

CHAPTER-V

KEY FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. Introduction

The chapter five consists findings of the study and educational implications of the result. Further the chapter also discusses on further conducting research study in this area. The researcher draws major findings of the study from the chapter 4(data analysis) and presented in following different sections:

5.2. Key Findings Regarding the School's Norms & Standards (Availability of Physical and Human Resources in Schools)

- Only 44% of schools have appropriate/good/new buildings while 56% of schools do not have appropriate buildings, it requires to renovate these building.
- It was found that 44% schools do not fulfil the criteria of having one room per class.
- It was found that there were only 33% of schools which had neat and clean classrooms while 67% schools had poorly unclean classrooms, were very dirty and seemed uncleaned due a lot of dust on the floor and desks.
- Only 33% school have secure playgrounds with 'Pucca boundary wall' while 67% of the schools do not have secure playgrounds with the boundary wall .These playgrounds are mostly used by villagers and not used by school children.
- It found that 56% schools have sports& play equipment i.e. swing, rope, caramboard, ludoo etc. for lower primary students and also available

football, volleyball and badminton for upper primary students but these play equipment were not sufficient and not in usable condition.

- Majority (56%) of schools need to construct their boundary walls 2-3 feet high more because of the low high of school's boundary walls, disturbance from outside is common.
- All sampled schools do not have ramps for disabled children; ramps available in 88% schools while 22% schools were not having ramps. It observed that only 44% schools have ramps with railings and are in friendly usable condition for disabled students while 56% schools have ramps but have ramps without railings.
- All sampled schools have the separate shed for cooking mid-day meal. Majority (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 have sufficient utensils to serve meal to the students.
- 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.
- It found that only 33% of schools were having the facility of availability of water and purified of water during school time while 67% of schools do not have the facility of quality water and have the problem of availability of water which needs to be addressed.
- It was found that only 33% of the schools have the facility of separate toilets for special children. It was found that separate toilets for girls and boys are available in all the sampled schools. Majority (89%) of schools

have separate toilets for staff but are used also by the students while 11% of schools which do not have the facility of separate toilets for staff.

- Maximum (56%) of schools toilets were found uncleaned and unhygienic due to lack of water supplying and in the absence of swapper post.
- It found that there was no required number of teachers in most of the government schools. All schools have the PTR below per the RTE Act, 2009 and it is found that 22% schools have been facing the problem of decreasing number of students since three years i.e. these schools have lack of students since three years (2018-19,2019-20,2020-21).
- All schools have sufficient teachers (per subject) at upper primary level and 25% schools have sufficient teachers (per class) at lower primary while 75% schools do not have sufficient teachers (per class) at lower primary in the session of 2019-2020, 2020-21.

5.3. Findings Regarding the Awareness Among Different Stakeholders

- All parents do not have sufficient knowledge about RTE Act, 2009, have basic knowledge such as they know about free education ,free things and no child will be fail, free mid-day meal etc.
- Only 27% SMCs members were aware of RTE Act, 2009 while other rest 73% members are not aware of RTE Act, 2009.
- Only 44% Teachers have the sufficient knowledge of RTE Act, 2009 and others 56 % Teachers have only basic knowledge of RTE Act, 2009. But anyone is not having the knowledge of particular provisions of Act regarding teachers, parents and others. But teachers do not know about what is the official gazette of act; all teacher were unidentified by the name of Official gazette of RTE Act 2009.

- It is found that more than half 58% head teachers have the sufficient knowledge of RTE Act, 2009.
- It is found that only 33% local authority members were well aware about RTE Act, 2009 and their role and responsibilities under RTE Act, 2009 while 67% members having only basic knowledge i.e. free & compulsory elementary education ,no child will be fail, No fee, mid-day meal is given etc.
- All ABRCs & BEO have sufficient knowledge of Act, 2009 and about different stakeholders' roles & responsibility specified in RTE Act, 2009.

5.4. Key Findings Regarding Head-Teacher's Roles and Responsibilities under RTE Act, 2009

- All Head teachers ensure the admission of all children at elementary level, in the absence of age proof document, aadhar card, and residential domicile.
- All Head teachers have ensured the free of cost education at elementary level.
- All respondents (100%) accept that there is no such screening procedure for admission in the school.
- It is found that only 11% of the head teachers has ensured the admission of out of school children in age appropriate class and providing special training to out of school children.
- It is found that 44% schools' teachers visit students' 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 to make sufficient number of children in schools.

