# EFFECTIVENESS OF SARVA SHIKSHA ABHIYAN-PRE VS POST RTE ACT: A STUDY ON SELECTED BLOCKS OF HARYANA

Thesis Submitted for the Award of the Degree of

**DOCTOR OF PHILOSOPHY**

**in**

**Education**

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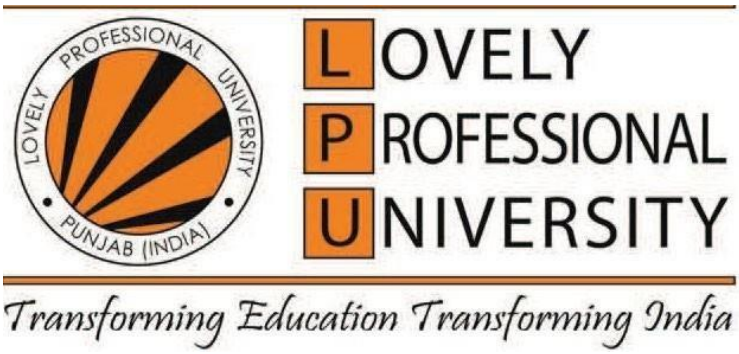
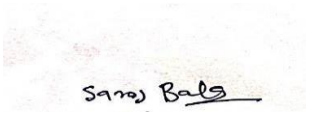



**LOVELY PROFESSIONAL UNIVERSITY, PUNJAB**
**2025**

# DECLARATION

I declare that the thesis entitled **"Effectiveness of Sarva Shiksha Abhiyan-Pre Vs Post RTE Act: A Study on Selected Blocks of Haryana"** has been prepared by me under the guidance of Dr Vijay Kumar, Professor & Dy Dean, School of Education, Lovely Professional University, Phagwara, Punjab. No part of this thesis has formed the basis for the award of any degree or fellowship previously.



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# CERTIFICATE

I certify that Saroj Bala has prepared her thesis entitled **"Effectiveness of Sarva Shiksha Abhiyan-Pre Vs Post RTE Act: A Study on Selected Blocks of Haryana"** for the award of the PhD degree of the Lovely Professional University under my guidance. She has carried out the work at the School of Education, Lovely Professional University, Phagwara, Punjab.

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# ABSTRACT

The study sought to analyse the trends of implementing the Right to Education Act 2009 regarding dropout, retention, and achievement rates from this, to find out the effectiveness of SSA in terms of dropout rate, retention rate and achievement Post Right to Education Act implementation. The study's objective is to identify the problems faced by school administrators and to provide remedies to overcome the challenges in the implementation of SSA and the provisions of the RTE Act 2009. The study used a descriptive survey method with Multi-staged sampling in the three blocks of the Sirsa district of Haryana. Thirty primary and upper-primary schools (five primary and five upper-primary schools) were taken from each block, and at the final stage, all the students from these schools were taken as samples. All students' annual results from 2003 to 2009 (Pre-RTE Act) and 2010 to 2015 (Post-RTE Act) have been collected as secondary data. 34 School heads/ administrators of all the 30 schools and 4 heads/administrators from where both were available have been taken as samples to collect primary data. A questionnaire for head teachers regarding school was used to collect primary data. Further (seven open-ended questions) were added to the questionnaire for information on providing remedies from school heads, Cluster Representative Coordinators (CRC) and Block Representative Coordinators (BRC). The data was analysed using trend analysis, frequency, and percentages, mean, standard deviation, and t-test to determine the study's objectives. The study's findings revealed a drastic decrease in the dropout rate and an increase in the retention rate. The quality of students' learning outcomes is a critical issue for achievement. There are a few problems related to grants' utilisation. The head teachers/administrators have shown a favourable perception towards the success of Sarva Shiksha Abhiyan after the implementation of the RTE Act, 2009 because they have to face some problems with civil work and the conduct of non-academic work.

**Key Words:** Elementary Education, Dropout, Retention, SSA, RTE Act, Academic Achievement.

## *ACKNOWLEDGEMENT*

*I bow my head before the Almighty, Lord Shiva. His blessings enabled me to face all barriers and helped me complete the thesis.*

*Words are insufficient to express my deep gratitude to my honourable supervisor, Dr Vijay Kumar Chechi. He provided me with constant advice, mature supervision and inspiring guidance to reach this stage of my academic career. Without his cooperation, I could not have conducted and completed my research work. His patient hearing, valuable suggestions, kind cooperation, and support throughout my research work are unforgettable and immeasurable. Thank you, sir, for your kindness, helpful guidance, scholarly input, and consistent encouragement, which I received throughout the research work.*

*I extend my gratitude to Dr P.P. Singh, HOS, School of Education, Lovely Professional University, Phagwara, Punjab, India, for providing me with the necessary research facilities to proceed with this research work and for his valuable suggestions during the completion of the present work.*

*I want to thank the university's panel members for providing valuable feedback that has improved my research work.*

*I sincerely thank my friends Ophilia Lobo, Sh. Devender Dhingra, and Mr. Inderjeet Singh for their unwavering support and all the well-wishers for their blessings.*

*No appropriate words could be traced in the present lexicon to convey my thanks to my parents. This thesis is primarily dedicated to my father, Late Sh. Des Raj and my mother, Late Smt. Shanti Devi. Being an educationist, they provided me with a better education and always encouraged me throughout my life. Their unconditional love, support, and wishes are always with me, and I heartily wish them to be with me at this stage of completion of my thesis because it was not only mine but also their dream.*

*I am thankful to my husband, Sh. Karam Chand, who mentally, physically, and economically supported me and kept me free from all family worries during my research work. There were many difficult times in this research process, but he*

*supported me, and I could finish my work. From the core of my heart, I am thankful to my daughter, Dr. Muskaan Goyal & son-in-law, Dr. Pardeep Goyal; my son, Rajat Goyal; and my daughter-in-law, Nancy Goyal, for standing by me in every phase of my life. My deep gratitude to my family for their sacrifice, as personal attention to them was sometimes impossible.*

*I want to thank the school heads /administrators of different schools in the Sirsa district for allowing me to collect data from their schools.*

*Ultimately, I am thankful to all those who may not have been mentioned but are not forgotten. I genuinely remain grateful to them all.*

Dated:

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# INTRODUCTION

"History has shown the power of words that shape human thoughts and actions" (Damon, 2007). Education is essential and the best investment for us, as it increases our knowledge and secures our future. Education is a long-term investment that returns in quality and quantity. Education enhances our overall development by improving the standard of living and developing rational thinking, which are prime factors for leading a better life. "The aim of education is not the acquisition of information, although important, or the acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy, which will make us responsible citizens", Dr. Sarvapalli Radhakrishna. Education can help to prepare skilled labour and human resources. It plays a pivotal role in socialisation. Mahatma Gandhi said, "By education, I mean all-round drawing out of the best in a child, i.e., body, mind, and spirit." Education is a lifelong process. It never ends; we all desire to have more and more education in our lives ever since we started to come to our senses, and the zeal for the same continues till one's death/last breath. It is education that gives us awareness about our rights and duties. "Education is the most powerful weapon that can be used to change the world," said Nelson Mandela.

## 1.1 EDUCATION IN INDIA

### 1.1.1 EDUCATION IN ANCIENT INDIA

In ancient India, the society was divided into four sections: Brahmin, Kshatriya, Vaish and Shudra; only Kshatriyas were allowed to receive education. The masses were busy with their hereditary occupations and were away from formal education. Knowledge was passed orally from one generation to the next. Religion used to play an important part in life. The education system evolved, first known as the Vedic education system, as education was based on 'Vedas'. Schools were in the natural environment.

'Gurukuls' local system of education' was the name given to educational institutions. There was a strong relationship between teachers and pupils. According to Dr F.E. Key, "To achieve their aim, not only Brahmans developed a system of education, but also through all those thousands of years, they kept a glow of torch of higher learning". Learned Brahmins were the teachers, known as 'Acharya /Guru', responsible for educating students. Students were known as 'Shishya'. The aim of education was physical, moral, personality, and all-round development. During the Buddhist period, education was not bound to a few sections of society but was open to all who wanted to study. Education was given in 'Viharas'. Gradually, universities were established for higher education. Nalanda and Takshshila were well-known universities of ancient times. These universities are the highest proof of the advancement of the Indian education system (Sharma, 2016). These universities gained an international reputation. Students from China, Korea, and Japan used to come for higher studies in these universities. However, the Indian education system deteriorated due to many factors as India progressed. According to Dr P.N. Prabhu, "Education in the ancient period was free from any external control like state, central or any political parties. It was the duties of learned Brahmins to perform their duty of impart knowledge".

### 1.1.2 MODERN EDUCATION IN INDIA BEFORE INDEPENDENCE (PRE-INDEPENDENCE PERIOD)

The modern education system was introduced by the Britishers, who ruled over India for more than 200 hundred years. The main objective of the British Government was only to prepare "clerks" for them because they wanted an assistant in India who could help them understand Indian circumstances, culture, and traditions. The modern educational system was developed with the help of many education commissions introduced by Britishers like Lord Macaulay's Education Policy (1835), Wood's Dispatch (1854), Hunter Commission (1882/83, Calcutta University Commission (1917), Wardha Scheme of Education (1837) in the pre-independence period.

**Table 1.1: Development of Education System Before Independence**

| Sr No | Year | Key development | Remark |
|---|---|---|---|
| 1 | 1835 | Lord Macaulay's Education Policy | An attempt to create an education system to educate only the upper strata of the society. |
| 2 | 1854 | Wood's Dispatch (Magna Carta) | A Responsibility of the state was left to spread education among the masses. |
| 3 | 1882-83 | Hunter Commission (Indian Education Commission) | It was formed to evaluate Wood's Dispatch (1854), study the prevailing education conditions in India, and find ways and means for its reform and progress. |
| 4 | 1917-19 | Calcutta University Commission (Sadler Commission) | It was appointed to draw the government's attention to Calcutta University's problems. The university suffered from grave problems as it planned to start post-graduate classes in some subjects. |
| 5 | 1937 | Wardha Scheme of Education | It aimed at providing craft and practical education to make children self-dependent after completing their education. |

### 1.1.3 EDUCATION AFTER INDEPENDENCE

The education system was not sound when India got its freedom in 1947. The enrollment of students was very low, and that too only at the primary level. Not only this, gender disparities could be seen, infrastructural imbalance prevailed, and the literacy rate was dismal. Panday (2019) states, "Educational status was deficient and discouraging. There was a large difference in the educational status of men and women, urban and rural and rich and poor." There was a need to restructure the education system. As a result, in the Constitution of India and further during the government's five-year plans, education was made a significant point to be focused on. The Constitution came into force on January 26, 1950. Article 45 of our constitution states, "The state shall endeavour to provide, within ten years from the enforcement of the constitution, free and compulsory education for all children until they attain the age of 14 years". Initially, education was the subject of the state list, but after the 42nd Amendment, education became the subject of the concurrent list. When, after so long, education for all could not be achieved, the amendment was enacted as the Constitutional Act of 2002 (86th Amendment), and Article 21-A was added. In actuality, it was a responsibility given to all state governments and stakeholders to be

careful about educating children 6-14 years of age. After independence to make education system sound many commissions were launched like- University Education Commission (1848/49), Secondary Education Commission (1952/53), the Kothari Commission (1964-66), National Policy of Education (1968, National Policy of Education (1986) Revised National Policy on Education (1992), District Primary Education Program (1994/95) Sarva Shiksha Abhiyan (2001), RTE Act 2009, all these programs boosted education in India.

**Table 1.2: Development of Education System After Independence**

| Sr No | Year | Key development | Remark |
|---|---|---|---|
| 1 | 1948-49 | University Education Commission (Radhakrishnan Commission) | To report on Indian universities and suggest improvements and extensions for the reconstruction of higher education. |
| 2 | 1952-53 | Secondary Education Commission (Mudialiar Commission) | To study contemporary secondary education's condition and suggest measures for its recognition. |
| 3 | 1964-66 | National Education Commission (Kothari Commission) | To develop an educational system, consider India's values and traditions. |
| 4 | 1968 | National Policy of Education (NPE) | Significant expansion of educational facilities throughout the country's rural habitations. |
| 5 | 1986 | New National Policy of Education (NPE) 1986 | This policy placed particular emphasis on the removal of disparities and the equalisation of educational opportunities. |
| 6 | 1992 | Revised National Policy on Education (NPE) | To make modifications to the NPE 1986. |
| 7 | 1993 | District Primary Education Program (DPEP) | This program was initiated to repair primary education and achieve the universalisation of elementary education. |
| 8 | 2001/02 | Sarva Shiksha Abhiyan (SSA) | SSA is a centrally sponsored program initiated with the help of the state government to achieve the objective of UEE in a time-bound manner. |
| 9 | 2009/2010 | RTE Act 2009 | "The Right of free and compulsory education until completion of elementary education." |
| 10 | 2020 | New Education Policy 2020 | This policy aims to bring out–of–school children back into schools. About two crore students will be mainstreamed. |

After independence, different programs in different states of India were launched, like BEP in Bihar, UPBEP, OBB, SKP, Teacher Education, Mobile Teacher, DPEP, etc, in the 1980s and 1990s. Centrally sponsored schemes Sarva Siksha Abhiyan (SSA) and RTE Act 2009 were launched to promote UEE (Pathak, 2014). All the efforts made by our government have raised the literacy level in our country. The literacy rate before the independence of males and females was meagre. It was just 7.3% for female literacy and 24.9% for male literacy. However, after independence, there was a remarkable 54.98 rise in the male literacy rate, up to 82.14 in 2011 as compared to 27.16 in 1951, and a rise of 56.6 in the female literacy rate, i.e., up to 65.46 in 2011 as compared to 8.86 in 1951 as shown in the table below as per the statistics of the census.

**Table 1.3: Literacy rate in India Pre and Post-Independence from 1872 to 2011**

| Year | Male | Female | Overall |
|---|---|---|---|
| 1872 | - | - | 3.25 |
| 1881 | 8.1 | 0.35 | 4.32 |
| 1891 | 8.44 | 0.42 | 4.62 |
| 1901 | 9.8 | 0.6 | 5.4 |
| 1911 | 10.6 | 1.0 | 5.9 |
| 1921 | 12.2 | 1.8 | 7.2 |
| 1931 | 15.6 | 2.9 | 9.5 |
| 1941 | 24.9 | 7.3 | 16.1 |
| 1951 | 27.16 | 8.86 | 18.33 |
| 1961 | 40.4 | 15.35 | 28.3 |
| 1971 | 45.96 | 21.97 | 34.45 |
| 1981 | 56.38 | 29.76 | 43.57 |
| 1991 | 64.13 | 39.29 | 52.21 |
| 2001 | 75.26 | 53.67 | 64.83 |
| 2011 | 82.14 | 65.46. | 74.04 |

***Source:*** Census 2011: Literacy rate and sex ratio in India from 1901 to 2011

## 1.2 SARVA SHIKSHA ABHIYAN (SSA)

SSA is a comprehensive and integrated flagship program of our government. Sarva Shiksha Abhiyan is also called Education for All (EFA). It is pioneered by the former prime minister of India, Sh. Atal Bihari Vajpayee in 2000-01 (SSA, 2014). Its aim was the time-bound universalisation of elementary education (UEE) by 2010. The mission of SSA is "All Learn, All Grow". In 2001-02, the central and state governments collaborated to launch SSA for grades 1st to 8th. Through this, education is made accessible and compulsory. According to article 21-A, all children have the right to education, and the RTE Act 2009 became a fundamental right (Das, 2007). 192 million children need elementary education in a population of 1.1 million inhabitants (SSA, 2014). SSA seeks to open new schools in those habitats where no schools or schooling facilities are available. SSA strengthens schools with additional facilities like toilets, classrooms, maintenance grants, improvement grants, and extra teachers, and it enhances the capacity of existing teachers by imparting service teacher training. SSA encourages state governments to focus on the all-round development of children by giving them ample opportunities in sports, engaging them in project work, and making them participate in cultural and extracurricular activities. SSA has opened many district and block-level centres like the Education Guarantee Center (EGC) and Alternative and Innovative Education (AIE). To monitor Sarva Shiksha Abhiyan, a government portal has also been launched in 2017. The name given to this portal is 'Shagun'. This portal is developed by the Ministry of Human Resource and Development (MHRD) with the association of 'The World Bank'. SSA is an attempt to promote social justice. Sarva Shiksha Abhiyan is an effort to encourage the involvement of stakeholders, SMC Members, panchayati raj, rural and urban education committees, and parents-teachers associations.

### 1.2.1 TWO ASPECTS OF SSA

- It provides a blueprint for the successful implementation of different schemes related to elementary education.
- Aiming at the universalisation of elementary education, it provides a large budget for different provisions of SSA.

### 1.2.2 HISTORY OF SSA

SSA is an updated District Primary Education Program (DPEP) program. SSA was introduced in 2001 for grades 1st to 8th. DPEP program was introduced in 1993/94 for 1st to 5th standard. In the first phase of DPEP, 52 districts from seven Indian states (Tamil Nadu, Kerala, Maharashtra, Madhya Pradesh (MP), Karnataka, Assam, and Haryana) were covered. In its second phase, the DPEP program was expanded to cover 272 districts in 18 states. In the third phase, DPEP was started in Uttaranchal (undivided Uttar Pradesh) with criteria for selecting states with low women's literacy.

### 1.2.3 FUNDING OF SSA

The central government shared with the state governments, and funds between the state and the central government were 85:15 during the 9th five-year plan. In the 10th five-year Plan, the share of funds between the state and the central government was 75:25. In the 11th-five-year plan, the funding pattern in the first two years was 60:40; after that, in the third year, it was 55:45, and during and in the 4th year, 50:50. It was 90:10 for eight North Eastern states and three Himalayan states. The 11 states include 8 North Eastern States, i.e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, 3 Himalayan States of Jammu and Kashmir, Himachal Pradesh, and Uttrakhand (Sharma, 2016). Funding for union territories is 100 per cent by the central government. The present funding system was adopted in 2015 based on the recommendations of the 14th Finance Commission (Press Information Bureau, MHRD).

### 1.2.4 OBJECTIVES OF SSA

- To achieve universal retention or zero dropout by 2010.
- To bring all children admitted to the Education Guarantee Center (EGC) back to school by 2005.
- To complete primary education of five years by 2007.
- To complete upper primary education by 2010.

- To bridge the gender and social gap at the primary level by 2007 and the upper primary level by 2010.
- Emphasise and focus on quality education.

### 1.2.5 MAIN STRATEGIES OF SARVA SHIKSHA ABHIYAN

- Institutional Reforms: Central and state governments, being part of SSA, accepted their responsibility to improve the education system in states. The reforms included academic achievement, community participation, monitoring and examination system, teacher's appointment, administration, girls' education, SC, ST, OBC, and other disadvantaged groups. To achieve these objectives, many states had to make many changes in the educational system.
- Sustainable financing: Sarva Siksha Abhiyan (SSA) is based on the theory that elementary education funding should be acceptable. That is why a long-term funding partnership between the central government and states is called for.
- Community Participation: This SSA program calls for community participation, including VEC members, women, and Panchayati Raj members, to effectively decentralise elementary education.
- Institutional capacity building: SSA's objective is to provide quality education, which requires supportive resource persons and institutions at the national, state, and district levels, such as NCERT, SCERT, DIET, NIEPA, NCTE, SIEMAT, etc.
- Habitation as a unit of planning: Sarva Siksha Abhiyan works as a unit of planning habitation. Various plans for uplifting elementary education are framed at the district and state levels.
- Priority to girls' education: Among other objectives of Sarva Siksha Abhiyan, girls' education is the prime objective. Girls' education includes education of SC, ST, OBC, and minority groups.
- Focus on special groups: SSA focused on the education of children with special needs, SC, ST, BC, minority groups, and other deprived children.

- Thrust on quality: Sarva Siksha Abhiyan lays special attention on quality education in elementary education by improving child-oriented curricula, child-centered activities, the use of audiovisual aids, and teaching-learning methods.
- Role of teachers: Sarva Siksha Abhiyan focuses on teachers' central role and their needs. It establishes Block Resources Persons (BRC) and cluster Resources Persons (CRC), appointments qualified teachers, teacher training, teachers' participation during curriculum development, and a focus on teaching-learning.
- District Elementary Education plan: Plans are prepared to improve elementary education at the district level. A blueprint is framed for annual work, and activities are conducted according to the plans to achieve the objective of universalising elementary education (UEE).

The objectives of SSA were to be achieved in a time-bound manner by 2010. The government initiated Various schemes, which helped to increase the number of children in these schools, but these schemes could not improve the children's learning level (Antony, 2014). A significant survey was conducted by the government of India (GOI) in 2009, and the position of out-of-school children was as below:

**Table 1.4: Percentage distribution of all children and out-of-school children by social groups, gender and location**

| | **SC** | | **ST** | | **Muslim** | | **OBC** | | **Others** | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6-10 | 11-13 | 6-10 | 11-13 | 6-10 | 11-13 | 6-10 | 11-13 | 6-10 | 11-13 |
| **Rural Male** | 4.9 | 5.8 | 5.5 | 8.5 | 5.3 | 9.4 | 2.5 | 3.3 | 1.3 | 2.2 |
| **Rural Female** | 6.2 | 8.2 | 5.4 | 11.4 | 6.0 | 9,4 | 3.4 | 5.4 | 1.6 | 2.2 |
| **Urban Male** | 4.2 | 6.1 | 2.3 | 3.5 | 5.6 | 8.6 | 2.0 | 2.5 | 1.3 | 11.8 |
| **Urban Female** | 5.7 | 4.4 | 2.1 | 3.4 | 5.2 | 7.5 | 1.3 | 1.8 | 1.5 | 1.4 |
| **All** | 5.4 | 6.6 | 5.2 | 9.3 | 5.6 | 9.1 | 2.7 | 3.9 | 1.4 | 2.1 |

***Source:*** *SRI-IMRB 2009 unit-level data*

Table 1.4 overviews out-of-school children from different areas, genders, castes and religious groups. The proportion of rural school females of both age groups is more significant than that of urban females. However, in urban areas, the proportion of males in the 11 to 13 age group is comparatively more than that of the other group among all different social groups. 1.8% of children studied in unrecognised schools, and 0.9% studied in EGC. The SSA's goal was to reach 100% enrollment by 2010. In 2001, 3.40 million children aged 6 to 14 were absent from school. 1.35 million Children were out of school in 2005. In 2009, 81.5 lakh children were not attending school. About 32 million children aged between 6 and 13 years have never attended any educational institution (Census, 2011).

### 1.2.6 BENEFITS OF SSA

1. SSA is focused on education for all (EFA), which includes SC, ST, OBC, minorities, girls, and special children's education. SSA helped to bring out-of-school children back into mainstreaming, reducing the dropout rate and increasing the retention rate.
2. Sarva Shiksha Abhiyan provides free and compulsory education to children between 6 and 14. The 86th Amendment, introduced in 2002 under article 21-A, created the RTE Act 2009, which provides legal backing to SSA.
3. Sarva Shiksha Abhiyan asks for a systematic review of educational planning and management, curriculum, teacher training, etc. It promotes equity and provides equal opportunities for everyone. SSA also includes support for socially disadvantaged and special children.
4. Sarva Shiksha Abhiyan emphasises research and evaluation in education to improve the standard of the Indian educational system.
5. Sarva Shiksha Abhiyan directs the governments of states and union territories to implement the Universalization of elementary education (UEE).

6. Sarva Shiksha Abhiyan decentralises education at the state, district, and block levels to further encourage SMCs and teachers' meetings (PTM) participation.

7. SSA allows and promotes teachers for innovative practice in classrooms and to make teaching-learning more effective.

## 1.3 RIGHT TO EDUCATION ACT, 2009

165 developing countries of the world arrived at an essential agreement in 2000 at Dakar, Senegal. (Das, 2014) reported in his study the importance of education. He emphasized free and compulsory elementary education within the time frame of fifteen years by 2015. Article 21 of Indian constitution ensures right to life and 'Right of life does not mean just to survive, but it means making an individual's life meaningful and life of dignity. An individual should be aware of his rights and duties. It is possible through education.

'Right to life' leads to 'Right to Education'. The right to education Act was passed in 2009. The state government must endeavour to provide educational facilities at all levels to its citizens (Noor-UL-Amin, 2013). Education was a human right, but it became a fundamental right after the 86th constitutional amendment in 2002 when 21 A articles were included in our constitution. India came among 135 countries that made the RTE Act a fundamental right, which came into force on April 1, 2010 (Das, 2014), and in Haryana, it came into force on September 1, 2010. The flagship program of the government of India, i.e., SSA, welcomed RTE as a historical step because the goals of both SSA and the RTE Act are similar, universalising elementary education. Provisions of SSA were not a part of fundamental rights, but the RTE Act provided legal cover to the provisions of SSA. The RTE Act includes provisions for UEE for children aged 6 to 14. For the first time, it has also been accepted that a child admitted to elementary education shall be entitled to free education until the completion of elementary education, even after turning fourteen. It is a challenging task to implement the Act at the ground level in its true sense.

### 1.3.1 MAIN FEATURES OF RTE ACT 2009

- RTE Act provides free and compulsory education for children of 6 to 14 years age.

- The RTE Act provides free and compulsory elementary education up to 8th standard, even after 14 years of age.
- The RTE Act makes it the responsibility of the state government to ensure elementary education for all.
- The RTE Act ensures that students' admission cannot be denied due to lack of age proof.
- RTE Act mandates children's education according to appropriate age groups.
- According to the RTE Act, a child can be transferred from one school to another during the session.
- The RTE Act ensures quality education.
- The RTE Act ensures the formulate school development plan for all schools
- The RTE Act ensures that PTR (Pupil Teacher Ratio) should be as per norms.
- The RTE Act ensures norms for the qualification and working of teachers in schools.
- The RTE Act ensures there should be no vacant posts in any schools
- The RTE Act prohibits private tuition by teachers after school hours.
- The RTE Act prohibits teachers' execution in non-teaching activities.
- The RTE Act mandates equal curriculum and syllabus in all schools according to constitutional values.
- The RTE Act mandates the formulation of a School Management Committee (SMC) as per prescribed norms in all schools.
- The RTE Act mandates the reservation of 25% seats in all private schools for children from weaker sections.
- RTE Act prohibits corporal punishment (physical or mental harassment).
- The RTE Act prohibits child labour, child marriage, abuse, violence, and neglect, exploitation, discrimination.

- RTE Act execute an agency for implementation of RTE Act and separates this agency from education department.
- The Act ensures Constitution of the National/State Advisory Council.
- RTE Act introduces 'No Detention' policy.
- RTE Act provides provision for admission of non-admitted children into school according to age.
- RTE A ensures to take action against parents who violate RTE Act.
- For the government to ensure 100% attendance and enrolment.
- In private schools, 25% of seats will be reserved for economically backward children.
- No capitation fees will be taken.
- No screening test will be taken for the admission of children.
- No private school will be run without recognition.

### 1.3.2 SSA- RTE

SSA had no legal backing, and RTE had legal backing to bind states and local governments. SSA is the primary vehicle for effectively implementing the provisions of RTE. SSA faced some challenges, like dropouts of children, learning outcomes, funding, accountability, and community participation. The most significant challenge was quality education, which, according to the survey, is very poor; Indian students are not comparable to international students. The distance of a school from an urban centre, i.e., its remoteness, affects the quality of education. (Mitra, 2008) described that teachers' migration or desire to migrate is responsible for lower quality of education in remote areas. RTE Act 2009 ensures quality education at the elementary school level for the age group of 6 to 14 years old children. If we talk about SSA, we talk about the infrastructural facilities, funds, etc., but quality education is never talked about or discussed anywhere. Due to the legal force of RTE, SSA will overcome these challenges. To implement RTE, it was necessary to harmonies this act with SSA and revise SSA provisions in light of the RTE Act 2009. A new target date of 2010 has been

set to comply with the SSA's RTE provisions. The enrolment rate for 1–5 grades was 73.4% in 2007, but in 2011, the enrolment rate was 70.9%. It had fallen, and this fall was due to a lack of classrooms, faculty, and infrastructure. So, several provisions of the SSA were revised in light of the RTE Act 2009.

### 1.3.3 REVISED PROVISIONS OF THE SSA

- Primary schools are one kilometre away, and upper primary schools are three kilometers away. This target was to be achieved in three years.
- The provision of teacher training was to be implemented in 5 years.
- Each private school should be recognised within three years.
- EGC were to be either upgraded as regular schools or should be closed after 2010–11.
- Other provisions, such as no capitation fees, corporal punishment, or screening tests, were to be implemented immediately. All schools must have a playground, a library, and a boundary wall.
- To improve quality education, 25% of seats were reserved in private schools for SC, ST, and economically disadvantaged children.
- Pupil-teacher ratio (PTR) of 30:1 at the primary level and 35:1 at the upper primary level within 3 years.

## 1.4 FACTORS AFFECTING CHILD'S ACHIEVEMENT

Academic achievement refers to the knowledge acquired by an individual during his studies at school. It is the extent to which an individual acquires from an institution in a specific time period, either in a long-term period or a short-term period. It is measured through examinations, assessments, or GPA (Average Grade Points). Achievement refers to a student's performance in academic subjects that a child studies in school or college, depending on the child's circumstances or situation. The social and economic development of the country is directly linked with student academic performance.

Mushtaq (2012) reported in his study that family stress, proper guidance, students' communication skills, and learning facilities, classroom size, teacher's efficiency, quality of instructions, teacher and student attendance, classroom instructions, and a student's disability are all significant factors affecting child's achievement. However, the teacher's effectiveness is the most dominating factor affecting students' achievement. More effective teachers have an extreme advantage in attaining higher achievement levels (Sander & River, 1996). There is a relationship between anxiety and student achievement. Teachers and parents should help students to control their anxiety (Dabon, 2012). School has a powerful effect on students' achievement for reasons such as the teacher's teaching ability, class size, and teacher quality (Hanushek et al., 1998). School size is another factor influencing student achievement (Cotton, 1996). There is also a relationship between reading habits and academic achievement. Reading makes the way for better understanding. Low social and economic status (SES) adversely affects educational outcomes (Considine, 2012). The primary enrolment ratio among the children of poor households is considerably lower (Dholkia et al., 2008). Academic outcomes are one of the key areas influenced by family incomes (Ferguson, 2007). Student achievement is measured by examination or continuous assessment. Family involvement and family circumstances also affect academic achievement. Family involvement significantly impacts a student's outcome throughout the elementary, middle, and secondary school years. It is poverty that hurts the achievement of children (Brooks-Gunn, 1996). Ozcan (2021), describing the factors affecting student achievement, pointed out the school's infrastructure, family education level, environment, and management. In contrast, teachers are the chief factors affecting students' academic achievement.

## 1.5 DROPOUT

A person who stops going to school or college without completing their education is termed as dropout. One who fails to complete school or college and quits school. Dropout is defined as those students who meet with failure and are not promoted or those who sometimes decide to quit school. The dropout rate is considered a great waste of the education system; this hinders their economic and social development, reduces the country's literacy rate, and creates an unhealthy environment.

In India, dropout has adverse consequences; it negatively affects their lifetime earnings and physical health. Dutt (1982), in a study, identified the causes of dropouts and suggested some measures for increasing enrolment and retention. His findings described a 19% female literacy rate in the Sirsa district, and the average dropout rate was maximum (of 33.7%) for class 6th and a minimum (of 11.6%) for class 1st. Teachers' behaviour, caste discrimination, poverty, helping out at home, looking after younger children, inadequate facilities in schools, early marriage, and irrelevant syllabus were reported to be the causes of girls' dropout.

Shah (1983) stated that the incentives and other facilities provided for primary education had a positive impact and helped retain students. He described that the dropout rate at the primary stage was higher than the middle stage. Describing the causes of dropout of girls', he talked about poverty, teachers' behaviour, caste discrimination, inadequate facilities in schools, early marriage, irrelevant syllabi, etc. NCERT (1994) conducted a study on drop-outs in Sirsa district (Haryana) and showed that the drop-out rate of girls and boys was 41.37% and 34.77%, respectively. Parental education and economic standards of household contribute to girls' enrolment and retention and cause parents to meet extra tuition costs. Roderick (1995) concluded that grade retention influences dropout very strongly. Grade retention hurts achievement. It leads children to frustration and leads students to drop out. World Bank Report (1997) revealed that the dropout rate for poor children from families with below Rs.3,000/- per capita income was, on average, four times higher than for the children of more affluent households with above Rs.10,000/- per capita income. The report also emphasised increasing access, reducing dropouts, and improving retention and quality. These are crucial problems related to primary education and need attention. The role of the community in motivating the teachers is underscored. Thurlow (2002) has described three types of dropout rates: a) The event rate is the smallest number of dropouts. It refers to the proportion of those students who drop out within one year without completing their education; b) The status rate refers to the proportion of students who cannot complete their education and cannot enroll at one point; c) The cohort rate is the most significant dropout rate. It is also known as the longitudinal rate. It refers to what happens to a single group.

The dropout rate can also be measured as an annual or longitudinal dropout rate.

- The longitudinal dropout rate refers to the number of students who left the school before completing the education. It is measured by the number of students in a single group over time. It has the highest dropout rate

- The annual dropout rate measures the percentage of students who drop out in a single school year. It is calculated by dividing the number of students who drop out in one year of a particular grade by the total number of students enrolled in that year of that grade span.

### 1.5.1 FACTORS AFFECTING DROPOUT RATE

There are some additional factors that affect students' studies and lead them toward dropping out. The dropout influences the quality of education, the school's performance, and educational policy. This is a big challenge in effectively implementing education policies and reforms and imparting quality education. To meet the dropout problem, it is urgent to identify why students are at risk of dropping out not only at the elementary level but also at the high school, college, and university levels. Dropout is not only an individual problem, but society also has to pay, as dropout may cause students to turn to drugs or crime (Basumatary, 2012). Dropout in schools can be attributed to individual, social, or school factors like malnutrition, poor health**,** lack of motivation, school location, transport facilities, school environment, quality of education, parent migration, safety of girls, and poverty**.** Rai (2015) identified many factors responsible for dropout, like parental education, family income, the proportion of income spent on a child's education, the family's economic status, the facilities given to children, etc. Young people who leave school in their early teens face critical and possibly permanent deficiencies when competing for a workplace. Solving the problem of school dropouts requires a thorough understanding of the factors and mechanisms involved. It is one of the biggest challenges in educational reform. To reduce the dropout rates, the "No Child Left Behind Act" (2001), The "Lisbon 2000" and "Europe 2020" goals have been formulated in the United States and Europe, respectively (Witte, 2013). Despite increased attention on the part of policymakers, school dropout is still a severe issue. The annual survey on educational status conducted by Pratham, an NGO,

reported that school attendance has not improved yearly. The same is depicted in Table 1.5 below.

**Table 1.5: Students' Attendance**

| Type of School | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|
| Primary School ($1^{st}$-$5^{th}$) | 82.9 | 76.4 | 77.2 | 74.9 | 78.7 |
| Upper-Primary School ($1^{st}$-$8^{th}$) | 81.7 | 78.8 | 77.8 | 75.0 | 79.6 |

***Source:*** *Pratham ASER Report, 2014*

Table 1.5 shows that the ASER 2014 report shows student attendance trends after the RTE Act implementation. At the Primary level, students' attendance decreased by 4.2% from 82.9% in 2010 to 78.7% in 2014. At the Upper-Primary level, students' attendance decreased by 2.1% from 81.7% in 2010 to 79.6% in 2014.

