

SUMMARY

Introduction

In India, after independence the journey to make elementary education free and compulsory and accessible to all children, was started from 1950 when the right to education was made the part of Directive principles of the state policy under Article 45 which stated that:

“The State shall endeavor to provide within a period of ten year from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years”. The goal however, was not successfully achieved by India after sixty years.

Shortly after the case of Mohini Jain & Uninnkrishanan the Supreme Court of India ruled that RTE will flow directly from the right to life under Article 21. Since education had claimed ground as a Fundamental Right, the Tenth Plan was determined to experiment with new ways to attain the Universalization of Elementary Education. Sarva Shiksha Abhiyaan was launched to be a comprehensive framework towards the provision of elementary education and to overcome the problems of previous programmes because most of them, aimed to improve the quality of education, were disconnected in nature. The SSA is seen as a major move to attain the goals that were stipulated by the Tenth Plan period. The programme is aimed to resolve the issues related to low rates of enrollment and retention. Finally the Constitution (86th Amendment) Act was approved in 2002 which made free and compulsory education, a Fundamental Right for all the children who belong to the age group of 6-14 years. The act was brought into effect the same and The Right of Children to Free and Compulsory Education Act, 2009 came into effect except for

Jammu and Kashmir under Article 21-A, from the 1st of April, 2010 but RTE Act, 2009 also implemented in Jammu & Kashmir from October 2019.

Justification of the Study

The present study is motivated by the highlighted fact of the previous studies: there were poor implementation of RTE Act, 2009, infrastructure provisions were not fulfilled by schools, not effective implementation of SMC' meeting and poor learning outcomes and quality education is the major issues at present time

So, the researcher wants to evaluate the status of implementation of RTE Act 2009 in the area of six villages (Jant , Pali ,Malra ,Dholi, Lawan ,Bhurjat) which adopted by Central University of Haryana, Mahendergarh district. In comparison to other studies the present study will provide the holistic understanding about the implementation of RTE Act, 2009 because the present study consists all relevant stakeholders (teachers, head teachers, parents, SMCs, local authority, education authority like ABRCs, BEO and students) under Act, 2009 The purpose of including different stakeholders in the study is to know that they play their roles and responsibilities sincerely or not because the effective implementation of RTE Act,2009 is only possible when all stakeholders play their duties sincerely then the ultimate goal of quality elementary education can be achieved definitely.

It is significant and justified as it takes a micro approach and examines the various dimensions under duties and responsibilities of different stakeholders. This study will be helpful to bridging the gap of lack of knowledge regarding the effective implementation of RTE Act, 2009. There is strong need to carry out evaluative study to know the effective implementation of RTE Act, 2009 and to understand the effectiveness of government elementary education system. Present study will not be helpful only to identify those areas of programme which are require to improvement

for effective implementation of act,2009 but also it will help to design better educational policy to achieve the aim of attaining universal foundational learning & numerical skills by 2025 (as per NEP-2020) at block level as well as district level.

Statement of the Problem

The purpose of the present study is to know the status of implementation of RTE Act,2009 in the area of six villages (Jant , Pali ,Malra ,Dholi, Lawan ,Bhurjat) which adopted by Central University of Haryana, Mahendergarh district. So the present study is titled as; “An Evaluative Study of RTE Act, 2009 in the Adopted Villages of Central University of Haryana”

Operational Definitions of the Terms Used in the Study

- i) **An evaluative study:** In the present study, an evaluative study means to evaluating the status of school’ norms (physical & human resources) and examining the roles & responsibilities performed by various stakeholders (Parents, Teachers, Head teachers, SMCs, local authority) for the effective implementation of RTE Act, 2009. Here, an evaluative study is undertaken to evaluate the status of implementation of RTE Act, 2009 in the area of six adopted villages by Central University of Haryana, Mahendergarh district under the programme Unnat Bharat Abhiyan & Community Development on the dated 7th July 2015.
- ii) **RTE Act, 2009:** The Right of Children to Free and Compulsory Education Act, 2009 launched by the Ministry of Law and Justice, GOI, Gazette of India is evidence considered. The implementation of the provisions related to schools, head teachers, teachers, parents, SMCs, local authority and other authority and specific divisions of roles and responsibilities of different stakeholders under RTE Act, 2009 is considered in the study.

