

**AN EVALUATIVE STUDY OF RTE ACT, 2009 IN THE ADOPTED
VILLAGES OF CENTRAL UNIVERSITY OF HARYANA**

A THESIS

SUBMITTED FOR THE FULFILLMENT OF THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN

EDUCATION



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2021

CANDIDATES'S DECLARATION

This is to certify that the material embodied in the present work entitled “**An Evaluative Study of RTE Act, 2009 in the Adopted Villages of Central University of Haryana**” is based on my original research work. It has not been submitted to this University/Institution or any other University/Institution and College for award of any degree or diploma. I am also declaring that the sources of data and information have been duly acknowledged to the best of my knowledge. References from other works have been duly cited at the relevant places.

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CERTIFICATE OF ORIGINALITY

The research work embodied in this thesis entitled “**An Evaluative Study of RTE Act, 2009 In the Adopted Villages of Central University of Haryana**”, has been carried out by me from the Department of Education, Central University of Haryana, Jant-Pali, Mahendergarh, Haryana, India. The manuscript has checked for plagiarism verification by Turnitin Software under submission ID 1556924811 vide Plagiarism Analysis Report No./CUH/2021/LIB./1448 dated 12-04-2021 As per the report the document, the similarity index is below accepted norms. I declare that the work and language included in this thesis is free from any kind of plagiarism.

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ABBREVIATIONS

ECCE	Early childhood care and education (ECCE)
DPEP	District Primary Education Programme
OB	Operation Black Board
SKP	Shiksha Karmi Project
LoK	Lok Jumbish Project
APPEP	Andhra Pradesh Primary Education Project.
BEP	Bihar Education Project
SC	Scheduled Castes
ST	Scheduled Tribes
NAECL	National Authority for Elimination of Child Labour
BPL	Below the Poverty Line
SSA	Sarva Shiksha Abhiyaan
GoI	Government of India
UEE	Universalization of Elementary Education
ASER	Annual Status of Education Report
MDGs	The Millennium Development Goals
SMC	School Management Committee
NCPCR	National Commission for protection of child rights
SCPCR	State Commission for Protection of Child Rights
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
TE	Teacher Education
CWSN	Children with Special Needs

सार

प्रारंभिक शिक्षा को निशुल्क एवं अनिवार्य और सुलभ बनाने की शुरुआत भारत में आजादी के बाद सन् 1950 से शुरू हुई थी जब इसे अनुच्छेद 45 के तहत प्रारंभिक शिक्षा को निःशुल्क एवम् अनिवार्य शिक्षा प्रदान करने के लिए इसे राज्य के नीति निर्देशक सिद्धान्तों में जोड़ा गया था। नीति निर्देशक सिद्धान्त 45 के अनुसार राज्य आने वाले दस वर्षों की अवधि में 6-14 के सभी बच्चों को निशुल्क एवं अनिवार्य शिक्षा प्रदान करेगा। लेकिन यह लक्ष्य 1 अप्रैल 2010 को पूरा हुआ जब 86 वें सविधान संसोधन 2002 माध्यम से शिक्षा के अधिकार को सविधान के अनुच्छेद 21-‘क’ में शामिल किया गया। शिक्षा का अधिकार-2009 को जम्मू कश्मीर को छोड़कर पूरे भारतवर्ष में लागू किया गया। इसके साथ ही भारत 6 से 14 वर्ष के बच्चों को शिक्षा का अधिकार देने वाला दुनिया का 135 वां देश बना। लेकिन इस शिक्षा के अधिकार को अक्टूबर 2019 में जम्मू-कश्मीर में भी लागू कर दिया गया। इसलिए अब वर्तमान समय में शिक्षा का अधिकार पूरे भारतवर्ष में लागू है।

वर्तमान शोधकार्य केन्द्रीय हरियाणा विश्वविद्यालय द्वारा गोद लिए छह गावों (जॉट, पाली, मालड़ा, धोली, लावन, भुरजट) में शिक्षा के अधिकार अधिनियम 2009 के कार्यान्वयन की स्थिति की जांच करने के उद्देश्य से लिया गया है। यह शोधकार्य हितधारकों की भूमिकाओं और जिम्मेदारियों के विभिन्न आयामों के साथ-साथ स्कूल के मानदंडों और मानकों का मूल्यांकन करता है। वर्तमान शोध के लिए शोधकर्ता ने वर्णनात्मक मूल्यांकलानात्मक अनुसंधान डिजाइन अपनाया है और प्राथमिक डेटा संग्रह के लिए वर्णनात्मक सर्वेक्षण विधि का उपयोग किया गया था। इस शोधकार्य के लिए, शोधकर्ता ने उद्देश्यपूर्ण 382 का नमूना लिया जिसमें 45 शिक्षक, 12 प्रधानाध्यापक, 60 अभिभावक, 60 स्कूल प्रबंधन कमेटी के सदस्य, 6 स्थानीय प्राधिकरण सदस्य, 6 असिस्टेंट ब्लॉक रिसोर्स कोऑर्डिनेटर, 1 ब्लॉक शिक्षा अधिकारी और 5वीं एवं 8वीं कक्षा के 192 छात्र शामिल थे। ये उत्तरदाताएँ शिक्षा का अधिकार अधिनियम, 2009 के तहत नौ सरकारी प्रारंभिक स्कूलों के साथ प्रत्यक्ष और अप्रत्यक्ष रूप से कार्यकर्ताओं और लाभार्थियों के रूप में जुड़े हुए थे। निर्णायक निष्कर्षों की विश्वसनीयता सुनिश्चित करने के लिए गुणात्मक तकनीकों (अर्ध-सरचित साक्षात्कार, अवलोकन, चेकलिस्ट, दस्तावेज विश्लेषण) की मदद से सर्वेक्षण किया गया। उपकरणों की वैधता विशेषज्ञों की राय, सुझाव और पायलट अध्ययन से की गई थी। आकड़ों का विश्लेषण आवृत्ति और प्रतिशत से किया गया।

अध्ययन में पाया गया कि नमूना स्कूलों में भौतिक संसाधनों और मानव संसाधनों की उपलब्धता पूरी तरह से लागू नहीं थे। इसके अतिरिक्त हितधारकों (माता-पिता, एसएमसी सदस्य, प्रधान शिक्षक, शिक्षक, स्थानीय प्राधिकरण के सदस्य) को उनकी भूमिकाओं और जिम्मेदारियों के विषय में पूरी तरह से जानकारी नहीं थी, एसएमसी बैठकों में स्कूल प्रबंधक कमेटी के सदस्यों की सक्रिय भागीदारी नहीं थी और अन्य हितधारक भी स्कूल की गतिविधियों की निगरानी का कर्तव्य ईमानदारी से नहीं निभाते। शिक्षा का अधिकार अधिनियम 2009 का मुख्य उद्देश्य 6-14 वर्ष के सभी बच्चों को संतोषजनक ढंग से

गुणवत्तापूर्ण प्रारंभिक शिक्षा प्रदान करना है लेकिन शोधकार्य के निष्कर्षों से पता चलता है कि कक्षा 5वीं के केवल 23 प्रतिशत छात्र और कक्षा 8वीं के 15 प्रतिशत छात्रों ने भाषा और गणित में ग्रेड स्तर की दक्षता हासिल की है। इससे यह निष्कर्ष निकलता है कि शिक्षा का अधिकार अधिनियम, 2009 का असंतोषजनक ढंग से कार्यान्वयन उन बच्चों के लिए हानिकारक साबित हो रहा है जो पढ़ना लिखना नहीं जानते और जिनको 3 आर का बुनियादी ज्ञान नहीं है। कुल मिलाकर यह कहा जा सकता है कि यह उनके शिक्षा के अधिकार का हनन है क्योंकि प्रारंभिक शिक्षा के आठ वर्ष पूरे करने के बाद भी इन बच्चों को अनपढ़ समझा जाएगा।

यहाँ शोध यह सुझाव प्रस्तुत करता है कि प्रारंभिक छात्रों के सीखने के स्तर में सुधार करने और एसडीजी-4, के लक्ष्यों का प्राप्त करने के लिए फेल/पास की पद्धति को तीसरी कक्षा से लागू करने की आवश्यकता है। सरकारी माध्यमिक स्कूलों की दयनीय हालात सुधारने और सरकारी स्कूलों में छात्रों का नामांकन बढ़ाने के लिए, सरकारी स्कूलों में ऐसे कुशल प्रधान शिक्षक होने चाहिए। जिनको कम्प्यूटर, अंग्रेजी भाषा, संचार कौशल का ज्ञान हो और प्रभावशाली व्यक्तित्व हो। क्योंकि ऐसे कुशल प्रधानाध्यापक ऑफिस कार्यों के साथ-साथ स्कूल में अन्य कार्यों और मुद्दों को आसानी से कुशलतापूर्वक, व्यवस्थित तरीके से हल कर सकते हैं।

मुख्य शब्द: शिक्षा का अधिकार अधिनियम 2009, स्कूल के मानदंड और मानक, सभी हितधारकों की भूमिकाएं और जिम्मेदारियां, कक्षा 5 वीं और 8 वीं के छात्रों की अकादमिक उपलब्धि।

Abstract

In India, after independence the journey to make elementary education free and compulsory and accessible to all children, 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 even after sixty years i.e. it did not fulfill up to 1st April 2010.

Through the 86th amendment, 2002, Article 21-A was inserted into the constitution to making education a fundamental right of all children between 6-14 years. The RTE was finally enacted in 2009, and came into force from 1st of April, 2010 except for Jammu and Kashmir under Article 21-A. With this, India became the 135th country of the world which enacted Right to Education for their children of the age group of 6-14 years. The RTE Act, 2009 which also came into effect in Jammu and Kashmir from October 2019. Now it is implemented in the whole country.

The purpose of the present study is 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 under the programme Unnat Bharat Abhiyan and Community Development on the dated 7th July 2015. The study aim to analyzing the stakeholders’ roles and responsibilities as well as school’ norms and standards to know the programme’s outcome and effectiveness. For the present study descriptive evaluative research design was adopted and descriptive survey method was used for the collection of primary data. For this study, the researcher took a purposive sample of 382 consisting 48 teachers, 12 head teachers/headmasters, 60 parents, 60 SMCs’ members, 6 local authority members (head of villages), 3 ABRCs and 1 BEO, 192 students of class 5th and 8th.

These respondents were directly or indirectly involved as functionaries or beneficiaries with the nine government elementary schools under RTE Act, 2009 and were surveyed with the help of qualitative techniques (semi-structured interview, observation checklist and document analysis) to bring out conclusive findings as well as to ensure the credibility/trustworthiness of findings. The content validity of the tools was checked with the help of various expert's suggestion as well as by the pilot study. Data were analysed by the statistical technique of Frequency and Percentage Analysis.

The study found that availability of physical resources and human resources were not fully implemented in sampled schools. Stakeholders (parents, SMC members, teachers, head teachers, local authority members) were not aware about their roles and responsibilities to fullest extent, there were not active involvement of SMC members in SMC meetings and other stakeholders also do not play the duty of monitoring the school's activities. The ultimate goal of RTE Act, 2009 is to provide the right of satisfactorily quality elementary education to all children 6-14 years but the findings of the study revealed that there were only 23% of students of class 5th and 15% of students of class 8th those have achieved the grade level competencies in language and mathematics.

Hence, it is concluded that there is poor implementation of RTE Act, 2009 which is proving harmful for those students who do not know how to read & write; who do not have the basic knowledge of 3R's; overall it can be said that these students will be **considered illiterate** even after completing the eight year of schooling education (elementary education) that is the violation of their right: Right to Education.

Hence it is suggested that to improve the learning level of elementary students and to achieve the goals of SDG-4, there is a need to implement the detention policy from 3rd class and whole year admission process should be stopped in the government elementary schools, there should be a timeline for admission. 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 as well as to control school's activities efficiently and to solve the all issues in a systematic way.

Keywords: RTE Act 2009, school' norms and standards, roles and responsibilities of all stakeholders, academic achievement of class 5th and 8th students.

CHAPTER 1

INTRODUCTION

It was on the 15th of August; in the year 1947 that India attained independence from the British. The people of the nation finally had the power to amend their education policies according to the dynamics and the needs of the people. As it is said, with great power comes great responsibility – the people were responsible to reorient the education system which not only had to develop the upcoming generations but also had to build a new India, all together. During the British era, education had a very generic and theoretical basis. The country was in need of doctors, scientists, technicians, and other similarly skilled workers so that the dismantling and weakening the economy, under the colonial rule for two centuries, could be shaped better. To avoid anarchy in a democracy, the people elect a representative, the government, who is to lead the economy on their behalf. Thus, it became the task of the national government to revive the education system. It was required of them to seek various objectives including reforming education system at various levels and expansion of basic facilities at elementary level, encouragement of women education and the reorganization of the structure of educational administration. In order to fulfill all these objectives and bring about a concrete shape to the education system the Central and the State Governments brought about the five-year plans and continue to tread the same path.

The distinction between inanimate objects and living things is that the latter is capable of renewing themselves by the processes that they learn while they are growing. But there is a clear difference between the educations people derive from

this process and being educated deliberately for the former sort of education is incidental and can be noticed gradually. However, as far as the young are concerned— it is an immediate need to alter their behavior and; thus, natural learning is not the sole thing that is going to help them. Also, given the dynamics of the world – there is an increasing gap between the knowledge that the adults possess and the one that is out there. This is causing the adults to be increasingly worried about their children. Without formal education, there is bound to be an issue in transmitting all the resources and achievements of a complex society. This emphasizes how important education is in any nation, let alone India.

After independence, it was stipulated in the Constitution of India that children, both wealthy and poor must be educated. As democracy took over, the government began to press on the importance of education. The public was now exposed to the fundamental of self-governance. With the power of education, the common man would be able to choose their leaders wisely and will also be able to fight against those who misuse their power. Democracy clubbed with education would help the people understand, protect and exercise the rights to their disposal so that the government cannot take their rights away from them and be cruel towards them. With education at their hands, the people will be able to determine their future and will no longer be appropriated jobs according to the social strata they hail from.

1.1. History of Primary Education after Independence

After becoming an independent country, India was home to a wide number of people who lacked channels to educate themselves and this led to the existence of illiteracy on a large scale. The first post-independence census, conducted in the year

1951, suggested that only 27 percent of the men and 9 percent of the women were literate. Ever since then the constitution-makers began to take this issue seriously and were of the view that Indian states responsibility to provide free and compulsory education to all the children age of fourteen by 1960. The goal; however, was not successfully achieved by India and even though this aim remains unfulfilled today – it continues to take steps to school participation to lead to progress in the educational segment. The policy formulators shifted their focus towards health, education, and nutrition and this served as the center of concern to first five-year plan initiated by the Govt. of India. Similarly, to forward this goal by the GoI, the Central Social Welfare Board (1953) was composed so that it can lend help to voluntary agencies willing to organize welfare programmes, aimed at development, for children, women and the people with disabilities. The board managed to execute 591 such programmes in the first five-year plan. Also, central govt. in tandem with state governments set up a State Welfare Boards throughout the country.

The government had realized that before disseminating education, it was important to take care of the health of the people as well as focus on the protection of their rights. From the year 1954 onwards, Welfare Extension Projects began so that they could address the needs of the women and children inhabiting rural areas. For this purpose, extensive training was being conferred to the childcare officials so that they can do justice to the different kinds of children-associated programmes they were a part of. In addition to all this, the Government of India approved the Protection of Civil Rights Act, 1955. Thus, to addressing the rights to all equally, the need of the hour was to strengthen the health, education and nutrition services during the first five year plan period and that is what the Government of India deliberated to do.

The Third five-year plan established an Education Commission which was chaired by Dr. D. S. Kothari to examine the effective remedy to the existing disparity in the educational amenities at the lower primary, upper primary and high school levels also to take a step forward towards the constitutional liability of providing free-of-cost and mandatory education in ten years. The recommendations put forward by the Kothari Commission acted as a prompt to better the education sector by the fabrication of the National Education Policy in the year 1968. Correspondingly, a committee on Child Care was established and based on its recommendation, an extensive Scheme of Family and Child Welfare was crafted in the year 1967. In 1974, the National Policy for Children was ratified and the policy stipulated that the children of India are its important asset. The policy further emphasized that they should “provide adequate services to children, both before and after birth and through the period of growth, to ensure their full physical, mental and social development.”

Integrated Child Development Services (ICDS) was a programme launched by the Government of India in the year 1975 to provide food and pre-school education and healthcare to the children. ICDS was launched to logically supersede the efforts pursued through the earlier four five-year plans and to develop the children to the required level. This scheme is deemed to be one of the largest programmes - to help the children-in the world. Working children and their problems were not addressed by any of the previous five-year plans; however, the sixth five-year plan came to take note of it and the necessary programmes were launched into action to work on the educational, health and nutrition status of the children who are working. In the year 1981, a Central Child Labor Advisory Board, chaired by the labor minister, was composed to look into the implementation process of the laws pertaining to child

labor. The Early Childhood Education scheme was initiated, in the year 1982. It served to be a strategy to improve the retention rate at schools and reduce the dropout rate of the children. Another important scheme furnished in the year 1982 and it was The Development of Women and Children in Rural Areas. The Seventh Five-year Plan realized that another department must exist to pay undivided attention to child development and Women development under the MHRD in the year 1985. It became an independent Ministry of Women and Child Development in the year 2006. Similarly, to deal efficiently with the issues that children who are ignored and neglected face and the children who ran into legal trouble – the Juvenile Justice Act, 1986 was legislated and it revoked the Children's Act of 1960.

The Seventh Plan met with a new National Policy on Education (NPE) was adopted in the year 1986. The introduction of the new NPE led to the holistic development of the education system, served a life-long process. The main purpose of the newly introduced NPE was to fulfill the long-standing goal of "Education for All" through employing the methods of formal and non-formal education, providing early childhood care and education (ECCE) and involving the local community to manage early education. This led to the formulation of various schemes like the DPEP in the year 1994 and OB in the year 1987. Apart from this, non-formal means of education was revised. To mention some important initiatives which were taken by the Government to further the goal of education, have taken a few initiatives such as SKP, LoK, BEP, APPEP especially in educationally backward states. The NPE made its attempts to bring about equal access to education for all, regardless of the person's caste, creed, class or gender. It also brought about a common structure for education like the 10+2+3 system and gave birth to a common curriculum throughout the

country. Not only this, NPE tried to remove the disparities that existed on lines of SC, ST, the physically disabled and other minorities. Street children were troubling just as much and the Ministry of Social Justice and Empowerment pioneered an Integrated Programme for Street Children.

The Eighth Five-year Plan was launched in the year 1992 and its focus lied on the development of humans through mobilization, community empowerment, and advocacy. Alongside this, it focused on the survival and the development of children. ICDS existed as a fundamental strategy for the survival and development of children. Its chief focus was on areas occupied by backward classes, regions which were drought-prone and urban slums. Given that the learning opportunities were increasing for the citizens, there were more and more people who were joining the workforce. This led to an increase in the demand for creches. To meet this the National Creche Fund (NCF) was constituted, during 1993-94, and it offered financial aid to open up creches.

Child labor was not a new issue that India was facing; however, children were also employed in hazardous conditions and this needed attention from the policy formulators. In 1994, a programme was formulated as an initiative to Eliminate Child Labour in Hazardous Employment by 2000. As a subsequent step, the NAECL came into existence on the 26th of September 1994. It was meant to lay down strategies to eliminate child labor.

The education sector had to progress since an incessant number of children were in need of it. Education would have served as a perk for them to stay away from hazardous work. A goal set by the central government was "Education for All by

2000" and the strategy to do so was to adopt a decentralized approach to plan. Owing to pursue NPE, 1992 and the PoA, undertaken to universalize elementary education and to expand ECCE activities.

The central government launched the DPEP in 42 districts in seven states to strengthen and revive the existing system of education, develop approaches with the district and tackle the problems which come their way.

The Ninth Plan (1997-2002) made efforts to quicken the implementation of the goals that were set in the Plans of Action set in the Eighth Plan period. The problem of the reducing sex ratio and other related problems associated with females were caught the eye of the Ninth Plan and it focused to do away with these problems and made an attempt to protection and development of the children. The Ninth Plan focused on three fundamental areas of development namely health, nutrition and education so that the birthright of development for every child is met, especially of the children who hail from the economically downgraded groups and the ones who have special needs.

As far as education was concerned, special attention was being paid to the measures of Universal Primary Education. Due to the measures implemented by the Ninth Plan, the country made tremendous progress and the number of schools increased four times from a mere 2.31 lakh in 1950-51 to 9.88 lakh in the year 1999-2000. The enrollment at the primary level increased six times from 19.2 million students to 113.6 million students. (Bhakhry, 2016)

Sarva Shiksha Abhiyaan (SSA) was launched, in 2002, to increase the standard of elementary education being provided, to all the children in the age group

of 6-14, increase a notch by 2010. It was also established to bridge all social and gender disparities that existed at the primary levels by 2007. The government was determined to remove all forms of discrimination and violations that were taking place against the rights being conferred to the girl child.

Thus, the Balika Samridhi Yojana (BSY) was brought about in the year 1997. It paid a sum of Rs 500 to the mother and the family will be offered a scholarship ranging from Rs 300 to 1000 for the education of the girl child from class 1 to 10. This yojana was meant to be effective for the families which lived BPL and to ensure for them that the girl children end up being at school rather than being discriminated against. Similar initiatives were being taken by the State Governments of India. The BSY was also reevaluated to bring about the necessary changes which will make it all the more successful.

Moving on, education has its roots in the constitution and one of the most important times when the two were linked was when 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. Article 45, *“aims to provide for early childhood care and education for all the children until they complete the age of 6 years.”* Article 51A was amended and another clause was added to it, clause K, which stated that *“it shall be the duty of every citizen of India- who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years”*.

To attain the Universalization of Elementary Education, Sarva Shiksha Abhiyaan was launched to overcome the problems of previous programmes because most of them, aimed to improve the quality of education were stipulated by the Tenth Plan period. The programme is aimed to resolve the issues related to low rates of enrollment and retention.

Despite the progress made in all other realms, the ICDS remains an important input to improve pre-school education to provide for an appropriate foundation to develop and for a reasonable aid as the first step in the ladder of education. The extra amount of attention is being paid to strengthen the beginning years of play and learning in toddler's life so that they can harmoniously transit from the environment of living with a family to that of being in a primary school. To ensure that basic education is being disseminated to the rest of the country, the Government of India imposed an Education Class at 2 percent. However, it has now been done away ever since the GST was rolled out (Surabhi, 2017).

1.2. International Initiatives for Universalization of Elementary Education

International treaties are meant to revolutionize the approach the countries have towards the subject in concern and, most importantly, they are influential and serve as a framework to adhere to. There are some important international commitments that India has made:

In the year 1945, the United Nations came into existence and the members pledged to promote and respect human rights for all. Soon after the Commission on Human Rights was established as a functional committee to the UN and was responsible for drafting the UDHR, adopted by UN in 1948 and India was a signatory

to this document and this was not only a step forward towards the protection of human rights but also a significant step towards the education of children. Article 26, part 1, of the UDHR, emphasizes:

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit."

Human rights can be considered as the norms of this open-minded world and aim to account for an opportunity to create a meaningful existence for them. These rights are to be exercised unconditionally as well as apply equally for all human beings. Having discussed the importance of education, it can be understood that education is not only the need of mankind but also a right that they must possess, thus, the two are interdependent on one another. With time India began to lay more importance over the education of a child and it wanted to make progress as a democratic nation to formalize the education system. Thus, a significant step that it took to do so was to ratify the UN Convention on Rights of the Child in the year 1992. Before the UN existed, the League of Nations was responsible to maintain peace all over the world and was subject to dealing with other important issues all over the world. Thus, the League of Nations drafted the Geneva Declaration of the Rights of the Child in the year 1929. The treaty emphasized necessary means to be exercised for child development and it entailed that a child must be safeguarded against exploitation of any sort. Once the United Nations came into being, the Declaration Child Rights, 1959. By ratifying this treaty in the year 1992, India reaffirmed its stand towards child development and education for Principle 7 of the

declaration read "The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages."

Alongside, the UN established a specialized agency "UNESCO: United Nations Educational, Scientific and Cultural Organization", in the year 1946, which was crafted so that worldwide peace can be attained by cooperation in the realms of education, science, and culture. UNESCO's vision entails that it works so that each child and citizen can access quality education in their respective areas. India played the part of being a founding member of UNESCO even when it was under the colonial rule and this represented the robust approach that India was willing to take towards the education of its children and citizens.

Also, the United Nations International Children's Emergency Fund (UNICEF) was established in the year 1946 – India and UNICEF began its operation together in the year 1949 and they are committed to ensuring that each child in the country gets the right start in their lives. UN adopted a treaty known as the United Nations Convention on the Rights of the Child (1989) put forward by UNICEF to widen the concept that the right to education is built upon. The convention's five central doctrines are:

- The best interests concerning the child
- Right to life
- Maximum survival and development of the child

- The right of the children must be considered in all the matters that relate to them and they must be valued in accordance with their maturity and age
- No-discrimination

The principles stipulated in the convention serve to be a dedicated effort towards ensuring that the child has a say in their learning and that the curriculum that they are exposed to is meant to propagate and considers their rights and needs. The convention has also elaborated on the right to education to be based upon universality, participation, respect, and inclusion. India signed and ratified this convention in the year 1992 to strengthen its commitment towards educating the nation.

On the other hand, The International Covenant on Economic, Social and Cultural right (1966) establishes not only an entitlement for free and compulsory primary education to all the children but also obliges the signatories to develop secondary education in their respective nations and formulate measures to allow its access to the children, holds them responsible to provide basic levels of education to the citizens who have not been conferred primary education and provide for equitable access to higher education. According to the convention, the fundamental of education is to develop citizens' personality which enables them to participate in a free society and inculcates respect for human rights. India ratified this treaty in the year 1979 and was all the more determined in moving ahead with the educational development of the nation. (United Nations Treaty Collection)

1.3. Major National Initiatives/Programmes to Universalization of Elementary Education

Since 1986, a large number of policies were adopted by Central as well as State Government along with several NGOs towards improving the Elementary education in India. As a result, these initiatives make a lot of improvement in access, enrollment, and retention in elementary education. These Central and state Government Initiatives are:

1.3.1. Operation Blackboard (OB)

The Operation Blackboard centrally sponsored scheme (CSS) started in 1987 after NPE 1986. It targeted to improve and supply basic minimum infrastructure and human facility to every primary school i.e. minimum of two classrooms, two teachers irrespective of the number of children. Upper primary schools provide- at least one room for each class, Headmaster-cum-office room, different washrooms for boys and girls, and necessary learning tools including a library. These measures were taken to improve the infrastructure position of rural areas' schools.

1.3.2. Non-Formal Education (NFE)

The NFE was started in 1988 followed by NPE, supported by the central government in ten states that were lagging in literacy levels. It also reached out to areas around the nation that are far-flung and are hard to access. It not only provides access to primary education for millions of children and illiterate adults but also provides opportunities for dropouts and people who haven't attended school like- women and girls, rural and urban poor and ethnic and linguistic minorities. By 1997, it covered 7 million children in 21 states. The contribution of this programme of total

enrolment is 3.5 and reducing dropout rates is 1 percent at the primary stage (Rao, 2010).

1.3.3. Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE)

In 2000, SSA came up with the EGS and AIE schemes. The intention was to provide access to every child who is out of school and to children with special needs. EGS and AIE scheme adopts flexible educational strategies such as bridge courses, residential camps, drop-inn – centers, summer camps, and remedial schools. In 2005-06, 3.08 million children were enrolled in AIE interventions. As 2005-06, 111416 EGS primary centers catering 4.04 million children and 4763 in upper primary EGS centers catering to 337756 children.

1.3.4. Mahila Samakhya (MS)

This centrally sponsored programme was designed in 1988, focus on women education and making them women empowerment, especially lived in rural areas (socially and economically marginalized groups' women). The NPE 1986 and POA 1992 as revised NPE 1986 also emphasizes on girl education at the elementary level.

1.3.5. Shiksha Karmi Project (1987)

Shiksha Karmi Project implemented with the assistance of the Swedish International Development Agency (SIDA). It targeted to qualitative improvement in elementary education in remote and socio-economic pariah villages of Rajasthan. Besides it, it had a special focus on girl enrolment and their education.

1.3.6. District Primary Education Project (DPEP)

In 1994, the support of the World Bank enabled the launch of DPEP. It aimed at the universalization of access, retention and learning achievements of primary education through formal and no- formal system. Besides it, the DPEP targeted at reducing dropout rates to below 10 percent and reduce the gap in the achievement gap. It started in 42 districts of 7 states of India, namely Tamil Nadu, Kerela, Maharashtra, Madhya Pradesh, Haryana, Assam, Karnataka were covered and it expanded to 273 districts in 18 states. The first phase of DPEP lasted from 1994 onward to 1999 and the second phase lasted was from 1998 to 2005. Meanwhile, the government decided to replace DPEP with a new initiative known as Sarva Shiksha Abhiyaan, 2002 (Pathania, 2006). DPEP ended in 2002.

1.3.7. National Programme for Education of Girls at Elementary Level (NPEGEL)

NPEGE started in 2003 as a division of SSA designed to enhance girl education at the elementary level. NPEGE develop one model girls 'school in each cluster. It targeted to enroll girls –out of school, dropout, those who low attendance, low achievement level, Working ones, those from marginalized groups.

1.3.8. Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme

KGBV came into operation in 2004 aim to embolden the inclusion of girls beyond the primary school level. This scheme was specially implemented in those far-flung districts where the female literacy rate lagged behind the average literacy rate nationally.

1.3.9. SSA-Sarva Shiksha Abhiyan

SSA was a historic moment for the GoI for it meant that positive action was being taken for the Universalization of Elementary Education (UEE). It was designed on the experiences of earlier elementary education initiatives like DPEP, Shishu Karmi Project, etc. This movement was meant to bring all the children above the age of 6 and below the age of 14 years under the provision of mandatory elementary schooling and satisfactory quality elementary education by the year 2010.

SSA was meant to emphasize the need for our country to improve the arena of education, currently prevalent in India while simultaneously introducing the nation to a scenario where free and democratic India can manage to serve a quality education system while bridging the existing social and gender gaps. To keep a tab on children's ability to learn apart from just focusing on the enrollment rate, the Pratham network launched the ASER.

1.3.10. The Millennium Development Goals (MDGs)

The Millennium Summit was held in the year 2000 to discuss the principles and objectives of the twenty-first century as an international agenda. The Millennium Declaration, a document adopted at the summit by the leaders who attended it, expresses the eight Millennium Development Goals out of which pertaining to education i.e. one is to ensure that all the citizens achieve universal primary education by the year 2015 and another one is to eliminate gender disparity, promote gender equality and empower women. India was a member to attend the Millennium Summit and had signed the declaration and worked towards improving its stance at achieving a wide base of primary education for the people.

1.3.11. School's norms & standards under RTE Act, 2009 compliances with Samagra Shiksha Scheme

This scheme was initiated by honorable Human Resource Development Minister Prakash Javadekar on May 24, 2018. It is for academic education starting from pre-primary to senior secondary levels. The objective of this scheme was to enhance the school's capabilities in terms of facilitating equal opportunities to garner school education and achieve equitable learning outcomes. It incorporates all three Schemes of SSA, RMSA and TE. The scheme will primarily work on advancing the level of education and to promote usage of new-age tools of technology will help the teachers to provide better learning to children. In addition to this, the scheme will also prioritize digital education, stressing on the adoption of technological tools like smart classrooms and digital boards, while educating kids.

The major objectives of the Scheme

- To provide quality learning by concentrating on teachers and technological solutions to develop knowledge and understanding among students
- To ensure Social divide and gender disparity are abridged through quality School Education
- To ensure education at school level remains equitable and all-inclusive.
- To ensure schooling provisions are in compliance with minimum standards.
- To promote vocational training in schools.
- Providing help and Support to States trying to implement the RTE Act, 2009.

- Emboldening and revamping of SCERTs/State Institutes of Education and DIET as avenues to coach teachers.
- For the strengthening of libraries in the schools, an annual grant will be provided of Rs 5000- 20,000.
- The primary objective of this scheme is to concentrate and develop two aspects directly influencing the quality of education- Capable Teachers and Digital Technology. The goal for all government initiatives under this Scheme is to attain promising outcomes for students at all levels.

1.4. Right to Education Act, 2009

The Right of Children to Free and Compulsory Education Bill has approved by the Union Cabinet on the 2nd of July, 2009. Before being passed by the Union Cabinet, it was approved by the Rajya Sabha and Lok Sabha on the 20th of July, 2009 and 4th of August, 2009, respectively. The bill finally got the President's assent on the 3rd of September, 2009. 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- *“All the (education) expenditures of students up to class 8th will be borne by the school education department and no students will be charged any amount of exams or other related activities. All students in J&K are entitled to free and compulsory education up to elementary level in government schools as per the Right to Education Act 2009”*. India became the 135th country of the world which all the children between the ages of 6 to 14 years will get the free and compulsory

elementary education. In Haryana State the Right of Children to free and Compulsory Education Rules-2011 have been framed and notified on 3rd June 2011 under the RTE Act, 2009. The major provisions of Right to Education are as follows:

- Education became the fundamental Right after the 86th constitutional amendment under article 21A.
- Education became the sole responsibility of the state and central government. Now no government can deny providing equal education opportunity to the children of 6-14 years without any discrimination of religion, caste, race, and gender, etc.
- The elementary education for class 1st to 8th became free and compulsory to all.
- The elementary education became the fundamental right and children can achieve it in a neighborhood school and it is the responsibility of the government to establish neighborhood school in the prescribed time of 3 years defined by this act.
- The education shall be free and the school (prescribed in the act) cannot charge the fees from the children up to the completion of elementary education and if any school take a capitation fee and take interview of his or her parents shall be punishable.
- According to this act he or she can be admitted to their age-appropriate class and the school provides the special training to complete his or her elementary education in the prescribed time.

- According to this act if a child wants to change the school to complete his or her elementary education the headmaster or school in-charge has to issue school leaving certificate and the no head can deny admission to such student in absence of any documentation like school leaving certificate if any head do this a disciplinary action can be taken against his or her under the service rules by the department.
- This act defines that it is the responsibility of appropriate government to provide infrastructure like school building, (Room for head or in-charge, room for every class, kitchen and separate toilet facility for girls and boys) Teaching staff, and learning material to ensure good quality education in the prescribed time and Training facility to the teachers and ECCE for the children of the age group of 3 to 6 years to prepares the children for elementary education.
- This act also defines the responsibility of the local government with state government and central government to ensure neighborhood school, maintain the record of the children of below 14 years and the children who cannot complete elementary education in their area, ensure admission and monitor attendance and functioning of school and decide the Academic calendar in their area.
- Every parent or guardian also must admit their child in a neighborhood school in the case of elementary education.
- RTE Act defines that the age of the child shall be determined by the birth certificate of the child issued by the authority but no child can deny admission

in the absence of age of proof and no child can be held back or expelled up to the completion of compulsory elementary education.

- Physical punishment and mental harassment are banned under the Right to Education and if any authority person practices it, disciplinary action can be taken under the service rules.
- After the commencement of this act certificate of recognition from authority to run a school is necessary, if any school or organization continues to run the school without recognition shall be liable to fine up to one lakh or ten thousand for every working day.
- A central government may amend this act by notification and can change, delete or add norms and standards.
- Every school constitute a SMC consisting at least $\frac{3}{4}$ from the parents or guardians, of children admitted in the school.
- The representation given to the section of weaker sections and half members shall be the women. Every school management committee is responsible to monitor the function of the school and to prepare a school development plan for the school.
- This act also specifies the minimum qualification for appointment as a teacher in an elementary school
- A pupil –Teacher ratio is prescribed in the act, for elementary education to maintain quantity and quality of education.

- Right to Education Act banned private tuition for the teachers.
- The Right to Education has a provision that no child has required to pass any board examination up to the completion of the elementary education.
- Every child has to award a certification after completion of the elementary education.
- The NCPCR and SCPCR has constituted under Right To Education to examine and review the safeguards of rights provide to the children and inquire about the complaints relating right to education and take necessary steps for protection of child rights.
- A central government has to constitute a National advisory council and the state government has to constitute the state advisory council to advise the central government and state government on implementation of the provisions in an effective manner respectively.

1.5. The RTE Act, 2009 and Challenges

In spite of the number of steps that the government has taken to better the spectrum being covered by the education system, there remains a lot of effort to be taken so that the overall functioning of the elementary education system improves. The Right of Children to Free and Compulsory Education Act was approved and brought into existence in the year 2009 and ever since it has been met with various problems:

The Absenteeism of Employed Teachers:

The act, though, addresses a good cause is largely unsuccessful in meeting its stipulated goals because the schools run short on human resources for the level of absenteeism of the teachers is high. Looking at the average teacher absenteeism throughout the world – it comes out to be around 20% worldwide. The teacher absenteeism throughout India happens to be the largest and comes out to be around 25%. (UNESCO's IIEP, 2011) The level of absenteeism further increases while the focus is laid down upon government teachers employed in primary schools, it scales from 15-40% and elevates while speaking of poorer states.

Schools are difficult to access especially in the rural areas and this serves to be a point of discouragement for the teachers to be at the school. Also, the lack of fundamental facilities like electricity supply or toilets or a uniform policy on promotion or that of the recruitment of teachers worsens the case. Thus, this affects the quality of education being dissipated and causes a loss of 22.5% of the funds being put forward by the government toward education. (Azad India Foundation, 2011)

Untrained teachers and training them:

The RTE Act considers teachers to have an exceptional role to improve the standard of elementary education being conferred to the students by ensuring that well-trained teachers are being assigned to the education system. However, there are complications attached to this assertion as well:

- The RTE rules mention that a class of 30 pupils must be accommodated by a qualified and trained teacher. However, the current pupil to teacher ratio is 34

(Bihar Government). The country is currently in need of one million teachers. (Singh, A., 2017, December 4, Teacher's Crisis in India: Country Falls Short Of 1 Million School Teachers)

- It has been noted that the number of teachers in primary schools who are qualified can be categorized as being unqualified and; thus, incompetent in ensuring a child's right to quality learning. (Varma, S., 2015, April 5, 1 in 5 primary teachers unqualified, According to Section 23(2) of the RTE Act provides for five years for the elementary school teachers to be trained.

According to the Ministry of Human Resource Development, there are about 0.67 million untrained teachers in India, presently. (Ernst & Young, 2012)

According to the National Council for Teacher Education Act and the RTE Act, the teachers who have been employed by the government should be conferred with training and must possess minimum levels of education for being deployed in different levels of school education. Thus, it was stipulated that the teachers were meant to attain their respective academic and professional qualifications within the period 5 years that the RTE Act mentions. However, it was a difficult task to accomplish. A study conducted by Seema Ojha (2013) that the head teacher of the school in which the investigation was being conducted of what "special training" referred to and what this training was based upon. The rules under the RTE Act also mention that if a child is being admitted after the completion of half-an-year of the academic session, i.e. six months, then he must be catered with special training, as determined by the head teacher of the school depending upon the knowledge that the child possesses. The investigation was conducted between November and February, and by that time the students have already entered the second semester of education at

school. Some students had joined the school during this period but no such mechanism was observed in the school and the students were enrolled in the classes, simply according to their age. This clarifies whether the RTE Act is being met or not.

Deficiency of Infrastructure Facilities:

According to the norms, mentioned below is a set of facilities that the schools must avail within the time period of three years since the notification of the act and the school buildings must consist of:

- Separate washroom for boys and girls
 - A head teacher office room with no barriers to entry
 - One-teacher classrooms
 - The amenity of quality drinking water
 - Playground
 - Mid-day meal kitchen with sufficient utensils
 - School building must be encircled and secured by a boundary wall
- speaking of the gaps between the mentioned infrastructure and the existing one:
- Classroom Availability: The number of classrooms per school, on average, comes out to 3.6. Also, 25% of the enrolment that took place in the year 2009-10 was in those schools wherein the student to classroom ratio was greater than 60. On average, the government schools accommodated 3.8 classrooms

and the private schools were home to 7.8 classrooms. (DISE Flash Statistics, 2009-10)

- Sanitation: 58% of the total number of schools had women washrooms in 2009-10. (DISE Flash Statistics, 2009-10)
- Transport and Safety: The government schools throughout the country do not provide for transport facilities; thus, the students who live the rural areas or those who have to travel form a long-distance find it difficult to come to school. The problem worsens because these schools are the ones that witness minimal girl admission. Also, there are only 50% of schools which have walls as their boundaries. (DISE Flash Statistics, 2009-10)
- Computer Facilities: Out of the many schools that India is home to, only 39% receive constant electricity supply and out of those only 16.65 have computers available with them. (DISE Flash Statistics, 2009-10)

State's official data, 2019 revealed that - "42.93% schools have no playground, 42.64% schools have no ramps to facilitate access to children with disabilities, 69.91% schools have no library, and 19.72% schools have no compound wall".(V.P Aradhya, 2019)

Quality education at the elementary level:

According to the UNESCO Institute for Statistics (UIS Data Centre), since 2000, enrolment in primary education in developing countries has reached 91% but we are far from having quality education for all. The right to education is not only the right to access education but also the right to receive good quality education.

Sustainable development is not feasible until the quality of education is restored. As per present statistics, 265 million children are deprived of education as they are not admitted to any private or public institutions. 22% of children under this data belong to the age of primary schooling. Despite attending schools, these children fail at acquiring basic skills & knowledge of writing, reading and primary level calculations. Although, some movements were taken in the past to promote education among girls and women by enrolling them in schools at all the levels. Still, a massive gap is needed to be filled, because not all the nations have been able to meet their benchmarks of delivering quality in all stages of education. Many factors contribute to the reduction in the quality of education. Likely factors are untrained teachers, lacking infrastructure of institutes, absence of equality in terms of opportunities for students. Certain steps must be taken to provide quality elementary education to children belonging to poor families. These steps are an arrangement of finances for providing scholarships, workshops for training teachers, improvement in the infrastructure of the school and providing basic amenities like electricity and water.

Violation of Kindergarten or Nursery Schooling:

The premier public auditory authority in India, CAG has probed and discovered severe shortcomings, in the manner in which finances were handled, in pertinence to the execution of the RTE(Right to Information) Act. The statement recorded by the CAG, documents that the states were found to be in violation of the regulations stated within the RTE Act. The states of Bihar, Punjab, Chhattisgarh, Gujarat, and Meghalaya, for example, were found to be lacking in their ability to deliver kindergarten or nursery schooling, as established in section 11 of the Act. Likewise, the other states (Arunachal Pradesh, Kerala, Assam, Sikkim and Rajasthan)

also were found encumbering students from progressing into the next grade, retaining them in the same standard. This was a blatant contravention of section 16 of the RTE Act (Makkar, 2017).

Merge of many government elementary schools in Haryana:

Several reasons are being cited behind the closing down of government elementary schools in Mahendergarh, Haryana, India. However, the senior officials working at the state education department cite the primary reason to be the small number of students enrolled and attending schools, in contrast to the availability of the abundant teaching staff. Another reason that was provided with the government officials, was the merger of many schools with fewer students. This resulted in the closing down of many schools that were combined to form fewer schools with more number of students (Times of India, 2020). The Government shut around 96 primary schools that had student count of less than 25. The list says that the highest number of schools that had lowest count of students are from Rewari and Mahendergarh (Kumar, 2019).

According to Vazir Singh, a member of the Haryana School Teacher Association, the accumulated information indicated that closure of 2502 schools has taken place in the past three academic years. In his opinion, this clearly points to the absence of sincerity on the government's behalf to arrange basic structural facilities for schools. According to an educational activist, the government should prioritise the enhancement of infrastructure facilities, elevating the quality of education in public schools (Deswal, 2020). Some sources consider the principal reason for the mergers to be the overall decline in enrolment in public schools. According to Brijpal Parmar,

who is an education activist, the growing number of private schools in the state increasingly upstaging the public schools (Deswal, 2017).

1.6. National Education Policy 2020 to Strengthen RTE Act, 2009

Draft National Education Policy 2019, has produced by the Ministry of Human Resource Development (MHRD), the K. Kasturirangan Committee. The policy aims to - universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025. The comprehensive report so surfaced by MHRD, K. Kasturirangan Committee proposed salient features of NEP 2020 related to the added new norm in RTE Act comprises that:

“The school education will cover children of 3-18 years, rather than the current age of 6-14 years under the RTE Act. It covers three years under early childhood care and education (ECCE) and four years under secondary education. ECCE would facilitate learn-by-fun and self-exploratory-based learning for children of that age group.”

1.7. Quality Education as SDG 4

Education is the fundamental factors of all round development of human being. The aim of SDGs 4 is to ensure the availability of all-around characterized education among all the students and motivate learning till infinity. The radical change can be achieved only if we utilize the technical aptitude in a combination of development finance so that poverty could be removed, prosperity can be enhanced and sustainable development could be achieved. Keeping the factors like birthplace, gender and family income aside, we must take steps that encourage students to attain standardised education along with required learning opportunities in their entire lifetime (Jim Yong Kim, World Bank Group). In a recent address by Prime Minister

Narendra Modi on his famous programme "Mann Ki Baat", he shared his thoughts on education and its significance, he even enlightened the government's objective to escalate the spread of education to the entire country. Although, rather than education, need to improve the quality education. An announcement was also made by Shri Prakash Javedkar, the HRD minister about his intention to priorities the enhancement of education's quality across the country.