**Table 1.6: Dropout rate in Haryana**

| | $1^{st}$-$5^{th}$ | | | $1^{st}$-$8^{th}$ | | |
|---|---|---|---|---|---|---|
| **Session** | **Boys** | **Girls** | **Total** | **Boys** | **Girls** | **Total** |
| 2000-2001 | 39.7 | 41.9 | 40 | 50.3 | 57.7 | 53.7 |
| 2005-2006 | 33.74 | 25.42 | 29 | 50.49 | 51.28 | 50.84 |
| 2009-2010 | 30.25 | 27.25 | 28.56 | 40.59 | 44.39 | 42.39 |

***Source:*** *MHRD, GOI*

Table 1.6 shows the dropout rate of Haryana at the primary and upper-primary levels. At the primary level, the dropout rate in 2000/01, 2005/06 and 2009/2010 was 40%, 29% and 28.56%, respectively. At the upper-primary level, the dropout rate in 2000/01, 2005/06 and 2009/2010 was 53.7%, 50.84% and 42.39%, respectively. The decrease in dropout rate at the primary level was 11.44% from 2000/01 to 2009/2010. The dropout rate decreased by 11.31% at the upper-primary level from 2000/01 to 2009/2010.

## 1.6 RETENTION

Students' retention is difficult to define as often it acquires different meanings. Retention refers to a number of students who continue their studies and

complete the schooling or course. For example, if a student enrolled in a primary school in 1st grade and completed the study till 5th standard. It is known as universal retention. Under SSA, universal retention means the students who enrolled in 1st grade in 2002 will stay in school till 5th grade in 2007 (Mehta, 2008). Retention and dropout are two sides of the same coin (Hagedorn, 2006). Retention subtracts the number of dropouts from the total enrolled students in that particular session.

Retention = Total enrolled students – Number of dropouts

Student retention refers to students' continued study until successful completion of the study. Retention Rate represents the percentage of students retained in the course out of the total number of students who attempted the course. Student retention and grade retention are different. Grade retention occurs when students repeat a grade, while student retention ensures student success or graduation. Personal factors like self-confidence, behaviour, problem-solving, quality, and circumstantial factors like social and economic status and family lead to student retention (Hagedorn, 2006).

## 1.7 OPERATIONAL DEFINITIONS

### 1.7.1 SSA

Sarva Shiksha Abhiyan (SSA) is the flagship elementary education program of the Government of India, launched in 2001. It aims to provide universal primary education to children between 6 and 14.

### 1.7.2 RTE Act

The Indian parliament passed the Right to Education Act (RTE) 2009. It provides the right of free and compulsory education until the completion of elementary education.

### 1.7.3 Elementary Education

Elementary Education is education from 1st to 8th standards and a National program for girls' education. It has two levels- Primary, 1st to 5th, and Upper Primary level- 6th to 8th grades.

### 1.7.4. Dropout

The percentage of students who fail to complete a particular school and quit before completing their education.

### 1.7.5 Retention

Retention refers to a student's continued study until he or she completes his education.

### 1.7.6 Educational Achievement

It is the outcome of education. The extent to which students, teachers, or institutions have achieved their educational goals.

## 1.8 SIGNIFICANCE OF THE STUDY

Sarva Shiksha Abhiyan (SSA) is a national program that universalises elementary education (UEE). Our constitution envisaged it and was to be achieved by 1960, but this aim of our constitution is unachieved and much ground is yet to be covered. The dropout rate is continuing. Due to various reasons and constraints, SSA could not achieve its target. So, there is a need to draw serious attention and take dramatic, dynamic, and fruitful action in achieving the objective of UEE (Sharma, 2013). A review of the literature reveals that although much research has been done in the area of education and various programs have been launched by the government at different points, there has been no research to assess the different aspects of educational programs launched by the government Post-RTE Act implementation among children from below-poverty-line families. The level of achievement is not up to mark, and the dropout rate among girls is much higher. It is a well-known fact that girls' education at the elementary level forms the foundation for further education. If we want to make elementary education effective, there is a need to strengthen community participation in schools. The importance of community involvement for effectiveness has not yet received the attention it deserves. There is a danger that after initial enthusiasm, the implementing agencies may seek financial assistance but lose interest in the ownership of the program (Kainth, 2006). The attendance of students is getting low. The objective of enrolment is almost achieved. Dropout rates are decreasing but continuing, and achievement levels are deficient. The state of primary education in America is pitiable.

Schools now reach all, but the quality of education is very pitiable (Rai, 2015). The world's greatest problem is poverty; many governments and non-governmental organisations plan to reduce it. Still, poverty is a major problem. It is well documented that poverty decreases a child's readiness for school through aspects of health, home life, schooling, and neighbourhoods' (Ferguson, 2007). Education is a major solution to this problem of reducing poverty; education is an important policy instrument that can be considered to improve income inequalities and reduce poverty. Education significantly reduces income inequality, economic development, and social consistency (Tilak, 1989). The school is the most important agency for imparting formal education and achieving educational goals. If we want India to be counted among economically developed countries and if we want to see it as a poverty-free country, it is a must for all of us to reduce poverty, which is possible only through education. Education is now a fundamental right. It is in popular demand and the need of the hour. Many policymakers believe elementary education is more important than secondary and higher education for economic development. Education is necessary for social and economic development, well-being, and political participation. No doubt, our government has initiated several programs, and SSA is one of those programs. SSA consists of various provisions to promote girls' education at the elementary level, including teacher and student responsibilities, the opening of new schools, norms, and standards regarding school building, and the participation of the centre, state, local authorities, community, and SMC. Education became a fundamental right, and the RTE Act 2009 came into force on April 1st, 2010, with its purpose being to ensure every child aged 6 to 14 years get a quality education. Everyone has an equal right to education, regardless of colour, caste, creed or sex. This study will find out what challenges and hurdles are being faced by teachers, principals, communities, and other local authorities in implementing the RTE Act 2009. This study was meant to give appropriate feedback to the concerned authorities so that they may review their implementation strategies and make implementation more effective. The investigator has chosen this topic due to the immediate needs of the environment, as in the government schools of Haryana; despite the government's attempts and the RTE Act 2009, the level of achievement and attendance of students is getting very low. The dropout rate has not reached the required level, and the quality of education is nowhere to be found. There are students in 4th or

5th grade who, even now, cannot read, write, divide, or multiply (ASER, 2014). Even the school education department of Haryana is very conscious of these challenges and is exercising new experiments to meet them, so there is a need to work on this topic. There is a need to determine the causes of these challenges and their redressal. The study will help understand various causes of low achievement, retention, and dropout among children. There is a need to determine whether these challenges are due to poverty or loopholes in the RTE Act 2009. So, there is a need to study the effects of implementing the RTE Act 2009 and the challenges in its implementation.

## 1.9 OBJECTIVES OF THE STUDY

1. To study the trends of the dropout rate, retention rate, and achievement rate during the Pre vs. Post RTE Act, 2009.
2. To find out the effectiveness of SSA in terms of dropout rate, retention rate, and achievement rate pre- and post-RTE Act 2009.
3. To identify problems faced by schools in implementing SSA.
4. To provide the remedies to overcome the challenges in implementing SSA.

## 1.10 RESEARCH QUESTIONS

1. What are the trends of the SSA / RTE Act in terms of dropout rate, retention rate and achievement rate before the implementation of the RTE Act 2009 from 2002/03 to 2014/15?
2. What is the effectiveness of SSA in terms of dropout rate, retention rate, and achievement rate from 2002/03 to 2014/15, pre- and post-RTE Act implementation?
3. What problems do schools face implementing the SSA/ RTE Act?
4. What roles do school Heads/Administrators play in implementing the SSA/ RTE Act 2009?
5. What are the shortcomings in implementing the RTE Act, and what strategy can be adopted to overcome the problems schools face in implementing the SSA/RTE Act 2009?

## 1.11 HYPOTHESES

1. There is no significant difference in the trends of dropout, retention, and achievement rates before (2003 to 2009) and after (2010 to 2015).
2. The RTE Act 2009 has no significant impact on the dropout rate, retention rate, or educational achievement.

## 1.12 DELIMITATIONS OF THE STUDY

- The present study is delimited to three blocks of Sirsa district, Hisar zone, Haryana State.
- Only government schools have been considered in the present study.

# CHAPTER 2

# REVIEW OF RELATED LITERATURE

Walter, R. Barg has said that the literature in any field forms the foundation upon which all future work will be built. The study of related literature implies locating, reading, and evaluating reports of research as well as reports of casual observations and opinions related to the individual's planned research project. A thorough review of the related literature is integral to conducting research. It helps the researcher classify his problem, plan an adequate research design, formulate hypotheses, avoid duplication, and the rigorous and insightful interpretation of his findings. The survey of related literature plays a vital role in the field of research. Abraham Lincoln stated, "If we would know 'where we are and where we are standing', we could better judge 'what to do' and 'how to do it." It expands the investigator's understanding and assists in reaching previously overlooked points. Without a review of related literature, an investigator will be like, "The caption of the ship without a compass, who knows nothing where to go in the ocean". Considering the importance of reviewing related literature, the investigator attempts to collect related research studies that are directly or indirectly relevant to the present study. For these purposes, different sources like journals, books, dissertations, theses, and various other sources of information are followed.

## 2.1 STUDIES RELATED TO SSA

SSA is a flagship program launched to promote the universalisation of elementary education in a time-bound manner. It was launched in 2000. The RTE Act 2009 is an Act that works as the backbone of SSA. Here is the review of the literature concerned with SSA and the RTE Act 2009, as below:

In his study, Chanana (2003) examined that the expansion of primary schools increased from 209,671 in 1950-51 to 572,923 in 1993-94. He found in his study a lack of primary schools in rural areas. He explored that the enrolment of the 6 to 11 age group has increased well. Nevertheless, it was much less in rural areas than in urban areas. The gender-wise difference in dropout rate between classes first and fifth was 35.1% for boys and 38.6% for girls in 1993-94, besides those who enrolled and then

dropped out. Some were never enrolled and are currently not enrolled. The percentage of never enrolled boys and girls in the 6-11 age group was 18.4% and 25.2%, respectively, in 1986-87.

Kainth (2006) conducted a study on SSA and explained, 'SSA is a flagship program; it was launched in 2000 with the objective of Universalization of Elementary Education (UEE) and universal retention of primary classes by 2007, and upper primary classes by 2010. Many schemes and programs were started occasionally to ensure quality education for all and promote girls' education. The gender gap has been reduced, and the objective of 100% enrolment has been achieved. In this paper, it is suggested that the government should provide vocational education and community participation. The state and central governments should work together to achieve other objectives of SSA. The study finds that an act alone cannot achieve the goal unless the education is delivered appropriately. It includes socio-economic reality and people's perceptions to make the education system develops creativity among children. Aim of education system should enhance moral & human values. In this age of technology aim of educational system should align with technical education in curriculum

Das (2007) conducted a study to assess the achievement of the Sarva Shiksha Abhiyan after five years of implementation. He discovered that despite the government taking numerous measures to achieve the objectives of SSA, dropout is decreasing. The goal of infrastructure and skilled teachers has yet to be met. The study found that to achieve the goal of universalisation of elementary education, state and central governments are working together. Many schemes and programs have been initiated, and as a result, the objective of universalising elementary education is almost achieved, retention is improved, and the dropout rate is reduced. However, the quality of education has not improved.

Jain (2011) conducted a study to assess the status of Sarva Shiksha Abhiyan in Sarvodaya schools in Delhi. This study finds that the SSA program works well in Sarvodaya schools in Delhi, but many loopholes remain. Many provisions of SSA are not being implemented in these schools, like PTR (Parents-teacher ratio), awareness about this program, community participation, use of audio-visual aids for effective

teaching and learning, refresher courses, funding, etc. All these loopholes should be addressed. The study shows that some loopholes need to be looked into because they negatively affect the program's efficacy.

Muttaiah (2013) conducted a study on SSA in the Warangal district of Andhra Pradesh. This study is based on secondary data. The author has tried to compare the enrolment trends of boys and girls on the one hand and S/C, B/C, ST and general students on the other. The author also tried to find out the status of various facilities given under SSA. She found that enrollment increased from 2007/2008 to 2008/2009 but declined. The enrollment of boys is higher than that of girls. The percentage of general students' declined enrolment is higher than S/C, B/C, and ST students' enrolment from 2009/2012. Despite all the facilities provided to schools by the government, students' attendance has not reached up to the mark. The reason described for this is that the parents are not aware of and do not take care of their children's education due to migration and economic causes.

Noor-ul-Amin (2013) conducted a study evaluating Sarva Siksha Abhiyan in Block Keller, District Pulwama, Jammu and Kashmir and described elementary education as the foundation of political, economic, and social development and societal growth. This paper attempts to analyse the number of primary schools, upgraded schools, enrolment, teacher selection, and other provisions of the SSA in the district from 2003 to 2011. The study finds that SSA opened 94 primary schools and upgraded 52 schools in the Block from 2003 to 2011. 145 male and 43 female teachers were appointed from 2003 to 2011 in primary schools opened under SSA. 85 male and 28 female teachers have been appointed in upgraded schools under SSA from 2003 to 2011. There were ups and downs in enrollment from 2003 to 2011. The overall pupil-teacher ratio from 2003 to 2011 is 1:20.

Sahu (2013) conducted a study on the performance of SSA in Panchkula and described various schemes introduced by the Indian government, such as The National Program of Education of Girls at Elementary Level (NPEGL), Mahila Samkhya (MS) Kasturba Gandhi Balika Vidyalaya (KGBV). These programs and schemes have the objective of Universalization of Elementary Education (UEE), universal retention of the primary by 2007, and universal retention of the upper primary by 2010. SSA includes

various components, such as AIE centres, EGE centres, the Learning Enhanced Program (LEP), Mid-Day-Meal (MDM), the setting up of BRC, CRC, and SMCs, and other facilities and incentives etc. In this study, the author found the overall performance of SSA satisfactory. However, some suggestions must be followed, such as writing skills should be emphasised, non-teaching activities of teachers should be reduced, sports should be encouraged, drinking water and electricity facilities should be improved, and free books should be given on time.

Sharma (2013) conducted a study on the universalisation of elementary education under Sarva Siksha Abhiyan in Manipur in 2004 and described the status of Sarva Shiksha Abhiyan in Manipur. Universalisation of elementary education can be effective with community participation and ownership. It is a comprehensive and integral flagship program of the Government of India to universalize elementary education by 2010. The study finds that the objective could not be achieved for various reasons, like poor infrastructure, lack of teachers, lack of resource persons, and lack of coordination. So, there is a need to draw serious attention to achieving the objective of UEE within the specified period.

Katoach (2014) examined the status of the Sarva Shiksha Abhiyan Mandi district of Himachal Pradesh. This paper focuses on the target of universalisation and tries to assess the different strategies to achieve the target of 100 per cent enrollment of children aged 6–14 years. The findings of this study show that almost all the provisions of SSA have been achieved, including enrolment rate, PTR ratio, schools within one kilometre, etc. It finds a slight social bias regarding enrolment at the primary and upper-primary levels, which needs attention. There is also a need for an ‘in-service teacher training camp’ to improve teaching and learning and the quality of education.

Pathak (2014) studied Sarva Shiksha Abhiyan as a milestone of special education in India. He found that to promote elementary education in India, many programs were initiated, like the New Policy of Education 1986, the Revised National Policy of Education 1992, Operation Black-board, the Shiksha Karmi Project, the Andhra Pradesh Primary Education Project, the Bihar Education Project, the Utter Pradesh Basic Education Project, Mahila Samakhya, the Lok Jumbish Project, and Teacher Education, which put in place a decentralised system of teacher support

through District Institutes of Education and Training and the District Primary Education Program. The latest is the SSA, a centrally- sponsored scheme implemented in partnership with state governments for the Universalization of elementary education across the country.

Thokchon (2014) studied SSA in Manipur, where this program was started in 2004/05. The study finds that the SSA program is being implemented effectively. There is no significant difference in boys (50.12) and girls (49.88%) enrolment in 2008/09. It was found that the primary reasons for dropping out of school were lack of interest (16.67%), earning compulsion (15.03%), failure (11.40%), migration (0.12%), and others (6.59%). Thokchon emphasises the need for community awareness to provide and strengthen infrastructure, teacher training, the appointment of a regular headmaster, stipends, and other facilities for needy and poor students. This call for community involvement makes the audience feel responsible and engaged in improving the education system.

Rai (2015) conducted a study on 'How effective Sarva Siksha Abhiyan is in India' and described some positive aspects and some shortcomings of the effectiveness of Sarva Siksha Abhiyan. According to him, the number of primary schools has increased due to Sarva Siksha Abhiyan. The enrollment percentage has gone up. It was 83.5% in 2001. Currently, enrollment is 98.16%. Even though female enrollment has also increased to 97.62% from 75.91%. However, the Pupil-teacher ratio (PTR) has decreased from 40 to 32, indicating a need for more teachers. In many primary schools, a single teacher takes 1st to fifth classes, highlighting the need for more faculties. Attendance is getting low, and the quality of education is below standard. This situation should concern us all and motivate us to work towards improving the quality of education. The future of SSA is not bright until this program is honestly revised, reframed, and implemented.

Dasari and Alam (2019) examined the status of elementary schools post-RTE Act implementation. They concluded that the scheme had increased enrolment and infrastructure but failed to improve the quality of elementary education in Patna, Bihar. The dark side of this finding is students' poor learning skills, which affect higher

education and lead to dropout. Its long-term consequences also affect well-being or economic status.

Nikita (2021) conducted a comparative study of two Indian states, Kerala and Uttar Pradesh, on SSA and concluded that there is gender equity and a higher literacy rate in Kerala compared to Uttar Pradesh. However, In Uttar Pradesh, better performance can be seen for providing equal opportunities for economically backward classes (SC, BC, ST, OBC and other minority classes. The study found that in terms of physical access, the number of schools and classrooms is less in Uttar Pradesh as compared to Kerala. In terms of quality of education, Kerala is better than Uttar Pradesh. Kerala has a better position of infrastructure and human resources and trained teachers in schools. The difference may be due to the high literacy rate of Kerala and the support of the local government and other supporting agencies.

Shahzeb and Khan (2024) conducted a study on SSA and described increased classrooms, enrolment, pupil-teacher ratio, and infrastructural facilities. The study found that SSA has achieved its objectives of universalising elementary education, but the learning level and quality of education have not improved. This is due to a lack of economic backwardness and a lack of state government efforts to promote SSA.

### 2.1.1. SUMMARY

From the above reviews, it is summed up that different researchers have outlined different issues in their studies. Chanana (2003) explored the enrolment of the 6 to 11-year-old age group, which has increased well in urban areas compared to rural areas. The dropout rate between classes First and fifth was 35.1% for boys and 38.6% for girls in 1993-94. Kainth (2006) reported that the objective of 100% enrolment has been achieved completely, and the gender gap has been reduced. Das (2007) reported that despite five years of implementation, SSA’s objective of universalising elementary education (UEE) has almost been achieved, and dropouts have been reduced. However, the quality of education has not improved. Jain (2011) opined that the SSA program works well in Delhi, but many loopholes exist. SSA’s provisions have yet to be implemented. Muttaiah (2013) notes that students' attendance is not up to the mark due

to a lack of awareness among parents, migration, and economic causes. Noor-ul-Amin (2013) reported there were ups and downs in enrolment from 2003 to 2011, and the overall pupil-teacher ratio from 2003 to 2011 was 1:20. Sahu (2013) found that the overall performance of SSA is satisfactory. However, teachers' non-teaching activities should be reduced. Sharma (2013) reported that the UEE objective could not be met due to poor infrastructure, lack of teachers, lack of resource persons, and lack of coordination. Katoach (2014) states that almost all provisions of the SSA have been achieved, but there is a slight social bias regarding enrolment at the primary and upper-primary levels. Pathak (2014) conducted a study on Sarva Shiksha Abhiyan, a milestone of special education in India, and it was found that many programs were initiated to promote elementary education in India. Thokchom (2014) the SSA program is being implemented effectively, and there is no significant difference in boys' (50.12) and girls' (49.88%) enrolment. Rai (2015) described that a single teacher takes 1st to fifth classes in primary schools. Attendance is getting low. The school reaches everyone, but the quality of education is below standard. Dasari and Alam (2019) explained that poor learning skills of students affect higher education. Enrolment and infrastructure have been increased but failed to improve the quality of elementary education. Nikita (2021) pointed out that in terms of physical access, the number of schools and classrooms is less in Uttar Pradesh as compared to Kerala. Shahzeb and Khan (2024) found that SSA has achieved its objectives of universalization of elementary education, but the learning level and quality of education have not improved.

## 2.2 STUDIES RELATED TO THE RTE ACT 2009

Jain (2009) studied the feasibility of implementing the right to education. Jain suggested that the coverage ratio in government-aided schools should be raised from its current level. 6% of GDP allocated to education is not sufficient. This study finds that the RTE Act needs to be modified and reframed with modified provisions for public-private participation (PPP). It proposed several solutions to meet India's educational goals, including expanding AIE Centers under SSA, improving budgets, and contracting out most education delivery to private schools from the fifth grade.

Mehta (2010), in his article, provided a brief overview of the RTE Act as a precious gift for children. It holds great significance in the history of education in India. He described the importance of and challenges involved in its implementation. recommended for the effective implementation of the RTE Act, there should be cooperation and coordination among various agencies, parents, teachers, and SMCs at all levels: block, district, state, and national levels. The Act should be implemented in the true sense. Effective monitoring and strategies are needed for mainstreaming out-of-school children. All children will be able to take the benefits of the RTE Act when it is implemented in its true spirit by all states and UTs with collaboration at all levels of implementation. Teachers and parents have to play a vital role. The success will depend on the ability and motivation of the teachers.

Singh (2010) studied the status of free and compulsory education in unrecognised schools. Free and compulsory education (now called the RTE Act 2009) says those schools that do not follow the norm of free and compulsory education or other provisions of the RTE Act should be closed. This study found that many unrecognised schools have a better PTR ratio. Teacher absenteeism is not seen. Many private schools have installed CCTV cameras, but teachers do not meet qualification norms. Teachers' salaries are low, and the infrastructure in many unrecognised schools is not seen. These schools should be encouraged along with government schools to achieve the objective of the Universalization of Elementary Education (UEE).

Topar et al. (2011) studied parents' involvement and students' achievement. They described parents' involvement in children's academic achievement as having a tremendous and positive influence. In their study, the authors talked about the quality of teacher-student relationships and children' creativity. They found there is a significant association between parent involvement and a child's academic achievement. They also suggested future policies should focus on improving teacher, student, and parent relationships.

Vyas (2011) studied teachers' awareness of the RTE Act 2009. This study finds that even after one year of implementing the RTE Act 2009, teachers' awareness of the Act is not up to mark. There is no difference in awareness between males and females and rural and urban. However, there is a difference in awareness between government

and non-government teachers. Vyas suggested that the government should organise seminars, workshops, or short-term training courses so that teachers may be aware and might be able to achieve the objectives of the RTE Act of 2009.

Bhan and Rodricks (2012), in their study, tried to understand the Indian perspective on a child's right to education in two progressive states, Gujarat and Maharashtra. They analysed common issues, barriers, and challenges while implementing the RTE Act 2009. The study finds a lack of infrastructure, awareness, monitoring, staff, use of audiovisual aids, and accessibility in schools. According to the ASER report, the objective of increasing enrollment is almost achieved, but learning levels and quality of education are still deficient.

Through primary and secondary data, RTE Forum (2013) reviewed redressal mechanisms and aspects of RTE implementation. The forum reviewed seventeen states and collected data from about 2200 schools. A quantitative survey Questionnaire was used to collect information. The primary data was collected from teachers, parents, SMC Members, stakeholders, and head teachers. Secondary data was collected from school records: child mapping and the number of working days in academic year. In 61% of schools, child mapping was undertaken. Several working days of about 89 primary schools was less than 200 days, and the number of working days of about 228 upper primary schools was less than 220 days a year. This is about 15% less than the stipulated norms. Data collected related to infrastructure from 2191 schools highlights that 77% of schools have followed RTE Act norms. More than 75% of the schools had separate toilets for girls, but only 9.2% had separate toilets for CWSN. The study found that in 33% of schools, separate science, mathematics, and language teachers were 34.3%, 32%, and 33.1%, respectively. 47% of teachers were engaged in non-teaching activities. SMCs were not formed in many schools. Kitchen sheds were available only in 69% of schools. The provision of the RTE Act related to 25% seats in private schools for economically backward children and was not implemented in most schools. Only 35% of schools were implementing this provision of the RTE Act. Transport facilities and teacher training were also not implemented properly. In Gujrat, Madhya Pradesh, and Uttrakhand, 90% of schools were implementing RTE Act properly.

Seema (2013) described the issues and challenges of the RTE Act during its implementation, which came into effect on April 1, 2010. The author explores parents', teachers', and students' awareness and understanding of the RTE Act 2009 in this study. The observations and findings of the study show a wide gap between 'what was expected' and 'what has so far been done'. Many steps have been taken, but quality education is still lacking. Teachers, parents, and children are unaware of the rights and benefits the government gives under the RTE Act. So, necessary steps should be taken in this matter. She suggested the need for partnership and coordination between the state government, the central government, and stakeholders.

Das (2014) conducted a study on implementing the RTE Act in the Hajo Block of rural Kamrup district and found that the RTE Act is not completely implemented in this block. Due to some infrastructural deficiencies, not all provisions of the RTE Act have been implemented correctly. The objectives of the RTE Act have not been achieved. Some positive measures need to be taken. The author found that some RTE Act provisions, such as physical punishment, are still violated in this block. There is a lack of infrastructure, proper management, finance, communication facilities, etc.

Jha and Parvati (2014), in their study 'On Assessing the Progress of Universal Elementary Education', pointed out the problems and challenges in the progress of various provisions of the RTE Act. The author found problems in the basic design of the scheme: poor infrastructure, poor monitoring and supervision, and deficiencies in planning. Various problems are due to inadequate funds between central and state partnerships. Chagla's apprehensions in 1964 seem real today. Students struggle with untrained teachers, wrong textbooks, and no playground.

Kales and Thakur (2014) studied the challenges confronting the RTE Act 2009 and its implementation. They finds many challenges in achieving the noble objective of universalising elementary education (UEE). This can be achieved only if the RTE Act is implemented honestly and in a true sense. There should be coordination between the state and centre governments, SMCs, the Panchayati Raj, and stakeholders. The ground-level realities must be found out. The key stakeholders should work to remove all social and psychological barriers in implementing the RTE Act 2009. The root cause is poverty, which becomes serious when combined with population.

Sinha (2014) conducted a study on the Pre vs Post RTE Act and found that the RTE Act guarantees free and compulsory education. 25% of seats in private schools are reserved for children aged 6 to 14 years, but its implementation has become a challenge. The Act excludes children under the age of six and over 18 years. Private schools rarely regard it as a constitutional obligation, and the government has not done much to compel the private schools to act upon this provision. Many other provisions of the RTE Act are not being appropriately implemented. They are being violated, such as the PTR ratio, proof of birth, screening test on admission, 25% of seats in private schools, lack of teachers, poor infrastructure, and overcrowded classrooms. All these causes are low-quality education. All plans emphasised the need for improvement in the quality of education, school dropouts, and retention.

Verma (2014) describes the history, need and features of the RTE Act. He points out that there is still a need to address many issues for its effective implementation and to provide quality education. He found the main concerns raised in the RTE Act are lack of community participation, lack of teachers, limited focus on quality education, lack of trained teachers, the need for better planning, lack of community participation through SMCs and PTAs monitoring and management, etc.

Chanderappa (2014) described in his study the RTE Act as the backbone of elementary education and tried to explore the double standard of the educational system and the differences between the students of government schools and private schools. In government schools, there is job security but not quality education. The Right to Education Act was implemented in April 2010 as the backbone of elementary education. However, its implementation still has many challenges, like a lack of teachers and awareness among SMC members. He suggested that for effective implementation of the RTE Act, there is a need for teacher training, awareness of the RTE Act, transportation facilities, infrastructural issues, computer facilities, etc.

Gera and Singh (2015) conducted a study on the implementation, concerns, and duties of the RTE Act. They described how the RTE Act came into force to strengthen education. They highlighted serious barriers and roadblocks in the way of achieving the desired objectives of the RTE Act. Serious roadblocks in the way to achieve the desired

objectives of the RTE Act are shortage of teachers, financial aid for SMC, judicial power to the education department, coordination between various bodies like HRD Ministry, the Rural Development Ministry, and Panchayati Raj to work together, and public-private participation (PPP). The RTE Act is being implemented at the grassroots level. These issues need to be addressed urgently. The educational system may be strengthened at the grassroots level. There needs to be awareness through seminars, workshops, or refresher courses.

Manju (2015) performed a study on the RTE Act and its awareness among parents, teachers, and students. She pointed out RTE Act can-not be effectively and adequately implemented without its awareness. She suggested for RTE Act's awareness seminars, workshop and other orientation program can be organized. The study found that 64% of the parents of Soliga Tribal children are unaware of the RTE Act. There is a great need to educate parents about the RTE Act through orientation programs, seminars, workshops, or refresher courses. Awareness programs can also be organised through the media. Parents can be awakened through mass media like television, radio, advertisements, banners, pamphlets, and newspapers. Training is needed to be given to elected members of villages and zillah panchayats. These issues must be addressed urgently, and the educational system may be strengthened at the grassroots level.

Bhattacharya, Wadhwa and Ramanujan (2015) conducted a longitudinal study on primary school children. They focused on critical issues requiring attention from policymakers "if learning, rather than schooling, is to be guaranteed to all children'. The finding shows that the law focuses on enrollment but does not mention the issue of poor attendance. It states that teachers must complete the curriculum but ignores that the textbooks are far too complex for most children.

Rajshekhar and Sekar (2016) analysed the RTE Act in their study and explained that the RTE Act, as a fundamental right, has a legal obligation. Every state is entitled to the RTE Act, regardless of caste, age, and gender, without discrimination. In all states, the RTE Act has been implemented, but in Goa and Karnataka, it is still not being implemented. This study finds that there are many challenges in implementing the RTE Act which include dropout rate, quality of learning, infrastructural deficiencies, quality education, and parental illiteracy in the elementary sector.

Kar (2019), in his study on ‘Right to Education (RTE) Act and its implementation in schools of Golaghat district of Assam’, explored most of the schools in Golaghat district have toilets (separate toilets for boys and girls) but not for disabled children. Most schools have ramps at the school's entrance but not in classrooms. Most schools do not have sports rooms, drinking water facilities, playgrounds, libraries, fencing and wiring around the school, separate classrooms, and separate rooms for the headmaster and teachers. It was found that schools are not following the provisions for MDM, such as kitchens and kitchen sheds, clean drinking water, and clean toilets.

Bordoloi (2023) conducted a study on elementary education and role of government. The writer explained that free and compulsory education is being regulated in all states of India. He speaks about RTE Act 2009 that was passed to make sure of the elementary education for the children of age group six to fourteen. The study concluded that RTE Act is not implemented properly in the state of Assam. Many provisions of RTE Act are still not implemented in it’s place they still are violated like physical punishment and mental harassment of children in the schools. Many children are still out of school and even consume things that they are not supposed to take like alcohol or drugs. So, there is a need to look into this matter not only by government but also by the parents, teachers and NGO’s. These should take their responsibilities for better implementation of RTE Act.

Mandal & Islam (2023), in their study on ‘The Right to Education Act, 2009 in India after a decade: appraising achievements and exploring unkept promises’, explored that in India still the RTE Act is badly affected by poor infrastructural norms and teaching methods. Loopholes in the act are a barrier to the effective implementation of the RTE Act 2009. If the loopholes of the Act are not addressed, it will not be able to achieve the chief objective of universalising elementary education (UEE) of the RTE Act 2009.

Priya and Pushpalata (2023) conducted a study on the RTE Act describing the importance of education for every child. They investigated challenges in implementing the Right to Education Act among primary school teachers in the Purnea district of Bihar. The study's findings revealed a significant gap between policy involvements and

how they are perceived and implemented in the field. Despite all the limitations of implementing the RTE Act 2009, the government reached a remarkable achievement.

Harisankar and Kumar (2024) conducted a study to determine whether government school teachers in southern Kerala knew the RTE Act 2009. The findings show that only 67% of teachers knew the Act. The study also describes that male teachers have more knowledge about the Act than female teachers. This study suggests that the government and other concerned authorities should take the initiative to assist school teachers and students in imparting the RTE Act's knowledge. Seminars should be set up with RTE Act experts. The main points of the Act, the duties of teachers, the rights of students, and the procedures for handling complaints should be discussed in the seminars.

### 2.2.1 SUMMARY

The above review of related literature described that the RTE Act needs to be modified and reframed with modified provisions of the RTE Act in public-private participation (Jain, 2009). (Mehta, 2010) recommended the need for effective coordination and collaboration among institutions and agencies at the state and national levels. Effective monitoring and strategies are also needed for mainstreaming out-of-school children. Singh (2010) explored many unrecognised schools with a better PTR ratio, but teacher absenteeism was not seen. Many private schools have installed CCTV cameras, but teachers do not meet qualification norms. Vyas (2011) described teachers' awareness of the RTE Act 2009 as not reaching the mark. There is no difference in awareness between males and females, rural and urban, but there is a difference between awareness of government teachers and non-government teachers. Bhan (2012) finds a lack of infrastructure, lack of awareness, lack of monitoring, lack of staff, lack of use of audio-visual aids, and accessibility of schools. RTE forum (2013) reviewed various indicators related to school infrastructure and highlighted that 77% of the schools complied with the neighbourhood norms as per the RTE Act norms and were within reach of the community. Seema (2013) showed a wide gap between 'what was expected' and 'what has been done'. Many steps have been taken, but quality education is still lacking. Das (2014) described that the RTE Act has not been fully implemented

in Hazo Block. Some RTE Act provisions, like physical punishment, are still violated in this block. There is a lack of infrastructure, proper management, finance, and communication facilities. Kales (2014) found many challenges in achieving the noble objective of universalising elementary education (UEE). Sinha (2014) explored that the provisions of the RTE Act are not being implemented properly. They are being violated, such as the PTR ratio, proof of birth, screening test on admission, 25% of seats in private schools, lack of teachers, poor infrastructure, and overcrowded classrooms. All these result in a lack of quality education. Verma (2014) raised issues in the RTE Act 2009 implementation, like lack of community participation, lack of teachers, limited focus on the quality of education, lack of trained teachers, need for better planning, and lack of community participation through SMCs and PTAs monitoring and management. Singh (2014) states that the dropping out of children continues due to the lack of documents like age proof, transfer certificates, etc. Screening tests for admission are taken in private and public schools. Private schools now follow the provision of 25% seats for poor children. Although the Act gives three years for all these gaps to be filled, there remains a huge backlog. Chanderappa (2014) explored the double standard of the education system and the difference between government and private school students. In government schools, there is job security but not quality education. Our education system still has many challenges, like a lack of teachers and awareness among SMC members. Jha (2014) pointed out problems and challenges in the progress of various provisions of the RTE Act 2009 and found poor infrastructure, weak monitoring and supervision, deficiencies in planning, and problems in the basic design of the scheme. Gera (2015) explored the concerns and duties of the RTE Act and serious barriers and roadblocks to achieving the objectives of the RTE Act 2009, such as shortage of teachers, financial aid for SMC, judicial power for the education department, and coordination between various bodies. Manju (2015) explored the need for awareness of the RTE Act 2009 and the serious barriers and roadblocks to achieving the objectives of the RTE Act 2009. Bhattacharya (2015) showed that the objective of the RTE Act is UEE, which has been almost achieved, but there are still many issues, like out-of-school children and low attendance. Rajshekhar (2016) finds many challenges in implementing the RTE Act: dropout, quality of learning, infrastructural deficiencies, quality

education, and parental illiteracy in the elementary sector. Kar (2019) opined that most schools have separate toilets for boys and girls but not for disabled children. Most schools do not have ramps, playgrounds, libraries, fencing, and wiring surrounding schools. Separate classrooms and rooms for the headmaster and teachers are unavailable. Bordoloi (2023) concludes that RTE Act is not implemented properly in Assam. Many provisions of RTE Act are still not implemented infact still are violated like physical punishment, mental harassment. Mandal & Islam (2023) explored how poor infrastructural norms and teaching methods affect the RTE Act badly. Loopholes in the RTE Act are barriers to its effective implementation. Priya and Pushpalata (2023) conducted a study on the RTE Act and found a significant gap between policy involvement and how they are perceived and implemented in the field. Despite all the limitations of implementing the RTE Act 2009, the government reached a remarkable achievement. Harisankar and Kumar (2024), in their study on awareness of the RTE Act in Southern Kerala, found that only 67% of teachers were aware of the Act. Male teachers have more knowledge about the Act than female teachers.

