No. 4.2.10. Ensuring Remedial Teaching for Educationally Weak Children**

Type of Response	% of Head teachers
Regular	75%
Weekly	25%



**Figure No. 4.2.10. Ensuring Remedial Teaching for Educationally Weak Children**

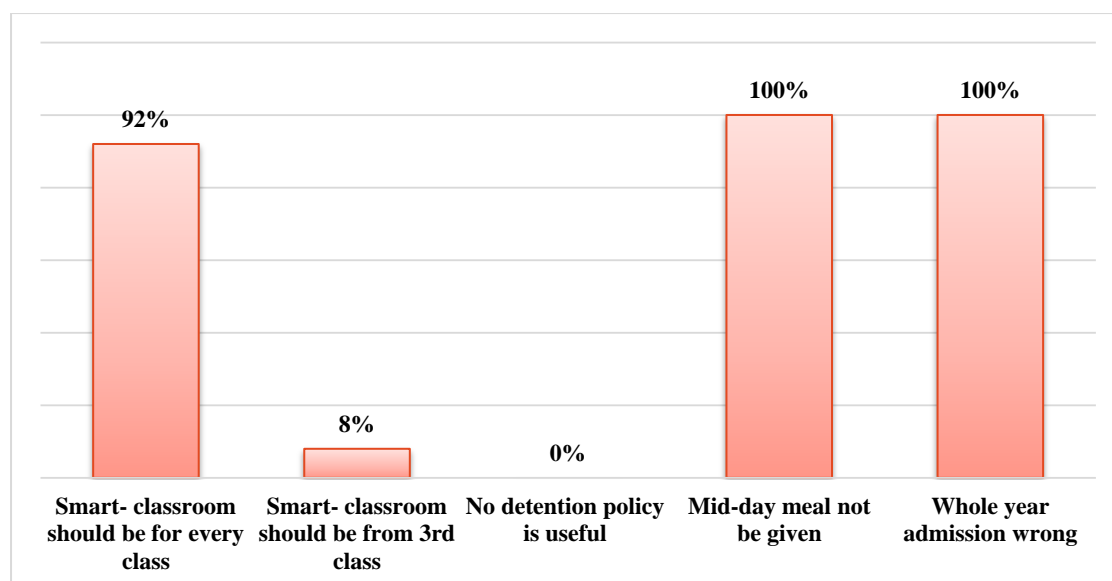
The above 4.2.10 table and figure shows that only 75% head teachers provide regular extra classes to weak children for improving basic learning while other 25 % teachers provide weekly extra classes to weak children.

The results show that majority of head teachers provide regular remedial class to enhance the basic learning of those children who do not have the knowledge of 3R's. The researcher found that there were a quarter of children in each class who do not know how to read and write the languages. Therefore majority of head teachers provide the regular remedial teaching to educationally weak children.

**Section III (Part II): Others Additional Information on Different Aspects:**

**Table No. 4.2.11. Perception of Head Teachers on the Other Aspects**

Type of Response	% of Head teachers
Smart- classroom should be for every class	92%
Smart- classroom should be from 3 <sup>rd</sup> class	8%
No detention policy is useful	0%
Mid-day meal not be given	100%
Whole year admission wrong	100%



**Figure No. 4.2.11. Perception of Head teachers on the other aspects**

The above table 4.2.11 and figure shows that majority (92%) of head teachers accepted that smart- classroom should be available for every class because it is the demand of the present time and it would be helpful for children to learn better and with effective way while 8 % of the head teachers responded that it should start from 3<sup>rd</sup> class. All head teachers accepted that No detention policy is not useful. It can also be interpreted from the above table that majority of head teachers believe in Smart-

classroom. Hence they opined that there should be a smart classrooms for children in the schools as it is the need of contemporary education and will be effective steps towards learning. Almost all the head teachers accepted that no detention policy is an obstacle to achieve the goals of SDG-4 (Quality education). All head teachers opined that there is no need of mid-day meal in Mahendergarh district, Haryana state, they are not in favour of imparting the mid-day meal. Along with this most of the teachers were of the opinion that if mid-day meal is necessary to give at elementary level then there is a need of proper arrangement for proper implementation of the Mid-Day Meal Scheme i.e. arrangement of mid-day meal should be out of school and it should be governed with the participation of NGO's. They also supported that packed meal should be provided to the children. All head teachers pointed out that whole year admission is wrong. There should be time-limit to enroll children in government elementary schools.

### Section-3

#### 4.3. Analysis of Data Collected Regarding Teachers as a Stakeholder under RTE Act, 2009

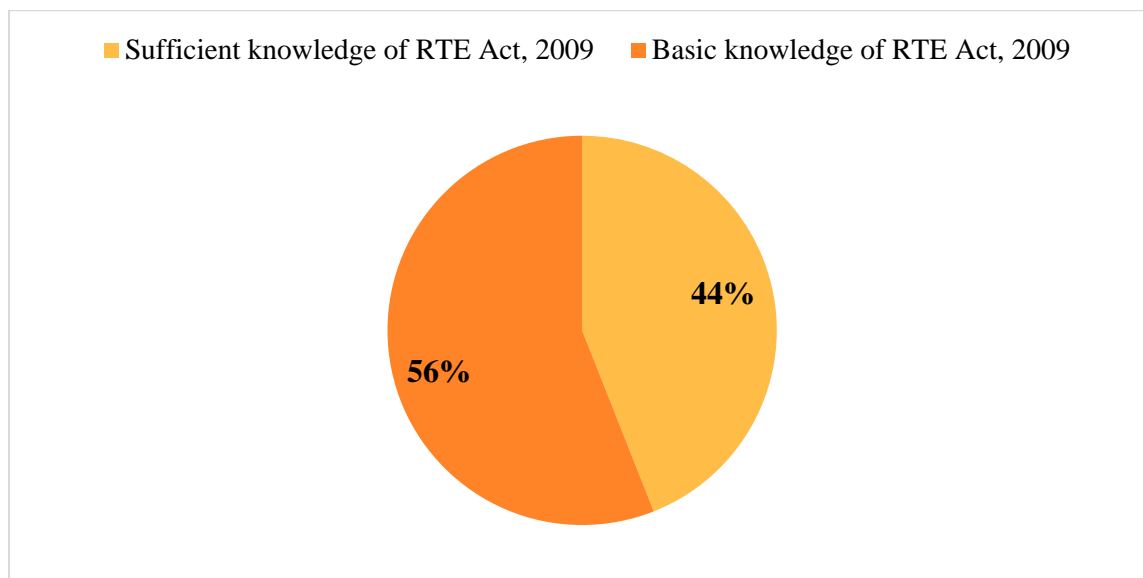
##### Section I: General Information (Profile Data) Regarding Teachers

This section describes the general information regarding educational qualification of teachers. Profile data shows that all sampled teachers have minimum educational qualification determined under Section 23(1). Maximum (44%) of teachers have the educational qualification of M.A and B.ED while other (23%) of teachers have the qualification of B.A, D.ED, B.ED and rest (33%) of teachers have the qualification of B.A, D.ED. There were only 19% of female teachers and they did not participate in any non-academic activities while rest 81% of teachers were male teachers.

##### Section II: Awareness about RTE Act, 2009

**Table No. 4.3.1. Teachers Have Knowledge about RTE Act, 2009**

	Type of Response	No. of Teachers	% of Teachers
Knowledge about RTE Act 2009	Sufficient knowledge of RTE Act, 2009	21	44%
	Basic knowledge of RTE Act, 2009	27	56%
	Total	48	100%



**Figure No. 4.3.1. Teachers Have Knowledge about RTE Act, 2009**

The above table 4.3.1 and figure shows that only 44% of teachers have the sufficient knowledge of RTE Act, 2009. Along with this 56 % of teachers have only basic knowledge of RTE Act, 2009. But it can be interpreted from the above table that no teacher have the knowledge of particular provisions of Act regarding teachers, parents etc. it was found that teachers are not aware about the official gazette of Act. As per the information regarding RTE Act, 2009 among teachers is concerned it was found that teachers knew about the Act through the sources of newspaper, head-teachers and education members of DIET, ABRCs. Teachers stated that they neither got any hard copy of official gazette of Act and no detailed explanation was deliberated about act. The results of the study shows that most of the teachers haven't any clear idea about the teachers' provisions under the RTE Act. This finding is supported with the findings of Sethi and Muddgal (2017); Islam (2020) which reported that there was lack of clarity and adequate information about RTE Act, 2009 among most of the teachers. Along with this other studies revealed that there is significant difference between the awareness among male and female teachers, urban

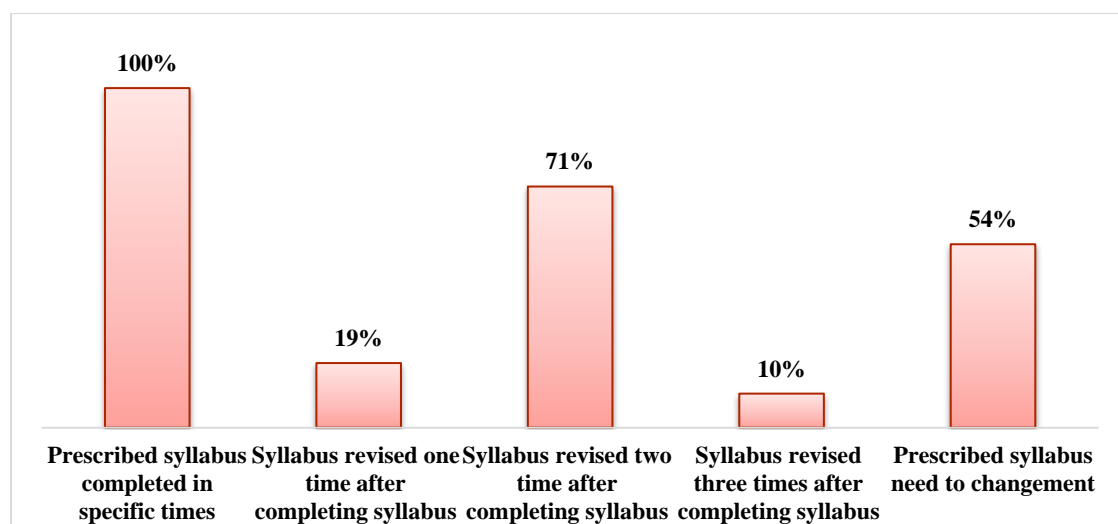


and rural teachers, private and government teachers reported by Sandeep (2015), Rao and Mangesh (2015). There were many studies which supported this argument that there is no significant difference between rural male and female teachers, urban male female teachers and male female trainee teachers, private and government teachers. However, such a vast difference was not observed for the teachers who worked in private schools. (Gandhi and Yadav, 2013), (Kunju and Vakkil, 2015). The teachers who are actively involved in the school activities as well as take part in several training programmes are more aware and the educational qualification of these teachers has a substantial impact on the awareness of the responsibility of the teachers stipulated under the RTE Act, 2009. Hence the results of the study were supported by the study conducted by **Gadam (2013)** and **Mahanandi (2014)**. It can be concluded from the above data that teachers are not aware about the official gazette of Act. As per the information regarding RTE Act, 2009 among teachers is concerned it was found that teachers knew about the Act through the sources of newspaper, head-teachers and education members of DIET, ABRCs. Teachers stated that they neither got any hard copy of official gazette of Act and no detail explanation was deliberated about Act.

**Section II (Part I): Regarding Teachers’ Roles and Responsibilities under RTE Act, 2009**

**Table No. 4.3.2. Teachers Complete Prescribed Syllabus within a Specified Period**

Type of Response	No. of Teachers	% of Teachers
Prescribed syllabus completed in specific times	48	100%
Syllabus revised one time after completing syllabus	9	19%
Syllabus revised two times after completing syllabus	34	71%
Syllabus revised three times after completing syllabus	5	10%
Prescribed syllabus need to changement	26	54%



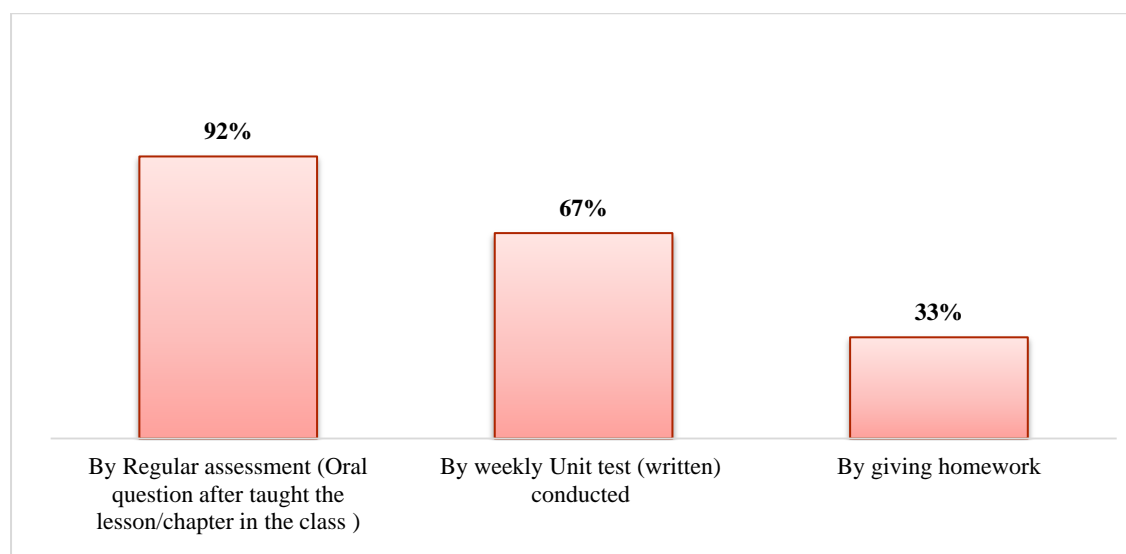
**Figure No. 4.3.2. Teachers complete prescribed syllabus within a specified period**

The above table 4.3.2 and figure shows that all sampled teachers (100%) complete the prescribed syllabus on time. It has been found that 19% of the teachers revised the syllabus once after completing syllabus. While 71% of the teachers did

revise the syllabus twice after its completion. Along with this 10% of the teachers revised syllabus thrice after its completion. Hence 54% of teachers accepted that there is need to modify the prescribed curriculum especially of English and Mathematics. The results of the study are supported by the studies conducted by Raman and Krithika (2017). It was also reported in the study that there is a need of separate book for English grammar and should be according to the level of children. The syllabus of mathematics need to be taken care for revision.