- iii) **Adopted villages:** In the present study, adopted villages means those villages which were adopted on the dated 7th July, 2015 by the Central University of Haryana, Mahendergarh district under the programme Unnat Bharat Abhiyan & Community Development. These adopted villages are: Jant , Pali , Malra , Dholi, Lawan , Bhurjat.
- iv) **Central University of Haryana:** In the present study, the Central University of Haryana is which was established by Government of India in 2009 under the central Universities Act, 2009, located in Mahendergarh district of Haryana state, India.
- v) **Stakeholders:** In the present study stakeholders (Parents, Teachers, Head teachers, SMCs, local authority concerned to adopted villages' schools) means those persons who are directly or indirectly involve in the implementation of the RTE Act, 2009 and put their efforts for the purpose of proper running the programme and having certain roles and responsibilities under the RTE Act, 2009.

Research Questions

1. What is the status of school's norms and standards with reference to physical resources and Human resources in the context of the RTE Act, 2009?
2. What are the roles and responsibilities performed by various stakeholders for the effective implementation of RTE Act, 2009?
3. What is the academic achievements of class 5th and 8th students in three subject like Hindi, English, and Mathematics?

Objectives of the Study

1. To study the status of school's norm & standards with reference to Physical resources and Human resources in the context of RTE Act, 2009.
2. To study the views of head teachers/headmasters regarding their roles and responsibilities in the context of RTE Act, 2009.
3. To study the views of teachers regarding their roles and responsibilities in the context of RTE Act, 2009.
4. To study the views of parents regarding their roles and responsibilities in the context of RTE Act, 2009.
5. To study the views of school management committee members regarding their roles and responsibilities in the context of RTE Act, 2009.
6. To study the views of local authority (head of village, sarpanch) regarding their roles and responsibilities in the context of RTE Act, 2009.
7. To study the views of education authority (BEO, ABRCs) regarding the implementation of the RTE Act, 2009.
8. To study the academic achievement of class 5th and 8th students.
9. To suggest some measures regarding the effective implementation of the RTE Act, 2009.

Delimitations of the Study

The present study was delimited to the following aspects/areas:

- Nine govt. elementary school of six adopted villages by Central University of Haryana, Mahendergarh.

- Only 382 sample (48 teachers ,12 headmasters, 60 parents, 60 SMCs' members, 6 local authority members, 3 ABRCs and 1 BEO, 192 students of class 5th and 8th).
- Different stakeholders' roles and responsibilities (Head teachers, teachers, parents, local authority, ABRCs, BEO) of nine Govt. elementary schools.
- Availability of physical and human resources only in the nine govt. elementary school.
- Academic achievement of class 5th and 8th students in only three subject areas: Hindi, English and Mathematic.

Research Design

1.	Research Method	Descriptive survey method
2.	Population of the study	All functionaries/beneficiaries of nine government elementary schools under RTE Act, 2009 of six adopted villages by Central University of Haryana.
3.	Sampling technique	Purposive sampling
4.	Tools used for data collection	Self-developed interview schedules , observation checklist
5.	Types of Data	Qualitative data (by interviews, observation checklist, field observation and school records)
6.	Statistical techniques	Frequency, percentage and bar diagrams

Tools Used For Data Collection in the Study

The Researcher has developed self-administered interview schedules. The following six sets of interview schedules, one observation checklist and learning assessment test for the class 5th and 8th students were prepared.