## 2.3 STUDIES RELATED TO DROPOUT, RETENTION AND ACHIEVEMENT

Dutt (1982), in his study, identified the causes of dropouts and suggested some measures for increasing enrolment and retention. His findings described a 19% female literacy rate in Sirsa district. The average dropout rate was a maximum of (33.7%) for class 6th and a minimum of (11.6%) for class 1$^{st}$. Teachers' behaviour, caste discrimination, poverty, helping out at home, looking after younger children, inadequate facilities in schools, early marriage, and irrelevant syllabi were reported to be the causes of girls' dropout.

Shah (1983) stated that the incentives and other facilities provided for primary education had a positive impact and helped retain students. He illustrated that the dropout rate was higher at the middle stage than at the primary stage. According to him, the causes of girls' dropouts were poverty, teachers' behaviour, caste discrimination, inadequate school facilities, early marriage, irrelevant syllabuses, etc.

Nayar (1993), in his study on drop-out and non-enrolment among girls in Haryana, revealed that the significant expansion of primary education is a big reason for the lack of facilities, for example, physical infrastructure, lack of boundary walls, shortage of teachers, and many schools running with a single teacher.

NCERT (1994) conducted a study on dropouts in Sirsa district (Haryana), which showed that the dropout rate of girls and boys was 41.37% and 34.77%, respectively. Parental education and household economic standards contribute to girls' enrolment and retention at school. It is a significant factor for parents to meet extra tuition costs.

Roderick (1995) conducted a study on grade retention and school dropout and tried to determine the correlation between retention and dropout. He concluded that grade retention influences dropout very strongly. The effects of grade retention on academic performance generally indicate grade retention as a means of remediation. However, it does not work. It leaves students even further behind, lagging behind their peers. At worst, grade retention hurts achievement, particularly in later grades. Grade retention cannot be a remediation strategy for a child to improve achievement. Infectious grade retention leads children to frustration due to their age and leads students to drop out. She examined the effects of age, school performance, and retention timing on grade retention. He further found that students over age due to late school entry or grade retention were more likely to disengage from school, drop out, or have attendance problems. She cited attendance problems as a factor in grade retention.

Cotton (1996) studied school size and its effect on students' achievement. He concluded that half of the researchers found no difference between the achievement levels of students in large and small schools. The other half finds student achievement in small schools superior to that in large schools. When describing the constitution of a small or large school, researchers and scholars have no explicit agreement; however, many researchers indicate that schools with 300-400 students at the elementary level and 400-800 students at the secondary level are taken as small schools. He found that small schools are better than large schools because, in small schools, there is a better and more positive relationship among students and teachers. A stronger sense of personal efficacy between students, teachers, parents, and administrators can be seen in small schools; Students' better attendance and a smaller percentage of students' dropout

rate; a higher rate of parents' involvement in small schools; teachers' attitudes toward their work, administrators, and students are more optimistic; Students' social behaviour is also more positive.

World Bank Report (1997) revealed that the dropout rate for poor children from families with below Rs. 3,000 per capita income was an average of four times higher than for the children of more affluent households with above Rs.10,000 per capita income. The report also emphasised increasing access, reducing dropouts, and improving retention and quality of education. These are crucial problems related to primary education and need attention. The role of the community in motivating the teachers is underscored.

Jimerson et al. (2002) examined the differences between retained and dropout students in this longitudinal study. The characteristics of students who are retained and subsequently drop out differ from those who are retained and do not. This study finds an association between early socio-emotional and behavioural adjustment.

Thurlow et al. (2002) talked about three types of dropout rate statistics, i.e. The "event rate" (annual rate, incidence rate) measures the proportion of students who drop out of high school without completing it in a year, which is the smallest number of dropouts. The status rate (prevalence rate) measures the proportion of students who have not completed high school and are not enrolled at one point, regardless of when they dropped out. It is between event and cohort dropout rates. The cohort rate (longitudinal rate) measures what happens to a single group (or cohort) of students over some time. It has the highest dropout rate.

Phuyal et al. (2003) studied the effectiveness of incentive and scholarship programs and reported that they helped increase and retain girls' enrollment in school. Most girls were enrolled in school just for the incentive and scholarship. These schemes of incentives and scholarships have attracted many girls to enrol in schools and their parents to send them to school.

Ramachandran (2003) described in his study that lack of access to upper primary schools is a big reason for girls to drop out. Many parents do not allow their daughters to go outside the village to study.

Pathania (2004), in his study on the District Primary Education Program (DPEP) in the Sirmaur district of Himachal Pradesh, analysed teachers, parents, SMC members and school heads' perceptions of Primary education. He found the causes of the dropout in his study were: overcrowded classrooms, inadequate number of teachers, students' family conditions, parental poverty, parental indifference to education, social taboos & customs, students' illness, mental retardation and social maladjustment. This study also found that programs and schemes introduced by the DPEP, such as incentive schemes, school uniforms, stipends and special stipends for girls, had helped to reduce dropouts in primary schools.

Montos and Lehmann (2004) conducted a study to identify predictors of dropout at the early, middle, and late stages of a student's life. These are parental involvement, pupil behaviour, absenteeism, involvement of students in non-school activities, SES factors, school performance and parental attitude. He described grade retention as a significant factor in a student's dropout. He recommended that the prevention of school dropouts should start early. A strategy for prevention is needed at every stage of development. Identifying students at risk of dropping out is possible based on multiple early risk factors.

Zechariah (2005) conducted a study on dropout based on secondary data and reported that the dropout rate at the primary stage for 2002-03 was 35.15% and 52.8%. The major roadblocks to achieving UEE are poor school functioning, teacher incompetency, teacher shortage, and teacher absenteeism.

Mehta (2006) studied the dropout rate at the primary level based on DISE 2003–04 and 2004–05 data. The author has discussed retention, grade-to-grade transition rate, overall promotion, repetition, and dropout rate. He explained that it is necessary to know the reasons for low promotion and high dropout rates and to reduce the dropout rate. The root cause of the high dropout rate can be identified by knowing dropout and retention rates separately for boys and girls, rural and urban, and disadvantaged groups. He found that if resources and data are not available, the retention rate is determined by using enrollment and repeater. Data over five years should only be utilised to assess the

retention capacity of the education system. The retention rate obtained is subtracted from 100 to get the drop-out rate at an educational level.

Balkrishan, Narta, and Verma (2007) conducted a study on drop-out children at the elementary level in Himachal Pradesh. He found that head teachers and teachers considered poverty the most crucial reason for dropping students from school. The other reasons for boys' dropout were lack of interest in the study, engagement in ancestral occupations and illiteracy of parents. The reason for girls' dropout was found in assistance in domestic work, sibling care, and parents' attitudes toward girls' education. The poor infrastructural facilities, the problem of shortage of teachers in the school, lack of adequate funding, etc., were other reasons for the drop-out of children. Steps taken by the government to reduce the drop-out rate: scholarships to poor students, free textbooks, the formation of village committees, etc. Most teachers and head teachers felt that parent-teacher association (PTA) had an essential role in reducing the drop-out rate of the students from the school.

Rena (2007) conducted a study on factors affecting the enrolment and retention of students at primary schools in Andhra Pradesh and found that gender disparities can be seen in rural society. In rural society, girls continue to be discriminated against by their parents regarding attending school and continuing their higher education. Girls are forced to take on household responsibilities and help their parents with agricultural or other economic activities.

Mehta (2008) Mehta (2008) in his study on dropout rate stated, there is need to know the factors affecting dropout rate among boys & girls, rural & urban and disadvantaged groups. On the basis of data collected through DICE in states and UT's he found high dropout rate at primary level during five years. Dropout rate for Rajsthan, Arunachal Paradesh ,Orissa, Haryana, Meghalaya, Manipur, Uttar Pradesh, Bihar. Kerala, Tamil Nadu, Himachal Pradesh, was noted 13.67%, 16.85%, 21.02%, 11.94%, 18.77% , 20.21% , 12.33%, 9.34%, 1.80%, 1.54%, 1.58% respectively. Objective of universal retention has been almost achieved.

Buragohain (2009) studied student poverty and drop-out in Orissa. A survey by 'Orissa Primary Education Program Authority' (OPEPA) in October 2005 revealed that

93008 boys and 94854 girls in the age group of 6-14 years dropped out of school. Due to 'poverty', about 17% of boys and 17% of girls drop out. About 78% of students dropped out from Class 1st to fifth. From the first and second standards, 15% and 17% of students dropped out, respectively. The reason for dropping out was domestic.

Pandey and Singh (2010) examined the impact of the Sarva Siksha Abhiyan on elementary education in the Sagar district of Madhya Pradesh. The percentage of girls enrolled was higher than that of boys. This may be due to incentives like free textbooks, uniforms, cycles, mid-day meals, and other infrastructure facilities provided under the Sarva Siksha Abhiyan. The margin of out-of-school children was found to narrow down, and enrolment and retention rates increased.

Sinha and Reddy (2011) revealed in their study that the dropout rate at the primary stage remained very high between grades 5th and 6th due to a level change from primary to upper primary. About one-fifth of children enrolled in the first standard could not reach grade 2. However, the dropout rates from grades 2nd to 3rd standard and 3rd to 4th standard were found to be lower, and the dropout rates between grades 4th and 5th turned out to be negative.

Smita (2011) examined the impact of seasonal migration on children's education. He explored that seasonal migration causes dropouts because the migrants take their children with them. Child labour at work sites is another reason for dropout. The older children have to take care of their siblings.

Baruh and Goswami (2012) studied factors influencing school dropout at the primary level in Jorhat district in Assam. This study identifies various factors that cause students to dropout. Parent's illiteracy is a significant cause of dropout. Household work (88.33%) is reported for students' dropout in developing countries where the population is increasing and social awareness is lacking. These countries are unable to provide Universalization of Elementary Education (UEE). Family size, poverty, failure in examinations, and health issues are significant factors that influence dropout the most. He suggested creating social awareness among parents to nourish their wards' interest in education. More programs should be introduced to solve the problems of children's education.

Basumatary (2012) conducted a study on school dropouts across the Indian states, and U.T. The study found a statistically significant impact of state poverty levels on rural populations. Rural population percentages were statistically significant in all three models. Standardised coefficients are also much higher for these two variables. Many factors cause dropouts, such as academic failure, non-availability of schools, teacher behaviour, financial problems, transportation, poverty level, rural population percentage, and school environment. This study found that poverty and family circumstances significantly impact the dropout rate. The dropout rate of minorities is higher. The number of school dropouts varies from country to country and even across various regions of the same country. Some factors have a more significant influence on poverty as compared to others. Eliminating poverty, school infrastructure, teacher training, curriculum as per present needs, and child care can help reduce dropout rates.

Gakhar and Kaur (2012) conducted a comparative study of Haryana and its neighbouring states on their education systems, educational achievement, and literacy rates. He concluded that the dropout rate for the age group 11–14 years in HP is the lowest. The gross enrolment ratio in Haryana for the age group 6–11 is 90:10, less than India's ratio. The goal of UEE is still to be achieved. There is a need for dedicated teachers and more educational institutions in Haryana. There is also a need for further study to know the actual reasons for dropouts, the low female literacy rate, and the lack of rural studies. Male urban literacy rates in Haryana are lower overall but higher than in Punjab, Rajasthan, and Uttar Pradesh.

Economic Survey (2012-13) described the achievements of free and compulsory education—the achievements of the RTE Act 2009, from 2009 to September 2012. The achievements include opening new primary and upper primary schools, constructing new school buildings, additional classrooms, drinking water and toilet facilities, providing free textbooks to children, appointing new teachers, and in-service teacher training. Out-of-school children decreased from 134.6 lakh in 2005 to 81.5 lakh in 2009.

Considine (2013) studied factors influencing students' educational performance from disadvantaged backgrounds. The study indicated that most studies indicate that children from low socio-economic status (SES) families do not perform well compared

to children from high socio-economic status families, and the level of parental education is a crucial predictor of students' academic achievement.

Sarkar et al. (2014) studied Socio-cultural barriers to girls' educational attainment experiences in rural Bangladesh. They found that women's participation in education is imperative for balancing socio-economic dvelopment and empowering women. However, some fundamental sociocultural problems affect girls' educational achievement. Effective awareness programs can improve the situation.

Pal (2015) conducted a study on the Right to Education in UP: gaps and challenges and found gaps and challenges persist in the existing formulation of the RTE Act 2009, and there are many loopholes in its implementation level. Many education issues are unrelated to the RTE Act and need to be modified. There is also a greater need to be aware of the community level of the RTE Act and its various provisions. The author explored that implementing the RTE Act 2009 in urban primary schools was more comparative to urban upper primary schools.

Pandita (2015) evaluated the enrolment and dropout percentage of children up to secondary level in India. The average annual dropout percentage of girls remained higher than that of boys. The girls recorded a decline in their dropout percentage by 3.53%, while in the case of boys, the dropout percentage declined by 2.54% annually. 57.39% of boys and 60.39% of girls drop out before reaching the upper primary level, and against 78.40% of boys, 81.72% of girls drop out by or before reaching the secondary level.

Manjeel (2015) conducted a study on dropouts and their impact on the society of Sikkim. He identified many factors responsible for dropouts, such as parental education, family income, the proportion of income spent on a child's education, the economic status of the family and the facilities given to children. The author suggested that the government should create more employment opportunities. Children's family environment should be favourable where they spend the most time. The government should raise the living standards of children. The government, parents, and teachers should encourage dropout students to resume regular schooling. Social capital formation was higher in the East district, followed by the South, North, and West districts.

Meenu Dev (2016) investigated factors affecting academic achievement and found that general mental ability, home environment, interest, and academic achievement are significantly and positively correlated. Girls' high scores indicate that they are superior to boys. The result indicates that the home or family structure dramatically influences the student's academic achievement. It is generally reported that an unconducive home environment reduces the possibilities of learning capabilities. Students' home environments are significantly correlated with their academic achievement.

### 2.3.1 SUMMARY

Dutt (1982) described a 19% female literacy rate in Sirsa district, and the average dropout rate was a maximum (of 33.7%) for class 6th and a minimum (of 11.6%) for class 1st. Shah (1983) stated that the incentives and other facilities provided for primary education had a positive impact and helped retain students. The causes of girls' dropouts were poverty, teachers' behaviour, caste discrimination, inadequate facilities in schools, early marriage, irrelevant syllabi, etc. Nayar (1993) reveals that the large expansion of primary education is a big reason for the lack of facilities, such as physical infrastructure, boundary walls, shortage of teachers, and many schools being run with a single teacher. (NCERT, 1994) on drop-outs in Sirsa district (Haryana) showed the drop-out rate of girls and boys was 41.37% and 34.77%, respectively. Parental education and economic standards of households contribute to girls' enrolment and retention at school. It is a major factor for parents to meet extra tuition costs. Roderick (1995) concluded that grade retention influences dropout very strongly. Grade retention hurts achievement; it leads children to frustration due to their age and leads students to drop out. Cotton (1996) concluded that school size affects students' achievement. He explains that small schools are superior to large schools. Due to better and more positive relationships and a stronger sense of personal efficacy among students and teachers. World Bank Report (1997) revealed that the dropout rate for poor children from families with below 3,000/- per capita income was, on average, four times higher than for the children of richer households with above Rs.10,000/- per capita income. The report also emphasised increasing access, reducing dropouts and improving retention and quality. Jimerson (2002) explores students who are retained and drop out and finds the association between early socio-emotional and behavioral

adjustment and high school dropout. Thurlow (2002) explained three types of dropout rate statistics. The event rate or annual rate has the smallest number of dropouts. Status Rate/Prevalence Rate: The relationship between event and cohort dropout rates. The cohort rate or longitudinal rate is the largest dropout rate. Months (2004) identified parental involvement, pupil behaviour, and absenteeism, involvement of students in non-school activities, SES factors, school performance, parental attitude, etc., as predictors of dropout at the early, middle, and later stages of a student's life. (Phuyal et al., 2003) reported that incentive/scholarship programs helped to increase girls' enrolment and to retain girls in school. Most of the girls were enrolled in school just for the incentive. Ramachandran (2003) explored that the lack of access to upper primary schools within the village caused most girls to drop out, as many families did not allow their daughters to go outside the village to study. Pathania (2004) found the causes of the dropout identified by this study were overcrowded classrooms, inadequate number of teachers, students' family conditions, parental poverty, parental indifference to education, social taboos and customs, students' illness, mental retardation and social maladjustment. Zechariah (2005) reported that the drop-out rate at the primary stage for 2002-03 was 35.15%. The major roadblocks to achieving UEE are poor school functioning, incompetency of teachers, lack of teachers, and absenteeism among teachers. Balkrishan, Narta and Verma (2007) conducted a study on drop-out children at the elementary level in Himachal Pradesh. He found that poverty is the most important reason for the drop-out. Rena (2007) explored and found gender disparities in rural society. Girls are forced to take on household responsibilities and help their parents with agricultural or other economic activities. Mehta (2008) explained that dropout rate for Rajasthan, Arunachal Pradesh, Orissa, Haryana, Meghalaya, Manipur, Uttar Pradesh, Bihar. Kerala, Tamil Nadu, and Himachal Pradesh was noted as 13.67%, 16.85%, 21.02%, 11.94%, 18.77%, 20.21% , 12.33%, 9.34%, 1.80%, 1.54%, 1.58% respectively. Objective of universal retention has been almost achieved. Buragohain (2009) studied student poverty and drop-out in Orissa and revealed that in the age group of 6-14 years, 93008 boys and 94854 girls dropped out of school. About 17 per cent of boys and 17 per cent of girls drop out, the reason being 'poverty'. About 78% of students dropped out from Class $1^{st}$ to $5^{th.}$ From $1^{st}$ standard and $2^{nd}$ standard respectively, 17% and 15%

of children dropped out. Pandey and Singh (2010) evaluated the impact of the Sarva Siksha Abhiyan on elementary education. The percentage of enrolment of girls was more than that of boys. The margin of out-of-school children was found to narrow down, and enrolment and retention rates increased. Sinha and Reddy (2011) revealed that the dropout rate at the primary stage remained very high between grades $5^{th}$ and $6^{th}$ due to a level change from primary to upper primary. About one-fifth of children enrolled in first standard could not reach grade 2, but the dropout rates from grades 2nd to 3rd and 3rd to 4th were found to be lower, and the dropout rates between grades $4^{th}$ and $5^{th}$ turned out to be negative. In his study, Smita (2011) explored seasonal migration and its impact on children's education. The migrants take their children along with them and cause them to drop out of school. Child labour at work sites is another reason children drop out. Jain and Mittal (2011) revealed some loopholes found in 'Sarva Siksha Abhiyan' in Sarvodaya schools of Delhi. However, along with it, the program had been very effective in mainstreaming out-of-school children and reducing dropouts. Topar (2011) described parents' involvement in children's academic achievement as having a great and positive influence and found a statistically significant association between parent involvement and a child's academic performance. Basumatary (2012) finds the pupil-teacher ratio (PTR), poverty level, and rural population percentage statistically significant. Many factors affect dropouts, such as academic failure, non-availability of schools, teacher behaviour, financial problems, and transportation. Baruh et al. (2012) found that parent illiteracy is a major cause of dropout; 88.33% of household work, lack of social awareness, family size, poverty, examination failure, and health issues influence dropout the most. Gakhar (2012) concluded in a comparative study of Haryana and its neighbouring states that the dropout rate for the age group 11 to 14 in H.P. is the lowest, and the gross enrolment ratio in Haryana for the age group 6 to 11 is 90:10, which is less than India's ratio. He discovered that the male urban literacy rate in Haryana is lower than the national average but higher than that of Punjab, Rajasthan, and Uttar Pradesh. (Economic Survey, 2012-13) described the highlights of achieving the Right of Children to Free and Compulsory Education (RTE) Act, 2009 to September 2012. The achievements include opening new primary and upper primary schools, constructing new school buildings, additional classrooms,

drinking water and toilet facilities, providing free textbooks to children, appointing new teachers, and in-service teacher training. Out-of-school children decreased from 134.6 lakh in 2005 to 81.5 lakh in 2009. Considine (2013) described that most studies indicate that children from low Socio-Economic-Status (SES) families do not perform well as compared to children from high Socio-Economic-Status families, and the level of parental education is a key predictor of students' academic achievement. (Sarkar, 2014) conducted a study on Socio-cultural barriers to girls' educational attainment experiences in rural Bangladesh and found that the Participation of women in Education is imperative for balancing socioeconomic development and empowering women. Pal (2015) found that gaps and challenges persist in the existing formulation of the RTE Act 2009, and there are many loopholes in its implementation level. Many issues in education are not related to the RTE Act and need to be modified, and there is a greater need to be aware of the community level of the RTE Act and its various provisions. Pandita (2015) explored the average annual dropout percentage of girls, which remained higher than that of boys before reaching the upper primary or secondary levels. (Rai 2015) identified many factors responsible for dropout, like parental education, family income, the proportion of income spent on a child's education, the family's economic status, the facilities given to children, etc. Meenu Dev (2016) investigated factors affecting academic achievement and found that general mental ability, home environment, interest, and academic achievement are significantly and positively correlated. Mehta opined that to improve dropout rates, it is necessary to know the reasons for low promotion and a high dropout rate separately for boys and girls, rural and urban, and disadvantaged groups.

## 2.4 STUDIES RELATED TO OTHER PROVISIONS OF THE SSA/RTE ACT

In their study, Acharya and Luitel (2005) examined the functioning and effectiveness of scholarships and incentives for girls and children of disadvantaged communities. All respondents agree that providing scholarships and incentives is appreciable but complain that not all needy children are being covered. According to teachers, scholarships and incentives have increased girls' enrollment and attendance. However, a lack of information about the availability of various kinds of schemes might discourage girls and their parents from claiming benefits.

Khera (2006) conducted a study on MDM in primary schools and described the official name of this scheme as the National Program of Nutritional Support for Primary Education, known as MDMS. This scheme was launched in 1995 to address the problem of silent emergencies in education and health. The scheme was launched to achieve the goals of UEE, improve retention, and reduce the dropout rate. Until 2001, the scheme was not followed in spirit. In 2001, according to the Supreme Court's direction, this scheme was to be implemented in all states and all government schools. This study concluded that this scheme still faces many challenges which need attention. Researcher suggested that the success of this MDMS depends on the government's continued vigilance and public participation. The study found that the mid-day meal program substantially impacted improving enrollment in schools, but it shows that there is still a long road ahead. Many issues need attention, including the quality of the meal. It depends on the norms set by the government and the conditions under which the meal is prepared. There has been a gradual improvement that can be seen over time in terms of infrastructure, financial allocations, and food quality, which gives reason for hope for further improvement.

Kumar (2005) conducted a study on community participation in primary schools of the Municipal Corporation of Delhi. He found out that the parents' teachers' interaction with the teachers was not adequate due to lack of time with them. Parents-Teachers Associations (PTA) were conducted, but these did not work satisfactorily. It was conducted routinely rather than focusing on the problems of the schools and the students. It was found that the parent's interest was in the admission of their children but not in their performance. In this study, it has been emphasised that community participation is essential for increasing attendance, reducing dropout, and improving school results in financial aspects like generating funds and sponsoring awards, prizes, and school functions. The community was expected to help the school construct buildings, boundary walls, toilets and other civil works.

EdCIL (2008) conducted a study on the evaluation of the National Program for Education of Girls at the Elementary level (NPEGEL) and found that a detailed annual calendar of activities was seen in Chhattisgarh; Buildings had come up in 9 out of 12 states; girls toilet was not visible in some states, but in some states, the infrastructure

development was of good quality- School room and toilets were well constructed with the requisite equipment being in place.

Mitra and Dangwal (2008), in their study on the effects of remoteness on the quality of education in Northern Indian schools, explored the negative relationship between remoteness and quality education. Quality of education depends on teachers' desire to migrate from remote schools. In such circumstances, when teachers desire to be in urban areas, the quality of education is influenced. Educational technology plays an important role. That is why it is used to improve the quality of education. However, there are a few shortcomings in educational technology's development, testing, and environmental development. There is a need to develop technology that can provide education without teachers. The quality of education provided by the school is: 1 inversely related to the distance of the school from its nearest urban centre. 2 Not related to the average number of students per teacher. 3 Not related to the average number of students per classroom.

Zaidi (2008) examined the basic facilities in elementary schools in India and found that many schools in India lack even basic facilities like school buildings or pucca buildings, blackboards, drinking water, Playgrounds, boundary walls, shared toilets and girls' toilets, electricity connections, and computers. Many schools have only one teacher, which is a serious matter.

Dreze and Khera (2009) described the role of mid-day meals (MDM) in contributing to the educational advancement of a child. He found that MDM helped to increase students' enrolment and attendance daily. MDM has a significant impact on child nutrition and social equity. Students enjoyed sharing a meal with their friends. However, the barriers to the effective implementation of the scheme were the lack of facilities such as cooking sheds and drinking water. Hygiene and health safeguards were often neglected, and social discrimination remained common.

Rao (2009), in his study conducted on the lack of community participation in SSA and the article, evaluates the workings of SMC in a tribal area of the East Godavari district of Andhra Pradesh. It shows that community participation is negligible, and 67% of all categories of respondents are aware of SSA. Among the respondents who

reported that they do not know what SSA is for, nearly about 23% of the respondents said SSA meant only the MDM program. Half of the SMC members did not know they were SMC Members. Community members also revealed that teachers do not disclose financial resources and expenditures. The data also revealed that 70% of respondents had never attended the parents' teacher meeting.

Dash (2010), in his article on the importance of community participation in primary education, discussed the various responsibilities of school management committees (SMCs), their formation norms, and the role of community participation. The role of the Siksha Karmi Project (SKP) and 'Lok Jumbish in Rajasthan to improve quality education at the elementary level, 'Ninad, an awareness program for community participation in Odisha, and the Bihar Education Project' for elementary education have been discussed. He concluded that community participation in VEC, SMC, or PTA needs time and can significantly change social and educational outcomes.

Deore, Jogram and Shankarrao (2013) conducted a study on the KGBV scheme in Maharashtra and reported that Kasturba Gandhi Balika Vidalia (KGBV) is a centrally sponsored scheme to uplift SC, ST, BC, economically backward, and other minority-class children. They concluded that the material given to girls was of lower quality. All KGBV's schools are working in the rented building. The material provided to girls is of lower quality. Latrines and bathrooms are not being washed properly. Teachers are not working correctly, and staff is not trained. Training is necessary for them. The study has recommended starting professional courses for girls and child attractive methods to attract children. The personality development program should include self-study, teacher training, and professional education. The syllabus should be job-oriented and professional.

Antony and David (2014) conducted a study on the impact of various schemes adopted by the government to strengthen elementary education in India. They found various centrally sponsored programs being implemented in the education sector under the Ministry of Human Resource Development like SSA, KGVB, NPEGEL, MDM Scheme, RAMSA, Scheme for setting up 6000 model schools at block level, scheme for rationalization of education at +2 level, scheme for ICT at school, inclusive education for disabled at the secondary level, quality improvement in schools, strengthening of

teacher training institutions, adult education and skill development schemes, schemes of infrastructure development in minority institutions, Eklavya model residential schemes, a pre-matriculation scholarship scheme to improve learning level and quality education.

Das (2014), in her study 'on rural education in India," described how education plays a vital role in the social and economic development of an individual and the country. The working population of India will play an important role, and education will play a vital role in preparing skilled human resources. Researchers found a significant need for financial resources to impart quality education. Further, it pointed out various problems and some key issues that are being faced, especially in rural India, like lack of infrastructure, curricular activities, communication facilities, and PTR, which needs to be paid attention to.

Mukharjee (2014) studied elementary education in India and tried to study four critical determinants of learning: accessibility, human infrastructure, physical infrastructure, and learning time. Researcher found that Punjab and Karnataka showed good performance, but West Bengal did poorly in all four dimensions mentioned above. He investigated whether the goal of 100% enrolment had been nearly met in all states. According to the planning commission, the enrolment rate reached 96% in 2011, while the primary dropout rate was 9.11% in 2008-09. However, the quality of education has not improved. The quality of education is decreasing day by day as the learning abilities of students are not improving. The study concluded that many factors influence learning, including distance from school, infrastructure deficiencies, PTR, lack of qualified regular teachers, and female teachers. Poor learning outcomes are not specific to India alone. It is a global phenomenon common to most developing countries.

Behera (2015) evaluated the status of primary education in the tribal people of Mayurbhanj district in Odisha. The goal of universalising elementary education (UEE) has yet to be met. He reported that problems in tribal education include infrastructure, the location of schools, the medium of instruction, parental attitude, curriculum, and the economic condition of parents. There is also a considerable gap between cultural life and school curriculum. He proposed more funding, residential schools for tribal children, study materials in tribal languages, and the appointment of more tribal and

female teachers. Dropouts, poor learning, and poor quality of education are still issues that need to be addressed.

Devi (2015) conducted a study to examine the status of elementary education in India, its different aspects, legal provisions, various programs and policies, an inadequate budget, and the progress it has made. The study finds a lack of awareness of education facilities, family illness, and corruption in the misuse of funds, and the burden of non-teaching duties. She proposed improving education quality over quantity, emphasising practical work over theoretical work and improving PTR, enforcing child labour laws, prohibiting corruption, and raising awareness in underserved areas and states.

Kumar (2016) conducted a study on the formation and responsibilities of school management committees (SMC) as per RTE Act norms to ensure effective and quality education. The focus of this study is on the awareness of SMC members toward their functions. Constraints were found regarding low awareness of SMC members, lack of funds, women members of SMC showing less interest in their responsibilities as SMC members, and most importantly, the formation of SMC is not as per RTE Act norms. The author suggested that more funds should be allocated, roles and responsibilities should be clear, and collaboration should be in various SMCs and at the block and district levels. The study found that most SMC members are energetic and young. The majority of SMCs are formed as per norms. The participation of women, scheduled castes, scheduled tribes, and other backward classes is satisfactory.

Majumdar (2016) explored in his study the deficiencies of primary education in West Bengal, such as infrastructural deficiencies, overcrowded classrooms, and the non-teaching activities of teachers, which affect school management and the teaching-learning process. The focus of this study is the pupil-teacher ratio (PTR). PTR leads to unmanageable classes, stress on teachers, and a hampering classroom environment. Proper time, hours, and days are allocated in the provisions of the RTE Act, but they cannot be given to students in class due to PTR. This affects students' achievement, success, and betterment, which causes them to become impatient, and the quality of education decreases. The study finds that the pupil-teacher ratio (PTR) is essential, but

increasing the standard of primary education by placing more teachers per class is also equally important.

Rani (2022) described the school principals' perception of the school management committees in District Sirsa in the study. The study found that most head teachers believe most SMC members are laborers. Therefore, they have little time for education. SMC members did not want to go to the training as it is held at the block and district levels. It is also found that the tenure of the school management committee should be increased.

Hoque (2023) examined the impact of mid-day meals (MDM) in his study and found that the MDM program improved student enrolment, attendance, and retention and helped reduce the dropout rate. The study also explored many other advantages of this program. It developed physical and social fairness, reduced malnutrition, and illuminated hunger. The study also highlights the need for the government to focus on improving MDM to achieve satisfying results.

Choudhary (2024) conducted a study on MDM in Jharkhand, and the research finds that the scheme has not reached the level it has despite the attempts of the central and state governments. The ASER Report 2014 shows that 83.9 per cent of schools in Jharkhand have kitchen sheds, and 78.6 per cent serve food in schools. Many schools in Jharkhand do not have kitchen sheds and do not receive kitchen grants. So, there is a need to look into this matter, and more investments should be made in the MDM scheme to achieve its objectives. This scheme can be beneficial for increasing enrollment, and the purpose of nutritious food can be fully implemented.

ASER (2008) surveyed 570 rural districts in the country. It was reported that although 95.7% of children in the 6–14 age group were enrolled in school, their learning levels appeared to be stagnant or declining. Only 41% of students across grades 1 to 8 could read simple stories, whereas 43.6% could write without errors, reflecting on the quality of education.

ASER (2010) reported that the % of children aged 6-14 in rural India was 96.7% (71.1% and 24.3% in government schools and 24.3% in private schools, respectively). The percentage of out-of-school girls in the 11-14 age groups went down to 5.9% in

2010 from 6.8 in 2009. Five-year-old students' enrollment in mathematics increased from 54.6% to 62.8% in 2010, but no change in reading ability was reported. Over 60% of schools were satisfied with the infrastructure norms as per the RTE. The need for more teachers and more classrooms was reported in this ASER report. Children's attendance remained at 73% without any change during 2007–2010.

ASER (2012) described that 96.5% of all children aged 6 to 14 in rural India were enrolled in school in 2012. The schools with separate toilets for girls improved from 32.4% in 2011 to 48.2% in 2012. Use of libraries increased from 37.9% in 2010 to 43.9% in 2012. The pupil-teacher ratio (PTR) rose from 38.9% in 2010 to 42.8% in 2012, but there has not been any significant change in buildings, playgrounds, boundary walls, or drinking water. Private school enrolment has also risen from 18.7% in 2010 to 28.3% in 2012. There was a decline in Children's attendance.

ASER (2013) reported that children's enrolment (age group 6-14) in school is high at 96.7 per cent. Reading levels continue to cause serious concern; more than half of the student body in grade 5 is at least three grade levels behind where they should be. In 2013, 43.7 per cent of all rural children in grade 5 could not read a standard-level text. Further, children were given a set of simple English reading and comprehension tasks.

The Hindu (19th January 2015) editorial opinion analysing Pratham's report 2014 says people face a lifetime if deprived of primary education. The findings of ASER 2014 are very distressing. The report points out that just a few 3rd graders can read the text of lower grades. ASER also shows that students of higher classes cannot perform simple tasks of division, multiplication, or subtraction. In today's competitive environment, the ability of students to read, write, count, and measure is a bare minimum. The country cannot continue to fail its children. ASER notes that the country has come consistently close to universal enrolment in the 6-14 age groups for six consecutive years, but the ASER 2014 Report of Haryana shows attendance of 1st to 5th, which was 82.9 % in 2010, was reduced to 78.7 %; attendance from 1st to 8th, which was 81.7 %, was reduced to 79.6%. ASER (2014) reported that the survey was done in 577 rural districts, 500 institutions, 16497 villages, 341070 households, and 569229 children participated in this survey. The report indicates that solid focus is needed in 1st and 2nd grade to ensure essential skills; children must be encouraged to

speak, discuss, and express their opinions. By the end of 2nd grade, children should be able to read, write, and be comfortable with numbers.

ASER (2018) surveyed 596 districts and 546527 children in the 3–16 age group in rural India. There was an increase in private school enrollment between 2016 and 2018. The percentage of schools with a kitchen shed increased from 82.1% to 91%, and the number of girls' toilets doubled, reaching 66.4% in 2018. In 2018, about 8 out of 10 schools had a playground, 5.8% of all primary schools, and 30.8% of upper primary schools had a physical education teacher available. No significant change is seen in students' and teachers' school attendance. The proportion of children in grade 5 who can divide across India has increased slightly, from 26% in 2016 to 27.8% in 2018.

ASER (2022) surveyed 616 districts and reported that many significant changes occurred in rural areas. Almost every household (95.8%) will have a cell phone in 2022, as opposed to 90.2% in 2018 due to appendices. The enrolment of children (age group 6 to 14) has increased (7.3%) from 96.6% in 2010 to 96.7% in 2014 and 97.2% in 2018 to 98.4% in 2022. Despite school closures during the pandemic, average teacher attendance increased slightly from 2018 to 2022. However, there has been a significant learning decline due to the pandemic; essential reading ability has dropped to pre-2012 levels, and students score poorly in reading. Girls' toilets and drinking water facilities have been increased.