**Table No. 4.3.3. To Ensure Evaluation System to Assess the Learning Capacities of Children besides Monthly Online Test**

Type of Response	No. of Teachers	% of Teachers
By Regular assessment (Oral question after taught the lesson/chapter in the class )	44	92%
By weekly Unit test (written) conducted	32	67%
By giving homework	16	33%

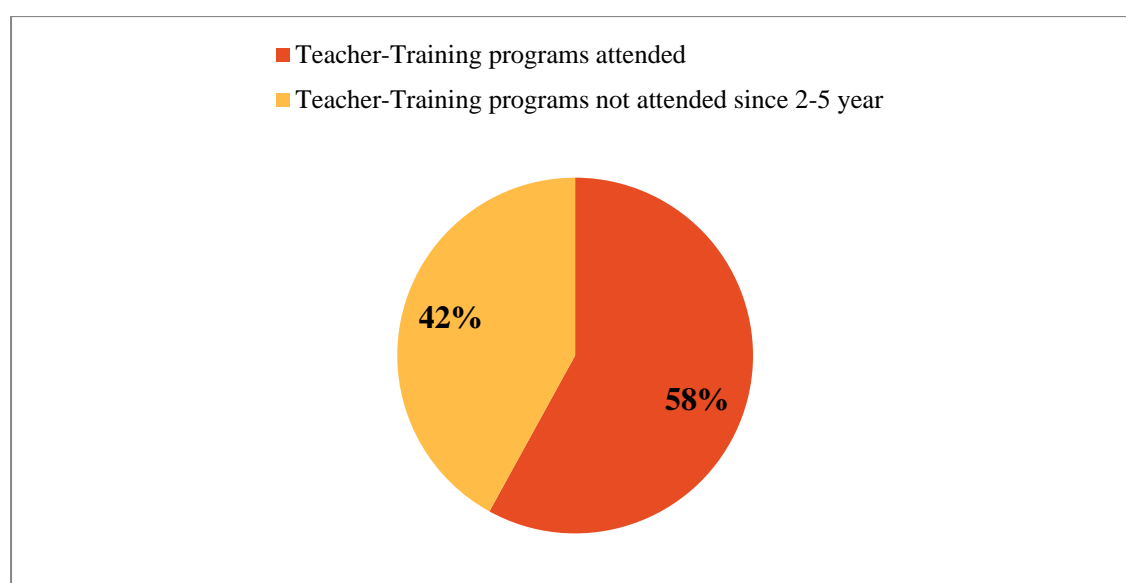


**Figure No. 4.3.3. To Ensure Evaluation System to Assess the Learning Capacities of Children besides Monthly Online Test**

The above table 4.3.3 and figure shows that all teachers ensure the evaluation system for the assessment of students learning capacities besides this the monthly online test. The results of the study shows that 92% of the teachers conduct regular assessment by asking oral question from students during teaching and after the teaching. Along with this 67% of the teachers conduct weekly unit test (written), 33% of the teachers assess the learning capacities by giving homework. The results of the study shows that all teacher ensure the evaluation system to improve the academic performance, to identify the learning gap and to assess the abilities of children.

**Table No. 4.3.4. Participation of Teachers in In-Service Teacher-Training Programmes**

Type of Response	No. of Teachers	% of Teachers
Teacher-Training programmes attended	28	58%
Teacher-Training programmes not attended since 2-5 year	20	42%

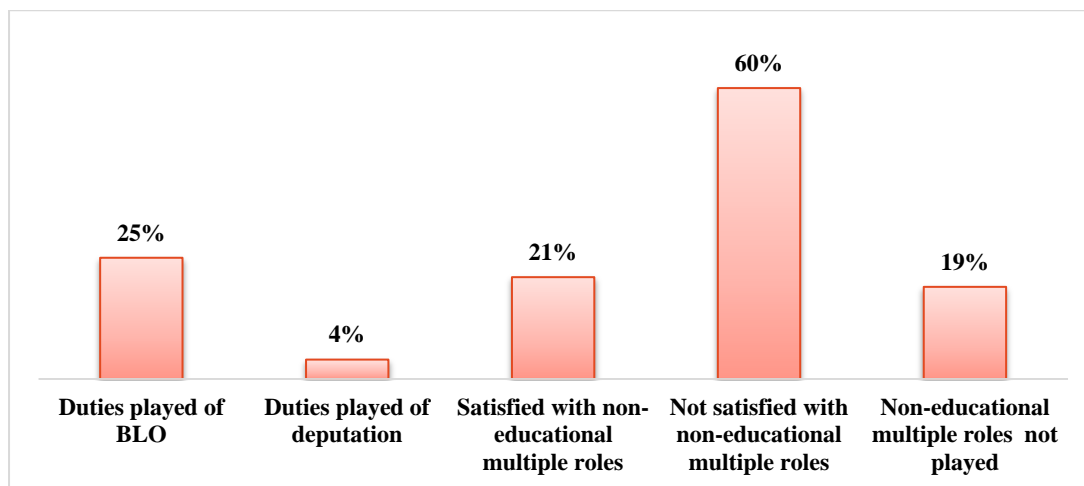


**Figure No. 4.3.4. Participation of Teachers in In-Service Teacher-Training Programmes**

The above table 4.3.4 and figure shows that only 58% of the teachers have attended teacher training programmes while 42% of the teachers did not attend any teacher training programmes in two to five years. Hence the data was supported from U-DISE report (2016-17). When the teachers were asked about the usefulness of in-service teacher-training programmes, it was revealed that majority of teachers (77%) responded that teacher training programmes were useful to improve teaching skills while 23% of the teachers responded that teacher-training programmes were not useful, and not effective, hence it was only time consuming. Teachers accepted that activity based training programmes were useful. The use of English kit, Math kit and Science kit while training programmes was more useful than lecture based training programme.

**Table No. 4.3.5. Teachers Deployed In Other Activities Except Teaching**

Type of Response	No. of Teachers	% of Teachers
Duties of BLO was performed	12	25 %
Duties of deputation was performed	2	4 %
Satisfied with non-educational multiple roles	10	21 %
Not satisfied with non-educational multiple roles	29	60 %
Non-educational multiple roles not performed by teachers	9	19 %



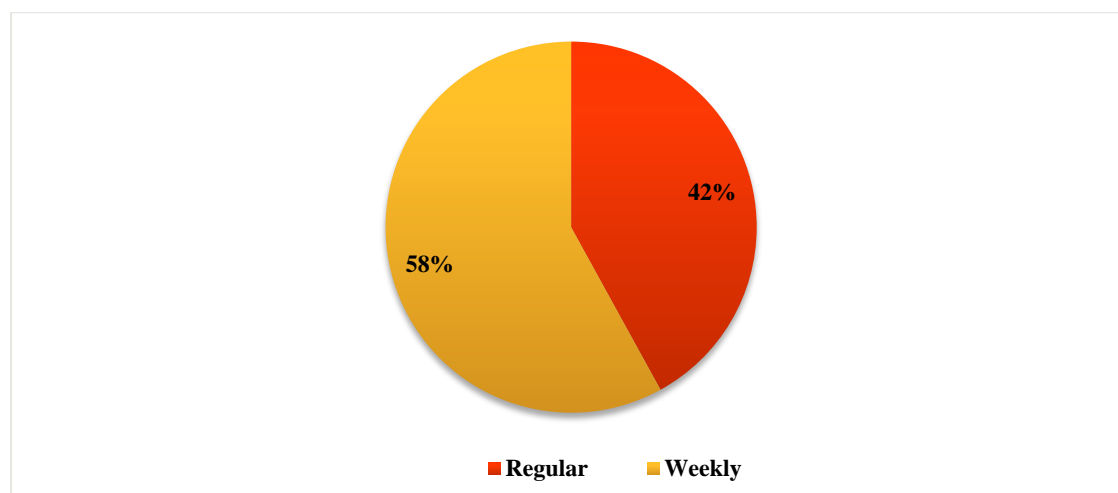
**Figure No. 4.3.5. Teachers Deployed in Other Activities Except Teaching**

The above table 4.3.5 and figure shows that some (25%) of teachers were engaged as BLO duties, also play other duties as census duties, election duties, and other activities of school. It can be interpreted from the above table that a few (4%) teachers were engaged on deputation for two years as well as play other duties as survey, census, election duties and other activities of school while other 19% of the teachers (Female) did not play any non-academic roles. Data also shows that only 21% of the teachers were satisfied with non-academic and multiple roles assigned to them. Hence majority of teachers pointed out that they were not satisfied with non-academic activities and other roles. They explained that these multiple roles keep them away from taking classes. It has its negative impact on the performance of the students. The results show that almost all teachers play multiple roles along with teaching. Teachers used to play the duties of BLO, deputation, population census, election duties and other activities of school. Hence the results are supported by the data of a study conducted by Krishna et al. (2020) which showed that “*Out of the total selected teachers in Tenali Mandal, 56.0 percent teachers have replied that they have to perform other activities and roles assigned to them by the higher authority. On the other hand, 44.0 percent teachers have responded negatively regarding this. From the*

total selected teachers in Amadalavalasa Mandal, 100% (percent) of teachers have responded that they are engaged in other activities except teaching”. Besides this, the report of NUEPA, (2018) highlighted that “less than a fifth of a teacher’s annual school hours (19.1 percent) was spent on teaching activities. Teachers spend the rest of their time thus: 42.6 percent in non-teaching core activities, 31.8 percent in non-teaching school-related activities, and 6.5 percent on other department activities.”

**Table No. 4.3.6. Remedial Teaching Is Provided By Teachers to Educationally Weak Children**

Type of Response	No. of Teachers	% of Teachers
Regular	20	42%
Weekly	28	58%



**Figure No. 4.3.6. Remedial Teaching is Provided by Teachers to Educationally Weak Children**

The above 4.3.6 table and figure show that only 42% teachers provide regular remedial teaching (extra classes) to educationally weak children for improving basic

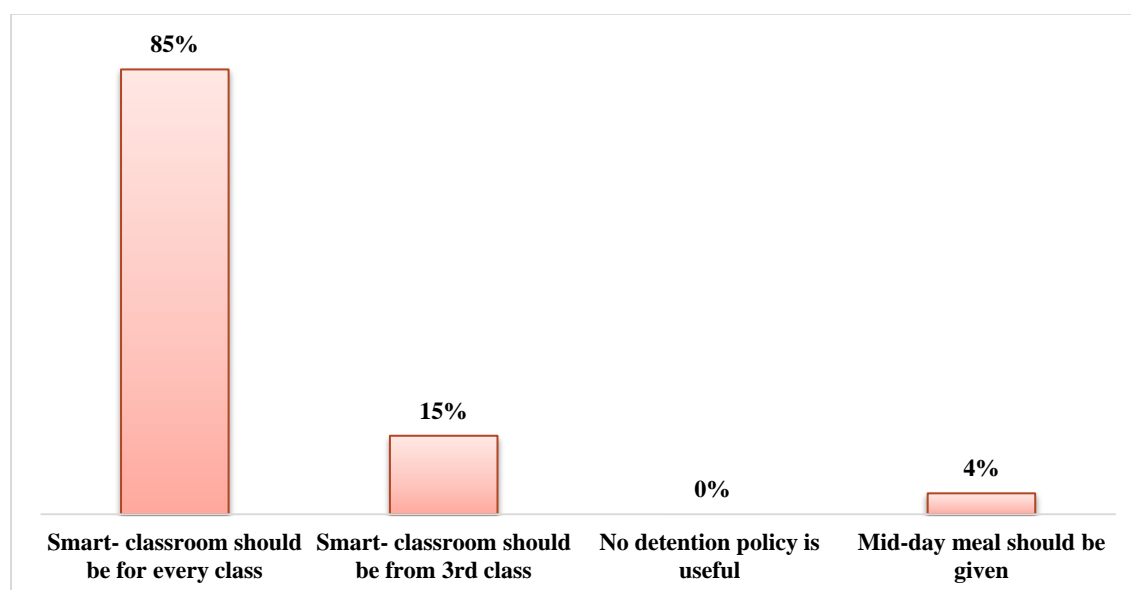
skills /learning (reading, writing & numeracy skills) while other 58% teachers provide weekly extra classes to weak children for improving basic skills /learning.

The result show that to enhancement of the basic learning of educationally weak children, teachers provide remedial teaching/ extra classes and majority of the teachers provide weekly extra classes that not suitable for educationally weak children.

**Section II (Part II): Others Additional Information on Different Aspects as Shown in the Below Table 4.3.7.**

**Table No. 4.3.7. Perception of Teachers on the Other Aspects (Smart- Classroom, No Detention Policy Mid-Day Meal)**

Type of Response	No. of Teacher	% of Teachers
Smart- classroom should be for every class	41	85 %
Smart- classroom should be from 3 <sup>rd</sup> class	7	15 %
No detention policy is useful	0	0%
Mid-day meal should be given	2	4 %



**Figure No. 4.3.7. Perception of Teachers on the Other Aspects**



The above table 4.3.7 and figure shows that Maximum (85%) teachers accepted that Smart- classroom should be available for every class because it is the demand of the present time and it would be helpful for children to learn better and effectively while 15% of teachers say that it should be started from class 3rd. All teachers accepted that No detention policy is not useful. It was also found that only 4% of teachers accepted the need of mid- day meal scheme as they were of the opinion that children do not get healthy food at home. It can also be interpreted from the above table that majority of teachers believe in Smart- classroom. Hence they opined that there should be a smart classrooms for children in the schools as it is the need of contemporary education and will be effective steps towards learning. Almost all the teachers accepted that no detention policy is an obstacle to achieve the goals of SDG-4 (Quality education). Along with this most of the teachers were of the opinion that there is a need of proper arrangement for proper implementation of the Mid-Day Meal Scheme and it should be governed with the participation of NGO's. They also supported that packed meal should be provided to the children.