- i) Observation Checklist for school norms & standards (Availability of Physical & Human Resources).
- ii) Interview schedule for government elementary school' Head-teachers.
- iii) Interview schedule for government elementary school' Teachers.
- iv) Interview schedule for government elementary school' SMCs members.
- v) Interview schedule for Parents.
- vi) Interview schedule for Local authority.
- vii) Interview schedule for Education authority.
- viii) Learning assessment test for the class 5th students.
- ix) Learning assessment test for the class 8th students.

Major Findings of the Study

Regarding Availability of Physical and Human Resources

- 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 does 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
- It was found that some (33%) school have secure playgrounds with Pucca boundary wall.

- It found that 56% schools have sports & play equipment.
- All sampled schools not having ramps for disabled children; ramps available in 88% schools while 22% schools not having ramps. It found that maximum (56%) of schools have ramps but without railings.
- It was found that 22% of schools do not have sufficient utensils to serve meal to the students.
- No school have separate library room or building. It found that only 33% of schools were having the facility of availability of water and purified water during the school time.
- It was found that only 33% of the schools have the facility of separate toilets for special children. Majority (89%) of schools have separate toilets for staff but are used also by the students.
- Maximum (56%) of schools toilets were found uncleansed and unhygienic due to lack of water supply and in the absence of swipper post.
- It was found that there were no required number of teachers in most of the government schools. All schools have the PTR below per the RTE Act, 2009.

Regarding the Awareness among Different Stakeholders

- All parents have only 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.
- Only 44% of teachers have the sufficient knowledge of RTE Act, 2009 and others 56 % of teachers have only basic knowledge of RTE Act, 2009.

- It was found that more than half 58% headmasters/head teachers have the sufficient knowledge of RTE Act, 2009.
- It was found that only 33% local authority members were well aware
- All ABRCs & BEO have sufficient knowledge of Act, 2009.

Regarding Head teachers:

- 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 found that only 11% of the head teachers have ensured the admission of out of school children in age appropriate class and provide special training to out of school children.
- All schools (100%) have TLM for all classes.
- All school' head teachers have ensured the admission of children with special needs without any discrimination .There were only 56% schools found where children with special needs were admitted (33% boys and 67% girls).
- It was found that all head teachers (100%) complete the prescribed syllabus in stipulated times. There were only 8% of head teachers did not revised the syllabus after completing the syllabus due to engagement in

official work and other duties, sometimes 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
- 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% of head teachers conduct weekly unit test (written), 58% of head teachers assess the learning capacities by giving homework.
- It was found that 67% of the head teachers had not attended any teacher training programme in two to five years.
- Majority (92%) of head teachers was 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.

Regarding Teachers:

- 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 assess the **learning** capacities by giving homework.
- Maximum (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.
- 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 was 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 Majority (60%) of teachers was not satisfied with non-educational purpose or multiple roles.
- It was found that 42% of 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.
- 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 say that it should be started from class 3rd.

- 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.

Regarding Parents:

- It was found that some (25%) parents ensure the regular attendance of their children.
- 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.
- It was found that maximum 78% of parents reported that their children haven't basic knowledge of 3R's, and cannot read & write even their name correctly.

Regarding SMC:

- It found that only 35% of members have the Knowledge about the formation of SMC.
- Maximum (73%) of the members were nominated by the head 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.
- It was found that some (27%) of the members have attended training programmes at cluster level.
- It was found 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 the any working day.

Regarding Local Authority:

- It was found that all heads (Sarpanch) of villages ensure the enrollment of 6-14 years children in neighboring schools.
- It was found that local authority do not ensure the enrollment of migrant children.
- Only 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.
- Maximum (67%) local authority members has done the development work for the development of a school (Pakka road, complete staff, boundary wall complete, greenery in school, water facility etc.).
- 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.

Regarding Learning Outcomes:

- It was found that some (23%) of students of class 5th those have achieved the grade level competencies in language and mathematics.
- A few (15%) of students of 8th class having the minimum proficiency level.