Kusumawati (2022) conducted study on role of SMC and its importance to provide quality education. The author found SMC's are just formalities as SMC meetings are not conducted properly nor SMC members show their interest as most of SMC members cannot compromise with their work and their busy schedule and cannot take part actively or are not interested. They have little knowledge about their duties. The author concluded that SMC's cannot be taken as advisory, supporting or controlling agency in education.

Ghimire (2024) in his study tried to explain how MDM program, allocated budget, and allocated funds contribute to increase enrolment and reduce dropout rate. The study found funding done is not sufficient for this program, so from local government funds are collected or school collects funds. The study also found that funds provided are completely utilized for the purpose. MDM program has in fact

improved enrolment, retention and quality of education and it has also reduced dropouts during the schooling years.

Gupta (2024) conducted study on changing trends of enrolment at elementary level in Jharkhand. In this study the author collected secondary data from UDISE. To increase enrolment at elementary level many programs were initiated by Jharkhand government like; NPEGL, The Vidyalaya Chalen Abhiyan, Khel Khel Mein, Buniyad, Hamara- Vidyala, Bal Samagm, Avishkar, Pehle Padhi Phir Vidai, Mukhyamantri Vidya Lakshmi Yojna etc. He found that gross enrolment has increased significantly at the elementary level, but at the primary level, gross enrolment has not improved; instead, there is a slight downfall. The study has also revealed that the enrolment of boys and girls has declined.

### 2.4.1 SUMMARY

The summary from the above can be summed up in the following lines. Acharya and Luitel (2005) examined the functioning and effectiveness of scholarships and incentives. They explored that providing scholarships and incentives is appreciable but also complained that not all needy children are being covered. Kumar (2005) conducted a study on community participation in primary schools of the Municipal Corporation of Delhi. He found that the parents' teachers' interaction with the teachers was inadequate due to lack of time with them, and PTA did not work satisfactorily. He emphasised that community participation is important for increasing attendance, reducing dropout and improving school results. Khera (2006) found that the mid-day meal program strongly impacted improving enrolment, but there is still a long road ahead. He further concluded that many challenges are still being faced in terms of infrastructure, financial allocations, and food quality. EDCIL (2008) conducted a study on the evaluation of NPEGEL and found that buildings had come up in 9 out of 12 states; girls' toilets were not visible in some states, but the infrastructure development was of good quality in some states. Mitra (2008) explored the negative relationship between remoteness and quality education. The quality of education depends on a teacher's desire to be in urban areas, which is why educational technology is used to improve the quality of education. Zaidi (2008) revealed that many schools in the country were not equipped with many basic facilities. Many schools did not even have

blackboards, drinking water, playgrounds, boundary walls, common and girls' toilets. One notes that there were many inter-state variations in providing these basic facilities. Dreze and Khera (2009) described the role of mid-day meals (MDM) in contributing to the educational advancement of a child and found that MDM helped to increase students' enrolment and attendance daily. Rao (2009) evaluated the workings of SMC in a tribal area of East Godavari district of Andhra Pradesh and found that community participation is negligible and unaware of SSA. Nearly 23% of the respondents said SSA meant only the MDM program. SMC Members also revealed that the teachers do not disclose financial resources and expenditures. Dash (2010) concluded that community participation in VEC, SMC, or PTA needs time and can bring significant change in social and educational outcomes. Deore et al. (2013) discussed the KGBV scheme in Maharashtra, a centrally sponsored scheme to uplift SC, ST, BC, economically backward, and other minority-class children. They concluded that the material given to girls was of lower quality, schools were working in rented buildings, latrines and bathrooms were not washed properly, teachers were not working properly, and staffs were not trained, which was necessary for them. Antony (2014) has tried to give a better view of 'what is elementary education' and 'what is the system of education in India' and explains the different steps taken by the government to improve and extend education, which is inevitable for the development of a nation. Das (2014) finds a significant amount of financial resources needed to impart quality education and lines out various problems and key issues faced, especially in rural India, like a lack of infrastructure, curricular activities, and communication facilities. Mukharjee (2014) explored that the objective of 100 per cent enrollment has been achieved in almost all states, but the quality of education has not improved. Many factors influence learning, like distance from school, infrastructure deficiencies, PTR, lack of qualified regular teachers, female teachers, etc. Behera (2015) evaluated that the objective of universalising elementary education (UEE) has not yet been achieved. Dropouts, poor learning, and poor quality of education are still issues that need to be addressed. Problems of tribal education include infrastructure, location of schools, medium of instruction, parental attitude, curriculum, and the economic condition of parents. There is also a huge gap between cultural life and school curriculum. Devi (2015) examined

the status of elementary education in India and its different aspects; the study finds a lack of awareness about education facilities, illness in families, corruption in the misuse of funds, the burden of non-teaching duties, etc. Kumar (2016) focused on SMC members' awareness of their functions. Constraints were found regarding low awareness of SMC members, lack of funds, women members of SMC showing less interest in their responsibilities as SMC Members, and most importantly, the formation of SMC is not as per RTE Act norms. Majumdar (2016) explored deficiencies in primary education in West Bengal, such as infrastructural deficiencies, overcrowded classrooms, and teachers' non-teaching activities. He focused on the pupil-teacher ratio (PTR), which leads to unmanageable classes, stress on teachers, and a hampering classroom environment. Kusumawati (2022) found SMC's are just formalities as SMC's meetings are not conducted properly and SMC's cannot be taken as advisory, supporting, or controlling agency.

Rani (2022) described that most head teachers believe most SMC members are labourers. Therefore, they had little time for education. SMC members did not want to go to the training as it is held at the block and district levels. It is also found that the tenure of the school management committee should be increased. Hoque (2023) examined the impact of mid-day-meal (MDM) in his study and found that the MDM program improved enrolment, attendance and retention of students. It helped to reduce the dropout rate. The study also highlights the need for the government to focus on improving MDM to achieve satisfying results. Ghimire (2024) found that funding is not sufficient for this program. The MDM program has improved enrollment, retention, and quality of education and reduced dropout rates. Gupta (2024) conducted a study on changing enrolment trends at the elementary level in Jharkhand and found that gross enrolment has increased significantly at the elementary level, but at the primary level, gross enrolment has not improved; instead, a slight downfall is seen. The study also revealed that the difference in enrolment between boys and girls has also declined.

# CHAPTER 3
# METHODOLOGY

The methodology is the blueprint for the overall study carried out by an investigator. Methodology is the path through which an investigator moves to achieve the objectives for which the research is conducted. Investigators need to exert their full while preparing the plan and procedures for the study. The present study, 'Effectiveness of Sarva Shiksha Abhiyan-Pre vs Post RTE Act: A Study on Selected Blocks of Haryana," has its aim to find out the problems faced by schools during the implementation of the provisions of the SSA/RTE Act 2009 and to seek remedies to overcome these problems, so that the provisions of the SSA/RTE Act 2009 can be implemented impressively & perfectly and quality education may also be provided.

## 3.1 RESEARCH METHOD

According to the demand of the topic and to evaluate the effectiveness of the SSA Pre and Post RTE Act 2009 in terms of dropout rate, retention rate, and achievement rate at the elementary school level, i.e., primary (1st to 5th) and upper-primary (6th to 8th) schools. School heads/administrators' views have been taken to know the problems they face and remedies to meet the difficulties in applying the Sarva Siksha Abhiyan and Right to Education Act 2009 provisions. The following methods have been used:

- Trend analysis
- Descriptive survey method

### 3.1.1 TREND ANALYSIS

In this method, information is collected from multiple periods according to the demand of investigation. Trend analysis compares 'what happened in the past' and predicts 'what will happen in the future'. The present study used trend analysis to analyse the status of the implementation of SSA, Pre vs Post Right to Education Act at the elementary level. Trend analysis has been used to study dropout, retention, and achievement level trends. Whether dropouts were reduced or not and whether achievement or learning levels improved.

### 3.1.2 DESCRIPTIVE SURVEY METHOD

The descriptive survey method concerns the present situation, trends, attitude, or process. It can be used for both qualitative and quantitative research. It is a situation or phenomenon that answers 'what exists'. Observation and survey are used as tools in this descriptive survey method.

## 3.2 PERIOD OF THE STUDY

The present study was on the effectiveness of SSA Pre vs Post RTE Act implementation. Hence, data has been collected for two periods, i.e. from 2003 to 2009 (Pre-RTE-Act implementation) & from 2010 to 2015 (Post-RTE Act implementation).

## 3.3 POPULATION

There are four zones in Haryana: Hisar Zone, Ambala Zone, Gurgaon Zone, and Rohtak Zone, as shown in Table no 3.1.

**Table 3.1: Population (No. of students primary and Upper-Primary level) of Hisar Zone**

| Zone | District | Enrolment of Primary students (As of 2015) | Enrolment of Upper-Primary students (As of 2015) |
|---|---|---|---|
| Hisar | Hisar | 59882 | 46326 |
| | Jind | 49665 | 39908 |
| | Sirsa | 53782 | 43963 |
| | Fatehbad | 39630 | 32772 |
| | Bhiwani | 57117 | 43205 |
| | **Total** | **260076** | **206174** |

Table 3.1 shows the Hisar zone's enrollment at the Primary and Upper-Primary levels. At the Primary level, enrollment was 260076; at the upper primary level, enrollment was 206174 (Source: www.schooleducationharyana.gov.in). The reason for selecting Hisar zone as the population is because it falls under the lowest literacy zone, as visible in Table 3.2. Literacy rate according to the census of 2011 for Hisar, Ambala,

Gurgaon and Rohtak zones was 71.13%, 77.39%, 79.02% and 74%, respectively. Hisar zone's literacy rate was the lowest of the four zones. Further, the literacy rates of the Sirsa district and Fatehbad district were 68.82% and 67.92%, respectively. Sirsa district's literacy was downwardly closest (68.82 is close to 71.13) to the average literacy rate of the zone. That is why Sirsa district was selected for study.

**Table 3.2: Zone-wise literacy rate**

| Zone | District | Literacy Rate | Avg. literacy Rate |
|---|---|---|---|
| Hisar | Bhiwani | 74.60/ | 71.13 (least literacy rate |
| | Fatehbad | 67.92 | |
| | Hisar | 72.89 | |
| | Jind | 71.44 | |
| | Sirsa | 68.82* | |
| Ambala | Ambala | 81.75 | 77.39 |
| | Kaithal | 69.15 | |
| | Kurkshtra | 76.31 | |
| | Panchkula | 81.88 | |
| | Yamunanagar | 77.99 | |
| Gurgaon | Gurgaon | 84.70 | 79.02 |
| | Jhajjar | 80.65 | |
| | Karnal | 74.73 | |
| | Panipat | 75.94 | |
| | Sonipat | 79.12 | |
| Rohtak | Faridabad | 81.70 | 74.00 |
| | Mahendergarh | 77.72 | |
| | Mewat | 54.02 | |
| | Palwal | 69.32 | |
| | Rewari | 80.99 | |
| | Rohtak | 80.22 | |

* Downwardly closest to the average literacy rate of the Zone)

*Source: Haryana Districts by Literacy Rate- Census 2011*

## 3.4 SAMPLING AND PROCEDURE

The following criteria were followed to finalise the study's sample: Multi-staged cluster sampling has been adopted. In the first stage, the Hisar Zone was selected purposively for study (because of the lowest literacy rate in this zone). In the second stage, the Sirsa district was selected purposively since this district was downwardly closest to the average literacy rate of this zone. However, Sirsa and Fatehbad were low-literacy districts in this zone, with 67.92 and 68.82 per cent literacy rates. In the third stage, three blocks of Sirsa district were randomly selected (Sirsa block, Dabwali block, and Odhan block). Five primary and five upper-primary schools were selected randomly in the fourth stage. The data was collected from the schools where data was available.

The geographical representation of the sample is as follows:

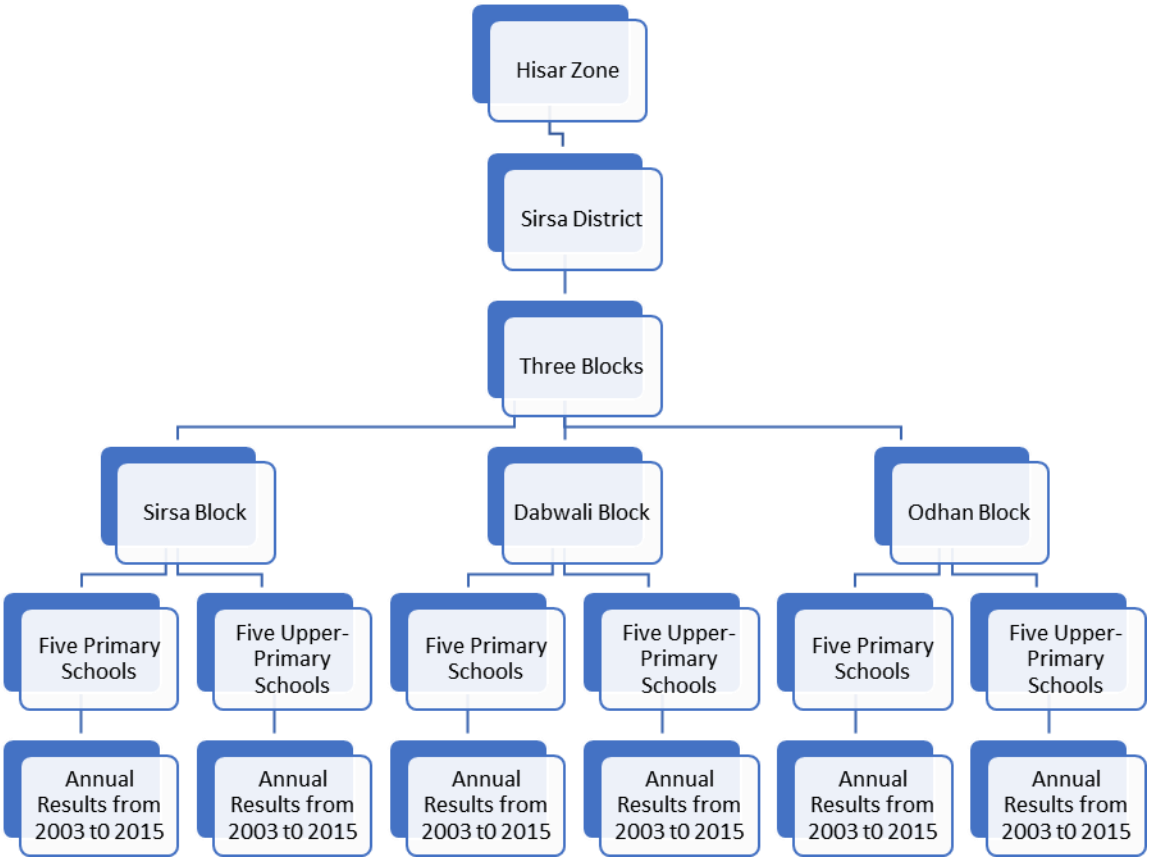


**Figure 3.1 Graphical Representation of secondary data collection procedure**

## 3.5 DATA COLLECTION

The data collection was divided into two stages.

1. Collection of secondary data.

2. Collection of primary data.

The researcher had to choose suitable tools to collect data. During tool drafting, different factors had to be kept in mind, such as objectives, suitable tests, availability of time, and the researcher's competence to administer scores and interpret the results. The investigator personally collected data involving the academic information of children. Both primary and secondary data were collected. The data has been collected in a phased manner.

### 3.5.1 SECONDARY DATA COLLECTION

To achieve the 1st and 2nd objectives from elementary schools (primary and upper-primary schools), secondary data has been collected in a phased manner. In the first phase, departmental permission was taken to collect data from the district program coordinator (DPC). In the second phase, annual results were collected from each school (selected as a sample) from 2003 to 2009 (Pre-RTE Act 2009) and 2009 to 2015 (Post-RTE Act 2009). This data helped determine the dropout rate, retention rate, and average student achievement percentage.

Secondary data was collected from the schools selected as a sample, as visible in Table 3.3 below.

**Table 3.3: Sampling Selection of Schools**

| Name of Block | Sr No | School Name |
|---|---|---|
| **Dabwali** | 1 | GPS Chackjalu |
| | 2 | GPS Neelianwali |
| | 3 | GPS Shergarh |
| | 4 | GPS G Jamweshwar |
| | 5 | GPS M Dabwali No 2 |
| | 6 | GMS Rajpura Majra |

| Name of Block | Sr No | School Name |
|---|---|---|
| | 7 | GMS Nillianwali |
| | 8 | GMS Chackjalu |
| | 9 | GMS M. Dabwali |
| | 10 | GMS Pana |
| **Odhan** | 11 | GPS Asir |
| | 12 | GPS Kingra |
| | 13 | GPS Kewal |
| | 14 | GPS Tigri |
| | 15 | GPS Jalalana |
| | 16 | GMS Asir |
| | 17 | GMS Jalalana |
| | 18 | GMS Chatha |
| | 19 | GMS Tappi |
| | 20 | GMS Takhtmal |
| **Sirsa** | 21 | GPS D Planta |
| | 22 | GPS Huda Sec |
| | 23 | GPS Ram Colony |
| | 24 | GPS Police Line |
| | 25 | GPS Meerpur Colony |
| | 26 | GMS Ramnagria |
| | 27 | GMS D 400 |
| | 28 | GMS Ahemdpur |
| | 29 | GMS Meerpur |
| | 30 | GMS Musabwala |

### 3.5.2 PRIMARY DATA COLLECTION

Primary data has been collected to achieve the 3rd and 4th objectives to understand the problems faced by schools and to find remedies to these problems.

Primary data was collected from 34 school administrators/school heads of primary and upper-primary schools. The sampling distribution used to collect Primary data is visible in Table 3.4 below.

**Table 3.4: Sampling Distribution of school administrators/ Heads**

| **Name of Block** | **Type of School** | **No of Respondents** |
|---|---|---|
| Dabwali | Primary School Administrators/Heads | 5 * 1 = 5 |
| | Upper-primary School Administrators/Heads | 5 * 1 = 5 |
| Odhan | Primary School Administrators/Heads | 5 * 1 = 5 |
| | Upper-primary School Administrators/Heads | 5 * 1 = 5 |
| Sirsa | Primary School Administrators/Heads | 5 * 1 = 5 |
| | Upper-primary School Administrators/Heads | 5 * 1 = 5 |
| Total | No of schools= 30 | 34 (in 4 schools, there were primary as well as Middle school heads) |

## 3.6 TOOLS FOR DATA COLLECTION

A questionnaire for Head teachers regarding school prepared by Malik and Singh (2019) has been used. The questionnaire for Head Teachers/ administrators regarding the problems they have to face during the application of provisions of the Right to Education Act has three parts. Part 1: This part of the questionnaire was used to study 'the adequacy of provisions' of the RTE Act provided to schools. This part has 21 items. Part 2: This part of the questionnaire has 17 items/statements regarding 'the effectiveness of provisions' provided to schools, teachers, and students. Part 3: This part of the questionnaire was used to study the aspects of school head teachers and administrators related to the difficulties/problems they faced while applying the RTE Act. The questionnaire was valid on a sample of teachers and senior functionaries. Since the questions were framed to get maximum information on different themes related to the

relevant research question, content validity was established to ensure that the questions are designed and framed in relation to objectives of the study. An initial try-out of the questionnaire was done on a sample of head teachers to find out the relevance of the themes and efficacy of each item under those themes.

Similarly, the reliability of the questionnaire was tested on the conditions laid down by Good (1966: 237), as quoted by Koul (2009: 178) and was found acceptable by the researchers. The questionnaire was further modified with the addition of Part B. Seven questions were prepared (open-ended questions) after discussion with school Administrators/Heads, Block Resource Person (BRC), and Cluster Resource Person (CRC). The responses were based on the seven questions from school administrators/ heads. The details of the items/statements are given in Appendix A.

## 3.7 SCORING OF DATA

Primary data was collected from 15 primary and 15 upper-primary schools from three blocks of Sirsa districts. After collecting data from school administrators/heads, this adopted tool gave scores, as mentioned in Table 3.5.

**Table 3.5: Scoring of Responses**

| **Responses** | **Score value** |
|---|---|
| To Great Extent | 2 |
| To Some Extent | 1 |
| Not at All | 0 |

## 3.8 STATISTICAL TECHNIQUES

Following data collection, investigators must conclude and make recommendations based on the findings. Data was analysed to summarize the collected data and make it easy to understand. Some techniques are adopted for this. The following techniques are used for data analysis in the present study, as given in Table 3.6.

**Table 3.6: Statistical Techniques**

| **Objective** | **Data Collection** | **Data Analysis** |
|---|---|---|
| 1st and 2nd Objectives | Secondary data. School results from 2003-2009 (Pre-RTE Act) & 2010-2015 (Post RTE Act) | Percentage<br>Trend Analysis<br>t- Test |
| 3rd Objective | Primary data (questionnaire for school administrators/heads) | Percentages |
| 4th Objective | Opinionnaire by school administrators/heads | Frequency Analysis |

# CHAPTER 4

# RESULTS AND INTERPRETATION

The preceding chapters introduced the problem, a review of related literature, objectives, hypotheses, research questions and methodology of the study. The present chapter is devoted to the analysis of data and the presentation of results under different sections. The sections for the presentation of results are:

**Section A:** Dropout Rate Trend Analysis.

**Section B**: Retention Rate Trend Analysis.

**Section C:** Achievement Rate Trend Analysis.

**Section D:** Effectiveness of SSA in terms of Dropout, Retention and Achievement Rate.

**Section E:** Descriptive analysis of the problems faced by school administrators.

**Section F:** Descriptive analysis of perceptions of school administrators.

**Objective 1: To study the trends of dropout, retention, and achievement rates during Pre Vs Post RTE Act 2009.**

To achieve the objective following hypothesis is framed.

**$H_o$ 1: There is no significant difference in the trends in dropout, retention, and achievement rates before (2003 to 2009) and after (2009 to 2015).**

**Sections A, B, and C are devoted to the first objective.**

## 4.1 SECTION A: DROPOUT RATE TREND ANALYSIS

In this section, the investigator has analysed the number of children who dropped out or left school before completing their education in elementary schools (primary and upper-primary schools). For this purpose, the investigator has analysed the Pre-RTE Act implementation period from 2002/03 to 2008/09 and the Post-RTE Act implementation period from 2009/10 to 2014/15. The analysis has been done as mentioned below:

**4.1.1. Trend analysis of school dropouts from 1st to 5th standards in two periods: Pre-RTE Act Implementation (2002/03 to 2008/09) and Post-RTE Act implementation (2009/10 to 2014/15)**

**4.1.2 Trend analysis of school dropouts from 6th to 8th grades in two periods: Pre-RTE Act Implementation (2002/03 to 2008/09) and Post-RTE Act implementation (2009/10 to 2014/15)**

**4.1.3. Comparison of Block wise Trend analysis of school dropouts from 1st to 5th standards in two periods: Pre-RTE Act implementation (2002/03 to 2008/09) and Post-RTE Act implementation (2009/10 to 2014/15)**

**4.1.4 Comparison of Block-wise Trend Analysis of school dropouts from 6th to 8th grades in two Periods: before RTE Act implementation (2002/03 to 2008/09) and after RTE Act implementation (2009/10 to 2014/15)**

### 4.1.1 Trend analysis of school dropouts from 1st to 5th standards in two periods: Pre-RTE Act Implementation (2002/03 to 2008/09) and Post-RTE Act implementation (2009/10 to 2014/15)

In this section, the trend analysis has been presented for the periods in consideration. The number and percentage of dropout children in the 1st, 2nd, 3rd, 4th, and 5th standards have been explained. For this purpose, two periods have been considered: The Pre-RTE Act period from (2002/03 to 2008/09) and the Post-RTE-Act period from (2009/10 to 2014/15). The Pre-RTE Act has three batches: 2002/03 to 2006/07, 2003/04 to 2007/08, and 2004/05 to 2008/09. Two batches of the Post-RTE Act period are 2009/10 to 2013/14 and 2010/11 to 2014/15, which are shown in the following table:

**Table 4.1: Dropout Rate before passing 5th standard from 2002/03 to 2014/15 year-wise and standard-wise**

| YEAR | No. of the Students enrolled at the beginning of the session | No. of students drop/left school in 1st standard | No. of students drop/left school in 2nd standard | No. of students drop/left school in 3rd standard | No. of students drop/left school in 4th standard | No. of students drop/left school in 5th standard |
|---|---|---|---|---|---|---|
| **Pre RTE Act 2009** | | | | | | |
| **2002/03** | 386 | 367(19) 5.17% | | | | |
| **2003/04** | 397 | 374(23) 6.14% | 325(42) 12.9% | | | |
| **2004/05** | 388 | 374(14) 3.74% | 354(20) 5.64% | 305(20) 6.55% | | |
| **2005/06** | | | 337(37) 10.9% | 317(37) 11.6% | 271(34) 12.5% | |
| **2006/07** | | | | 306(31) 10.1 | 290(27) 9.31% | 267(4) 1.49% |
| **2007/08** | | | | | 282(24) 8.5% | 287(3) 1.04% |
| **2008/09** | | | | | | 281(1) 0.35% |
| **Post RTE Act 2009** | | | | | | |
| **2009/10** | 373 | 363(10) 2.75% | | | | |
| **2010/11** | 326 | 321(5) 1.55 | 332(31) 9.33% | | | |
| **2011/12** | | | 311(10) 3.21% | 318(14) 4.40% | | |
| **2012/13** | | | | 301(10) 3.32% | 307(11) 3.58% | |
| **2013/14** | | | | | 296(5) 1.68% | 307(0) 0% |
| **2014/15** | | | | | | 296(0) 0% |

Data is further analysed based on the above Table 4.1, and a summary is presented below in Table 4.2.

**Table 4.2: Summary of Dropout for Pre and Post-RTE Act Batches (1st to 5th standard)**

| Year | Total Enrolment (at the beginning of batch in 1st standard) | Dropout (till the end of the batch in 5th standard) | Dropout % |
|---|---|---|---|
| **Pre-RTE Act** | | | |
| **2002/03 to 2006/07 (1st batch)** | 386 | 119 | 30.8% |
| **2003/04 to 2007/08 (2nd batch)** | 397 | 110 | 27.7% |
| **2004/05 to 2008/09 (3rd batch)** | 388 | 107 | 27.5% |
| **Average** | 1171 | 336 | **28.6%** |
| **Post RTE Act** | | | |
| **2009/10 to 2013/14 (1st batch)** | 373 | 66 | 17.6% |
| **2010/11 to 2014/15 (2nd batch)** | 326 | 30 | 9.20% |
| **Average** | 699 | 96 | **13.7%** |
| **Difference between Pre and Post-RTE Act Dropout** | | **decreased by 14.9%** | |

Table 4.1 shows the details and percentage of the children who dropped out or left school before reaching the 5th standard after five years. The rate of dropout is shown standard-wise and batch-wise.

Table 4.1 shows three batches of the Pre-RTE Act and two of the Post-RTE Act. In the first batch of students under the Pre-RTE Act from 2002/03 to 2006/07, the dropout percentages of 1st, 2nd, 3rd, 4th and 5th standard students were 5.17%, 12.9%, 6.55%, 12.5 and 1.49% respectively. In the 2nd batch of the Pre-RTE Act from 2003/04 to 2007/08, the dropout percentage of students of 1st, 2nd, 3rd, 4th and 5th standard was 6.14%, 5.64%, 11.6%, 9.31% and 1.04% respectively. In the 3rd batch of the Pre-RTE Act, from 2004/05 to 2008/09, the dropout percentage of 1st, 2nd, 3rd, 4th and 5th standard students were 3.74%, 10.9%, 10.1%, 8.5% and 0.35%, respectively.

After implementing the RTE Act, the collected data was divided into two batches. In the first batch from 2009/10 to 2013/14, the dropout percentage of 1st, 2nd, 3rd, 4th and 5th standard students were 2.75%, 9.33%, 4.40%, 3.58%, and 0%

respectively. In the 2nd batch of Post RTE Act implementation from 2010/11 to 2014/15, the dropout percentage of 1st, 2nd, 3rd, 4th and 5th standards was 1.55%, 3.21, 3.32%, 1.68% and 0%, respectively.

Further, from table 4.2, the analysis of the average dropout rate for different batches for the years 2002/03, 2003/04, and 2004/05 (1st batch, 2nd batch, and 3rd batch) was 30.8%, 27.7%, and 27.5% during the pre-RTE Act implementation. This amounts to the conclusion that there is a slight decrease in the dropout rate year-on-year. The average dropout rate for three batches during the pre-RTE Act implementation is 28.6% which is very high.

During the RTE Act implementation, 2009/10 to 2013/14 and 2010/11 to 2014/15 (first and second batches), the dropout rate was 17.6% and 9.20%, respectively. This leads to the conclusion that the dropout rate was reduced drastically after implementing the RTE Act. The decrease is very sharp year-on-year, from 17.60% to 9.20%. The average percentage for the two batches is 13.7%. Further analysis of the results reveals that the average dropout rate decreased by 14.9% following the implementation of the RTE Act 2009 (the average dropout rate during the initial RTE Act implementation was 28.6%, and the average dropout rate during the Post RTE Act implementation was 13.70%).

The dropout rate from 2002/03 to 2014/15 is also presented graphically, and Figure 4.1 shows the trend line for the period.

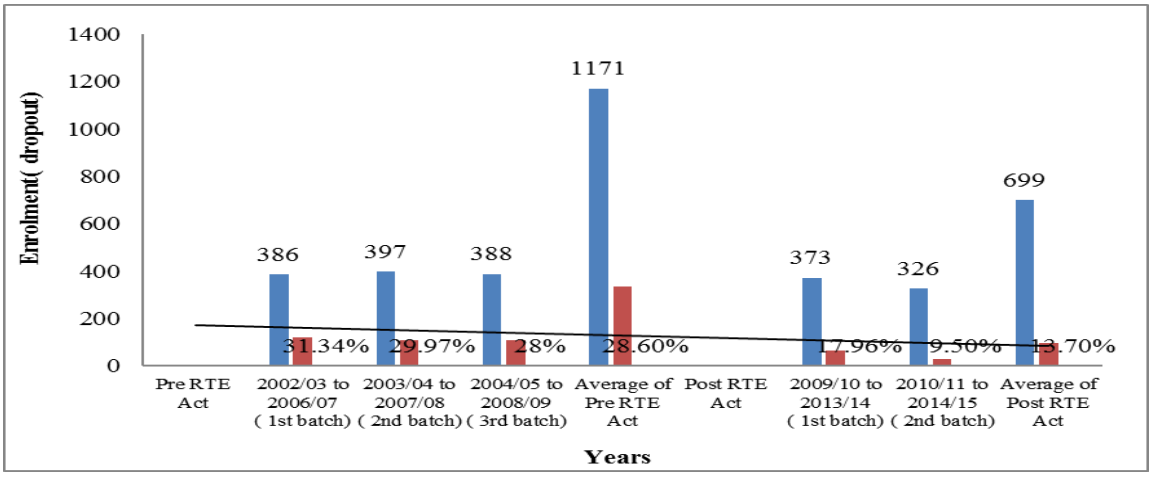


**Figure 4.1: Graphical representation of Dropout Rate of (1st to 5th standard) from 2002/03 to 2014/15 (Pre and Post-RTE Act implementation)**

### 4.1.2 Trend analysis of school dropout of 6th to 8th standards in two periods: Pre-RTE Act implementation from 2002/03 to 2008/09 and Post-RTE Act implementation from 2009/10 to 2014/15

In this section, the investigator has done a trend analysis of the number and percentage of children who enrolled in 6th standard at the beginning of the year but did not complete school education till 8th standard. For this purpose, two periods have been taken into account. Pre-RTE Act and the Post-RTE Act - there are five batches of the Pre-RTE Act: 2002/03 to 2004/05, 2003/04 to 2005/06, 2004/05 to 2006/07, 2005/06 to 2007/08 and 2006/07 to 2008/09. Four batches of Post RTE Act are 2009/10 to 2011/12, 2010/11 to 2012/13, 2011/12 to 2013/14, and 2012/13 to 2014/15, shown in table 4.3.

**Table 4.3: Dropout Rate before passing 8th standard from 2002/03 to 2014/15 year-wise and standard-wise**

| Year | Number of students enrolled at the beginning of a session | The number and percentage of students drop in 6th standard | The number and percentage of students drop in 7th standard | The number and percentage of students drop in 8th standard |
|---|---|---|---|---|
| **Pre-RTE Act 2009** | | | | |
| 2002-03 | 375 | 366(9) 2.45% | | |
| 2003-04 | 447 | 443(4) 0.90% | 312(54) 17% | |
| 2004-05 | 490 | 487(3) 0.61% | 389(54) 13.8% | 307(5) 1.62% |
| 2005-06 | 450 | 449(1) 0.22% | 412(75) 18.2% | 386(3) 0.77% |
| 2006-07 | 375 | 368(7) 1.90% | 356(93) 26.1% | 406(6) 1.47% |
| | | | 326(42) 12.8% | 344(12) 3.48% |
| | | | | 315(11) 3.49% |
| **Post RTE Act 2009** | | | | |
| 2009-10 | 411 (9) | 402(9) 2.23% | | |
| 2010-11 | 428 (14) | 414(14) 3.38% | 384(8) 4.68% | |
| 2011-12 | 585 | 564(21) 3.72% | 400(14) 3.5% | 382(2) 0.52% |
| 2012-13 | 539 | 528(11) 2.08% | 506(58) 11.4% | 386(14) 3.62% |
| 2013-14 | | | 509(19) 3.72% | 495(11) 0.20% |
| 2014-15 | | | | 500(9) 1.8% |

Based on the data in Table 4.3, a summary has been prepared and presented below in Table 4.4.

**Table 4.4: Summary of Dropout for Different Pre and Post-RTE Act Batches**

| Year | Enrolment (at the beginning of the batch in 6th standard) | Dropout (No of students drop out before completing 8th) | Dropout % |
|---|---|---|---|
| **Pre-RTE Act** | | | |
| 2002/03 to 2004/05 (1st batch) | 375 | 68 | 18.1% |
| 2003/04 To 2005/06 (2nd batch) | 447 | 61 | 13.64% |
| 2005/06 to 2006/07 (3rd batch) | 490 | 84 | 17.14% |
| 2006/07 to 2008/09 (4th batch) | 450 | 106 | 23.5% |
| 2007/08 to 2009/10 (5th batch) | 375 | 60 | 16% |
| **Average** | 2137 | 379 | **17.73%** |
| **Post RTE Act** | | | |
| 2009/10 to 2011/12 (1st batch) | 411 | 29 | 4.62% |
| 2010/11 to 2012/13 (2nd batch) | 428 | 42 | 9.81% |
| 2011/12 to 2013/14 (3rd batch) | 585 | 90 | 15.03% |
| 2012/13 to 2014/15 (4th batch) | 539 | 39 | 7.23% |
| **Average** | **1963** | **200** | **10.18%** |
| **Difference between Pre and Post-RTE Dropout** | | **Decreased by 7.55%** | |

Table 4.3 shows the percentage of children who dropped out or left the school before reaching the 8th class after three years. The percentage of dropouts is shown class and batch-wise. Table 4.3 shows five batches of the Pre-RTE Act and four of the Post-RTE Act. In the first batch of Pre-RTE Act from 2002/03 to 2004/05, dropout percentages for 6th, 7th and 8th standards were 2.45%, 17% and 1.62%, respectively. In the second batch of the Pre-RTE Act from 2003/04 to 2005/06, the dropout percentage of students for 6th, 7th and 8th standards were 0.90%, 13.8% and 0.77%, respectively. In the third batch of Pre RTE-Act from 2004/05 to 2006/07, the dropout percentage of students for 6th, 7th and 8th standards was 0.61%, 18.2% and 1.47%, respectively. In the 4th batch from 2005/06 to 2007/08, the dropout percentage of students for 6th, 7th and

8th standards was 0.22%, 26.1% and 3.48%, respectively. In the 5th batch of Pre RTE-Act from 2006/07 to 2008/09, the dropout percentage of students for 6th, 7th and 8th standards was 1.90%, 12.8% and 3.49%, respectively.