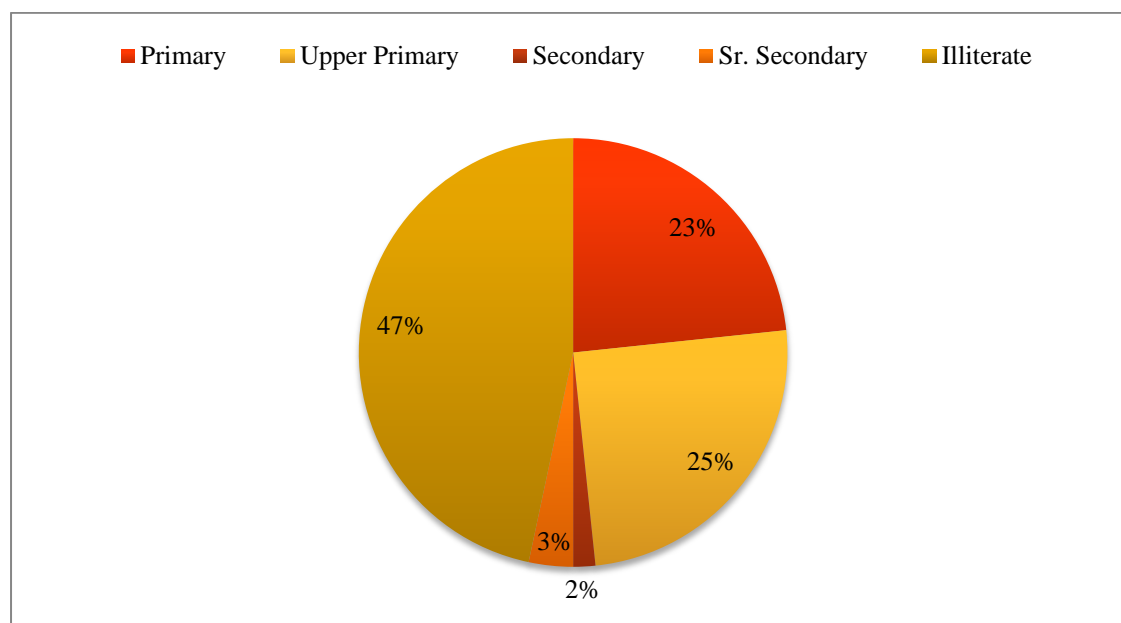
#### Section-4

#### 4.4. Analysis of Data Collected Regarding Parents as a Stakeholder under RTE Act, 2009

##### Section I: Socio-Economic Status of Parents

**Table No. 4.4.1. Educational Level of Parents**

Educational level	No. of Parents	% of Parents
Illiterate	28	47%
Primary	14	23%
Upper Primary	15	25%
Secondary	1	2%
Sr. Secondary	2	3%
Total	60	100%



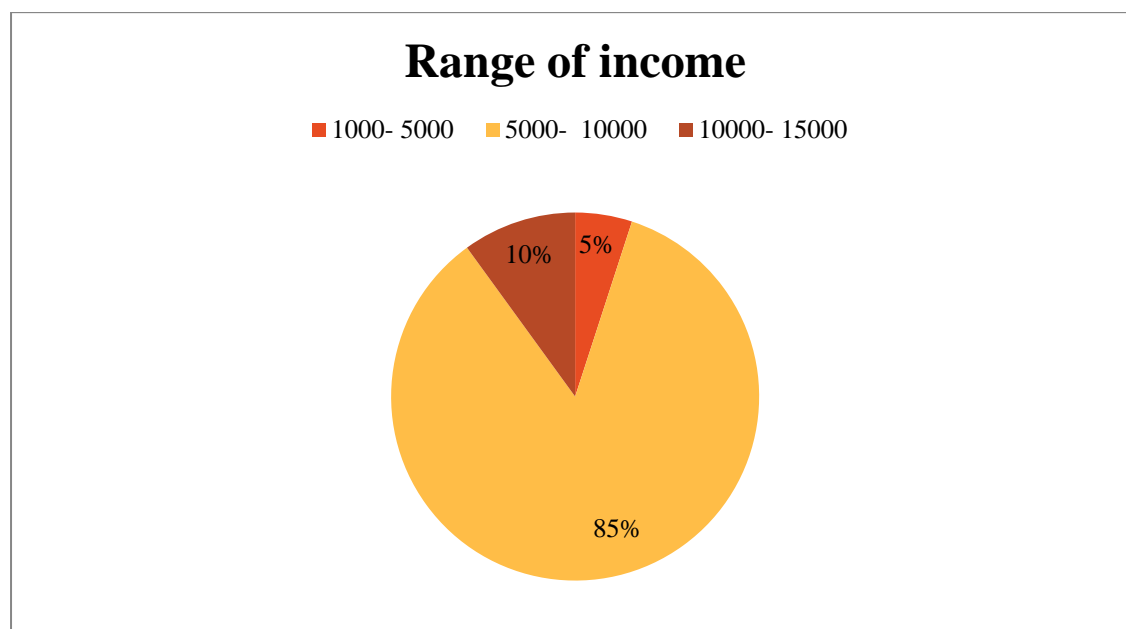
**Figure No. 4.4.1. Educational Level of Parents**

The above table 4.4.1 and figure shows that 47% (percent) of the parents were Illiterate, 23% (percent) have education up to primary level. Along with this 25%

(percent) of the parents have education up to upper primary level. It was found that only 2% (percent) of the parents have education up to secondary level. Only 3% (three percent) of the parents were found having education up to senior secondary level. Hence it indicates that maximum numbers of parents were illiterate and have education up to elementary level.

**Table No. 4.4.2. Income Level of the Parents**

Monthly Range of income (in rupees)	No. of Parents	% of Parents
1000- 5000	3	5%
5000- 10000	51	85%
10000- 15000	6	10%
Total	60	100%



**Figure No. 4.4.2. Income Level of the Parents**

The above table 4.4.2 and figure show that 5% (percent) of the parents have the monthly income in the range of Rs.1000-5000 while majority of parents (85%)

have the monthly income in the range of Rs. 5000-10000, and rest 10 % (percent) of parents have the monthly income in the range of Rs. 10000-15000. It can be interpreted from the above table and figure that majority of parents have the monthly income in the range of Rs5000- 10000. Hence these parents' works as laborers and the parents whose monthly income was in the range of Rs. 10000-15000 were driver and shopkeeper by profession. It was found that there were few parents who have less income which is below Rs. 5000 per month. Hence these are single parents, handicapped fathers, and widow etc. in this way it was reported in the study that, due to low economic status, parents send their children to government school. It can also be interpreted from the above table that 78% of the parents send their children in neighborhood Government schools just because it is situated nearby and education is delivered free of cost while 22% of the parents stated that along with free education the educational outcomes are great.

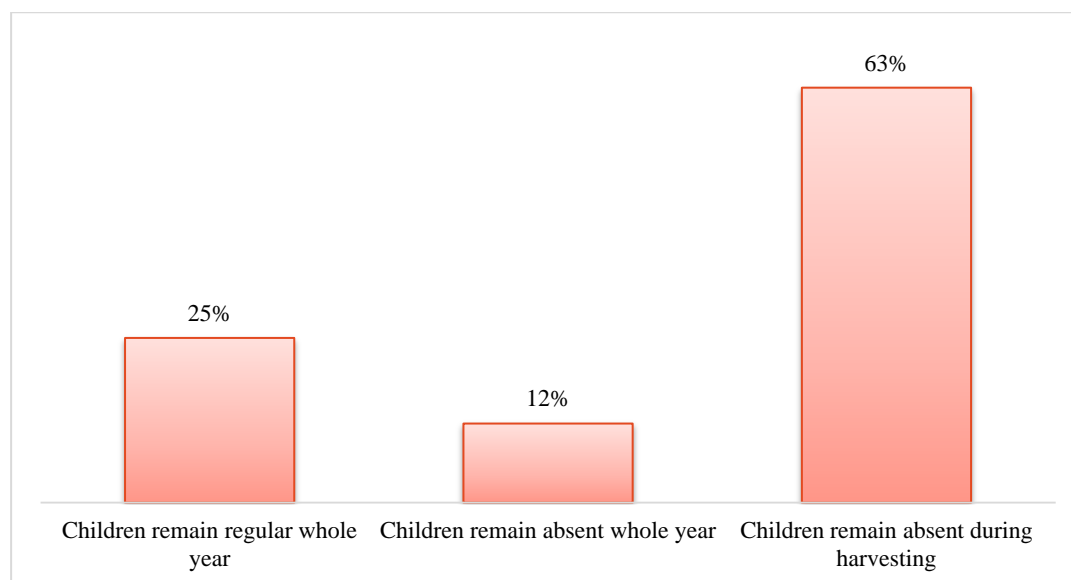
## **Section II: Awareness among Parents about RTE Act, 2009**

It was found that all parents have only basic information about Act as they know only about free elementary education, free things, fail/pass system and free mid-day meal etc. they do not have sufficient knowledge about their roles and responsibilities under different provisions of RTE Act, 2009.

## **Section III: Regarding Parents' Roles and Responsibilities under RTE Act, 2009**

**Table No. 4.4.3. To Ensure Regular Attendance**

Type of response	No. of Parents	% of Parents
Children remain regular whole year	15	25%
Children remain absent whole year	7	12%
Children remain absent during harvesting	38	63%

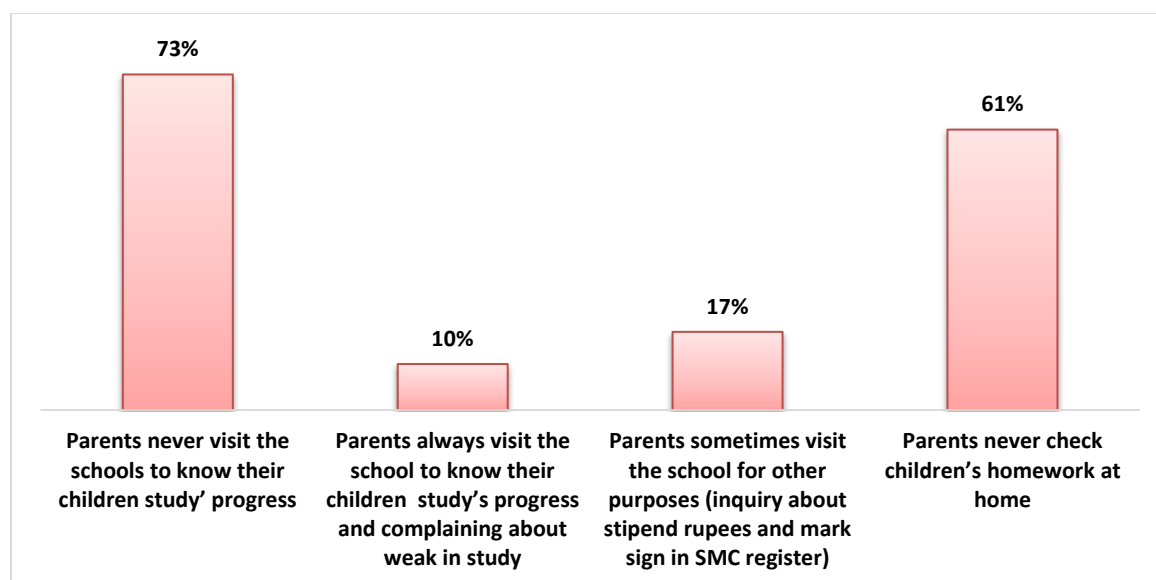


**Figure No. 4.4.3. To Ensure Regular Attendance**

The above table 4.4.3 and figure shows that 88% of parents send their children regular to school but 63% stated that during the time of harvesting they do not send children regular to school. It was also found that 12% of parents do not send their children regular to school. They opined that *“their Children are absent from around 20 to 30 days which shows that there was a lack of interest in the study among children”*. Hence this was found in the families where parents (father) were alcoholic, single parents and handicapped father. It may be concluded that only 25% parents ensure the regular attendance of their children. All teachers also stated that *“during the time of harvesting  $\frac{3}{4}$  of the students remained absent from each class”*.

**Table No. 4.4.4. Parents’ Negligence towards Their Children’ Education**

Type of Response	No. of Parents	% of Parents
Parents never visit the schools to know their children study’ progress	44	73%
Parents always visit the school to know their children study’s progress and complaining about weak in study	6	10%
Parents sometimes visit the school for other purposes (inquiry about stipend rupees and mark sign in SMC register)	10	17%
Parents never check children’s homework at home	37	61%



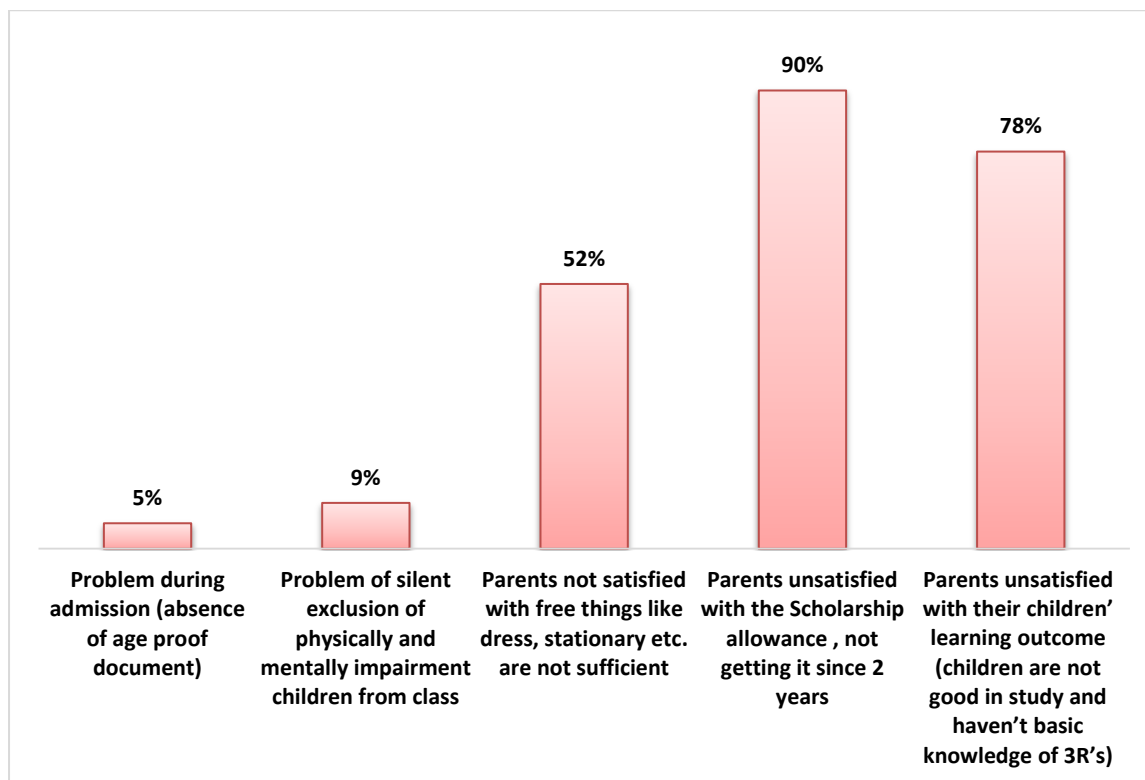
**Figure No. 4.4.4. Parents’ Negligence Towards Their Children Education**

The above table 4.4.4 and figure shows that **73%** of the parents did not show any interest to know that how the child’s academic progress is going on. They never visited the schools for this purpose. There were only 10% of parents who always visit the schools to know the progress of the study and complaint about the weak points of

their children in the education. Along with this 17% of the parents sometimes visit the schools for other purposes such as to inquire about stipend, to mark sign in SMC register, to open new account for stipend. Majority of parents (61%) replied that they do not check homework of their children given by the teachers because of lack of time and illiteracy. The results of the study reported that every parents does not visit school for the purpose of monitoring the activities of their children and the majority of parents do not pay attention towards their child's education.