- All 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 they were not in usable condition.
- All schools (100%) provide the education in mother tongue as per rule of act, 2009. 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.
- All school' head teachers ensure the admission of children with special needs without any discrimination but there were only 56% schools found where children with special needs were admitted (33% boys and 67% girls). It found that there were 44% of students who were Physically Impaired, 33% of students were mentally impaired and 22% of students have hearing and speaking difficulties.
- It was found that all head teachers (100%) completes the prescribed syllabus in stipulated times. There was only 8% of head-teachers did not revise the syllabus after completing the syllabus due to engagement in official work and other duties, sometimes they create hurdle in completing the syllabus.
- Majority (67%) of head teachers were of the opinion that there is a need of change in the prescribed curriculum especially in the subjects English

and Mathematics. Head teachers explained that the English is too hard and Mathematic is easy, not according to the level of students.

- It was found that majority (92%) of head teachers conduct regular assessment by asking oral question from students during teaching and after 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.
- It was found only 33% of head teachers has attended teacher training programme (using English kit, math kit) in the span of two years while other 67% of the head teachers had not attended any teacher training programme in two to five years .

Other findings:

- Majority (92%) of head teacher were found unsatisfied with non-academic purposes. They stated that extra work other than academics assigned to them create problems such as mental stress, fatigue, disturbance in teaching etc.
- Majority (75%) of head teachers provide regular extra classes to weak children for improving basic learning while other 25 % head teachers provide weekly extra classes to weak children.
- Maximum 92 % head teachers accept that smart- classroom should be available for every class because it would be helpful for children to learn better and effectively while only 8 % head teachers say it should be start from 3rd class.
- 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.

- Almost all the head teachers accepted that 'No detention policy' is an obstacle to achieve the goals of SDG-4 (Quality education). It should be started from 3rd class to improve the level of learning at elementary stage

5.5. Key Findings Regarding the Teacher's Roles and Responsibilities under RTE Act, 2009

- It was found that all teachers (100%) complete the prescribed syllabus in specific times.
- More than half 54% of teachers accepted that there is need to modify the prescribed curriculum especially of English and Mathematics.
- Majority (92%) of 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 teacher assesses the **learning** capacities by giving homework.
- Maximum (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.
- 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.

- It found that some (25%) of teachers were engaged as BLO duties, also play other duties as census duties, election duties, and other activities of school. 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.
- It was found that 42% of teachers provided 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.

Other findings:

- Maximum (85%) of 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 says that it should be started from class 3rd.
- It was found that Majority (60%) of teachers were not satisfied with non-educational purpose or multiple roles because they accepted that these work create many problems, they cannot give all time to students learning and development.
- All teachers accepted that No detention policy is not useful is an obstacle for achieving the goals of SDG-4(Quality education).

- 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.
- Maximum 96% teachers were not in favour of the mid-day meal in Haryana' government elementary school.

5.6. Key Findings Regarding the Parents' Roles and Responsibilities

- It was found that some (25%) parents ensure the regular attendance of their children. But majority (63%) of parents do not send their children to school regular especially during the time of harvesting. It was also found that **12%** of parents does not send their children to school regular during the year.
- Majority (73%) of 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.
- Majority (61%) of parents replied that they do not check homework of their children given by the teachers because of lack of time, illiteracy and work as labourer.

Other findings (Issues raised by Parents under RTE Act, 2009):

- 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 name correctly. Hence they don't want to compromise with the quality education. They were of

the opinion that quality education should be maintained in the school and there is no need of mid-day-meal.