Major Recommendation for Effective Implementation of RTE Act, 2009

- Effective training and awareness programmes should be organised for various stakeholders to enable them to understand their roles and responsibilities.
- Basic requirement should be available in every school such as water, electricity, usable toilets is the first and minimum requirement to run a school properly.
- The schools where enrollment ratio is very low should be merged with other nearby schools. Free facility of transportation (school van/ bus) should be provided. It was revealed that all schools have below PTR as per the norm of RTE Act, 2009.
- The detention policy should be started from 3rd class to improve the learning level of students and to achieve the goals of SDG-4.
- All government elementary schools must be equipped with the smart classrooms.
- To maintain regularity and punctuality of Head teachers, teachers and children, biometry attendance system should be adopted.

Educational Implications of the Study

- 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 redesign 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 study will be helpful to present the contemporary issue related to implementation of RTE Act, 2009 and will guide the local government to follow the rules and regulations regarding its implementation.
- This study will provide the data base to the District Administration, State Government as well as to the Central Government which will be of great importance while framing any educational policy.
- This study will be helpful to relook at the teacher training programmes. Hence it will be helpful to prepare teachers for 21st century classrooms and teaching learning process. The findings of the study will also aware make teachers aware of various innovative teaching pedagogies, cooperative and activity based teaching in their teaching for better learning outcome.

Application of the Results

- And the results support the Government of India which has already announced Quality education – SDG 4.1.1: Minimum Proficiency level in reading & mathematics, attained by children at the end of primary as a key goal under SDGs achieved by 2030.
- And the result also help to local, district and state level functionaries in their role towards ensuring quality education in schools and to achieve the aim of attaining Universal Foundational Literacy and Numeracy Skills by all learners by grade 3 by 2025.
- The results of the study can be used by the child rights commission and education authority of concerned state, District and cluster level who has the responsibility of monitoring RTE act implementation in all the schools of the state and based on the findings of the study they can make a necessary intervention to implement the RTE act.

Limitations of the Study

1. There were only nine school were covered in the study, which is very small when we compare it to total government elementary schools operational in the state of Haryana.
2. Another limitation is that evidence regarding teacher's regularity, student's regularity was not found. The researcher was not allowed to take the pictures of attendance register. Besides this, the evidence of number of attendee in SMCs' meeting was given by school authority; they show impossibility to give evidence.
3. Another limitation of the study can be expressed by saying that the researcher could not studied the criteria of 25% reserved seats under 134-A in private

schools, not explored due to lack of time. Hence data was collected from schools but not from parents. Researcher dropped this aspect during collection of data.

4. Another limitation of the study was: researcher did not get the responses of the questions regarding NCPCR, SCPCR, and REPA then these questions were deleted from the tools.

National Importance of the Study

Every research has its national importance. Directly or indirectly the findings of the research study contributes in the progress and development of the country. While taking into consideration the national importance of the present study it can be reflected that 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). Hence each and every result of the study will contribute in the development of school education and will provide data base to the policy makers on the RTE, Act 2009 which has covered almost all the aspects of the elementary schools. Its contribution to the school education will definitely help in the national development and achieving Universal access to education for all the children.

Conclusion

It is concluded that most of the provisions of the RTE Act 2009 regarding the school norms were not implemented in satisfactory way like infrastructure, sports & playing equipment, school building, playground, one classroom for one class, ramps without railings etc. Stakeholders like Parents, SMC, Local authority, Education authority do not play their duty of monitoring the school activities sincerely, there is not active involvement of all stakeholders regarding the effective implementation of RTE Act, 2009.

There were considerable dissatisfaction among parents regarding their children' academic achievement, revealed that "Their children are not good in study even they cannot write their name correctly; they not need of mid-day meal, need of good quality elementary education".

Overall, it can be said that there are 37% children who will be considered illiterate after attaining the eight year of schooling education.