SDG 4 Target 4.1: *“By 2030, ensure that all girls and boys free, equitable and quality primary and secondary education and it focuses on Indicator 4.1.1, described as: in grade 2/3(4.1.1.a); at the end of primary education (4.1.1.b); and at the end of lower secondary education (4.1.1.c.) Children achieve at least a minimum proficiency level in (i) reading and (ii) mathematics”.*

1.8. Need and Significance of the Study

RTE Act,2009 programme has play a significant role in admitting all children age group of 6-14 years in neighborhood school and achieve the aim of UEE (Universal Elementary Education).This programme has been a boon for EWS children. Mostly EWS children, parents were cut off from education, they were not aware about the education or Education Right. This programme has motivated and provoked to parents to send their children in neighborhood government school. RTE Act 2009 has been successful to overcome the lacuna of previous implemented programmes' aim to achieving the goal of hundred percent enrolments and admit 6-14 years child in neighborhood government school. Although, on the ground floor, there are several issues which create the restriction to achieve the desired goals. Today India has been facing the problem of achieving the aim of quality education at

elementary level in government school. According to press report, Government schools day by day are shutting down and around 100 schools were closed due to poor strength of low student enrolment in Haryana.

Haryana is the biggest sector of private schools and is still struggling to effectively implement the RTE Act rule 134-A. A lot of issues prevalent regarding this. Section 12 (1)(c) of the RTE Act, entitles that 25% seats are reserved in unaided school for those children who belong to backward and disadvantaged groups children. In private schools, new session start with the month of April but the process of admitting EWS children in private school till July-August. Government schools not running properly due to lack of skillful leader and parents have negative perception towards government schools that there no good education is delivered. Govt. elementary schools will be only running properly when all the stakeholders under RTE Act, 2009 play their duties sincerely which were assigned by the state government.

Elementary education is free and compulsory for all the children's of age group of 6-14 years under article 21-A in the constitution of India. But one of the major challenge is lack of awareness among the teachers, parents and local authority and others stakeholders. If there will be no awareness among different stakeholders, not have the knowledge about their roles & responsibilities then how it is possible to implement the RTE Act, 2009 in the effective way. It is possible only when all stakeholders are fully aware about their roles and responsibilities and play their roles and responsibilities sincerely.

The present study is motivated by the highlighted fact of the previous studies that there were poor implementation of RTE Act, 2009, infrastructure provisions were not fulfilled by schools (Ojha, 2013), (Das, 2014), (Paikray, 2015), (Shruthi & Krithika, 2017), (Mohalik, 2017), (Kar, 2019), (Bose, 2020); lack of awareness among various stakeholders (Mondal, 2015), (Raju, 2016), (Sofi, 2017), (Sethi & Muddgal, 2017); not effective implementation of SMC' meeting (Bhattacharya & Mohalik, 2015), (Kumar, 2016), (Kar, 2019); poor learning outcomes and quality education is the major issues at present time (Das, 2014), (Raman, et al. 2017), (Balmiki, 2017), (Mohalik, 2018) as well as revealed by multiple ASER reports and NAS reports.

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. The study examines the perceptions of different stakeholders on their relevant roles and responsibilities which have assigned by the state government for the effective implementation of RTE Act 2009. It covers all the dimensions under various stakeholders' roles and responsibilities. Therefore, the findings of this study will provide a holistic picture of the implementation of RTE Act, 2009.

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 and study will examine roles and responsibilities which have been assigned for effective implementation of act, 2009. The purpose of including different stakeholders in the study is to know that they play their roles and responsibilities in sincerely way or not

because the effective implementation is only possible when then all stakeholders play their duties sincerely and effectively 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 success & failure of RTE Act, 2009, to understand the effectiveness of program and to know the 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 designing better educational policy to achieve the aim of attaining universal foundational learning and numeracy skills by 2025 (as per NEP-2020) at block level as well as district level.

1.9. Statement of the Problem

The purpose of the present study is 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, under the programme Unnat Bharat Abhiyan & Community Development on the dated 7th July 2015. So the present study is titled as “**An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana**”

1.10. 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 and 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.

1.11. 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 are the academic achievements of class 5th and 8th students in three subject such as Hindi, English, and Mathematics?

1.12. Objectives of the Study

1. To study the status of school's norm and standards with reference to Physical resources and Human resources in the context of RTE Act, 2009.
2. To study the views of head teachers 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 educational 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.

1.13. Delimitations of the Study

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

- Only 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 & 8th).

- Roles and responsibilities of different stakeholders (Head teachers, teachers, parents, local authority, ABRCs, BEO) of nine govt. elementary schools.
- Availability of physical and human resources in the nine selected school only.
- Academic achievements of students, studying in the class 5th and 8th only in three subject i.e. Hindi, English & Mathematic.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Introduction

Review of Literature is an integral part of a research project because it provides an overview to the researcher about the previous research/scholarly work i.e. it familiar the researcher with what has been done on a particular topic, what the gap in the knowledge and how your research tries to fill the research gap. By the review of existing literature a researchers can know and identify three main things. These are theory, methodology and research gap. Theory tells to the researcher what the previous research says. Researcher can also know about the research methodology that how the previous researcher carried out their research in a particular field of study. Besides it, researcher can also identify the research gap in the exiting literature. The major focus of this chapter is to review the information on the related problem.

2.2. Review of Studies Regarding RTE Act, 2009

Here, the researcher covers those studies which have addressed to the implementation of act, awareness of different stakeholders, concerns and problems related to RTE. The researcher makes comprehensive review of related literature related to RTE which is discussed as following:

Krishna et al (2020) carried out a study to know about the implementation of various provision of RTE Act, 2009 in A.P. It concluded that the PTR is 1:11, which not as per RTE norms; Around 90% schools have infrastructural facilities in Tenali Mandal, while 80% in Amadalavalasa Mandal; 100% students are getting both free textbooks

and uniform in both the Mandals; Around 90% students are not getting any scholarship; both sample Mandals, 95% teachers are satisfied with the functioning of SMC; 100% students have responded positively regarding the use of TLM in the classrooms in both Mandals.

ASER (2019) education report found that only 41% children could recognize two digit numbers, only 16% children can read text of Class 1 while 40% cannot recognize letters and only 19% can do additions, only 50.3% students of class 5th can read text of class 2 . There is lack of age-appropriate basic skills at the early years education impact the entire education.

Kar (2019) attempted a study to find out the compliance of various schools under SSA (2001). The results of the study show that maximum schools in Golaghat district have very less provision for visually impaired. It also revealed that there were lacks of separate classrooms, basic facilities like separate rooms for the headmaster, staff room for teachers, computer room, and sports equipment were not available in majority of schools.

Kaur (2019) studied the perceptions of elementary school Heads and Teachers towards the implementation of RTE Act, 2009 in the district of S.B.S. Nagar, Punjab and the results show that no significant difference in the perceptions urban and rural Heads & Teachers and Teachers have more favorable perceptions than the Heads toward RTE Act, 2009.

Mohalik (2018) attempted a study to know the status of implementation of the RTE Act 2009 and issues in its effective implementation in the state of Jharkhand, India. The results of the study revealed that most of school provisions such as infrastructure

and teaching learning materials, separate toilet for boys and girls were not available, lack of subject- teacher etc. have not fulfilled and implemented. It found that there were a few (15.90%) of schools which have special/ resource teachers to teach CWSN student. The author suggested that for the effective implementation of Act, all the stakeholders must work together.

Anil (2018) reported that every non-public schools must consider 25% of children who belong to the financially weaker sections but on the other hand, there are many institutions who aren't doing this. The names and number of these institutions remain unclosed, though with the help of numerous investigations there are few names which came to light. Some private schools are not considering the records of the children who belong to the weaker section from the various foundations in spite of getting aid from the administration.

A study carried out by **Shrivastava (2018)** to know the awareness of SMC towards RTE rules and their Role and Responsibilities. He noted that SMC are aware of the rules laid by RTE and performing their responsibilities properly. However, they should be trained and provided support to witness the hurdles.

ASER (2018) revealed that the education quality in India's government schools - a high percentage of 72% students from class V and 56 % class VIII cannot solve simple mathematical problems which just of class 2 level; 49 % of students from class V and 27% students from class VIII cannot read a simple text of class 2 level.

New Indian Express (2018) revealed that the awareness of primary stakeholders about the Act is at 62.18%; parents of children in govt. schools had the score lowest

while Block Education Officers and Head-teachers of govt. school had the score highest.

Mohalik (2017) examined awareness, initiatives taken for CWSN and issues in implementing the RTE, Act, 2009 in the state of Odisha. The findings of the study explain that majority of head teachers and School Management Committee members are aware about act; the Govt. has taken initiatives to providing the special facilities for CWSN and also takes some steps like for developing training and assessment modules for admitting out of schools children. The author have opined that for the well implementation of the Act the Central Govt. must be needed to provide financial assistance for infrastructure amenities of school.

A study carried out by **Saha (2017)** on level of awareness among elementary female teachers towards RTE Act-2009 in West Bengal and found significant difference in awareness among urban female and rural female elementary Teachers , Government female and private female elementary teachers, trained female and none trained Female Elementary Teachers.

Degi and Tok (2017) carried out a study on “level of awareness and attitude towards child’s right to free and compulsory education act among the parents and teachers of papum pare district of A.P”. It revealed that most of the parents are aware of different features of RTE Act like: free education, CCE, banned in corporal punishment and compulsory teachers training but not aware about the no document and no screening test required at the time of admission in school, 25% reservation in private schools inclusive Education programme and 97% parents about NCPCR where they can

register child related complaints. This reveals that there is an urgent need to provide more awareness and training to parents.

Sethi and Muddgal (2017) reported that there are several numbers of teachers who don't have any clear idea about the RTE Act, but they still are applying it, through the little information they possess about it. Due to which there are many difficulties and resistances gets arisen, so therefore to lessen these problems it becomes utterly important for the teachers to get a thorough understanding of this subject. When the teachers are able to get a better understanding of this RTE Act, only then it is possible for them to implement it in an appropriate time.

ASER (2017) reported that 25 % of students cannot read and write basic text fluently, and cannot solve or understand the basic mathematic i.e. disappointment performance. Overall, the result revealed that after completing elementary school most children did not have age-appropriate knowledge and basic foundational skills of reading, writing or arithmetic.

Chauhan and Sati (2016) conducted a study about the status of RTE in Uttarakhand, India. It revealed that present educational level is not satisfactory in India as well in Uttarakhand rather other states of India and it was suggested that there is need to undertake serious monitoring and an effective information system was required for successful implementation of programmes.

Mahajan (2016) stated that there were significant progress in basic facilities in drinking water, separate boys-girls ' toilets ; For boys from 90.12 % in 2012 to 99.65 % in 2015 and for girls from 77.31 % in 2011 to 99.25 % and the drinking water facility also increased .

A study carried out by **Raju (2016)** to assess the awareness among upper primary school teacher. And found the significant difference about the RTE awareness in respect of male and female teachers, rural and urban teacher, and science and art teachers.

Shinde (2015) analyzed challenges for implementation of RTE for children with hearing impairment. This study was paramount in highlighting the problems regarding access to education or infrastructure facilities, along with problems being face by the principals for implanting RTE Act. After conducting the research, the researcher found that the principals haven't challenged during the admission procedure of CWHI but the principals face more challenges in placing CWHI in age-appropriate classrooms in Zila Parishad schools of thane district. The finding of this study highlighted that principals faced more challenges in providing basic facilities to CWHI than special facilities.

A study carried out by **Talluri (2015)** on “Attitude of primary school teachers towards the RTE Act, 2009.” The study consisted a random sample of 100 primary school teachers in rural and urban areas belonging to Guntur district, Andhra Pradesh. Data revealed significant difference between the attitudes of government and private male, female primary school teachers towards the right to education act.

Bhattacharya and Mohalik (2015) have looked into the problems that exist for the SMC members about the implementation of the RTE Act, 2009. The SMC members exist in the first place to build the gap between the community and the schools that are being run. According to the study run by the authors, it was found that 34% of the SMC members were of the view that the parents lack interest in terms of sending their

children to school and this serves as an essential problem in enhancing enrollment. On the other hand, 46% of these members stipulated that the poor quality of the teaching-learning process being dissipated also acts as a boulder when it comes to offering quality elementary education. Also, 50% of these members stated that the teachers at the school do not have the necessary skills and this has been a major impediment to comprehensively evaluate the functioning of the school. It was also found that 44% of members have come to an agreement that lack of knowledge amongst the members of the SMC has led to the absence of a School Development Plan. However, 34% of the members opined that a lack of funding keeps the SMC Members from formulating a School Development Plan. Thus, the research concluded on the note that it was required to motivate the members of SMC to take part in the activities relating to school like conducting admission drive, convincing parents to enroll their students in schools, working towards the development of the school infrastructure, work on the skills of the teachers and their punctuality and so forth. Also, if the SMC members or the parents do not have enough information about the Right to Education Act, 2009 then all efforts must be taken to make sure that people become aware of it.

Krishna and Mangesh (2015) conducted a study to look at the awareness of primary school teachers towards the RTE Act, 2009 and to compare the awareness of government schools' male and female schools teachers and private schools teachers and to discuss the role of teachers in implementing RTE. Data were collected by self-made questionnaires from 50 school teachers (25 male, 25 female) of Satara district included govt., private schools. It also found that male teachers are more aware than female teachers towards RTE. The findings of the study suggest that there is an undeniable necessity for a training programme to be conducted for teachers, to inform

them better about the right to education act. The government must organize seminars, conferences, in-service programmes, workshops, refresher courses, etc. to create awareness among female teachers.

Dhanavendan and Vakkil (2015) have conducted a study on “In-service special education teacher trainee’s perception about the right to education act” Present study explored ideas on RTE Act, special education, teacher trainee's perception, and awareness. The investigators used purposive sampling to collect data by self-administered questionnaire from 40 special education teacher trainees. The findings of the study revealed that there is no noticeable chasm between the perceptions of male trainees and that of female trainees about the RTE.

Manju (2015) studied on "Awareness about the right to education act (RTE) among parents of students belonging to Soliga Tribe" to understand the awareness about the Right to Education Act among parents of Soliga Tribe. Data were collected from 50 parents by interview schedule. And found that 64% parents were unaware of the RTE act. The author suggested that Orientation programmes, workshops and seminars should be organized to aware of parents and guardians about the RTE act.

Swain and Satapathy (2015) conducted a study on “Quality of elementary education in Nalagarh district of Odisha: an evaluative study”. Authors found that Different physical facilities such as adequate classrooms; furniture, drinking water, toilet, storage facility, and boundary wall were available in more than 66 percent of schools but playground and electricity were available in very few schools. Teaching Learning Materials such as blackboards, charts, maps, globes, and models were available in

almost all (100 percent) schools. Almost all the teachers (100 percent) used teaching Learning Materials to provide instruction to students. The paper also presented suggestions given by the teachers related to improving the quality of elementary education including -separate toilet facilities for boys and girls, provision of electricity in schools, playground, supply of newspapers, journals and magazines, provision of boundary wall, storeroom, appointment of more teaching staff and availability of staff quarters.

A study conducted by **Mahanandi** in the year 2014 portrays that the role of a teacher in the operation of the RTE Act 2009 is essential. Along with their duties, a teacher's knowledge and awareness about this programme are also necessary. The paper further focuses on measuring the awareness that is present amongst the teachers. To obtain this, a survey was conducted which was aimed at 50 primary school teachers who belonged from 10 schools located in Mahaboob Nager District. Amongst these teachers, 25 were male whereas 25 teachers were female and 30 of them were affiliated with government schools while the rest of 20 were a part of private schools. The conclusion derived from this study was that the female teachers are more familiar with the concept and exercising of the RTE Act as compared to the male teachers and also that the teachers who belonged to the Government schools are more aware in comparison to the teachers from the private schools. In addition to this, one of the other findings revealed that the teachers who are actively involved in the school activities as well as take part in several training programmes are more aware of the RTE Act. According to the author, it is a necessity for the headmasters along with the school teachers to be oriented on the RTE Act and get acquired with its objectives and

provisions. The sole reason for this being so that they accomplish the purpose of free and compulsory education.

Reddy's paper (2014) consisted of historical perspectives and gives a brief outline along with the important features of the RTE Act. The highlights of this paper are done on the issues that occur during the implementation of this act, and it has also recommended the steps which can be taken by the Sarva Shiksha Abhiyan along with the managing committees of schools to solve the problems and provide quality education. Furthermore, the author focused on the concerns that are related to the framework of and the funds that are directed towards schools and also the issues regarding the 25% reservation in private schools. As per the fundamental rights that are mentioned in the Constitution of India, every child is liable to be provided with education. The RTE Act can be aptly implemented by the teachers who are present in schools and society. Although the RTE Act can be appreciated for showering its responsibilities on the teachers by making use of fairly specific terms, it is also important to analyze the situations and alertness that is present regarding the RTE Act amongst the schools and the involved authorities.

Likewise, a paper written by **Deepthi** (2014) states that RTE Act has focused on and delves into the level of exercising this act. Along with it, it has also evaluated the knowledge and understanding that can be found amongst the teachers, parents as well as the students about the provisions of the RTE. Furthermore, it has explored the problems and the challenges that come across a teacher while implementing this Act. For the attainment of a valid result, the whole nation must come together and work in coordination with each other. It is also required of the various agencies to cooperate among themselves for the upliftment of this act. Education is intrinsic to the

community and society. A school is considered to be a place where its learning plan is deliberately designed in a way so that its outcome could benefit society. Schools are required to cooperate with their surroundings as well as the community where it has been established.

A paper done in focuses on the importance of community in exercising of the RTE Act (**Babu, 2014**). The community usually engages a large group of people who can be found within a recognizable confine. These people are bound together by socio-economic and various activities that are held among the members of the community which in turn brings harmony and helps in the development of a recognizable identity as a group. Community possess a great force of education thus the people of the society should always make sure that they understand this as well as work along with it. A quality education comprises of appropriate accommodations, enough number of teachers who are qualified, various educational programmes which would give standard learning, and the development of committees in schools who are liable for its management and monitoring of its functions. The RTE functions with the sole purpose to make sure that the schools are well equipped with essential human, financial as well as physical sources so that all the children who lie between the ages of 6 to 14 years are provided with compulsory elementary education.

Antony and David (2014) conducted a study to know the impact of various schemes adopted by the government to make strengthening elementary education. Data were collected by secondary sources i.e. research reports research articles, newspaper etc. The study showed that the number of children particularly belonged to disadvantaged groups and weaker sections, the dropout rate was high at elementary level and quality

of learning achievement is not satisfactory of those children who complete elementary education.

A paper that was written by **Abbas (2014)** focused on the functions and the duties of private schools that come under and follow the RTE Act. The study aims to check the effectiveness of the provisions which oblige the private schools about the RTE Act. It has also studied the difference in the responsibility of the state and the autonomy with which private schools operate. The outcome of this study signified that for the productivity of this implementation the schools must follow a fair means of selection along with an evaluation system that is transparent and has a secure payment structure. For the reservation in the private schools, it is also required of the government to take strict action and implement the system in a way that it becomes beneficial to the 25 percent of the disadvantaged groups.

Das (2014) found that more than half of the objectives stipulated in the RTE Act have been implemented; however, there are some objectives which the area is struggling to achieve because of the issues that arise like a lack of communication facility or proper management or leadership. Also, it was observed that the objectives were battling to be met because of the lack of proper finances. The author came up with a measure to resolve the problems so that the goals framed in the Right to Education Act, 2009 become easily achievable.

A study was conducted by **Chandrappa (2014)** on "RTE-Elementary Education: Backbone of the Education system." The study revealed that the private sector has played a significant role in improving the education system. Students' growth in number and quality education is much better than government schools. To get quality

education effective implementation of the RTE Act is needed. There are several issues can be resolved through legal recourse or policy changes or rolled out the Act.

Malakar and Mahato (2014) conducted a study to see the status of the RTE Act, 2009 in Tripura. The present study explored the ideas on 4A's framework. The aim of the RTE Act is to make drop-out free elementary education for every child under the Act. The data revealed that there is a high enrollment of girls near about 50% of the total enrollment in both primary and upper primary levels. Besides these children from socially backward families were also substantial in number in comparison to their population size. The study suggests that to get quality education, a quality teacher is very essential. Therefore professional training should be given to teachers for ensuring quality education for all at the elementary level.

Kaur (2014) highlights the issues and challenges related to the universalization of elementary education. It revealed that there are a lot of challenges in implementing the RTE Act 2009. These challenges are financial, qualified teachers, infrastructure facilities, out of school children pupil – teacher ratio, Gender disparities in Education, Lack of Co-Ordination between Various Implementing Agencies, lack of awareness, school management committee, Socio-Economic and Regional imbalances in Education etc. According to the Census 2011, the literacy rate of rural women is still 58.75 which is much below in the states like Rajasthan where rural female literacy rate is merely 46.25 percent (Census 2011). The latest survey conducted in Punjab to set goals to comply with RTE, 50,000 children are out of school now. There are more than 12 million children in India (these are just official figures and in reality, the number may be much more than this), who are engaged in child labor. UNICEF (2013) reported that Eight million children never stepped inside a school and 80

million comprises dropped out and at a risk to be dropped out without completing basic schooling, 41% of children dropped out before elementary level.

Kales and Thakur (2014) attempted a study on “Challenges Confronting Right to Education Act-2009 and Implementation” to explore the ideas on Right to Education Act-2009, its Salient Features, and Main, Challenges of Implementation. The present paper discussed the responsibilities and duties of appropriate government, state commission, the National or state advisory councils, SMC, schools, teachers. Besides it, it also focused on the problems prevalent as Human resources & Physical infrastructure. Findings of the study revealed that more than 50% of schools were not equipped with the physical infrastructure and human resources, essential to be categorized as disabled-friendly, and 9% of the elementary schools were still being run by a single teacher.

The study carried out by **Lal (2014)** with the main aim to compare the awareness of male and female teachers in rural as well as urban areas towards the RTE Act. The findings of the study revealed that male teachers who hail from rural areas are aware of the RTE Act when compared to their female counterparts. On the other hand, in the urban regions, female teachers are well-versed about the RTE Act as compared to the male teachers.

George (2014) attempted a study on “Parental Awareness of Right to Education Act 2009” consist of 50 samples of parents through snowball sampling. Information collected by an interview schedule to assess the awareness of parents on the Right to Education act 2009. Results of the study revealed that there are low levels of

awareness on the RTE Act among these parents, 62% of the parents were not aware of the RTE Act, 2009.

A study performed by **Kalyani (2014)**, has mentioned that the RTE Act is assistance that serves as a foundation to make sure that each child gets a quality elementary education. Furthermore, this can be obtained with the contribution of the state along with the community and the responsible families. The paper aims its attention on the exercising of the RTE Act as well as the complications that come along with it. A right to compulsory education is at the disposal of all the children who belong to the age group of 6 to 14 years. According to this act, children admitted to government schools are not liable to any direct or indirect fee. Since the government has brought about the legislation of the RTE Act, they are bound to offer free elementary education. It has become an ideal platform for outreach to the children who are not provided with the privilege of quality education. Along with education, the RTE Act also aims at standards of teaching and quality learning which can only be acquired with efforts and considerable reforms. Many challenges have come across while implementing the RTE Act, this includes lack of efficient teachers, placement of schools in the neighborhood, lack of assistance from the private schools, installation of appropriate foundation and legitimate procedures that are carried out for the admission of children in the schools. The problems that are being met with the enactment of this legislation will be done away with once the stakeholders become dedicated to their tasks and work in coordination with each other. It is not only the obligation of the central and the state governments but the whole nation is equally liable for the upliftment of this subject which will bring about a significant improvement in the goal so set.

National Achievement Survey (Cycle 3) (2014) conducted by NCERT to analyze the performance of students in mathematics and language subjects. NAS comprise the sample of 104374 students in 7046 schools operational in 34 states and Union Territories. The finding of NAS revealed that on average the children scored 64% and 66% in Language and Mathematics respectively and over two-thirds of children are scoring higher than 50%. Improvement is warranted, particularly in developing skill-sets in children like-listening and reading with comprehension in terms of languages and recognizing place value, and ability to subtract and divide in case of mathematics.

Ojha (2013) was of the view that there is little progress that can be observed in the dissipation of quality education and increment in the enrolment rate in the education sector of Haryana despite it being two years since the implementation of RTE. A similar trend has been put forward when it comes to the understanding of the act. The paper puts forward certain recommendations and calls to expedite the intervention made by the government to operationalize the act.

V P and Jha (2013) evaluated how successfully the RTE Act is being executed in the panchayat. The study put across the fact that no state authority had ever visited to supervise the Act's implementation since the Act has been put into practice in the Gram Panchayats. The requirements stated by the SMCs have not attained enough attention from the self-government that functions in the local areas. The study also revealed that none of the teachers have received the benefits of a comprehensive training programme meant to improve the quality of education being dissipated under the RTE Act, 2009. Also, the panchayat stated that they have not received any grant of the sorts to execute the provisions expressed under the RTE. They have conferred a sum of 6 lakhs on an annual basis from which a sum of 5.7 lakhs is taken away stating

that it is required for paying for water and electricity; thus, leaving little money behind to fund education.

A study conducted by **Soni and Rahman (2013)** on the status of implementation of RTE Act 2009 for underprivileged Children at elementary level. This study aimed to analyze the current state of compliance of various provisions of RTE Act 2009 in states and UTs for CWSN and underprivileged children, and also to find the challenges facing states/UTs to implement the Act. This study explored in detail the difficulties in the proper implementation of the Act. States, UTs, districts, and schools were shortlisted using purposive sampling. In the Selection of respondents stratified random sampling was used. The result revealed that there were several important variables that are associated with difficulties in fulfillment of RTE act-poor infrastructure, non-availability of special aids, shortage of special teachers, not suitable wheelchair users are not, parents are not aware of the various provision of RTE Act. (JHARKHAND, KERALA, ORISSA, GUJARAT, ANDHRAPRADESH, UTTARAKHAND, ANDAMAN AND NICOBAR ISLANDS, PUDUCHERRY).

The Indian Express (2013), Human Resource Development Minister, released the ASER report; but, he held the view that the declining learning levels were not subject to CCE. Nonetheless, he also stated that he has observed a trend wherein the parents of the students have come to him requesting to do away with the CCE. The CCE was developed, in the first place, to reduce the amount of stress that is levied upon the students. It aims to change the marks to grades and takes into account co-curricular activities apart from the academics. Also, the RTE Act has stipulated that up to class 8, no student shall be detained and this policy has been attacked by several state

governments; thus, a Central Advisory Board of Education (CABE) committee is analyzing the problem to come up with a solution.

Gadam (2013) conducted a study which helped in devising a relationship between the work experience of a teacher and the awareness they hold with regard to the responsibility they are conferred under the Right to Free and Compulsory Education Act. The study also analyzed the impact of the qualification of a teacher on the accountability they hold. The findings showed that the teachers who have had work experience in the past, have a higher level of awareness of the responsibility that has been handed over to them under the RTE Act, 2009 and the ones with no, or some, work experience had lower amounts of knowledge with regard to the said matter. It was also found that the educational qualification of a teacher has a substantial impact on the awareness of the responsibility of the teachers stipulated under the RTE Act, 2009.

The Indian Express (2013) an article reports a speech by Union Human Resource Development minister M Pallam Raju who stated that the government intends to provide an education that has held the terms of quality and improve the capacity building in the upcoming future in high regard. He mentioned that ever since the Right to Education Act has been legislated approximately 230 million children have been admitted to schools. The approval of this **RTE Act (2009)** has marked itself as a memorable and remarkable moment for the children of India. However, the concerns and challenges associated with it cannot be ignored.

Ghosh (2013) has conducted a study on "Right to Education Act 2009: Issues & Challenges". This research paper revealed various issues related to the various

provision of RTE Act, 2009. The paper suggests that there is the need to work together properly i.e. the central and state governments, Community participation, coordination among different agencies and functionaries should be involved for proper implementation of RTE Act, 2009.

A newspaper reported the fact that there are over 90% of the city schools which have still not met the infrastructure norms that have been mentioned under the Right to Education Act 2009, and the schools which were blacklisted with regard to this have been granted another chance. The education department had stipulated that the schools have been provided two months to make amends or else their recognition will be rescinded. According to the RTE act, schools were meant to abide by the ten rules mentioned in the act by the 31st of August, 2013. "The majority of the schools have not fulfilled these norms. It would be impractical to derecognize them all. Hence the extension has been given," said Mahavir Mane, state director of primary education for it was found that 1600 out of the 1703 schools had not met the rules. The same paper stipulated that according to data collected on the 20th of July it was found that 103 schools in the city satisfied the norms of society. It also throws light upon the fact that the majority of the schools have not implemented two to three criteria according to the RTE Act. Mane, however, stated that the schools have been given time to make the necessary amends. Although the schools have been relieved – they think that the time may not serve to be enough. The schools which have been pointed out for having classrooms smaller than 400 square feet will not be able to satisfy this criterion. They cite the following reason "The BMC is not permitting to expand the classrooms. Most of the classrooms are built according to the rules before RTE," said Prashant Redij, vice president of the association of private schools." (Pednekar, 2013)

Siddiqui (2012) reported that ever since the RTE Act has been legislated, the student-teacher ratio has taken a hit. The school board chairperson Dr. Jagdish Bhavsar concurs with the said problem and states that there exists a shortage of teachers. However, he is of the view that the recruitment schedule prevalent is in line with the period which corresponds to the pre-RTE situation. Since RTE has been enacted, the pupil to teacher ratio has changed and; thus, a crisis concerning the existence of teachers in the spectrum exists. He also mentioned that this problem needs immediate attention.

According to ASER (2012) the school enrolment rate has increased to 96 percent but the number of dropouts has also increased from 3.3 percent to 3.5 percent – this number is slightly higher in case of girls (hailing from the 11-14 year group) at 6 percent from the 5.2 percent which prevailed in the year 2011. Also, findings indicate that private schools are more preferred because their enrolment rate stood at 28.3 percent in 2012 as compared to 18.7 percent in 2006. According to the trends, ASER has predicted that not less than 50 percent of the children in India are prone to studying in private schools. It also found that in the year 2010, 46 percent of class 5 students could not read a textbook that belonged to grade 2. This number has increased to 53.2 percent in the year 2012. It was also found that the students faced problems when it came to mathematics, especially arithmetic, wherein 46.5 percent of class 5 students were not able to solve a simple subtraction exercise of two digits without the process of borrowing in the year 2012, which has increased from the 29.1 percent prevalent in 2010. As a matter of fact, apart from the states of Andhra Pradesh, Kerala and Karnataka, all the other states have seen a drop in the arithmetic proficiency levels, according to ASER 2012.

A study run by **Rajput and Aziz (2012)** revealed that a significant lack in the awareness about the subject matter existed and barely any parents living in the slums had heard about such a scheme. Thus, the study reiterated on the fact that the individuals needed to spread awareness about the RTE Act, 2009 beginning from the urban slums to the entire urban area.

A study carried out by **Debbarma (2011)** found that private schools have opposed the reservation policy mentioned under the RTE Act, 2009 owing to the opinion that the students from the disadvantaged sections of the economy may not be able to cope up with the environment perpetual in the private schools.

Mishra (2011) administered research intending to delve into the problems that the government schools, operating within a 10 km radius of Bhubaneswar city, were facing. The findings of the study displayed that the parents had information about the provision of free elementary education for children aged 6-14 years. However, they were not aware of the compensation the students would be paid if they attended school. It was also found that the head teachers of the school had little knowledge about how a child exceeding six years of age is to be enrolled in the school or whether it is in the scope of the school to enroll a child who does not have a transfer certificate and so forth.

Reddy and Sinha (2010) conducted a research which has attempted to figure out the intensity of the problem associated with dropouts. It has examined the common reasons which pertain to the dropping out of students citing poverty, child labor, the lack of interest amongst parents and limited credit as the most common ones. The authors are of the view that existing studies lack insight about the rules and

procedures at schools which lead to the pushing out of students from their schools. The authors have stipulated that a lack of a definite norm in the society has been a major impediment in the child's route to attaining their right to education. The paper has also mentioned an experiment carried out by the MV Foundation in the Shankarpalle Mandal, Ranga Reddy district, Andhra Pradesh, wherein an overhaul was brought about the rules of the schools to ensure that all the children remained in school to complete their primary education.

Singh (2010) authored a research paper that collected the data about the exercising of rules that have been stipulated under RTE and by the government. Thus, various visits were conducted to recognized and unrecognized schools in the Shahdara district. It was observed that even if these schools did not meet the norms, the parents continued to send their students to the schools. They preferred the unrecognized schools than any other recognized institute because of the low fees being charged by them. The teachers at unrecognized institutes were shown to be passionate about imparting education amongst the children. The authors of the paper are of the view that even though it is in line with the best interests of the school to gain recognition, it in no way means that all the unrecognized schools need to be shut down.

A study carried out by **Mehta and Kapoor (2010)** throws light upon the various issues that exist in the exercising of the act about the responsibility the government undertakes. It put forward that India has been struggling with various issues that have a direct impact on the country's educational status; nonetheless, the existence of School Management Committees is an important milestone that has been achieved by the RTE Act to bridge the gap between parents and schools. Thus, the authors have

opined that the RTE Act is a step forward towards achieving Millennium Development Goals.

2.3. Research Gap

Here, the review of the related literature on the present study throws light on the various researches conducted on the Right to education Act, 2009. It found that there is still a big question mark prevails on its applicability keeping in mind the increasing enrollment in private schools and decreasing enrollment in government elementary schools. Besides it, quality learning/education and absenteeism among students also challenges. RTE act aims at ensuring the quality of elementary education provided to all the students in India, although it cannot be assumed that this act has excelled all the flaws. RTE has gained importance in a variety of researches made priory. Most of the researches have been made to understand its challenges in terms of awareness and implementation. A lot of studies carried out on single stakeholder and single parameters, addressed such as duties & responsibilities, awareness, status of school norms, availability of basic facilities and implementation of SMCs etc. Some of the researches have covered its implementation in the primary schools of Delhi, its awareness among trained school teachers in Delhi and more likely topics. The researcher found only four or five studies which were based on the implementation of school's norms, issues and challenges, functioning of school management committee relates to Haryana context. But not comprehensive studies have been conducted to know the status of implementation of RTE Act, 2009 in the context of Haryana as well as Mahendergarh district which can provide the holistic understanding about the act.

This research is conducted to understand and present the current situation of RTE act in the rural elementary schools of Haryana in Mahendergarh district operated by the government. This research has carried out to evaluate the implementation of RTE Act,2009 that it is going on satisfactorily or not satisfactorily , what extents it has been successful to implement the school's norm and standards , what extent it has been successful to achieve the desired goals of providing quality elementary education to all children.

As per the agendas of this research, one can briefly understand the implementation and execution of RTE in the rural government schools of villages in Haryana. The research aims is to uplift the problems and challenges faced by the functionaries and beneficiaries in the respective area and make them aware of the provisions and rights are given to them for their betterment. This research is conducted to motivate the users of RTE to actively participate in enforcing these rights and leverage the benefits of provisions mentioned in the act. Instead of just deriving the statistics based on the performance of RTE, this research focuses on raising the quality and standard of the education provided in rural government schools of Haryana. The agenda of this research is to make parents, SMC, local authority, teachers, head teachers and students aware of their rights so that they can give themselves a base of bright future by the help of standardized elementary education.

Table No. 2.3.1. Research Gap

Authors	Research Objective	Main Findings/Gap
Krishna et al.(2020)	To examine the implementation of various provision of RTE Act, 2009 in A.P.	It showed that PTR is 1:11, not as per RTE norms, 56% teachers were engaged in other activities except teachin but around 80 per cent schools have infrastructural facilities.
Kaur (2019)	To study the perceptions of elementary school Heads and Teachers towards the implementation of RTE Act, 2009 in the district of S.B.S. Nagar, Punjab.	It found that there were not significant difference in the perceptions urban and rural heads &teachers but teachers have more favorable perceptions than the heads.
Shrivastava (2018)	To study the awareness of SMCs towards their role and responsibilities related to RTE	SMC were aware of the rules laid by RTE and performed their responsibilities properly.
Mohalik (2018)	To study the status of implementation of the RTE Act 2009 and issues in its effective implementation.	Most of the provisions relating to school provisions not fully implemented. So, it was suggested that for the effective implementation of Act, all the stakeholders must work together.

<p>Sethi and Muddgal (2017)</p>	<p>To study the knowledge of teachers about the RTE Act</p>	<p>It showed that there were several numbers of teachers who not have clear idea and not aware to fullest extent about the RTE Act, 2009.</p>
<p>Mohalik (2017)</p>	<p>To study the awareness of head teachers and School Management Committee members in the implementing RTE, Act, 2009 in the state of Odisha.</p>	<p>Majority of head teachers and School Management Committee members were aware about RTE Act, 2009.</p>
<p>Mahajan (2016)</p>	<p>To study the availability of basic facilities i.e. separate toilets for boy and girls ,water facility</p>	<p>It showed that after the implementation of act, there was significant progress in the basic facilities like drinking water, separate boys-girls’ toilets during the years 2011-2015.</p>
<p>Krishnarao and Mangesh (2015)</p>	<p>To examine the awareness among school teachers regarding RTE and to derive a comparative analysis of male and female teachers regarding the concerned domain. Also, to discuss the role of teachers regarding act.</p>	<p>The male teachers were comparatively more aware in comparison to female ones, there was no major difference in the awareness levels of teachers from government and private schools.</p>
<p>Manju (2015)</p>	<p>Ro study the parental awareness for RTE act in Soliga Tribe</p>	<p>The awareness amongst these parents was significantly low.</p>

<p>Shinde (2015)</p>	<p>To study the challenges faced by principles while implementing RTE for children with hearing impairment.</p>	<p>There were problems regarding access to education or infrastructure facilities, along with problems being face by the principals for implanting RTE Act. Due to lack of resources principals face more challenges in placing CWHI in age-appropriate classrooms.</p>
<p>George (2014)</p>	<p>To assess the awareness of RTE Act 2009 amongst the parents</p>	<p>The awareness is very low amongst the parents.</p>
<p>Thakur (2014)</p>	<p>To examine the awareness of RTE among trained teachers from the rural and urban areas. Also, to compare the level of awareness between male and female teachers.</p>	<p>Considering the elementary trained teachers, no difference was found among males and females teachers. However, when compared to rural trained teachers with urban trained teachers, there was a significant differentiation. Certainly, urban level teachers were found to be more aware of the RTE and its concepts than rural teachers.</p>

<p>Soni and Rehman (2013)</p>	<p>To examine the provisions made in RTE for children with disabilities or disadvantages in various states and UTs. To study the challenges faced by states and UTs for implementing these provisions.</p>	<p>The findings resulted in various challenges that restrict RTE to get implemented effectively. These barriers or constraints are in-apt infrastructures, lack of special teachers, unavailability of resources like wheelchairs, etc.</p>
<p>Rajput and Aziz (2013)</p>	<p>To assess the level of awareness amongst urban slum dwellers</p>	<p>Only 5% of the parents were aware of their duty to send their students to schools. Only a few people had heard about the act and most people were not aware of the basic provisions of the act.</p>

2.4. Conclusion

On the basis of reviews study, it can be said that there were a lot of study has been conducted on the aspect awareness regarding RTE Act, 2009 among different stakeholders like parents, elementary teachers, head teachers, SMCs (Gadam, 2013; Chandrappa, 2014; V P and Jha, 2013; Raman et al, 2017); reported that all stakeholders are not fully aware about Act. Besides it a lot of study carried to compare the awareness level of elementary teachers in the context of rural & urban, art & science, male & female, teachers and head teachers (Lal, 2014; Kumar, 2014); few studies reported that there is significant difference about awareness among male - female teachers, rural-urban teachers, science - art teachers and few studies show that there is no significant difference. Some of the investigators have attempted the study

on issues & challenges and problems faced by different stakeholder (Bhattacharya & Mohalik, 2015; Deepthi, 2014). However there were lack of comprehensive studies regarding to all stakeholders as teachers, head teachers, parents, SMCs, local authority, education authority like ABRCs, BEO and students. There were few studies on major stakeholders like teachers, head teachers, SMCs (Balmiki, 2017; Mohalik, 2017) but all stakeholders were not addressed. Few studies have attempted to know the status of implementation of the Act in different states and districts (Das, 2014; Raman, et al, 2017; Mohalik, 2018). It shows that there were not comprehensive studies found on the status of implementation of the RTE Act in the state of Haryana; hardly done a study on RTE Act, 2009 in the context of Mahendergarh district state Haryana, India. So, the researcher has come to know about a research problem by the reviews studies and researcher decided to conduct a study on **“An evaluative study of RTE Act, 2009 in the adopted villages of Central University of Haryana”**.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides the justification for planning process of conducting this particular research study i.e. why you have chosen particular methods, design of the study, sample, development of tools, procedures of the study and methods of data analysis. Research methodology describes the area where the study has been conducted, what the study design is, what the population in study is, what type of samples have been taken, what type of instrument has used, what the procedure of data collection is and how the data was analyzed. The research methodology is the important and essential part of the research because the whole research revolves around this part i.e. Methodology. Methodology provides the right direction to research to explore and to understand the particular research problem.

3.2. Research Design

The purpose of the current study is to evaluate the status of implementation of RTE Act, 2009 that what extent it has been successful or not successful to achieve the desired goal of RTE Act, 2009; what extent it has been successful or not to provide satisfactorily quality elementary education to all children of the age 6-14 years. Therefore, the present study is designed as a descriptive evaluative study which is valuable for to evaluate a policy/programme and making a judgment about the effectiveness of the implementation of policy/programme/ RTE Act 2009. Qualitative approach adopted to obtain in-depth and breadth information, to support and to

evaluate the programme of RTE Act, 2009. Qualitative approaches afford the researcher to explore, describe or evaluate a phenomenon in contextual condition using variety of data sources. It provides explanatory information. Here, the researcher has used constructivist paradigm to capture the perspectives of participants (functionaries and beneficiaries). According to stake (1995) and Yin (2003), Qualitative approach leads constructivist paradigm claims that truth is relative and dependent on one's perspective. Constructivism is built upon the premise of a social construction of reality (Searle, 1995). It useful for making close collaboration between participant and researcher and motivates the participant to express and describes their views of reality for better understanding the participant's action or case. Qualitative data demand to the investigator to go into the field and to capture what is happening (Patton, 2002, 3rd ed.). In the present study, keeping in the view of nature and objectives of the study, Participants were purposively selected and survey method used to collect primary data. In the following sections, research design has been explained in detail which includes: study population, study sample, method, development of tools and the statistical techniques used for the analysis.

Table No 3.2. 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

3.2.1. Population of the Study

Population of the study consisted of all stakeholders (elementary head teachers/headmasters, teachers, SMCs members, local authority members, ABRCs, BEO and parents and students of class 5th and 8th) under RTE Act, 2009 which belong to nine government elementary schools (3 lower primary school and 6 upper primary school) of six villages (Jant, Pali ,Malra ,Dholi, Lawan ,Bhurjat) which were adopted by Central University of Haryana on the dated 7th July 2015. There were nine government elementary schools which were located in these six villages. Here, the

researcher selected those participants who belongs to nine government elementary schools under the RTE Act, 2009 as stakeholders/ functionaries and beneficiaries. In the case of the number of students in class 5th and 8th were taken on the basis of school record because there was the difference in the number of enrolled students between the school record and online record; online record was showing the number of enrolled students more than the school record.