- It was revealed that scholarship schemes attract the backward children or parents towards the government schools for education. Hence it was reported that parents would not send their children to the government schools if there is no quality teaching, no scholarship scheme. There were 90% of the parents who responded that that students have not been getting EWS stipend since 2 years. They have just received stipend for uniform only.
- It was also found that 52% of the parents were not satisfied with the amenities such as: school dress (uniform), stationary etc. Hence they revealed that they had to spend more on dresses and uniforms of their children.
- There is silent exclusion of mentally and physically disabled. Hence it was revealed by 9% of the parents that these children are taught by appropriate teaching strategies and neither they are cooperated by teachers in the classroom

5.7. Key Findings Regarding the SMCs' Roles and Responsibilities under RTE Act, 2009

- It found that only 35% of members have the Knowledge about the formation of SMC while majority (65%) of members do not have the Knowledge about the formation of SMC.
- Maximum (73%) of the members were nominated by the teachers or Headmasters and other 27% of members were nominated by their own as a member of SMC.

- It was found that some (20%) of the members attended every meeting while some (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.
- It was found that some (30%) of SMCs members were involved and actively participated during the execution of SDP and have the knowledge of SDP. Majority (70%) of SMCs' members not get involved in the execution of SDP.
- It was found that some (27%) of the members have attended training programmes at cluster level while 73% of members have not attended any training programmes.
- It was found that some (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 the any working day while other 47% of the SMCs members do not visit the school other than the day scheduled for the meeting and for the purpose of monitoring.

Other findings (Findings regarding the conduction of SMCs meeting):

- Majority of members (73%) nominated by teacher and headmasters. They were convinced by saying that their work is just to sign the SMC register and they are asked to sign whenever they are free. Few schools used to send the SMC register to the house of the members to get it signed.
- 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 satisfied 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).

- 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 shows 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 reported was 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
- 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.

5.8. Key Findings Regarding Local Authority's Roles and Responsibilities under RTE Act, 2009

- It was found that all head (Sarpanch) of villages ensure the enrollment of 6-14 years children in neighborhood school but they sometime make the 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.
- It was found that local authority does not ensure the enrollment of migrant children.
- A few (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 did not take any action for this.
- Maximum (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 visits 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 visit school even once.

- Majority of members (67%) was found unsatisfied with the teaching of teachers, study environment of school and students' learning progress.
- It was also found that 50% of the local authority members play their roles and responsibilities satisfactorily.

5.9. Key Findings Regarding the Learning Outcomes, Attained By the Students of Class 5th and 8th at the End of Session

5.9.1. Key Findings Regarding the Learning Outcomes of Class 5th Students

- It was found that some (23%) of students of class 5th those have achieved the grade level competencies in language and mathematics.
- It was found that some (17%) of the students do not have the knowledge of Hindi language. Even they cannot read and write Hindi.
- 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
- It was also found that maximum (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.

5.9.2. Key Findings Regarding the Learning Outcomes of Class 8th Students

- A few (15%) of students of 8th class having the minimum proficiency level.
- 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 was also found that 38% of the students do not have the knowledge of English language.
- Majority (68%) of students does 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.

5.10. Comparative Views of Different Stakeholders Regarding the Poor Learning Outcomes

- BEO stated that around 10% of students in each class who do not know how to read and write Hindi & English. Hence it was reported that they cannot even write their name in both Hindi and English so they are placed in the category of Lo. BEO were of the opinion that teachers are responsible for this.
- Out of three, two ABRC members responded that *only teachers are responsible for low learning outcomes. Teachers do created the misconception regarding the learning level of the students as believe that learning level of backward children cannot be raised. Hence teachers consider that parents do not focus on the education of their children*".
- One of the ABRC member said that *"not only teachers are responsible for low 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."*
- 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 complaint that their children are not getting quality education, their children haven't basic knowledge of 3R's, cannot read & write even their name correctly.

- All teachers and head teachers were of the opinion that there are four to six (4-6) students in each class who do not know how to read and write Hindi & English. These children do not know even how to write their name in Hindi and English language. Hence they are placed in the category of Lo. It was also revealed that majority of (68%) 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.

5.11. Key Findings Regarding the Factors Which Affect the Quality of Learning and Learning Outcome at the Elementary Level

There were various factors responsible for quality of learning and learning outcomes. There were various lacunas from the both sides of parents and teachers. Major issues were identified by the researcher during the field visit. Hence these factors were also stated by the parents, teacher and head-head teacher.