**Table No. 4.4.5. Other Additional Information Regarding Parents' Difficulties/Unsatisfied under RTE Act, 2009**

Type of Response	No. of Parents	% of Parents
Problem during admission (absence of age proof document)	3	5%
Problem of silent exclusion of physically and mentally impairment children from class	5	9%
Parents not satisfied with free things like dress, stationary etc. are not sufficient	31	52%
Parents unsatisfied with the Scholarship allowance , not getting it since 2 years	54	90%
Parents unsatisfied with their children' learning outcome (children are not good in study and haven't basic knowledge of 3R's)	47	78%



**Figure No. 4.4.5. Other Additional Information Regarding Parents' Difficulties/Unsatisfied under RTE Act, 2009**

The above table 4.4.5 and figure shows that 5% of parents face the problems during the admission of their children due to absence of documents (age proof document) i.e. Adhaar card, birth certificate. Along with this 9% of Parents complained that teachers repeatedly ask us to keep their children (mentally and physically impaired) at home because these children cannot be taught with normal students. Hence it was found that there was lack of cooperation while dealing the students with mental and physical impairment. There was no special facilities for these students in schools. It was reported from the 52% of the parents that they are not satisfied with the assistance in the form of stipend and stationary provide under the RTE norms. Along with this 35% of the parents told that they have to spend money in the range of Rs.1500-2000 on their children and 58% parents spend money below Rs. 1000 on their children on elementary education while other 10 % of parents do not



spend money on their children on elementary education because they are getting EWS stipend and satisfied with this. Hence 90% of the parents responded that they are not getting stipend provided to EWS candidates since two year.

As per the responses for the academic achievement of the students is concerned .78% of the parents reported unsatisfied as they argued that learning progress of their children is very low complaining that their children are not getting quality education, their children haven't basic knowledge of 3R's, cannot read & write even their names correctly.

Hence the results of the study also reported that assistance provided by the government is the only reason to send their children to the government schools. Hence most of the parents reported that there is a contradiction in the free and compulsory education and quality education. They said that "we cannot compromise with the quality education" Hence lack of quality education could be the reason behind drop outs in the Government schools.

Majority of parents pointed out the other problems when the researcher asks to parents that what your children tell you about school' problems majority of the parents reported that their children come home to drink water to use toilet due to unavailability of water and usable toiles, absence of teachers, irregular classes and vacant periods especially of Social science, English, Science, Mathematics. It was also reported that homework was not checked by the teachers regularly. Besides this, few number of parents reported that they don't need to have lunch/ mid-day meal for their children in the schools but quality education should be there in the schools.

## Section-5

### 4.5. Analysis of Data Collected Regarding SMCs as a Stakeholder under RTE Act, 2009

#### Section I: Educational Background of SMCs Members

This section describes about SMC members' educational qualification. It is found that maximum SMC members were literate. Majority (32) of members have the educational qualification of upper primary while few (15%) SMCs members were illiterate as shown in the below table 4.5.1:

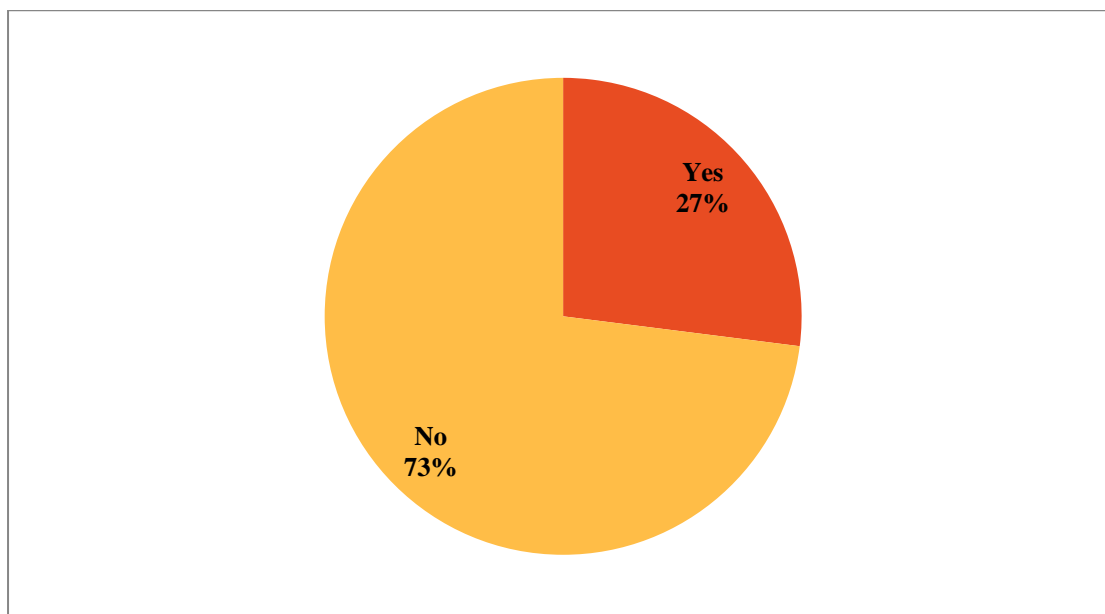
**Table No. 4.5.1. Educational Qualification of SMCs Members**

<b>Educational level</b>	<b>No. of SMCs members</b>	<b>% of SMCs members</b>
Illiterate	9	15%
Primary	10	16%
Upper Primary	19	32%
Secondary	4	7%
Sr. Secondary	6	10%
Post Graduate	12	20%
Total	60	100%

#### Section II (Part I): About Awareness and Knowledge of Formation of SMCs

**Table No. 4.5.2. Awareness among SMCs Members about RTE Act, 2009**

	<b>Type of Response</b>	<b>No. of SMCs Members</b>	<b>% of SMCs members</b>
Awareness about RTE Act 2009	Specific awareness of RTE Act, 2009	16	27%
	General awareness of RTE Act, 2009	44	73%
	Total	60	100%

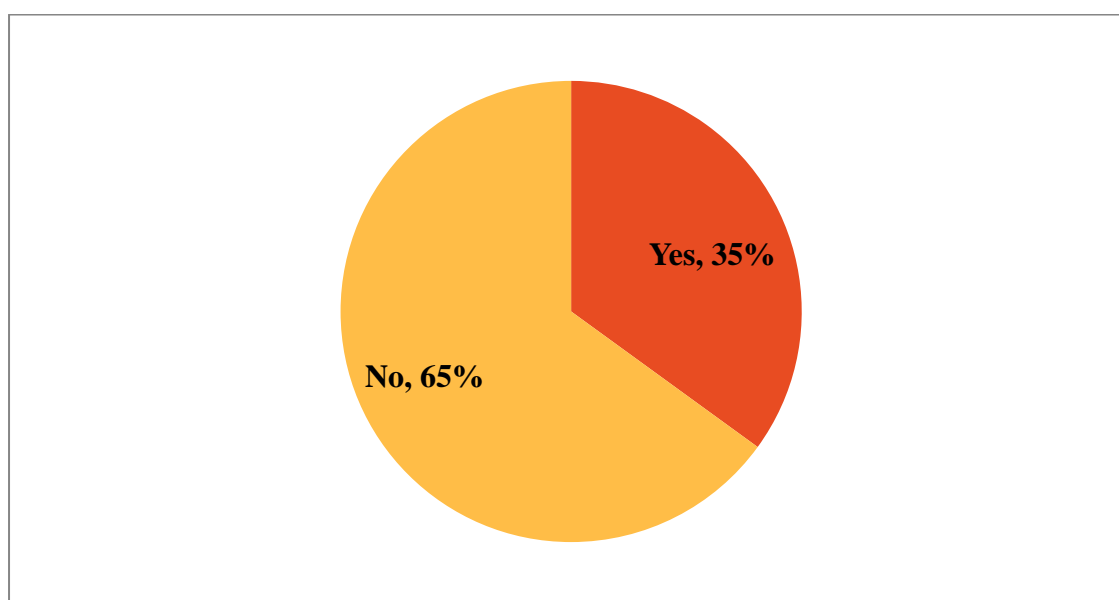


**Figure No. 4.5.2. Awareness among SMCs Members about RTE Act, 2009**

The above table 4.5.2 and figure shows that only 27% members were aware about RTE Act, 2009 while 73% of the members have general awareness of RTE Act, 2009. Hence they are not fully aware of their roles & responsibilities and their monitoring powers which was assigned by the state RTE rule. As there are powers vested to SMC members related to academic activities such as monitoring classroom practices, completion of course work, ensuring the enrolment, attendance of children in neighborhood school, maintaining financial records, developing School Development Plan, monitoring mid-day meal, maintenance of the norms and standards including those for children with special needs in the school in conformity with the provisions of RTE, identification and enrolment of children with special needs and ensuring completion of elementary education, community awareness in terms of the provisions of the RTE, Act etc. After conducting interview with SMC' members, it was found that maximum SMC members were unaware of their monitoring powers. Hence it is difficult to implement any policy unless the associated stakeholders are aware of the provisions of the same (Sethi and Muddgal , 2017).

**Table No. 4.5.3. SMCs Members Have Knowledge about the Formation of SMC**

Knowledge about the formation of SMC	Type of Response	No. of SMCs members	% of SMCs members
	Yes	21	35%
No	39	65%	
Total	60	100%	



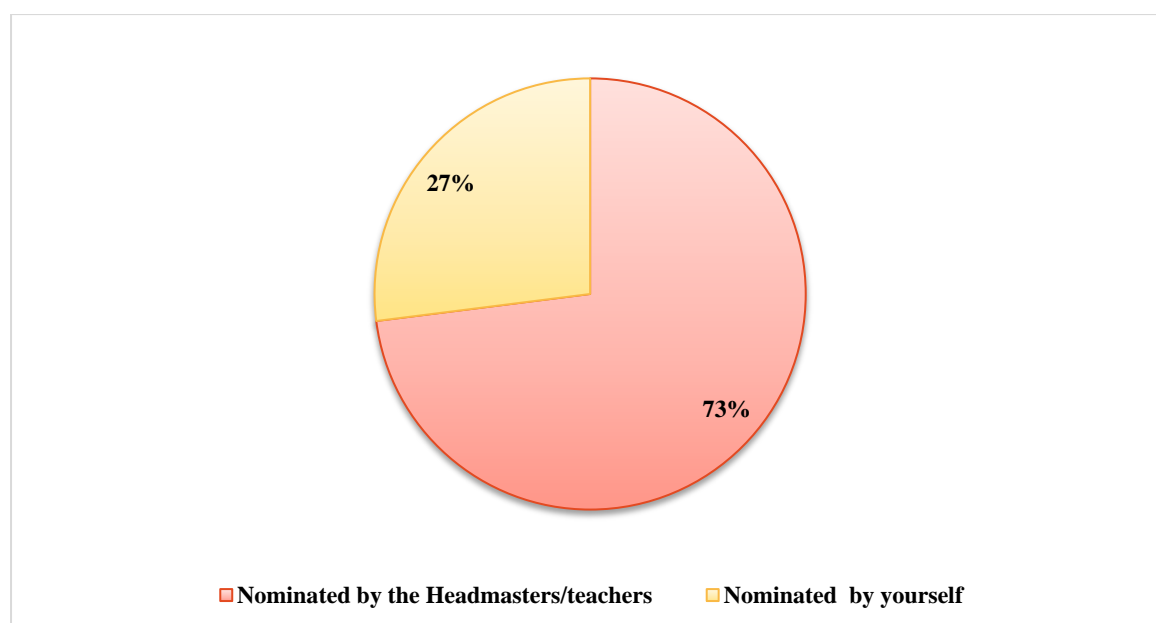
**Figure No. 4.5.3. SMCs Members Have Knowledge about the Formation of SMC**

The above table 4.5.3 and figure shows that only 35% of members have the Knowledge about the formation of SMC while other 65% of members do not have the Knowledge about the formation of SMC. Data shows that majority of members do not have the knowledge about the formation of SMC because the members neither attend the meetings regularly nor attend the training programmes. Besides it, teachers and other authority did not explain about the role and responsibilities of SMC members in detail. The results were in the support of the study conducted by Josh (2014), Sethi and Muddgal (2017) which reported that “the SMC members are not aware of the

RTE Act and its components related to SMC. Only few (12%) of the members are aware of the RTE Act, remaining 88% are not and only 29% are aware of the objectives of forming SMC”.