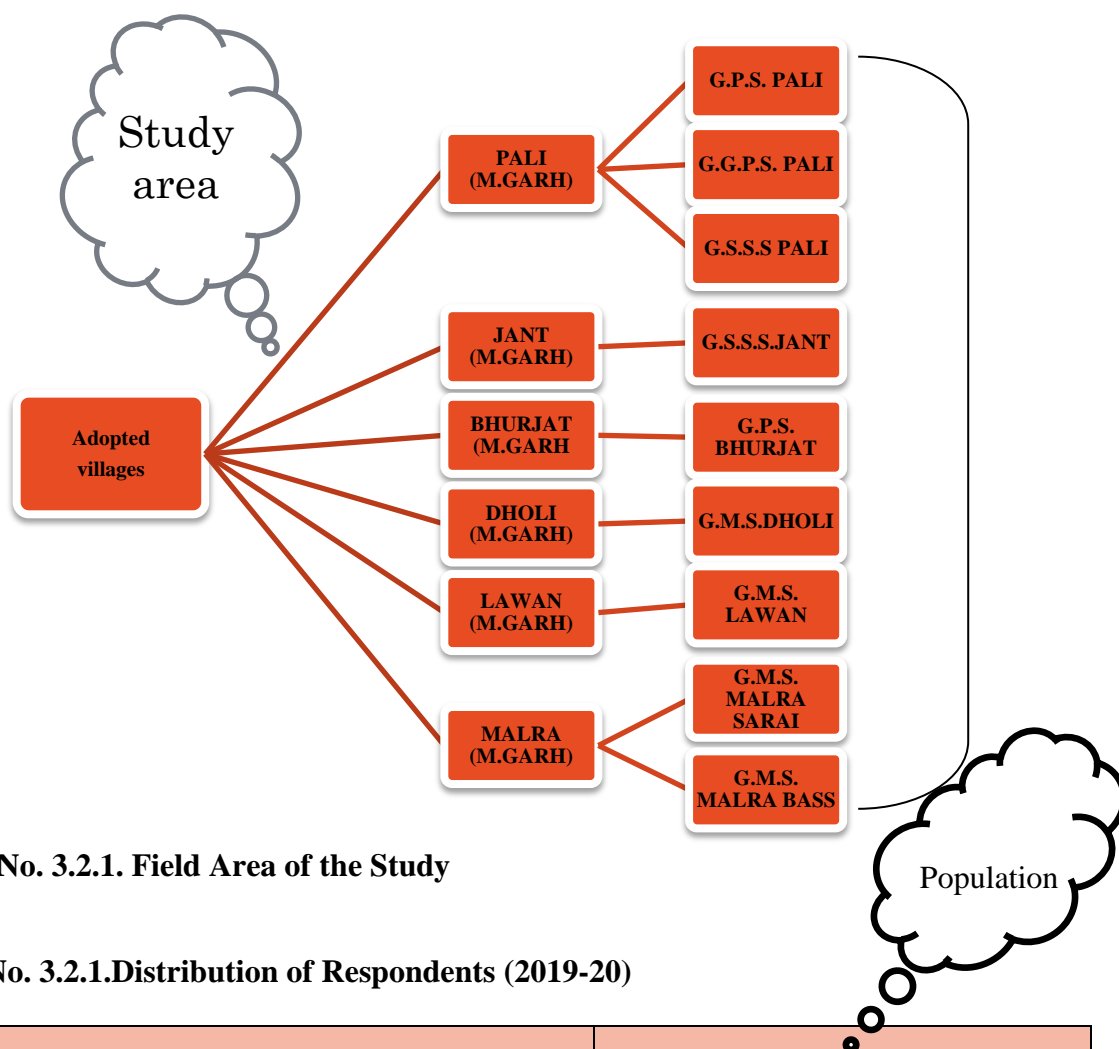


Figure No. 3.2.1. Field Area of the Study

Table No. 3.2.1. Distribution of Respondents (2019-20)

Stakeholders/functionaries and beneficiaries	Population of nine schools
Parents	839
SMC members	168
Head teachers/Head masters +Teachers	12+55=67
Local authority	6
Education Authority (ABRCs, BEO)	4 (3-ABRC, 1-BEO)
All Students of class 5 th and 8 th	192

3.2.2. Sample of the study

The present study consisted a sample size of 382 includes 60 head teachers/teachers (48 teachers, 12 head teachers /headmasters), 60 parents, 60 SMCs' members, 6 local authority members, 3 ABRCs and 1 BEO, 192 students of class 5th and 8th. For this study, the researcher took a purposive sample who were directly or indirectly involved as stakeholders in the nine government elementary schools under RTE Act, 2009. The researcher selected purposively 10 parents and 10 SMCs members from each village on the basis of availability during data collection time. There were six local authority members (head/sarpanch of village) - one head of each village was selected. There were three ABRCs who visited these nine government elementary school of six adopted villages and one BEO who belong to the block of Mahendergarh district. All students of class 5th and 8th were taken. The participants are purposively selected.

Here, researcher uses the term Head teacher instead of the term headmaster. There were head teachers for lower primary and ESHM (elementary school head master) was for upper primary but both play the duty of school administration as well as also the duty of teaching. So the researcher has used the word 'head teacher' in the present study.

Table No.3.2.2. Sample of the Study

Categories of Respondents	Sample size	Respective Office/ Place
Head teachers/Head masters	12	Head teachers from nine schools
Teachers	48	Teachers from nine schools
Parents	10 *6= 60	Ten parents from each village
SMCs members	10*6= 60	Ten members from each SMCs
Head of villages/local authority members	6	Head/Sarpanch of villages
ABRCs	3	ABRCs
BEO	1	Mahendergarh block
Students of 5 th standard	78	Students of class 5 th from nine schools
Students of 8 th standard	114	Students of class 8 th from nine schools
Total	382	

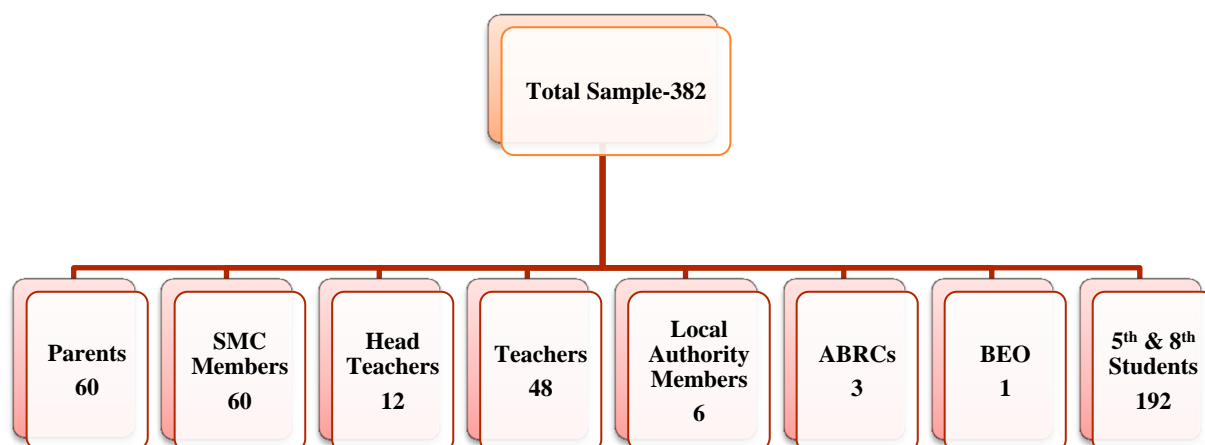


Figure No. 3.2.2. Sample of the Study

3.2.3. Research Method

The current study is descriptive in nature and keeping the view of nature of the study the researcher has used descriptive survey method. Survey method is the major mode of primary data collection from the primary sources and the primary sources were the real respondents of the selected nine government elementary schools. Hence, to collect the primary data, the researcher has used the qualitative techniques i.e. semi-structured interview, observation checklist while secondary data was collected from online mode as well as offline mode such as; newspapers, various research reports and statistics released by Education Department, newspapers, scholarly articles etc.

3.2.4. Research Tools

The Researcher has developed self-administered tools. For the development of tools, the researcher through the Gazette of India on RTE Act, 2009 has identified the key provisions incorporated in the Act regarding school's provisions and regarding the different stakeholders' roles and responsibilities, developed under the guidance of

supervisor. Then, the following sets of interview schedules, one observation checklist and achievement tests for the class 5th and 8th students were prepared:

- (i) Observation checklist for school norms & standards (Availability of Physical and Human Resources).
- (ii) Interview schedule for the head-teachers.
- (iii) Interview schedule for Teachers.
- (iv) Interview schedule for SMCs members.
- (v) Interview schedule for Parents.
- (vi) Interview schedule for Local Authority.
- (vii) Interview schedule for Education authority (ABRC, BEO).
- (viii) Achievement test for the class 5th students.
- (ix) Achievement test for the class 8th students.

Table No. 3.2.4. Detail about the Tools of the Study

Sr. No.	Tools of the study	Dimensions covered	Type of data collection
1.	Observation checklist	School's provision (Availability of Physical and Human resources)	Quantitative data (school record and observation)
2.	Interview schedule for Head-teachers	<ol style="list-style-type: none"> 1. Awareness 2. Administration and Management 3. Ensure evaluation system to assess learning capacities 4. Completion of curriculum 5. Participation in teacher- training programmes 6. Deployment in non- educational work 7. Remedial teaching for weak students 8. Others additional information 	Qualitative data (by Personal interviews, field observation)

3.	Interview schedule for Teachers	<ol style="list-style-type: none"> 1. Awareness 2. Completion of curriculum 3. Participation in teacher- training programmes 4. To ensure evaluation system 5. Deployment in non- educational work 6. Remedial teaching for weak students 7. Others additional information 	Qualitative data (by Personal interviews, field observation)
4.	Interview schedule for SMCs	<ol style="list-style-type: none"> 1. SMC meeting attended 2. Involvement of SMCs in SDP 3. Participation in Training programmes 4. Monitoring (school visited) 	Qualitative data (by Personal interviews, field observation)

5.	Interview schedule for Parents	<ol style="list-style-type: none"> 1. Ensure regular attendance 2. Parents' Negligence towards children's education 3. Others additional information 	Qualitative data (by Personal interviews, field observation)
6.	Interview schedule for Local Authority	<ol style="list-style-type: none"> 1. Awareness 2. Administration and Management 3. Monitoring of school functioning (school visited) 	Qualitative data (by Personal interviews, field observation)
7.	Interview schedule for education authority	<ol style="list-style-type: none"> 1. Awareness 2. Monitoring (school visited) 	Qualitative Data (By Personal Interviews, Field Observation)
8.	Achievement test for the class 5 th and 8 th students	To assess 3R's-reading, writing or arithmetic as well as grade-level competencies of class 5 th and 8 th students.	Quantitative Data [Categorized children in L ₀ , L ₁ and L ₂ ; according their learning outcomes].

3.2.5. Description of Research Tools

1. Observation Checklist

An observation checklist has framed consisting 28 items to know that all the sampled school fulfills the school's norms and standards for infrastructure development and maintenance as per the RTE Act, 2009. The RTE Act, 2009 establish the norms and standards for the government elementary schools under the sections [19, 25(1, 2)]. The copy of the checklist is attached as **Annexure-A**.

2. Head-teachers' Interview Schedule (Dimensions and Items): Annexure-B

Head teachers' schedule is divided into three Sections: Section I, Section II and Section III. Section-I consists of profile of respondents regarding socio demographic variables such as age, gender, educational qualification, designation, job place etc. Section-II describes the awareness /knowledge about RTE Act, 2009 among Head teachers. Section-III has two parts: Part I & Part II. Part I consisting various items under the different dimensions of Head teacher' roles & responsibility and Part II consisting other additional information. The schedule consists of forty two items cover the major seven dimensions and other additional information which explained below:

- i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of Act, 2009 are what you know about RTE Act, 2009; what are the responsibilities regarding head teachers under RTE Act, 2009; Do you have knowledge about different related provision regarding different other stakeholders like parent, teachers, SMC etc.

- ii) **Administration and Management:** This dimension is covered by the items are ensuring enrolment, demands birth certificates or not during admission, Fee is taken during admission or not, Screening procedure for guardian held or not, Admission test for students is conducted or not, Admission opened for whole year or not, Age appropriate class wise admission has been ensured or not, ensuring free education or not, Adequate Teaching Learning Materials (TLM) for all classes (1st-8th), Medium of instruction in school (Hindi) , Adequate teachers for all classes (1st-8th), Trained and well qualified teachers appointed in school, Pupil Teacher Ratio as per act, 2009, Schools have School Management Committee etc.
- iii) **Complete Prescribed curriculum:** The dimension ‘Complete Prescribed curriculum’ is covered by the items are Complete Prescribed curriculum in specific time or not completed , after complete the syllabus how many times it revised or not revised, prescribed curriculum is need to changement or not, helpful in all round development of a child or not.
- iv) **Ensuring evaluation system to assess learning capacities of children:** The dimension is covered by the information of assessment system of student’s learning capacities.
- v) **Participation in teacher- training programme:** The dimension is covered by the items are training programme attended or not attended, training programme useful or not useful.
- vi) **Deployment in non-educational work:** The dimension ‘Deployment in non-educational work’ is covered by the items are non-academic

activities played; types of non-academic roles played, satisfy with non-educational work or not satisfied.

- vii) **Learning Enhancement Programme:** Items covered under the dimension LEP are what steps are adopted for weak children in study by teachers, regular extra classes are given for LEP or not given, weekly extra classes given or not given.
- viii) **Other additional information:** The head teacher schedule also explore the information about Pupil-teacher ratio, Availability of teaching-learning equipment in the classroom, implementation of ICT, punishment should be given as required or not given as required , No detention policy, Need of mid-day meal or not need etc.

3. Teachers' Interview Schedule (Dimensions and Items): Annexure-C

Teachers' schedule has three Sections: Section I, Section II and Section III. Section-I consists of profile of respondents regarding socio demographic variables such as age, gender, educational qualification, designation, job place. Section-II describes about the awareness and knowledge of RTE Act, 2009. Section-III has two parts: Part I & Part II. Part I consist various items cover the various dimensions regarding teachers' roles & responsibility under RTE Act, 2009 and Part- II consisted other additional information. The schedule consists of thirty three items cover major six dimensions and others additional information which explained below:

- i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of Act, 2009 are what you know about RTE Act, 2009;

what are the responsibilities regarding teachers under RTE Act, 2009; do you have knowledge about different related provision regarding teachers etc.

- ii) **Complete Prescribed curriculum:** The dimension 'Complete Prescribed curriculum' is covered by the items are Complete Prescribed curriculum in specific time or not completed , after complete the syllabus how many times it revised or not revised, prescribed curriculum is need to changement or not, helpful in all round development of a child or not.
- iii) **Ensuring evaluation system to assess learning capacities of children:** The dimension is covered by the information of assessment system of student's learning capacities.
- iv) **Participation in teacher-training programmes:** The dimension is covered by the items: training programmes attended or not attended, training programmes useful or not useful.
- v) **Deployment in non-educational work:** The dimension 'Deployment in non-educational work' is covered by the items: non- academic activities played; types of non-academic roles played, satisfy with non-educational work or not satisfy.
- vi) **Learning Enhancement Programme:** Items cover the dimension LEP are what steps are adopted for weak children in study by teachers, regular extra classes are given for LEP or not given, weekly extra classes given or not given.

vii) **Other additional information:** The teacher schedule also explore the information about Pupil-teacher ratio, Availability of teaching-learning equipment in the classroom, implementation of ICT, punishment should be given as required or not given as required , No detention policy, Need of mid-day meal or not need etc.

4. Parent's Interview Schedule (Dimensions and Items): Annexure-D

Under the study's parameter 'Roles and Responsibilities' various dimensions are included regarding parents' roles and responsibilities. Parent schedule has three sections: Section I, II and III. Section-I consists of profile of respondents regarding socio-economic status and Section –II describes general information about the awareness and knowledge of RTE Act, 2009. Section-III consist two parts Part I & Part II. Part I consists various items under major two dimensions (Ensure regular attendance of Children; Parents' Negligence towards children's education) cover Parents' roles & responsibilities. And Part II of the tool consist items regarding Problems faced by parents. The schedule consists of twenty one items cover the major three dimensions and other additional information which explained below:

i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of related provisions are: what you know about RTE Act, 2009; what are the responsibilities regarding parents under RTE Act, 2009; do you have knowledge about different related provision regarding parents etc.

- ii) **Ensure regular attendance-** The dimension Ensure regular attendance of children covered by the items Children remain regular whole year, Children remain absent whole year, Children remain absent during harvesting.
- iii) **Parents' Negligence towards children's education-** Different items cover the dimension on Parents' Negligence towards children's education are School visited to discuss issues with teacher, Schools not visited to know child's Learning progress, Children's homework is not checked at home, PTA meeting attended or not attended.
- iv) **Other additional information:** The parent' schedule also explore the information regarding the problems, faced by parents under RTE Act, 2009. It cover the information about difficulties during admission, children exclude from class not inclusiveness (Physically or mentally impairment) , Free things like dress, stationary not sufficient/not satisfied with free things , Scholarship allowance not getting since 2 years, Children are not good in study and haven't basic knowledge of 3R's.

5. SMCs' Interview Schedule (Dimensions and Items): Annexure-E

The SMC schedule has two sections: Section I & Section II consisting of eighteen items. Section-I depicts the profile of respondents regarding demographical variables like gender, age, educational qualification etc. and Section-II has two parts Part I & Part II. Part I consists various items regarding the knowledge and process of formation of SMCs and SMCs meeting. Part II

consists items covered under major four dimensions (SMC meeting attended; involvement of SMCs in developing SDP; Training programmes attended by SMC; monitoring school 'activities) regarding SMC' roles & responsibilities are:

- i) Process of electing members for SMCs, elected by head teachers/teachers or by themselves
- ii) Having knowledge about the formation of SMCs
- iii) SMC meeting i.e. every SMC meeting attended, few meeting attended, no any meeting not attended.
- iv) Involvement of SMCs in SDP (prepare SDP, monitoring the utilization of grant)
- v) School visited by SMC members
- vi) Monitoring the school activities
- vii) Participation in Training programmes

6. Local Authority' Interview Schedule (Dimensions and Items): Annexure-F

Local Authority' schedule is divided into three sections: Section I, II and III. Section-I describes the profile of respondents such as age, gender, educational qualification, designation etc. Section-II describes the awareness about RTE Act, 2009 among local authority members. Section- III consist various items covered under the decided dimensions and other/incidental

information. The schedule contains seventeen items that highlight the views of local authority members on key three dimensions which explained below:

- i) **Awareness/Knowledge of RTE Act, 2009:** Items cover the dimension Knowledge of Act, 2009 are what you know about RTE Act, 2009; what are the responsibilities regarding head teachers under RTE Act, 2009; Do you have knowledge about different related provision regarding different other stakeholders like parent, teachers, SMC etc.
- ii) **Administration and Management:** The dimension ‘Ensuring enrollment’ is covered by the items: Ensuring the enrollment of 6-14 years children in neighbourhood school, Ensuring admission of children of Migrant families, Steps taken by Local authority members to admit children of 6-14 years, before to start new session, what developmental work has been done or not by local authority members for development of a school.
- iii) **Monitoring of school functioning (school visited):** The dimension ‘Monitoring of school functioning (school visited)’ is covered by the items are School visited or not visited for monitoring the school’s activities even one time in a month; if visited how many times a school visited, satisfy with the functioning of school or not etc.

7. Interview Schedule for BEO/ABRCs: Annexure-G

ABRCs’ schedule is divided into two sections: Section I, II and III. Section-I describes the profile of respondents such as age, gender, educational qualification, schools assigned, designation etc. Section-II consists various

items on the awareness of RTE Act, 2009 and Section III consists various items on the functioning of government schools in the context of teachers' teaching and the academic performance of students under RTE Act, 2009. The schedule contains eight items that highlight the views of authority regarding the school functioning, teachers' teaching and the academic performance of students.

8. Academic Achievement Test for the Class 5th and 8th Students: Annexure-G

Academic achievement test developed to measure the learning competencies of the class 5th and 8th students in three subjects: Hindi, English & Mathematics, with a view to assess the basic knowledge of reading, writing of languages and numeracy skills of mathematics as well as to assess grade level competencies. As per the aim of RTE Act, 2009 - Every child has a right to getting satisfactorily quality elementary education. Therefore, the researcher developed the academic achievement test to know that students of class 5th and 8th have the knowledge of 3R's and grade level i.e. students are getting satisfactorily quality elementary education or not . Tests were developed with the help of grade level textbook and questions were included on the basis of the contents of both NAS (2017) test and Haryana Sakshan Assessment test (2019) which are based on the grade level competencies. The content validity of test ensured by the subject expert and the contents of NAS (2017) test and Haryana Sakshan Assessment test (2019). Here, the researcher considered only one domain: Learning outcome. Tests were implemented at the end of session 2019-20. Students were categorized in the following three category according to their learning level:

- i) **L₀ (Dull)** – Students who not having the basics knowledge of 3R's ,not having the knowledge of reading & writing in languages (Hindi & English) and not knowledge of numeracy skills (adding, subtracting, counting, table etc.) in mathematics.
- ii) **L₁ (Below the level)**-Students who having the knowledge of 3R's but not having the grade level competencies.
- iii) **L₂ (Above the level)** - Students who having grade level competencies.

Class V:

The achievement test contains four sections: Section I, II, III and IV. Section-I describes the profile of respondents such as Name of student, Name of the school, class, Roll no., Name of village. Section-II consists various items (9 with sub parts) covers the subject area English; Section-III consists various items (9 with sub parts) covers the subject area Hindi and Section-IV consist various items (9 with sub parts) cover the subject area Mathematics. To assess the foundational skills of 3R's (reading, writing and arithmetic) as well as grade level competencies of class 5th students, items are included.

Class VIII:

The achievement test contains four sections: Section I, II, III and IV. Section-I describes the profile of respondents such as Name of student, Name of the school, class, Roll no., Name of village. Section-II consist various items (8 with sub parts) cover the subject area English ; Section-III consist various items (10 with sub parts) cover the subject area Hindi and Section-IV consist various items (16 with sub parts)

cover the subject area Mathematics. To assess the foundational skills of 3R's (reading, writing and arithmetic) as well as grade level competencies of class 8th students, items are included.

3.2.6. Pilot Study and Validation of Tools

Pilot of the study also known as the pretest of the study is important part to check out the appropriateness of question, lack and sufficient questions for extracting the required information, to check glitches in wording of questions and lack of clarity of instructions etc., essential to validate the information tool. Here, through the official gazette of RTE Act, 2009 and available literature on RTE act.2009, the researcher has identified different dimensions regarding the roles and responsibilities of different stakeholders under RTE Act 2009. These dimensions covered by various items. After preparing the first draft of tools, were sent to various experts to determine the content of the tools that are valid or not. By considering the suggestions of experts various questions had been added, modified and removed invalid items and the second draft of tools were prepared. Tools were tried out on the selected participants of 32 (8- Teachers, 2- Head-teachers, 10- parents, 10 SMC members, 2-local authority members) during the month September 2019. After that final draft of data collection tools for different stakeholders were implemented for collecting firsthand information i.e. primary data.

Table No 3.2.6. Detail of Finalization of items of the tools

Sr. No.	Tools	Number of items in first draft	Number of items in final draft
1	Interview schedule for Head-teachers	48	40
2	Interview schedule for Teachers	37	32
3	Interview schedule for SMCs	21	18
4	Interview schedule for Parents	27	21
5	Interview schedule for local Authority	16	13
6.	Interview schedule for education authority(ABRC,BEO)	8	8
7	Observation checklist	28	28

3.2.7. Verification of Data (Credibility/ trustworthiness)

Present study is based on primary data (field data) that comes from fieldwork. Data were collected through qualitative methods to increase the validity and credibility/trustworthiness of data i.e. methodology triangulation adopted.

Interview- Here semi-structured interview were conducted to collect qualitative data from various stakeholders regarding the RTE Act, 2009. Interviews

were audio recorded with the consent of the respondents. During the field work the researcher also observed the activities and field notes were prepared.

Observation Checklist- Here the researcher applied the checklist to observe the school's norms and standards in the context of availability of physical and human resources in government elementary schools under RTE Act, 2009.

School data/records/documents- It consisted written materials that were taken from the schools' office, BEO' office regarding child enrollment. Publication, news and reports about RTE Act, 2009 also collected.

3.2.8. Administration Procedure

After going through the Gazette of India on RTE Act 2009 and available literature on RTE Act, 2009 the researcher has identified the key provisions incorporated in the RTE Act,2009 regarding to the school's norms & standards, and different dimensions of roles and responsibilities of various stakeholders. The items of the schedules were drafted on the basis of identified different dimensions of each stakeholder's role and responsibilities. The first draft of the tools consisted various items such as Interview schedule of Head-teachers consisted 48 questions, Interview schedule of Teachers consisted 37 questions, Interview schedule of SMC consisted 21 questions, Interview schedule of Parents consisted 27 questions, Interview schedule of local Authority consisted 16 questions, Interview schedule of education authority (ABRC, BEO) consisted 8 questions and observation checklist consisted 28 items. After preparing the first draft of tools were sent to various experts to determine the content validation of the tools. By considering the suggestions of the experts various questions had been added, modified and removed invalid items then the second draft

of tools were consisted items such as Interview schedule of Head-teachers consisted 40 questions, Interview schedule of Teachers consisted 32 questions, Interview schedule of SMC consisted 18 questions, Interview schedule of Parents consisted 21 questions, Interview schedule of local Authority consisted 13 questions, Interview schedule of education authority (ABRC, BEO) consisted 8 questions and observation checklist consisted 28 items. Tools were tried out on the sample of 32 (8- Teachers, 2- Head-teachers, 10- parents, and 10- SMCs' members, 2- local authority members) during the month of September 2019. After the try out necessary modification was done and reliability of tools was established. After that tools were implemented to collecting firsthand information i.e. primary data from decided respondents.

To collect the primary data, the investigator personally visited the schools, homes (parents, SMC members) and offices (BEO, ABRCs) and the purpose of visiting the schools, homes and offices was explained to them. After obtaining the permission from the head of school and other related authority, the researcher started the collection of data on the suitable time of respondents and conduct the interview with each respondents personally. And the tool was administered carefully with all respondents as head-teachers, teachers, parents, SMCs' members, local authority, Educational functionaries and students respectively.

Data was recorded from those participants who gave the permission to record. Before starting the interview, the researcher starts the simple conversation with respondents on surrounding environment, for example: to start interview with teachers and head teachers conversation start on simple general questions like school building is good but the number of children is decreased or looking short, there is no cleanliness or no greenery no light, how the children sit and study in summer and

winter season, after spending 7-10 minutes on simple conversation; a close rapport was built with the respondents in order to extract rich information from them. The respondents were confirmed that their responses would be kept strictly confidential and will be used only for the research purpose. Then, the interviewer has started the interview with specific questions and Demographic /Background questions were asked at the end of the interview .Question were asked and recorded in simple colloquial language. Along with the audio recorded data, the researcher also made field notes and observation. After at the end the investigator expresses thanks to all participants (head-teachers, teachers, parents, SMCs members, local authority, educational functionaries/ABRCs, BEO and students) for their kind co-operation and support.

Here, secondary data was collected from online mode as well as offline mode such as; newspapers, various research reports and statistics released by Education Department, newspapers, scholarly articles etc.

Timeline of Data Collection:

The work of data collection has been completed within five month, duration of the time period was from **Oct. 2019-Feb. 2020**.

Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
Head-teachers, Teachers	Parents	SMCs members	Local authority	Educational functionaries	Students
The work of data collection complete into six phases during the time period from October 2019-February 2020 .					

3.2.9. Statistical Techniques for Data Analysis

The collected data were analysed by using the statistical technique of Frequency and Percentage Analysis (totalling the frequency of responses then converted to percentage score for each item) with the help of excel software and presented in form of tables and graphs. The frequency statistical technique was helpful to understand the outcomes in numerical form, most acceptable and understandable.

3.3. Ethical Considerations

The researcher followed few ethical guidelines before administration of tool:

- First of all, Permission was obtained from Head teachers to collect the data from teachers, SMCs members and students. Also identified the vacant periods of teachers to collect data from teacher on their suitable time and assessment test also conducted on vacant class-periods.
- Purpose of the research was explained to all related respondents.
- Assured to respondents to maintaining the anonymity of their responses.
- Permission was also obtained from respondents to record the data by audio recorder.

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 5th and 8th 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%

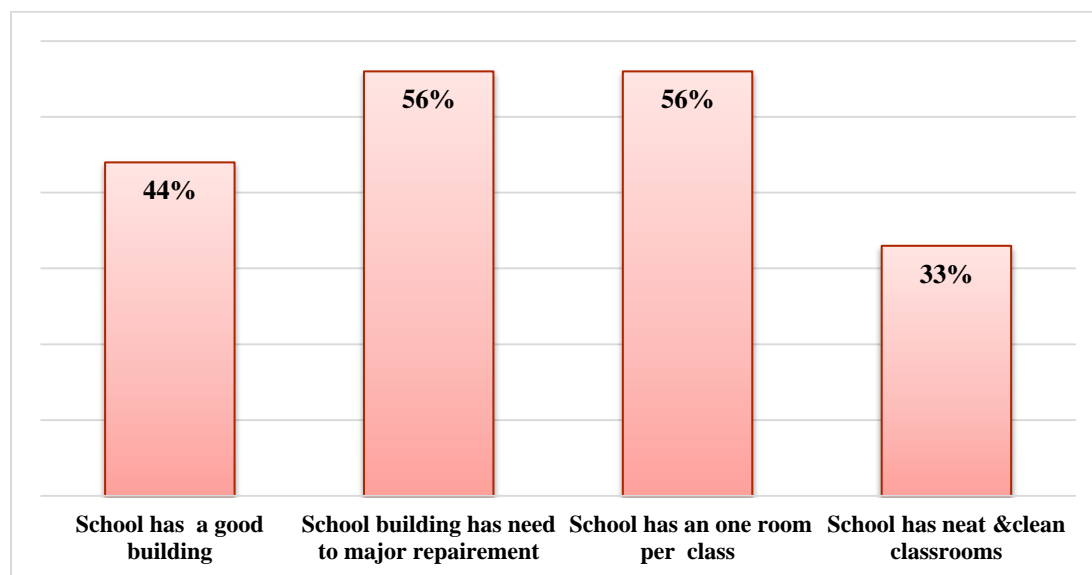


Figure No. 4.1.1. Availability of Building and Classroom

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

Items	% of Schools
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%

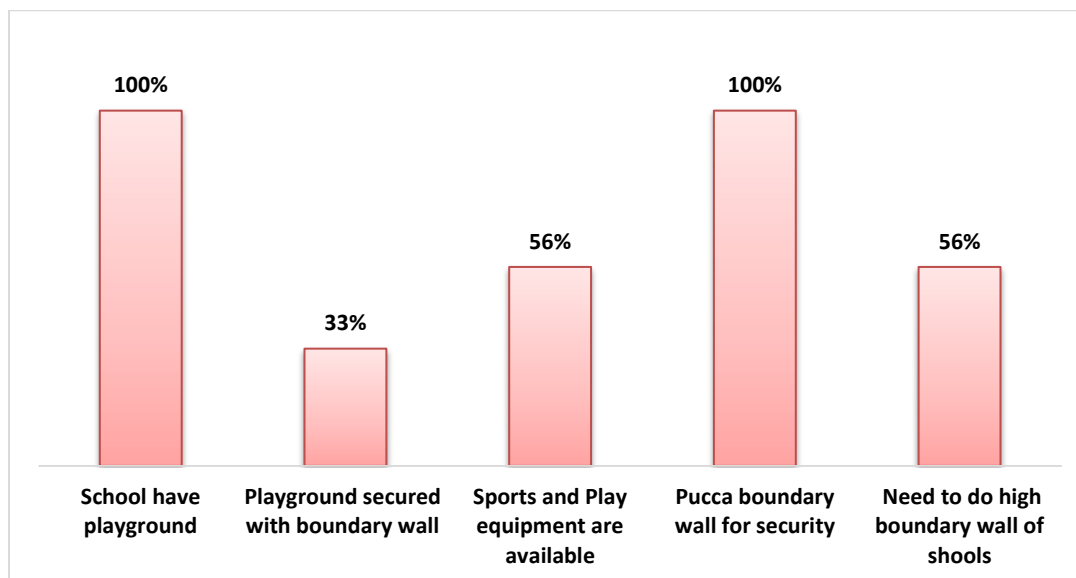


Figure No. 4.1.2. Schools Have Playground and Boundary Wall

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

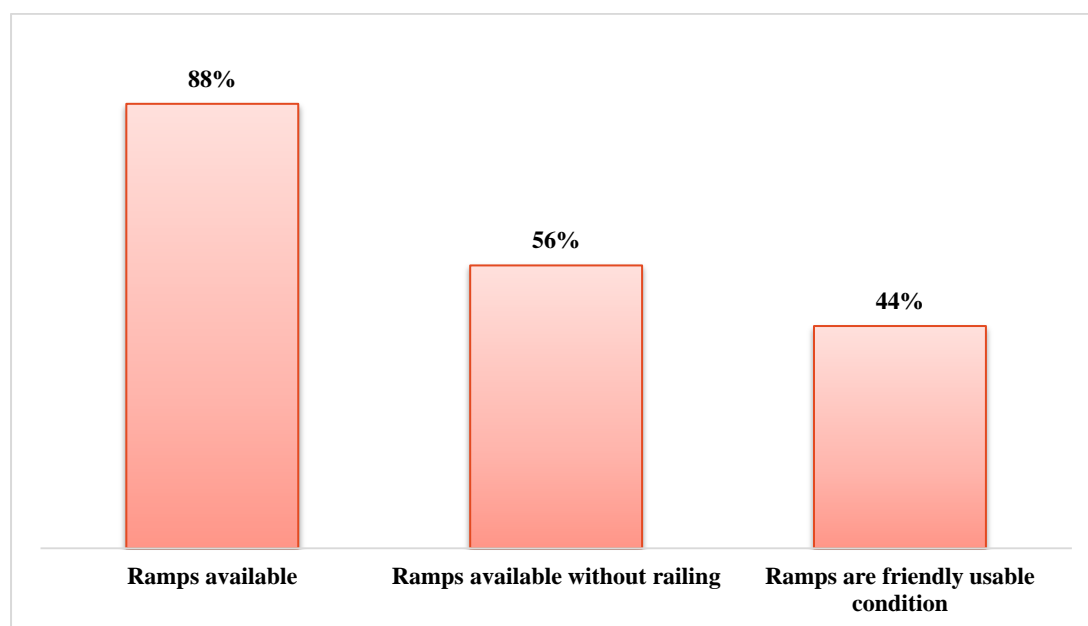


Figure No. 4.1.3. Availability of Ramps with Railings

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%

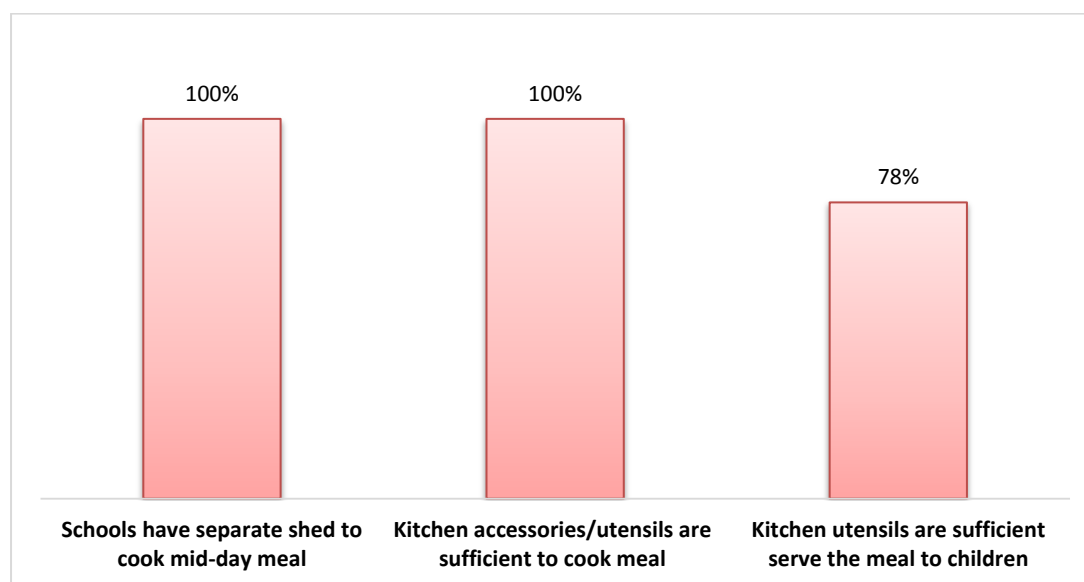


Figure No. 4.1.4. Availability of Separate Shed and Kitchen Devices

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%

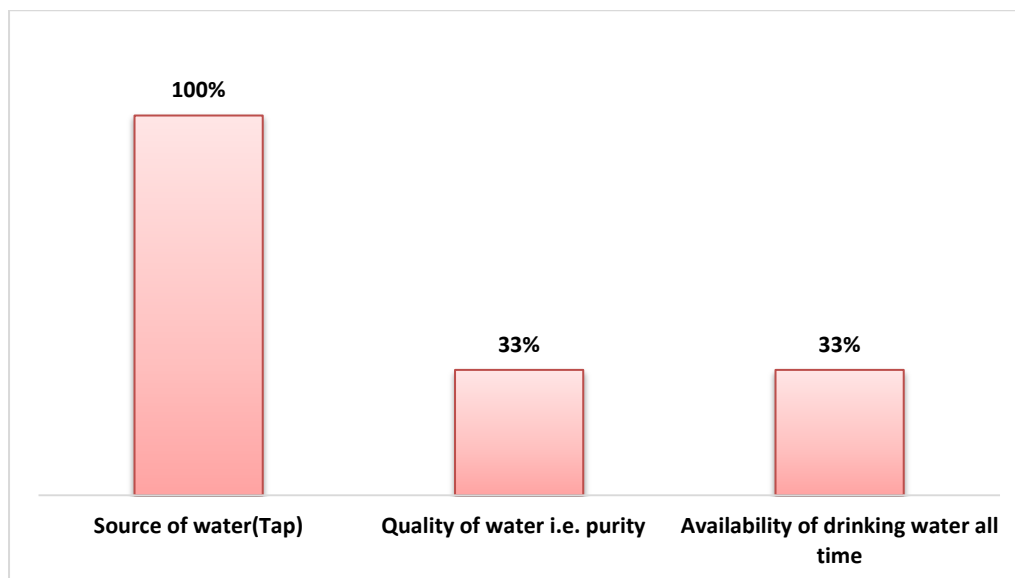


Figure No. 4.1.6. Schools with the Facility of Functional Drinking Water

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%

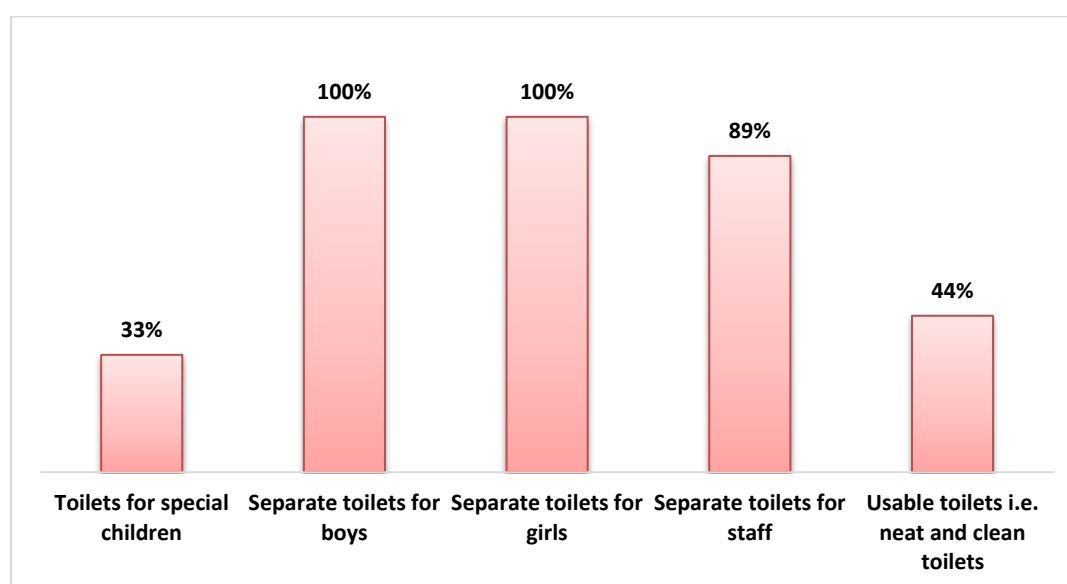


Figure No. 4.1.7. Schools with the Facility of Useable Toilets

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

Pupil Teacher Ratio During the Session 2019-20 at Elementary Level				
School's Name	Lower Primary (1st-5th)	PTR at lower primary	Upper primary (6th -8th)	PTR at upper primary
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

Pupil Teacher Ratio During the session 2020-21 at Elementary Level				
School Name	Lower Primary (1st-5th)	PTR at lower primary	Upper primary (6th -8th)	PTR at upper primary
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

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

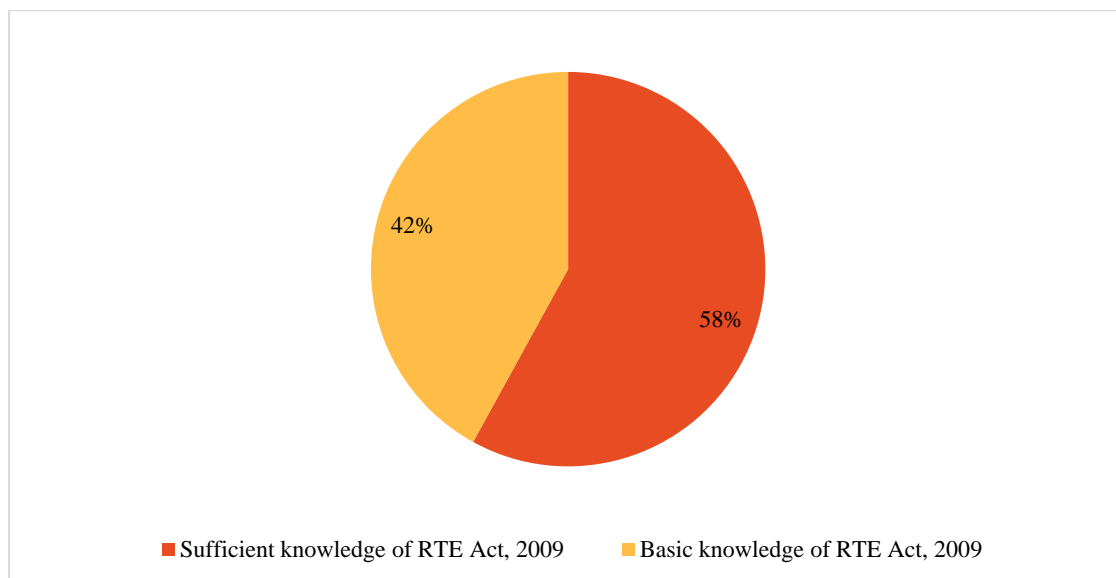


Figure No. 4.2.1. Head teachers Have Knowledge about RTE Act, 2009

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 (5th 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 8th. 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 st -8 th) 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%

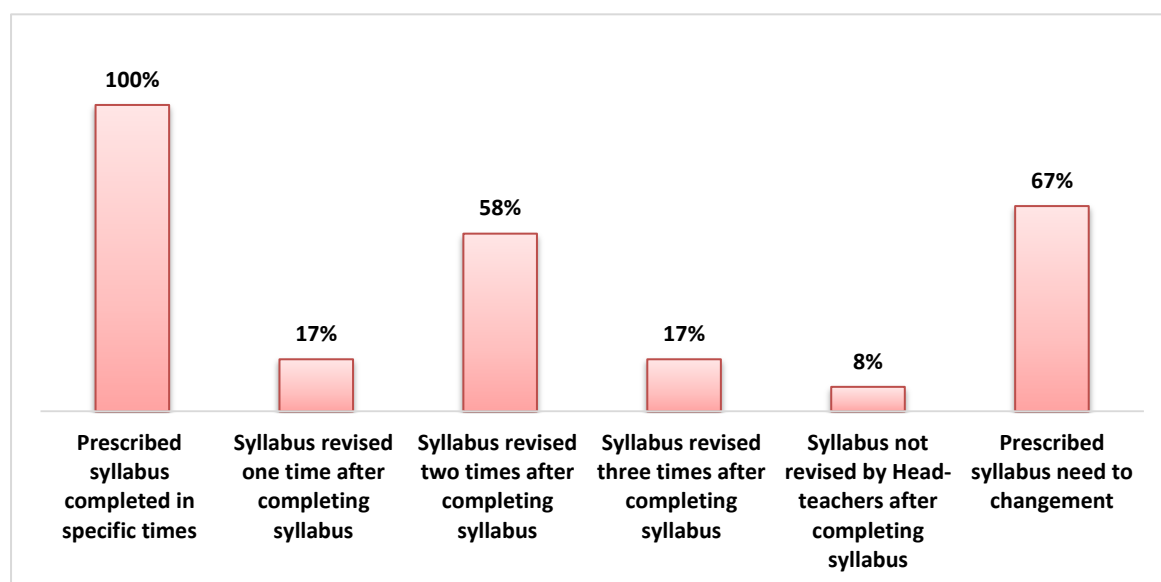


Figure No. 4.2.6. Head-teachers Complete Prescribed Syllabus within a Specified Period

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%

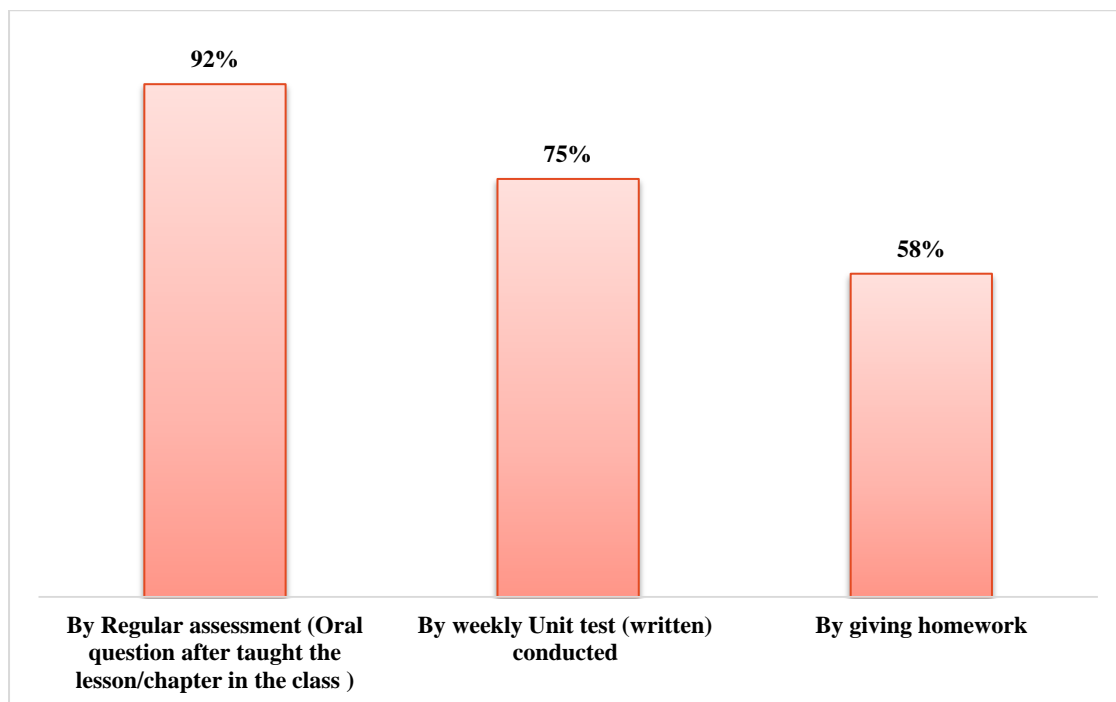


Figure No. 4.2.7. To Ensure Evaluation System to Assess the Learning Capacities of Children besides Monthly Online Test