Regarding Parents:

- It was found 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". 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 ¾ of the students remained absent from each class*".
- Hence this was found in the families where parents (father) were alcoholic, single parents and handicapped father. Due to drunkard father and lack of study environment at home neither family members give attention toward children's study nor do children focus on study.
- It was revealed 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.
- It was revealed from the 78% of the parents that homework was not checked by the teachers regularly. And teachers replied that they check and give homework daily to those students who are good in study and parents check their children' homework daily at home. It also affects the quality of learning and education at elementary level. As per the responses of the parents regarding mid-day meal was concerned it was revealed that very 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".

Regarding Teachers:

- It was found from the responses of the parents that sometimes teachers remained absent in the class. There were 70% of the parents have complained about irregular classes of the students.
- It was found that all schools have TLM facilitates but teachers neither looking 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.”
- 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 Krithika et al, (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.
- It was also revealed that 58% of the teachers have attended teacher training programmes while 42% of the teachers did not attended any teacher training programmes in two to five years. Hence the data was supported from U-DISE report (2016-17).
- 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.

5.12. Comparative Findings of the Duty of ‘Monitoring the School Activities’ Under RTE Act 2009

For the effective implementation of Act and the proper running of government elementary schools, the duty of monitoring the school functioning has assigned to the Parents, SMC, local authority and other education authority. Here, the following finding reveals that how much the involvement of various stakeholders in monitoring the school activities:

Parents: It was found that majority (73%) of the Parents did not show any interest to know the academic progress of their children. They never visited the schools for this purpose. There were only 10% of parents who visits the schools to know the progress of the study and complained about the weak points of their children in the education. Along with this 17% of the parents visits 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 parent does not visit schools for the purpose of monitoring the activities of their children and the majority of Parents does not pay attention towards their child’s education.

SMC members: Only 28% of SMCs members visit the schools to check attendance and punctuality of teachers, quality of mid-day meal, availability of basic facilities, and availability of teachers in classroom in the any working day while other 47 % of the SMCs members do not visit the school other than 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 than 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.

Local Authority: Only half of members (50%) of local authority visits 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 reasons 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. During the session 2019-20, there is no one students in 8th class, there were only twelve students in 6th and 7th class.

Other authority: ABRCs members have responded that they visited the school at least 10-12 times in a month. They said that they visit two schools in a day and sometimes it happened to complete three schools in a day. Hence it was reported that no ABRC members visited the schools during morning assembly and they did not let confirmed whether morning assembly and other morning activities been conducted, they do not stayed in a school for 2-3 hours.

5.13. Suggestions Given By Different Stakeholders

- Gazette of Government of India on RTE, 2009 should be made available for all stakeholders to understand their roles and responsibilities in better way.
- All head teachers and teachers suggested that pre-primary education should be implemented in a systematic way to solve the issues of 3R's.

- To make the school environment neat and clean, the post of sweeper should be created in every government elementary schools.
- Fail/pass system should be implemented from 3rd class.
- Teachers suggest that the number of members of the SMC meeting should be reduced to four to six. The reason behind there was to consider that nobody is interested in taking the meeting. Only interested candidates should be involved.
- SMC meeting should be organized twice a year as it was revealed from the responses of the teachers or Headmasters.
- Hence it was suggested that it should be made compulsory for all the government school teachers to enrol their children in the government schools. It will be helpful for motivating the parents for the education of their children and to enrol their children in neighbourhood government elementary schools is the essential step in this regard.
- CCTV camera should be there in every classroom to observe the activities of teachers and teacher's teaching and to ensure the presence of a teacher in a class.
- Majority of teachers/headmasters/head teachers was of the opinion that mid-day meal should not be given to the students as it creates disturbance in schools. Hence there should be proper arrangement for the implementation of the scheme in a proper way. There should be separate kitchen little away from school so that it does not create any disturbance while teaching. Along with this it was suggested that packed/tiffin food should be provide to the students.