After implementing the RTE Act, in the first batch from 2009/10 to 2011/12, the dropout percentage of students for 6th, 7th, and 8th standards was 2.23%, 4.68% and 0.52%, respectively. In the second batch of Post RTE Act from 2010/11 to 2012/13, the dropout percentage for 6th, 7th and 8th standards was 3.38%, 3.5% and 3.62%, respectively. In the third batch of Post RTE Act from 2011/12 to 2013/14, the dropout percentage for 6th, 7th, and 8th standards was 3.72%, 11.4% and 0.20%, respectively. In the fourth batch, the dropout percentage for 6th, 7th and 8th standards was 2.08%, 3.72% and 1.8%, respectively.

Further, Table 4.4 shows the analysis of the average dropout rate for different batches, showing that the average dropout percentage for the years 2002/03, 2003/04, 2004/05, 2005/06, and 2006/07 (1st batch, 2nd batch, 3rd batch, 4th batch, and 5th batch) was respectively 18.1%, 13.64%, 17.14%, 23.5%, and 16% during Pre-RTE-Act implementation. This amounts to the conclusion that there is a slight decrease in the dropout rate year-on-year. The average dropout rate for five batches during Pre-RTE-Act implementation was 17.73% which is very high.

The average dropout rate percentage for years 2009/10, 2010/11, 2011/12, and 2012/13 (1st batch, 2nd batch, 3rd batch, and 4th batch) was respectively 4.62%, 9.81%, 15.03%, and 7.23% during Post RTE Act implementation. The average dropout rate for four batches was reduced drastically to 10.18%. In comparison, during the implementation of the Post RTE Act, the dropout rate was low but did not decrease year-on-year. However, the result shows that the average dropout percentage decreased by 7.55% after the implementation of the RTE Act 2009 (during the Pre-RTE Act implementation, the average dropout percentage was 17.73%, and during the Post-RTE Act implementation, the average dropout percentage was 10.18%).

The dropout rate from 2002/03 to 2014/15 is also presented graphically, and the trend line for the period is shown in Figure 4.2, given below.

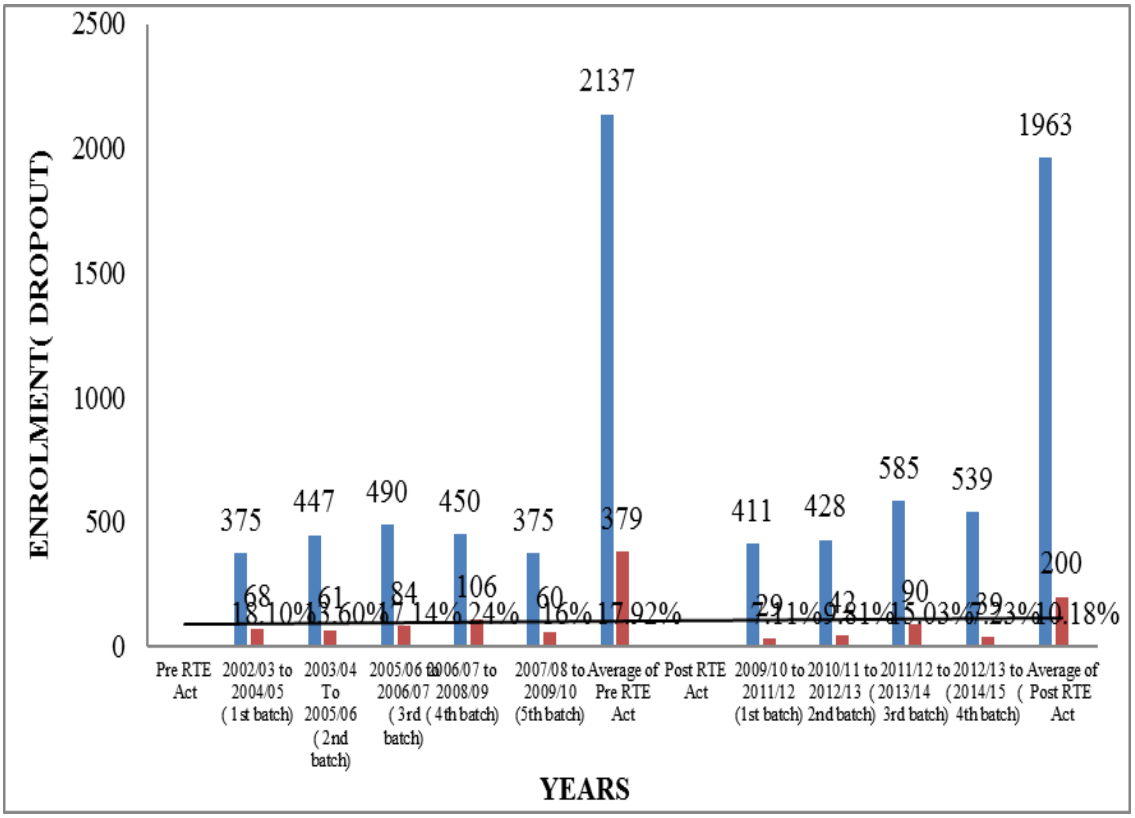


**Figure 4.2: Graphical representation of Dropout Rate of (6th to 8th standard) from 2002/03 to 2014/15 (Pre and Post RTE Act implementation)**

### 4.1.3. Comparison of Block wise Trend analysis of school dropouts from 1st to 5th standards in two periods: Pre-RTE Act implementation from (2002/03 to 2008/09) and Post-RTE Act implementation from (2009/10 to 2014/15)

In this section, a comparison of the dropout of three blocks has been shown. Trend analysis (number and percentage) of the children who enrolled in 1st standard at the beginning of the year and left their study before completing 5th class) has been explained. There are three batches of Pre-RTE Act: 2002/03 to 2006/07, 2003/04 to 2007/08 and 2004/05 to 2008/09. Two batches of Post RTE Act are 2009/10 to 2013/14 and 2010/11 to 2014/15, shown in Table 4.5.

**Table 4.5: Summary of Block wise Comparison of trend analysis of DROPOUT rate of 1st to 5th standard Pre and Post RTE Act implementation (2003 to 2015)**

| Session | Batch | Dabwali Block | | | Odhan Block | | | Sirsa Block | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Total Enrolment (at the beginning of batch in 1st standard) | Dropout (till the end of the batch in 5th standard) | Dropout % | Total Enrolment (at the beginning of batch in 1st standard) | Dropout (till the end of the batch in 5th standard) | Dropout % | Total Enrolment (at the beginning of batch in 1st standard) | Dropout (till the end of the batch in 5th standard) | Dropout % |
| | | **Pre RTE Act** | | | | | | | | |
| 2002/03 to 2006/07 | 1st batch | 130 | 48 | 36.90% | 169 | 43 | 25.40% | 72 | 27 | 37.50% |
| 2003/04 to 2007/08 | 2nd batch | 134 | 32 | 23.80% | 174 | 48 | 27.50% | 90 | 32 | 35.50% |
| 2004/05 to 2008/09 | 3rd batch | 125 | 24 | 19% | 168 | 40 | 24% | 95 | 43 | 45% |
| | Average | 389 | 104 | 42.10% | 511 | 131 | 25.60% | 257 | 102 | 39.60% |
| | | **Post RTE Act** | | | | | | | | |
| 2009/10 to 2013/14 | 1st batch | 125 | 8 | 6.40% | 127 | 16 | 12.50% | 121 | 43 | 35.50% |
| 2010/11 to 2014/15 | 2nd batch | 80 | 2 | 2.50% | 135 | 11 | 8.10% | 111 | 17 | 15.30% |
| Average | | 205 | 10 | 4.80% | 262 | 27 | 10.30% | 232 | 60 | 25.80% |
| **Difference between Pre and Post-RTE Act dropout Rates decreased by** | | | | **37.30%** | | | **15.30%** | | | **13.80%** |

Table 4.5 shows the percentage of children who dropped out/left school before reaching the 5th standard after five years. The percentage of dropout is shown block-wise and batch-wise. The investigator has taken the period of the Pre-RTE Act 2009 and Post-RTE Act. The table shows three batches of the Pre-RTE Act and two of the Post-RTE Act. The dropout percentage of students of the Dabwali block during the Pre-RTE Act implementation for the 1st, 2nd, and 3rd batches was 36.90%, 23.8%, and 19%, respectively.

The dropout percentages of students of Odhan block for the first, second, and third batches were 25.40%, 27.5%, and 24%, respectively. The dropout percentages of students of Sirsa block for the first, second, and third batches were 37.50%, 35.50%, and 45%, respectively.

Post-RTE Act implementation, the Dropout percentage of students of the Dabwali block for the first and second batches was 6.40% and 2.5%, respectively. The dropout percentage of students of Odhan block for the first and second batches was 12.5% and 8.10%, respectively. The dropout percentage of students of Sirsa block for the first and second batches was 35.50% and 15.30%, respectively.

Further, the results show that the average dropout percentage of the Dabwali block drastically decreased by 37.30. The average dropout percentage of three batches during the pre-RTE Act implementation was 42.10%, and the dropout percentage of two batches during the post-RTE Act implementation was 4.80%.

The average dropout percentage of Odhan block was drastically decreased by 15.30%. The dropout percentage of three batches during the RTE Act implementation was 25.60%, and the dropout percentage of two batches during the RTE Act implementation was 10.30%).

The average dropout percentage of the Sirsa block drastically decreased by 13.80%. The dropout percentage of three batches during pre-RTE Act implementation was 39.60%, and the dropout percentage of two batches during post-RTE Act implementation was 25.80%.

### 4.1.4 Block-wise Trend analysis of school dropouts of 6th to 8th grades for two periods: before RTE Act implementation from (2002/03 to 2008/09) and after RTE Act implementation from (2009/10 to 2014/15)

In this section, a comparison of the dropout of three blocks has been shown. Trend analysis (number and percentage) of the children who enrolled in 6$^{th}$ standard at the beginning of the year and left their study before completing 8th class) has been explained. Five batches of the Pre-RTE Act are - 2002/03 to 2004/05, 2003-04 to 2005/06, 2004/05 to 2006/07, 2005/06 to 2007/08, and 2006/07 to 2008/09. Four batches of Post RTE Act are- 2009/10 to 2011/12, 2010/11 to 2012/13, 2011/12 to 2013/14, and 2012/13 to 2014/15.

Table 4.6 shows the detail and percentage of the children who dropped out/left the school before reaching 8th standard. The percentage of dropout is shown block-wise and batch-wise. The table shows five batches of the Pre-RTE Act and four batches of the RTE Act.

The dropout percentage of students of the Dabwali block during Pre-RTE Act implementation for the 1st, 2nd, 3rd, 4th and 5th batches was 14%, 11.70%, 20.30%, 22% and 10%, respectively. The dropout percentage of students of Odhan block for the 1st, 2nd, 3rd, 4th and 5th batches was 19.10%, 13.81%, 14.50%, 21% and 28%, respectively. The dropout percentage of students of Sirsa block for the 1st, 2nd, 3rd, and 4th batches was 21.60%, 15.70%, 17%,20%, and 21%, respectively.

Post RTE Act implementation, the dropout percentage of students of the Dabwali block for the 1st, 2nd, 3rd, and 4th batches was 5.10%, 8.75%, 10.84%, and 4.83%, respectively. The dropout percentage of students of Odhan block for the 1st, 2nd, 3rd, and 4th batches was 15.07%, 5.14%, 11.40%, and 11.05%, respectively. The dropout percentage of students of Sirsa block for the 1st, 2nd, 3rd, and 4th batches was 10.80%, 9.80%, 16.50%, and 2.20%, respectively.

Further, the results show that the average dropout percentage of the Dabwali block drastically decreased by 8.18%. The dropout percentage of five batches during the pre-RTE Act implementation was 15.80%, and the dropout percentage of four batches during the post-RTE Act implementation was 7.62%.

**Table 4.6: Block wise comparison of dropout rate of 6th -8th pre and post RTE Act (2003 to 2015)**

| Year | Batch | Dabwali Block | | | Odhan Block | | | Sirsa Block | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Summary of Drop-out Rate for Different Pre and Post-RTE Act Batches | | | | | | | | |
| | | Enrolment (at the beginning of the batch in 6th standard) | Dropout (till the end of the batch in 8th standard) | Dropout % | Enrolment (at the beginning of the batch in 6th standard) | Dropout ( till the end of the batch in 5th standard) | Dropout% | Enrolment (at the beginning of the batch in 6th standard) | Dropout (till the end of the batch in 8h standard) | Dropout % |
| | | Pre RTE Act | | | | | | | | |
| 2002/03 to 04/05 | 1st batch | 121 | 17 | 14.00% | 157 | 30 | 19.10% | 97 | 21 | 21.60% |
| 2003/04 to 05/06 | 2nd batch | 162 | 19 | 11.70% | 152 | 21 | 13.81% | 133 | 21 | 15.70% |
| 2005/06 to 06/07 | 3rd batch | 162 | 33 | 20.30% | 199 | 29 | 14.50% | 129 | 22 | 17.00% |
| 2006/07 to 08/09 | 4th batch | 137 | 30 | 22% | 137 | 30 | 21% | 148 | 29 | 20% |
| 2007/08 to 09/10 | 5th batch | 118 | 12 | 10% | 165 | 47 | 28% | 149 | 31 | 21% |
| Average | | 700 | 111 | 15.80% | 810 | 157 | 19.30% | 656 | 124 | 18.90% |
| | | Post RTE Act | | | | | | | | |
| 2009/10 to 11/12 | 1st batch | 137 | 7 | 5.10% | 108 | 17 | 15.07% | 138 | 15 | 10.80% |
| 2010/11 to 12/13 | 2nd batch | 160 | 14 | 8.75% | 136 | 7 | 5.14% | 102 | 10 | 9.80% |
| 2011/12 to 13/14 | 3rd batch | 212 | 23 | 10.84% | 166 | 19 | 11.40% | 200 | 33 | 16.50% |
| 2012/13 to 14/15 | 4th batch | 186 | 9 | 4.83% | 173 | 20 | 11.05% | 181 | 4 | 2.20% |
| Average | | 695 | 53 | 7.62% | 583 | 63 | 8.50% | 621 | 62 | 9.98% |
| The difference between Pre and Post-RTE dropout rates decreased by | | | | 8.18% | | | 7.99% | | | 8.92% |

The Odhan block's average dropout percentage drastically decreased by 7.99%. Five batches' dropout percentage during pre-RTE Act implementation was 19.30%, and four batches' dropout percentage during post-RTE Act implementation was 8.50%.

The average dropout percentage of Sirsa block drastically decreased by 8.92%. The dropout percentage of five batches during the pre-RTE Act implementation was 18.90%, and that of four batches during the post-RTE Act implementation was 9.98%.

## 4.2 SECTION B: TREND ANALYSIS OF RETENTION RATE

In this section, the investigator has analysed the retention rate. The retention rate is the number of children who have completed their primary and upper primary school education. For this purpose, the investigator has analysed the Pre-RTE Act implementation period from 2002/03 to 2008/09 and the Post-RTE Act implementation period from 2009/10 to 2014/15. The analysis has been done as mentioned below:

### 4.2.1 Trend analysis of the retention rate of the 1st to 5th standards for pre-RTE Act implementation (2002/03 to 2008/09) and post-RTE Act implementation (2009/10 to 2014/15).

### 4.2.2 Trend analysis of retention rate of 6th to 8th standards for pre-RTE Act implementation (2002/03 to 2008/09) and post-RTE Act implementation (2009/10 to 2014/15).

### 4.2.3 Block-wise trend analysis of retention rate from 1st to 5th grades for two periods, before RTE Act implementation (2002/03 to 2008/09) and after RTE Act implementation (2009/10 to 2014/15).

### 4.2.4 Block-wise Trend analysis of retention rate from 6th to 8th grades for two periods: Before RTE Act implementation (2002/03 to 2008/09) and after RTE Act implementation (2009/10 to 2014/15).

### 4.2.1 Trend analysis of retention rate of the 1st to 5th standards for pre-RTE Act implementation (2002/03 to 2008/09) and post-RTE Act implementation (2009/10 to 2014/15).

In this section, the trend analysis of the retention rate has been explained. For this purpose, two periods have been considered: The Pre-RTE Act period from 2002/03 to 2008/09 and the Post-RTE Act period from 2009/10 to 2014/15. The Pre-RTE Act implementation has three batches: 2002/03 to 2006/07, 2003/04 to 2007/08, and 2004/05 to 2008/09. There are two batches of the Post RTE Act implementation 2009/10 to 2013/14 and 2010/11 to 2014/15, which are shown in the following table;

**Table 4.7: Retention Rate till completion 5th standard from 2002/03 to 2014/15 year wise and standard-wise**

| YEAR | No. of the Students enrolled at the beginning of the session | No. of students completed a study in 1st standard | No. of students completed a study in 2nd standard | No. of students completed a study in 3rd standard | No. of students completed a study in 4th standard | No. of students completed a study in 5th standard |
|---|---|---|---|---|---|---|
| **Pre-RTE Act** | | | | | | |
| 2002/03 | 386 | 367(348) 94.8% | | | | |
| 2003/04 | 397 | 374(254) 67.9% | 325(282) 86.7% | | | |
| 2004/05 | 388 | 374(359) 95.9% | 354(328) 92.6% | 305(283) 92.7% | | |
| 2005/06 | | | 337(299) 88.7% | 317(276) 87% | 271(238) 87.8% | |
| 2006/07 | | | | 306(275) 89.8% | 290(261) 90% | 267(264) 98.8% |
| 2007/08 | | | | | 282(258) 91.4% | 287(284) 98.9% |
| 2008/09 | | | | | | 281(280) 99.6% |
| **Post RTE Act** | | | | | | |
| 2009/10 | 373 | 363(353) 97.2% | | | | |
| 2010/11 | 326 | 321(316) 98.4% | 332(301) 90.6% | | | |
| 2011/12 | | | 311(301) 96.7% | 318(313) 98.4% | | |
| 2012/13 | | | | 301(290) 96.3%. | 307(296) 96.4% | |
| 2013/14 | | | | | 296(291) 98.3% | 307(307) 100% |
| 2014/15 | | | | | | 296(296) 100% |

Data is further analysed based on the above table (4.7), and a summary is presented below in Table 4.8.

**Table 4.8: Summary of Retention Rate for different Pre and Post-RTE Act Batches of (1st to 5th Standard)**

| Year | Batch | Total Enrolment (at the beginning of batch in 1st standard) | Students who completed schooling (till the end of the batch in 5th standard) | Retention % |
|---|---|---|---|---|
| **Pre-RTE Act** | | | | |
| 2002/03 to 2006/07 | 1st batch | **386** | **267** | **69.17%** |
| 2003/04 to 2007/08 | 2nd batch | **397** | **287** | **72.29%** |
| 2004/05 to 2008/09 | 3rd batch | **388** | **281** | **72.44%** |
| | Average | | | |
| | | **1171** | **835** | **71.30%** |
| **Post RTE Act** | | | | |
| 2009/10 to 2013/14 | 1st batch | **373** | **307** | **82.57%** |
| 2010/11 to 2014/15 | 2nd batch | **326** | **296** | **90.70%** |
| | Average | **699** | **603** | **86.20%** |
| **Difference in retention rate (Pre-Post RTE Act)** | | | **Increased by 14.9%** | |

Table 4.7 shows the details and percentage of the children who complete schooling until 5th standard after five years. The retention rate percentage is shown standard-wise and batch-wise. Table 4.7 shows three batches of the Pre-RTE Act period and two of the Post-RTE Act period. In the first batch of the Pre-RTE Act from 2002/03 to 2006/07, the retention percentage of students for 1st, 2nd, 3rd, 4th and 5th was 94.8%, 86.7%, 92.7%, 87.8% and 98.8%, respectively. The retention percentage of the 2nd batch from 2003/04 to 2007/08 of Pre-RTE Act for 1st, 2nd, 3rd, 4th and 5th standard was 67.9%, 92.6%, 87%, 90%, and 98.9% respectively. The retention percentage of the 3rd batch from 2004/05 to 2008/09 of Pre-RTE Act for 1st, 2nd, 3rd, 4th and 5th standard was 95.9%, 88.7%, 89.8%, 91.4% and 99.6% respectively.

After implementing the RTE Act, the data for two batches has been drawn out. In the first batch from 2009/10 to 2013/14, Retention percentages for 1st, 2nd, 3rd, 4th and 5th standards were 97.2%, 90.6%, 98.4%, 96.4% and 100%, respectively. The retention percentage of the 2nd batch of Post RTE Act for 1st, 2nd, 3rd, 4th and 5th standard was 98.4%, 96.7%, 96.3%, 98.3%, and 100% respectively.

Further, in Table 4.8, the analysis of the average retention rate for different batches shows that the average retention rate percentage for the years 2002/03, 2003/04, and 2004/05 (1st batch, 2nd batch, and 3rd batch) was 69.17%, 72.29% and 72.44%, during Pre-RTE Act implementation. This amounts to the conclusion that there is a slight increase in retention rate on a year-on-year basis. The average retention rate for three batches during Pre-RTE Act implementation is 71.30%, which is low.

After implementing the RTE Act, retention percentages for 2009/10 and 2010/11(1st batch and 2nd batch) were 82.57% and 90.70%. This leads to the conclusion that the retention rate increased yearly after implementing the RTE Act. The increase is very sharp, from 82.57% to 90.70%. The average percentage retention rate for the two batches was 86.2**%.** Further, the results show that the average retention rate percentage increased by 14.9% after implementing the RTE Act. The retention rate from 2002/03 to 2014/15 is also presented graphically, and the trend line for the period is shown in Figure 4.3.

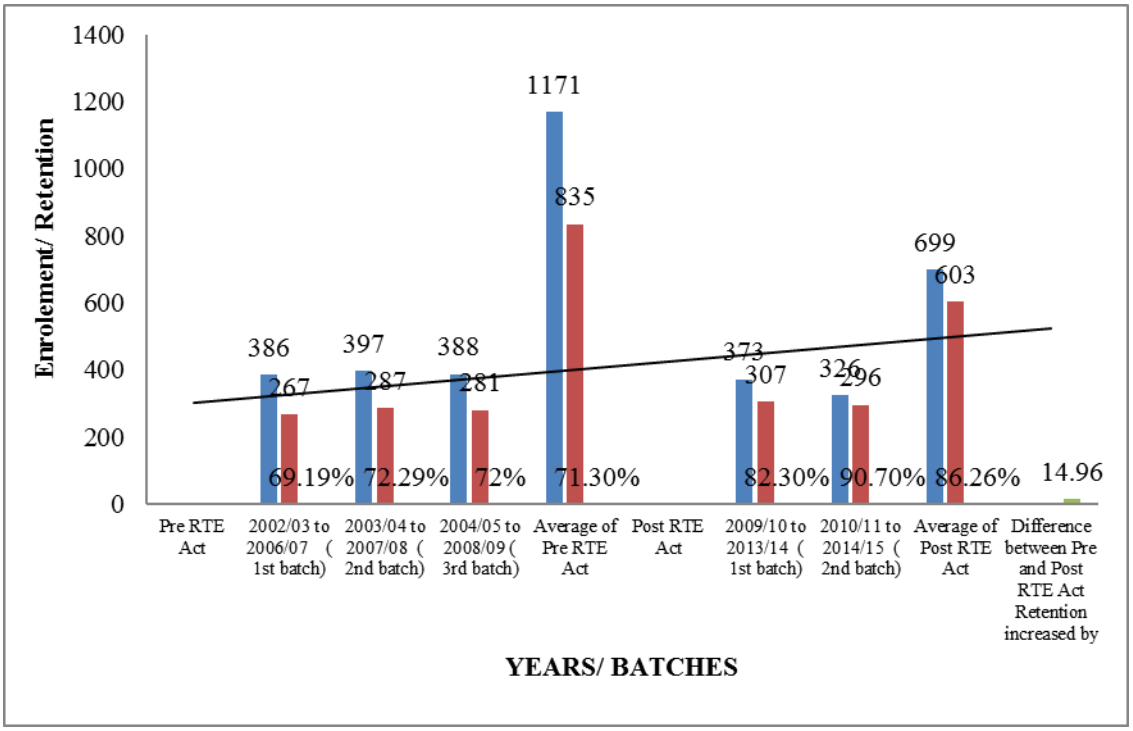


**Figure 4.3: Graphical representation of retention Rate of (6th to 8th standard) from 2002/03 to 2014/15**

### 4.2.2 Trend analysis of the school retention rate of 6th to 8th standards of Pre-RTE Act implementation from 2002/03 to 2008/09 and Post-RTE Act implementation from 2009/10 to 2014/15.

In this section, the investigator has done a trend analysis. The number and percentage of children who completed school education from 6th to 8th standard. There are five batches of the Pre-RTE Act period: 2002/03 to 2004/05, 2003/04 to 2005/06, 2004/05 to 2006/07, 2005/06 to 2007/08, 2006/07 to 2008/09. Four batches of the Post RTE Act are: 2009/10 to 2011/12; 2010/11 to 2012/13; 2011/12 to 2013/14; and 2012/13 to 2014/15, which is shown in the following Table 4.9.

**Table 4.9: Retention Rate till completion 8th standard from 2002/03 to 2014/15 year wise and standard-wise**

| Year | Number of students enrolled at the beginning of the session | Number of students completed study till 6th standard | Number of students completed study till 7th standard | Number of students completed study till 8th standard |
|---|---|---|---|---|
| **Pre-RTE Act 2009** | | | | |
| 2002-03 | 375 | 366(357) 97.5% | | |
| 2003-04 | 447 | 443(439) 99.09 % | 312(258) 82.6% | |
| 2004-05 | 490 | 487(484) 99.3 % | 389(334) 85.8% | 307(302) 98.3% |
| 2005-06 | 450 | 450(449) 99.7% | 412(337) 81.7% | 386(383) 99.2% |
| 2006-07 | 375 | 368(361) 98.09% | 356(263) 78.8% | 406(400) 98.5% |
| | | | 326(284) 87.1% | 344(330) 95.9% |
| | | | | 315(304) 96.5% |
| **Post RTE Act 2009** | | | | |
| 2009-10 | 411 (9) | 402(393) 97.7% | | |
| 2010-11 | 428 (14) | 414 (400) 96.6% | 384 (366) 95.3% | |
| 2011-12 | 585 | 564 (543) 96.2% | 400 (386) 96.5% | 382(380) 99.4% |
| 2012-13 | 539 | 528(517) 97.9% | 506(448) 88.5% | 385(371) 96.3% |
| 2013-14 | | | 509 (490) 96.2% | 495(484) 97.7 % |
| 2014-15 | | | | 500(491) 98.2% |

Based on the above table 4.9, a summary has been prepared and presented below in table 4.10.

**Table 4.10: Summary of Retention Rate for different Pre and Post-RTE Act Batches of 6th to 8th standard**

| Year | Batch | Enrolment at the beginning of the batch in 6th standard | Retention (No. of students completed schooling till 8th) | Retention % |
|---|---|---|---|---|
| **Pre-RTE Act** | | | | |
| 2002/03 to 2004/05 | 1st batch | 375 | 307 | 81.80% |
| 2003/04 to 2005/06 | 2nd batch | 447 | 386 | 86.30% |
| 2005/06 to 2006/07 | 3rd batch | 490 | 406 | 82.80% |
| 2006/07 to 2008/09 | 4th batch | 450 | 344 | 76% |
| 2007/08 to 2009/10 | 5th batch | 375 | 315 | 84% |
| | Average | **2137** | **1758** | **82.20%** |
| **Post RTE Act** | | | | |
| 2009/10 to 2011/12 | 1st batch | 411 | 382 | 92.90% |
| 2010/11 to 2012/13 | 2nd batch | 428 | 386 | 89.95% |
| 2011/12 to 2013/14 | 3rd batch | 585 | 495 | 84.61% |
| 2012/13 to 2014/15 | 4th batch | 539 | 500 | 92.76% |
| | Average | **1963** | **1763** | **89.80%** |
| **Difference of Pre and Post RTE** | | **Retention increased by** | | **7.60%** |

Table 4.9 shows details of the retention rate, class-wise and batch-wise. Table 4.9 shows five batches of the Pre-RTE Act and four of the Post-RTE Act. In the first batch of the Pre-RTE Act from 2002/03 to 2004/05, the retention percentage for 6th, 7th and 8th standard was 97.5%, 82.6%, and 98.3% respectively. In the 2nd batch of the Pre-RTE Act from 2003/04 to 2005/06, the retention percentage for 6th, 7th and 8th was 99.09%, 85.8%, and 99.2%, respectively. In the third batch of Pre-RTE Act from 2004/05 to 2006/07, the retention percentage for the 6th, 7th and 8th standards was 99.3%, 81.7% and 98.5%, respectively. In the 4th batch of the Pre-RTE Act from 2005/06 to 2007/08, the retention percentage for the 6th, 7th and 8th standards was 99.7%, 78.8 % and 95.9 %, respectively. In the 5th batch of Pre RTE-Act from 2006/07

to 2008/09, retention percentages for $6^{th}$, $7^{th}$ and $8^{th}$ standards were 98.09 %, 87.1 %, and from 7th to 8th standard 96.5 %, respectively.

In the first batch of Post RTE Act from 2009/10 to 2011/12, the retention percentage for the 6th, 7th and 8th standards was 97.7%, 95.3% and 99.4%, respectively. In the 2nd batch of Post RTE Act implementation from 2010/11 to 2012/13, the retention percentage for 6th, 7th and 8th standards was 96.6%, 96.5% and 96.3%, respectively. In the third batch of the Post RTE Act from 2011/12 to 2013/14, the retention percentage for the 6th, 7th and 8th standards was 96.2%, 88.5%, and 97.7%, respectively. In the 4th batch of the Post RTE Act from 2012/13 to 2014/15, the retention percentage was 97.9%, 96.2%, and 98.2%, respectively.

Further, Table 4.10 shows the analysis of the average retention rate for different batches, showing the average retention percentage for years 2002/03, 2003/04, 2004/05, 2005/06, and 2006/07 (1st batch, 2nd batch, 3rd batch, 4th batch, and 5th batch) is respectively 81.80%, 86.30%, 82.8%, 76%, and 84% during Pre-RTE Act implementation. This amounts to the conclusion that there is a slight increase in retention rate on a year-on-year basis. The average retention rate for five batches during the Pre-RTE Act implementation was 82.02%, which is low.

After the RTE Act implementation, the average retention rate percentage for years 2009/10, 2010/11, 2011/12, and 2012/13 (1st batch, 2nd batch, 3rd batch, and 4th batch) is respectively 92.90%, 89.95%, 84.61%, and 92.76%. The average retention rate for four batches during Post-RTE Act implementation was 89.8%. The result shows that the average retention percentage increased by 7.6% after implementing the RTE Act 2009. (During Pre-RTE Act implementation, the average retention percentage was 82.02 per cent; during Post-RTE Act implementation, the average retention percentage was 89.8 per cent. During the implementation of the Post RTE Act, the retention rate was low but did not decrease year-on-year. The retention rate from 2002/03 to 2014/15 is also presented graphically and shows the trend line for the period through figure 4.4.

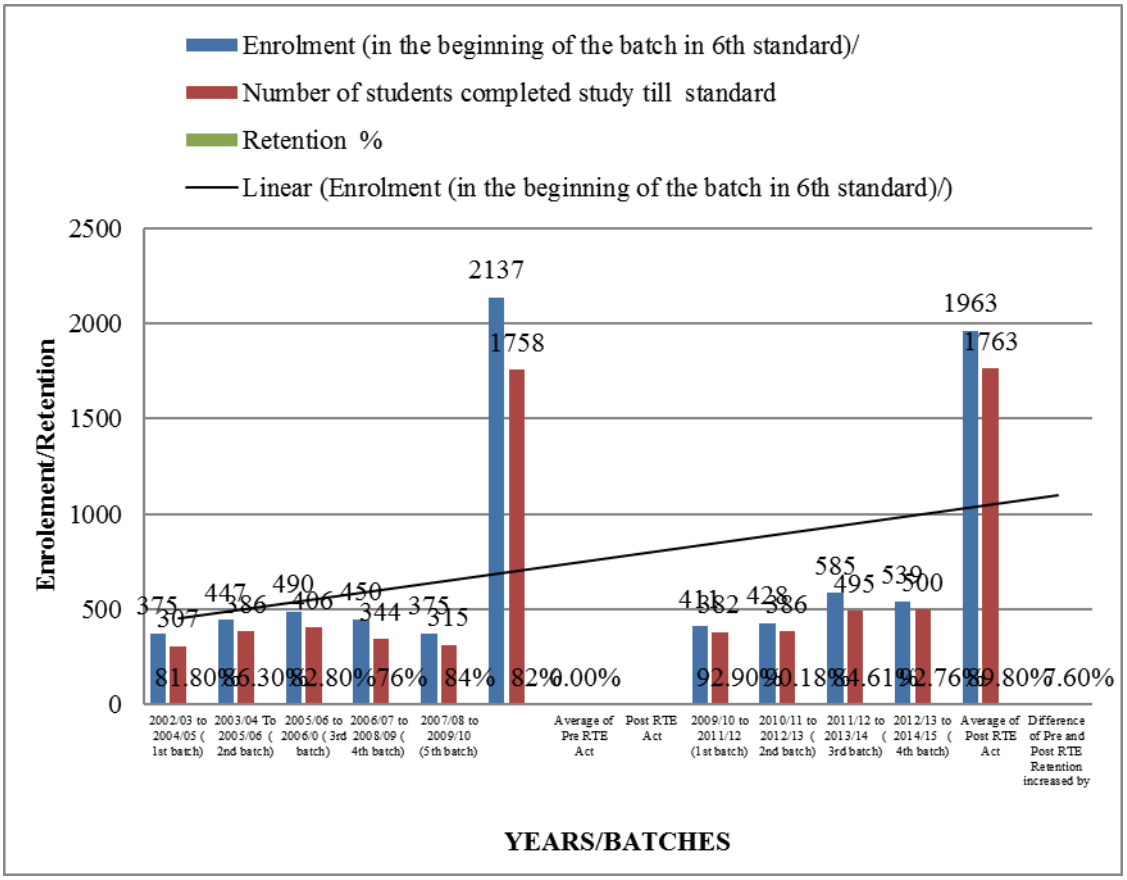


**Figure 4.4: Graphical representation of retention Rate of 6th to 8th standard from 2002/03 to 2014/15**

### 4.2.3 Block-wise Comparison of Trend Analysis of Retention Rate of 1st to 5th Standard from Pre and Post-RTE Act Implementation

This section compares the trend analysis of the retention rate for three blocks. There are three batches of pre-RTE Act: 2002/03 to 2006/07, 2003/04 to 2007/08, and 2004/05 to 2008/09. Two batches of post-RTE Act, 2009/10 to 2013/14 and 2010/11 to 2014/15, are shown in the following table 4.11.