**Table No. 4.5.4. Process of Electing Members for Constituting SMCs**

	Type of Response	No. of Members	% of Members
Process of electing SMC members	Nominated by the Head teachers/teachers	44	73%
	Nominated by their own will	16	27%
	Total	60	100%



**Figure No. 4.5.4. Process of Electing Members for Constituting SMCs**

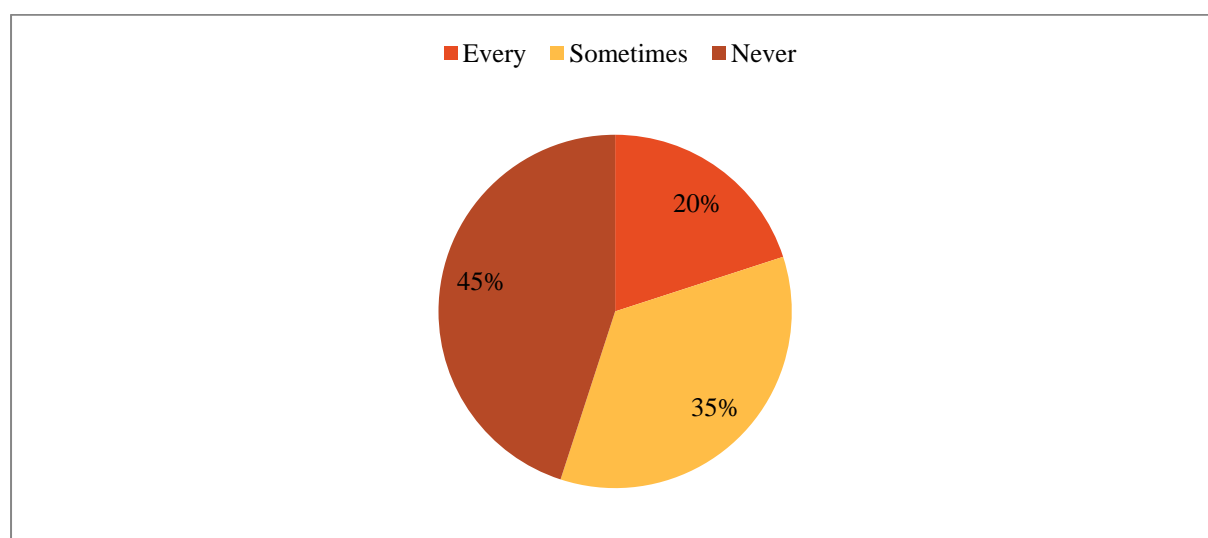
The above table 4.5.4 and figure shows that maximum (73%) of the members were nominated by the head teachers or teachers and other 27% of members were nominated by their own as a member of SMC. It has been observed that majority of SMC members were selected from nearby of the schools. Hence it was also found that

nobody is ready to become SMC member. For making this possible head teacher / teachers could have to make efforts to get them satisfy and have to explain them that *'they only will have to come to school for sign in the SMCs register and whenever they are free they can come and sign '*. Various malpractices regarding the elections of the SMCs members were highlighted by the RTE Forum (2018).

**Section II (Part II): Regarding SMCs' Roles and Responsibilities under RTE Act, 2009**

**Table No. 4.5.5. SMC Meeting Attended By School Management Committee Members**

	Types of Responses	No. of Members	% of Members
<b>SMC meeting attended by SMC members</b>	Every	12	20%
	Sometimes (one time or two time)	21	35%
	Never	27	45%
	Total	60	100%

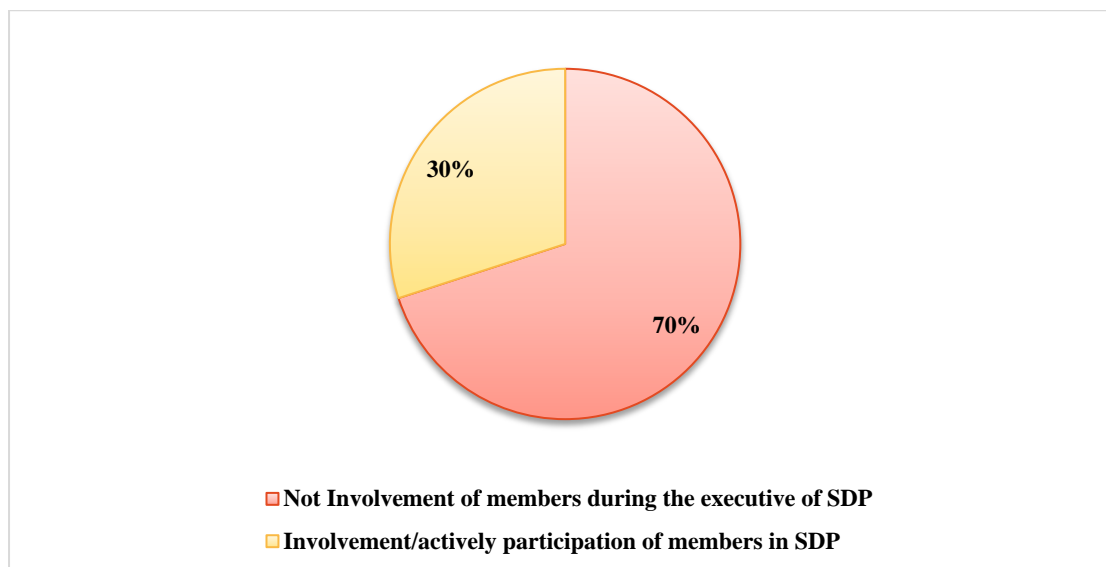


**Figure No. 4.5.5. SMC Meeting Attended By School Management Committee Members**

The above table 4.5.5 and figure shows that only 20% of the members attended every meeting while 35% of SMCs members attended sometimes (hardly one time or two times) in two year and other 45% of SMCs members never attended any single meeting in 2 years. The results show that SMC' meetings are not organized in a proper way as there were only 20% of members who attended the every meeting. SMCs members were found unwilling to attend the meeting. Their work is just limited to put sign on the SMC register. They did not show any interest in the meeting of SMC members. Hence the reason behind this was reported the busy schedule of the members. It was reported that almost all the SMC members of the schools work as labor or some other manual worker. So it is very difficult for them to spare some time for such meetings and monitoring. It was found after the interaction with the SMCs members that they are willing to attend the meeting if they get money for that. Bhattacharya and Mohalik (2015) reported that lack of interest among poor and illiteracy among parents is the main problem of participation in SMC meetings. SMC members also agreed that parents are not given priorities in the meeting. There are Irregularity of members in the meetings. There were only 37% of members attend meeting regularly (Sethi and Muddgal , 2017).

**Table No. 4.5.6. Involvement of SMC's Members in School Development Plan**

<b>Types of Response</b>	<b>No. of Members</b>	<b>% of Members</b>
Not involvement of SMC members even one time during the executive of SDP	42	70%
Always active Involvement/participation of SMC members in SDP	18	30%
Total	60	100%



**Figure No. 4.5.6. Involvement of SMC's Members in School Development Plan**

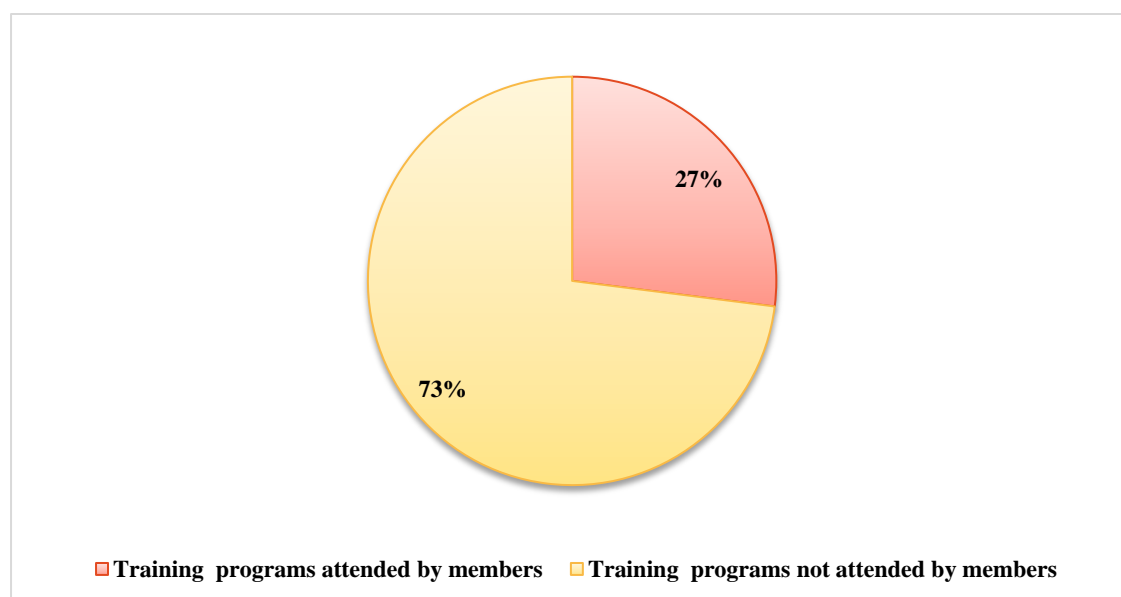
The above table 4.5.6 and figure shows that only 30% SMCs members are involved and actively participated during the execution of SDP and have the knowledge of SDP. Majority (70%) of SMCs members do not have the knowledge of SDP. Hence they did not get involved even one time in the execution of SDP. It was also reported that in case of proper utilization of grants received by the school, Pradhan of the SMC and head teacher discusses on the utilization of all the grants thereafter the total expenditure and budget is communicated to the other members of the SMC whenever members come to school to sign the SMCs register. Hence it can be interpreted from the above data that there is lack of responsibility is found among SMC members and teachers. Lack of proper discussion on the utilization of grants received by the school for development of government elementary education is reported in the study. Pradhan and head teacher stated that “there is a joint account and whenever the amount is to be withdrawn from the account, the head master calls him to come to the school for his signature” but the remaining SMC members have no idea about the annual receipts and expenditure of the school. The results supported by the studies of Bhattacharya & Mohalik (2015), Kumar (2016) reported that “due to the lack of



knowledge amongst the members of the SMC there was absence of a School Development Plan. Hence one of the major constraint or weakness of SMC was its negligible role in the preparation of School Development Plan (SDP). It can also be interpreted that very few SMC members know about their participation in the preparation of such plans”. SMCs have lack of understanding on SDP. More than half (70.30%) of SMCs have no idea about the content of the plan while 18.52% of them have some ideas about social component of SDP (Shrivastava, 2018).

**Table No. 4.5.7. Participation of SMC’s Members in Training Programmes**

Types of Response	No. of Members	% of SMCs members
Training programmes attended by members	16	27%
Training programmes not attended by members	44	73%
Total	60	100%

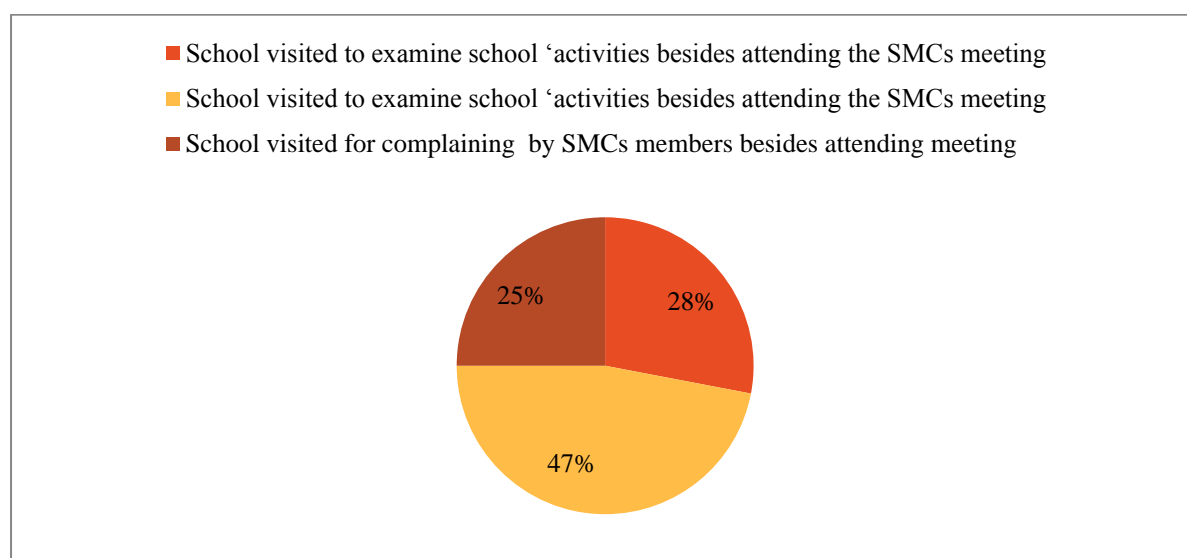


**Figure No. 4.5.7. Participation of SMC’s Members in Training Programmes**

The above table 4.5.7 and figure shows that only 27% of the members have attended training programmes at cluster level while 73% of members have not attended any training programmes. The results of the study shows SMC members attended very less programmes organized by the BRC, ABRC on cluster level. Majority of members did not get training as the training provided at the cluster level. It was observed by the researcher during the field visit (January, 2019) that there were only 13 members present out of 72 members of six schools SMCs at the cluster level meeting. When the researcher enquired about it then majority of members replied that they didn't get any information about training programmes or SMCs meetings. The findings of the study can be supported by the studies conducted by (Kar, 2019), (Sethi and Muddgal, 2017) which reported that "92% of members have not attended any training programme, and this is also the main reason as SMC members remained unfamiliar with their responsibilities."

**Table No. 4.5.8. School Visited on Other Day by Members For The Purpose Of Monitoring School’s Activities besides Attending the SMCs Meeting**

Types of Response	No. of Members	% of Members
Schools visited to examine schools ‘activities besides attending the SMCs meeting	17	28%
Schools not visited to examine schools ‘activities besides attending the SMCs meeting	28	47%
Schools visited to complaining i.e. (about the issues as dress rupees, caste stiffened rupees, homework not given, children week in study) by SMCs members besides attending meeting	15	25%
Initiatives taken by SMCs for providing facilities to Children with Special Needs, to enrollment and regular CWSN, out of school children	0	0%
Total	60	100%



**Figure No. 4.5.8. Schools Visited on Other Day by Members For The Purpose Of Monitoring School’s Activities besides Attending the SMCs Meeting**

The above table 4.5.8 and figure shows that only 28% of SMCs members visit the schools to check attendance and punctuality of teachers, quality of mid-day meal, availability of basic facilities, availability of teachers in classroom in any working day while other 47% of the SMCs members do not visit the school except the day scheduled for the meeting and for the purpose of monitoring. Along with this 25% of SMCs members visit the school on other day except the day schedule for the meeting and for the purpose of complaints i.e. complaint about dress rupees, caste stipend rupees, about homework, students' academic performance, Mid-day Meal etc. it was from the responses of the head teachers regarding the role of SMCs in monitoring the school activities and preparation of SDPs, it was found that 'SMC members do not give much importance to SMCs meetings and stated that they did not show any interest to attend SMC meetings, no active involvement in school activities reported by the SMC members, they do not play their roles sincerely regarding the monitoring and all that. There was no contribution of the SMC members in the development of SDPs'. SMCs member are well aware of the issues such as lack of teaching staff, lack of cleanness in the classrooms, lack of sports equipment, unavailability of functional toilets, unavailability of water, unsatisfactory achievement of students etc., which schools and their children face but the members did not have any interest to know about the functioning of neighborhood School (CBPS, 2016). Hence it can be discussed here that if all members play their roles and responsibility sincerely and helps in monitoring all the activities of school the objectives of quality elementary education can be achieved. It was observed that SMCs members are not interested in attending meeting, to discuss school issues with head-teachers, to examine school activities etc. there were only 28% of the members who visit the school for the purpose of monitoring the school activities and no single SMC members confirm the

enrollment and regularity of CWSN and out of school children. The result is in contradiction to the results of the study of **Mohalik (2017)** which revealed that “majority of head teachers and School Management Committee members are aware of the Right to Education Act. The Govt. has also taken initiative for Children with Special Needs by providing those facilities like ramp, aid and appliances, wheelchair, special trained teachers and home service to these children. Along with this there were various initiatives taken to develop training and assessment modules for the inclusion of out of schools children. Hence, all the members of the school including head master and SMC members are involved in the implementation of the recommendations of the RTE, Act, 2009”.