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%

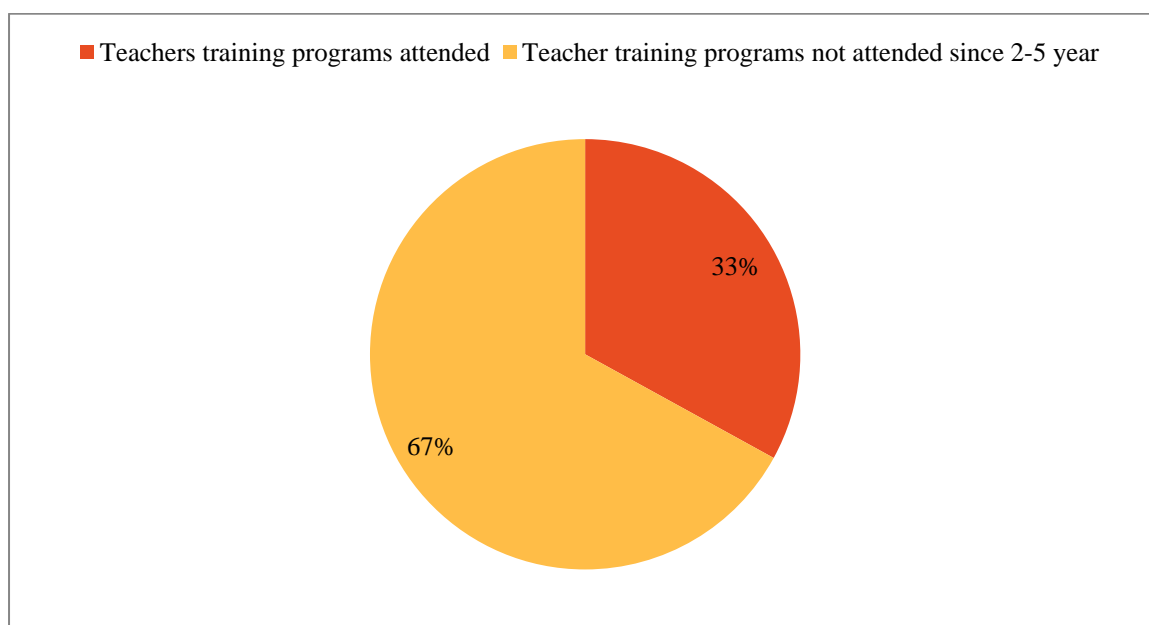


Figure No. 4.2.8. Participation of Head teachers In Teacher-training Programmes

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%

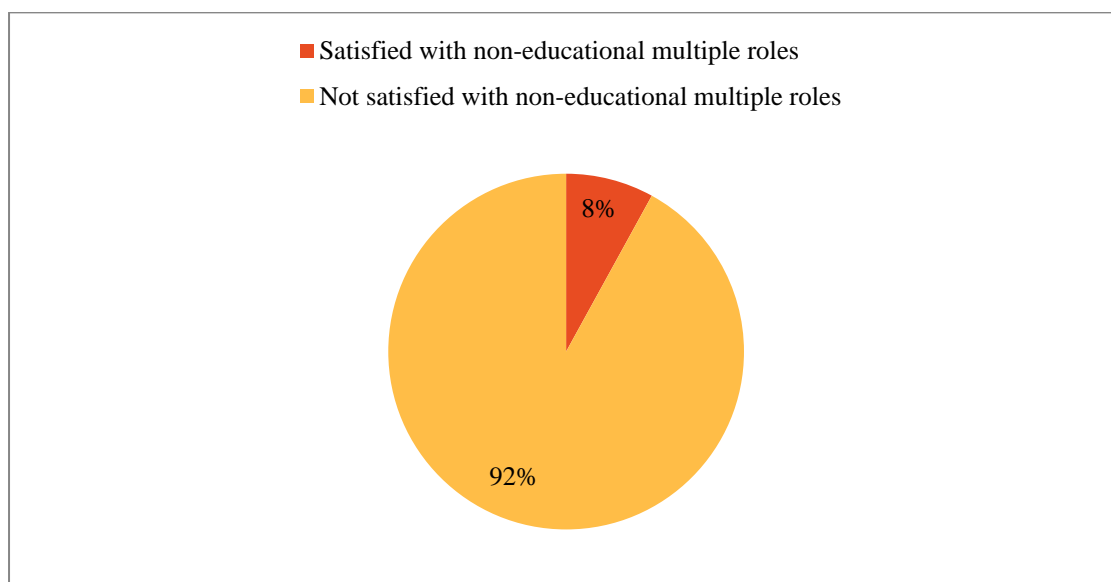


Figure No. 4.2.9. Head Teachers Deployed in Multiple Roles

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%

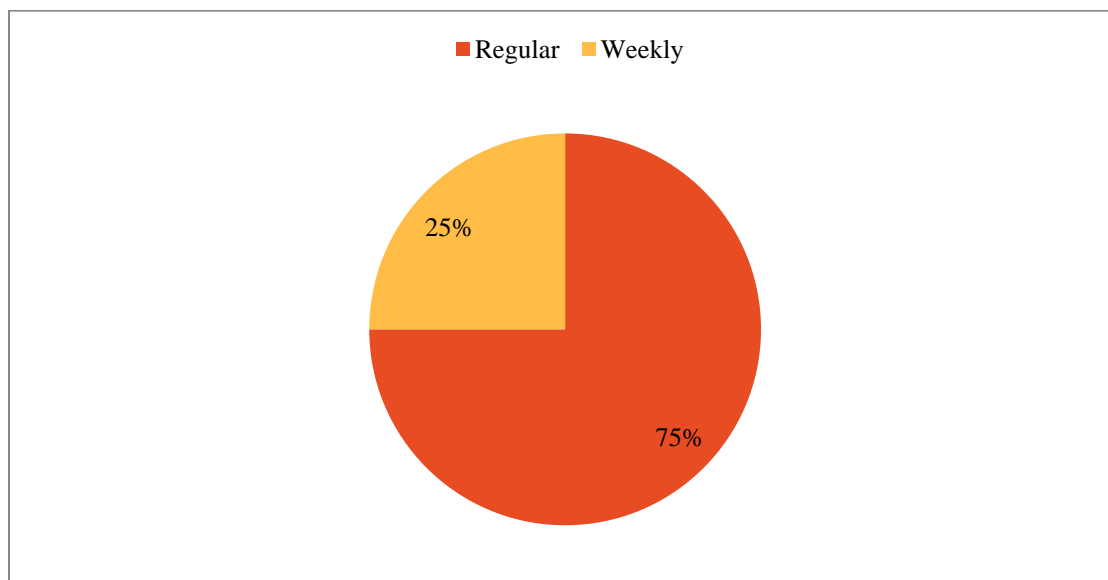


Figure No. 4.2.10. Ensuring Remedial Teaching for Educationally Weak Children

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 rd class	8%
No detention policy is useful	0%
Mid-day meal not be given	100%
Whole year admission wrong	100%

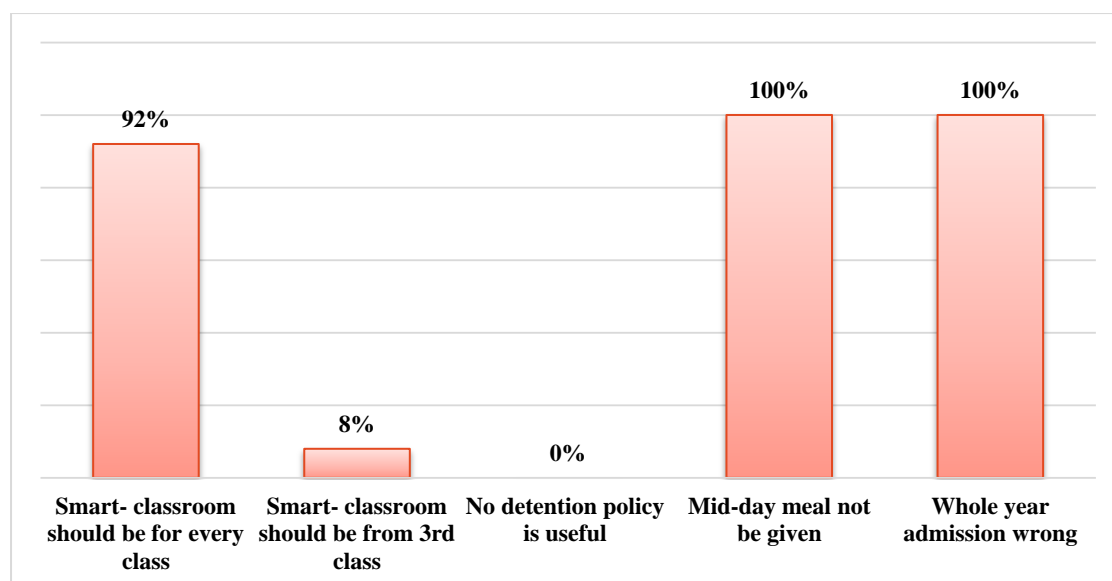


Figure No. 4.2.11. Perception of Head teachers on the other aspects

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 3rd 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%

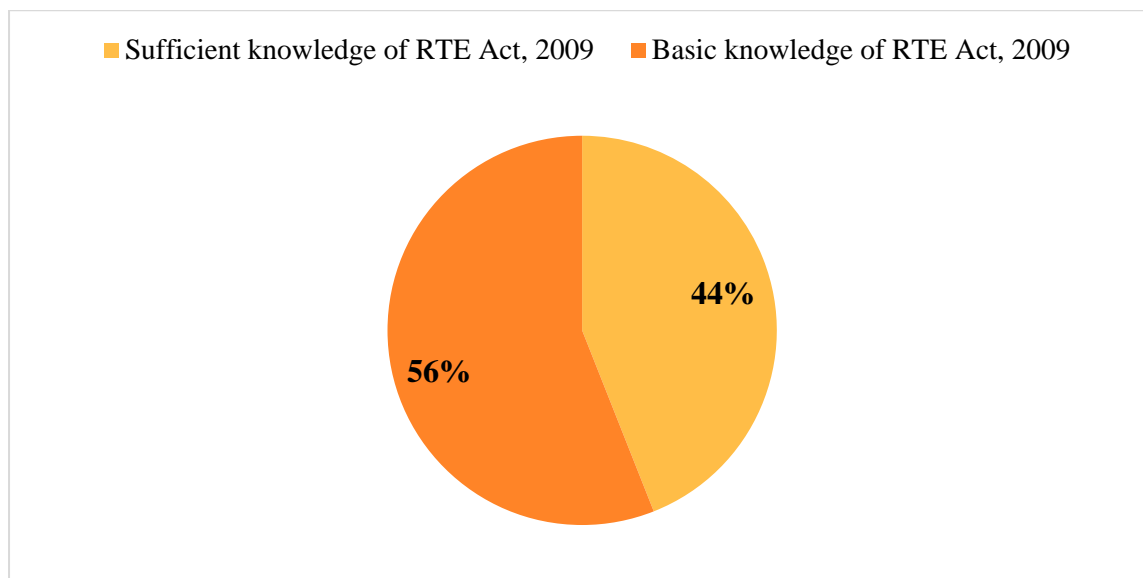


Figure No. 4.3.1. Teachers Have Knowledge about RTE Act, 2009

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%

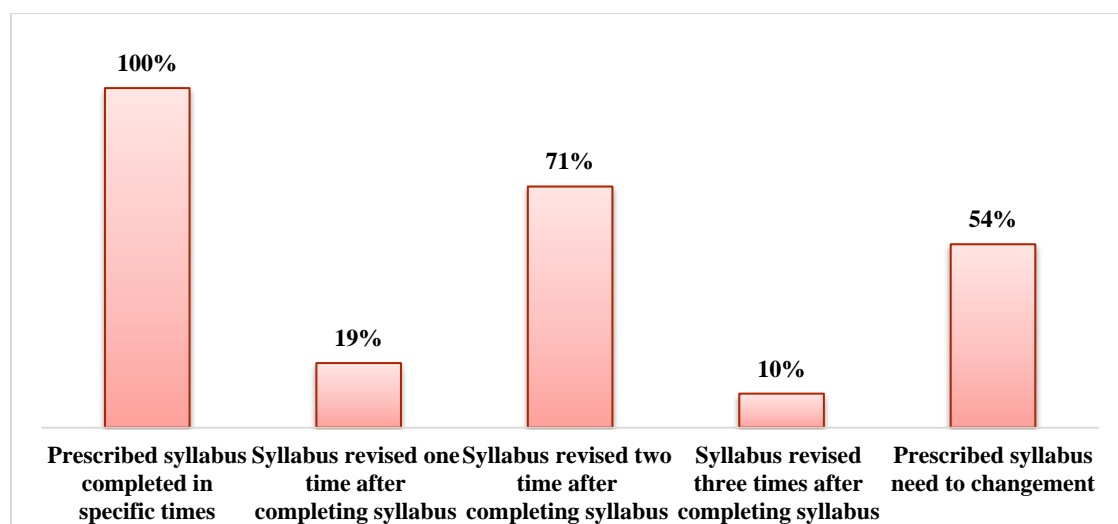


Figure No. 4.3.2. Teachers complete prescribed syllabus within a specified period

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%

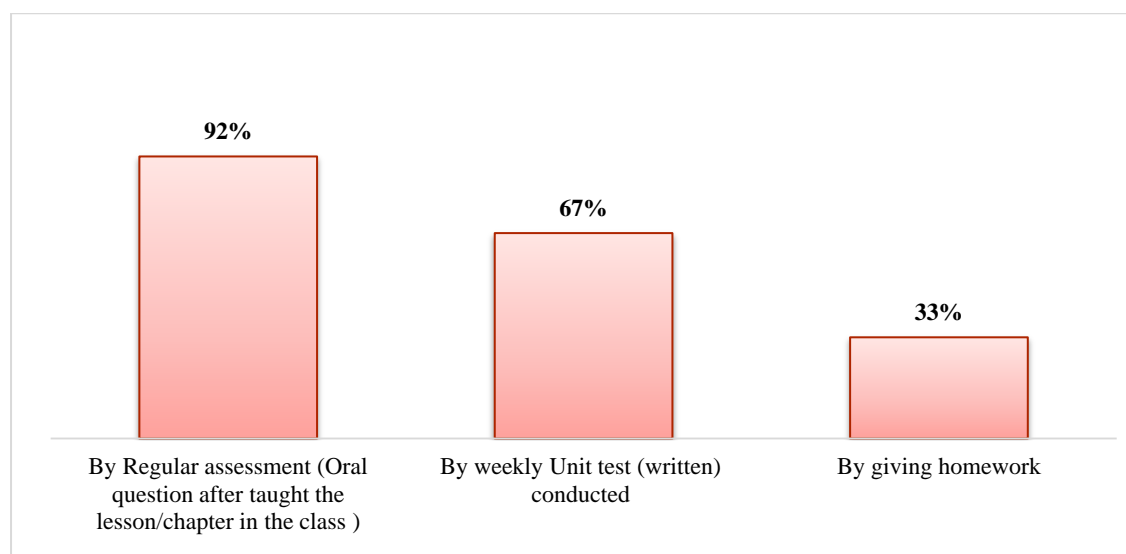


Figure No. 4.3.3. To Ensure Evaluation System to Assess the Learning Capacities of Children besides Monthly Online Test

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%

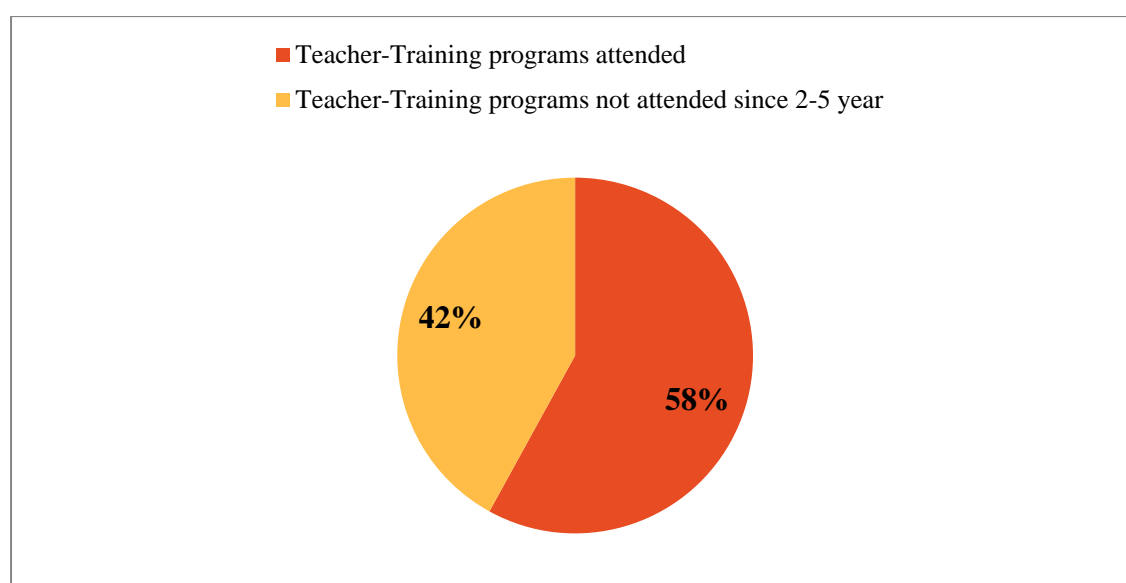


Figure No. 4.3.4. Participation of Teachers in In-Service Teacher-Training Programmes

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 %

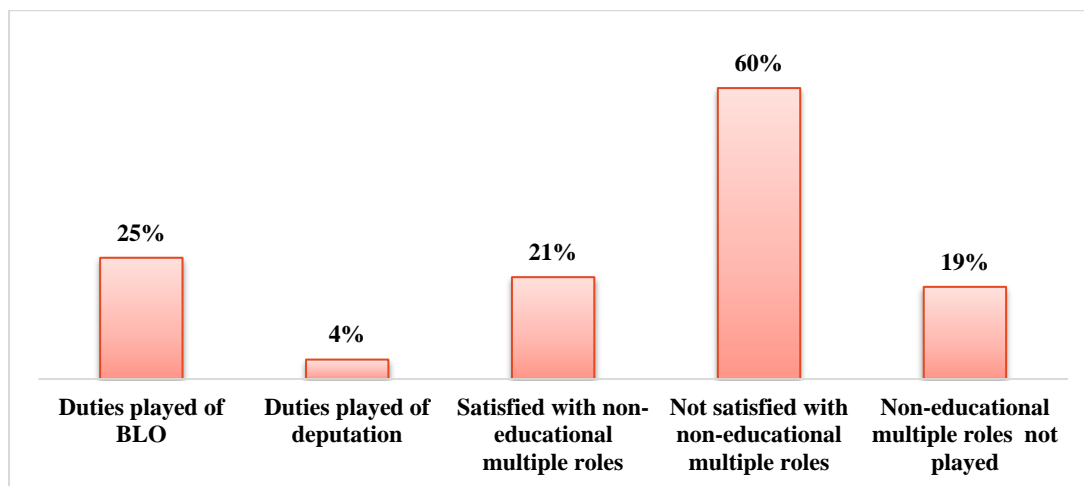


Figure No. 4.3.5. Teachers Deployed in Other Activities Except Teaching

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%

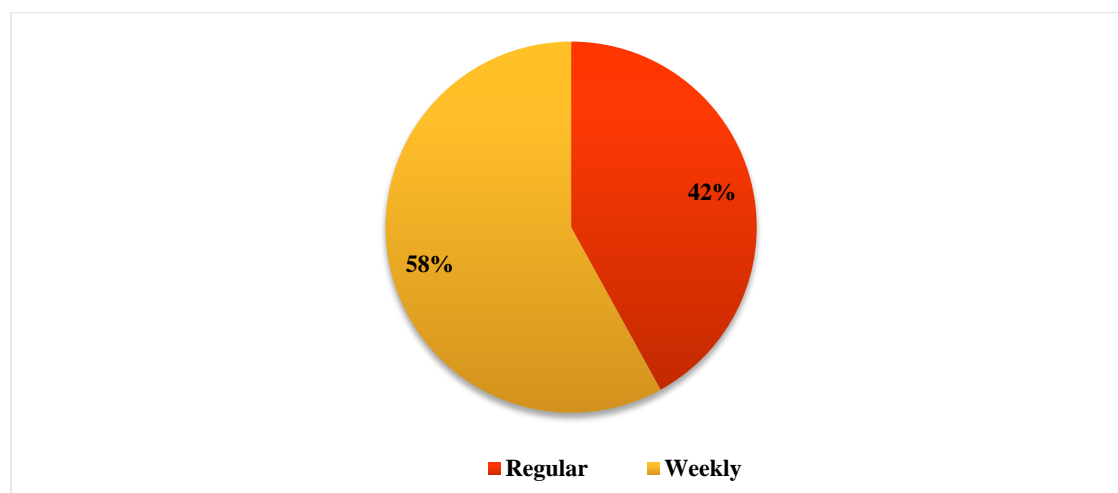


Figure No. 4.3.6. Remedial Teaching is Provided by Teachers to Educationally Weak Children

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 rd class	7	15 %
No detention policy is useful	0	0%
Mid-day meal should be given	2	4 %

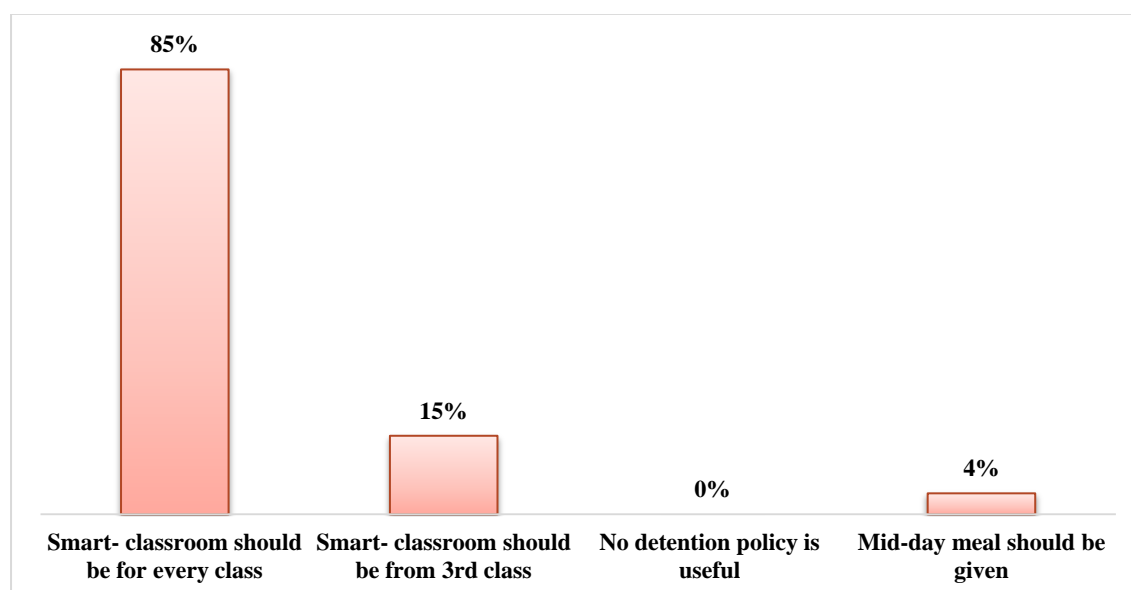


Figure No. 4.3.7. Perception of Teachers on the Other Aspects

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%

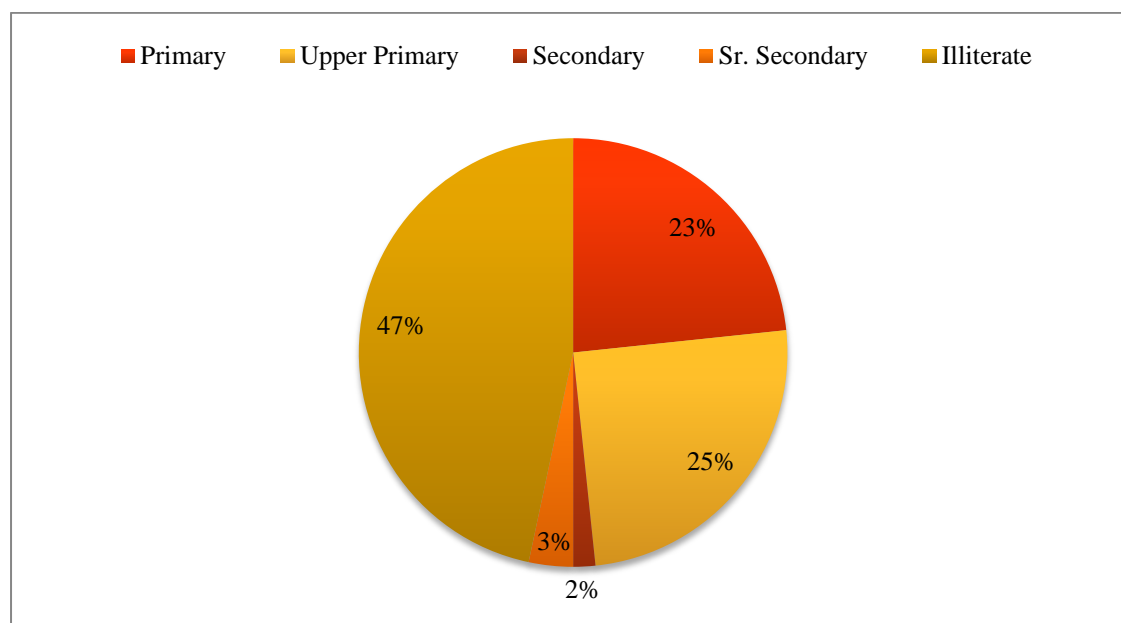


Figure No. 4.4.1. Educational Level of Parents

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%

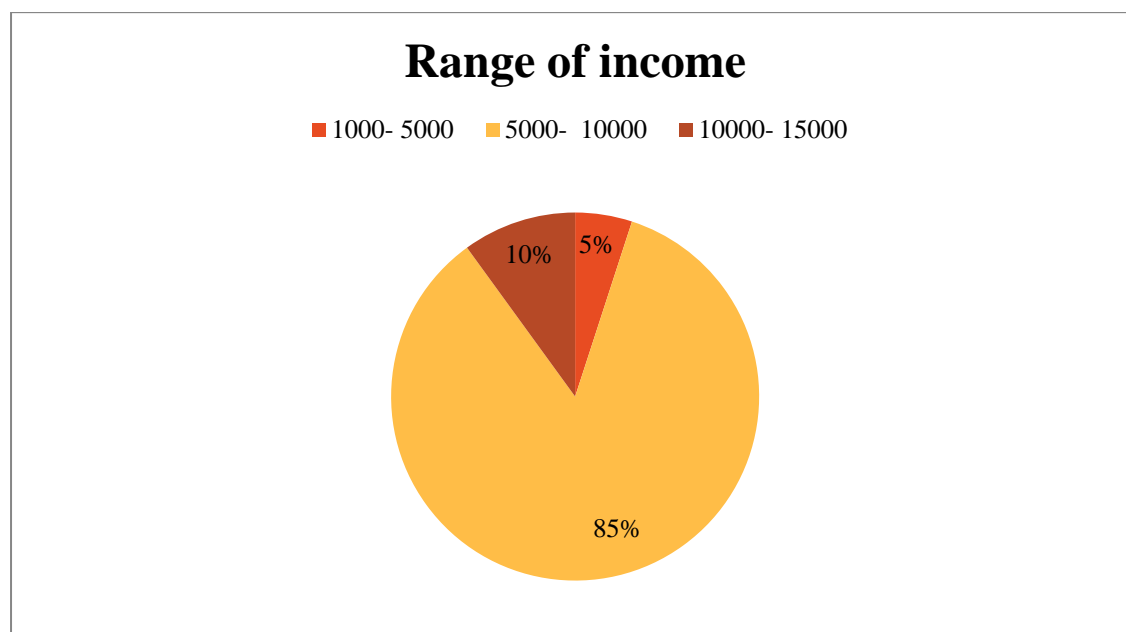


Figure No. 4.4.2. Income Level of the Parents

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%

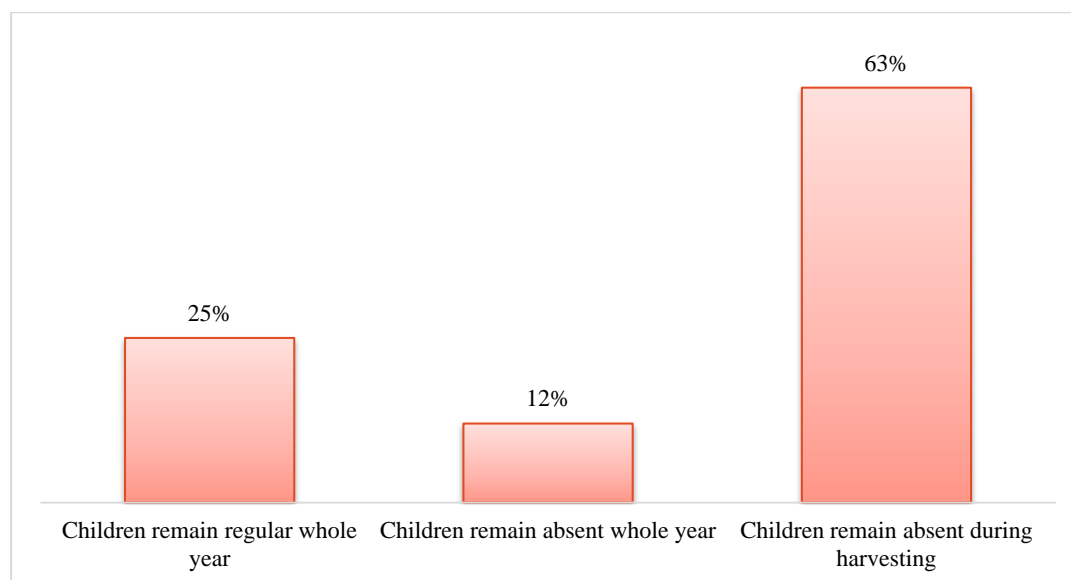


Figure No. 4.4.3. To Ensure Regular Attendance

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%

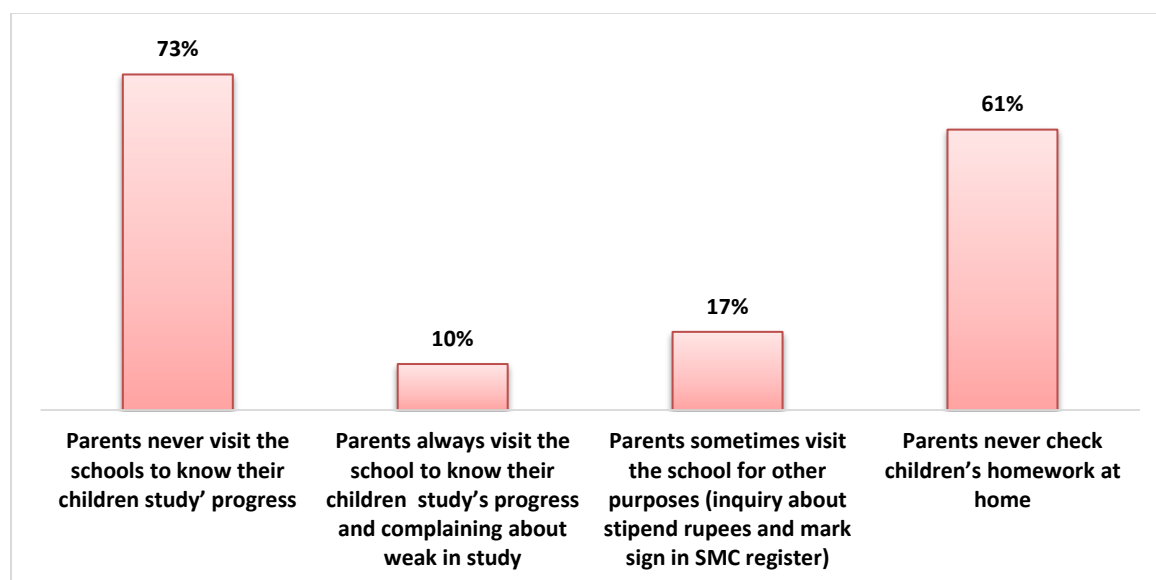


Figure No. 4.4.4. Parents’ Negligence Towards Their Children Education

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%

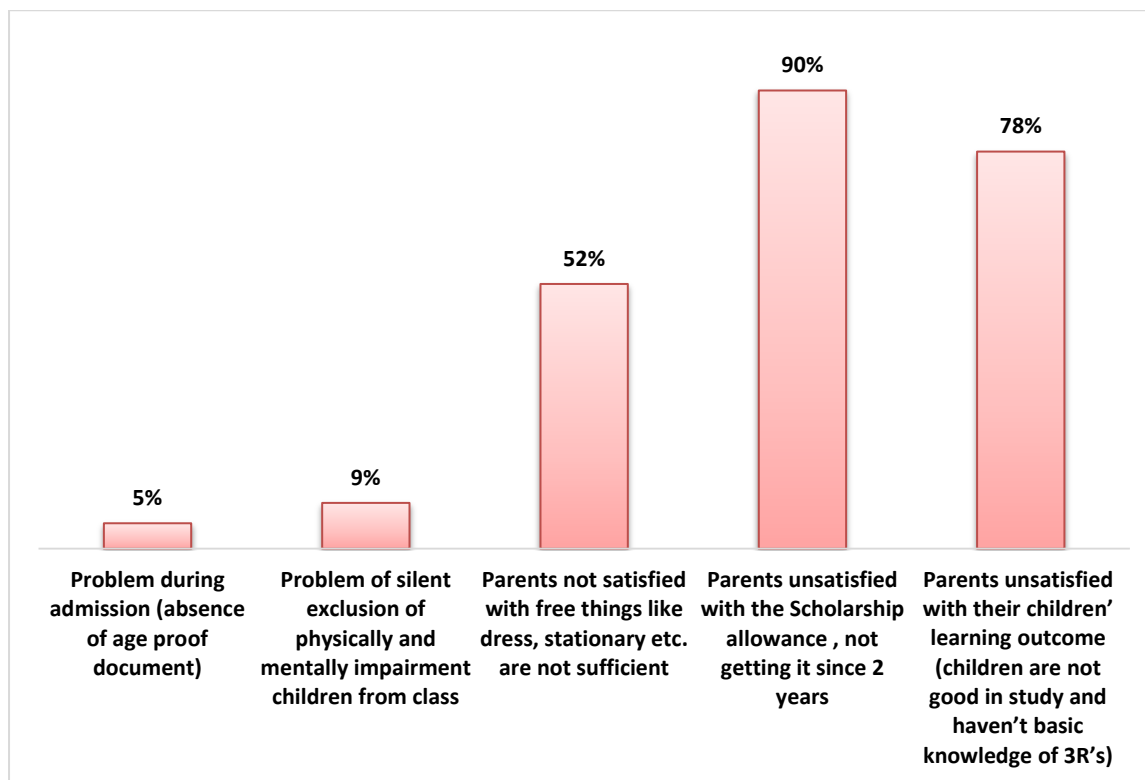


Figure No. 4.4.5. Other Additional Information Regarding Parents' Difficulties/Unsatisfied under RTE Act, 2009

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

Educational level	No. of SMCs members	% of SMCs members
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

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

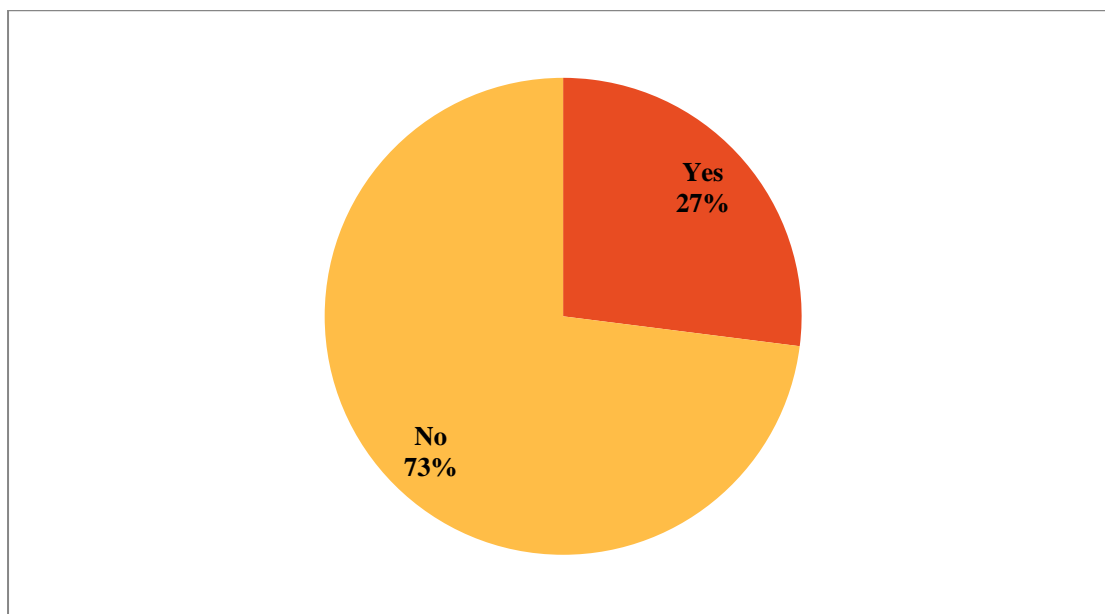


Figure No. 4.5.2. Awareness among SMCs Members about RTE Act, 2009

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%	

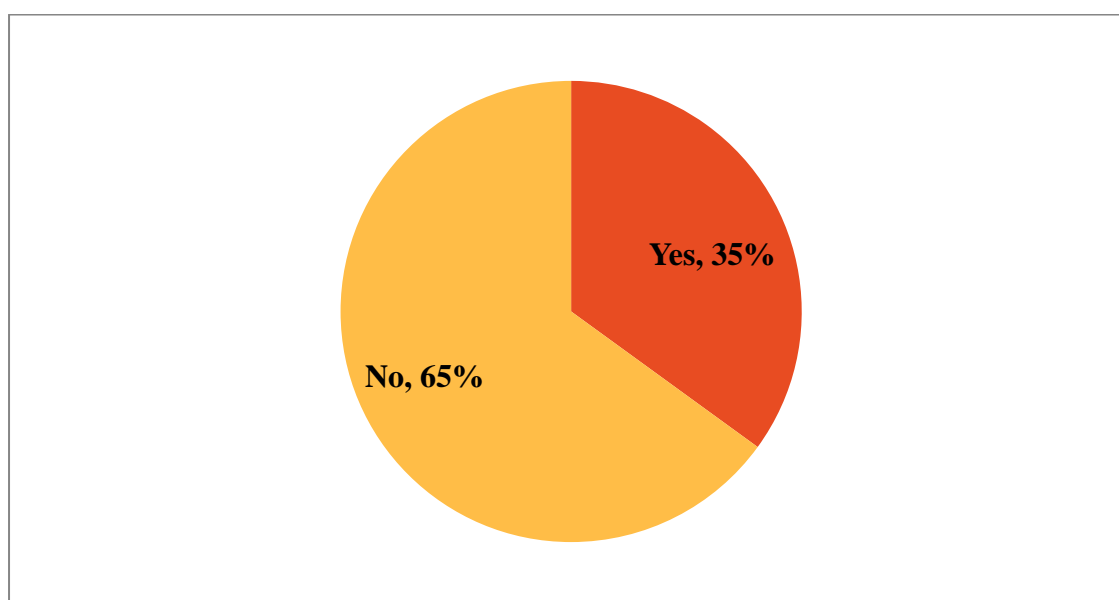


Figure No. 4.5.3. SMCs Members Have Knowledge about the Formation of SMC

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%

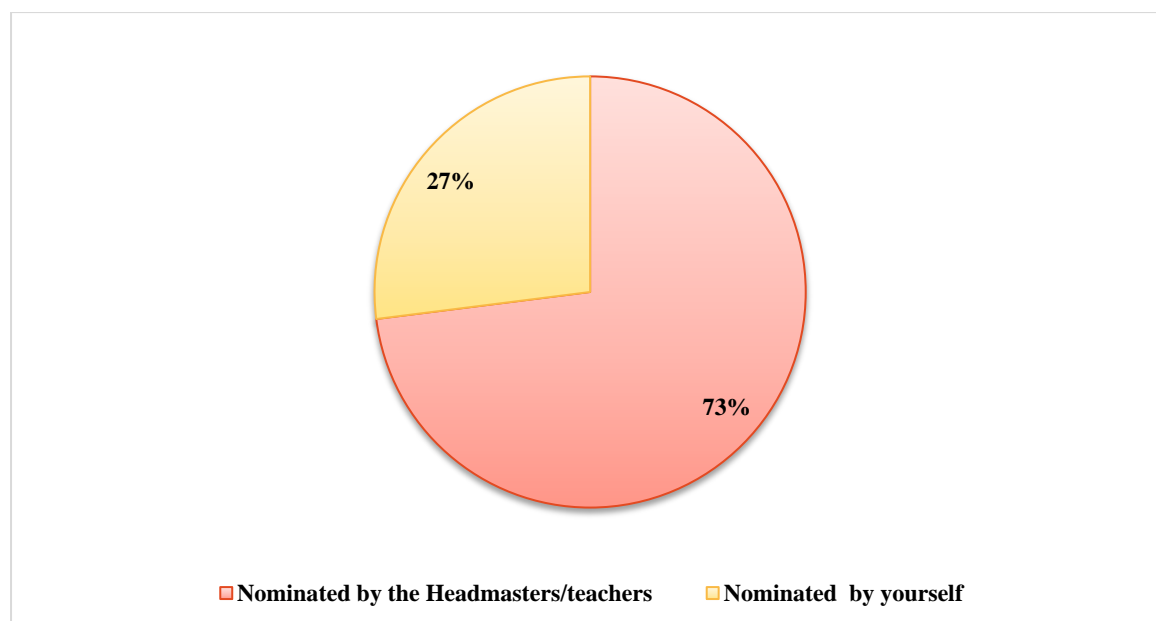


Figure No. 4.5.4. Process of Electing Members for Constituting SMCs

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
SMC meeting attended by SMC members	Every	12	20%
	Sometimes (one time or two time)	21	35%
	Never	27	45%
	Total	60	100%

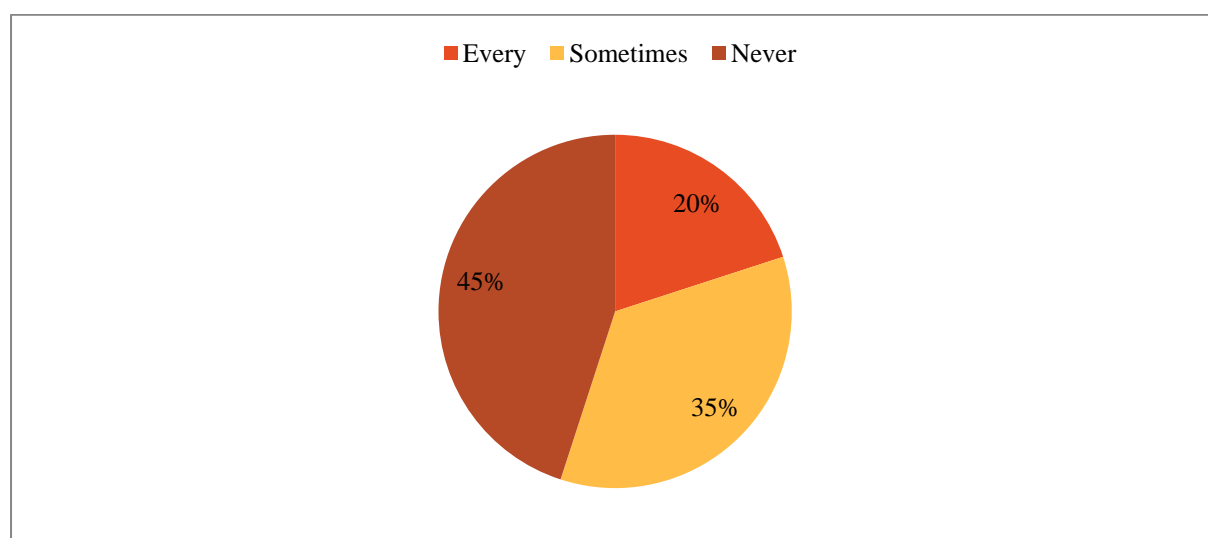


Figure No. 4.5.5. SMC Meeting Attended By School Management Committee Members

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

Types of Response	No. of Members	% of Members
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%