**Table 4.11: Block-wise Comparison of trend analysis of Retention rate of 1st to 5th standard Pre and Post RTE Act implementation (2003 to 2015)**

| Session | Batch | Dabwali Block | | | Odhan Block | | | Sirsa Block | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Total Enrolment (at the beginning of batch in 1st standard) | Retention (till the end of the batch in 5th standard) | Retention% | Total Enrolment(at the beginning of batch in 1st standard) | Retention (till the end of the batch in 5th standard) | Retention % | Total enrolment (at the beginning of batch in 1st standard) | Retention (till the end of the batch in 5th standard) | Retention% |
| | | **Pre RTE Act** | | | | | | | | |
| 2002/03 to 2006/07 | 1st batch | 130 | 82 | 63.07% | 169 | 126 | 74.5% | 72 | 45 | 60% |
| 2003/04 to 2007/08 | 2nd batch | 134 | 102 | 76% | 174 | 126 | 72.4% | 90 | 58 | 64.40% |
| 2004/05 to 2008/09 | 3rd batch | 125 | 101 | 80.8% | 168 | 128 | 76% | 95 | 52 | 54.70% |
| | Average | 389 | 285 | 73.2% | 511 | 380 | 74.3% | 257 | 155 | 60.30% |
| | | **Post RTE Act** | | | | | | | | |
| 2009/10 to 2013/14 | 1st batch | 125 | 117 | 93.6% | 127 | 111 | 87.4% | 121 | 78 | 64.40% |
| 2010/11 to 2014/15 | 2nd batch | 80 | 78 | 97.5% | 135 | 124 | 91.8% | 111 | 94 | 84.60% |
| | Average | 205 | 195 | 95.1% | 262 | 235 | 89.6% | 232 | 172 | 74.13% |
| **The difference between Pre and Post-RTE Act Retention Rates increased by** | | | | **21.9%** | | | **15.3%** | | | **13.83%** |

Table 4.11 shows details of the percentage of retention rate block-wise and batch-wise. Table 4.11 shows three batches of the Pre-RTE Act and two of the Post-RTE Act implementation. During the Pre-RTE Act implementation, the retention rate of the Dabwali block for the first, 2nd and 3rd batches was 63.07, 6%, 76%, and 80.8%, respectively. The retention percentage of students of Odhan block for the first, 2nd and 3rd batches was 74.5%, 72.40% and 76%, respectively. The retention percentage of students of Sirsa block for the first, 2nd and 3rd batches was 60%, 64.40% and 54.70%, respectively.

Post-RTE Act implementation, the retention percentages of students of the Dabwali block for the first and second batches were 93.60% and 97.50%, respectively. The retention percentages of students of Odhan block for the first and second batches were 87.40% and 91.80%, respectively. The retention percentages of students of Sirsa block for the first batch and second batch were 64.40% and 84.60%, respectively.

Further, the results show that the average retention percentage of the Dabwali block increased by 21.90%. (The Retention percentage of three batches, 2002/03 to 2006/07, 2003/04 to 2007/08, and 2004/05 to 2008/09, during the pre-RTE Act implementation was 73.20%. During the post-RTE Act implementation, the retention percentage of two batches, 2009/10 to 2013/14 and 2010/11 to 2014/15, was 95.10%.

Results show that the Average retention percentage of the Odhan block was increased by 15.30%. Similarly, the average retention percentage of the Sirsa block was increased by 13.83%.

### 4.2.4 Block-wise Trend analysis of retention rate for 6th to 8th grades before RTE Act implementation from (2002/03 to 2008/09) and after RTE Act implementation from (2009/10 to 2014/15)

This section compares the trend analysis of the retention rate for three blocks. For this purpose, two periods have been considered: the RTE Act and the Post-RTE Act. Pre-RTE Act implementation has five batches - 2002/03 to 2004/05, 2003/04 to 2005/06, 2004/05 to 2006/07, 2005/06 to 2007/08 and 2006/07 to 2008/09. Four Post RTE Act implementation batches are 2009/10 to 2011/12, 2010/11 to 2012/13, 2011/12 to 2013/14 and 2012/13 to 2015.

**Table 4.12: Blockwise Comparison of trend analysis of Retention rate of 6th to 8th standard Pre and Post RTE Act implementation (2003 to 2015)**

| Year | Batch | Dabwali Block | | | Odhan Block | | | Sirsa Block | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Enrolment (at the beginning of the batch in 6th standard)/ | Retention (No of students completed schooling till 8th) | Retention % | Enrolment (at the beginning of the batch in 6th standard)/ | Retention (No of students completed schooling till 8th) | Retention % | Enrolment (at the beginning of the batch in 6th standard)/ | Retention (No of students completed schooling till 8th) | Retention % |
| **Pre RTE Act** | | | | | | | | | | |
| **2002/03 to 2004/05** | 1st batch | **121** | **104** | **85.9%** | **157** | **127** | **80.8%** | **97** | **76** | **78.3%** |
| **2003/04 to 2005/06** | 2nd batch | **162** | **143** | **88.2%** | **152** | **131** | **86.1%** | **133** | **112** | **84.2%** |
| **2005/06 to 2006/07** | 3rd batch | **162** | **129** | **79.6%** | **199** | **170** | **85.4%** | **129** | **107** | **82.9%** |
| **2006/07 to 2008/09** | 4th batch | **137** | **107** | **78%** | **137** | **107** | **78%** | **148** | **119** | **80%** |
| **2007/08 to 2009/10** | 5th batch | **118** | **106** | **90%** | **165** | **118** | **72%** | **149** | **118** | **79%** |
| **Average** | | **700** | **589** | **84.1%** | **810** | **653** | **80.6%** | **656** | **532** | **81%** |
| **Post RTE Act** | | | | | | | | | | |
| **2009/10 to 2011/12** | 1st batch | **137** | **130** | **94.8%** | **108** | **91** | **84.2%** | **138** | **123** | **89.1%** |
| **2010/11 to 2012/13** | 2nd batch | **160** | **146** | **91.25%** | **136** | **129** | **94.8%** | **102** | **92** | **90.1%** |
| **2011/12 to 2013/14** | 3rd batch | **212** | **189** | **89.1%** | **166** | **147** | **88.5%** | **200** | **167** | **83.5%** |
| **2012/13 to 2014/15** | 4th batch | **186** | **177** | **95.1%** | **173** | **153** | **88.4%** | **181** | **177** | **97.7%** |
| **Average** | | **695** | **642** | **92.3%** | **583** | **520** | **89.1%** | **621** | **559** | **90%** |
| **Difference of Pre and Post RTE Retention increased by** | | | | **8.18%** | | | **7.99%** | | | **8.92%** |

Table 4.12 shows the detail and percentage of retention rate, block-wise and batch-wise. The table shows five batches of the Pre-RTE Act and four of the Post-RTE Act. Pre-RTE Act implementation retention percentage of students of the Dabwali block for the first, 2nd, 3rd, 4th and 5th batches was 85.90%, 88.2%, 79.6%, 78% and 90%, respectively. The retention percentage of students of Odhan block for the first batch, 2nd, 3rd, 4th and 5th batch was 80.80%, 86.10%, 85.40%, 78%, and 72%, respectively. The retention percentage of students of Sirsa block for 1st, 2nd, 3rd, 4th and 5th batches was 78.30%, 84.20%, 82.90%, 80%, and 79% respectively.

Post RTE Act implementation Retention percentage of students of Dabwali block for the first, 2nd, 3rd, and 4th batches was 94.80%, 91.25%, 89.10%, and 95.10%, respectively. The retention percentage of students of Odhan block for the first, 2nd, 3rd, and 4th batches was 84.20%, 94.80%, 88.50%, and 88.40%, respectively. The retention percentage of students of Sirsa block for the first, 2nd, 3rd, and 4th batches was 89.10%, 90.10%, 83.50%, and 97.70%, respectively.

Further, the results show that the average Retention percentage of the Dabwali block drastically decreased by 8.18%. Similarly, the average retention percentage of the Odhan block was drastically reduced by 7.99%. Also, the average retention percentage of the Sirsa block was drastically reduced by 8.92%.

## 4.3 SECTION C: TREND ANALYSIS OF ACHIEVEMENT RATE

This section relates to the average achievement percentage in elementary education at primary and upper primary schools. The analysis has been mentioned below:

### 4.3.1 Trend analysis of the achievement of 1st to 5th standards for the Pre-RTE Act from (2002/03 to 2008/09) and Post-RTE Act from (2008/09 to 2014/15).

### 4.3.2 Trend analysis of the achievement of 6th to 8th standards for the Pre-RTE Act period from (2002/03 to 2008/09) and the Post-RTE Act period from (2009/10 to 2014/15).

### 4.3.3 Block-wise comparison of trend analysis of school achievement of 1st to 5th standards for Pre-RTE Act from (2002/03 to 2008/09) and Post-RTE Act from (2008/09 to 2014/15).

### 4.3.4 Block-wise comparison of trend analysis of school achievement of 6th to 8th standards for Pre-RTE Act from (2002/03 to 2008/09) and Post-RTE Act from (2008/09 to 2014/15).

### 4.3.1 Trend analysis of the achievement of 1st to 5th standards for Pre-RTE Act implementation from (2002/03 to 2008/09) and Post-RTE Act implementation from (2008/09 to 2014/15)

This section explains trend analysis of the average percentage of academic achievement rate for 1st to 5th standards. For this purpose, two periods have been considered: The Pre-RTE Act period and the Post-RTE Act period. Pre-RTE Act implementation has three batches: 2002/03 to 2006/07, 2003/04 to 2007/08, and 2004/05 to 2008/09. Post-RTE Act implementation has two batches: 2009/10 to 2013/14 and 2010/11 to 2014/15. This is shown in the following table 4.13.

**Table 4.13: Achievement Rate before passing 5th from 2002/03 to 2014/15 session and standard-wise**

| Session | Average marks % of 1st standard | Average marks % of 2nd standard | Average marks % of 3rd standard | Average marks % of 4th standard | Average marks % of 5th standard |
|---|---|---|---|---|---|
| **Pre-RTE Act** | | | | | |
| 2002/03 to 2006/07 | 67% | | | | |
| 2003/04 to 2007/08 | 60% | 52% | | | |
| 2004/05 to 2008/09 | 58% | 51% | 44% | | |
| | | 46% | 42% | 50% | |
| | | | 43% | 48% | 56% |
| | | | | 48% | 54% |
| | | | | | 55% |
| **Post-RTE Act** | | | | | |
| 2009/10 to 2013/14 | 62% | | | | |
| 2010/11 to 2014/15 | 58% | 47% | | | |
| 2011/12 to 2012/13 | | 46% | 50% | | |
| 2012/13 to 2013/14 | | | 49% | 56% | |
| 2013/14 to 2014/15 | | | | 56% | 61% |
| 2014/15 to 2015/16 | | | | | 45% |

The above table data are further analysed, and a summary is presented below in Table 4.14.

**Table 4.14: Summary of Achievement for Different Pre And Post-RTE Act Batches 1st to 5th**

| Year | Average Marks % of 1st | Average Marks % of 2nd | Average Marks % of 3rd | Average Marks % of 4th | Average Marks % of 5th |
|---|---|---|---|---|---|
| **Pre-RTE Act** | | | | | |
| **2002/03 to 2008/09** | **(61.06%)** | **(49.6%)** | **(43%)** | **(48.6%)** | **(55%)** |
| **Post RTE Act** | | | | | |
| **2009/10 to 2014/15** | **(60%)** | **(46'5%)** | **(49.5%** | **(56%)** | **(53%)** |
| **General analysis** | | | | | |
| **Increased/Decreased by** | **- 1.60 %** | **- 3%** | **6.5 %** | **7.40%** | **-2%** |

Table 4.13 shows details and average percentages of students' achievement, standard-wise and batch-wise. Table 4.13 shows the average achievement percentage of 1st batch from 2002/03 to 2006/07 for 1st, 2nd, 3rd, 4th and 5th standard as 67%, 52%, 44%, 50%, and 56% respectively. The average achievement percentage of 2nd batch from 2003/04 to 2007/08 for 1st, 2nd, 3rd, 4th and 5th standard was 60%, 51%, 42%, 48%, and 54% respectively. The average achievement percentage of 3rd batch from 2004/05 to 2009/10 for 1st, 2nd, 3rd, 4th and 5th standard was 58%, 46%, 43%, 48%, and 55% respectively.

After the implementation of the RTE Act, the period of collected data was divided into two batches. The average achievement percentage of 1st batch for 1st, 2nd, 3rd, 4th and 5th standard was respectively 62%, 47%, 50%, 56% and 61% and 58%. The average achievement percentage of 2nd batch for 1st, 2nd, 3rd, 4th and 5th standard was respectively 58%, 46%, 49%, 56% and 45%.

Further, Table 4.14 shows that the average achievement percentage of pre-RTE Act for 1st, 2nd, 3rd, 4th, and 5th standards is 61.06%, 49.6%, 43%, 48.6%, and 55%, respectively.

Table 4.14 also shows the Post RTE Act implementation analysis from (2009/10 to 2014/15). It shows achievement percentage for 1st, 2nd, 3rd, 4th and 5th standard was 60%, 46.50%, 49.50%, 56%, and 53%. The results show that the average achievement percentage decreased by 1.60%, 3.10%, and 2% for 1st, 2nd, and 5th standard students,

respectively. Achievement percentage increased by 6.50% and 7.40% of 3rd and 4th standard students, respectively.

The achievement rate from 2002/03 to 2014/15 is also presented graphically, with Figure 4.5 showing the trend line.

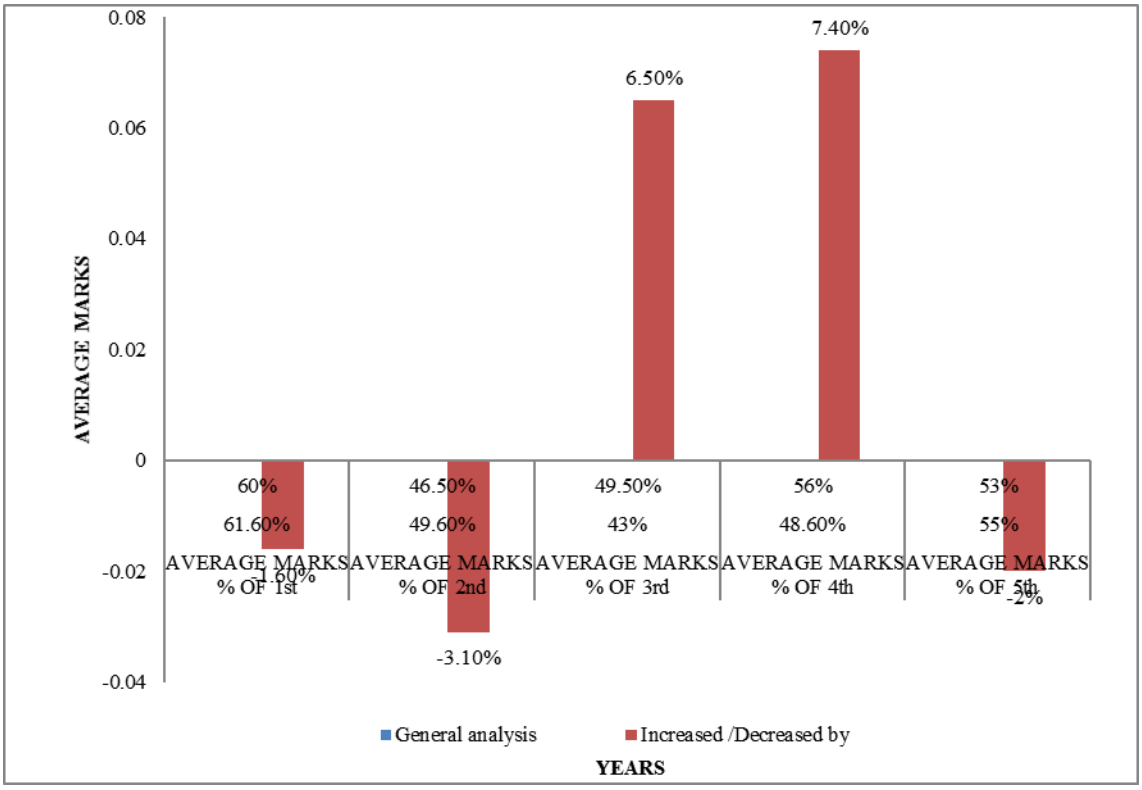


**Figure 4.5: Graphical representation of Achievement Rate of (1st to 5th standard) from (2003 to 2015)**

### 4.3.2 Trend analysis of the average achievement percentage of 6th to 8th standards for Pre-RTE Act implementation period from (2002/03 to 2008/09) and the Post-RTE Act implementation period from (2009/10 to 2014/15).

This section discusses trend analysis of the 6th to 8th grade achievement percentage for the two periods, i.e. Pre-RTE Act (2002/03 to 2008/09) and Post-RTE Act (2009/10 to 2014/15). There are five batches of the Pre-RTE Act period: 2002/03 to 2004/05, 2003/04 to 2005/06, 2004/05 to 2006/07, 2005/06 to 2007/08, and 2006/07 to 2008/09. The Post RTE Act period has four batches: 2009/10 to 2011/12, 2010/11 to 2012/13, 2011/12 to 2013/14 and 2012/13 to 2014/15. This is shown in the following table 4.15.

**Table 4.15: Average achievement % of 6th to 8th standard students Pre and Post RTE Act**

| Year | Average Marks % of 6th standard students | Average Marks % of 7th standard students | Average Marks % of 8th standard students |
|---|---|---|---|
| **Pre RTE Act** | | | |
| 2002-03 | 53% | | |
| 2003-04 | 51% | 53% | |
| 2004-05 | 50% | 43% | 44% |
| 2005-06 | 50% | 50% | 41% |
| 2006-07 | 49% | 50% | 40% |
| | | 52% | 46% |
| | | | 47% |
| **Post RTE Act** | | | |
| 2009-10 | 53% | | |
| 2010-11 | 60% | 62% | |
| 2011-12 | 59% | 62% | 63% |
| 2012-13 | 57% | 59% | 62% |
| 2013-14 | | 61% | 59% |
| 2014-15 | | | 57% |

Based on the above table, a summary has been prepared and presented below in Table 4.16.

**Table 4.16: Summary of average achievement of 6th to 8th Pre and Post RTE Act**

| \Year | Average marks % of 6th standard students | Average marks % of 7th standard students | Average marks % of 8th standard students |
|---|---|---|---|
| **Pre-RTE Act** | | | |
| 2002/03 to 2008/09 | 50.6% | 49.6% | 43.6% |
| **Post-RTE Act** | | | |
| 2009/10To 2014/15 | 57.25 | 61% | 60.25% |
| **General analysis** | | | |
| **Increased by** | **6.65%** | **11.40%** | **16.65%** |

The above table 4.15 shows the achievement rate of the 1st batch from 2002/03 to 2004/05 for 6th, 7th and 8th standards, which were 53%, 53% and 44%, respectively. The achievement rate of the 2nd batch from 2003/04 to 2005/06 for 6th, 7th and 8th standards was 51%, 43% and 41%, respectively. The achievement rate of the 3rd batch from 2004/05 to 2006/07 for 6th, 7th, and 8th standards was 50%, 50% and 40%, respectively. The achievement rate of the 4th batch from 2005/06 to 2007/08 for 6th, 7th, and 8th standards was 50%, 50% and 46%, respectively. The achievement rate of the 5th batch from 2006/07 to 2008/09 for 6th, 7th and 8th standards was 49%, 52% and 47%, respectively.

After the RTE Act implementation, the average achievement percentage of the 1st batch from 2009/10 to 2011/12 for 6th, 7th, and 8th standards was 53%, 62% and 63%, respectively. The average achievement percentage of 2$^{nd}$ batch from 2010/11 to 2012/13 for 6$^{th}$, 7$^{th,}$ and 8$^{th}$ standard was 60%, 62%, and 62% respectively. The average achievement percentage of the 3rd batch from 20011/12 to 2013/14 for 6th, 7th, and 8th standard was 59%, 59% and 59%, respectively. The average achievement percentage of the 4th batch from 2012/13 to 2014/15 for 6th, 7th and 8th standard was 57%, 61% and 57%, respectively.

Further, Table 4.16 summaries the analysis of the Pre and Post-RTE Act. Pre-RTE Act's average achievement percentage for 6$^{th}$, 7$^{th,}$ and 8$^{th}$ standards was 50.6%, 49.6% and 43.6%, respectively. The average achievement percentage of Post RTE Act for 6$^{th}$, 7$^{th,}$ and 8$^{th}$ standard was 57.25%, 61%, and 60.25% respectively. Further, the results show an improvement in the academic achievement of 6th, 7th, and 8th standards by 6.65%, 11.40%, and 16.65%, which is an impactful improvement.

The achievement rate from 2002/03 to 2014/15 is also presented graphically, with the trend line for the period shown in Figure 4.7.

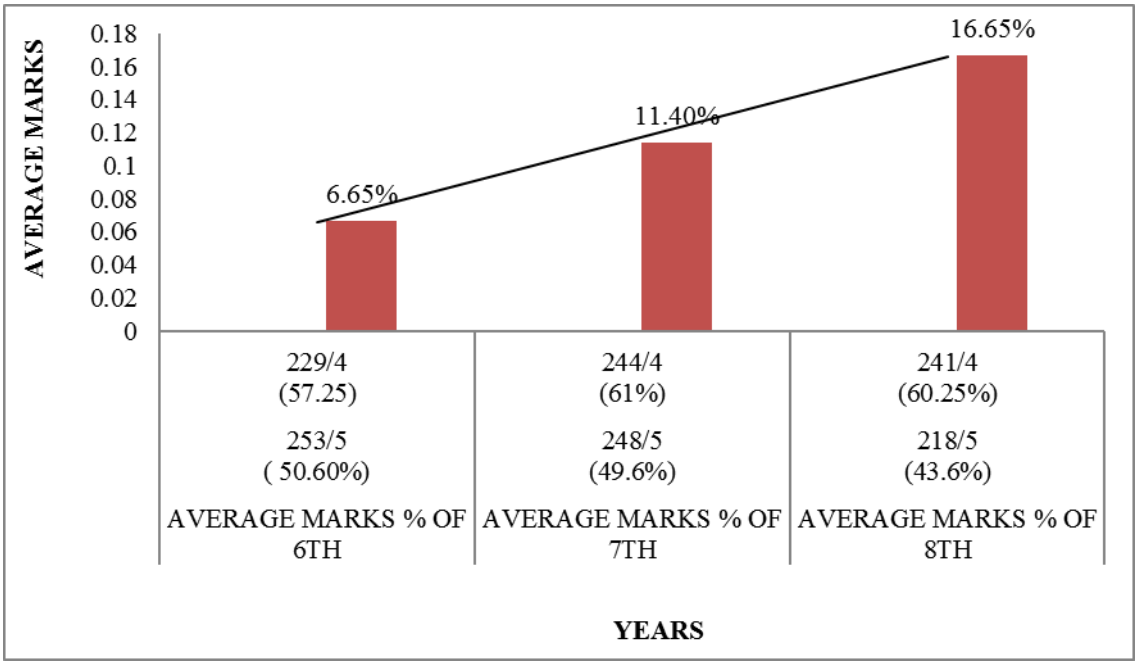


**Figure 4.6: Graphical representation of retention Rate of 6th to 8th std. from 2002/03 to 2014/15**

### 4.3.3 Block-wise comparison of Trend analysis of the achievement of 1st–5th standards of Pre-RTE Act implementation from (2002/03 to 2008/09) and Post-RTE Act implementation from (2008/09 to 2014/15)

This section presents a block-wise achievement analysis of the selected blocks, namely, Dabwali Block, Odhan Block, and Sirsa Block. Data from two periods, pre- and post-RTE Act implementation has been analysed and is presented in Table 4.17 below.

**Table 4.17: Summary of average achievement (1st to 5th) of Dabwali Block**

| Dabwali Block | | | | | |
|---|---|---|---|---|---|
| **Year** | **Average Marks % of1st Standard Students** | **Average Marks % of 2nd Standard Students** | **Average Marks % of 3rd Standard Students** | **Average Marks % of 4th Standard Students** | **Average Marks % of 5th Standard Students** |
| **Pre-RTE Act** | | | | | |
| 2002/03 to 2008/09 | 56 | 53.3 | 49.6 | 46.3 | 50.3 |
| **Post RTE Act** | | | | | |
| 2009/10 to 2014/15 | 67 | 49 | 54.2 | 58.5 | 57 |
| **Difference of Pre and Post-RTE Act Achievement** | **11%** | **- 4.3%** | **2.6%** | **12.2%** | **6.7%** |

The above table shows the analysis of the Pre and Post-RTE Act achievement of the Dabwali block. During Pre-RTE Act implementation 1st, 2nd, 3rd, 4th and 5th standard achievement was 56%, 53.3%, 49.6%, 46.3%, and 50.3% respectively. During Post RTE Act implementation 1st, 2nd, 3rd, 4th and 5th standard achievement was 67%, 49%, 54.2%, 58.5%, and 57% respectively. The results show an increase in achievement of 1st, 3rd, 4th, and 5th standards by 11%, 2.6%, 12.2%, and 6.7% respectively, but a decrease in 2nd standard academic achievement by 4.3%.

**Table 4.18; Summary of average achievement of 1st to 5th of Odhan Block**

| **Odhan Block** | | | | | |
|---|---|---|---|---|---|
| **Year** | **Average Marks % of 1st Standard Students** | **Average Marks % of 2nd Standard Students** | **Average Marks % of 3rd Standard Students** | **Average Marks % of 4th Standard Students** | **Average Marks % of 5th Standard Students** |
| **Pre-RTE Act** | | | | | |
| 2002/03 to 2008/09 | 52% | 41.5% | 44.3% | 45.6% | 51.6% |
| **Post-RTE Act** | | | | | |
| 2009/10 to 2014/15 | 58.5% | 44.5% | 46.5% | 52% | 48% |
| **Difference of Pre and Post-RTE Act Achievement** | **6.5%** | **3.5 %** | **2.2%** | **6.4%** | **-3.6%** |

The above table shows the analysis of the Pre and Post-RTE Act achievement of the Odhan block. During Pre-RTE Act implementation 1st, 2nd, 3rd, 4th and 5th standard's academic achievement was 52%, 41.5%, 44.3%, 45.6%, and 51.6% respectively. During Post RTE Act implementation 1st, 2nd, 3rd, 4th and 5th standard achievement was 58.5%, 44.5%, 46.5%, 52%, and 48% respectively. The results show an increase in achievement of 1st, 2nd, 3rd, and 4th standards by 6.5%, 3.5%, 2.2%, and 6.4% respectively, but there was a decrease in 5th standard achievement by 3.6%.

**Table 4.19: Summary of average achievement of 1st to 5th Sirsa Block**

| SIRSA BLOCK | | | | | |
|---|---|---|---|---|---|
| **Year** | **Average Marks % of 1st Standard Students** | **Average Marks % of 2nd Standard Students** | **Average Marks % of 3rd Standard Students** | **Average Marks % of 4th Standard Students** | **Average Marks % of 5th Standard Students** |
| **Pre-RTE Act** | | | | | |
| 2002/03 to 2008/09 | (53.3%) | (49.3%) | (49.6%) | (52.6%) | (57.6%) |
| **Post-RTE Act** | | | | | |
| 2009/10 to 2014/15 | (55%) | (46%) | (47.5) | (53.5%) | (56.5%) |
| **Difference between Pre and Post-RTE Act** | **1.7%** | **-3.3%** | **-3.6%** | 0.9% | -1.1% |

Table 4.19 summaries the analysis of the Pre and Post-RTE Act achievement of the Sirsa block. During Pre-RTE Act implementation for 1st, 2nd, 3rd, 4th, and 5th standard, academic achievement percentage was 53.3%, 49.3%, 49.6%, 52.6%, and 57.6% respectively. During Post RTE Act implementation for 1st, 2nd, 3rd, 4th and 5th standard achievement percentage was 55%, 46%, 47.5%, 53.5%, and 56.5% respectively. The results show an increase in achievement of 1st and 4th standards by 1.7% and 0.9%, respectively, but there was a decrease in achievement percentage of 2nd, 3rd, and 5th standards by -3.3%, 3.6%, and 1.1%, respectively.

### 4.3.4 Block-wise comparison of trend analysis of achievement rate of 6th to 8th standards of Pre-RTE Act implementation (2002/03 to 2008/09) and Post-RTE Act implementation (2008/09 to 2014/15).

This section presents a block-wise summary of the achievement rate trend analysis of three blocks. The analysis is done as follows in Table 4.20.

**Table 4.20: Summary of average achievement of 6th to 8th for Pre and Post-RTE Act**

| Dabwali Block | | | |
|---|---|---|---|
| Year | **Average Marks Percentage of 6th Standard Students** | **Average Marks Percentage of 7th Standard Students** | **Average Marks Percentage of 8th Standard Students** |
| **Pre-RTE Act** | | | |
| 2002/03 to 2008/09 | 50.8% | 52.4% | 43.6 |
| **Post-RTE Act** | | | |
| 2009/10 to 2014/15 | 56.25% | 61.75% | 62.25 |
| **Difference between Pre and Post-RTE Act Achievement** | **5.45%** | **9.35%** | **18.65%** |

Table 4.20 summaries the analysis of the achievement percentage of the Dabwali Block for Pre and Post-RTE Act implementation. During Pre-RTE Act implementation, the 6th, 7th, and 8th standard achievement percentages were 50.8%, 52.4%, and 43.6%, respectively. During the RTE Act implementation, the 6th, 7th, and 8th standard achievement percentages were 56.25%, 61.75%, and 62.25%, respectively. The results show an increase in achievement percentage of 6th, 7th, and 8th standards by 5.45%, 9.35%, and 18.65% respectively.

**Table 4.21: Summary of average achievement of 6th to 8th Pre and Post RTE Act**

| Odhan Block | | | |
|---|---|---|---|
| **Year** | **Average Marks % of 6th** | **Average Marks % of 7th** | **Average Marks % of 8th** |
| **Pre-RTE Act** | | | |
| **2002/03 to 2008/09** | **50.6%** | **56.8%** | **49%** |
| **Post-RTE Act** | | | |
| **2009/10 to 2014/15** | **55.25%** | **62.75%** | **62.75%** |
| **Difference of Pre and Post-RTE Act Achievement** | **4.65%** | **5.95%** | **13.75%** |

Table 4.21 summaries the analysis of the achievement percentage of the Odhan block for the Pre and Post-RTE Act period. During the Pre-RTE Act implementation period, for the 6th, 7th, and 8th standard achievement percentages were 50.6%, 56.8%, and 49%, respectively. Post RTE Act implementation period for the 6th, 7th, and 8th standard achievement percentage was 55.25%, 62.75%, and 62.75%, respectively. The results show an increase in achievement percentage of 6th, 7th, and 8th standards by 4.65%, 5.95%, and 13.75% respectively**.**

**Table 4.22: Summary of average achievement rate of 6th to 8th of Sirsa block for Pre and Post RTE Act**

| **Sirsa Block** | | | |
|---|---|---|---|
| **Year** | **Average Marks % of 6th standard students** | **Average Marks % of 7th standard students** | **Average Marks % of 8th standard students** |
| **Pre-RTE Act** | | | |
| **2002/03 to 2008/09** | **49.2%** | **54.4%** | **46.8%** |
| **Post-RTE Act** | | | |
| **2009/10 to 2014/15** | **51.25%** | **55.5%** | **60.25%** |
| **Difference of Pre and Post-RTE Act Achievement** | **2.05%** | **1.1%** | **13.45%** |

Table 4.22 summaries the analysis of the achievement percentage of Sirsa Block for the Pre-RTE Act period from 2002/03 to 2008/09 and the Post-RTE Act period from 2009/10 to 2014/15. Standard achievement percentages for the Pre-RTE Act period's 6th, 7th, and 8th were 49.2%, 54.4%, and 46.8%, respectively. During the post-RTE Act implementation period, the achievement percentages for the 6th, 7th, and 8th standards were 51.25%, 55.5%, and 60.25%, respectively. The results show an increase in achievement percentage of 6th, 7th, and 8th standard by 2.05%, 1.1%, and 13.45% respectively**.**

**Objective 2: To determine the effectiveness of SSA in terms of dropout rate, retention rate, and achievement rate pre and post-RTE Act.**

To achieve the objective, the following hypothesis is framed.

**$H_0$: The RTE Act 2009 has no significant impact on the dropout, retention, and achievement rates.**

## 4.4 Section D: Effectiveness of SSA In Terms of Dropout, Retention, and Achievement Rate

A t-test was applied to determine significant differences between percentages regarding dropout, retention, and achievement rates pre- and post-RTE Act 2009 implementation. The period from 2003 to 2009 is considered the first group, and the period from 2010 to 2015 is regarded as the second group. The dropout, retention, and achievement rates for different years in the Pre and Post-RTE Act implementation periods have been averaged to get the average percentage for the two periods. The analysis is presented below in three sections: dropout, retention, and achievement rate from $1^{st}$ to $5^{th}$ and $6^{th}$ to $8^{th}$.

### 4.4.1 Effectiveness of SSA in terms of dropout rate before and after RTE Act implementation

- **Dropout rate of $1^{st}$ to $5^{th}$**
- **Dropout rate of $6^{th}$ to $8^{th}$**

### 4.4.2 Effectiveness of SSA in terms of retention rate before and after RTE Act implementation

- **Retention rate of $1^{st}$ to $5^{th}$**
- **Retention rate of $6^{th}$ to $8^{th}$**

### 4.4.3 Effectiveness of SSA in terms of achievement rate before and after RTE Act implementation

- **Achievement rate of $1^{st}$ to $5^{th}$**

- **Achievement rate of 6th to 8th**

### 4.4.1 Effectiveness of SSA in terms of dropout rate before and after RTE Act implementation.

The effectiveness of the SSA in terms of dropout rate before and after RTE Act implementation has been analysed using a t-test to find significant differences between proportions for dropouts for the two periods. Further, the analysis has been done separately for primary (Grades 1-5) and middle stages (Grades 6-8).

**Effectiveness of Dropout rate of 1st to 5th**

**Table 4.23: Summary of t-test for Drop Out Proportions (1st to 5th) of Pre and Post-RTE Implementation**

| Parameter | Pre RTE | Post RTE |
|---|---|---|
| Total No. of students | 1171 | 699 |
| No. of Dropouts | 336 | 96 |
| Percentage | 28.60% | 13.70% |
| P | 23.03% | |
| Q | 76.96% | |
| Σd | 2.01 | |
| T | 7.4 | |
| Result | Significant at 0.01 level | |

From Table 4.23, it is clear that during the Pre-RTE Act implementation period (2003 to 2009), out of 1171 enrolled, 336 children dropped out. Similarly, during the Post RTE Act implementation period (2010 to 2015), out of 699 enrolled, 96 children dropped out. The percentages calculated for the two periods are 28.6% and 13.7%, respectively. The application of the t-test has resulted in an estimated value of 7.40. From the comparison of the percentage of Pre and Post-RTE Act implementation, it is found to be significant at the 0.01 level of confidence. Hence, it can be concluded that the dropout rate has been drastically and significantly reduced in the Post-RTE Act implementation period compared to the Pre-RTE Act 2009 period. It reflects the

effectiveness of the RTE Act in reducing the dropout rate in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district.

**Effectiveness of dropout rates in grades 6th to 8th**

**Table 4.24: Summary of t-test for Drop Proportions (6th to 8th) of Pre and Post-RTE Implementation**

| Parameter | Pre RTE | Post RTE |
|---|---|---|
| N | 2137 | 1963 |
| No. of Dropouts | 379 | 200 |
| Percentage | 17.73% | 10.18% |
| P | 14.11 | |
| Q | 85.88% | |
| Σd | 1.08 | |
| T | 6.93 | |
| Result | Significant at 0.01 level | |

From Table 4.24, it is clear that during the implementation period of the Pre-RTE Act 2009 from 2003 to 2009, out of the total enrollment of 2137, 379 children dropped out. Similarly, during the Post-RTE Act implementation period from 2010 to 2015, out of 1963 enrolled, 190 children dropped out. Percentages calculated for the two periods are 17.73% and 10.18%, respectively. The application of the t-test has resulted in an estimated value of 6.93. From the comparison of the percentage of Pre and Post-RTE Act implementation, it is found to be significant at the 0.01 level of confidence. Hence, it can be concluded that the dropout rate has been drastically and significantly reduced in the post-RTE Act implementation period compared to the pre-RTE Act 2009 period. It reflects the effectiveness of the RTE Act by reducing the dropout rate in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district.