#### **Section-6**

#### **4.6. Analysis of Data Collected Regarding Local Authority as a Stakeholder under RTE Act, 2009**

##### **Section I: Educational Background of Local Authority**

As per the rule of ‘Haryana Panchayati Raj (Amendment) Bill, 2015’ all local authority members were educated; 50% members having the qualification of metric (10<sup>th</sup>) while other 50% members having the qualification of senior secondary (12<sup>th</sup>). And all local authority members are male.

##### **Section II: Awareness about RTE Act, 2009 among Local Authority Members**

It found that there only 33% members were well aware about act 2009 while other 67% members were not well aware regarding RTE Act,2009 having only basic knowledge (i.e. free & compulsory elementary education ,no child will be failed, No fee, mid-day meal is given etc.).

**Section II: Regarding Local Authority' Roles and Responsibilities under RTE Act, 2009**

**Table No. 4.6.1. Regarding Roles and Responsibilities of Local Authority**

<b>Type of Response</b>	<b>% of Respondents</b>
<b>Administration and Management</b>	
Ensuring the enrollment of 6-14 years children in neighborhood school (by records of Asha workers, Aaganwari workers by visiting house and by school record )	<b>100%</b>
Ensuring admission of children of Migrant families	<b>0%</b>
Initiatives taken by Local authority members to admit children of 6-14 years, before to start new session (announcement by mike and chaukidaar also inform parents door to door)	<b>17%</b>
Neighborhood government elementary schools is ensured	<b>83%</b>
Development work has been done by local authority members for development of a school (Pakka road, complete staff, boundary wall complete, greenery, water facility etc.)	<b>67%</b>
<b>Monitoring of school functioning</b>	
School visited four time in a month to monitoring the school's activities,	<b>50%</b>
School visited two time in a month to monitoring the school's activities	<b>33%</b>
School not visited even one time in a month to monitoring the school's activities	<b>17%</b>
<b>Others</b>	
Satisfy with the functioning of school	<b>33%</b>
Roles and responsibilities played in satisfactory way by local authority	<b>50%</b>

Table 4.6.1 shows that all the members ensure the enrollment of 6-14 years children in neighborhood school but they sometime make home visit to motivate the parents. They also maintain the record of enrolment of children 6-14 years with the help of Asha workers, Anganwari workers. Hence it was found that local authority do not ensure the enrollment of migrant children. Along with this it was reported that 17% of the local authority members took step to announce the information by using mike and speaker regarding the admission in Govt. schools. They took also the help of chowkidar for the same, while 83% of the member do not take any action for this. They do not motivate the parents to get enrolled their children in neighborhood elementary schools. Number of schools in all sampled villages were already in existence before the implementation of the RTE Act. It was found that one sampled village (Bhurjat) have lower primary (1<sup>st</sup> to 5<sup>th</sup>) school but there is no upper primary school. Hence due to unavailability of upper primary school in this village children of this village have to face certain problems as they have to go for schools nearby villages (Akoda and Jant). Parents and SMC members also pointed out that there is a need of upper primary school in the village. So it can be said that neighborhood government elementary schools is not ensured by 17% local authority members.

More than half (67%) local authority members have done the Development work for the development of a school (Pakka road, complete staff, boundary wall complete, greenery in school, water facility etc.) while 33% of the local authority members were not actively involved in developmental work in the school.

Only half of members (50%) of local authority visit school for four times in a month for the purpose of monitoring the school's activities, while 33% of Local Authority members visits School twice in a month, remaining 17% do not visits

school even once. This was also one of the reason reported for decreasing the number of students from last five years in the schools (G.M.S. Lawan).

When the respondents were asked about their satisfaction regarding teaching learning process the majority of members (67%) were found unsatisfied with the teaching of teachers, study environment of school and students' learning progress. They were of the opinion that *“whenever they visit the schools they found teachers missing from the class or absent. Teachers used to take classes sometimes on ground or corridor in spite of proper classroom, children used to roam here and there, teachers used to sit somewhere in group, children used to make noise in classroom due to lack of discipline”*. Along with this 33% of members were found satisfied with the teaching profession, school environment and students' learning outcome. It was also found that 50% of the local authority members play their roles and responsibilities satisfactorily.

## **Section-7**

### **4.7. Analysis of responses of ABRCs and BEO, regarding teachers' teaching and academic performance of students**

#### **4.7.1. Responses of ABRCs**

Here the responses were collected from the ABRCs. Hence ABRCs were asked about their duties regarding monitoring of the classroom. The responses can be summarized as follows:

The responses of the ABRCs members revealed that they visit a school at least once or twice in a month. It was also revealed that they visit a school four to five times during the time of examination of **shaksham, shaksham +, megha shaksham+** and they have to sit and stay in school for 2-3 hours per day and sometimes stay in school for the whole day to prepared children for exam of **shaksham, shaksham +,**



**megha shaksham+** and to provide guidance and to monitor the whole classroom activities. During the month of Feb, 2020 (**Shaksham Haryana**) all members have visited to the assigned schools around 20-25 times. ABRCs members were concerned with what teaching methods teachers use mostly in their teaching. During the observation of teaching–learning process they found that head teachers/teachers teaches all students through lecture method at lower primary level and upper primary level. According to ABRCs, no teacher was found using teaching learning materials (English kit, math kit and science kit) in their teaching. Hence there was proper provision for TLM in the schools. While interacting with the students ABRCs members have found that most of the students were not able to answer the questions during teaching and after the teaching. It can be interpreted here that only lecture method is not sufficient to use in the classroom, due to which students could not understand the concept fully. Hence teachers were given instructions and were guided by them regarding the use of various teaching learning methods in the classroom. It was also revealed that demo class was given to the teachers by ABRCs. They said that *“whenever the teaching were made through different method and with the use of TLM, the understanding level of the students were increased. By showing the demo of teaching with TLM, they instruct the teachers to use teaching learning material related to teaching content in their teaching”*.

Hence it was reported that even after various positive efforts made by the ABRCs, teachers did not apply any of the suggested techniques such as TLM, blackboard. According to the statements of ABRCs “teachers do not use TLM in their teaching. It was reported that Science kit, Math kit, English kit were not used by the teacher even in a single time”.

It was revealed from the responses of the two ABRCs members regarding learning level that ***“Only teachers are responsible for low learning outcomes. Teachers do created the misconception regarding the learning level of the students as believed that learning level of backward children cannot be raised. Hence due to parental negligence towards children’s education teachers also do not focus on the children’s education and do not teach well”***.

One of the ABRC member said that ***“not only teachers are responsible for not achieving MPL by elementary children but parents are also responsible. Most of the children who enrolled in the government schools, have zero level of learning. It can be discussed here that I.Q of children is also responsible for low level of learning /outcomes.”***

One member of ABRCs reported that sometimes she has to face the negative reactions from teachers when they were asked about the low achievement of the students, maintain quality education, using appropriate teaching methods etc.

When it was asked from teachers about ABRCs’ roles regarding their cooperation in teaching it was found that two ABRCs were criticized by teachers due to lack of teaching skills and teaching experience. It can be discussed here that without teaching skills and managing skill ABRCs cannot play their roles effectively.

#### 4.7.2. Responses of BEO

<b>Issues</b>	<b>Response</b>
<b>Awareness of RTE Act,2009</b>	Have sufficient knowledge about Act, 2009 and his responsibility specified in act. Besides it, he also knows about related policies and other education system regarding elementary education.
<b>Ensuring that free TLM is available in all schools</b>	He has also ensured that all schools have TLM like Science kit, English kit, Math kit etc.
<b>Ensuring out of school's children</b>	He ensures by the school records that all enrolled children have completed compulsory elementary education in the block and he claim that there is no dropout children in Mahendergarh district.
<b>Regarding filling of 25% reserved seats under 134-A</b>	He claims that all reserved seats are filled that were reserved for weaker section children in private schools under the rule 134-A.
<b>Observation of activities during school visit</b>	He stated that he made surprise visit to schools especially in the morning whether the teachers have come on the time in the morning or not and sometimes he made surprise visit also in day. And he monitoring the school activities consisting that whether the teachers are available in the classroom or not, ask questioning answer with the students during visiting classes, quality of mid-day meal and all school system are running in systematic way or not. Besides it, he said that he also motivates the teachers to perform their duties sincerely and effectively.
<b>Regarding unsatisfactorily learning outcomes at elementary level</b>	He stated that only teachers are responsible for low quality of learning outcomes at elementary level because 1-2 children can be mentally weak not 4-6 children in each class. Teachers' negligence toward teaching and not using effective teaching methods are responsible for not achieving the grade-level competences by elementary students and not achieving the goal of satisfactorily quality elementary education by government elementary students.
<b>Regarding not running properly of government elementary schools</b>	He considers teachers, head teachers, parents SMCs members and govt. policy i.e. No Detention policy are responsible for not running properly of government elementary schools.

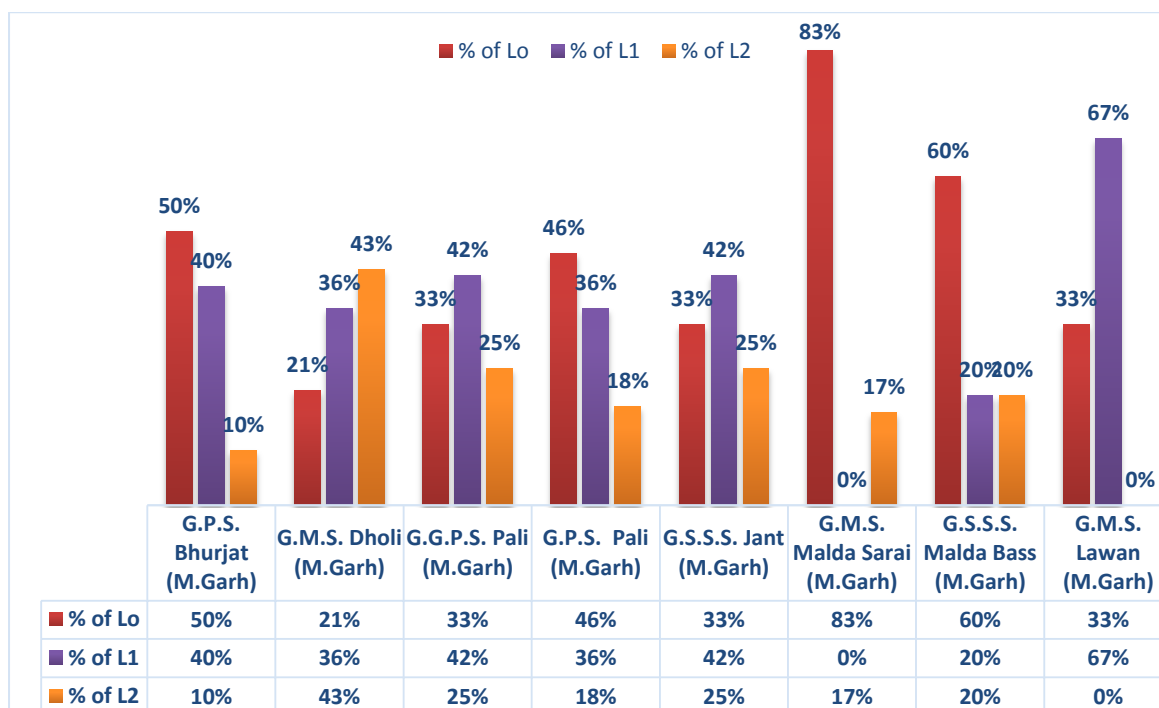
The responses of BEO revealed that he is fully aware about his roles and responsibilities regarding mentioned in the Act and perform all the duties sincerely. The respondents were of the opinion that teachers, head teachers, parents SMCs members are responsible for not attaining educational level of the students and for the functioning of the government elementary schools. It was also reflected that proper implementing of the Act is only possible through their active participation. Besides this, the respondents stated that only teachers are responsible for low quality of learning outcomes at elementary level. It was reported that *“there were only 1-2 children can be with mental disability in each class not can be 4-6 children in a class. Only teachers are responsible for not getting satisfactorily learning outcome at the elementary level because of their negligence toward teaching and ineffective delivery of instructions are.”*

**Section-8**

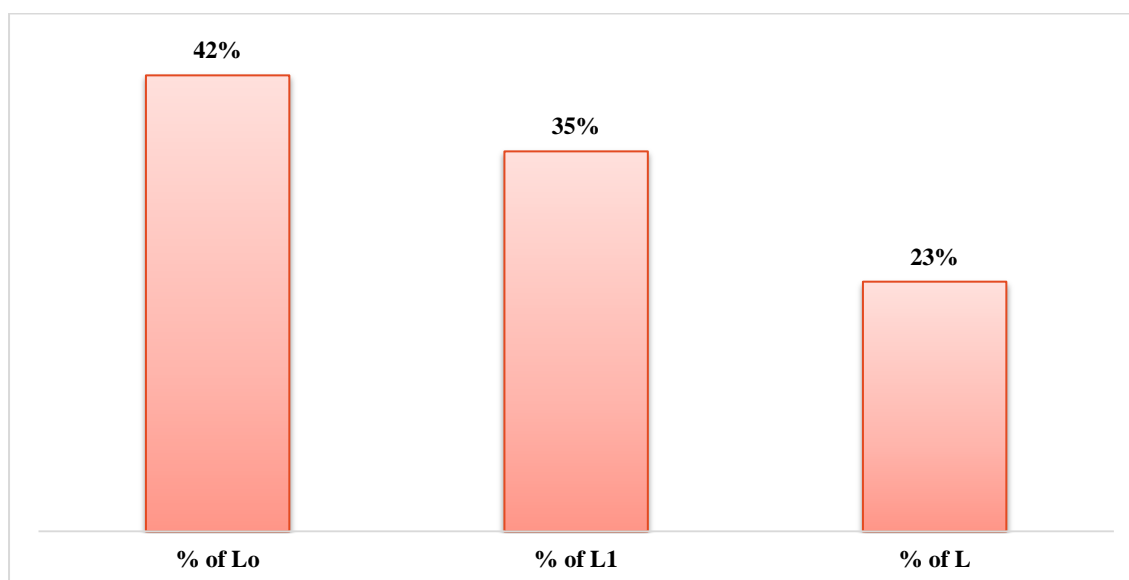
**4.8. Analysis Regarding the Learning Outcomes of Class 5<sup>th</sup> and 8<sup>th</sup> Children**