5.14. Suggestions Given By Researcher

- Whatever policy is to be implemented should be communicated and explained very well to all relevant stakeholders before the implementation or during the implementation of a policy. Proper knowledge of the Act and its provisions should be provided to all the stakeholders for the better implementation of the Act.
- Biometric attendance should be made compulsory for teachers as well as for students. During the observation, it was found that all sampled schools (100%) have a biometric system (for teachers' attendance) but in 89% of the schools it was found non-working. Only 11% of the schools use this system.
- During school hours, teachers should not be allowed to keep their mobile phones. They should use the school's office phone /headmaster's phone for necessary work or whenever it is needed.
- The headmaster should not be involved in taking the classes. Hence headmasters need to focus only on the administrative work of the school.
- During the observation the researcher found that teachers took classes sometimes in the open ground of the schools due to unavailability of the electricity. Majority of schools have sufficient classrooms i.e. one room per class. So, the electricity facility should be available in every school during the school hours.
- Every government elementary school should have a skilful Headmaster /leader so that he could maintain the official work of a school properly and finish the work in a desired time.

- Co-curricular activities play a significant role in developing children to fullest extent and in building student's life skills and personality. So, the concept of 'Joyful Saturday' should be implemented effectively in every school.
- All the children of a class cannot be taught by same method i.e. by book reading method or lecture method. Hence there are various innovative teaching methods which need to be applied by the teachers in the schools.
- To hold SMCs meeting in effective way, SMCs members should get some financial assistance and proper arrangement of food during meeting should be made available Delhi government has taken initiative as they introduced some fund to empower the SMCs. Government of Haryana should adopt and follow this type of initiatives for effective functioning of SMCs meeting.
- Only interested candidates should be included in the SMCs. Along with this the number of members of SMCs should be reduced because all members do not attend the meeting.
- Training programme should be organized for all stakeholders four to five times in a year regarding their roles and responsibilities. Teacher training programmes should be specially organized during the holidays of summer and winter.
- For proper running of a government school there should be a proper visits of the government elementary schools by BEO, DEEO, and Head of village, parent and SMC members to monitor the school activities and school functioning.

5.15. Educational Implications

Some of the educational implications of the study are discussed below:

- The findings of the present study will be helpful and would establish a base for the curriculum framers to frame and design the curriculum for elementary level.
- It may be helpful to redesigning the ‘No Detention Policy’. The findings of the study will be helpful to improve the learning level of students at the primary level and to address the problems like lack of basic learning among elementary students.
- It will help to adopt better educational policy (active participation of both teachers & students) to achieve the aim of attaining universal foundational learning & numeracy skills by 2025 (as per NEP-2020).
- The findings of the present study will be helpful and would establish a base for the curriculum framers to frame and design the curriculum for elementary level.
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- It will help to adopt better educational policy (active participation of both teachers & students) to achieve the aim of attaining universal foundational learning & numeracy skills by 2025 (as per NEP-2020).

5.16. Recommendation for Effective Implementation of RTE Act, 2009

- Effective training and awareness programmes on RTE Act, 2009 should be given to all stakeholders time to time to enable them to understand their

roles and responsibilities. Especially there is a need to create awareness among the parents those who are not part of SMCs.

- There should be a proper building facilities in the schools. Buildings equipped with the Basic facility i.e. water, electricity, toilets is the first and minimum requirement to run the school properly. State government should ensure these basic requirement at the schools. Schools with well-furnished infrastructure play an important role in delivering the quality education. It was revealed that half of schools do not have appropriate buildings, they do not have separate toilets for special children and do not have the facility of usable toilets etc.
- There was a problem of malfunctioning in the government elementary school reported. Hence it can be discussed here to improve the pathetic condition of government elementary schools and to increase the enrollment of the students in the government schools, it is quite important to have the skillful leader in the schools. There is need and demand of a skillful leader as in private schools for e.g. skillful headmaster having skills of computer, English language, communication skills, effective personality etc. to manage official work efficiently as well as to control school's activities.
- The schools where enrollment ratio is very low should be merged with other nearby schools. Hence it was revealed that all schools have below PTR as per the norm of RTE Act, 2009.
- All headmasters/head teacher/teachers 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 3rd 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.

- To meet the demand of 21st 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 teachers/ teachers 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 teachers were of the opinion that it should start from 3rd class.
- Teachers need to keep themselves up to date with teaching techniques by attending/ accessing open and online resources of MHRD, NCERT and other national and international agencies. Only 58% of the teachers have attended teacher training programme while 42% of the teachers did not attended any teacher training programme 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 programme were useful to improve teaching skills

while 23% of the teachers responded that teacher- training programme were not useful, and not effective, hence it was only time consuming.