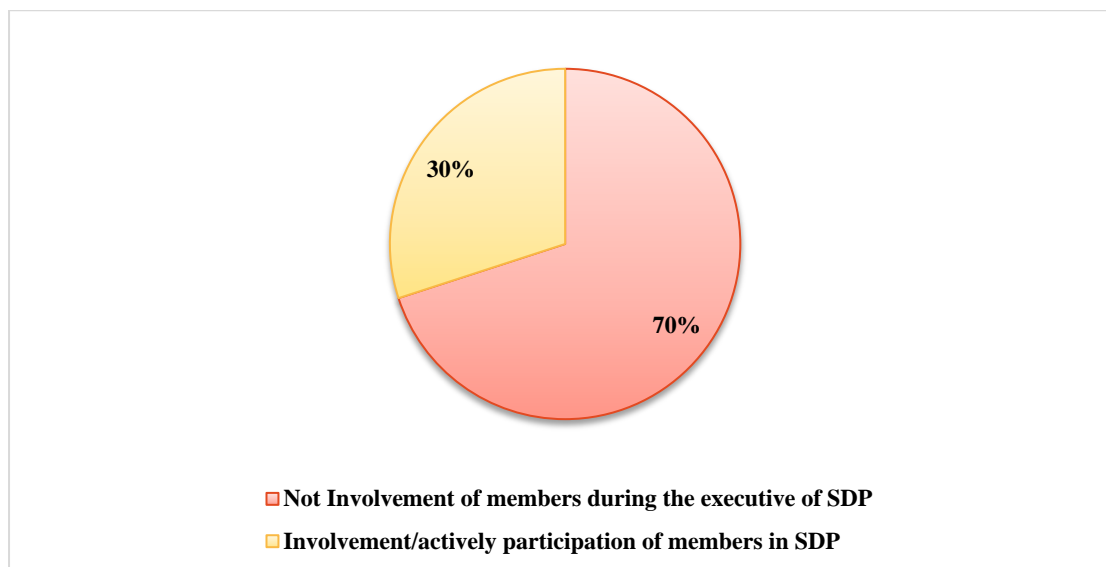


Figure No. 4.5.6. Involvement of SMC's Members in School Development Plan

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%

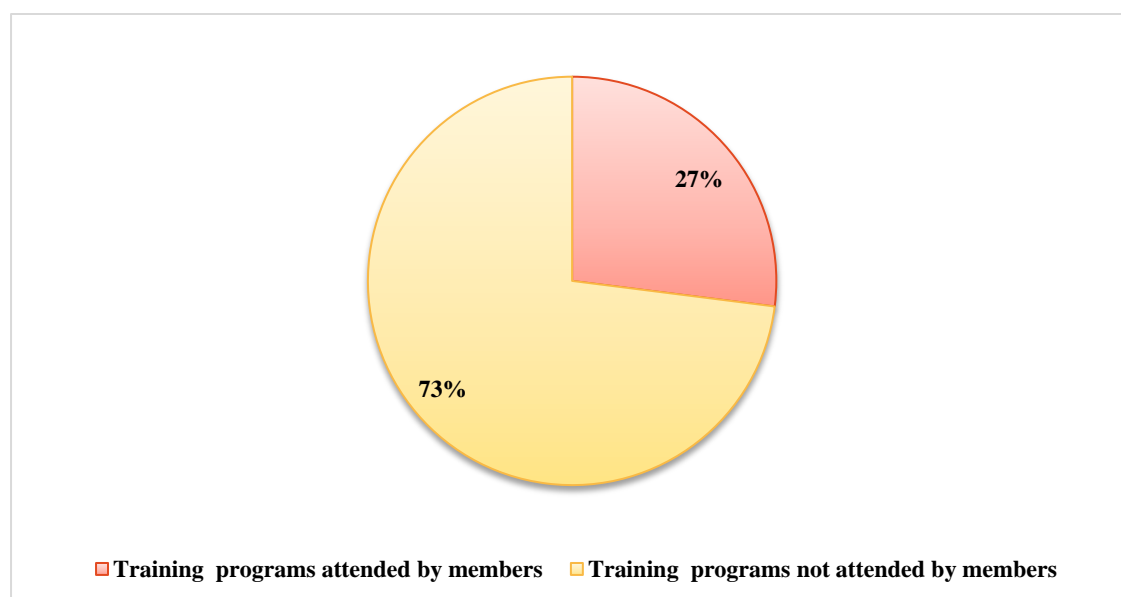


Figure No. 4.5.7. Participation of SMC’s Members in Training Programmes

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%

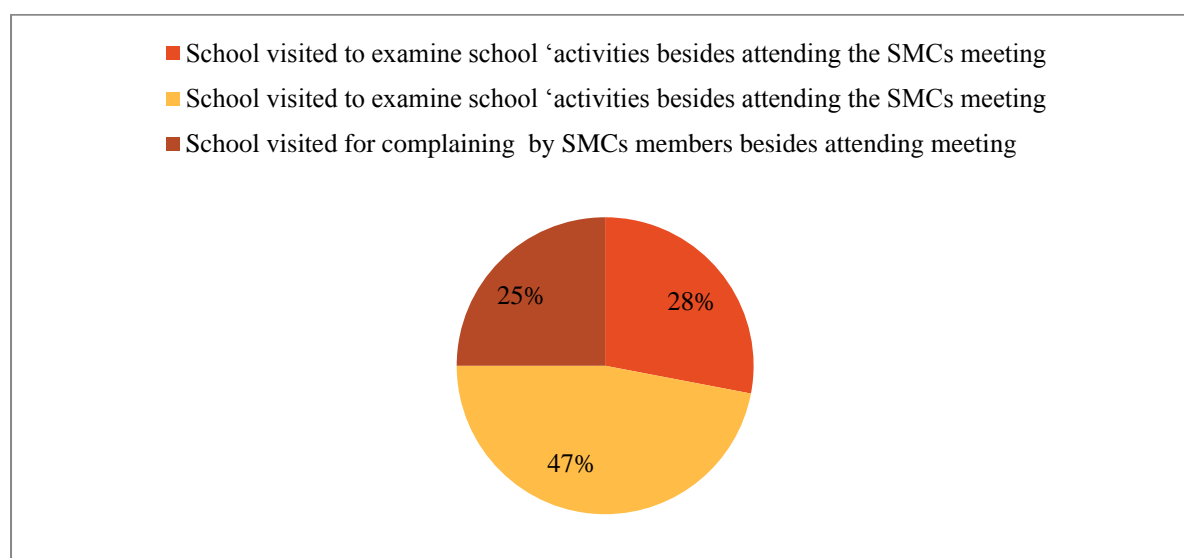


Figure No. 4.5.8. Schools Visited on Other Day by Members For The Purpose Of Monitoring School’s Activities besides Attending the SMCs Meeting

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 (10th) while other 50% members having the qualification of senior secondary (12th). 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

Type of Response	% of Respondents
Administration and Management	
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)	100%
Ensuring admission of children of Migrant families	0%
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)	17%
Neighborhood government elementary schools is ensured	83%
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.)	67%
Monitoring of school functioning	
School visited four time in a month to monitoring the school's activities,	50%
School visited two time in a month to monitoring the school's activities	33%
School not visited even one time in a month to monitoring the school's activities	17%
Others	
Satisfy with the functioning of school	33%
Roles and responsibilities played in satisfactory way by local authority	50%

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 (1st to 5th) 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

Issues	Response
Awareness of RTE Act,2009	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.
Ensuring that free TLM is available in all schools	He has also ensured that all schools have TLM like Science kit, English kit, Math kit etc.
Ensuring out of school's children	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.
Regarding filling of 25% reserved seats under 134-A	He claims that all reserved seats are filled that were reserved for weaker section children in private schools under the rule 134-A.
Observation of activities during school visit	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.
Regarding unsatisfactorily learning outcomes at elementary level	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.
Regarding not running properly of government elementary schools	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 5th and 8th Children

Table No. 4.8.1. School Wise Learning Level of Class 5th Students

School's Name	Total No. of students	No. of students having -L ₀		No. of students having -L ₁		No. of students having -L ₂	
		Freq.(L ₀)	% of L ₀	Freq.(L ₁)	% of L ₁	Freq.(L ₂)	% of L ₂
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%
Overall	78	33	42%	27	35%	18	23%

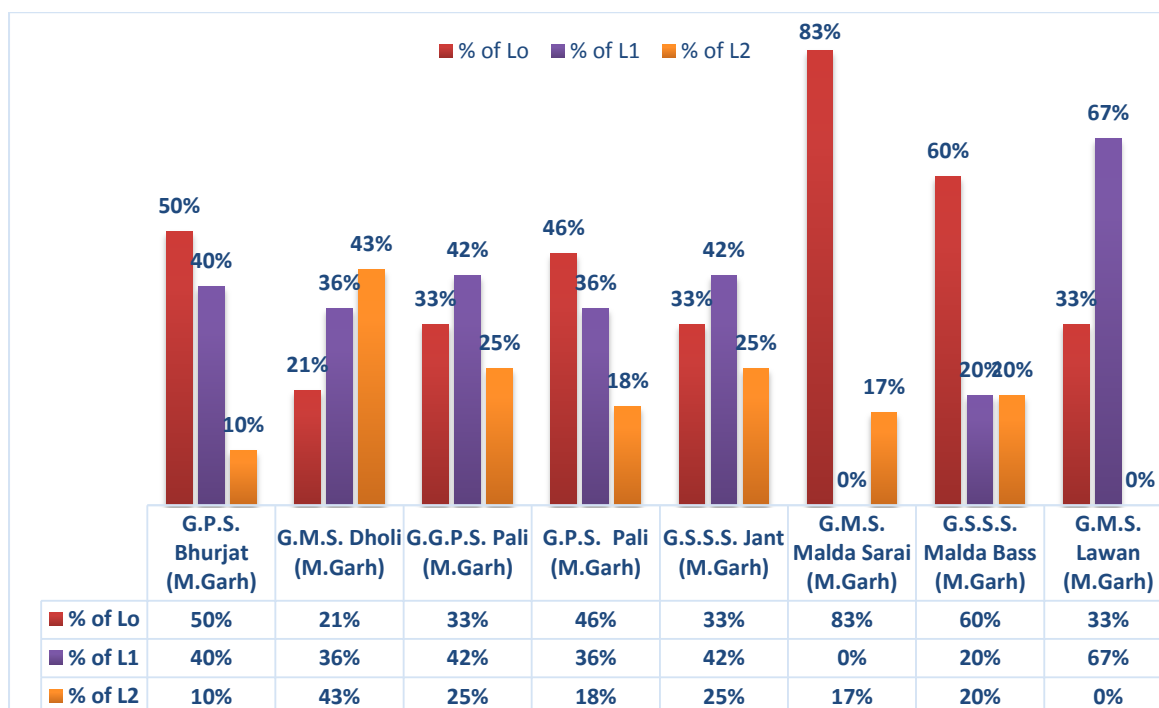


Figure No. 4.8.1 (a). School Wise Learning Level of Class 5th Students

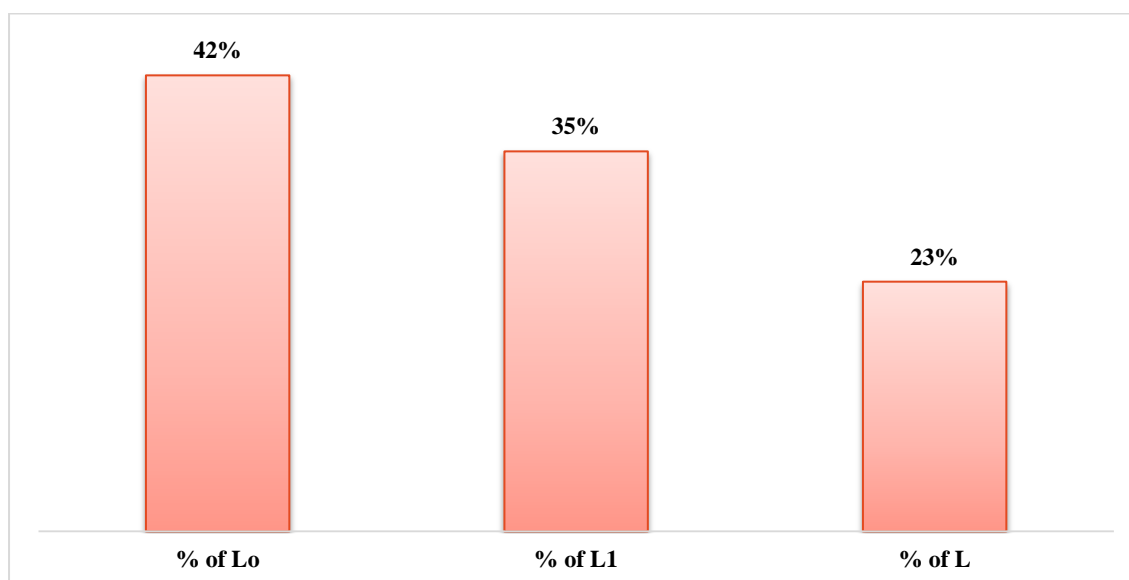


Figure No. 4.8.1 (b). % of Students of Class 5th Having the Level of Learning L₀, L₁, and L₂

Table No.4.8.1 and Figure No 4.8.1(a) & 4.8.1 (b) are showing the result of 5th 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 5th those have achieved the grade level competencies in language and mathematics.

Table No. 4.8.2. School Wise No. of Students of Class 5th Not Having the Knowledge of 3R's

Students of Class 5 th 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%

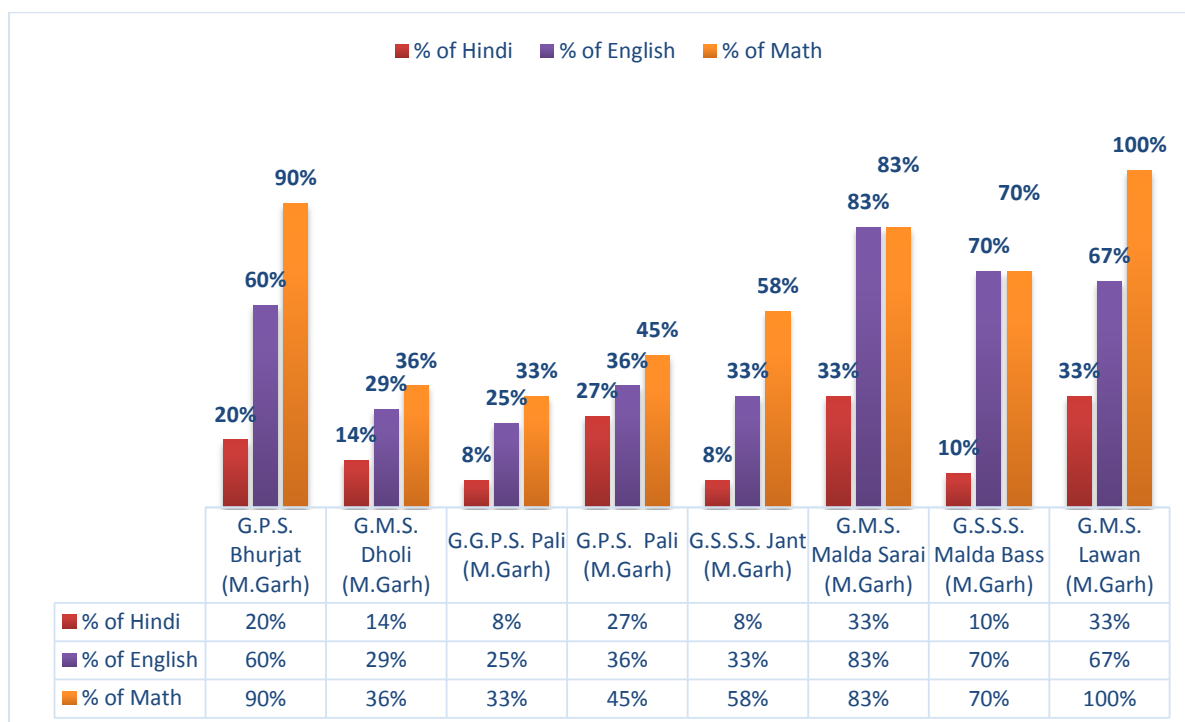


Figure No. 4.8.2 (a). School Wise No. of Students of Class 8th Not Having the Knowledge of 3R's

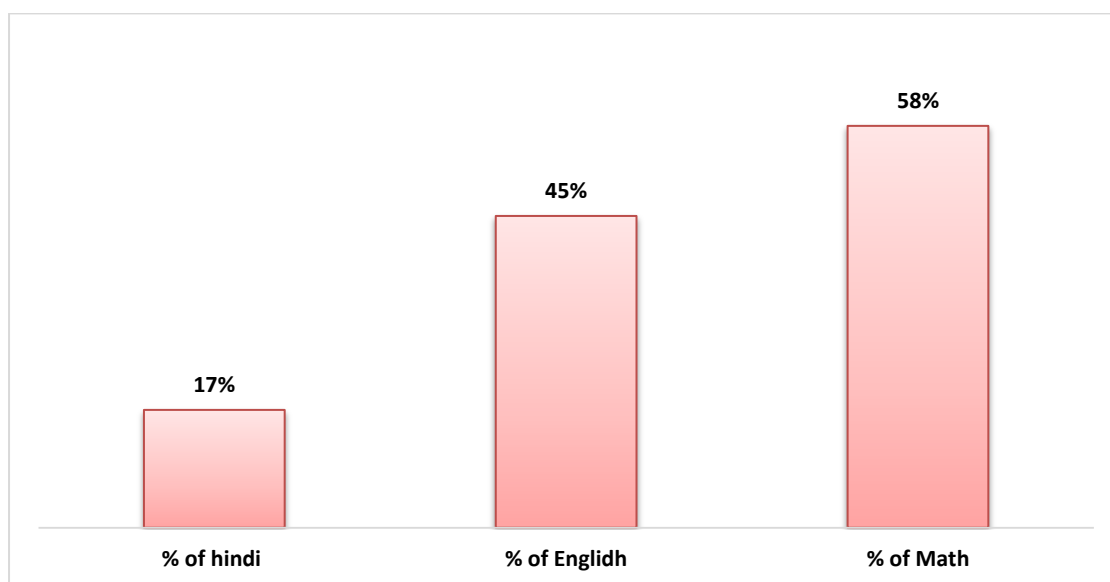


Figure No. 4.8.2 (b). Overall % of Students Class 5th, not having the Knowledge of 3R's

Table no. 4.8.2 and figure no. 4.8.2 (a) & 4.8.2 (b) are showing the result of 5th 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 8th Students

School Name	Total No. of students	No. of students having -L ₀		No. of students having -L ₁		No. of students having -L ₂	
		Freq.(L ₀)	% L ₀	Freq.(L ₁)	% L ₁	Freq.(L ₂)	% L ₂
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%
Overall	114	42	37%	55	48%	17	15%

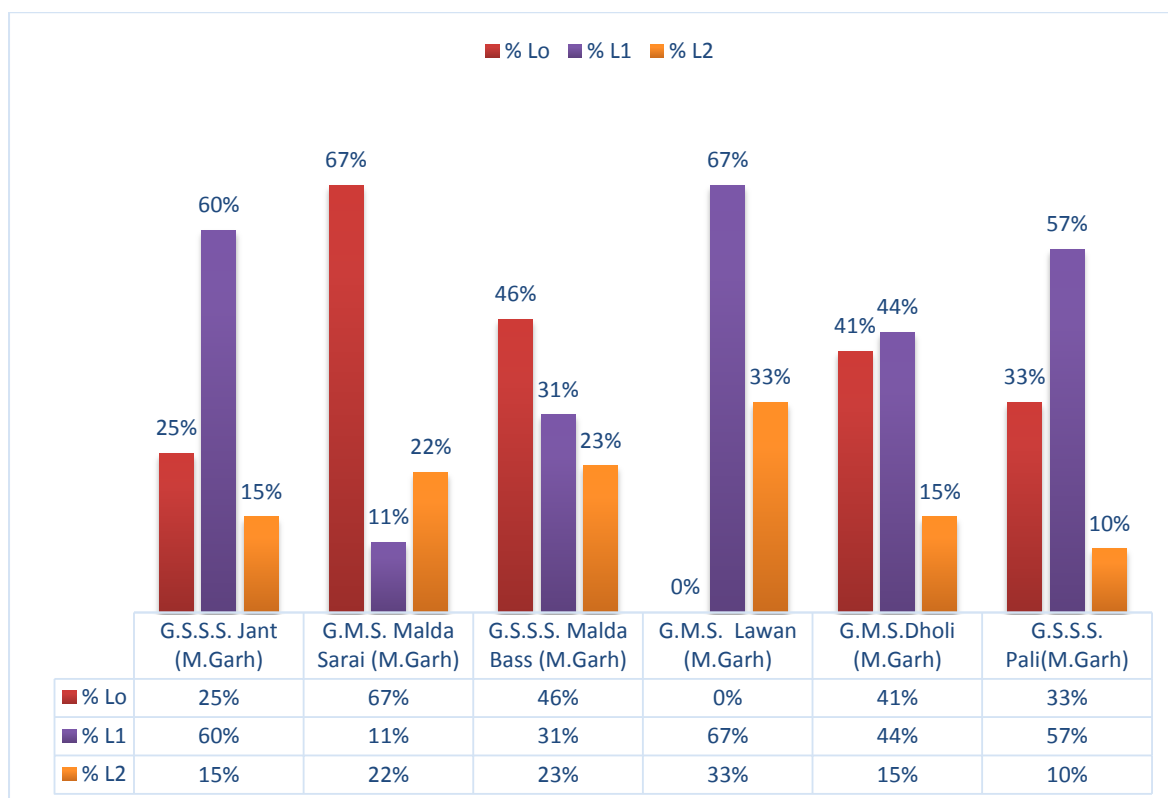


Figure No. 4.8.3 (a). School Wise Learning Level of Class 8th Students

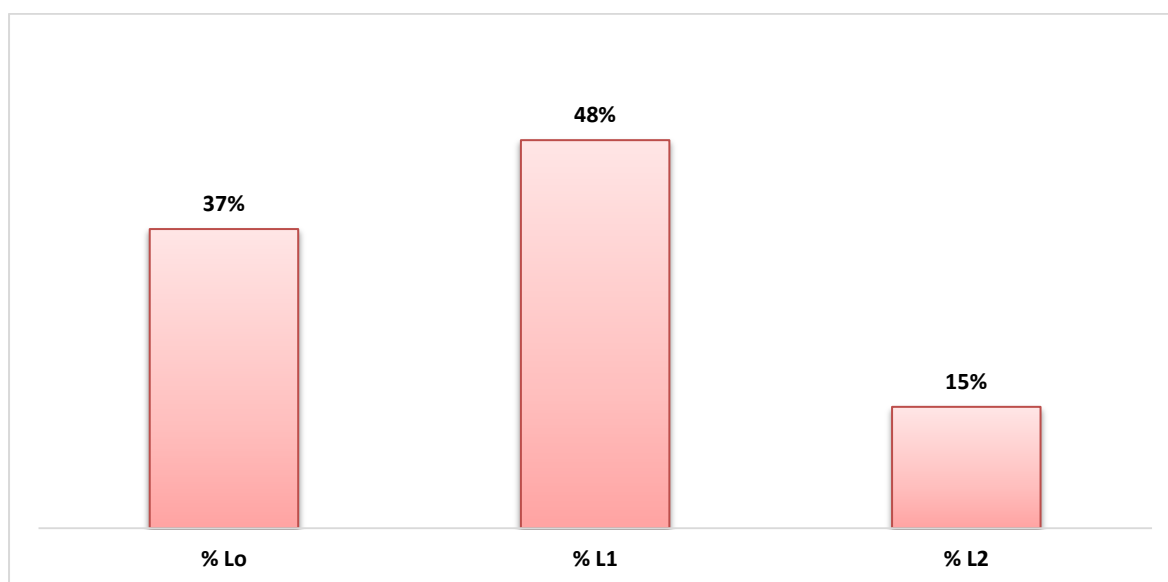


Figure No. 4.8.3 (b). Overall % of Students of Class 8th Having the Level of Learning L₀, L₁, and L₂

Table No. 4.8.3 and figure No. 4.8.3 (a) and 4.8.3 (b) are showing the results of 8th 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 8th 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 8th, Not Having the Knowledge of 3R’s

Students of Class 8 th 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%

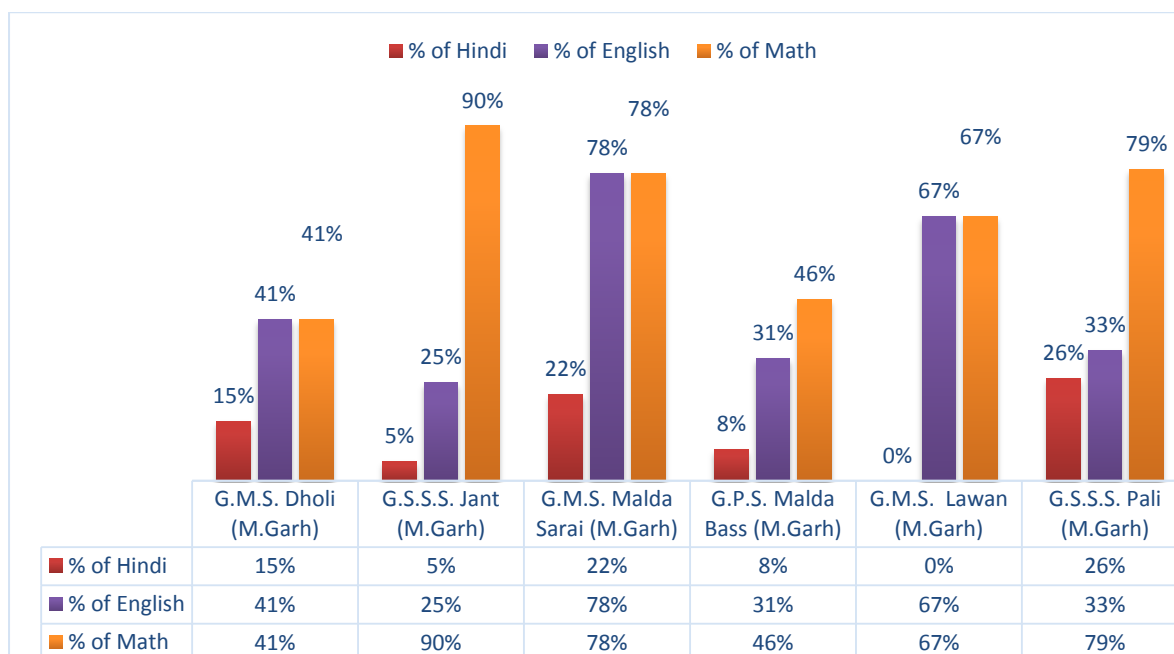


Figure No. 4.8.4 (a). School Wise No. of Students of Class 8th Not Having the Knowledge of 3R's

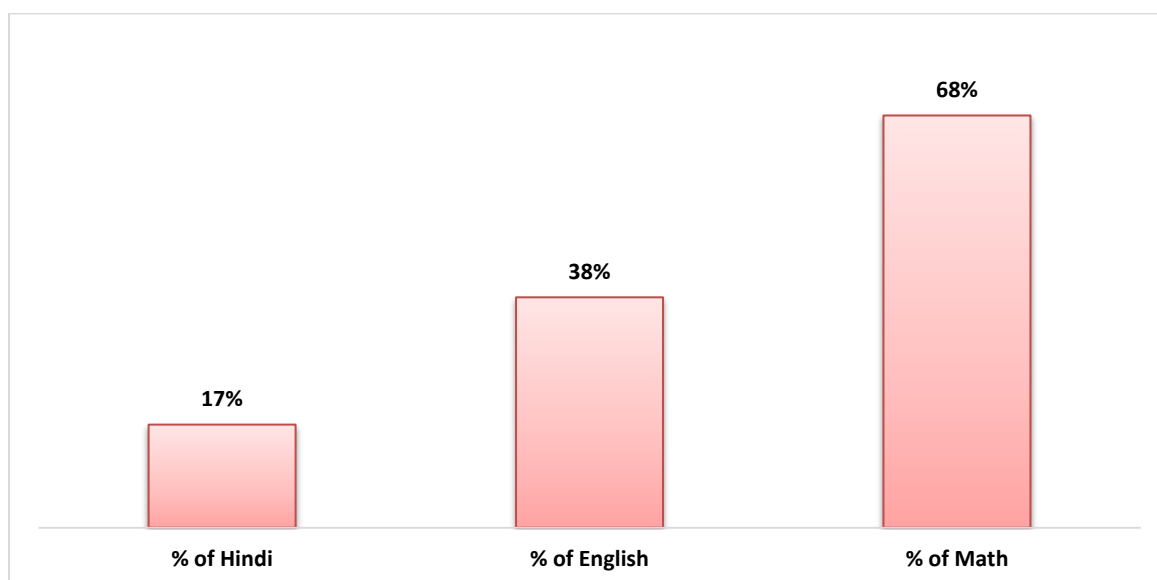


Figure No. 4.8.4 (b). % of Students of Class 8th, Not Having the Knowledge of 3R's

Table No. 4.8.4 and Figure 4.8.4 (a) and 4.8.4 (b) are showing the results of class 8th 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 3rd 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 3rd 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 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.

viii) Smart classroom should be available with trained efficient teacher

Quality education cannot be possible in itself. 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 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 3rd 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.

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 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.
- 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).

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.

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.

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ANNEXURE- H
Achievement Test for the Class 5th
Class- V

Name of the Student..... Father's Name.....
Class.....Roll no.....Name of the School.....
Name of the Village.....

Section-1 (English)

Q-1.Read the following passage carefully and answer the questions that follow:-

One day, Isaac Newton was sitting under an apple tree. He was thinking about the moon move in a circle and not in a straight line? Just then an apple fall off the tree, down to the ground.

a) Who was sitting under a tree?

.....

b) What type of a tree was it?

.....

c) What was he thinking about?

.....

d) How does the moon move?

.....

Q-2.Write an essay on “My favourite Teacher”.

.....
.....
.....
.....
.....
.....
.....

Q-3. Translate in to English:

- a) तुम्हारा नाम क्या है?
- b) वह खेलता है।
- c) वह गाना गाता है।
- d) वह रोज स्कूल जाता है।

Q-4. Change the following sentences into negative:

Sentence	Negative Sentence
i) I take exercise daily.	_____
ii) I have completed my homework.	_____

Q-5. Write the eight name of vegetables.

- 1.----- 2. -----3.-----4.-----
- 5.----- 6.-----7.-----8.-----

Q-6. Write the name of the days of a week.

- 1.-----2. -----3.-----4.-----
- 5.-----6. -----7.-----

Q-7. Complete the following sentences using when,where, who;

- a) -----are you going?
- b) -----has taken my book?
- c) -----will you come from Jaipur?

Q-8. Write your family member's name in English.

- a) Father's Name.....
- b) Mother's Name.....
- c) Sister's Name.....
- d) Brother's Name

Q-9. Fill in the blanks by choosing correct word.

- a) He always get up.....7'o clock in the morning. (in,on,at).
- b) My brother was born.....26th January, 1990 (on,in,at).

- c) There is a sky.....our head.(on,over,upon).
d) There was quarrel.....Mohan and Sohan. (between,among).
e) Why are you angry.....me.(with,by).
f) It was quite.....impossible task.(a,an,the)
g) He is.....best student of our class.(a,the an)
h) Meena and Rishita are my sisters._____play football with me daily. (He, She,it, They)
i) Raman plays hockey_____his brother plays cricket. (and, so, since, because)

Section-2 (Hindi) (हिन्दी)

प्रश्न-1 निम्नलिखित गद्यांश को पढ़कर प्रश्नों के उत्तर दो-

एक शहर में एक शिकारी रहता था। वह रोज जंगल में शिकार करने जाता था। पशुओं को मारकर उनकी खाल को बाजार में बेच देता था। इससे वह बहुत सा धन कमाता था। एक दिन उसने खरगोश को पकड़ लिया। वह खरगोश को लेकर जा रहा था कि रास्ते में उसे एक भालू दिखाई दिया। लालच में आकर उसने खरगोश को छोड़कर भालू को पकड़ लिया। उसने सोचा, कोई ना कोई इसके मुँह माँगे दाम दे ही देगा। रास्ते में उसे एक हिरन मिला। हिरन बहुत सुंदर था। अब उसने भालू को छोड़ दिया और धनुष-बाण उठाकर हिरन को पकड़ने दौड़ा। हिरन का पीछा करते-करते शिकारी थक गया, पर हिरन हाथ नहीं आया। लालच के कारण उसके हाथ कुछ नहीं आया। अब वह समझ चुका था कि लालच बुरी बला है।

- (क) शिकारी पशुओं को मारकर, क्या करता था?
(i) खा जाता था (ii) बेच देता था (iii) छोड़ देता था
(ख) शिकारी ने सबसे पहले किसे पकड़ था?
(i) खरगोश को (ii) गिलहरी को (iii) चूहे को
(ग) भालू को शिकारी ने क्यों छोड़ दिया?
(i) हिरन के लालच में (ii) हाथी के लालच में
(iii) लोमड़ी के लालच में
(घ) क्या उठाकर शिकारी हिरन के पीछे भागा?
(i) तलवार (ii) चाकू (iii) धनुष-बाण
(ङ) ऊपर दी गई कहानी हमें सिखाती है कि हमें लालच -
(i) ज्यादा करना चाहिए (ii) थोड़ा करना चाहिए
(iii) बिल्कुल नहीं करना चाहिए

प्रश्न-2 अनेक शब्दों के लिए एक शब्द लिखो-

- | वाक्यांश | एक शब्द |
|-----------------------------|---------|
| क) जो कभी न मरे | |
| ख) जो चित्र बनाता हो | |
| ग) दिन में एक बार होने वाला | |

प्रश्न-3 निम्नलिखित वाक्यों में प्रयुक्त कारक का नाम बताएं –

वाक्य	कारक
क) कमल पतंग उड़ा रहा है
ख) शिकारी ने पक्षी को बाण से मारा
ग) पेड़ से पत्ता गिरता है

प्रश्न-4 निम्नलिखित शब्दों में से संज्ञा और सर्वनाम के शब्दों को अलग-अलग लिखें –

राम, गंगा, मैं, तुम, सोना, पटना, हम, वे

- क) संज्ञा शब्द
- ख) सर्वनाम शब्द.....

प्रश्न-5 'वीर' के लिए सही पर्यायवाची पंक्ति चुनिए–

- क) शूर, योद्धा, बहादुर
- ख) सूर, योद्धा, बहादुर
- ग) सूरा, योद्धा, बहादुर
- घ) शूर, युद्ध, बहादुर

प्रश्न-6 प्+र वर्णों को मिलाकर कौन सा शब्द बना है। उस पर निशान (√) लगाए–

- क) परकार
- ख) प्रमोद
- ग) परमात्मा

प्रश्न-7 नीचे दिए गए शब्द में चन्द्रबिन्दु () का गलत प्रयोग हुआ है ; उस पर निशान (√) लगाए–

- क) आंख
- ख) दांत
- ग) नाक

प्रश्न-8 'सुमन सुंदर और ईमानदार लड़की है'– वाक्य में विशेषण शब्द है।

प्रश्न-9 निम्नलिखित मुहावरों का अर्थ बताए–

मुहावरे	अर्थ
क) नाक में दम करना
ख) अक्ल पर पत्थर पड़ना
ग) कमर कसना

Section-3 (Mathematics) (गणित)

प्रश्न-1 एक हजार नौ सौ सतानवें को अंको में प्रदर्शित करते है.....

प्रश्न-2 5079 अंको को हिन्दी में लिखते है

प्रश्न-3 हल कीजिए -

i) 1 घण्टा =सेकिण्ड

ii) 1 किलोग्राम = ग्राम

iii) 7 रूपये 50 पैसे =पैसे

iv) 1 मीटर 30 सेंटीमीटर =.....सेंटीमीटर

v) 9 रूपये+100 पैसे =.....रूपये

प्रश्न-4 i) घटाव कीजिए 9579.5

-6354.8

ii) जोड़ कीजिए 114.567

+89.06

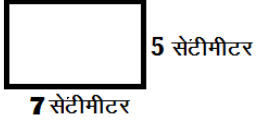
iii) गुणा कीजिए- 64325

×198

iv) भाग कीजिए- $87654 \div 14 =$

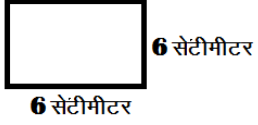
प्रश्न-5 दी गई आकृतियों की पहचान करके उनके नाम लिखिए और परिमाण ज्ञात कीजिए-

i)

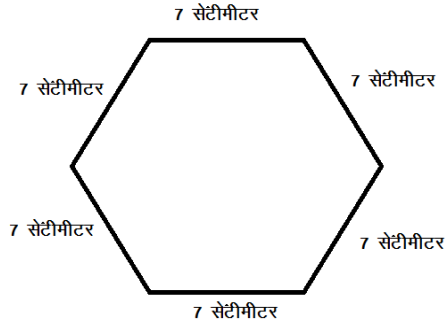


आकृति का नाम परिमाण

ii)



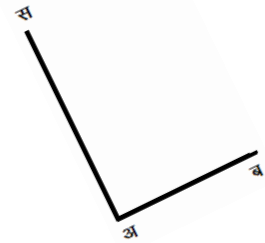
iii)



प्रश्न-6 मिलान कीजिए-

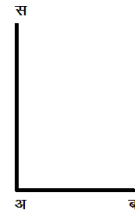
क) सम कोण

क)



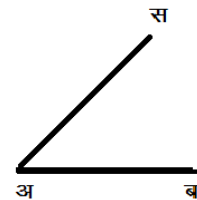
ख) न्यून कोण

ख)



ग) अधिक कोण

ग)



प्रश्न-7 आप घरेलू बचत से हर महीने 15 रूपये बचाते हैं तो एक वर्ष में कुल कितने रूपये बचाएँगे?

क) 150 रूपये ख) 140 रूपये ग) 160 रूपये घ) 180 रूपये

प्रश्न-8 यदि 1 कनस्तर का वनज 15 कि.ग्रा. हो तो ऐसे 13 कनस्तरों का वनज कितना होगा?

क) 190 ग्राम ख) 195 ग्राम ग) 185 ग्राम घ) 200 ग्राम

प्रश्न-9 सचिन के पास 6 किलोग्राम अदरक है। सूखने पर उसका वनज एक तिहाई कम हो जाता है तो सचिन के पास कितनी सूखी दअरक बचेगी?

क) 2 कि.ग्राम ख) 195 ग्राम ग) 185 ग्राम घ) 200 ग्राम

Page for Rough Work

ANNEXURE- I

Achievement Test for the Class 8th

Class- VIII

Name of the Student..... Father's Name.....

Class.....Roll no.....Name of the School.....

Name of the Village.....

Section-1 (English)

Q-1 Read the following passage carefully and answer the questions that follow:-

One day, the old emperor Shaa jhan become ill his son aurangejeb ,who always wanted to be the emperor, put his father in jail. Jahanra begum wanted to be the eldest child of shah jahn did not leave her father and want to jail along with him. Her dais "I shall share the suffering of my father. He needs me in his old age and I shall never leave him. Shah jahan lived in the jail for seven years and then he died. During that period Princess Jahanara stayed with him and took care of him. After the death of her father she returned back to her own palace. She continued to live there and spent the rest of her life serving the needy and the poor. Before her death she gave away her money to the poor and needy.

(i) Who was shah jahan's eldest child?

.....

(ii) What did Aurangezeb do when Shah jahan became ill ?

.....
.....

(iii) What did jahanara do before her death?

.....
.....

(iv) For how many years, Shah jahan lived in jail ?

.....

(v) Find words in the passage which mean the same as:

(a) King -----

(b) sick -----

Q-2 Write a paragraph on "My family".

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q-3 Translate in to English:

a) मैंने एक पैन खरीदा।

b) क्या तुम मुझें जानते हो।

c) हम फुटबाल नहीं खेलते हैं।

d) तुम कल क्या कर रहे थे।

Q-4 Fill in the blanks with correct question-word (where, what, who, when, which, why, How).

a) -----did the princess fell about the lady behind one of the door?

b) -----is asking for dynamite and drills?

c) -----game do you play School?

d) -----do you take dinner?

Q-5 Put the words in the right order to make meaningful sentences.

a) Water/not/we/waste/should. -----

b) Park/Childern/playing/the/are/in the. -----

c) A man/the door/standing at/there is. -----

Q-6 Write the name of the month of a year.

1.----- 2. -----3.-----4.-----

5.----- 6. -----7.----- 8. -----

9.----- 10.----- 11. -----12.-----

Q-7 Write the name of your family member's in English.

- a) Father's Name.....
- b) Mother's Name.....
- c) Sister's Name.....
- d) Brother's Name
- e) Grandfather's Name.....
- f) Grandmother's Name.....

Q-8 Fill in the blanks by choosing correct word:-

- a) Fish and chipsmy favourite dish. (are,is,were).
- b) One of the five members.....at fault.(is,are,was,were).
- c) Why are you angry.....me.(with,by).
- d) There is a sky.....our head. (on,over,upon).
- e)knowledge is a dangerous thing.(little, a little, the little).
- f) I do not have.....problem. (some,any).

Section-2 (Hindi) (हिन्दी)

प्रश्न-1 निम्नलिखित की परिभाषा उदाहरण सहित लिखकर उनके भेदों के नाम बताए।

क) संज्ञा किसे कहते हैं? संज्ञा के कितने भेद होते हैं?

.....
.....
.....

ख) सर्वनाम किसे कहते हैं और उसके कितने भेद होते हैं?

.....
.....
.....

ग) विशेषण किसे कहते हैं और उसके कितने भेद होते हैं?

.....
.....
.....

प्रश्न-2 निम्नलिखित शब्दों में से संज्ञा, सर्वनाम और विशेषण के शब्दों को अलग-अलग लिखों-

गीता, पुस्तक, नदी, मैं, ये, वे, मीठा, सुन्दर, काला, राम, तुम, कड़वा

संज्ञा शब्द

सर्वनाम शब्द

विशेषण शब्द

प्रश्न-3 निम्नलिखित अशुद्ध शब्दों को शुद्ध रूप में लिखो

अशुद्ध शुद्ध

अविष्कार

आजकाल

बीमारी

प्रमाणिक

अक्षोहिणी

प्रश्न-4 निम्नलिखित वाक्यों में प्रयुक्त कारक का नाम बताए-

वाक्य कारक नाम

क) वृक्ष पर पक्षी बैठे हैं

ख) वह घर से बाहर गया

ग) हिमालय से गंगा निकलती है

घ) वृक्ष से पत्ते गिरते हैं

प्रश्न-5 निम्नलिखित शब्दों में से एकवचन और बहुवचन शब्द अलग-अलग छांटो।

शब्द - भारतीयों, आसूं, प्राण, जनता, पुस्तक, सोना।

एकवचन शब्द

बहुवचन शब्द

प्रश्न-6 'मेरा विद्यालय' पर निबन्ध लिखिए।

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.....

प्रश्न-7 गद्यांश को पढ़कर प्रश्नों के उत्तर दीजिए।

गाँव के रामफल काका कीचड़ में सने, सिर पर छाता ओढ़े, लेकिन ज़्यादातर भीगते, बड़े जा रहे हैं – मेरे पड़ोसी अक्कल के दरवाज़े की ओर!

रामफल काका मेरे गाँव के सबसे धनी किंतु कंजूस व्यक्ति हैं।

अक्कल एक गरीब मज़दूर किंतु हरफनमौला इंसान है।

“अक्कल! ज़रा चलो, मानसघर के खपरैल की उधड़ जाने से सूचना घर पानी-पानी हो रहा है, खाना – पीना बंद है। चलो! खपरैलों को दुरुस्त कर दो। बाल-बच्चे भूख से छटपटा रहे हैं।” “मेरी तबीयत ठीक नहीं। माफ़ कीजिए, तबीयत ठीक होती तो हुकुम सिर आँखों पर।”

अक्कल रामफल काका का काम प्रायः ही करता, किन्तु उसे सबसे ज़्यादा तो इस बात की चिढ़ थी कि कंजूसी के मारे अच्छे दिनों में तो थे घर दुरुस्त नहीं कराते और इस आफत में जान लेने आई है, जैसे गरीब देह, देह नहीं! उसे सर्दी लग रही थी, वह रह – रहकर ख़ाँसता था, यह बात तो हम पड़ोसी जानते ही थे। किन्तु रामफल काका के साम-दाम-दंड-भेद के सामने उसे झुकना पड़ा। फटी काली कंबली ओढ़े अक्कल को मैंने रामफल काका के पीछे जाते देखा।

(क) बरसात में भीगते हुए कौन, कहाँ जा रहा था?

(ख) बाल-बच्चे भूख से क्यों छटपटा रहे थे?

(ग) अक्कल को रामफल काका की किस बात से चिढ़ थी?

(घ) पड़ोसी क्या जानते थे?

(ङ) अक्कल को किसने सामने झुकना पड़ा?