**Table No. 4.8.1. School Wise Learning Level of Class 5<sup>th</sup> Students**

School's Name	Total No. of students	No. of students having -L <sub>0</sub>		No. of students having -L <sub>1</sub>		No. of students having -L <sub>2</sub>	
		Freq.(L <sub>0</sub> )	% of L <sub>0</sub>	Freq.(L <sub>1</sub> )	% of L <sub>1</sub>	Freq.(L <sub>2</sub> )	% of L <sub>2</sub>
G.P.S. Bhurjat (M.Garh)	10	5	50%	4	40%	1	10%
G.M.S. Dholi (M.Garh)	14	3	21%	5	36%	6	43%
G.G.P.S. Pali (M.Garh)	12	4	33%	5	42%	3	25%
G.P.S. Pali (M.Garh)	11	5	46%	4	36%	2	18%
G.S.S.S. Jant (M.Garh)	12	4	33%	5	42%	3	25%
G.M.S. Malda Sarai (M.Garh)	6	5	83%	0	0%	1	17%
G.S.S.S. Malda Bass (M.Garh)	10	6	60%	2	20%	2	20%
G.M.S. Lawan (M.Garh)	3	1	33%	2	67%	0	0%
<b>Overall</b>	<b>78</b>	<b>33</b>	<b>42%</b>	<b>27</b>	<b>35%</b>	<b>18</b>	<b>23%</b>



**Figure No. 4.8.1 (a). School Wise Learning Level of Class 5<sup>th</sup> Students**



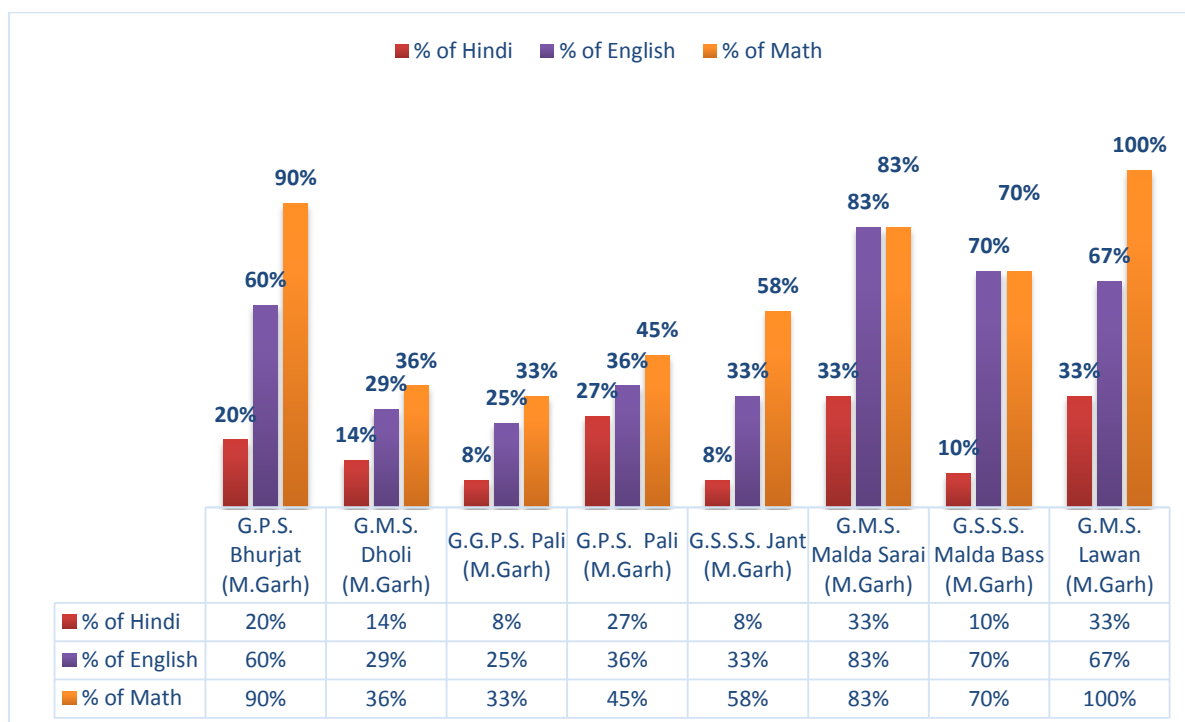
**Figure No. 4.8.1 (b). % of Students of Class 5<sup>th</sup> Having the Level of Learning L<sub>0</sub>, L<sub>1</sub>, and L<sub>2</sub>**

Table No.4.8.1 and Figure No 4.8.1(a) & 4.8.1 (b) are showing the result of 5<sup>th</sup> class' level of learning. It can be interpreted that 42% of the students are having the learning level of (Lo) and 35% of the students have the learning level of (L1) and

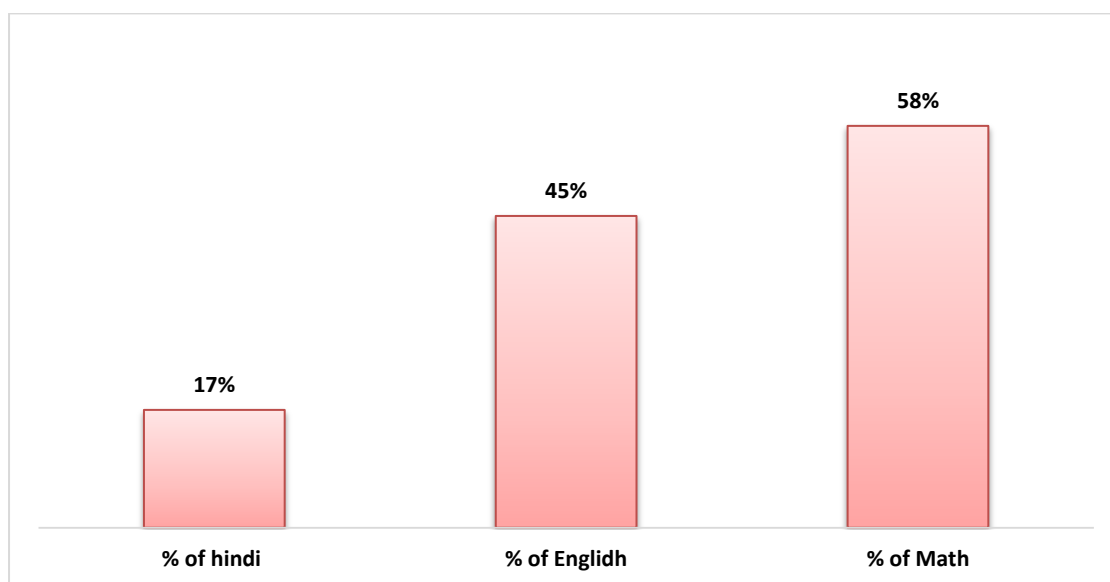
23% of the students have the learning level of (L2). Results of the study show that there were only 23% of students of class 5<sup>th</sup> those have achieved the grade level competencies in language and mathematics.

**Table No. 4.8.2. School Wise No. of Students of Class 5<sup>th</sup> Not Having the Knowledge of 3R's**

Students of Class 5 <sup>th</sup> not having the knowledge of 3R's							
School's Name	Total No. of students	Hindi		English		Math	
		Freq.	%	Freq.	%	Freq.	%
G.P.S. Bhurjat (M.Garh)	10	2	20%	6	60%	9	90%
G.M.S. Dholi (M.Garh)	14	2	14%	4	29%	5	36%
G.G.P.S. Pali (M.Garh)	12	1	8%	3	25%	4	33%
G.P.S. Pali (M.Garh)	11	3	27%	4	36%	5	45%
G.S.S.S. Jant (M.Garh)	12	1	8%	4	33%	7	58%
G.M.S. Malra Sarai (M.Garh)	6	2	33%	5	83%	5	83%
G.P.S. Malra Bass (M.Garh)	10	1	10%	7	70%	7	70%
G.M.S. Lawan (M.Garh)	3	1	33%	2	67%	3	100%
Overall	78	13	17%	35	45%	45	58%



**Figure No. 4.8.2 (a). School Wise No. of Students of Class 8<sup>th</sup> Not Having the Knowledge of 3R's**



**Figure No. 4.8.2 (b). Overall % of Students Class 5<sup>th</sup>, not having the Knowledge of 3R's**

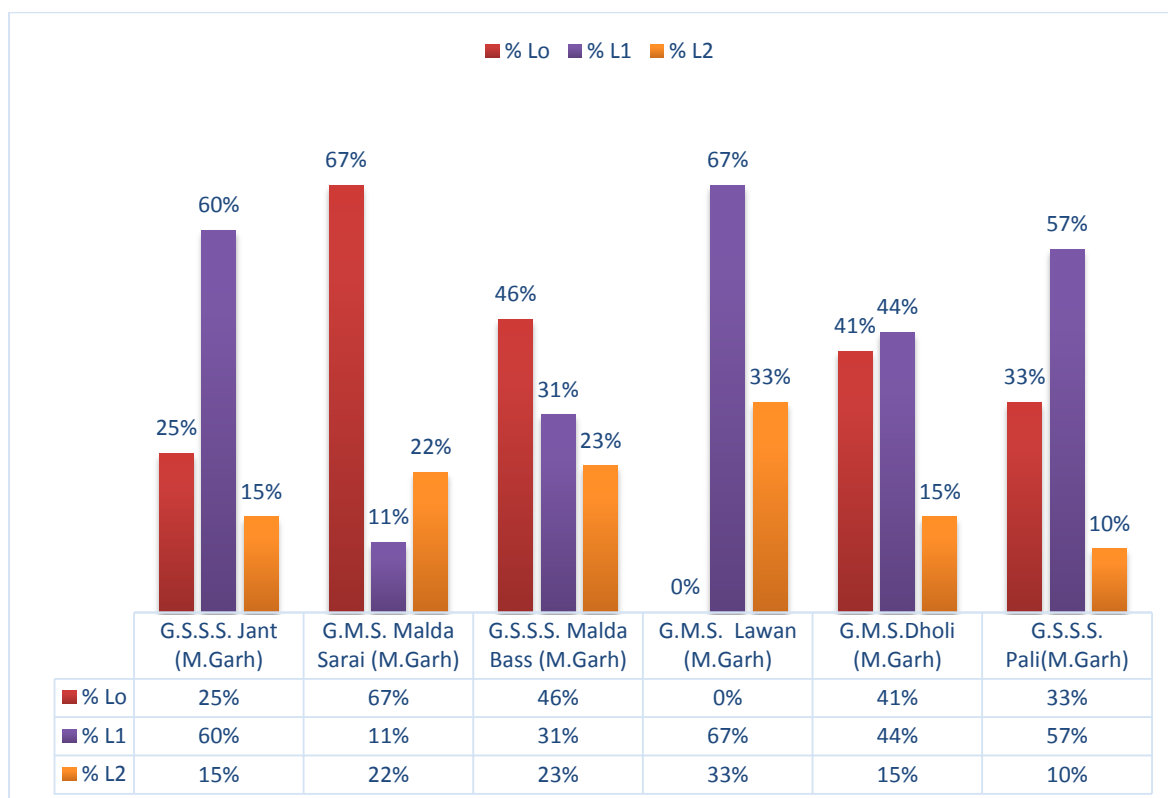


Table no. 4.8.2 and figure no. 4.8.2 (a) & 4.8.2 (b) are showing the result of 5<sup>th</sup> class students those who do not have the knowledge of Hindi, English and Mathematics:

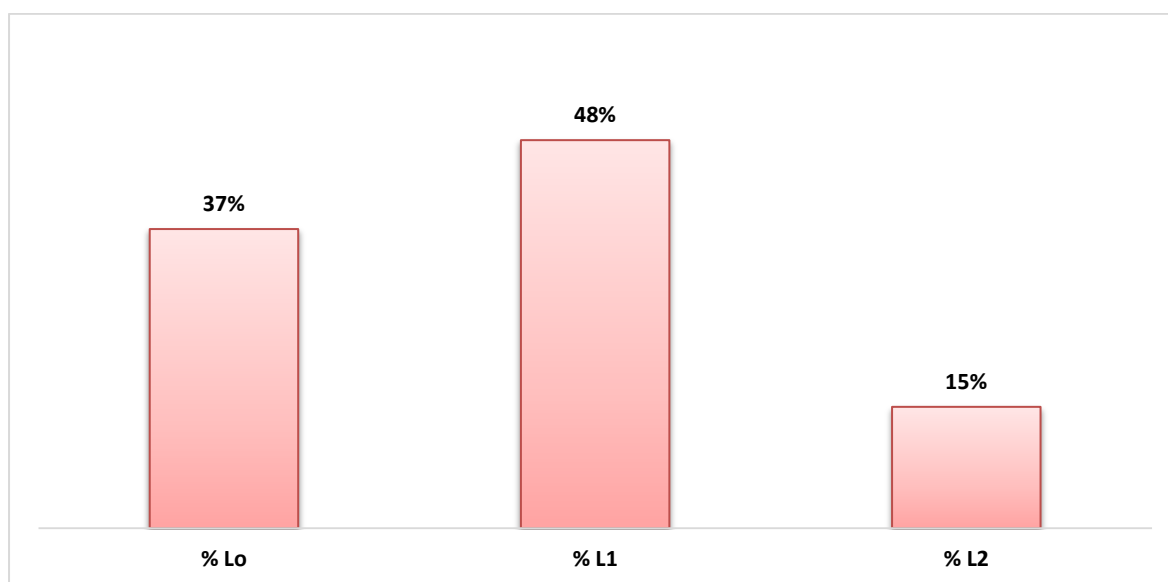
- It was found that 17% of the students do not have the knowledge of Hindi language. Even they cannot read and write Hindi. They do not have the basic knowledge of alphabets. It can be interpreted that they do not even write their names in Hindi. There found no quality learning in schools. NAS have also presented that around six in ten students in grade V cannot read grade II text.
- It was also found that maximum (45%) of students do not have the knowledge of English language. Even they cannot read and write English language. They do not have the knowledge of English alphabet and even they cannot write their names in English.
- It was also found that 58% of the students do not have the knowledge of basic Mathematics. Even they cannot solve the problems of basic math i.e. multiply, division and subtraction. They cannot even write Four/five digit numbers in words and words in numbers.