- It is necessary for a teacher to play the role as parents in the schools. Along with this teachers should present themselves as a guardian of these children to let feel the students better.
- To ensure RTE Act, 2009, it is important to consider the disadvantaged groups (SC/ST/BPL). They need to be given much attention. Special aids and appliances, educational material should be provided to the students.
- To provide Quality Elementary Education to the students it is most important to achieve the sustainable development goals -2030. Therefore there is need of change/revision in the provision of RTE Act, 2009 to uplift the standards of teaching-learning process according to the requirement of 21st century classroom.
- Govt. elementary teachers need to update themselves with innovative teaching pedagogy to deliver effective teaching and it is needed to adopt the cooperative learning strategies so that no child is left behind in getting quality elementary education.

5.17. Suggestions for Further Study

Any Research is not the end of an investigation. The investigator would like to make few recommendations for conducting future research which were not incorporated in this study. These includes following areas:

- The similar study may be conducted in other districts of Haryana.
- A study can be conducted on the challenges faced by different stakeholders regarding the implementation of RTE Act, 2009.

- Study may be conducted on effectiveness of mid-day meal and other education related schemes in the different states of India.
- Comparative studies can be conducted on the basis of locality (Rural and Urban) and type of Institutions (Government and Private) schools etc.

Conclusion

There were various programmes launched by the Government of India regarding the elementary education, but RTE Act 2009 is one of the most prominent programmes which covers almost all the aspect related to elementary education. Hence it is given in the act that all the children between the ages of 6 to 14 years will get the free and compulsory elementary education. This act is very important for those children who belong to the poor families/ disadvantaged groups. Thus it can be reflected here that poor implementation of Act downgrades the education as it was found that there are certain students in the schools those who were not even able to read & write, who do not have basic knowledge of 3R's. Thus we can say that here we are failing somewhere. Still there are various lacunas in the implementation of the Act. As the responses of the respondents and the findings of the study revealed that there were maximum number of enrollments in the schools from the economically weaker sections. Hence most of them are not getting the benefits of the Act. The provision of free and compulsory educations seems vague and irrational. Although the RTE Act, 2009 cover all that provisions which are necessary and sufficient for improving the quality of Indian government elementary schools but there is need of revision time to time in the provisions of the Act to consider the need of 21st century. To improve the learning level of elementary students and to achieve the goals of SDG-4; there is need to implement the detention policy from the 3rd class. To ensure RTE Act, 2009, it is important to consider the disadvantaged groups (SC/ST/BPL).

They need to be given much attention. Special aids and appliances, educational material should be provided to the students. To provide Quality Elementary Education to the students it is most important to achieve the sustainable development goals - 2030. Therefore there is need of change/revision in the provision of RTE Act, 2009 to uplift the standards of teaching-learning process according to the requirement of 21st century classroom. After the completion of one decade of the implementation of act it can be said that, 'There is still very less awareness towards their role and responsibilities among different stakeholders, it was also revealed that there is no seriousness among different stakeholders towards their duties. Along with this there is no quality learning at elementary level reported. There is no sufficient enrollment of the students in schools found. Lack of basic facilities like drinking water, useable toilets, electricity, cleanliness'. A considerable dissatisfaction especially among parents was found as they stated that 'Their children are not good in study, even cannot write their name correctly. Their children are not getting quality education'. Due to this parents prefer to send their children to the private schools than government schools. Motivating parents for the education of their children is the essential step in this regard. Hence it was suggested that it should be made compulsory for all the government school teachers to enrol their children in the government schools. For effective implementation of RTE Act, 2009 not only to be aware of all stakeholders but also need to motivate, aware and feel their roles and responsibility ethically and need to play their role and responsibility sincerely. Besides it, there is need and demand of a skillful leader or full-fledged headmaster having leadership skills for setting goals and work with team to achieve decided goals collaboratively as in private schools to control overall the activities of school to solve the problem of not proper running government elementary. There was a problem of

malfunctioning in the government elementary school reported. Hence it can be discussed here that to improve the pathetic condition of government elementary schools and to increase the enrollment of the students in the government schools. Hence, it is quite important to have the skillful leader in the schools. There is a need and demand of a skillful leader as in private schools e.g. skillful headmaster having skills of computer, English language, communication skills, effective personality etc.