प्रश्न-8 वह वाक्य चुने, जिसमें विराम चिन्हों का उचित प्रयोग किया गया हो।

(क) शाबाश? तुमने बहुत अच्छा काम किया है”

(ख) शाबास! तुमने बहुत अच्छा काम किया है।

(ग) शाबाश, तुमने बहुत अच्छा काम किया है”

(घ) “शाबाश” तुमने बहुत अच्छा काम किया है?

प्रश्न-9 अब्दुल कलाम ने का था, “अगर तुम सूरज की तरह चमकना चाहते हो तो पहले सूरज की तरह जलना सीखो।”

विचार का सार क्या है?

- (क) ईश्वर उसी की मदद करता है जो लगातार परिश्रम करता है।
- (ख) सफलता पाने के लिए कड़ी गर्मी में काम करना पड़ता है।
- (ग) सफलता पाने के लिए पहले मुश्किलों का सामना करना पड़ता है।
- (घ) सकारात्मकता से सोचने वाले को ही सफलता मिलती है।

प्रश्न-10 नीचे दिए गए वाक्यों को ध्यान से पढ़ो।

मेरे माता-पिता की यही कामना है कि मैं बड़ा होकर डॉक्टर बनूँ।

मेरी एक ही अभिलाषा है कि भगवान मुझे एक बड़ी सी गाड़ी दिला दें।

मेरे दादाजी की यही लालसा है कि वे जल्दी से जल्दी मेरी शादी देख लें।

अब वह शब्द चुनिए जो तीनों रेखांकित शब्दों के स्थान पर उपयोग हो सकता है।

- (क) इच्छा
- (ख) आशीर्वाद
- (ग) कृपा
- (घ) अच्छा

Section-3 (Mathematics) (गणित)

प्रश्न-1 निम्न को हल कीजिए

i) $(-5) \times (-4) \times (-3)$

ii) $(-4) \times [(-3) + 2]$

iii) $(-4) \times [4 \times 6 \div 3 + (2 - 1)]$

प्रश्न-2 नीचे दिए गए दशमलव भिन्न को हल कीजिए-

i) $\frac{33.5}{0.5}$

ii) $\frac{7.77}{0.3}$

iii) $\frac{9.81}{0.3 \times 0.3}$

प्रश्न-3 ज्ञात कीजिए -

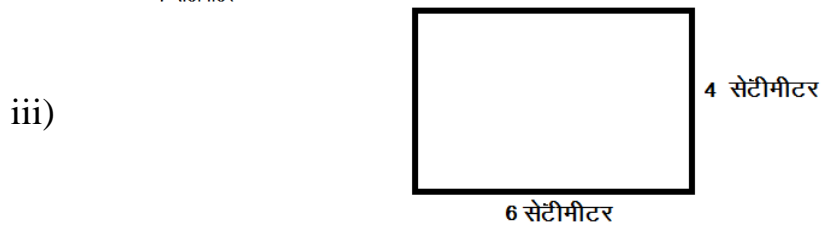
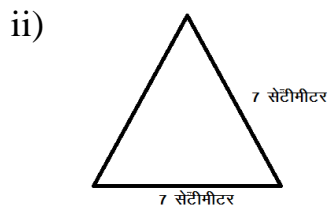
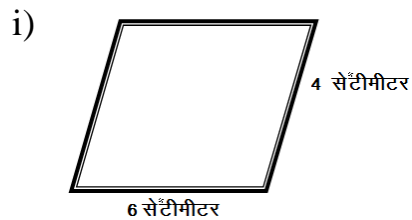
i) 2.50 का 15% =

ii) 1 किलोग्राम का 75% =

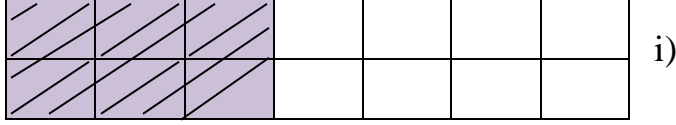
iii) 775 का 25% =

प्रश्न-4 नीचे दी गई आकृतियों का पहचान करके उसका नाम एवं परिमाण ज्ञात कीजिए-

आकृति का नाम परिमाण

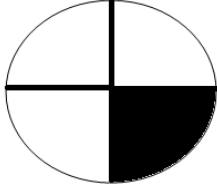


प्रश्न-5 निम्न आकृतियों को भिन्न रूप में लिखकर अंश और हर अलग-अलग बताए-



भिन्न अंश हर
.....

ii)



भिन्न अंश हर
.....

प्रश्न-6 एक चतुर्भुज की रचना कीजिए जिसमें $PQ=4\text{cm}$, $QR=6\text{cm}$, $RS=5\text{cm}$, $PS=5.5\text{cm}$, $PR=7\text{cm}$ हो।

प्रश्न-7 i) पांच लाख बीस हजार दौ सौ सतानवें को अंको में प्रदर्शित करो-

.....

ii) 2056420 संख्या को हिन्दी में लिखो-

.....

प्रश्न-8 निम्नलिखित के सूत्र लिखें-

i) आयत का परिमाप =

ii) वर्ग का क्षेत्रफल=

iii) वृत्त का क्षेत्रफल=

iv) समद्विबाहु का क्षेत्रफल=

प्रश्न-9 $(2x^2 + 3xy - 3y^2) - (x^2 - y^2) =$

- (i) $x^2 - 2y^2$
- (ii) $3xy - 2y^2$
- (iii) $x^2 + 3xy - 2y^2$
- (iv) $x^2 + 3xy - 4y^2$

प्रश्न-10 $4^5 \times 3^6 \times 2^2$ का धनमूल क्या है?

- (i) 48
- (ii) 144
- (iii) 576
- (iv) 1728

प्रश्न-11 यदि हम $(-5a^2b)$ और $(-2a^2b)$ के योग से $2a^2b$ और $(-7a^2b)$ का योग घटाते हैं, तो हमें.....प्राप्त होता है।

- (i) $2a^2b$
- (ii) $(-2a^2b)$
- (iii) $(-12a^2b)$
- (iv) $12a^2b$

प्रश्न-12 त्रिभुज के दो कोण 45° और 70° हैं। तीसरे कोण का माप क्या है?

- (i) 115°
- (ii) 65°
- (iii) 55°
- (iv) 15°
- (v)

प्रश्न-13 एक बस 60 किलोमीटर प्रति घंटे की रफ्तार से चल रही है। 2 घंटे 30 मिनट में वह कितनी दूरी तय करेगी?

- (i) 120 किलोमीटर
- (ii) 100 किलोमीटर
- (iii) 150 किलोमीटर
- (iv) 115 किलोमीटर

प्रश्न-14 एक आयत का क्षेत्रफल 500 वर्ग सेंटीमीटर और चौड़ाई 20 से।टीमीटर हैं। आयत की लम्बाई और चौड़ाई का अनुपात क्या होगा?

- (i) 5 : 2
- (ii) 2 : 5
- (iii) 5 : 4
- (iv) 2 : 1

प्रश्न-15 एक शिशु हाथी का वनज 218.99 किलोग्राम था। दो साल बाद, उसका वनज 109.85 किलोग्राम बढ़ गया। अब हाथी का वनज कितना है?

- (i) 327.84 किलोग्राम
- (ii) 328.74 किलोग्राम
- (iii) 328.84 किलोग्राम
- (iv) 327.74 किलोग्राम

प्रश्न-16 3 साल की अवधि के लिए एक बैंक में 8000 रु. की राशु जमा की गई। यदि बैंक 3 साल के अंत में 9200 रूपये वापस करता है, तो साधारण ब्याज दर क्या है?

- (i) 3% वार्षिक
- (ii) 5% वार्षिक
- (iii) 10% वार्षिक
- (iv) 15% वार्षिक

Page for Rough Work

ANNEXURE - A

Checklist Regarding School's Norms & Standards Under RTE Act, 2009

1. Name of the school:
2. Name of the village:
3. Name of the block :
4. Full office address:
5. District :
6. State :
7. Contact Number:
8. Signature:

Section I:

1. **Medium of instruction in school:** Hindi / English /Bilingual
2. **Type of the school:** boys/girls /co-education
3. **Nature of school:** Primary school / upper primary school
4. **Fully fledged Headmaster:** Yes No
5. **School's playground:** Yes No
6. **School's boundary wall for security:** Yes No
7. **Library:** Yes No
8. **An office (clerical room):** Yes No
9. **Store room:** Yes No
10. **Headmaster room:** Yes No
11. **Electricity facility:** Yes No
12. **Drinking water facility:** Yes No
13. **Quality of water (purified):** Yes No
14. **Source of water:**
15. **Toilets facilities:**

Boys' toilets	
Girls' toilets	
Disabled friendly toilets	
Staffs' toilets	

16. Toilets are usable condition: Yes No
17. Ramps with railings: Yes No
18. Ramps are friendly usable condition for Disabled students: Yes No
19. Shed to cook mid-day meal: Yes No
20. Kitchen devices are sufficient: Yes No
21. Total number of teachers for 1st -5th & 6th-8th class:

Teachers	Male	Female
1 st -5 th		
6 th -8 th		

22. Class wise enrolment of students in class 1st to 5th & 6th-8th class:

Class	Boys	Girls	No. of students
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			

23. Enrolment of children with disabilities:

No. of Disable children									
VI		HI		PI		MI		Any other	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

VI: Visually Impaired, HI: Hearing Impaired, PI: Physically Impaired, MI: Mentally Impaired

24. Total numbers of rooms for 1st -5th & 6th-8th class:

25. Pupil-teacher ratio of 1st -5th & 6th-8th class:

Class	Ratio
6 th	
7 th	
8 th	

26. Teaching/non-teaching staff:

Staff's members	No. of members
Headmaster	
Teachers	
Peon	
Others	

27. List of SMC members:

S.NO.	Name of members	Male/Female	Caste	Designation	Educated/non- educated	Contact number
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

28. Composition of SMC members:

No. of Members in SMC	Parent/guardian members	Members from teachers, head teachers/ panchayat/ senior citizen/ academician, etc.	Women members in SMC

ANNEXURE - B

Interview Schedule for Head teachers/Headmasters regarding RTE Act, 2009

Respected Respondent,

This schedule is a part of my research study titled “An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana.” In order to understand the topic at deeper level, the researcher has prepared an interview schedule for seeking response from you. It is requested to kindly cooperate with me to fulfill the purpose of this schedule. Information given by you, will be kept strictly confidential and used for research purpose only. Your valuable responses will be helpful in completing this small project. Thank you.

Section I: Respondent’s profile:

1. Name :
2. Gender :
3. Age :
4. Designation :
5. Educational Qualification:
6. Name of the school:
7. Name of the village:
8. Name of the block :
9. Full office address:
10. District :
11. State :
12. Contact Number:
13. Signature:

Section II: Regarding Awareness /Knowledge About RTE Act, 2009

Q. 1. What do you know about RTE Act, 2009?

Q. 2. Which are the provision regarding Head teachers?

Q. 3. What are the roles & responsibilities of head teachers under RTE Act, 2009?

Q.4. Do you know which provision are regarding to different stakeholders like parent, teachers, SMC etc. under RTE Act, 2009?

Section-III (Part I): Regarding different Dimension of Head teacher's roles & responsibility

Q.5. What the process do you adopt to admitting children in your school?

Q.6. What documents do you demand from parents to enrollment children in your school?

Q.7. What initiatives have you taken to teach Age appropriate children in your school?

Q.8. What type of the charges (Admission fee, tuition fee, uniform fee and other) you take from parents/students?

Q.9. What things are provided to all enrolled children at free of cost?

Q.10. What initiatives have you taken to ensuring the enrollment of 6-14 years children in neighborhood government elementary school?

Q.11. What initiatives have you taken to inspire parents and community' members to enroll their children in neighborhood school?

Q.12. Have you ensured the admission of CWSN in your school without any discrimination?

- i) Yes
- ii) No, why?

Q.13. What special facilities are available for CWSN (Children with special needs) in your school?

Q.14. According to you, which type of special facilities should be available for CWSN (Children with special needs) in a school?

Q.15. What specific steps have you taken to teach CWSN (Children with special needs) regarding the RTE Act, 2009?

Q.16. According to you, what can be done more for the elementary education of CWSN?

Q.17. What is your opinion about the provision of prohibition of deployment of teacher in non education purposes?

Q.18. What kind of problems do you face in your school like:

a) Regular absentee of teacher.....

b) Shortage of teachers.....

c) Basic facilities such as: water, light, chalk, books etc. -----

Q.19. What type of roles do you play in your school?

Q.20. Which other activities are held by you except than teaching?

Q.21. What difficulties do you face in teaching different type of children (Idiots, feeble mildness, dull, normal, and intelligent) in your class?

Q. 22. What type of teaching –learning materials are available permanent in your classroom?

Q. 23. How many times, Supplementary additional instructions (remedial teaching) provided by you, to educationally weak children?

Q.24. Besides the monthly online test, how do you measure the learning ability of each child in your class /school?

Q.25. What your views on the prescribed curriculum for class 1st to 5th & 6th to 8th that it is according to the level of elementary children or not?

Q. 26. Under section 29(2), do you complete prescribed syllabus in specified time for 1st to 5th& 6th to 8th class?

Q.27. How many time do you revise the syllabus before conducting the exam?

Q. 28. Do you have attended in-service teacher training programs?

i) Yes

ii) If not, then why

Q.29.What you think about the teacher training program usefulness?

Section-III (Part II): Other Additional Information

Q. 30.What you think about the 'No detention policy'?

Q.31. According to you, Fail\Pass system should be implemented:

i) If yes then why?

ii) If not then why?

Q.32. Is the Pupil-Teacher Ratio (PTR) in your all classes as per the norm of RTE act, 2009:

i) Below PTR, as decided by RTE Act, 2009

ii) Above PTR, as decided by RTE Act, 2009

Q. 33. What are your views on implementing ICT in your school?

Q. 34. What are the problems usually faced by the school on implementing ICT in your school?

Q. 35. What are your suggestions to overcome the problems of implementing ICT in your school?

Q.36. What are your views on physical punishment and mental harassment?

Q. 37. What are your views on 'open whole year admission' in government elementary schools?

Q.38. According to you, mid-day meal should be given or not to elementary children in Haryana government elementary school?

Q.39. What kinds of problems are faced by you in the proper implementing of RTE Act, 2009 in your school?

Q.40. According to you, what are suggestions for proper implementation of RTE Act, 2009?

OR

What type of development would you like to see in the School System in the near future?

ANNEXURE -C

Interview Schedule For Teachers Regarding RTE Act, 2009

Respected Respondent,

This schedule is a part of my research study titled “An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana.” In order to understand the topic at deeper level, the researcher has prepared an interview schedule for seeking response from you. It is requested to kindly cooperate with me to fulfill the purpose of this schedule. Information given by you, will be kept strictly confidential and used for research purpose only. Your valuable responses will be helpful in completing this small project. Thank you.

Section I: Respondent’s profile:

Name :

Gender :

Age :

Designation :

Educational Qualification :

Name of the school :.....

Name of the village :

Name of the block :.....

Full office address :

District :

State :

Contact Number :

Signature :.....

Email Id:

Section II: Regarding Awareness /Knowledge About RTE Act, 2009

Q. 1. What do you know about RTE Act, 2009?

Ans.....
.....

Q. 2. Which the provision are regarding teachers under RTE Act, 2009?

Ans.....
.....

Q. 3. What are the roles & responsibilities of teachers under RTE Act, 2009?

Ans.....
.....

Q.4.Do you know which the provision are regarding to different stakeholders like parent, teachers, SMC etc. under RTE Act, 2009?

Ans.....
.....

Section-III (Part I): Regarding Different Dimension of Teachers' Roles & Responsibility

Q.5.What initiatives have you taken to ensuring the enrollment of 6-14 years children in neighborhood government elementary school?

Ans.....
.....

Q.6.What initiatives have you taken to inspire parents and community' members to admit their children in the neighborhood school?

Ans.-----

Q.7.What specific steps have you taken to teach CWSN (Children with special needs) regarding the RTE Act, 2009?

Ans.....
.....

Q.8. According to you, what can be done more for the elementary education of CWSN?

Ans.....
.....

Q.9. According to you, which type of special facilities should be available for CWSN (Children with special needs) in a school and classroom to teach CWSN?

Ans.....
.....

Q.10. What is your opinion about the provision of prohibition of deployment of teacher in non-education purposes?

Ans. -----

Q.11. What type of roles do you play in your school?

Ans.-----

Q.12. Which other activities are held by you except than teaching?

Ans.....
.....

Q.13. What difficulties do you face to teach different type of children (Idiots, feeble mildness, dull, normal, and intelligent) in your class?

Ans.....
.....

Q. 14. What type of teaching –learning materials are permanent available in your classroom?

Ans.....
.....

Q.15. Besides the monthly online test, how do you measure the learning ability of each child in your class /school?

Ans.....
.....

Q. 16. How many times, Supplementary additional instructions (remedial teaching) provided by you, to educationally weak children?

Ans.....
.....

Q.17. What your views on the prescribed curriculum for 1st to 5th & 6th to 8th class that it is appropriate according to the level of elementary children or not?

Ans.....
.....

Q. 18. Under section 29(2), do you complete prescribed syllabus in specified time for 1st to 5th& 6th to 8th class?

Ans.....
.....

Q.19. How many time do you revise the syllabus before conducting the exam?

Ans.....
.....

Q. 20. Do you have attended in-service teacher training programs?

i) Yes

ii) If not, then why

Q.21.What you think about the teacher training program usefulness?

Ans.....
.....

Q. 22.According to you what steps should be taken to ensure regular attendance of children in school?

Ans.....
.....

Section III (Part III): Other Additional Information

Q. 23.What you think about the ‘No detention policy’?

Ans.....
.....

Q.24. According to you, Fail\Pass system should be implemented:

i) If yes then why?

ii) If not then why?

Ans.....
.....

Q.25. Is the Pupil-Teacher Ratio (PTR) in your all classes as per the norm of RTE act, 2009:

i) Below PTR, as decided by RTE Act, 2009

ii) Above PTR, as decided by RTE Act, 2009

Ans.....
.....

Q. 26.What are your views on implementing ICT in your school?

Ans. -----

Q. 27.What is the problems usually faced by the school on implementing ICT in your school?

Ans.....
.....

Q. 28. What are your suggestions to overcome the problems of implementing ICT in your school?

Ans.-----

Q.29.What are your views on physical punishment and mental harassment?

Ans.....
.....

Q. 30. What are your views on 'open whole year admission' in government elementary schools?

Ans.....
.....

Q.31.According to you, mid- day meal should be given or not to elementary children in Haryana' government elementary school?

Ans.....
.....

Q.32. According to you, what are suggestions for proper implementation of RTE Act, 2009?

OR

What type of development would you like to see in the School System in the near future?

Ans.-----

ANNEXURE -D

Interview Schedule for Parents Regarding RTE Act, 2009

Respected Respondent,

This schedule is a part of my research study titled “An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana.” In order to understand the topic at deeper level, the researcher has developed an interview schedule for seeking response from you. It is requested to kindly cooperate with me to fulfill the purpose of this schedule. Information given by you, will be kept strictly confidential and used for research purpose only. Your valuable responses will be helpful in completing this small project. Thank you.

Section I: Respondent’s profile:

- 1) Name :
- 2) Gender :
- 3) Age :
- 4) Occupation :
- 5) Educational Qualification :
- 6) Category : SC/ST /OBC/BPL/Other
- 7) Name of the child : Girl /Boy
- 8) Name of the school :.....
- 9) Name of the village :
- 10) District :
- 11) State :
- 12) Contact Number :
- 13) Signature:.....

Section II: Regarding Awareness /Knowledge About RTE Act, 2009

Q1. Do you know about Right of Children to Free and Compulsory Education Act, 2009?

Ans.

- a) No
- b) If yes, then what do you know?

Q. 2. What are the provisions regarding parents' roles & responsibilities under the RTE Act, 2009?

Ans.....
.....

Q. 3. What are the parent's roles & responsibilities under the RTE Act, 2009?

Ans.....
.....

Q.4. Do you know about 25% reserved seats for weaker sections in private schools?

Ans.

- a) Yes, then why do you not send your children to private school under 134-A?
- b) No

Section-III (Part I): Regarding Different Dimension of Parents' Roles & Responsibility

Q. 5. What roles & responsibilities do you play under RTE Act, 2009?

Ans.....
.....

Q.6. Does the teacher give homework daily to students?

Ans.

- a) Yes,
- b) No, why?

Q.7. Do you check every day your child' homework?

Ans.

- a) Yes
- b) No, why?

Q.8. Do you visit the school your own willing with the intention to know the child' learning progress?

Ans.

- a) Yes
- b) No, why?

Q.9. Why head teacher/teachers send you a notice repeatedly to come to school?

Ans.....
.....

Q. 10. Do you send your children to school every day?

Ans.

- a) Yes
- b) No, why?

Section III (PART II): Regarding Parent's Difficulties/Not-Satisfaction Under RTE Act, 2009

Q.11.Which drawbacks are explained by your children regarding the school?

Ans.....
.....

Q.12. Did you face the difficulties during the admission of your child into the neighborhood school?

Ans.

- a) No
- b) Yes then what types of problems did you face?

Q.13.What are the reasons to enroll your children in neighborhood government elementary school?

Ans.....
.....

Q. 14. Are you satisfy / not satisfy or should be Increase the quantity of Free things i.e. dress, book, stationary , stiffened and other ?

Ans.

- a) Satisfy.....
- b) Not satisfy, why.....
- c) Quantity should be increase of free things, why.....

Q.15.What is the annual expenditure range spent by you on the child' study?

Ans.

- a) Annual expenditure range :
 - i) Below 1000 ii) 1000-1500 iii) 1500-2000
- b) Expenditure spent on :
 - i) Books ii) Notebook iii) Dress iv) Stationary v) others

Q.16.Which facilities of school, satisfy you and your children?

Ans.....
.....

Q.17.Do your child participate in any co-curricular activities organized in school:

Ans.

- a) No
- b) Yes, then participated in what activity by your child

Ans.....
.....

Q.18. Do you accept that the child should be punished according to the need?

Ans.

a) Yes, why?

b) No, why?

Q.19. What kind of problems did you face during your child's elementary education in the neighborhood government elementary schools?

Ans.
.....

Q.20. According to you what are the drawbacks in the neighborhood school?

Ans.
.....

Q.21. What kind of development would you like to see in the Government elementary School in the near future?

Ans.
.....

ANNEXURE- E

Interview Schedule For SMC's Members Regarding The RTE Act, 2009

Respected Respondent,

This schedule is a part of my research study titled “An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana.” In order to understand the topic at deeper level, the researcher has developed an interview schedule for seeking response from you. It is requested to kindly cooperate to complete the interview schedule .Information given by you, will be kept strictly confidential and used for research purpose only. Your valuable responses will be helpful in completing this small project. Thank you.

Section I: Respondent's Profile

1. Name :
2. Gender :
3. Age :
4. Designation :
5. Educational Qualification :
6. Name of the school :.....
7. Name of the village :
8. District :
9. State :
10. Contact Number :
11. Signature :

Section II (Part I): Regarding Awareness /Knowledge About RTE Act, 2009 And Formation Of SMCs and SMCs meeting

Q1. Do you know about Right of Children to Free and Compulsory Education Act, 2009?

Ans.

- a) No
- b) If yes, then what do you know?

Q. 2. Do you know that which the provisions are regarding SMC under RTE Act, 2009?

Ans.....
.....

Q. 3. What are the roles & responsibilities of SMC' members under RTE Act, 2009?

Ans.....
.....

Q.4.Do you know what is SMC?

Ans.

a) Yes, what you know about the SMC?

b) No

Q.5. By whom, you selected a SMC's member?

Ans.

a) Elected by the head teacher

b) Elected by parents through meeting

c) Others

Q.6. Who has the authority to set up SMC's members in your village school?

Ans.....
.....

Q.7.What do you know about the process of formation of SMC?

Ans.....
.....

Section II (Part II): Regarding Different Dimension of SMCs' Roles & Responsibility

Q.8. Do you attend every meeting of SMC?

a) If yes, what type of issues (academics, non-academics) do you discuss in SMC's meeting?

b) If no, Why?

Q.9. Who calls up for the meeting?

Ans.

- a) Chairperson (Pradhan)
- b) Teacher
- c) Headmaster
- d) Others

Q.10. In which month, SMC's last meeting was held in your school?

Ans.....
.....

Q.11. Do you visit the school on other day for the purpose of monitoring the school activities besides the day of attend meeting?

Ans.

- a) Yes then what the school' activities do you monitor?
- b) No, why?

Q.12.What you know about the SDP (School Development Plan)?

Ans.

- a) Yes, what it contains?
- b) No

Q.13.Do you involved in developing a School Development Plan?

Ans.

- a) Yes, then what is your contribution in developing the School Development Plans?
- b) No, what are the reasons of you not involved in developing the School Development Plans?

Q.14.As a SMC's member, do you have attended training program at the school/cluster level?

Ans.

- a) No.
- b) If yes, what are you told by authorities?

Q.15. As a member of SMC, what roles and responsibilities do you play?

Ans.....
.....

Q.16. In your opinion what should be done to making strengthen SMC?

Ans.....
.....

Q.17. According to you, what the problems are prevalent in the neighborhood government elementary school?

Ans.....
.....

Q.18. As a member of SMC, what can be done for proper functioning of school?

Ans.....
.....

ANNEXURE- F

Interview Schedule For Local Authorities Regarding RTE Act, 2009

Respected Respondent,

This schedule is a part of my research study titled “An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana.” In order to understand the topic at deeper level, the researcher has developed an interview schedule for seeking response from you. It is requested to kindly cooperate with me to fulfill the purpose of this schedule. Information given by you, will be kept strictly confidential and used for research purpose only. Your valuable responses will be helpful in completing this small project. Thank you.

Section I: Respondent’s Profile:

1. Name :
2. Gender :
3. Age :
4. Designation :
5. Educational Qualification :
6. Name of the school :.....
7. Name of the village :
8. District :
9. State :
10. Contact Number :

Section II: Regarding Awareness /Knowledge About RTE Act, 2009

Q1. Do you know about Right of Children to Free and Compulsory Education Act, 2009?

Ans.

- a) No
- b) If yes, then what do you know?

Q. 2. Which provisions are regarding the local authority under RTE Act, 2009?

Ans.....
.....

Q. 3. What are the roles & responsibilities of local authority under RTE Act, 2009?

Ans.....
.....

Section III: Regarding Roles And Responsibilities Under RTE Act, 2009

Q. 4. What roles & responsibilities do you play under RTE Act, 2009?

Ans.....
.....

Q.5.What initiatives have you taken to ensuring the enrollment of children of 6-14 years in neighborhood school?

Ans.....
.....

Q.6.How do you ensure that enrolled children have completed their elementary education?

Ans.....
.....

Q.7.What initiatives have you taken in the case of a dropout child?

Ans.....
.....

Q.8. According to you what reasons are of not attaining the satisfactorily elementary education by government elementary school' children?

Ans.....
.....

Q.9.Do you visit a school for the purpose of monitoring the school's activities?

a) Yes, then how many times do you visit a school in a month with the intension of monitoring the school activities?

c) No, then what are the reasons of not visiting a school by you?

Ans.....
.....

Q.10.What activities do you notice during monitoring the school's activities?

Ans.....
.....

Q.11.What kind of problems do you see in the neighborhood school?

Ans.....
.....

Q. 12. According to you, what type of improvement is needed in neighborhood govt. elementary school?

Ans.....
.....

Q.13. What are your suggestions for proper implementation of RTE Act, 2009 in govt. school?

Ans.....
.....

ANNEXURE -G

Interview schedule for BEO/ABRCs regarding RTE Act, 2009

Respected Respondent,

This schedule is a part of my research study titled “An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana.” In order to understand the topic at deeper level, the researcher has developed an interview schedule for seeking response from you. It is requested to kindly cooperate to complete the interview schedule .Information given by you, will be kept strictly confidential and used for research purpose only. Your valuable responses will be helpful in completing this small project. Thank you.

Section I: Respondent’s profile

1. Name :
2. Gender :
3. Age :
4. Designation :
5. Educational Qualification :
6. Name of the school :.....
7. Name of the village :
8. Name of the block :.....
9. Full office address :
10. District :
11. State :
12. Contact Number :

Section II: Regarding Awareness /Knowledge About RTE Act, 2009

Q.1. According to you, what is the Right of Children to Free and Compulsory Education Act, 2009?

Ans.....
.....

Q.2.What do you know about the various provisions regarding various stakeholder’s roles & responsibilities?

Ans.....
.....

Q.3.What are your specific duties towards the government elementary school as a member of ABRCs?

Ans.....
.....

Section III: Regarding the duty of Monitoring/ School functioning

Q.4.How many times do you visit a school with the intension of monitoring in a month?

Ans.....
.....

Q.5.What activities do you observe during monitoring the school?

Ans.....
.....

Q.6. According to you what are the reasons for poor learning outcomes of government elementary students?

Ans.....
.....

Q.7. As authority member, what types of problems do you face having the responsibilities, notified in RTE Act, 2009?

Ans.....
.....

Q.8.What are your suggestion to improve the condition of Government Elementary schools?

Ans.....
.....

ANNEXURE- J
DETAILS OF RESEARCH PAPERS /WORKSHOPS /SEMINARS & CONFERENCES

Published Papers:

1. Published a research paper titled “Parent's concern about low level learning outcome in government elementary school in adopted villages of Central University of Haryana, Mahendergarh district”. IAHRW International Journal of Social Sciences Review, 2019, 7(6), 1851-1855 , Available online 6 June 2019 .Indian Association of Health, Research and Welfare . ISSN-2347-3797 UGC Journal No 41948 and NAAS Rating 2.72.
2. Published a research paper titled “An Evaluative Study of Effectiveness of Online Teaching in Government Elementary Schools in the Adopted Villages of Central University of Haryana”. Published in AC (Alochana Chakra) journal , Volume IX, ISSUE VI, JUNE -2020, UGC CARE GROUP -1 JOURNAL, ISSN NO 2231-3990, Impact Factor 6.3.
3. Published a research paper titled “A Study of Children enrollment in Government Elementary School in relation to Socio-Economic Status”. International journal of Scientific & Technology Research (ID-IJSTR-1119-25013).International Journal of Scientific & Technology Research Volume 9, Issue 02, February 2020 ISSN 2277-8616.

Workshops attended:

4. Participated in the five days’ workshop on “Statistical Techniques and Data Analysis using R” organized by the department of Central University of Haryana, Mahendergarh, from March 19-23 , 2018.

5. Participated in the ten days “Research Methodology Course” organized by ICSSR Sponsored, Kurukshetra University, Kurukshetra, from January 15-25, 2019.
6. Participated in the International workshop on “Issues in Diversity and Difference for Inclusive Education”, GIAN, Panjab University Chandigarh, from December 02-07, 2019.

Conferences and Seminars:

7. Presented a paper entitled “Identification and Prevalence of water borne disease in Muktsar district of Punjab, India” in the International Conference on ‘Heading towards Zero: Sustainable Development in Economy, Environment and Society’ in the three days International Conference organized from October 19th -21st, 2019 by the Department of Geography, Central University of Haryana.
8. Presented a paper entitled “Modern Society and Spiritual Development: A Conceptual Review” in the two days National conference on spiritual development through education, from Oct. 11th-12th, 2018, Central University of Haryana, Mahendergarh.
9. Presented a paper on the topic “Role of Interdisciplinary approach in generating Quality education at Primary school” in the two days national conference on ‘Transcending Borders and discipline: Culture, Literature and society’ from April 26th -27th, 2019, Central University of Haryana, Mahendergarh.
10. Presented a paper on the topic “How to Became Inclusive Educator” in the National seminar on ‘Inclusive Education: Past, Present and future’, Central University of Haryana, Mahendergarh on the dated 28 February, 2017.

11. Presented a paper entitled “Integration of Children’s physical, Intellectual, Emotional, Social and Spiritual Development” in the National seminar on ‘Yoga For Holistic Development’ , Central University of Haryana, Mahendergarh from 20-21 June, 2018
12. Presented a paper on the topic “Global Trends in teaching and learning” in the national seminar on ‘Digitalization in teacher Education –Scope and challenges’, Rao Birender Singh College of Education, Rewari, on the dated 23rd Dec, 2018.

Parent's concern about low level learning outcome in government elementary school in adopted villages of Central University of Haryana, Mohindergarh district

Poonam Kumari and Dinesh Chahal

Department of Education, Central University of Haryana, Jant-Pali, Mahendragarh, Haryana

Right to education is globally recognized as a fundamental human right adopted by the UN General Assembly on 10 December 1948 and this right came in to effect in India, 1st April, 2010. This study explores the problem of low level learning outcome in government elementary school. The research was conducted in six adopted villages (Jant, Dholi, Bhurjat, Malra, Lawan, & Pali) by Central University of Haryana in Mahendergarh district. Descriptive survey method was used consist a sample of 60 parents selected by purposive sampling and ten parents were selected from each village. Information was collected by Self developed interview schedule. The study found that 47% are illiterate, 78% of parents have Lack of awareness towards their child's education, 73% Parents haven't interest to knowing about their child's learning progress or don't like to visit school for any other purposes, 70% Parents complain about Remaining vacant period (children tells to parents about Remaining vacant period), 12% Children do not attend school, 100%, i.e., All Parents say that PTA meeting not organised in Govt. School since 2 years or there is no information of PTA meeting, 52% Parents tells that there is no good teaching in government school, 78% Parents tells that teachers do not give or check homework regularly, 58% Parents tells that Teachers remain absent, one or two periods daily vacant. In the Government elementary school there is a need of great leader/principal/Headmaster to control, to manage or to running a govt. elementary school in a proper way and needs to be maintained with healthy teaching-learning environment so that students find it to be an inviting environment to coming every day to learn.

Keywords: RTE act, awareness or interest of parents and students towards education, low learning outcome

“Education is the key to a better life for every child and the foundation of every strong society but far too many children are still being left behind. To realize all our development goals, we need every child in school and learning”

(Anthony Lake, Executive Director, UNICEF) ”.

India has succeeded in enrolling 96% children in schools at the elementary level but Indian education system fails to provide quality education to the elementary school's children. Due to low level learning, a lot of children cannot entry in secondary education and even if they take admission, they cannot compile secondary education or dropouts, only 50% students able to complete the lower secondary level (UNESCO's Statistics).

Government of India has formulated various plans and policies for achieving the goal of to enrol all children in a school at primary level. Primary education has two objectives-1) to produce a literate and numerate population that can deal every problem in a better way and live a life of good citizens 2). Provide a strong foundation for further education or higher education (Dutta & Dutta, 2012). To realizing the importance of quality education and learning to read with understanding the Government has launched “*Padhe Bharat Badhe Bharat*” in 2014 and the “*Rashtriya Avishkar Abhiyan*” in 2015 to create an interest and to Motivate children to learn Mathematics, Science and Technology. To provide basic skills to all elementary

children is integral part of the right to education. SSA and other government initiatives have been focus to enrolment all children age of 6-14 years in schools which has been successful. Successful Enrolment rate has reached in India, i.e., 96%, at primary level (ASER, 2012). Currently, India's literacy rate is 74.04%.

Right to education and the constitution of India

The act “Right of Children to Free and Compulsory Education Act” also known as the RTE Act, 2009, was brought into effect in India except for Jammu and Kashmir from the 1st of April, 2010 by Prime Minister, Manmohan Singh. The RTE Act is one of the most profound reforms made by India as far the education sector is concerned ever since India has become independent. Article 21A, Constitution of India, amended by The Constitution (Eighty-Sixth Amendment) Act, 2002 (brought into force on April 1, 2010), “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”. The RTE Act provides, from the 1st of April, 2010 to Indian children between the age group of 6 to 14 years a promise of free and compulsory education.

The major objectives of the RTE Act: Despite the RTE Act being an important addition to the Indian Constitution, there are some points entailed in it which need more attention as compared to the others:

- The elementary education for class 1st to 8th became free and compulsory as a fundamental right all for the age of group of 6-14 years children, can achieve it in their neighbourhood school.
- It is to be the concurrent responsibility of the State as well as the Centre to provide funds for the expenditure to be made under this act.
- It is customary for all the schools to give access to the children who

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belong to the weaker sections of the society. Thus, 25% seats have been reserved for them out of the total strength.

- The RTE Act banishes any screening test associated with the admission of a child to the child and it also bans any sort of capitation fee to be charged.
- The Act has also laid down for the parents of the children to be more sincere towards the admission of their children to become a part of schools.
- The RTE Act also states that the children covered under this act must be watched over with regard to the protection of their rights by the National Commission for Protection of Child Rights (NCPCR) or the State Commission (SCPCR) so formed under this act.

Review of literature

There are few research studies, related with the present study. These are discussed below:

New Indian Express (2018) revealed that the awareness of primary stake holders about the Act is at 62.18%. Block Education Officers and Government School Head-teachers score the highest and parents of children in government schools, the lowest.

Manju (2015) has conducted a study on "Awareness about right to education act (RTE) among parents of students belonging to Soliga Tribe." The findings of the study revealed that 64% parents of students belonging to Soliga Tribe were not aware about the RTE act, 2009.

George and Bharathi (2016) has conducted a study on "Parental Awareness of Right to Education Act 2009" consist of 50 samples of parents through snowball sampling. Information collected by an interview schedule to assess the awareness of parents on Right to Education act 2009. Results of the study revealed that there is low levels awareness on RTE Act among these parents, 62% of the parents were not aware about RTE Act, 2009.

ASER Education Report 2017, about 25 % students cannot read and write basic text fluently, And cannot solve or understand the basic mathematic, i.e., disappointment performance. Overall result revealed that after completing elementary school mostly children not having the knowledge of basic foundational skills of reading, writing or arithmetic.

ASER Education Report 2018, the education quality in India's government schools - a high percentage of students from class 5 and

class 8 cannot read text which is just of class 2 level. 50% students from class 5 and 25% students from class 8 cannot read a simple text which has a difficulty of class 2 level. The students cannot read letters, words, or a simple paragraph or a textbook story of the lower level class.

Objectives of the study

- To identify the reasons of remaining low level learning in Government elementary schools by the parents views.
- To suggest some measures for improving the low level learning in Government Elementary schools.

Method

Participants

The sample for the study consists 60 parents whose children were studying in government elementary school of six adopted villages by Central University of Haryana in Mahendergarh district. Ten parents were selected purposively from each village.

Instrument

The researcher has used Self administered interview schedule to gather information on the present research problem. It consist two part- one part belong to general information, i.e., Socio-Demographic variables and other part include 20 questions of identify factors of remaining low level of learning, Parent's Negligence towards children's education, prevalent drawbacks in govt. elementary school and parents awareness about RTE Act, 2009.

Procedure and data collection

After preparing the interview schedule, the researcher visited six villages to conduct interview personally with parents and data were recorded from each participant. Question were asked and recorded in simple colloquial language and data collection was completed in one month.

Statistical analysis

The collected data were analysed by using statistical technique, i.e., Frequency, Percentage Analysis and Qualitative Interpretation.

Results

Table: Sample design

Particulars	Sample design
Population	Six adopted villages (Jant, Dholi, Bhurjat, Malra, Lawan, Pali) by Central University of Haryana in Mahendergarh district
Sample size	60
Sampling technique	Purposive sampling approach
Measurement technique	Self-administered interview schedule
Method of analysis	Frequency, percentage analysis and qualitative interpretation

Table 1: Reason of remaining low level learning among elementary students

Reasons	Frequency	Percentage
Lack of awareness in parents towards their child's education	47	78%
Parents haven't interest to know their child's progress	44	73%
Remaining vacant period	42	70%
Half of parents illiterate	28	47%
Children haven't interest in go to school(continue absent)	07	12%
There is no information of PTA meeting	60	100%

The table 1: Reveals the result of remaining low level learning among elementary students

- 78% of parents have Lack of awareness towards their child's education.
- 73% Parents haven't interest to knowing about their child's learning progress or don't like to visit school for any other purposes, totally negative attitude towards Government school or teachers.
- 70% Parents complain about Remaining vacant period (children tells to parents about Remaining vacant period)
- 47% Parents illiterate so they can't teach their children at home.
- 12% Children do not attend school, continue absent 20 days or one month, haven't interest in study.
- 100% All Parents say that PTA meeting not organised in Govt. School since 2 years or there is no information of PTA meeting.

Conclusion: It is concluded that both side factors i.e. outside and inside factors of school influence to remaining low level learning among government elementary students. Due to lack of awareness towards education or illiterate, parents don't pay attention towards their child's education. That's why teachers take advantage of these reason of parents, they get free of mind behalf of parents. Therefore they do not teaching properly, continue absent or period vacant.

Table 2: Teaching learning factors which disappointment parents

Disappointment factors	Frequency	Percentage
No good teaching	31	52%
Homework not given or check regularly by teacher	47	78%
Teachers remain absent	35	58%
Children are not good in study or haven't basic knowledge	47	78%

Table 2: Reveals the result of teaching learning factors which disappointment parents

- 52% Parents tells that there is no good teaching in government school.
- 78% Parents tells that teachers do not give or check homework regularly.
- 58% Parents tells that Teachers remain absent, one or two periods daily vacant. This affects the quality education being dissipated and causes a loss of 22.5% of the funds being put forward by the government toward education (Azad India Foundation, 2011)
- 78% Parents tells that their Children are not good in study or haven't basic knowledge, even they can't read and write their name.

Conclusion: It is concluded that parents are not satisfy with Government school's teaching learning process because teachers not doing teaching actively, properly or regularly. Even teachers couldn't teach basic knowledge of 8th class student, to give particular knowledge to a particular class student is far away. About 25 per cent children of the age group of 14-18 years could not read and write basic text fluently and mostly children were not good or not havening knowledge of in basic mathematic (ASER, 2017).

Table 3: Reveals the results about Lacks of interest towards education among parents

- 73% Parents tell that they don't like to visit school, no desire, no purpose. They never go to school

- 61% Parents tells that by the labourer work they cannot pay attention towards child's education or cannot check homework regularly at home. Other than this half of parents are illiterate.

Conclusion: It is concluded that due to illiterate or labourer work mostly parents cannot pay attention towards their child's education or cannot check homework regularly at home.

Table 3: Parents 'negligence towards their children's education

Negligence children's education	Frequency	Percentage
Parents do not go to school to knowing child's learning progress	44	73%
Parents do not check homework or evaluate learning progress their child at home	37	61%

Table 4: Parents face difficulties regarding the RTE Act, 2009 including Admission/Handicapped children exclude from class/Free things dress, stationary not sufficient or scholarship allowance

Difficulties Regarding	Frequency	Percentage
Difficulties face during admission	03	05%
Physically or mentally impairment children exclude from class	05	09%
Free things dress, stationary not sufficient	31	52%
Scholarship allowance not getting since 2 years	54	90%

Table 4: Reveals the result about difficulties faced by Parents regarding the RTE Act, 2009 including Admission/Handicapped children exclude from class/Free things dress, stationary not sufficient or scholarship allowance

- 5% Parent face the problems during admitted their child in neighborhood govt. elementary school. Their children has not been admitted due to absence of documents, i.e., adhaar card, birth certificate.
- 9% Parents complain that teachers force us to keep their child at home . Teachers do not cooperate or teach these children. 5% children are mentally week and 4% children are deaf and dumb. There is no special facility for these students in particular school.
- 52% Parents tells that they are not satisfied with Free things dress, stationary is not sufficient. Every students of weaker section gets 800Rs. for dress i.e. not sufficient for two dress, apart from this more expenses were left on stationary, notebook, beg, etc.
- 90% Parents tells that Cast rupees (EWS) not getting since 2 years, only dress rupees received.

Conclusion: It is concluded that parents or students face many problems regarding free things, incentives and education. They not were getting facility in satisfactory way.

Few factors have been identified which decide the low level learning in government elementary school's children:

- Mostly teachers are busy in their personal phone or newspaper during the period and students are sitting in grouped talking, teasing, and here there rounding.
- Illiterate parents cannot pay attention towards their child education.
- Teacher's teaching is no effective, which implies low learning outcomes.
- Teacher is teaching all the children with the same method.
- Children are not regular in school during the harvesting during the

Month of March, April and September or October. Besides its, when parents go to outside wages, children also go with them for 20-25 days, children continue absent.

- For a government teacher, there is no matter that a child has learned or not learned much during teaching. They teach students with a bad grace that means aimless teaching is done by government teacher.
- Teachers not doing teaching actively, properly or regularly. Even teachers couldn't teach basic knowledge of 8th class student, to give particular knowledge to a particular class student is far away. There is a lack of foundational skills among children (ASER, 2017).
- Teachers remain absent and one or two periods daily vacant in all government schools. India's government school has highest score in teacher absenteeism, i.e., 25% in the world and around 20% all over the world (UNESCO).
- Teachers make group openly for talking during the period, children roaming somewhere and teachers are sitting somewhere.
- There is no suitable learning environment for government elementary school's children at home or school.

Suggestions

Quality cannot improve by itself. To see the demand of time teacher should have using of smart technologies to improving their teaching or creating interest of students in learning. A school having good building attracts only when it runs smoothly otherwise it worthless.