### 4.4.2 Effectiveness of SSA in terms of retention rate Pre and Post RTE Act implementation

**Effectiveness of Retention of 1st-5th Standard**

**Table 4.25: Summary of t-test for Retention Proportions (1st to 5th) of Pre and Post-RTE Implementation**

| Parameter | Pre RTE | Post RTE |
|---|---|---|
| N | 1171 | 699 |
| No. of Dropouts | 835 | 603 |
| Percentage | 71.3% | 86.2% |
| P | 76.8% | |
| Q | 23.1% | |
| Σd | 2.01 | |
| T | 7.39 | |
| Result | Significant at 0.01 level | |

Table 4.25 shows that during the Pre-RTE Act implementation period from 2003 to 2009, the retention was 835 out of 1171 enrolled. Similarly, during the Post RTE Act implementation period from 2010 to 2015, the retention rate was 603 out of a total enrollment of 699. The percentages calculated for the two periods are 71.3% and 86.2%, respectively. The application of the t-test has resulted in an estimated value of 7.39. From the comparison of the percentage of Pre and Post-RTE Act implementation calculated value, it is found to be significant at the 0.01 level of confidence. Hence, it can be concluded that the retention rate has significantly improved in the Post-RTE Act implementation period compared to the Pre-RTE Act 2009 period. It reflects the effectiveness of the RTE Act in improving retention rates in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district.

**Effectiveness of the retention rate of 6th to 8th**

**Table 4.26: Summary of t-test for Retention Proportions (6th to 8th) of Pre and Post RTE Implementation**

| Parameter | Pre RTE | Post RTE |
|---|---|---|
| N | 2137 | 1963 |
| No. of Dropouts | 1758 | 1763 |
| Percentage | 82.2% | 89.8% |
| P | 85.80% | |
| Q | 14.16% | |
| Σd | 1.08 | |
| T | 6.9 | |
| Result | Significant at 0.01 level | |

From table 4.26, it is clear that during the implementation period of the Pre-RTE Act 2009 from 2003 to 2009, 1758 out of the total enrolled 2137 students were retained. Similarly, during the Post RTE Act implementation period from 2010 to 2015, 1763 children out of 1963 completed schooling. The percentages calculated for the two periods are 82.02 per cent and 89.8 per cent, respectively. The application of the t-test resulted in the calculated t-value of 2.22. From the comparison of the percentage of Pre and Post-RTE Act implementation calculated value, it is found to be significant at a 0.01 level of confidence. As a result, the retention rate improved significantly following the implementation of the RTE Act compared to the period preceding the RTE Act in 2009. It reflects the effectiveness of the RTE Act in improving the retention rate in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district.

### 4.4.3 Effectiveness of SSA in terms of achievement rate before and after RTE Act implementation

The effectiveness of the SSA in terms of achievement rate before and after RTE Act implementation has been analysed grade-wise for the primary and middle stages, and the results are presented below grade-wise.

**Effectiveness of Achievement Rate from 1st to 5th**

**Table 4.27: Summary of t-test for Achievement Proportions Grade-wise of Pre and Post-RTE implementation (1st to 5th standard)**

| Parameter | Pre-RTE | Post-RTE | Pre-RTE | Post-RTE | Pre-RTE | Post-RTE | Pre-RTE | Post-RTE | Pre-RTE | Post-RTE |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1st Standard | | 2nd Standard | | 3rd Standard | | 4th Standard | | 5th Standard | |
| N | 1115 | 684 | 1016 | 643 | 928 | 616 | 844 | 603 | 836 | 600 |
| % | 61.6% | 60% | 49.6% | 46.5% | 43% | 49.5% | 48.6% | 56% | 55 | 53 |
| P | 60.9 | | 48.3 | | 45.5 | | 75.02 | | 54.1 | |
| Q | 39.1 | | 51.7 | | 54.5 | | 24.98 | | 45.9 | |
| σD | 2.36 | | 2.51 | | 2.58 | | 2.3 | | 2.66 | |
| T | 0.67 | | 1.23 | | 2.55 | | 3.21 | | 1.33 | |
| Result | Not significant | | Not significant | | Significant at 0.05 level | | Significant at 0.01 level | | Not Significant | |

Table 4.27 shows that during the pre-RTE Act period, the number of children in the 1st standard was 1115, whereas during the post-RTE Act, the number of children was 684. The average percentage of marks achieved was 61.6 and 60%, respectively. The application of the t-test resulted in a calculated value of 0.67, which was not found to be significant.

Table 4.27 shows that during the Pre-RTE Act 2009 period, the number of children in the 2nd grade was 1016, whereas during the Post-RTE Act period, the number of children was 643. The average percentage of marks achieved was 49.6% and 46.5%, respectively. The application of the t-test resulted in a calculated value of 1.23, which was not found to be significant.

From Table 4.27, it is clear that during the Pre-RTE Act 2009 implementation period, the number of children in the 3rd Standard was 928, whereas during the Post-RTE Act implementation period, the number of children was 616. The average percentage of marks achieved was 43% and 49.5% respectively. The application of the t-test resulted in a calculated value of 2.55, which is significant at the 0.05 confidence

level. As a result, the achievement rate improved significantly following the implementation of the RTE Act compared to the period preceding the RTE Act in 2009 for 3rd grade. It reflects the effectiveness of the RTE Act in improving the achievement rate in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district for grade 3 students.

From Table 4.27, it is clear that during the Pre-RTE Act 2009 implementation period, the number of children in the 4th grade was 844, whereas during the Post-RTE Act implementation period, the number of children was 603. The average percentage of marks achieved was 48.6% and 56% respectively. The application of the t-test resulted in a calculated value of 3.21. From the comparison of the percentage of Pre and Post-RTE Act implementation calculated values, it is found to be significant at the 0.01 level of confidence. As a result, it is possible to conclude that the achievement rate improved significantly following the implementation of the RTE Act compared to the period preceding the RTE Act in 2009 for 4th grade. It reflects the effectiveness of the RTE Act in improving the achievement rate in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district for grade 3 students.

Furthermore, in Table 4.27, the number of children in the 5th grade was 836 during the Pre-RTE Act 2009 implementation period and 600 during the Post-RTE Act implementation. The average percentage of marks achieved was 55% and 53% respectively. The application of the t-test has resulted in the calculated value of 1.33. From the comparison of the percentage of Pre and Post-RTE Act implementation calculated values, it is found to be not significant.

From the above, it can be concluded that the achievement rate of the 1st standard, 2nd standard and 5th standard did not improve during the Post-RTE Act implementation period compared to the Pre-RTE Act 2009 period in the three blocks. However, there is improvement in the achievement rate of the grades 3rd and 4th in the selected blocks in the Post-RTE Act implementation period compared to the Pre-RTE Act 2009 period. Finally, it can be said that the results have not come as per the aims of the RTE Act in the selected blocks of the Sirsa district of Haryana.

**Effectiveness of Achievement rate of 6th to 8th**

**Table 4.28: Summary of t-test for Achievement Proportions Grade-wise of Pre and Post RTE implementation (6th to 8th standard)**

| Parameter | Pre-RTE | Post-RTE | Pre RTE | Post RTE | Pre RTE | Post RTE |
|---|---|---|---|---|---|---|
| N | 6th Standard | | 7th Standard | | 8th standard | |
| | 2132 | 1908 | 1841 | 1799 | 1771 | 616 |
| % | 50.6 | 57.25 | 49.4 | 61 | 43 | 49.5 |
| P | 53.7 | | 55.1 | | 51.9 | |
| Q | 46.3 | | 44.9 | | 48.1 | |
| Σd | 1.56 | | 1.64 | | 1.19 | |
| T | 4.26 | | 7.07 | | 15.13 | |
| Result | Significant at 0.01 level | | Significant at 0.01 level | | Significant at 0.01 level | |

From Table 4.28, it is clear that during the Pre-RTE Act 2009 implementation period, the number of children in the 6th grade was 2132, whereas, during the Post-RTE Act implementation period, the number of children was 1908. The average percentage of marks achieved during these periods was 50.6% and 57.25%, respectively. The application of the t-test has resulted in the calculated value of 4.26. From the comparison of the percentage of Pre and Post-RTE Act implementation calculated values, it is found to be significant at the 0.01 confidence level. Similarly, from Table 4.28, it is clear that during the Pre-RTE Act 2009 implementation period, the number of children in the 7th grade was 1841, whereas, during the Post-RTE Act implementation period, the number of children was 1799. The average percentage of marks achieved was 49.4% and 61%, respectively. The application of the t-test has resulted in the calculated value of 7.07. Comparing the Pre- and Post-RTE Act implementation percentages, the computed value is significant at the 0.01 confidence level. Also, from Table 4.28, it is clear that during the Pre-RTE Act 2009 implementation period, the number of children in the 8th standard was 1771, whereas, during the Post-RTE Act implementation period, the number of children was 616. The average percentage of

marks achieved was 43% and 49.5%, respectively. The application of the t-test has resulted in a calculated value of 15.13. From the comparison of the percentage of Pre and Post-RTE Act implementation calculated values, it is found to be significant at the 0.01 level of confidence. As a result, the achievement rate improved significantly following the implementation of the RTE Act compared to the period preceding the RTE Act in 2009 for all three grades, i.e. 6, 7, and 8. It reflects the effectiveness of the RTE Act in improving the achievement rate in the stipulated blocks of Dabwali, Odhan, and Sirsa in the Sirsa district for grades 6, 7, and 8.

**Objective 3: To identify problems faced by schools in implementing SSA.**

## SECTION E: DESCRIPTIVE ANALYSIS OF THE PROBLEMS FACED BY SCHOOL ADMINISTRATORS.

### 4.5. Views and Perceptions of Elementary School Administrators Regarding the Problems during the Implementation of the SSA/RTE Act 2009.

School Heads/Administrators' views were taken and analysed to determine the problems they faced while implementing the SSA/RTE Act 2009 on a three-point scale: not at all, to some extent, and to a great extent. The problems faced by school heads and administrators are analysed on a rating scale of 0.00 to 2.00. The questionnaire was completed by 34 elementary school principals and administrators from Primary and Upper-Primary schools.

The effectiveness of the SSA/RTE Act 2009 and the problems faced by headmasters and administrators were assessed regarding adequacy, effectiveness, and difficulties or problems encountered. Their issues have been subdivided into civil work, school improvement grants, maintenance and repair grants, and mid-day meals. The questionnaire analysis has been done on each question item for the primary and middle stages using frequency and percentages. In total, 58 questions have been asked related to civil work, school improvement grants, maintenance and repair grants, and mid-day meals, along with some questions for subjective comments. The analysis of the same is presented below.

**Table 4.29: Classifications of Schools Regarding Availability of Adequate School Building**

| Statement 1 | | Type of School | | Total | Weighted Mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Availability of the school building was adequate | To a Great Extent | 6 | 11 | 17 | 1.44 |
| | | 75.0% | 42.3% | 50.0% | |
| | To Some Extent | 2 | 13 | 15 | |
| | | 25.0% | 50.0% | 44.1% | |
| | Not at all | 0 | 2 | 2 | |
| | | 0.0% | 7.7% | 5.9% | |
| Total | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.29 represents the responses related to the availability of adequate school buildings in primary and upper primary schools. It was found that 'to a great extent,' 75% of primary and 42.3% of upper primary schools had adequate school buildings. On the other side, 25% of primary and 50% of upper primary schools had, 'to some extent' adequate school buildings. However, 7.7% of upper primary schools do not have adequate school buildings. The results show no association between the availability of an adequate school building and the type of school. Hence, it can be concluded that the type of school does not affect the availability of proper school buildings.

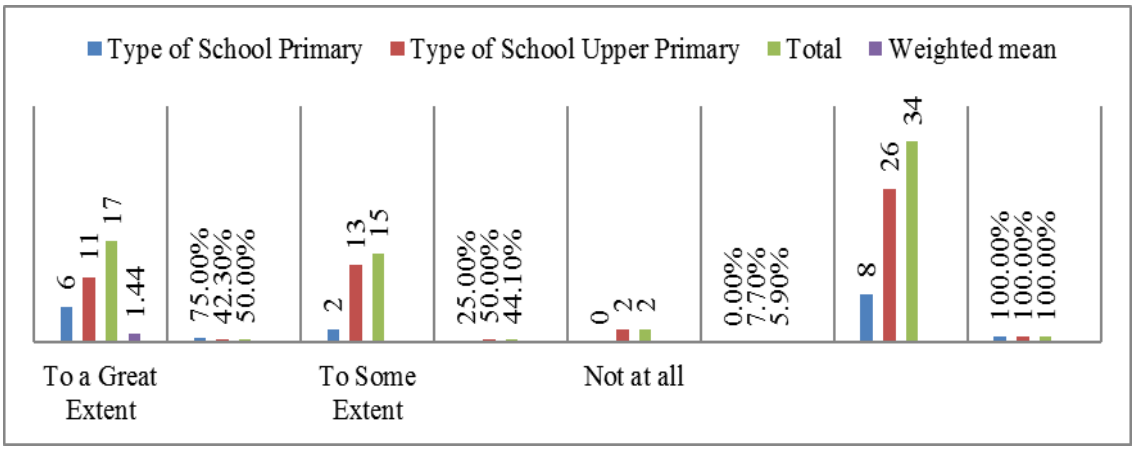


**Figure 4.7: Graphical representation of Classifications of Schools regarding Availability of Adequate School Buildings**

**Table 4.30: Classifications of Schools Regarding Availability of Adequate Classrooms**

| Statement 2 | | Type of School | | Total | Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Availability of the classrooms was adequate | To a Great Extent | 4 | 13 | 17 | 1.41 |
| | | 50.0% | 50.0% | 50.0% | |
| | To Some Extent | 4 | 10 | 14 | |
| | | 50.0% | 38.5% | 41.2% | |
| | Not at all | 0 | 3 | 3 | |
| | | 0.0% | 11.5% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.30 delineates that 'to a great extent', 50% of primary and upper primary schools had adequate classrooms. However, 50% of primary schools and 38.5% of upper primary schools had adequate classrooms to some extent. Only 11.5% of upper primary schools did not have adequate classrooms. Results show that the availability of adequate classrooms is not related to the type of school.

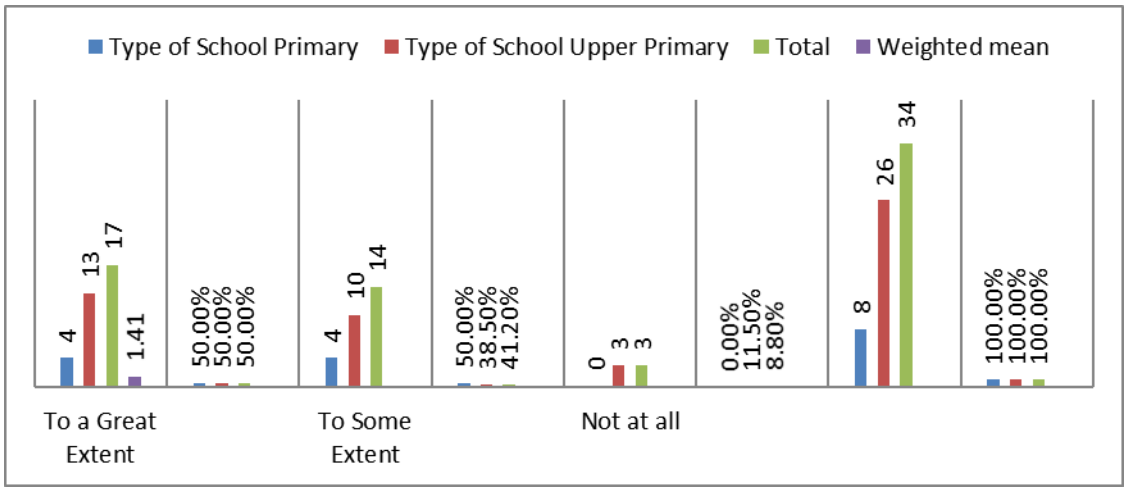


**Figure 4.8: Graphical representation of Classifications of Schools regarding Availability of Adequate Classrooms**

**Table 4.31: Classifications of Schools Regarding Availability of Adequate New Classroom Sanctioned**

| Statement 3 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The new classroom(s) sanctioned were adequate. | To a Great Extent | 5 | 13 | 18 | 1.32 |
| | | 62.5% | 50.0% | 52.9% | |
| | To Some Extent | 3 | 6 | 9 | |
| | | 37.5% | 23.1% | 26.5% | |
| | Not at all | 0 | 7 | 7 | |
| | | 0.0% | 26.9% | 20.6% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.31 shows that 'to a great extent,' most (62.5%) primary schools and 50% of upper primary schools had adequate new classroom sanctioning. While 37.5% of primary and 23.1% of upper primary schools had, 'to some extent' adequate new classroom sections. 26.9% of upper primary schools did not have adequate new classroom sanctioning; 0% of primary schools and 7% of upper primary schools had adequate new classroom sanctioning. The result shows no effect of type of school on the availability of adequate new classrooms.

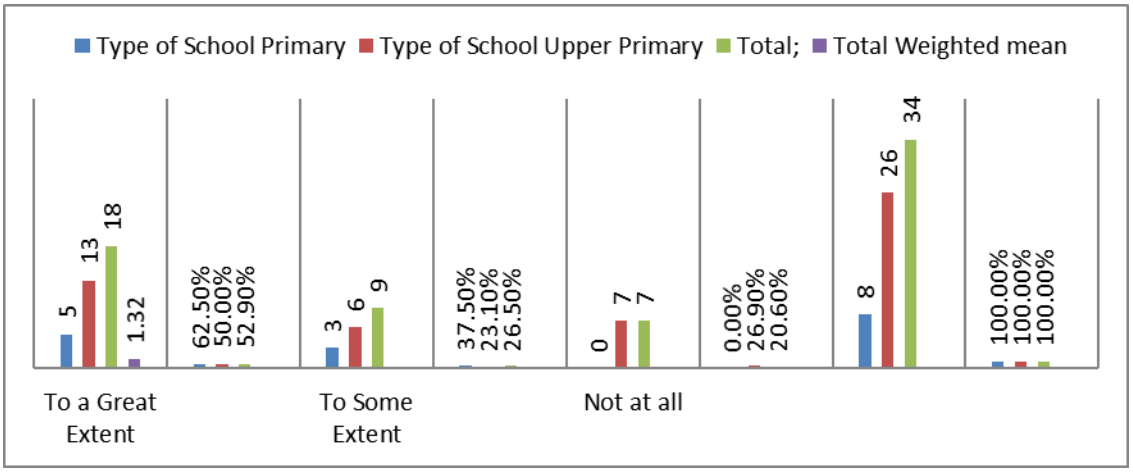


**Figure 4.9: Graphical representation of Classifications of Schools regarding Availability of Adequate New Classroom Sanctioned**

**Table 4.32: Classifications of Schools Regarding Availability of Adequate Size of Classrooms**

| Statement 4 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| The size of the classroom(s) sectioned was adequate | To a Great Extent | 5 | 17 | 22 | 1.50 |
| | | 62.5% | 65.4% | 64.7% | |
| | To Some Extent | 3 | 4 | 7 | |
| | | 37.5% | 15.4% | 20.6% | |
| | Not at all | 0 | 5 | 5 | |
| | | 0.0% | 19.2% | 14.7% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.32 reveals that the majority of (62.5%) primary and (65.4%) upper primary schools had sufficient classrooms to a great extent. Although, to some extent, 37.5% of primary and 15.4% of upper primary schools had classrooms of adequate size. A few of the (19.2%) upper primary schools did not have sufficient size in their classrooms. The results show that the availability of adequate classrooms is not related to the type of school.

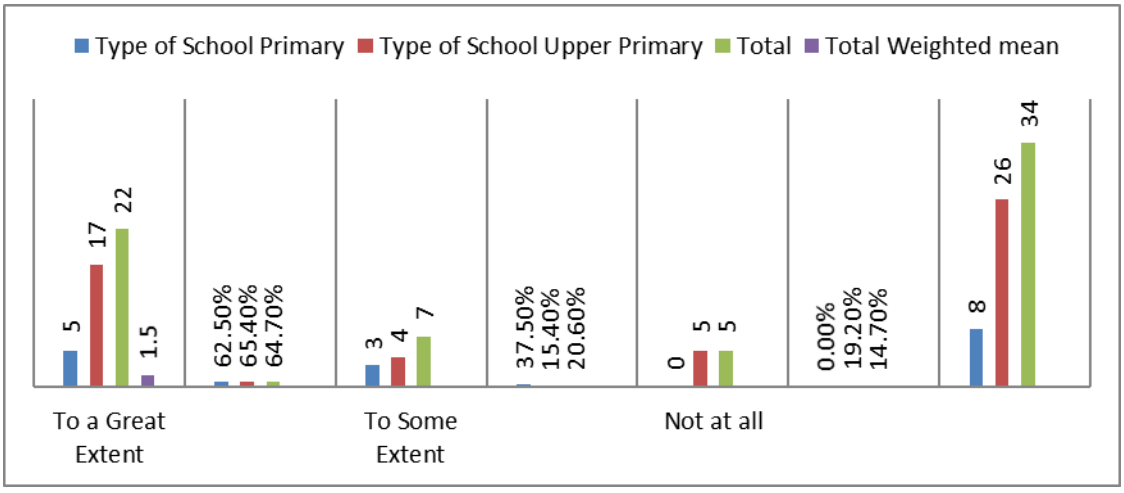


**Figure 4.10*:* Graphical representation of Classifications of Schools regarding Availability of Adequate Size of Classroom**

**Table 4.33: Classifications of Schools Regarding Availability of Adequate Grants for Construction of Toilets**

| Statement 5 | | Type of School | | Total | Rat |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Grant sanctioned/ provided for construction of toilet(s) was adequate. | To a Great Extent | 4 | 17 | 21 | 1.53 |
| | | 50.0% | 65.4% | 61.8% | |
| | To Some Extent | 3 | 7 | 10 | |
| | | 37.5% | 26.9% | 29.4% | |
| | Not at all | 1 | 2 | 3 | |
| | | 12.5% | 7.7% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.33 supports that, to a great extent, a maximum of 50% of primary schools and 65.4% of upper primary schools had adequate grants for the construction of toilets. To some extent, 37.5% of primary and 26.9% of upper primary schools had adequate grants to construct toilets. A few (12.5%) primary schools and seven (7.7%) upper primary schools did not have adequate grants to construct toilets. The result shows no association between the availability of adequate grant funding for the construction of toilets and the type of school.

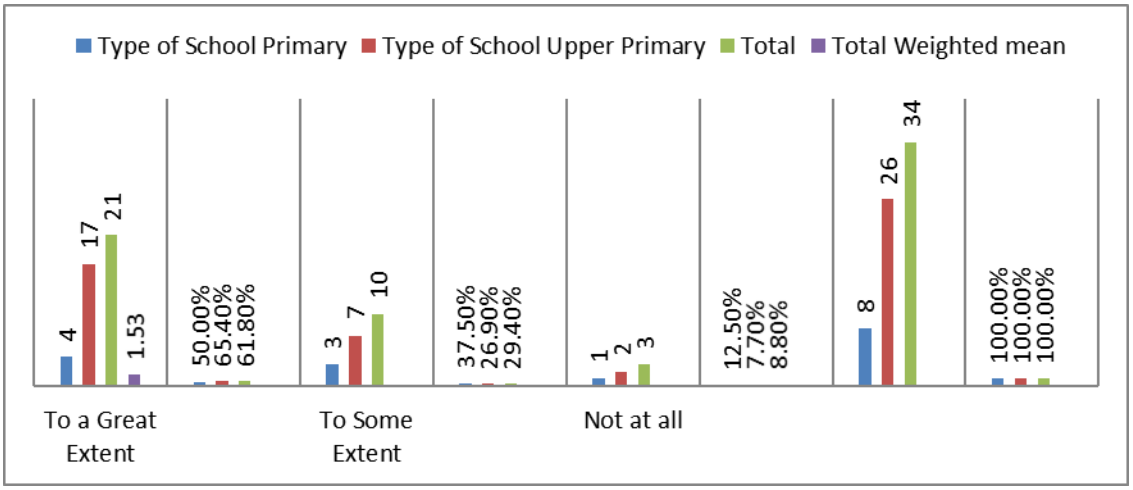


**Figure 4.11: Graphical representation of Classifications of Schools regarding the Availability of Adequate Grants for Construction of Toilets**

**Table 4.34: Classifications of Schools Regarding Availability of Adequate Grants for Construction of Classrooms**

| Statement 6 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Grant sanctioned/ provided for construction of classroom(s) was adequate | To a Great Extent | 5 | 7 | 12 | 1.26 |
| | | 62.5% | 26.9% | 35.3% | |
| | To Some Extent | 2 | 17 | 19 | |
| | | 25.0% | 65.4% | 55.9% | |
| | Not at all | 1 | 2 | 3 | |
| | | 12.5% | 7.7% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.34, to a great extent, 62.5% of primary and 26.9% of upper primary schools had adequate grants for the construction of classrooms, whereas 25% of primary and 65.4% of upper primary schools had, to some extent, adequate grants for the construction of classrooms. Only 12.5% of primary schools and 7.7% of upper primary schools received adequate funding for classroom construction. The results depict that the availability of adequate grant funding for the construction of classrooms is not related to the type of school**.**

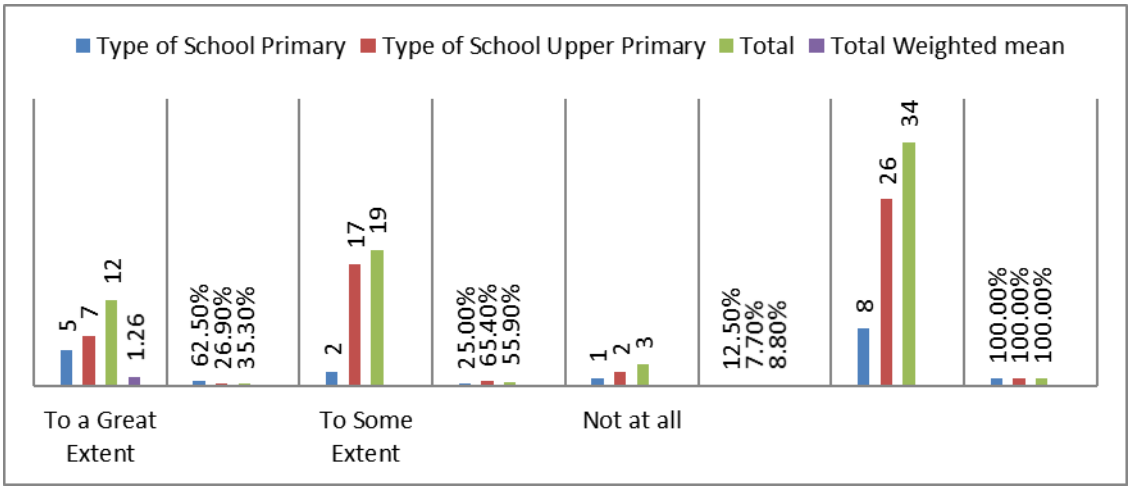


**Figure 4.12: Graphical representation of Classifications of Schools regarding the Availability of Adequate Grants for Construction of Classrooms**

**Table 4.35: Classifications of Schools Regarding Availability of Adequate Grants for Providing Water Facility**

| Statement 7 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| The grant sanctioned/ provided for making provisions for the water facility was adequate. | To a Great Extent | 4 | 8 | 12 | 1.26 |
| | | 50.0% | 30.8% | 35.3% | |
| | To Some Extent | 4 | 15 | 19 | |
| | | 50.0% | 57.7% | 55.9% | |
| | Not at all | 0 | 3 | 3 | |
| | | 0.0% | 11.5% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.35 represents the responses related to the availability of an adequate grant for providing water facilities in primary and upper primary schools. It was found that the majority of (50%) primary as well as (57.7%) upper primary schools had, to some extent, adequate grants for providing water facilities. On the other side, to a great extent, 50% of primary and 30.8% of upper primary schools had adequate grants for providing water facilities. However, only 11.5% of schools had adequate grants for providing water facilities. The results show no association between the availability of a sufficient grant for providing water facilities and the type of school. Hence, it can be concluded that the type of school does not affect the availability of an adequate grant for providing water facilities.

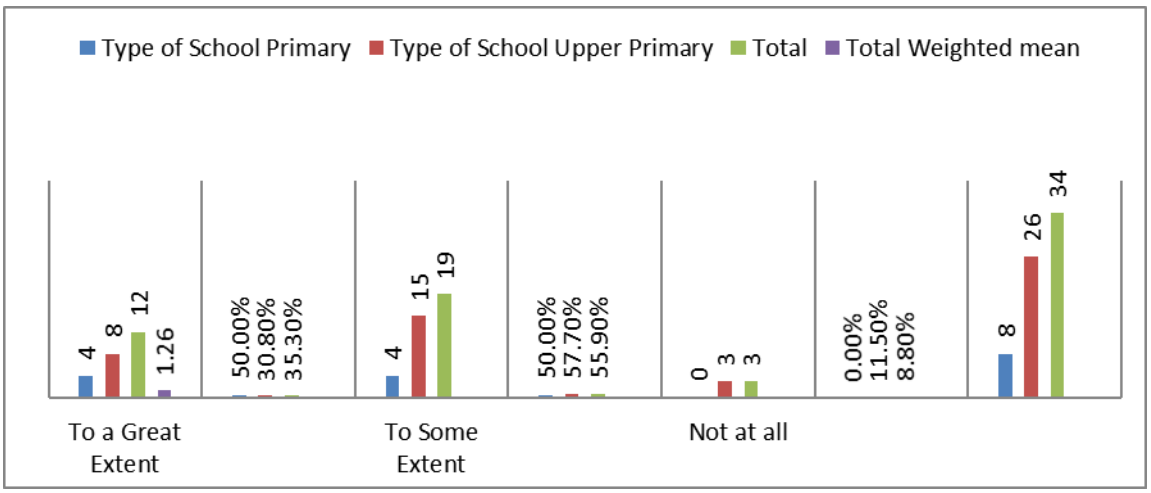


**Figure 4.13: Graphical representation of Classifications of Schools regarding Availability of Adequate Grants for Providing Water Facilities**

**Table 4.36: Classifications of Schools Regarding Availability of Adequate School Improvement Grant**

| Statement 8 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The school improvement grant was adequate. | To a Great Extent | 3 | 8 | 11 | 1.29 |
| | | 37.5% | 30.8% | 32.4% | |
| | To Some Extent | 5 | 17 | 22 | |
| | | 62.5% | 65.4% | 64.7% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100% | 100% | 100% | |

Table 4.36 shows that, to some extent, a maximum of 62.5 percent of primary and 65.4 percent of upper primary schools had adequate grants for school improvement. However, 37.5% of primary and 30.8% of upper primary schools had, to a great extent, adequate grants for school improvement. Only 3.8% of upper primary schools did not have adequate grants for school improvement. It is concluded that the availability of adequate grants for school improvement is not related to the type of schools.

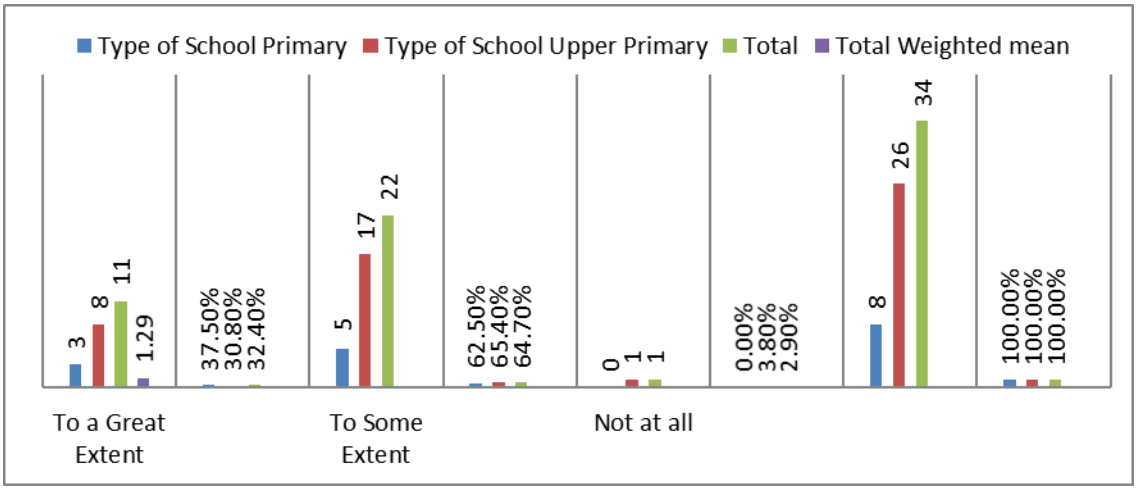


**Figure 4.14: Graphical representation of Classifications of Schools regarding Availability of Adequate School Improvement Grant**

**Table 4.37: Classifications of Schools Regarding Availability of Adequate Grants for Maintenance and Repair**

| Statement 9 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The maintenance and repair grant was adequate. | To a Great Extent | 3 | 6 | 9 | 1.24 |
| | | 37.5% | 23.1% | 26.5% | |
| | To Some Extent | 5 | 19 | 24 | |
| | | 62.5% | 73.1% | 70.6% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.37, it is clear that, to some extent, most (62.5%) primary, and (73.1%) upper primary schools had adequate grants for maintenance and repair. While 37.5% of primary schools and 23.1% of upper primary schools had adequate grants for maintenance and repair, only 3.8% of upper primary schools had adequate grants for maintenance and repair. There is no effect on the type of school regarding the availability of proper grant funding for maintenance and repair.

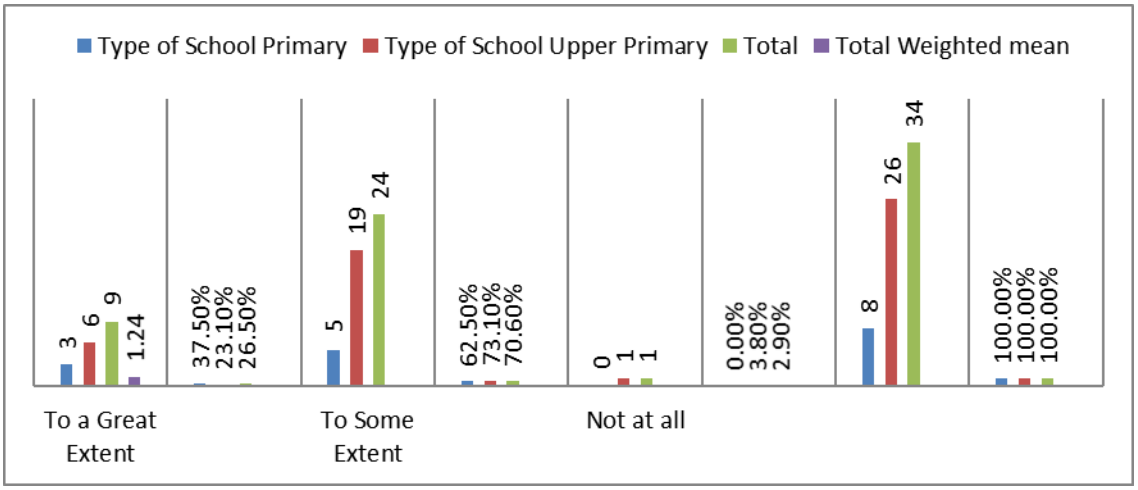


**Figure 4.15: Graphical representation of Classifications of Schools regarding Availability of Adequate Grants for Maintenance and Repair**

**Table 4.38: Classifications of Schools Regarding Availability of Adequate Grant for Coking Cost for Mid-Day-Meal**

| Statement 10 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The cooking cost grant for MDM was adequate. | To a Great Extent | 4 | 11 | 15 | 1.35 |
| | | 50.0% | 42.3% | 44.1% | |
| | To Some Extent | 4 | 12 | 16 | |
| | | 50.0% | 46.2% | 47.1% | |
| | Not at all | 0 | 3 | 3 | |
| | | 0.0% | 11.5% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

According to Table 4.38 above, 50% of primary and 46% of upper primary schools had sufficient grants to cover the cooking costs of midday meals. However, to a great extent, 50% of primary schools and 42.3% of upper primary schools had sufficient grants to cover the cooking costs of midday meals. A few (11.5%) upper primary schools did not have sufficient grants for the cooking costs of midday meals. The results indicate that the availability of adequate funding for the cooking cost of the midday meal is not related to the type of school.