**Table No. 4.8.3. School Wise Learning Level of Class 8<sup>th</sup> Students**

School Name	Total No. of students	No. of students having -L <sub>0</sub>		No. of students having -L <sub>1</sub>		No. of students having -L <sub>2</sub>	
		Freq.(L <sub>0</sub> )	% L <sub>0</sub>	Freq.(L <sub>1</sub> )	% L <sub>1</sub>	Freq.(L <sub>2</sub> )	% L <sub>2</sub>
G.S.S.S. Jant (M.Garh)	20	5	25%	12	60%	3	15%
G.M.S. Malda Sarai (M.Garh)	9	6	67%	1	11%	2	22%
G.S.S.S. Malda Bass (M.Garh)	13	6	46%	4	31%	3	23%
G.M.S. Lawan (M.Garh)	3	0	0%	2	67%	1	33%
G.M.S.Dholi (M.Garh)	27	11	41%	12	44%	4	15%
G.S.S.S. Pali (M.Garh)	42	14	33%	24	57%	4	10%
<b>Overall</b>	<b>114</b>	<b>42</b>	<b>37%</b>	<b>55</b>	<b>48%</b>	<b>17</b>	<b>15%</b>



**Figure No. 4.8.3 (a). School Wise Learning Level of Class 8<sup>th</sup> Students**



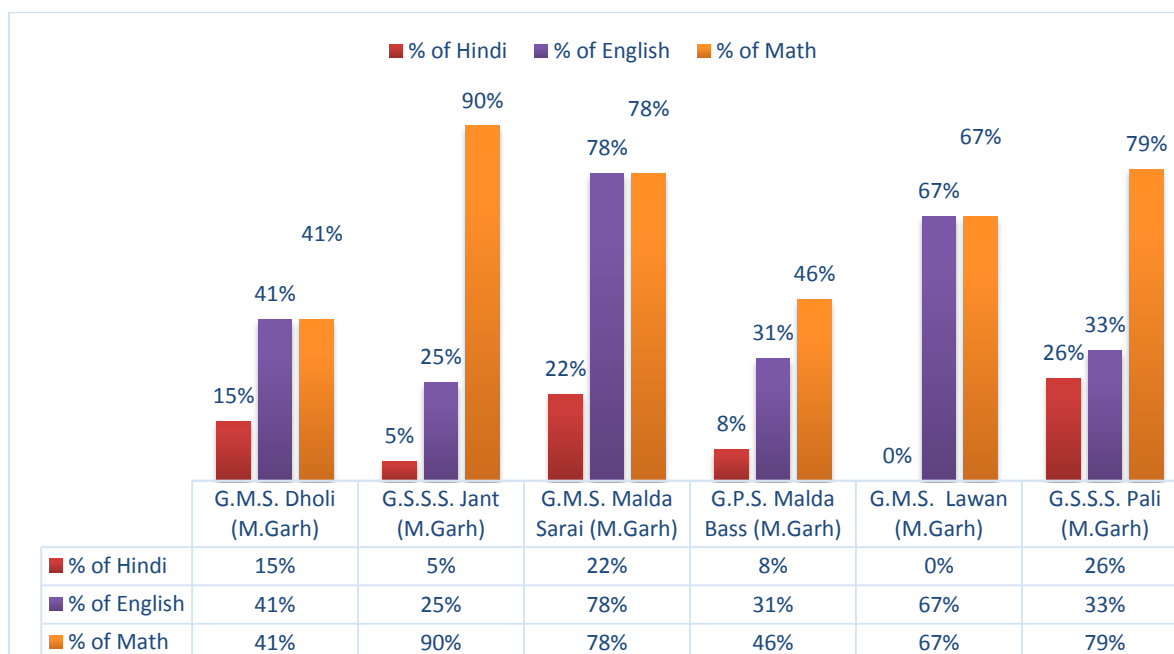
**Figure No. 4.8.3 (b). Overall % of Students of Class 8<sup>th</sup> Having the Level of Learning L<sub>0</sub>, L<sub>1</sub>, and L<sub>2</sub>**

Table No. 4.8.3 and figure No. 4.8.3 (a) and 4.8.3 (b) are showing the results of 8<sup>th</sup> class students' 'learning level. It was found that 37% of the students are having

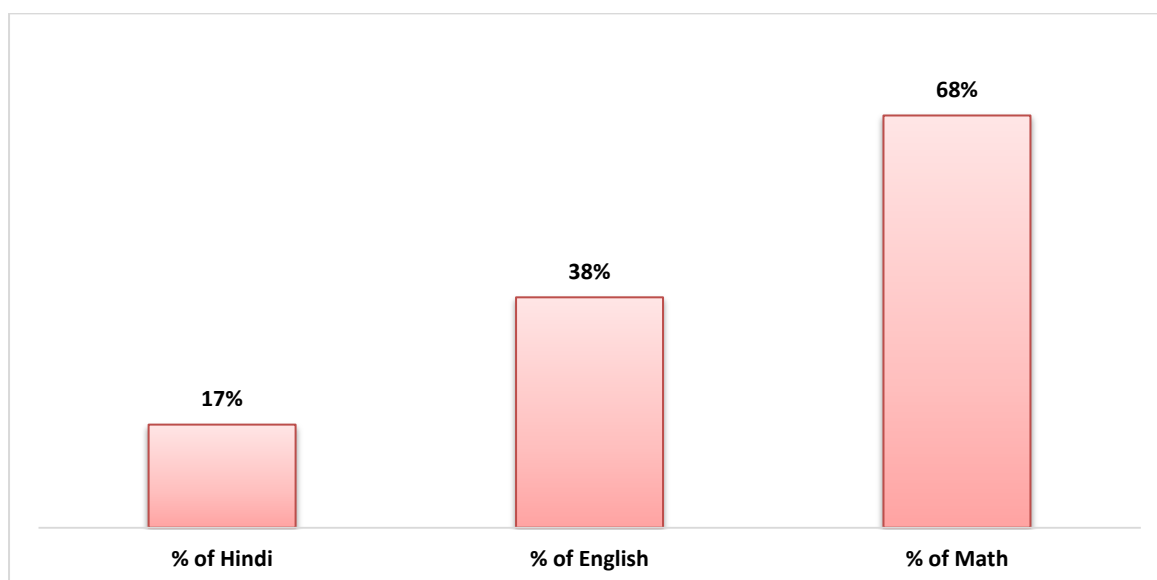
the learning level of ( $L_0$ ), 48% of the students have the learning level of ( $L_1$ ) and there were only 15% of students having the learning level of ( $L_2$ ). The results of the study shows that 85% of the students do not have minimum competencies required in language and mathematics. Only 15% of the students of class 8<sup>th</sup> have achieved the competencies level. These findings is verified with the results of ASER, 2017 which reported that “*Half of children in primary school – or nearly 50 million children – are not achieving basic proficiency in reading and mathematics. In rural areas, one child out of three in Grade 5 (Class V) is unable to read a Grade 2 (Class II) level text.*”

**Table No. 4.8.4. School Wise No. of Students of Class 8<sup>th</sup>, Not Having the Knowledge of 3R’s**

Students of Class 8 <sup>th</sup> not having the knowledge of 3R’s							
School's Name	Total No. of students	Hindi		English		Math	
		Freq.	%	Freq.	%	Freq.	%
G.M.S. Dholi (M.Garh)	27	4	15%	11	41%	11	41%
G.S.S.S. Jant (M.Garh)	20	1	5%	5	25%	18	90%
G.M.S. Malda Sarai (M.Garh)	9	2	22%	7	78%	7	78%
G.P.S. Malda Bass (M.Garh)	13	1	8%	4	31%	6	46%
G.M.S. Lawan (M.Garh)	3	0	0%	2	67%	2	67%
G.S.S.S. Pali (M.Garh)	42	11	26%	14	33%	33	79%
Overall	114	19	17%	43	38%	77	68%



**Figure No. 4.8.4 (a). School Wise No. of Students of Class 8<sup>th</sup> Not Having the Knowledge of 3R's**



**Figure No. 4.8.4 (b). % of Students of Class 8<sup>th</sup>, Not Having the Knowledge of 3R's**

Table No. 4.8.4 and Figure 4.8.4 (a) and 4.8.4 (b) are showing the results of class 8<sup>th</sup> students those who do not have the knowledge of language: Hindi, English and Mathematics.

- It was found that 17% of the students do not have the knowledge of Hindi as a language. They cannot even read and write Hindi. They do not have the basic knowledge of Alphabets. It can also be reported from the responses that they cannot even write their name in Hindi, having knowledge of particular class' specific subject is far away from these students.
- It was also found that 38% of the students do not have the knowledge of English language. Even they cannot read and write English language. They do not have the basic knowledge of English alphabet and even they cannot write their names in English.
- Majority (68%) of students do not have the knowledge of basic Mathematics. Even they cannot solve the problems of basic math i.e. multiply, division and subtraction hence it was also reported that they cannot write Four/five digit numbers in words and words in numbers.

### **Section-9**

#### **4.9. To Suggest Some Measures for the Effective Implementation of RTE Act, 2009, After Evaluating the Data**

##### **i) Merging of schools which have less number of students**

A Number of students in government elementary schools are decreasing every year and every class. It was found that there were less number of students in the particular class reported. There was hardly the strength of students less than ten (>10) & less than fifteen (>15). Lack of interest among teachers and head teachers regarding teaching create the hurdle in the teaching learning process. Hence it was suggested that a school having less number of students should be merged with other school and where the facility of school van/ bus.

**ii) Biometry attendance system should be adopted for both children and teachers to regular**

Biometric attendance system should be adopted in the schools to ensure the regularity of the children and teacher. Along with this the facility of electricity and network facility should be made available in all government schools. During the observation, it found was found that all sampled school (100%) have biometric system (for teachers' attendance) but in 89% of the schools it was found non-working. Only 11% of the schools use this system.

**iii) Aware and motivate parents towards children's education and RTE, Act 2009.**

Parental awareness towards their roles and responsibilities is much important for the proper implementation of RTE Act, 2009 and to maintain the quality standards of education. Therefore first and foremost need is to aware parents about the importance of elementary education. It can be interpreted that 78% of parents are unaware of the education of their children. Along with this 73% of the parents do not have any interest to know about the education and academic progress of the children. They have negative attitude towards Government schools or head teachers (Kumari & Chahal, 2019). To make parents aware towards the education of their children and RTE Act, 2009; various programmes like workshops, seminars should be organized by school authority (Manju, 2015).

**iv) Need of a skilful headmaster or an efficient leader for government elementary school.**

It is quite important to have the skillful leader/headmaster in the government elementary schools. There is a need and demand of a skillful leader as in private schools. It was found that all the headmasters of government elementary schools

do not have full power to run the school, do not have power to lead, to guide and control head teachers of a school. It was revealed that they have the only power to teach, to record official work, to maintain record registers of SMCs, mid-day meal survey duty, election duty etc. It can be concluded here that smooth functioning of any school is possible only if there is a great leader/principal/Headmaster in the schools. It can also be interpreted that 97% of the respondents believe that there is a need of active leader in the schools (Discussion Paper of US, 2017).

**v) Teachers need to play the roles of both as teacher and parents**

Almost all enrolled students in government elementary schools belong to category of EWS. If there will be congenial academic environment in the schools and home then children will get chances and opportunity to develop their potential and abilities. Hence it can be discussed here that teacher should be responsible for the development of EWS children. And for this it is necessary for head teacher to play the roles of both teacher and parents in the school. Head teacher should present themselves as a guardian of these children to make the child feel better and to make friendly environment in the school.

**vi) Cleanness and Furnished classroom should be there**

Fully furnished, neat & clean classrooms should be in every government elementary schools so that children can be motivated to learn, attracted towards regular attendance in classroom. So there is a need of positive attention towards the cleanliness and maintenance of classrooms and buildings of every government elementary schools. Furnished, well neat & clean classroom make students and teachers happy and help them to create interest in teaching and learning.



**vii) Detention policy should be adopted from 3<sup>rd</sup> class**

If we want to achieve the goal of SDG-4 i.e. Quality Education at elementary level, there is need to adopt Detention policy. Hence it should be started from the 3<sup>rd</sup> class. Along with this it will be useful in uplifting the learning level of a child considering his/her I.Q. It will help identify those children who do not have the knowledge of 3R's before promoting them to upper class. It will be helpful in improving the learning level of the students at elementary level. Hence it will be very helpful for further education. All head teacher accepted that 'no detention policy' is not useful. It is the obstacle in achieving the goals of SDG-4 (Quality education). All head teacher accepted that detention policy system should be started from 3<sup>rd</sup> class to improve and to uplift the level of learning and to make children devoted towards their education and to understand the importance of elementary education.

**viii) Smart classroom should be available with trained efficient teacher**

Quality education cannot be possible in itself. To meet the demand of 21<sup>st</sup> century students, teacher should have the capability of using smart technology to improve their teaching. It will also be very helpful to create the interest of students in learning. There should be an arrangements of training programme for head teacher regarding the use of smart technology in the schools. DIET, SCERT, NCERT, NUEAPA etc. can play a significant role in provide such training programmes to the teachers. It is observed that at the age of 6-14 years children have the curiosity to know more and more regarding anything. The findings of the study revealed that 85% of the head teacher accepted that smart- classroom should be available for every class for effective teaching. There were 5% of the head teacher were of the opinion that it should start from 3<sup>rd</sup> class.

**ix) Need to adopt co-operative understanding and behavior among parents head teachers/ headmasters and teachers**

There are certain questions regarding the elementary education which need to be addressed such as: why students are not good in study? Why students are not having the basic learning knowledge? Hence, there is need to create and to adopt co-operative understanding behavior by head teacher with parents. It is possible only when government elementary schools maintain a healthy teaching-learning environment for students. Teachers should satisfy the parents with their teaching so that they can be motivated to send their children regularly to the schools without any hurdle.