- There is needs to be maintained a healthy teaching-learning environment and teacher should satisfy parents with their teaching or behaviour so that parents can be motivated to send their children regular in school and children can feel better to coming every day to learn.
- During school time, teachers should not be allowed to kept their personal phone, use the school's phone for necessary work or whenever is needed.
- There is a need of great leader/principal/Headmaster to control, to manage or to running a govt. elementary school in a proper way. According to Discussion Paper US, 2017 "97% of the respondents believe that great principal is an essential ingredient to making a school successful"
- There is need to adopt the National Curriculum framework parameters to making child-friendly classroom. These parameters are: students frequently ask questions without hesitation and they Practice of the work in small group what is taught by teachers in the classroom, Teachers teach syllabus content to relate their local context or surroundings.
- There is Lack of awareness in parents towards education, for this reason parents cannot pay attention towards their child education. First of all parents have to be aware towards education and will have to tell about the importance of education.
- There should be innovative teacher or classroom in government elementary school as a requirement of 21st century classroom. A teacher needs to improve their teaching skills or qualification, requirement of present time.
- Biometric system should be adopted in all government school to maintain the regularity of teachers. To run smoothly the Biometric system, electricity facility should be in all the government schools.

- Co-curricular activities have their own importance in building and developing student's life skills and personality. So there is need to organize Co-curricular activities time to time.
- Teachers should regularly come and regularly teach with honestly.
- Regularly homework should be given or checked to all children according their learning level.
- Furnished classroom should be that children can be motivated to learn.
- Teaching should be done by the teacher keeping in mind the level of children.
- A teacher should be given individually concentration or teach children as tuition due to low number of children in class.
- A teacher should use appropriate teaching method for particular subject and explain the difficult concept using auxiliary material.
- Time to time, teaching-learning classroom or school should be surprise inspection by education monitoring authority.

Conclusion

It is concluded that Government schools are not running in apple pie order. Parents or students face many problems regarding free education. They spent money on education even when it is free. EWS children are both sides exploited-one side they not getting good quality education, and the other side they not getting free things as sufficient or facilities regarding RTE Act, 2009. Mostly students those belong the category of SC or weaker section i.e. poor families, studying in Govt. Elementary school. Parents cannot pay attention regularly towards their child education because of illiterate, their labourer work, and no interest or aware about education..Teachers need to be regular and to teach regularly with honestly. To maintain the regularity of teachers Biometric system should be adopted in all government school. To run smoothly the Biometric system, electricity facility should be in all the government schools. There is need to adopt of the National Curriculum framework parameters will help of children to learn by themselves and help in making child-friendly classroom. Dr. APJ Abdul Kalam's words:

"Learning gives creativity,

Creativity leads to thinking,

Thinking provides knowledge,

Knowledge makes you great." clarifies that adoption the Parameters of the National Curriculum framework are essential for improving low level learning and better learning outcome.

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A Study Of Children Enrollment In Government Elementary School In Relation To Socio-Economic Status

Poonam kumari & Dr. Dinesh Chahal

Abstract— This study has been attempted to know who goes to or who are enrolled in government elementary schools. This study based on the perception of parents explores the socio-economic status of children who are enrolled in government elementary schools. Information was collected by Self developed interview schedule or field observation. Findings of this investigation show that those children were admitted in government schools, Parents who has low income status, Parents who has low educational background or illiterate, Parents who work as labor in agriculture or as daily wage or artisan, Belong to backward or poor family, Parents who are not aware about 25% reserved seats, Parents who indifferent their child's education.

Index Terms— Government elementary school, Disadvantaged or weaker section, Socio-economic status of children.

INTRODUCTION

Indian society is completely divided into castes system i.e. Brahmins, Kshatriyas, Vaishyas, Shudras and these four castes are divided in sub – caste according their occupations in the modern Indian society. The Scheduled Caste population in India's most vulnerable group, estimated at 138 million people. These groups of people were lagged in every field as they were

Socially backward, educationally backward and economically backward and for these group of people term used '**Deprived classes**' or '**Backward classes**' were used. The Scheduled castes (SCs) also referred to as 'Untouchables' because to go to public places and to use them was strictly forbidden especially go to the temples, go to village wells for drinking water, go to the restaurants, to sit and read with other cast children in the educational institutes and use to other civic facilities i.e. these groups' people were socially excluded by Hindu society.

"Indifferentism is the worst kind of disease that can affect people" Dr. Babasaheb Ambedkar

The scheduled tribes (STs) term 'Adivasi' adopted self consciously by the tribal communities has a unique place in the Indian society. The sense of discrimination and deprivation with SCs, STs, BPLs or disadvantaged children is right now and these groups' people face the many problems of harassment and social exclusion from public places or poor access to all public resources. Private education sector also adopts the policy of discrimination against these disadvantaged or marginalized groups 'children especially in elementary or secondary school education. It is harmful to the development of a modern democratic prosperous Indian society. Considering the importance of Primary education makes it fundamental human right for all human beings by UDHR, 1948 declared Primary education as 'Human Right'. **Article 45** in the Constitution of India states "the state shall endeavour to provide free and compulsory education for all

children until they complete the age of 14 years." According to the Article 29(2) –"No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them." **Article 15**- Prohibit discrimination and Provides equal right to make use of public places. Many educational programmes i.e. Indian Education commission (1964-66), National policy on education(1986), Programme of Action , Ramamurti Committee report (1990) were adopt for the promotion of education of a Scheduled castes , scheduled tribes and other Educationally backward section. Overall the government policies and scheme has unsuccessful to destroy the socio-economic disparities in society. Today SC and ST population living in poor condition, they have no good education, no fix job or fix wages, no good health or good environment at home.

Indian Constitutional provisions for Disadvantaged Groups and Weaker Sections

The RTE Act, 2009 **section 2, Clauses (d) and (e)** define terms of "disadvantaged groups" or "weaker section". "A child belonging to disadvantaged groups" is "a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other fact, as may be specified by the appropriate Government, by notification". "A child belonging to weaker section" is "a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification". RTE Act, 2009 give access to the children who belong to the weaker sections of the society through 25% seats reserved for them out of the total strength for Educational development of the ST & SC communities and improving access to educational facilities all private unaided primary schools. **Article 46**- "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". These articles 330, 332, 335, 338 to 342 support article 46. RTE Act, 2009 facilitate of elementary education specifically for the children of disadvantaged groups such as Scheduled

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Castes.

Existing Schemes for Disadvantaged Groups to Provide Useful and Quality Elementary Education

RTE Act, 2009, proved the boon for economically weaker sections, Disadvantaged or minorities

Parents who were unable to educate their children due to the economically condition weak and wanted to teach their children and children who wanted to school to read. This program me has made it easy for Disadvantaged Groups and weaker section's children to getting elementary education because it remove the burden of money which is spent on education i.e. it claim to give free education .The programme RTE Act, 2009 has been successful to enroll all children age of 6-14 years in the neighbourhood Government and Private schools at the elementary level. Indian government has succeeded in enlisting 96% in schools at the elementary level. This programme supported by SSA programme which came after that. It was implemented to complete the incomplete objectives of SSA programme. SSA programme aim to universalisation of elementary for the age groups 6-14 years children by 2010. The main objectives of the programme were to focus on girls' education, to promote equitable learning opportunities to all students. Many other scheme or policy also implement to promote education of these categories i.e. District Primary Education Programme (DPEP), The National Policy on Education (1986) , Programme of Action (1992) , NPEGEL, KGBVS, Jan Shikshan Sansthan (JSS), Mahila Samakya, Lok jumbish in Rajasthan (1992), Mid-Day Meal scheme, Kendriya Vidyalayas (KVs) ,Navodaya Vidyalayas (NVs), etc has specific focus on providing quality elementary education and inclusion of these groups children 'Disadvantaged or minorities' education in educational institutes. Besides these programmes, alternative Schooling scheme also implement to bridge the gaps.

Schemes Adopted By The Government For Strengthening Elementary Education and uplift the educational level of disadvantaged group or weaker section

Education Commission (1964-66) opined about equalization of educational opportunity to all without any discrimination and advocated a common school system (CSS), providing free education to all, without discrimination on the basis of caste, creed or status. The first NEP 1968 recommend equalizing educational opportunities in order to achieve national Integration and greater cultural and economic development based on the recommendations of the Education Commission (1964-66). NLM emphasis on the removal of disparities and Equalization of educational opportunities of educationally backward social groups particularly Scheduled Castes, Scheduled Tribes and Educationally Backward Minorities . With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, Lok Jumbish Programme, Mahila Samakhya, National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya KGBVs , District Primary Education Programme etc. Currently, Sarva Shiksha Abhiyan (SSA-RTE) is implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and

retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

134-A -Inclusion Of Dalit Children Or Marginalized Children (EWS or Disadvantaged group)

The Right to Education Act is firmly rooted in the history of independent India. The first legal step forward in the education sector was achieved in the year 1992 when the Supreme Court of India upheld an important judgement with regard to the Mohini Jain v State of Karnataka 3 SCC 666 (1992) case. It stated that 'every citizen has a right to education under the Constitution'. It was of the view that that right to education is an inference drawn from Article 21 that guarantees right to life and personal liberty for a person cannot enjoy life with dignity, or realize other rights at their disposal, without appropriate levels of education.

Mohini Jain made an appeal to the Court that she had been offered an admission to an MBBS college at a private institution in Karnataka. Since she was a student who did not belong to the state, she was asked to pay a fee of Rs. 60000 for year one and she was also meant to provide a guarantee statement by the bank for the rest of the years she would be studying at the institution. She alleged the management of the institution has demanded a capitation fee worth Rs. 4.5 lakh; however, this allegation was denied by the management of the institution. She was of the view that charging a sum of Rs. 60000 was in itself a capitation fee for the students who were admitted to the institution against the government seats and the ones who were from the state of Karnataka were charged Rs. 2000 and Rs. 25000, respectively, in the same college. The Mohini Jain case judgement led to several controversies for it was not able to strike a balance in sustaining private institutions while also providing the aspect of excellent education delivery. The Court understood the perils associated with education being commercialized but it could not gain an insight into the policies formulated by the government which approved of them to prosper. Thus, the Supreme Court did not come to terms with the fact that unlike government institutions those private institutions were based on profits as a method to allow them to keep up in the longer run.

Thus, the controversies needed clarification. The private institutions contended that if the judgement so surfaced in the Mohini Jain were to be kept in mind then it would lead to the shutting down of all the private educational institutions.

Therefore, in the Unni Krishnan J.P. vs State of Andhra Pradesh 1 SCC 645 (1993) case the Mohini Jain case judgement was reconsidered. The previous judgement which stated that the fundamental right to education is meant to be exercised at all the levels of education was revised and stipulated that the right would be granted to children up to the age of 14 years. This relieved the private institutions, considerably, for they no longer had to confer the right since it ceased to exist at all levels.

The court was; thus, of the view that "private sector should be involved and indeed encouraged to augment the much-needed resources in the field of education, thereby making as much progress as possible in achieving the constitutional goals in this respect."

In order to bring about a balance in the way of operation of the private institutions, a scheme was formulated by the Supreme Court which states:

1. A private college could; thus, be formulated by a society or a trust to ensure that profit-making is not the only driving force for them.
2. The reservation of 50 per cent seats for government in all private colleges would be termed as "free seats" and admission to these seats is to be based upon a common entrance test. The other seats will be filled on the basis of merit and the payment of the required fee.
3. All the colleges in the private ambit must be affiliated, to and must confer degrees which are granted by known universities.
4. Prior dissipation of information regarding the fees to be charged by the college and also mentioning that the maximum fee that is to be charged will be with respect to a ceiling affixed by a fee fixation committee, consisting of government officials.

This scheme was still in contrast with the operation of private institutions since the revenues they made were not sufficient to recover the costs that were being incurred. Also, sometimes the free seats were awarded to students who hailed from wealthy backgrounds because they had better resources to crack the entrance examinations. The institutions faced these issues for a long period, with petitions flying in to do away with the scheme.

The court ruled that the scheme formulated under the Unni Krishnan judgement is illegal and unconstitutional. The judgement also stated that:

1. Private institutions cannot be stopped from having a say in the selection of the students and in the affixation of the fee to be charged. The institutions can exercise autonomy as long as a small percentage of students are admitted to the school belonging from weaker sections. These students must not be charged any fee or must be admitted against a scholarship.
2. Affiliation must be made available to all the institutions which met the required conditions, to avoid inequality
3. Private institutions must be allowed to constitute a body of their own to elect teaching and non-teaching staff and also elect an apt way to ensure that capitation fee is not being charged in any form.

Following was what the court ruled:

1. The policy with regard to reservation formulated by the Supreme Court cannot be enforced by the state and neither can a percentage of admissions can be put into place by the state.
2. The two committees which were stipulated under the Islamic Academy's judgement can only function if there arises a need for regulation with respect to private institutions.
3. An entrance test can be arranged by a group of institutions who are going to run it for the same cause but it must be fair, non-exploitative and transparent. The admission must take place on a merit basis. However, the state is going to take over if the mentioned three criterions are not met. Also, the state is going to make arrangements in carrying these tests out.
4. Each institution is allowed the power to formulate its

own fee structure as long as no capitation fee is being charged. Seats extended to the NRIs will constitute at the most 15 per cent in all the institutions.

5. If a law is not stipulated in the constitution with regard to any issue being faced by the institutions, it is for the central and state governments to jointly come up with legislation with regard to the said matter.

Objective of the study

To know the socio-economic status of enrolled children in Government Elementary School.

To study the perception of parents regarding enrolled children in the Government Elementary Schools.

The Research Setting Schools

The inquiry was conducted into ten different Government elementary schools of six villages (Jant , Pali ,Malra ,Dholi, Lawan ,Bhurjat)adopted by central university of Haryana, Mahendergarh district. Eight schools are providing co-education and one school up to lower primary, providing education only to boys and one school up to lower primary, providing education only to girl .Seven schools are elementary school and three are lower primary schools. All schools have Arts streams and provide Hindi medium instruction .All schools are closed on second Saturday and celebrate fourth Saturday as 'joyful Saturday' i.e. students come schools on fourth Saturday without bags. Different uniform has implemented for children of different schools. The teacher and headmasters has the degree of B.A, JBT and B.ED. Eight headmasters out of ten play dual role or duty i.e. they teaching with the official work. They accept that with the official work, they cannot to do good teaching. That is the reason of period are vacant and it has a bad effect on children or parents. The teachers and headmasters spend less time on teaching and more on other activities i. e. clerical work or maintenance of the records of various beneficial schemes(pay –bill , MDM report, fund management, books etc.).In 2018 overall there are around 792 children in lower or upper primary from different categories i.e. SC, OBC, BPL, GENERAL in all ten schools which is around 52 % SC children admitted. Others are admitted different class i.e. BC-B, BC-A, BPL, General. The numbers of children belong to the categories BC-B (20) and BPL (29) very less in number in these all ten schools. It show that those children enrolled in Govt. Elementary School who belong to or have to lower socio-economic status. These children's parents are illiterate and most of the children are 'first generation learners'. The parents of the most of the children work as labour that why parents cannot pay attention towards their children education, they send their children to government schools.

Research Method, Participants, and Data Collection

This study is based on primary data. A qualitative approach was used in this study to understand or getting information about this particular research problem. Qualitative methods are valuable or an appropriate method for conducting social science research which helpful in developing a theory, in evaluating a program or a case and to develop an intervention. It provides explanatory information and leads constructivist paradigm. The sample for the study consist 60 parents whose children were studying in government elementary school of six adopted villages by Central University of Haryana in

Mahendergarh district. Ten parents were selected purposively from each village. The focus of the investigation was to visit ten government primary or upper primary schools for the purpose of to observe or collect information about which children are admitted or studying in government elementary school, what is the strength of different categories children, Is number of children is decreasing or increasing in government primary or upper primary school. Here the researcher has used 'semi-structured interview method' for their research study is an important qualitative research tool or efficient method to collecting directly primary data or extracting more and more information about the concept or theme from participants. The researcher has used Self administered interview schedule to gather information on the present research problem. It consist general information i.e. Socio-Demographic variables and other part include few questions related to identify factors of admitting children in government school, Parent's awareness towards children's education, and parents awareness towards the rule of 134-A or 25% reserved seats in private schools. After preparing the interview schedule, the researcher conduct interview personally with parents and data were recorded from each participant. Question were asked and recorded in simple colloquial language and data collection was completed in one month during February, 2019. The collected data were analysed by using statistical technique i.e. Frequency, Percentage Analysis and Qualitative Interpretation.

TABLE -SAMPLE DESIGN

Particulars	Sample design
Population	Six adopted villages(Jant, Dholi, bhurjat, Malra, Lawan, Pali) by Central University of Haryana in Mahendergarh district
Sample size	60
Sampling technique	Purposive sampling approach
Measurement technique	Self-administered interview schedule
Type of data or data collection	Qualitative data (by interviews, field observation, documents)
Method of analysis	Frequency, Percentage Analysis, qualitative interpretation

FINDING AND DISCUSSION

Parent's Educational Background

Educational	Frequency	Percentage
Illiterate	28	47%
Up to 5 th	14	23%
Up to 8 th	15	25%
Up to 10 th	1	2%
Up to 12 th	2	3%
Total	60	100%

Source: Primary Data

Parent's who has low educational background and illiterate, not aware about the importance of elementary education (meeting the basic learning needs), send their children in government schools and not play their role and responsibility sincerely regarding to providing quality education to their children as per rule of RTE Act 2009. The study revealed the educational level of Parents (23% parents have the qualification Below 5th, 25% Up to 8th, 2% Up to 10th, 3% Up to 12th, 47% parents Illiterate)this data highlight that there are about half of parents are illiterate and their children are First generation learners. Due to illiterate of parents these First generation learners cannot have any parental support for their study and Children also become careless towards their studies result they cannot getting a particular class required knowledge or MLL. Parents who are illiterate, cannot check homework daily and ask what to do today in school, what to teach and visit the school to complain to the particular subject teachers to be weak in the particular subjects or studies. Mostly parents are illiterate and careless towards children's education to some extent to remaining low level learning is the reason behalf of parents i.e. not paying attention on their children's education.

Parent's occupation and low income status

Range of income(in rupees)	Frequency	Percentage
Below 5000	3	5%
Below 10000	51	85%
Below 15000	6	10%
Total	60	100%

Source: Primary Data

Parent's occupation and income decide the nature of school i.e. Private schools or Government schools. Poor families send their children in government schools. The study data showed that almost 85% parents earn the money in the range of 6000- 10000 monthly. Almost parents work as laborers earn by doing wages and wages which also do not meet the whole month the reason for earning less than 10000Rs monthly is to meet wages work sometime. These parents cannot afford the huge fee of private school. That's why those parents who earn the money less than 10000 they send their children in government school to getting free education and those children are admitted or studying in the government elementary schools whose parents have low income or belong to economically weak family. Those parents who earn the money above 10000 per month send their children in private school they work of driving or shopkeeper i.e. 10% parents send their boy to private school and do not send girl. The occupation of the parent usually determined the economical background of the family (Mataka, 2014).

Children who belong to backward or poor family

Almost all children who are enrolled in the Govt. elementary schools belong to poor families. Financially weak families cannot afford the expenses of private schools and to send the child to private school, both the child and Tiffin should be prepared before the school bus arrives. But these parents cannot do this because the work of the house has to be done quickly and they have to go to work of wages early in the morning. And there is no such a situation in the house or time that they makes different types of food every day for the child. The circumstances of poor families are such that they cannot

feed the child healthy food nor can they cook food at time. Yet in 2012, 22% of the Indian population was below poverty level. In 2003, Canada, one in every six children lived in poverty. In India, the ratio is much higher. Poverty affects a child's health, school life, and his overall personality. Therefore poor family prefer to Government school to admitting their child Because of everything is free. Government schools are giving mid day meals or incentives to economically weak or disadvantaged groups children along with free education, so poor families prefer to send their children in government schools. Education is directly or indirectly affected with economic status.

Parents who work as labor in agriculture or as daily wage or artisan

Parents who work as laborer, civic-sanitation workers with no educational background, earn small amount of money and their children also go to with their parent to earn some money for parental income support during the time of harvesting i.e. during the month of March, April and September or October and they continue absent from school for 20-25 days .When parents go to outside wages, children also go with them and children remains continue absent. During this time period, school, classroom, and teacher are all remain disturbed. The parents do not care that children education is being lost, will be left behind in studies. Parents totally indifferent their children's education does not give importance children's education that's why mostly children of economically backward family cannot receive good quality elementary education. But in private schools, there is a fear of being evicted from the school to remaining continue absent that's why those parents who are aware about 25% reserved seats in private schools of disadvantaged groups, not admitting their children in private schools due to rule & regulation of private schools. To getting help in household chores and family income, they admit their children in government schools.

Parental Socioeconomic Factors affect type of school Private or Government

Socioeconomic status having three dimensions: family income, parents' education level, and parents' occupational prestige. Low SES such as lower educational achievement, poverty, and poor health, ultimately affect society. Demographic variables determinants of deciding to enrolled a child in Private or Government school. These variables are occupation, low income status, low educational background of parents. During the field survey the researcher has found that almost all parents of those children who are studying in the government school has low socioeconomic status i.e. they have the occupation of labour have not fix income monthly or yearly and half of parents illiterate or low educational background, overall not having good condition that they can think to admit their children in private schools. Parent's occupation or income has direct affects on children's education i.e. regularity, Performance and type of school. If a parents having good economic status or educational background definitely he will make all facilities available for their children, results in better performance of the children. Therefore parents' socioeconomic factors decide the type of school that they admit their child in private or government school.

Parents who are not aware about 25% reserved seats for weaker or disadvantaged group's children in private schools.

Parents, who are not aware about 25% reserved seats in

private schools, admit their children in Government school. As RTE Act, 2009, 93rd amendment upholds law to reserve provision 25% seats in private schools for poor or minorities children. During field survey the researcher has identify the idea of not aware parents i.e. almost all parents not know what is 134-A regarding RTE Act. Most of marginalized communities continue to remain unaware of the educational schemes and are unable to utilize all the provisions of the schemes. (Aiswarya Radhakrishnan.A., Pillai.N, Bhavan.R,2018)

SUGGESTIONS

1. There is need to aware parents about 134-A. Parents who work as laborer, civic-sanitation workers do not know about the beneficial schemes which are running i.e. 25% reserved seats in private schools for disadvantaged groups or weaker sections children. Therefore it is necessary to aware parents to take advantages about these types of schemes or policy, teachers should go door to door and mentioned about those schemes which are currently running for the welfare of disadvantaged group's family or school going children.
2. There is need to parents aware about the importance of education. Children remain continue absent from schools and children can be regular when parents understand the importance of basic education otherwise not possible. As per rule RTE Act, 2009, provide caste stiffened (amount of money i.e. 3500-5000Rs per annum) and allocation (uniform, textbooks, stationary) to weaker section and mostly children come in schools for the purpose of mid-day meal, allocation or stiffened .One side parents say that their children cannot read & write their name properly and other side parents do not send their children regular in schools. So to do regular a child in schools and to increase the level of learning, there is need to take appropriate action i.e. caste scholarship should be given according children's presence or absent in class and their learning level outcomes, particular required class knowledge.
3. There is need to adopt the National Curriculum framework parameters to making child-friendly classroom. These parameters are: students frequently ask questions without hesitation and they Practice of the work in small group what is taught by teachers in the classroom, Teachers teach syllabus content to relate their local context or surroundings.
Dr. APJ Abdul Kalam's words:
***“Learning gives creativity,
Creativity leads to thinking,
Thinking provides knowledge,
Knowledge makes you great.”***
4. Teachers need to play their roles and responsibility sincerely and need to play roles as a parents or as a teachers in the context of providing good quality elementary education or satisfactory learning outcome because daily wage parents and illiterate parents cannot pay attention towards children's education, cannot check homework.“Good quality education, provided by trained and supported teachers, is the right of all children, youth and adults,

not the privilege of the few.” UNESCO.

CONCLUSION

A lot of schemes adopted by the government to strengthening elementary education and uplift the educational level of disadvantaged group and weaker section. Currently, RTE-SSA is implemented as one of India's flagship programme for universalizing elementary education include universal access and retention, bridging of gender and social category gaps in elementary education, and enhancement in learning levels of children. The right to education is not only the right to access education but also the right to receive an education of good quality. After analyzing the collected information, it was concluded that some factors of SES (occupation, educational background, low income status, awareness about the importance of education) are responsible to decide that who are admitting, studying and further who will admit in government or private school. Daily wage laborers who earn the money of 10000-15000 Rs monthly, he would like to admit their child specially boy in private schools being economical condition week. If a child is fine or normal in studies then Parents would like to prefer to send their children in private school for bright future. Parents stated that government elementary schools are not properly running, there not good teaching-learning environment and even their children cannot read and write their name yet they send their children in government schools they stated that to send their children in government elementary schools is only their helplessness. If a child cannot read and write properly, if a child not having good quality elementary education then how a child can lead a better life or how he can earn his livelihood in future, how he can manage a sustainable life. 50% students from class 5 and 25% students from class 8 cannot read a simple text which has a difficulty of class 2 level. The students cannot read letters, words, or a simple paragraph or a textbook story of the lower level class (ASER 2018). Parents are worried about the future of their children how they will earn without quality elementary education in the time of 21st century i.e. technology era which demand a skilful person in every field of life. Thus Socio-economic status and education background are significant factors to admitting a child in government schools, not having good teaching-learning environment. **Dr Jim Yong Kim, President of the World Bank:**

“Every child should have the opportunity not only to go to school but to acquire the knowledge and skills she needs to lead a healthy, productive life, care for herself and her family, and become an empowered citizen. At the national level, countries need workforces with the skills and competencies required to keep farms and factories producing, create jobs, fuel innovation and competitiveness, and drive economic growth that benefits everyone.”

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AN EVALUATIVE STUDY OF EFFECTIVENESS OF ONLINE TEACHING IN GOVERNMENT ELEMENTARY SCHOOLS IN THE ADOPTED VILLAGES OF CENTRAL UNIVERSITY OF HARYANA

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Abstract

Due to COVID-19 pandemic all schools, colleges and universities are shut down across the world and education is being provided through e-learning mode. The main purpose of the present study is to examine the process and effectiveness of online teaching done by government elementary government elementary teachers to teach elementary students through online mode. The present study was conducted through the online survey method and the sample of 34 government elementary teachers selected through convenient sampling technique from nine government elementary schools of Mahendergarh district. The findings of study revealed that 85% government elementary teachers are aware about online learning apps but only 59% government elementary teachers feel comfortable use and teach students by online and other 41% government elementary teachers do not feel comfortable to teach students by online and 44% government elementary teachers use YouTube as the online learning app for the purpose of showing the educational videos and daily they are delivering teaching materials and 32% government elementary teachers send self - prepared handwritten notes, 15% government elementary teachers are sending PDF files as teaching material and 82% government elementary teachers sending teaching material daily on WhatsApp group, 15% government elementary teachers are sending teaching material three times in a week and 3% government elementary teachers sending teaching material weekly. And 76% government elementary teachers tell that only few children are connected with e-learning apps i.e. WhatsApp group. The study shows that 82% government elementary teachers accept that some students complete their homework regularly and 79% government elementary teachers accept that some students take interest in

discussion after reading the material. Only 53% government elementary teachers always make plan well in advance for effective online teaching classes and only 26% government elementary teachers accept that effective teaching –learning can be provided by digital learning/online mode. Whereas 32% government elementary teachers accept that effective teaching –learning cannot be provided. The present study shows that 91% government elementary teachers tell that mostly students do not having the facility of Smartphone at home and 59% government elementary teachers not attended any training programme to develop their online teaching skills and to use social networking teaching-learning apps. Overall it is concluded that online teaching provided by government elementary teachers and the online learning received by government elementary students is not so much effective.

Keywords: Online teaching, elementary government schools, government elementary teachers, effectiveness of online teaching, used online teaching apps, issues and challenges in online teaching.

Introduction

Education during COVID-19 Pandemic

COVID-19 pandemic affected education system of every level i.e. primary education, elementary education, secondary education, higher education and all education institutions are closed from 16th March 2020 and so on and world faces a global learning crisis i.e.COVID-19 pandemic has resulted the shut down in all schools across the world, globally, over 1.2 billion children over 186 countries are out of the classroom and teaching-learning is delivered by online learning mode i.e. on digital platforms. According to UNESCO, “As of April 14, 188 countries around the world have closed schools nationwide, affecting over 1.5 billion learners and representing more than 91 per cent of total enrolled learners. Though many of the world’s children are in school today, 263 million children remain without access. For the children and young people that are in school, they are often not really learning,(Shankar, G. 2020).” To sustaining and to make education available for all level/stage learners, online teaching-learning is the one way to delivering education.

But online learning is not possible and not solution for all government elementary school children especially those who belong to marginalized group and having low socio-economic status. During this time period of lockdown these students not having access to healthy meals due to the poor economy of their parents/family resulted they cannot concentrate their mind

in study and cannot continue their leaning. To ensure the continuity of learning in government schools, need of undertaken immediate action i.e. to supply packed meal to each student and to ensuring the accessibility of learning to all students i.e. to make the facility available of android phone for those children(belong to EWS) who not having Smartphone at home.

Covid-19 Pandemic and Online Teaching Learning In Government Elementary School in Haryana

Now a day online teaching –learning has been the part of our education system and demand of the present time. The Haryana government has facilitated an e-learning platform for continuing study from classes I to XII so that children are not deprived of education during the time period of lockdown .To keep elementary children busy in the teaching-learning process government elementary teachers mainly used e-learning sources such as YouTube, whatsapp .Government elementary teachers are connecting and delivered teaching material through whatsapp groups to interact with their particular class students. Education Minister Kanwar Pal stated on 9April,2020 that “To ensure academic work does not get disrupted due to the COVID-19 Pandemic lockdown, the Haryana government has decided that students from classes I to XII studying in government schools will be taught through various e-learning platforms till the situation comes back to normal. Till the time schools reopen, students will be taught through various e-learning platforms”.

The Department of Education has created various e-learning materials and have taken commendable steps in regards to teach students regularly i.e. to start the online learning **Time table has also been set for showing the programmes on the** website www.haryanaedusat.com and Audio/video material has also been uploaded on the Haryana EDUSAT network/portal and YouTube. And rule made for all government elementary teachers that government elementary teachers will teach students online from 9.30am to 12.30 pm daily. In this way students will be able to study at home.

The ASER (2019) highlights “the factors like regional variations, arduous nature of colonial languages, lack of awareness and loopholes in social infrastructure as obstacles in primary education in Haryana.” In view of these problems, the Haryana government has taken an active step i.e. to launch online learning through ‘Sampark Baithak’ application which shall be available in regional and local languages and also available in Hindi and English languages; meant for those scattered students who has the issues of language and unable to

find things as per their state board curriculum. It shall facilitate the native students with 'study at home environment'. The State Education Minister, Kanwar Pal while launching the app has said, "We are very much aware of the situation in the state, it's indeed a very high time for all of us. To counter the worst hit areas like primary education the government has come up with digital diligence. We are bound to our duty of 'Education for All' and hence we are launching this 'Sampark Baithak' app. The app in itself is a school, which shall cater all educational needs of primary students. It is a boon for Hindi Medium students who have a very limited understanding of English. The colonial issues are also been covered through the app. It is a complete learning package and is available on all associated platforms including android, IOS etc. We are very much hopeful, that this app would meet the aspirations of a large section of society and it will be benefit in large scale."

Is Online Learning As Effective For Government Elementary Schools Students?

There is no doubt that during lockdown due to COVID-19 Pandemic, Teaching- Learning process is undoubtedly going to be disrupted, especially for those children who belong to poor family, not availability of android phone and having low socio-economic status and whose parents are not literate or who do not know how they access the internet-based learning for their children. So there is no assurance that all students are getting learning material regularly, doing homework regularly and learned effectively and resulted long-drawn-out gap is going to affect children's interest, ability and regularity to go back in learning. If schools continue to be shut down for a long period, education is going to be a casualty then solution is only that a teacher can conduct teaching online by adopting Open-source digital learning solutions and Learning Management Software.

Online learning approach is contradicts with the National Curriculum Framework-2005, based on a child-centered approach at elementary level. In this online learning approach, there are the absences of 4Cs – communication, collaboration, creativity and critical thinking all these are equally absent in the present day teaching-learning classroom process .A research study showed that only 36 per cent of the residents of lower-middle income countries have access to the internet and "More than 70 percent of children will be deprived of education due to digital education. Because neither they have digital system nor their parents have enough resources and money for it."

Before lockdown poor quality learning of government schools children is issues as stated in the reports of ASER-2017, 2018 "The students cannot read fluently letters, words, or a simple

paragraph or a textbook story of the lower level class Overall result revealed that after completing elementary school mostly children not having the knowledge of basic foundational skills of reading, writing or arithmetic.” And now it become very crucial problem specially government elementary students. ‘Quality Education SDG-4’ at elementary level far from reaching the goals of the *2030 Sustainable Goals*.

The report presented by the Department of School Education & Literacy, Ministry of Human Resource (HRD)-“India, the states like Uttar Pradesh, Haryana, Rajasthan, Chhattisgarh and Orissa are among the worst hit areas suffering from educational crisis amid nation-wide corona virus lockdown.” A basic prerequisite for e-learning is a Smartphone or laptop with proper internet connectivity. According to data generated by Statistic (2018), “only 27% of the Indian population has Smartphone and according to the NSSO 75th round Key Indicators of Household Social digital Consumption on Education in India (2018), only 23.8% of the household have internet facility.”

Objectives

1. To study the process of online teaching conducted by government elementary schools teachers during the lockdown.
2. To study the effectiveness of online teaching conducted by government elementary schools teachers during the lockdown.

Methodology

This study conducted through online phone survey method in 3rd week of May, 2020 to examine the effectiveness of online teaching done by government elementary teachers during lockdown. The researcher collected the sample of 34 government elementary teachers and these respondents selected by convenient sampling from overall population of 60 (Government elementary teachers + Head teachers) of nine Government Elementary Schools located in six adopted villages by Central University of Haryana. Information is collected by Self developed questionnaire having multiple choice questions created on Google form. It contains questions related to - teachers are aware about the online teaching apps, what types of online teaching apps are used by teachers and teachers & students feel comfortable with the online learning apps , frequency of providing text learning material to children, all students are connected with online teaching apps, reasons of not connecting all students with online teaching apps, Children take interest in discussion after reading the teaching material provided by teachers and Students participate more actively or not during online teaching,

teachers have attended training programs or not for using social networking teaching apps, effective teaching can be provided or not, problem faced by teachers & students during online teaching etc. Collected data is analyzed by using frequency, percentage analysis and presented in form of tables and graphs.

Particulars	Sample design
Population	All government elementary teachers of Nine Elementary government schools in Six adopted villages (Jant, Dholi, bhurjat, Malra, Lawan, Pali) by Central University of Haryana.
Sample size	34
Sampling technique	Convenient sampling approach
Measurement technique	Self-administered MCQ questionnaire created on Google form
Method of analysis	Frequency and percentage analysis

Analysis and Findings

The researcher has analyzed the collected data systematically by using frequency and percentage method. The analysis and discussion has been presented and discussed below:

Table1: Government elementary teachers are aware about the online teaching apps

Issues	Yes (F & %)	No (F & %)	To some extent (F & %)
Government elementary teachers are aware about the online learning apps/tools	(30)88%	(1)3%	(3)9%
Government elementary teachers are using online learning apps to teach students	(29)85%	(2)6%	(3)9%
Government elementary teachers feel comfortable to using online learning apps/tools	(20)59%	(6)18%	(8)23%

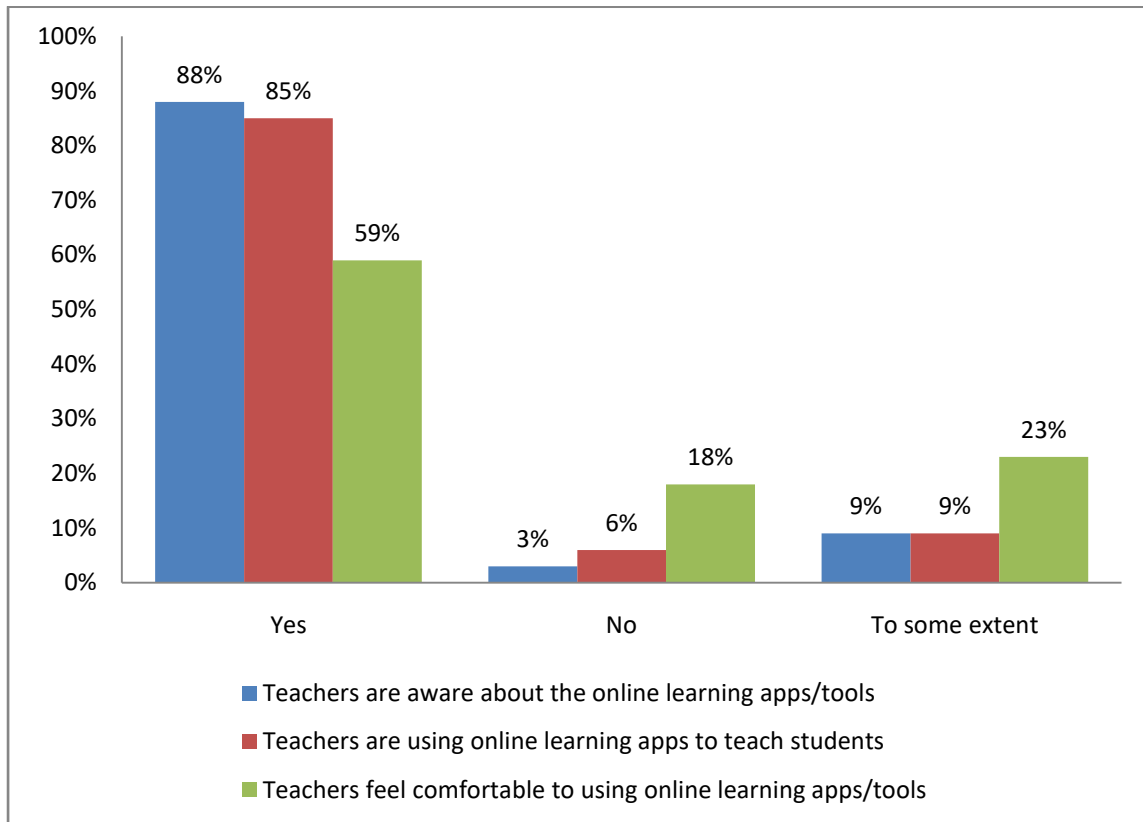


Table 1 shows that 85% government elementary teachers are aware about online learning apps and 88% government elementary teachers are using online teaching apps during lockdown but only 59% government elementary teachers feel comfortable and satisfied to teach students by online teaching and other 41% government elementary teachers do not feel comfortable to teach students by online.

Table 2: Online learning apps are used by Government elementary teachers for teaching

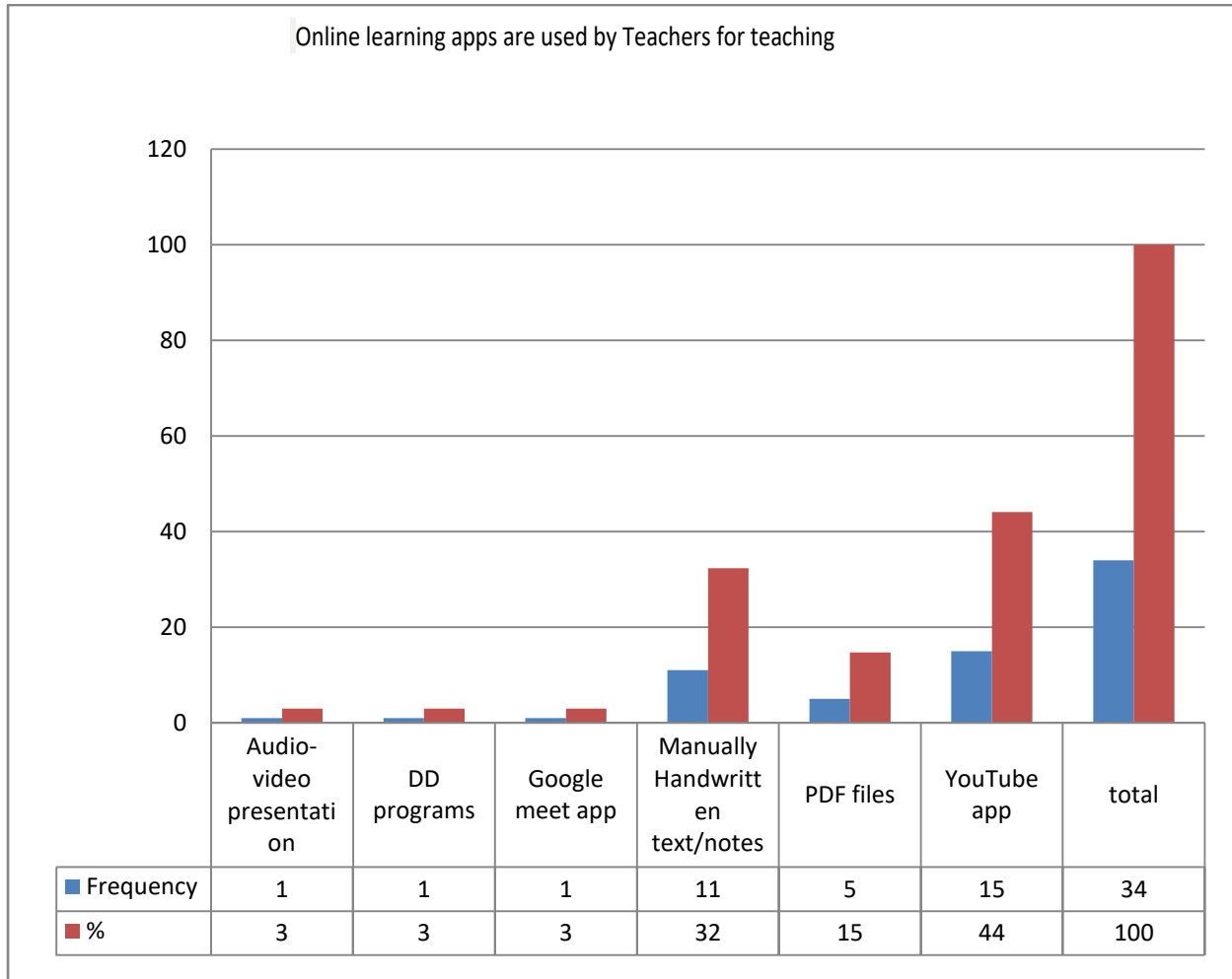


Table 2 shows that 44% government elementary teachers use YouTube as the online learning app for the purpose of showing the educational videos on daily delivered teaching materials and 32% government elementary teachers send self - prepared handwritten notes as teaching material and 15% government elementary teachers send PDF files as teaching material to teach government elementary schools students.

Table 3: Government elementary teachers delivered text learning material timely

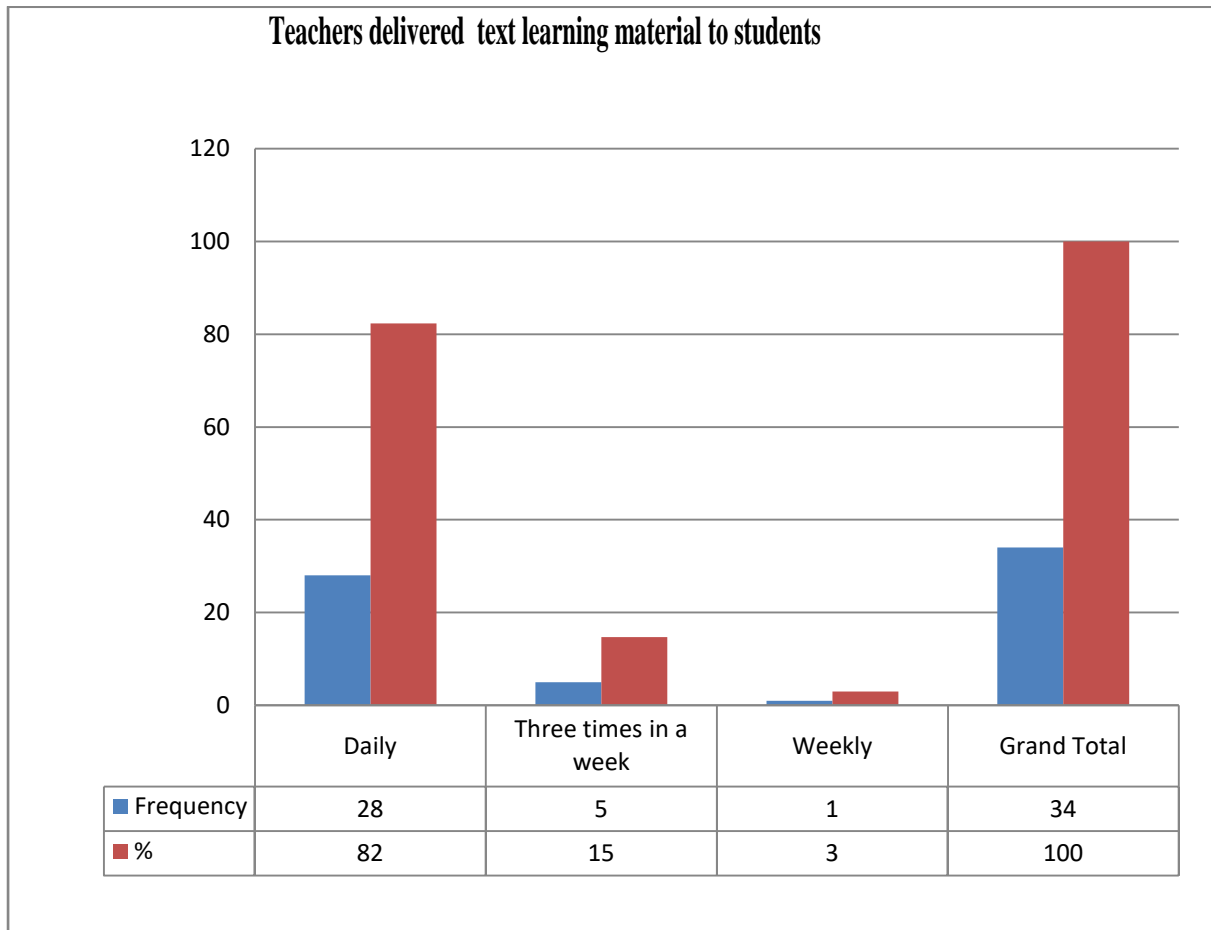


Table 3 shows that 82% government elementary teachers send teaching material daily on WhatsApp group to students and 15% government elementary teachers send teaching material three times in a week means by one day gap and other 3% government elementary teachers send teaching material weekly i.e. one time in a week .

Table 4: All children are getting learning materials on online learning apps regularly

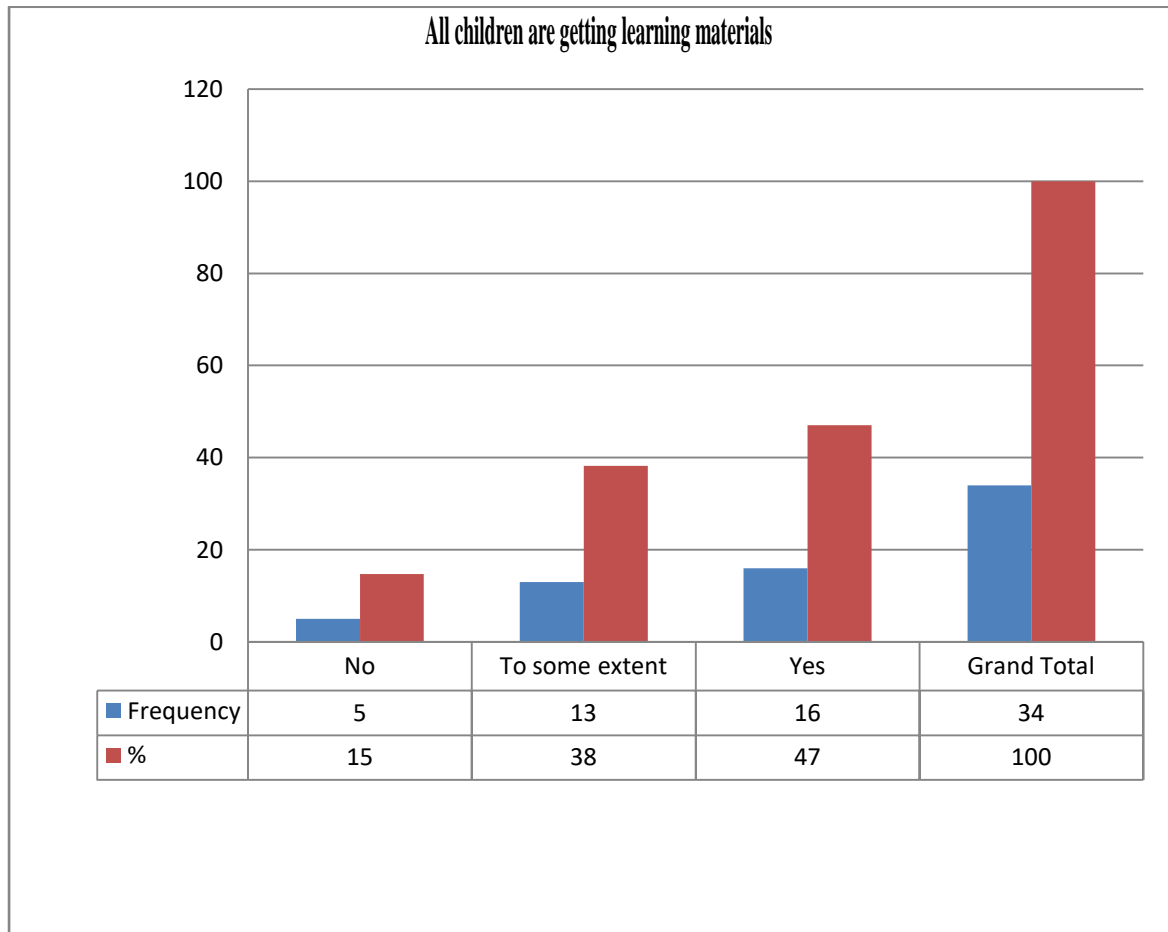


Table 4 shows that 47% government elementary teachers tell that all children are getting learning materials on WhatsApp group and 15% government elementary teachers accept that all children are not getting learning material on WhatsApp group; According to the perception of government elementary teachers these children not having the Smartphone facility i.e. lack of android phone , few parents do not allow children to use their phone and few parents do not tell your children about homework or teaching materials, sent by government elementary teachers and 38% government elementary teachers accept that children are getting learning material to some extent.

Table 5: Children connected with online learning apps

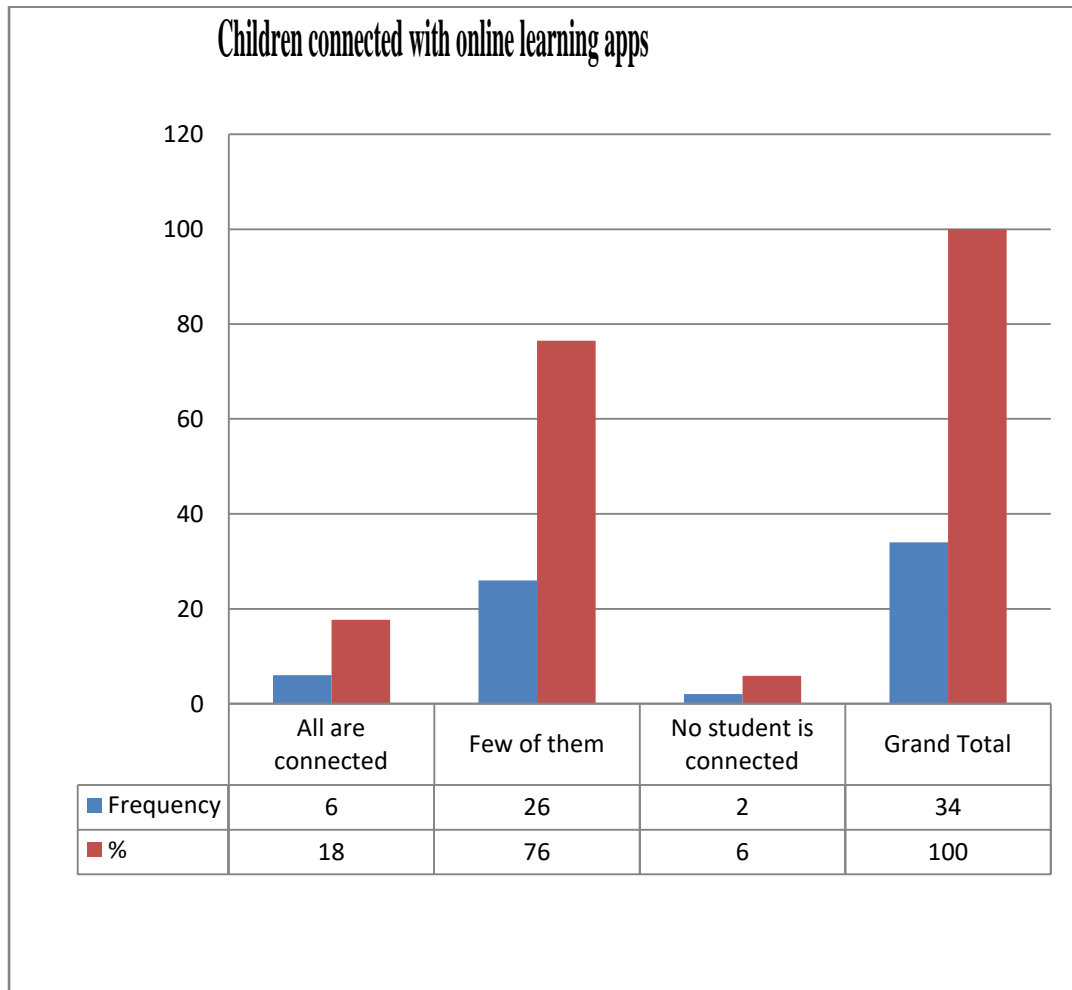


Table 5 shows the result that all children are not connected with e-learning apps i.e. WhatsApp group. Only 18% government elementary teachers tell that all students are connected with e-learning apps and 76% government elementary teachers tell that only few of them children are connected with e-learning i.e. whatsapp group and other 6% government elementary teachers tell that no any students connected with e-learning app.

Table 6: Government elementary teachers facilitate students’ group work online

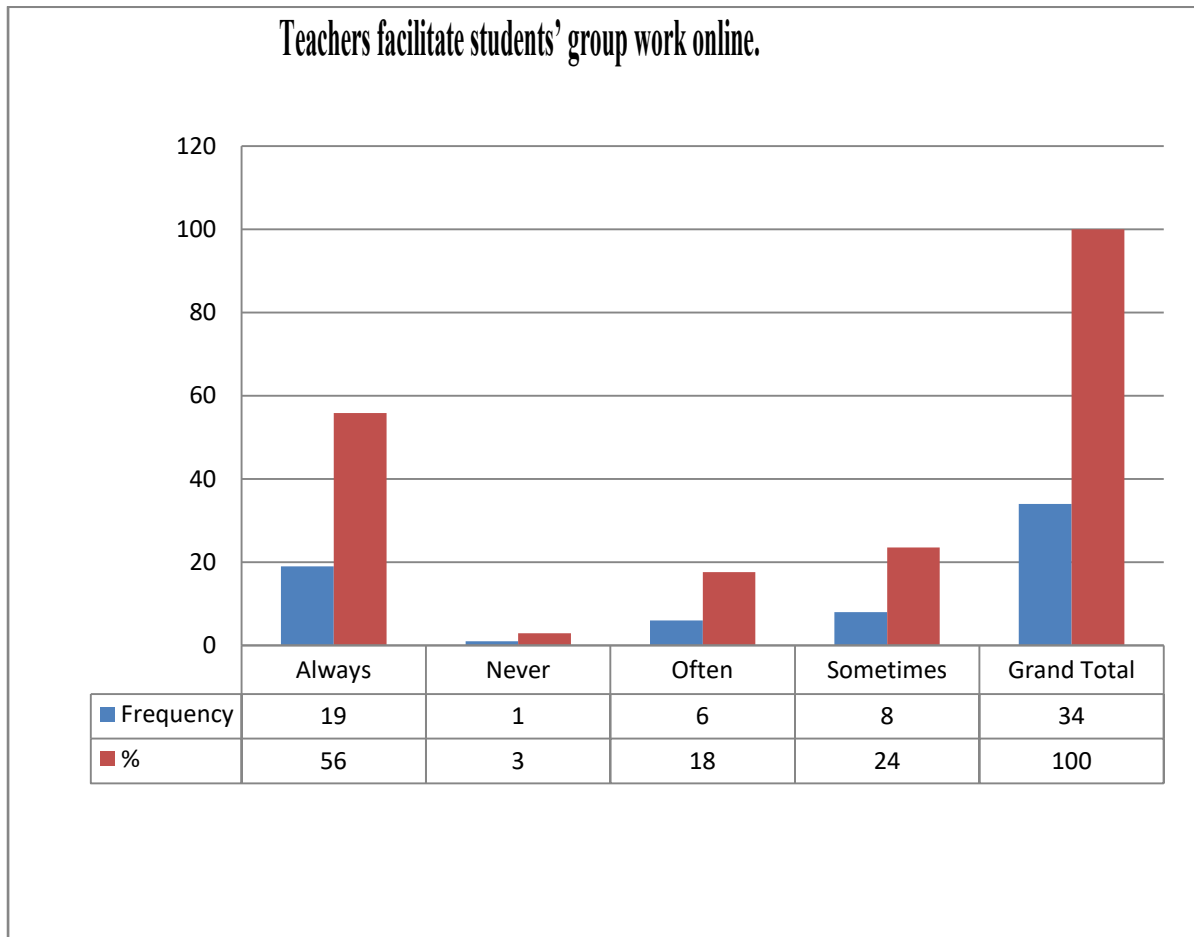


Table 6 shows that only 56% government elementary teachers facilitate the online learning materials by describing, explaining on notebook so that children can understand easily sent materials on WhatsApp group. 24% government elementary teachers facilitate online learning materials sometimes and 18% government elementary teachers facilitate online learning materials often and 3% government elementary teachers not facilitate online learning materials for children. Government elementary teachers getting and sending teaching-learning materials content from YouTube’s educational videos and others sites i.e. ‘GHAR SE PADHAO’ etc.

Table 7: Children complete their homework regularly

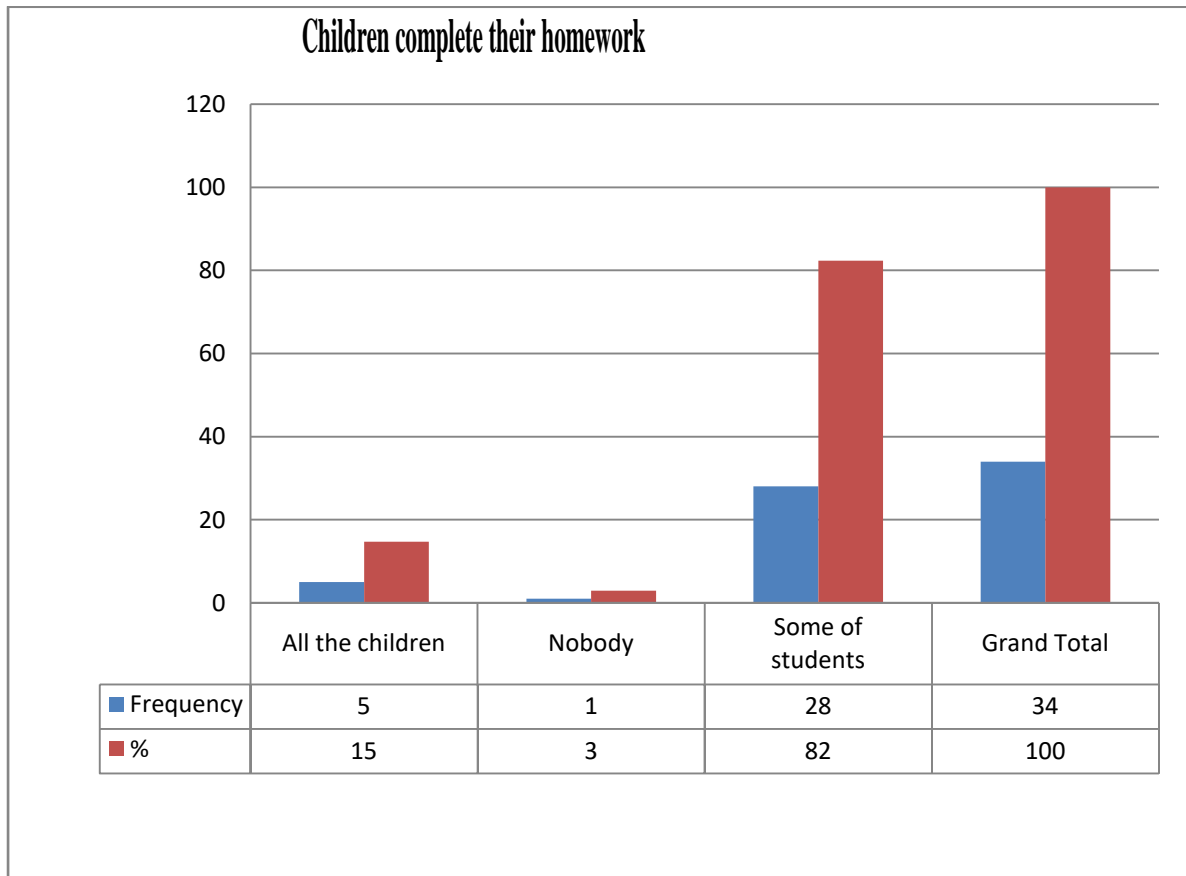


Table 7 shows that 82% government elementary teachers accept that some of students complete their homework regularly which sent by government elementary teachers on whatsApp group and only 15% government elementary teachers accept that all children complete their homework regularly and 3% government elementary teachers say that nobody does homework regularly.

Overall it can be concluded that the homework sent by the government elementary teachers to the children on the WhatsApp group is not done by the mostly children.

Table 8: Children take interest in discussion after reading the teaching material provided by the government elementary teachers

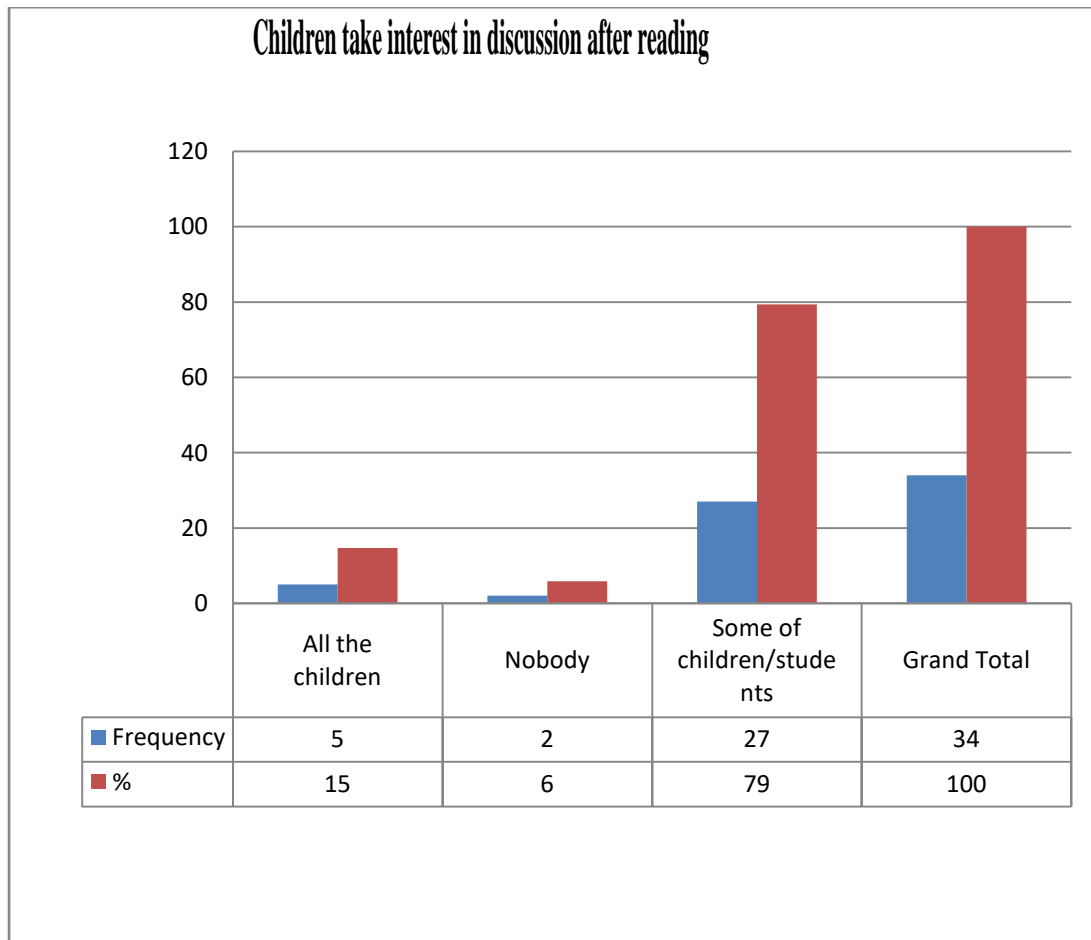


Table 8 shows that 79% government elementary teachers accept that not all students but only some of students take interest in discussion after reading sent material by government elementary teachers and 15% government elementary teachers accept that all children do discuss after reading sent material and 6% government elementary teachers tell that no anyone discuss after reading regularly sent teaching material.

Overall it can be said that students do not interact with their government elementary teachers on difficult concept, content and issues and not have interest in discussing on teaching-learning materials because government elementary schools’ children are not serious towards online teaching-learning.

Table 9: Students participate more actively during online teaching-learning

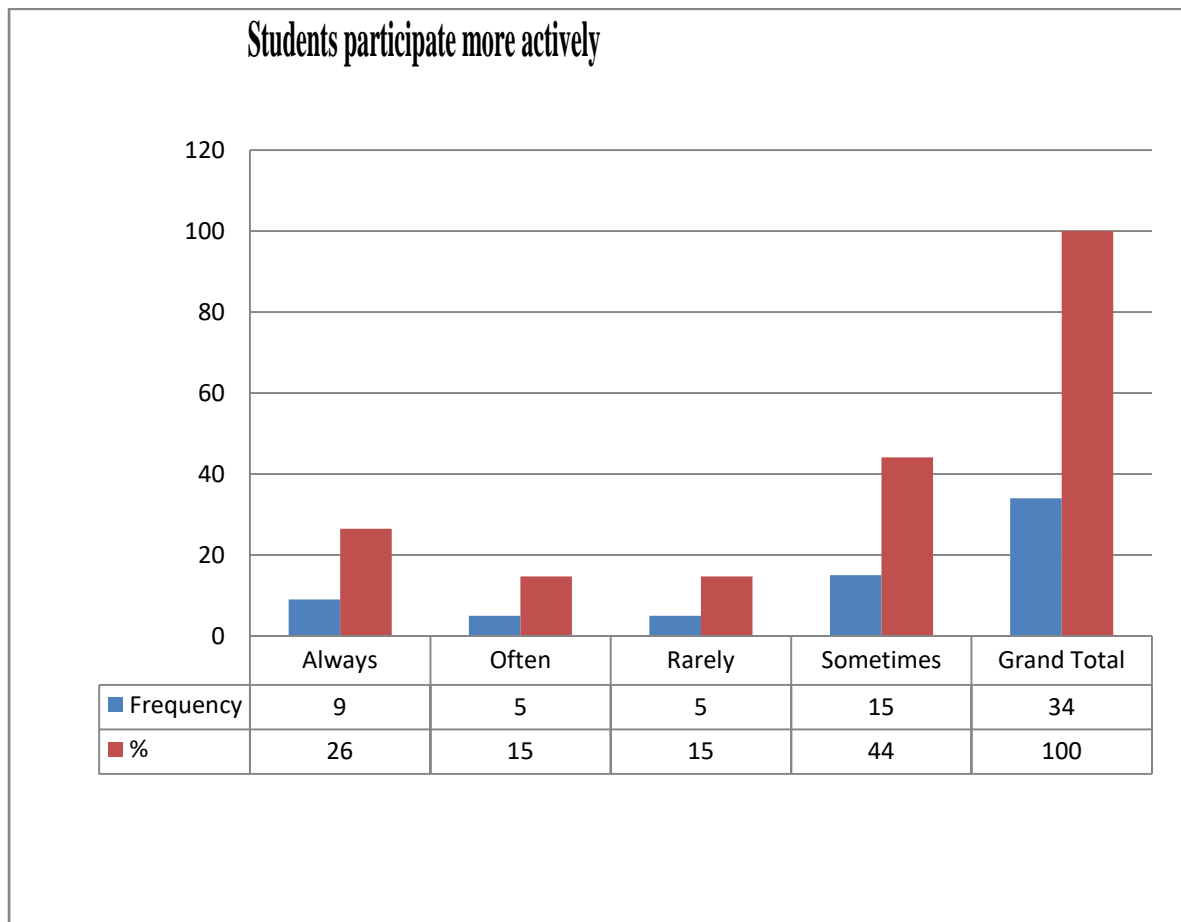


Table 9 shows that 44% government elementary teachers tell that children for sometimes participate more actively during online teaching-learning classes and 15% government elementary teachers tell that children rarely participate more actively and 15% government elementary teachers tell that children often participate more actively and 26% Government elementary teachers tell that children always participate more actively during online classes.

According to the perception of government elementary teachers overall it can be concluded that those children who are intelligent and normal in study and parents who are aware about their children’ study; actively participate in online classes.

Table 10: Government elementary teachers plan well in advance the learning points for effective online class

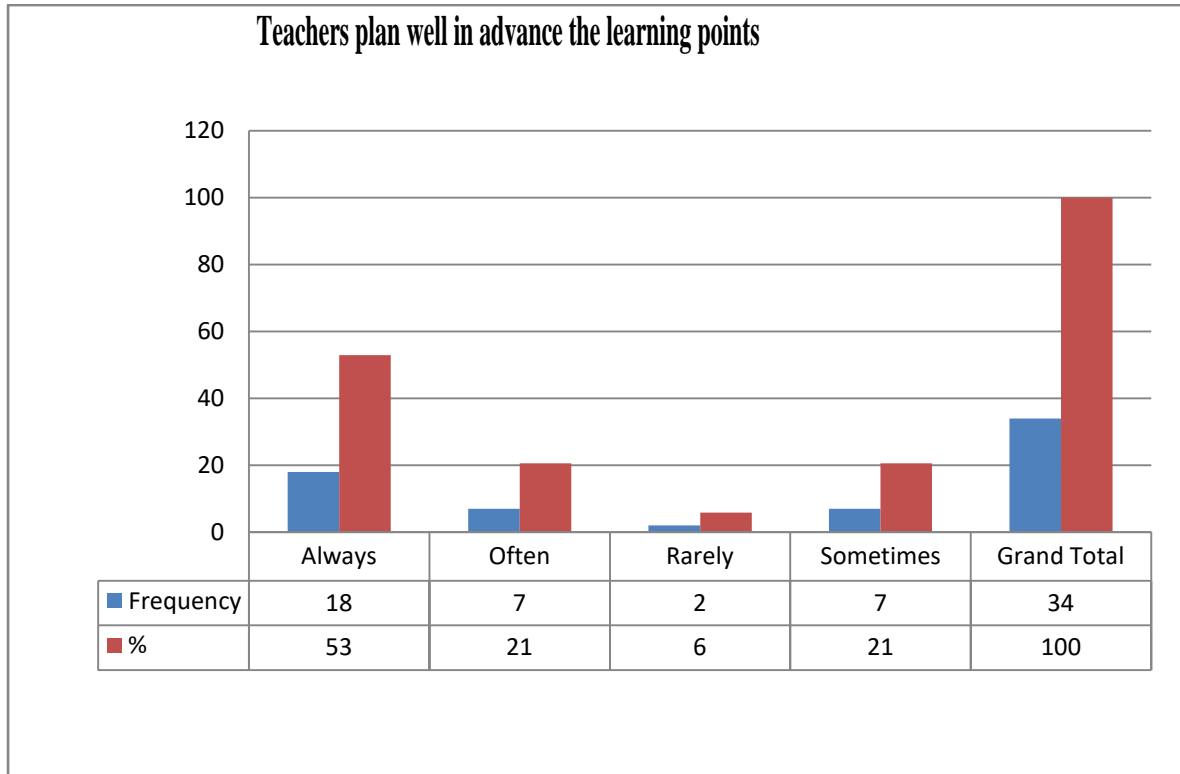


Table 10 shows that all government elementary teachers not prepare plan well in advance the learning points for effective online learning classes. Only 53% government elementary teachers always make plan well in advance the learning points for effective online learning classes and 21% government elementary teachers often and rarely plan well in advance the learning points for effective online class and 21% government elementary teachers make plan well sometimes in advance the learning points for effective online class.

Overall it can be concluded that government elementary teachers are not serious toward online learning classes and not having interest in preparing teaching content materials in advance for effective delivering learning materials to.

Table 11: Effective teaching can be provided to government elementary students by online learning apps i.e. e-learning

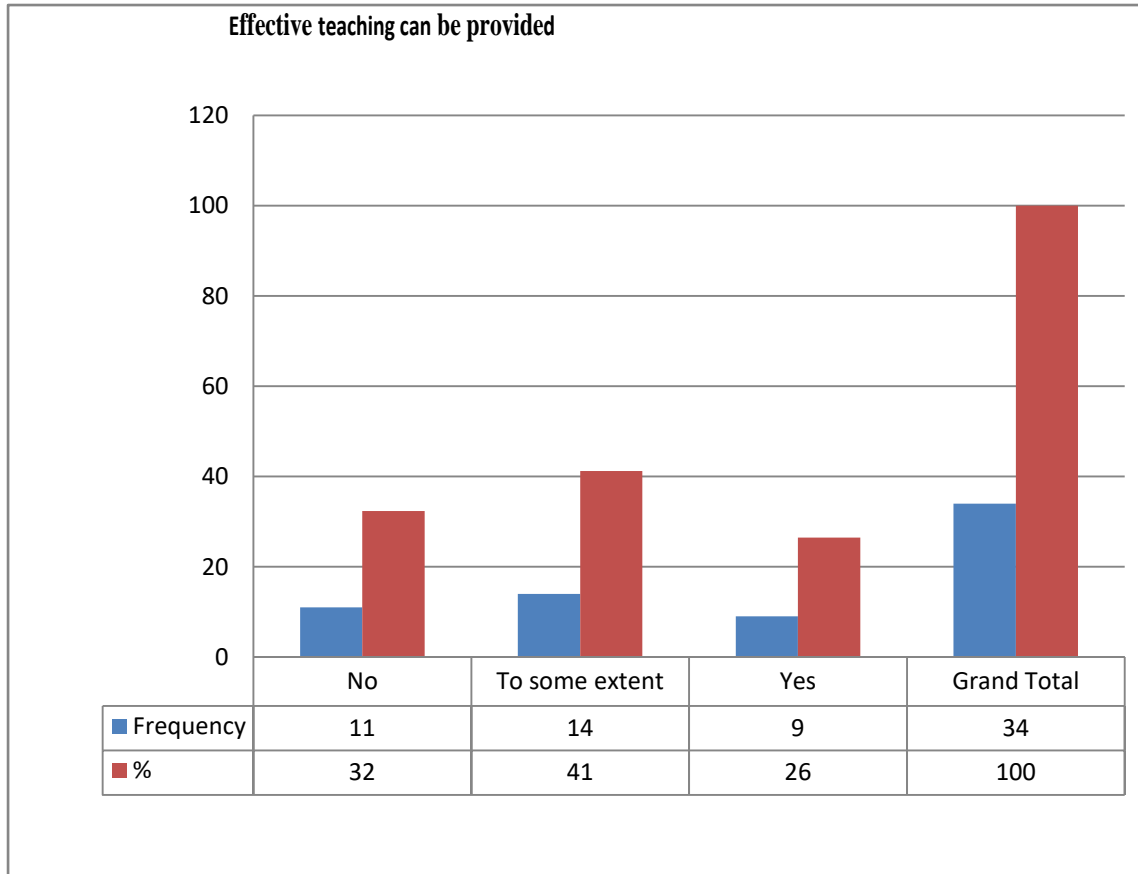


Table 11 shows that all government elementary teachers are not favor to online teaching and they do not accept that effective teaching –learning can be provided to government elementary schools’ children by online learning apps. 32% government elementary teachers accept that effective teaching –learning cannot be provided by digital learning/online learning apps and 41% government elementary teachers accept that to some extent effective teaching –learning can be provided by digital learning/online learning apps. Only 26% government elementary teachers accept that effective teaching –learning can be provided by digital learning/online learning apps.

Table 12: Students not connecting with online teaching-learning apps due to

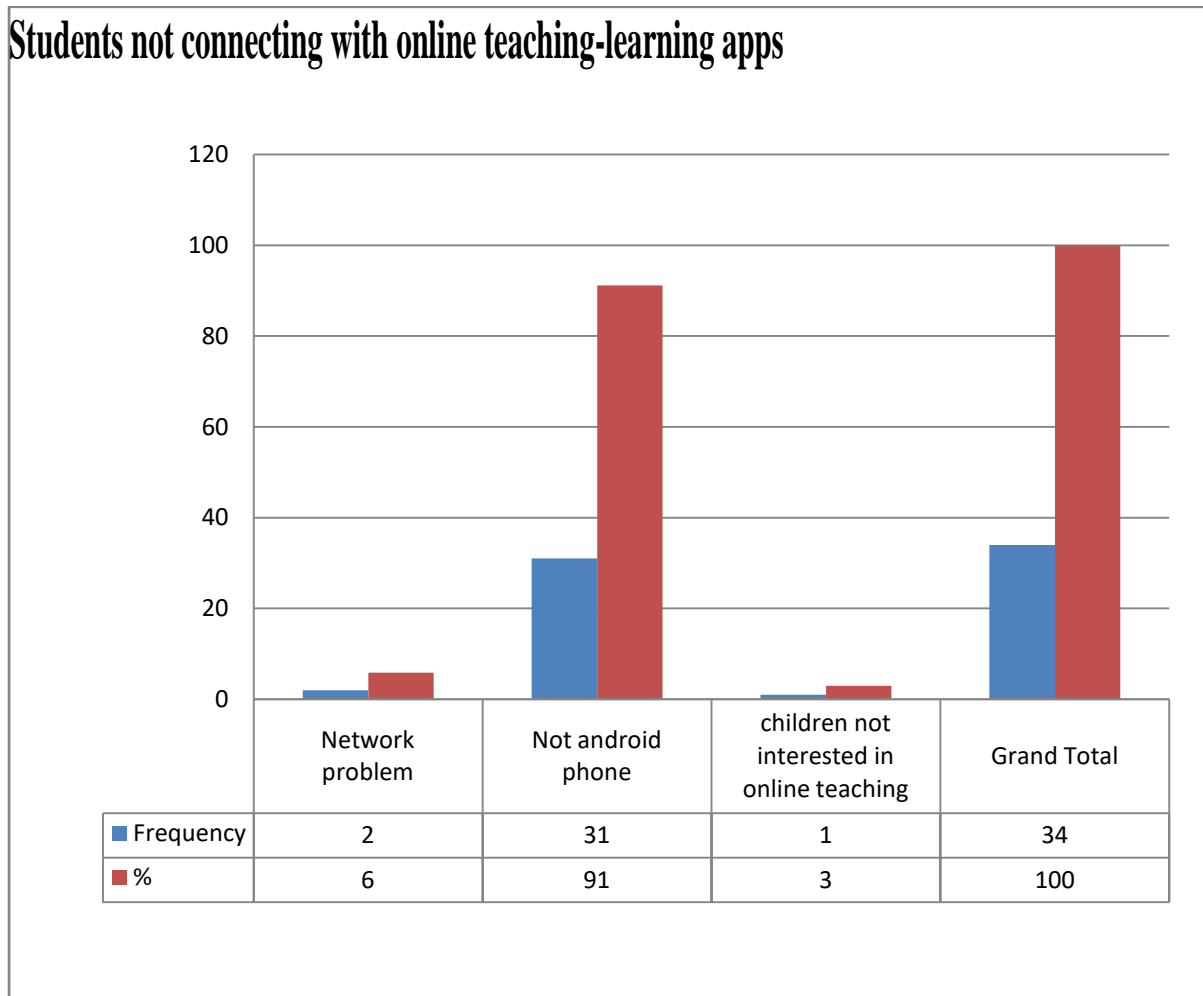


Table 12 shows that all students of government elementary schools are not connected with online learning main reason is not facility of android phone at home .91% government elementary teachers tell that mostly students do not having the facility of Smartphone at home and 6% government elementary teachers say that by the problem of network/data and other 3% government elementary teachers accept that children are not interested in online teaching.

Table 13: Training programs attended by government elementary teachers for using social networking teaching apps

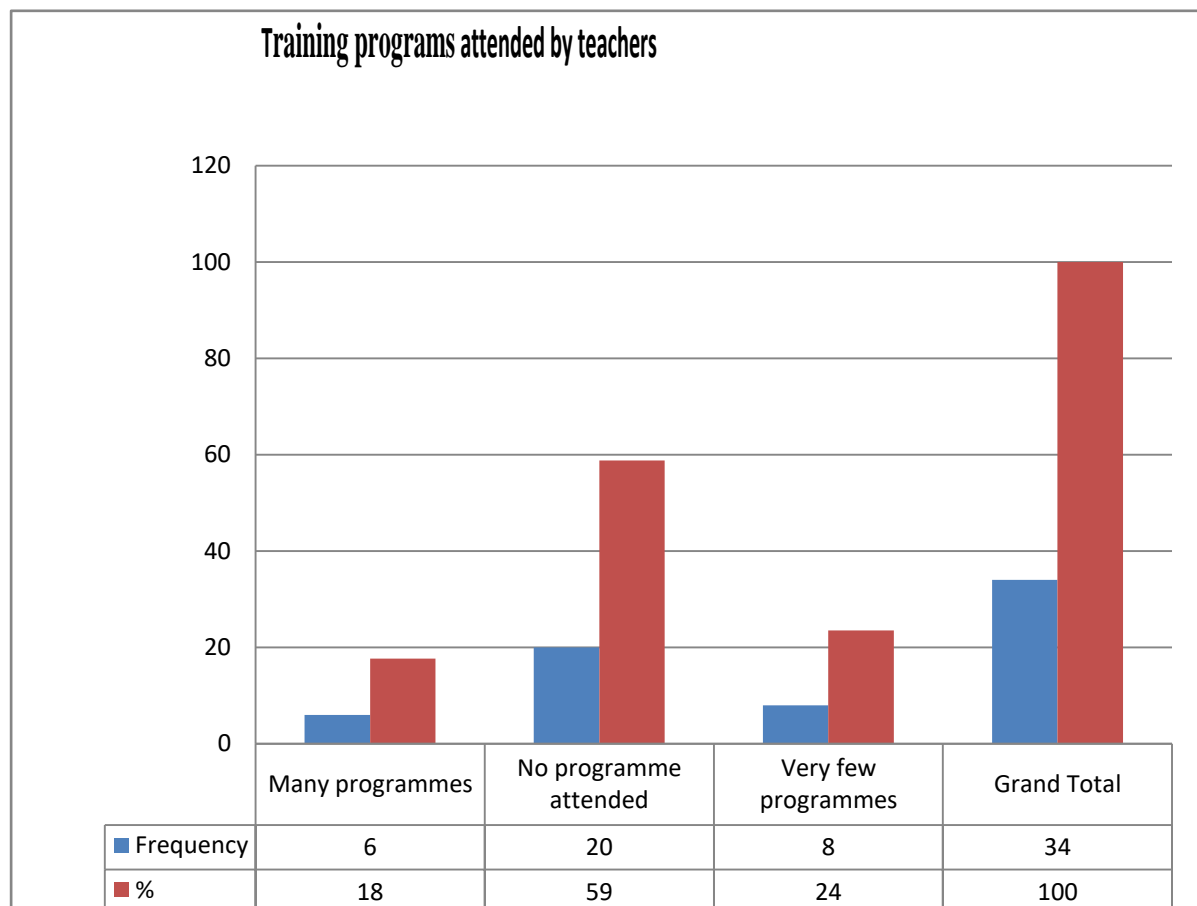


Table 13 shows that 59% government elementary teachers not attended any programme i.e. mostly government elementary teachers not attended any training programme to develop their online teaching skill and to using social networking teaching-learning apps. Only 18% government elementary teachers attended many training programme to develop using online learning apps and other 24% government elementary teachers have attended very few programme.

Overall it can be concluded that government elementary teachers are not interested to attend training programmes for effectively using of online teaching-learning apps.

Issues and challenges in online teaching/learning

There are three main issues and challenges regarding online learning of government elementary schools' children. These are:

No facility of Smartphone

Mostly EWS children, do not have the facility of Smartphone and internet connection. Due to the Lacking of android phone mostly students cannot connect with the online teaching. Data showed that 76% government elementary teachers tell that only few of students are connected with online learning apps. According to a teacher “ Not every student get the work because they have no facilities like android mobile as they belong to poor families and parents are not aware about using Smartphone etc”.

Lack of discussion and interaction among government elementary teachers and students through online teaching

Online teaching is not effectively conducting by government elementary teachers because students are indifferent towards government elementary teachers and study. Lower primary children cannot open e-resources learning themselves and parents do not give attentions towards their children study even they not open homework or learning material send by government elementary teachers. Parents have makes the perception that government elementary teachers not teach in classroom what will they teach on online learning. According to a teacher’ response “In online teaching, students do not deliberately interaction with the teacher to solve their doubts and difficult concepts because students are afraid that questions will be asked them on reading materials.” Therefore this type of learning is not effective unless parents are not aware about their study and new technology.

Passiveness of parents towards online teaching

Parents are not interested to know that children are good or not in study. Government elementary teachers tells that parents do not open whatsapp messages(learning material) sent by government elementary teachers then how students can do their study and do not receive the phone call even called 3-4 times by government elementary teachers That why children also not serious towards online study . They do not complete homework because there is not pressure of parents and government elementary teachers on child. Students and their families lack knowledge about online teaching and learning.

Major Findings

- The researcher found that majority of 85% government elementary teachers are aware about online learning apps and 88% government elementary teachers are using online learning apps during lockdown.
- It found that only 59% government elementary teachers feel comfortable and satisfied to teach students by online and other 41% government elementary teachers do not feel comfortable to teach students by online.
- It found that only 44% government elementary teachers use YouTube as the online learning app for the purpose of to showing the educational videos on daily delivered teaching materials and 32% government elementary teachers send self - prepared handwritten notes, 15% government elementary teachers send PDF files as teaching material.
- Majority of 82% government elementary teachers send teaching material daily on WhatsApp group ,15% government elementary teachers send teaching material three times in a week and 3% government elementary teachers send teaching material weekly.
- It found that Maximum 76% government elementary teachers tell that only few of them children are connected with e-learning i.e. WhatsApp group and 18% government elementary teachers tell that all students are connected with e-learning apps and other 6% government elementary teachers tell that no any students connected with e-learning app.
- It found that 56% government elementary teachers facilitate the online learning materials by describing, explaining on notebook so that children can understand easily sent materials on whatsapp group and 24% government elementary teachers facilitate online learning materials sometimes and 18% government elementary teachers facilitate online learning materials often and 3% government elementary teachers not facilitate online learning materials for children.
- Maximum 82% government elementary teachers tell that only some of students complete their homework regularly and only 15% government elementary teachers accept that all children complete their homework regularly and 3% government elementary teachers say that nobody does homework regularly.
- It found that 79% government elementary teachers accept that only some of students take interest in discussion after reading sent material and 15% government elementary

teachers accept that all children do discuss after reading sent material and 6% government elementary teachers tell that no anyone discuss after reading regularly sent teaching material.

- It found that 15% government elementary teachers tell that children rarely participate more actively and 15% government elementary teachers tell that children often participate more actively and 26% Government elementary teachers tell that children always participate more actively during online classes and 44% government elementary teachers tell that children for sometimes participate more actively during online teaching-learning classes .
- It found that only 53% government elementary teachers always make plan well in advance for effective online teaching classes and 21% government elementary teachers often and rarely plan well in advance the learning points for effective online class and 21% government elementary teachers make plan well sometimes in advance the learning points for effective online class.
- It found that only 26% government elementary teachers accept that effective teaching –learning can be provided by digital learning/online learning apps and 32% government elementary teachers accept that effective teaching –learning cannot be provided. 41% government elementary teachers accept that to some extent effective teaching –learning can be provided by digital learning/online learning apps .
- It found that majority of 91% government elementary teachers tell that mostly students do not having the facility of Smartphone at home and 6% government elementary teachers say that by the problem of network/data and other 3% government elementary teachers accept that children are not interested in online teaching.
- Maximum 59% government elementary teachers not attended any training programme to develop their online teaching skill and to using social networking teaching-learning apps, only 18% government elementary teachers attended many training programme and other 24% government elementary teachers have attended very few programme.

Suggestions

- State government should ensure that all children belong to EWS have the facility of network and Smartphone because in the absence of the facility of android phone online teaching is not possible. So these facilities should be

facilitated for online teaching during lockdown i.e. online teaching resources should be available to students.

- Training programmes should be organised for government elementary teachers i.e. training of using teaching apps.
- Government elementary teachers and parents need to motivate students to attend all the online learning classes 'activities and do their homework regularly.
- Government elementary teachers need to teach students by live class for effective online learning by using YouTube app, Goole meet app, Zoom app etc.
- Government elementary teachers need to give systematic and sufficient knowledge to the students about using online learning apps.
- Government elementary teachers need to Contact all students every day and homework should be checked daily.
- Government elementary teachers should facilitate the teaching materials to all students if possible especially for those children who were not connected with online teaching.

Conclusion

It is concluded that by online teaching-learning process, government elementary teachers and students can continue the imparting and receiving of the education but it is not effective teaching –learning process. No interest, no seriousness among children to study online. It is totally formality and a way of to keep government elementary teachers busy during lockdown.

Although governments' policies and guidelines regarding online teaching-learning are good step but on the ground it not working well because government elementary teachers ,children and parents are not showing interest, seriousness to fullest extent towards online learning . Half of the students not have smart phones and not possible for government elementary teachers to connecting every student in the absence of learning app. Without the facility of android phone a teacher cannot send study material and cannot receive proper feedback from children on sent materials. Overall it is concluded that online teaching provided by government elementary teachers and the online learning received by government elementary

students is not effective i.e. students are not getting really effective learning and not getting continuing education, government elementary teachers and students both are free from pressure of online teaching.

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