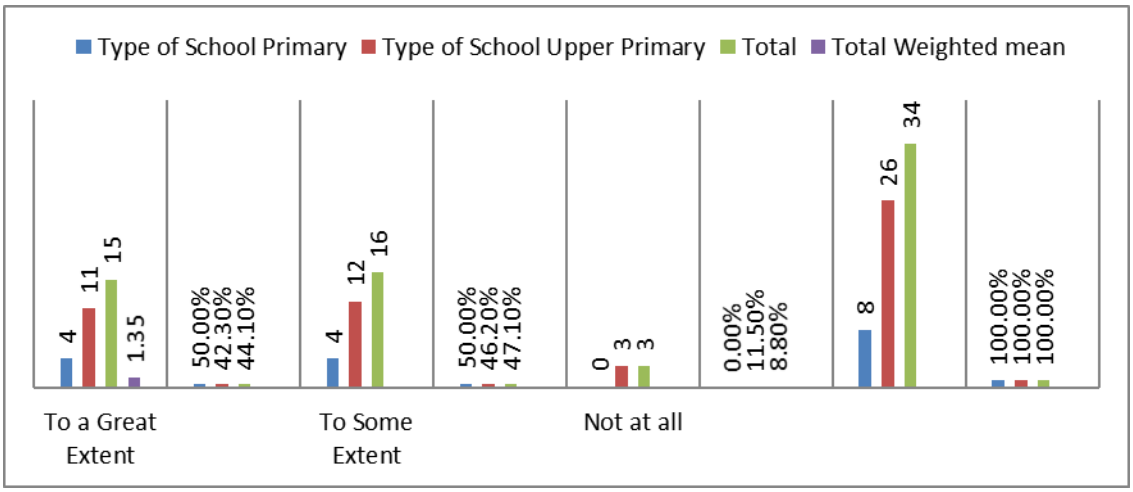


**Figure 4.16**: **Graphical representation of Classifications of Schools regarding Availability of Adequate Grants for Coking Cost for Mid-Day-Meal**

**Table 4.39: Classifications of Schools regarding Availability of Adequate Utensils used for Cooking and Children**

| Statement 11 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Utensils used for cooking and children were adequate. | To a Great Extent | 5 | 14 | 19 | 1.50 |
| | | 62.5% | 53.8% | 55.9% | |
| | To Some Extent | 3 | 10 | 13 | |
| | | 37.5% | 38.5% | 38.2% | |
| | Not at all | 0 | 2 | 2 | |
| | | 0.0% | 7.7% | 5.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.39 shows that most (62.5%) primary and (53.8%) upper primary schools had adequate cooking and children's utensils. To some extent, 37.5% of primary and 38.5% of upper primary schools had adequate utensils for cooking and children. A few (7.7%) of the upper primary schools had insufficient utensils for cooking and children. There is no association between the availability of adequate utensils used for cooking for children and the type of school.

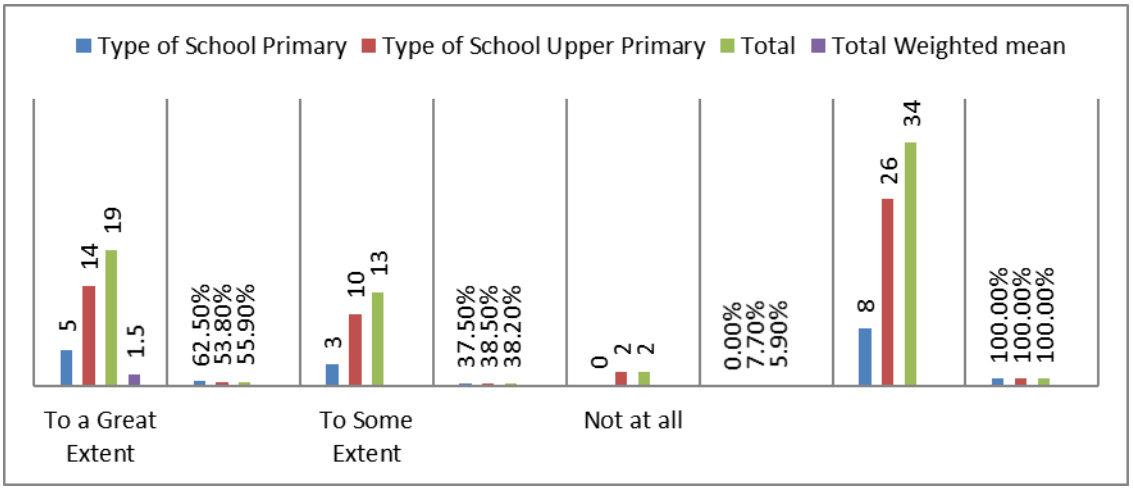


**Figure 4.17: Graphical representation of Classifications of Schools regarding Availability of Adequate Utensils used for Cooking and Children**

**Table 4.40: Classifications of Schools Regarding Availability of Adequate Honorarium of Cook (s)**

| Statement 12 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| An honorarium of cook(s) for MDM was adequate. | To a Great Extent | 4 | 4 | 8 | 1.06 |
| | | 50.0% | 15.4% | 23.5% | |
| | To Some Extent | 4 | 16 | 20 | |
| | | 50.0% | 61.5% | 58.8% | |
| | Not at all | 0 | 6 | 6 | |
| | | 0.0% | 23.1% | 17.6% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.40, to a great extent, 50% of primary and 15.4% of upper primary schools had adequate honoraria for cooks of mid-day meals, whereas 50% of primary and 61.5% of upper primary schools had, to some extent, adequate honoraria for cooks of mid-day meals. Only 23.1% of upper primary schools did not have adequate honoraria for the cooks of midday meals. The results depict that the availability of adequate honorarium for cooks at midday meals is unrelated to the school type.

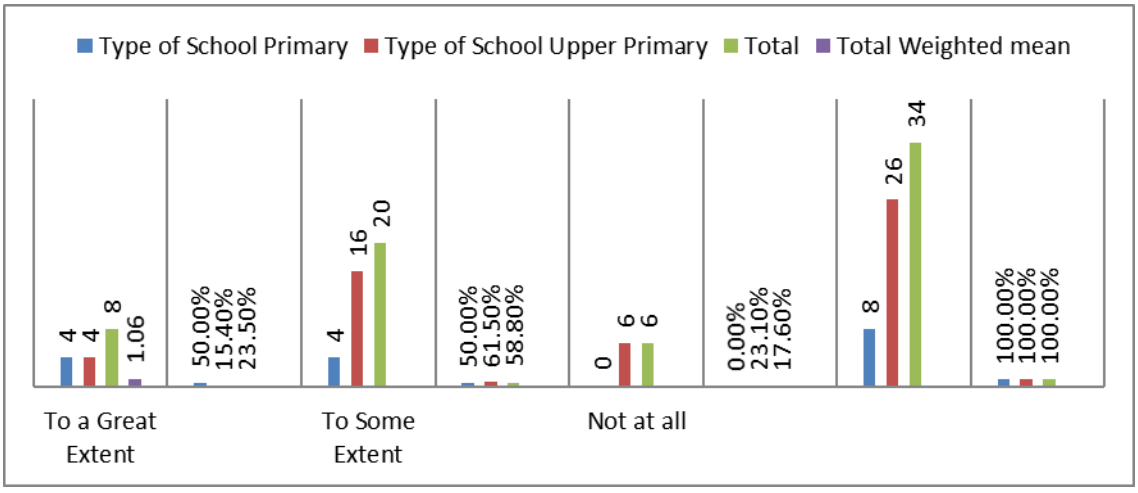


**Figure 4.18: Graphical representation of Classifications of Schools regarding Availability of Adequate Honorarium of cook(s)**

**Table 4.41: Classifications of Schools Regarding Availability of Adequate Computers**

| Statement 13 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The computers given were adequate. | To a Great Extent | 1 | 5 | 6 | 0.94 |
| | | 12.5% | 19.2% | 17.6% | |
| | To Some Extent | 2 | 18 | 20 | |
| | | 25.0% | 69.2% | 58.8% | |
| | Not at all | 5 | 3 | 8 | |
| | | 62.5% | 11.5% | 23.5% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.41 represents the responses related to the availability of adequate computers in primary and upper primary schools. It was found that, to a great extent, 12.5% of primary and 19.2% of upper primary schools had adequate computers. On the other side, 25% of primary and 69.2% of upper primary schools had, to some extent, sufficient computers. However, 62.5% of primary and 11.5% of upper primary schools did not have adequate computers. The results show an association between the availability of sufficient computers and the type of school. Hence, it can be concluded that the type of school significantly affects the availability of adequate computers.

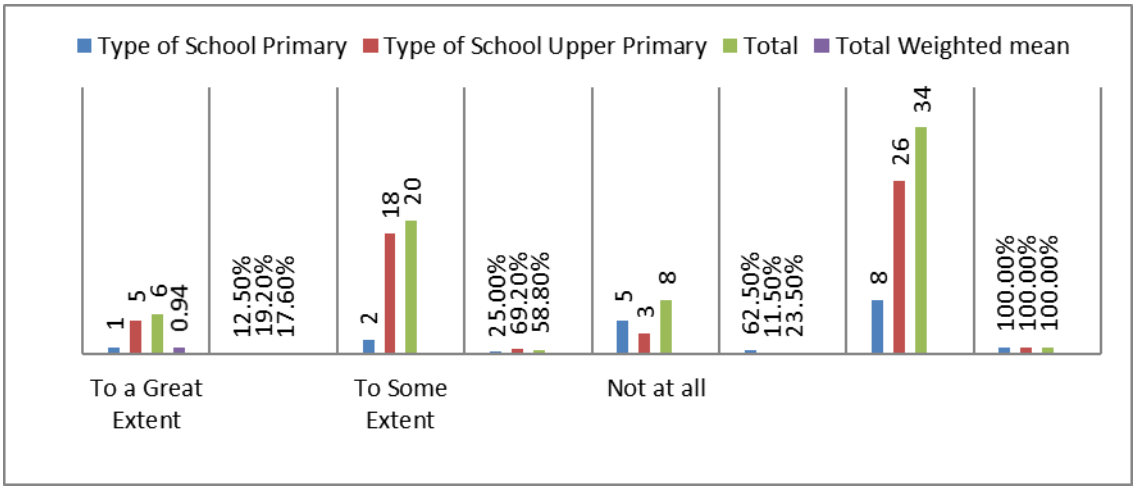


**Figure 4.19: Graphical representation of Classifications of Schools regarding Availability of Adequate Computers**

**Table 4.42: Classifications of Schools Regarding Availability of Adequate Quantity of Food Grain for Mid-Day-Meal**

| Statement 14 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The quantity of food grain for Mid-Day-Meal (MDM) received was adequate. | To a Great Extent | 6 | 12 | 18 | 1.50 |
| | | 75.0% | 46.2% | 52.9% | |
| | To Some Extent | 2 | 13 | 15 | |
| | | 25.0% | 50.0% | 44.1% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.48 delineates that, to a great extent, 75% of primary schools and 46.2% of upper primary schools had adequate quantities of food grains for midday meals. However, 25% of primary schools and 50% of upper primary schools had, to some extent, sufficient amounts of grain for midday meals. Only 3.8% of upper primary schools did not have adequate food grains for midday meals. It is concluded that the availability of a sufficient quantity of food grain for midday meals is not related to the type of school.

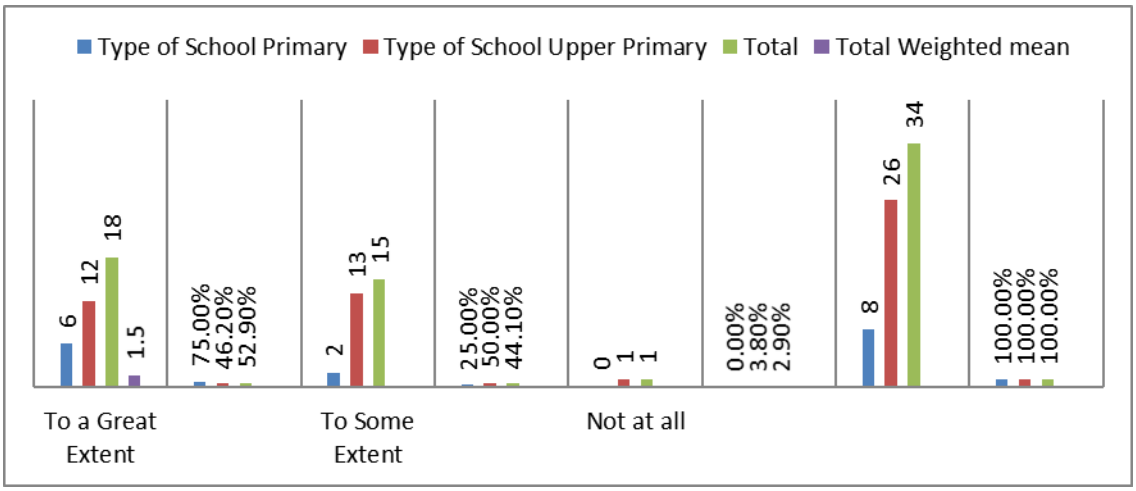


**Figure 4.20: Graphical representation of Classifications of Schools regarding Availability of Adequate Quantity of Food Grain for Mid-Day-Meal**

**Table 4.43: Classifications of Schools Regarding Availability of Adequate Furniture for Students**

| Statement 15 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Furniture for Students was adequate. | To a Great Extent | 3 | 11 | 14 | 1.38 |
| | | 37.5% | 42.3% | 41.2% | |
| | To Some Extent | 5 | 14 | 19 | |
| | | 62.5% | 53.8% | 55.9% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.43, it is clear that, to some extent, most (62.5%) primary and (53.8%) upper primary schools had adequate furniture for students. While 37.5% of primary and 42.3% of upper primary schools had proper furniture for students to a great extent. 3.8% of upper primary schools did not have sufficient furniture for students. There is no effect of the type of school on the availability of the furniture.

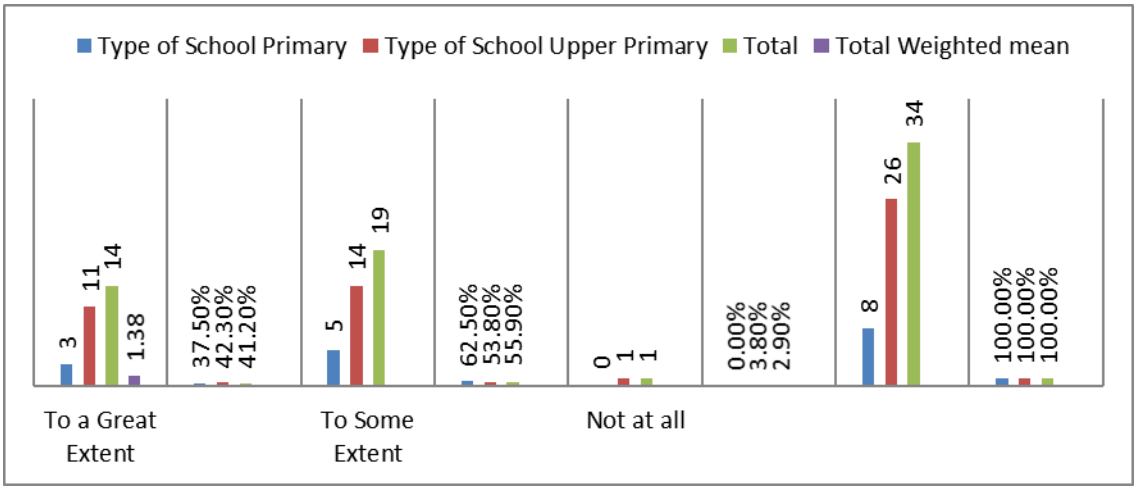


**Figure 4.21: Graphical representation of Classifications of Schools regarding Availability of Adequate Furniture for Students**

**Table 4.44: Classifications of Schools Regarding Availability of Adequate Furniture for Teachers**

| Statement 16 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Furniture for teachers was adequate. | To a Great Extent | 4 | 8 | 12 | 1.29 |
| | | 50.0% | 30.8% | 35.3% | |
| | To Some Extent | 4 | 16 | 20 | |
| | | 50.0% | 61.5% | 58.8% | |
| | Not at all | 0 | 2 | 2 | |
| | | 0.0% | 7.7% | 5.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

The above table 4.44 reveals that the majority of (50%) primary and (61.5%) upper primary schools had, to some extent, sufficient furniture for teachers. Although, to a great extent, 50% of primary and 30.8% of upper primary schools had enough furniture for teachers, a few (7.7%) upper primary schools did not. The results show that the availability of sufficient furniture for teachers is not related to the type of school.

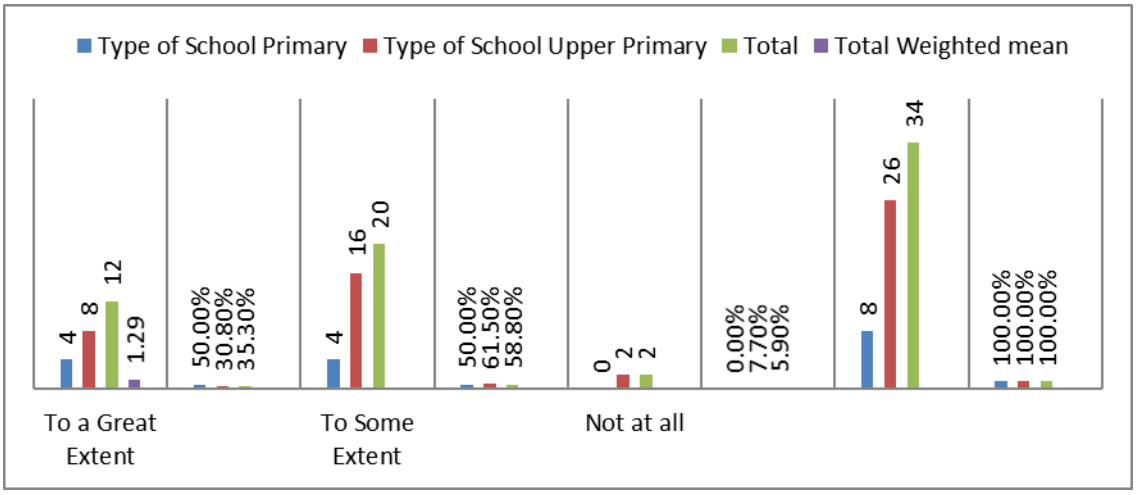


**Figure 4.22: Graphical representation of Classifications of Schools regarding Availability of Adequate Furniture for Teachers**

**Table 4.45: Classifications of Schools Regarding Availability of Adequate Teaching Learning Material Grant**

| Statement 17 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The teaching Learning Material (TLM) grant was adequate. | To a Great Extent | 5 | 6 | 11 | 1.21 |
| | | 62.5% | 23.1% | 32.4% | |
| | To Some Extent | 3 | 16 | 19 | |
| | | 37.5% | 61.5% | 55.9% | |
| | Not at all | 0 | 4 | 4 | |
| | | 0.0% | 15.4% | 11.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.45 shows that 62.5% of primary and 23.1% of upper primary schools had grants for adequate teaching and learning materials. To some extent, 37.5% of primary and 61.5% of upper primary schools had adequate grants for teaching materials. A few (15.4%) upper primary schools did not have proper grants for teaching materials. There is no association between the availability of adequate grants for teaching materials and the type of school.

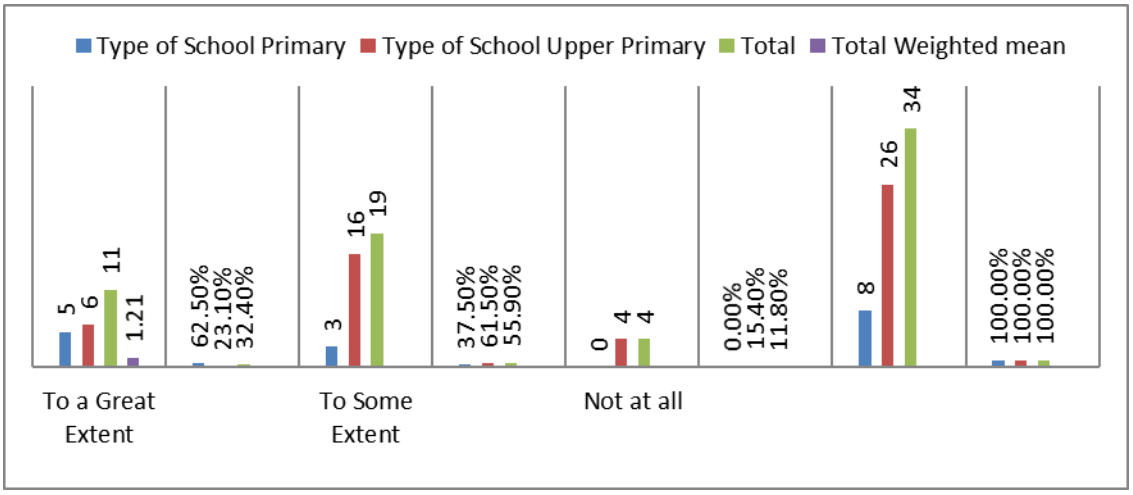


**Figure 4.23: Graphical representation of Classifications of Schools regarding Availability of Adequate Teaching Learning Material Grant**

**Table 4.46: Classifications of Schools Regarding Availability of Adequate Service Teacher Training**

| Statement 18 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The in-service teacher training provided was adequate. | To a Great Extent | 5 | 9 | 14 | 1.41 |
| | | 62.5% | 34.6% | 41.2% | |
| | To Some Extent | 3 | 17 | 20 | |
| | | 37.5% | 65.4% | 58.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.46, 62.5% of primary and 34.6% of upper primary schools had adequate service teacher training to a great extent, whereas 37.5% of primary and 65.4% of upper primary schools had adequate service teacher training to some extent. The results depict that the availability of proper service teacher training is unrelated to the school type.

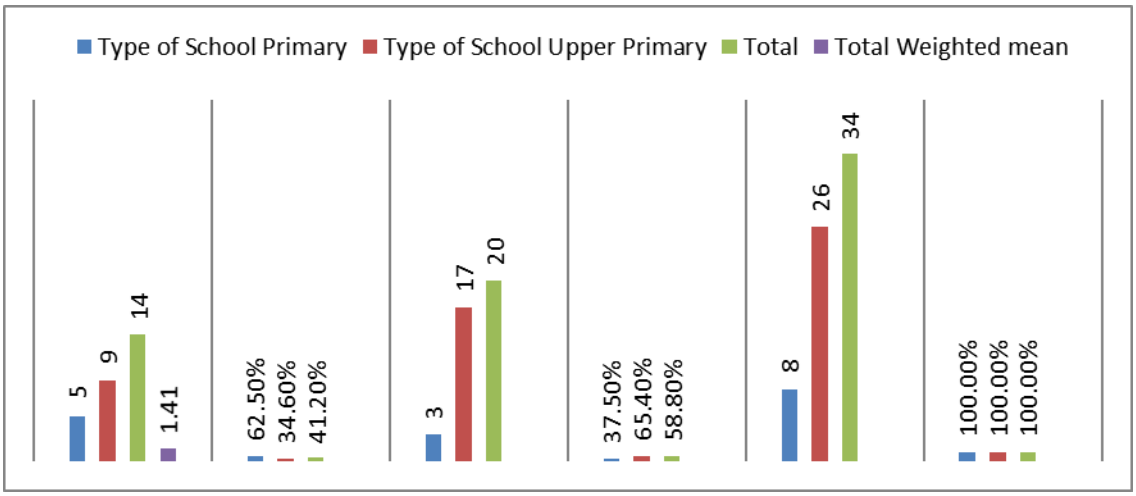


**Figure 4.24: Graphical representation of Classifications of Schools regarding Availability of Adequate Service Teacher Training**

**Table 4.47: Classifications of Schools Regarding Availability of Adequate Food Provided to Children**

| Statement 19 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The food provided to the children was adequate. | To a Great Extent | 6 | 9 | 15 | 1.41 |
| | | 75.0% | 34.6% | 44.1% | |
| | To Some Extent | 2 | 16 | 18 | |
| | | 25.0% | 61.5% | 52.9% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.47 represents the response to adequate food availability for primary and upper primary school children. It was found that, to a great extent, 75% of primary schools and 34.6% of upper primary schools provided adequate food to children. On the other side, 25% of primary schools and 61.5% of upper primary schools provided, to some extent, sufficient food for children. However, 3.8% of upper primary schools did not provide adequate food to children. The results show no association between the availability of proper food provided to children and the type of school**.** Hence, it can be concluded that the type of school does not affect the availability of adequate food to children.

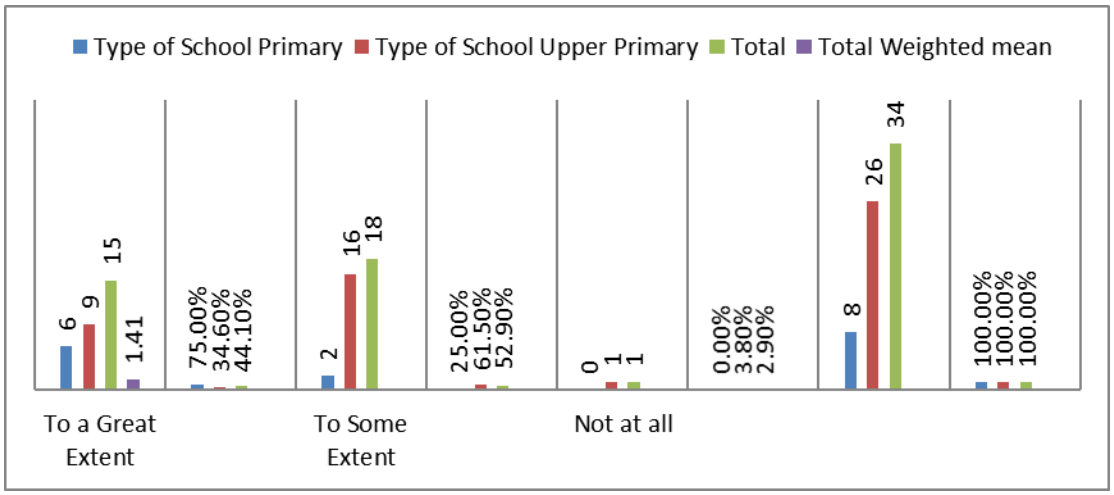


**Figure 4.25: Graphical representation of Classifications of Schools regarding Availability of Adequate Food Provided to Children**

**Table 4.48: Classifications of Schools Regarding Availability of Adequate Teaching Learning Programs**

| Statement 20 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The teaching-learning programme on EDUSAT was adequate. | To a Great Extent | 5 | 11 | 16 | 1.26 |
| | | 62.5% | 42.3% | 47.1% | |
| | To Some Extent | 3 | 8 | 11 | |
| | | 37.5% | 30.8% | 32.4% | |
| | Not at all | 0 | 7 | 7 | |
| | | 0.0% | 26.9% | 20.6% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100% | 100% | 100% | |

Table 4.48 delineates that, to a great extent, 62.5% of primary and 42.3% of upper primary schools had an adequate teaching and learning program. However, 37.5% of primary schools and 30.8% of upper primary schools had, to some extent, adequate teaching, and learning programs. Only 26.9% of upper primary schools had an adequate teaching and learning program**.** The availability of an adequate teaching and learning program is not related to the type of school.

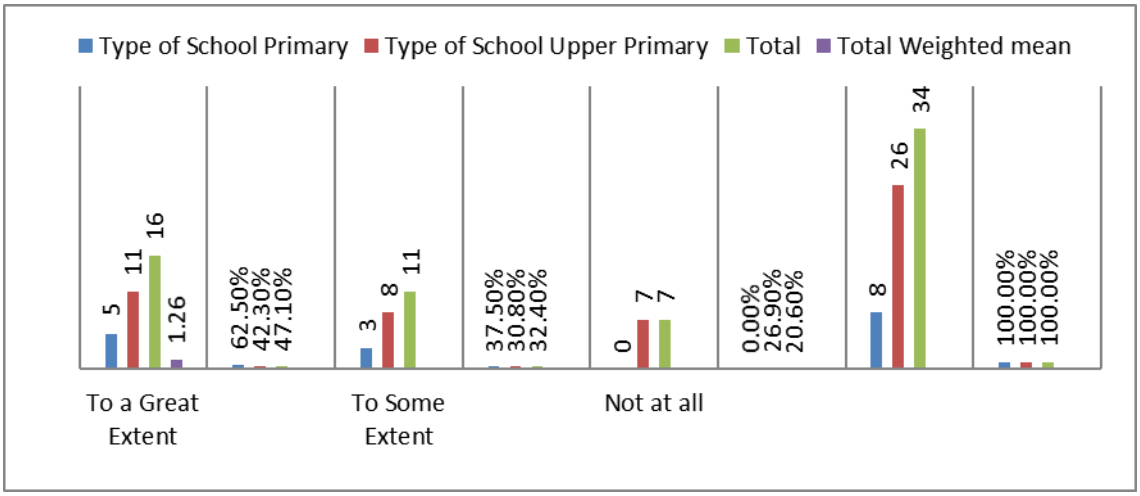


**Figure 4.26: Graphical representation of Classifications of Schools regarding Availability of Adequate Teaching Learning Program.**

**Table 4.49: Classifications of Schools regarding Availability of Adequate Incentives provided to Children**

| Statement 21 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Incentives (Cash) provided to children were adequate. | To a Great Extent | 4 | 11 | 15 | 1.32 |
| | | 50.0% | 42.3% | 44.1% | |
| | To Some Extent | 4 | 11 | 15 | |
| | | 50.0% | 42.3% | 44.1% | |
| | Not at all | 0 | 4 | 4 | |
| | | 0.0% | 15.4% | 11.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

According to Table 4.49, adequate incentives were provided to children in most (50%) primary and (42.3%) upper primary schools. While 50% of primary and 42.3% of upper primary schools provided adequate incentives to children to some extent, 15.4% of upper primary schools did not have proper incentives. There is no effect of the type of school on the availability of adequate incentives.

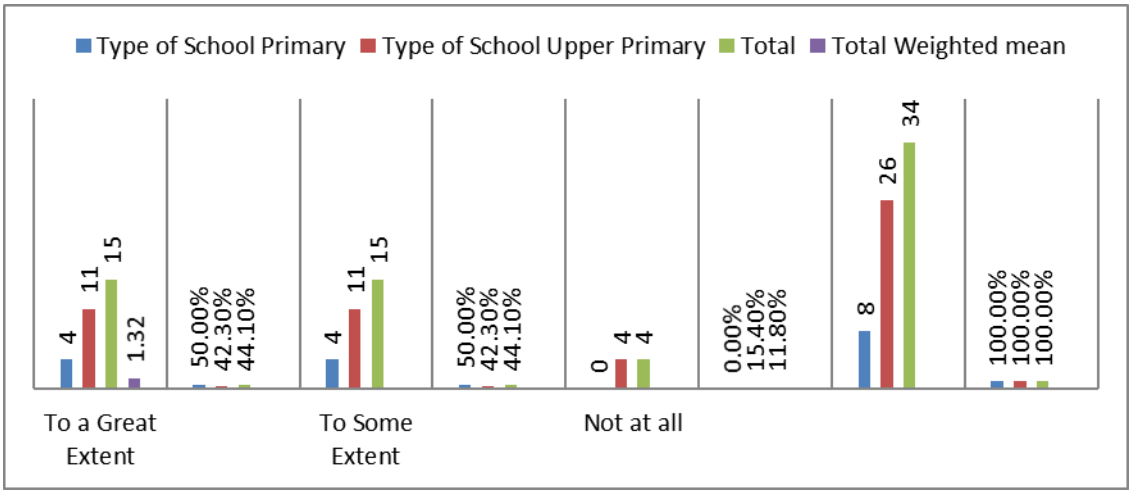


**Figure 4.27: Graphical representation of Classifications of Schools regarding Availability of Adequate Incentives provided to Children**

**Table 4.50: Classifications of Schools Regarding Qualitative Improvement in the School Environment**

| Statement 22 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the provision of school Buildings, Additional classrooms, a school grant, and a Maintenance and Repair Grant, the school environment has improved qualitatively. | To a Great Extent | 5 | 10 | 15 | |
| | | 62.5% | 38.5% | 44.1% | |
| | To Some Extent | 3 | 15 | 18 | |
| | | 37.5% | 57.7% | 52.9% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | 1.41 |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.50 reveals that 62.5% of primary and 38.5% of upper primary schools had, to a great extent, qualitative improvements in their school environments due to the provision of school buildings and school maintenance and repair grants. Although, to some extent, 37.5% of primary and 57.7% of upper primary schools had qualitative improvements in their school environments, a few (3.8%) upper primary schools did not have qualitative improvements in their school environments. The result shows that qualitative improvement in the school environment due to the provision of school buildings, school maintenance, and school repair grants is not related to the type of school.

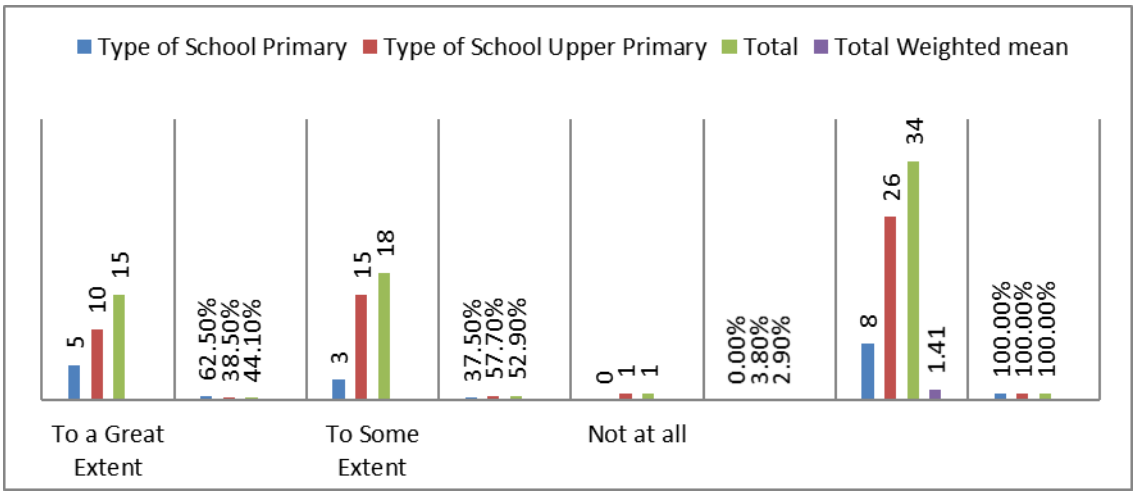


**Figure 4.28: Graphical Representation of Classifications of Schools Regarding Qualitative Improvement in the School Environment**

**Table 4.51: Classifications of Schools regarding Availability of Classroom for each Class due to Sanctioned Additional Classroom**

| Statement 23 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the sanction/ construction of additional classrooms, classrooms have been made available for each class. | To a Great Extent | 5 | 7 | 12 | 1.18 |
| | | 62.5% | 26.9% | 35.3% | |
| | To Some Extent | 2 | 14 | 16 | |
| | | 25.0% | 53.8% | 47.1% | |
| | Not at all | 1 | 5 | 6 | |
| | | 12.5% | 19.2% | 17.6% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.51 supports that, to a great extent, 62.5% of primary and 26.9% of upper primary schools had classrooms available for each class due to the sanction and construction of additional classrooms. To some extent, 25% of primary and 53.8% of upper primary schools had enough classrooms for each class. A few (12.5%) primary and 19.2%) upper primary schools did not have enough classrooms for each class due to school sanctions and the construction of additional classrooms. Due to the sanction and instruction of additional classrooms at each school, there is no correlation between classroom availability for each class and school type.

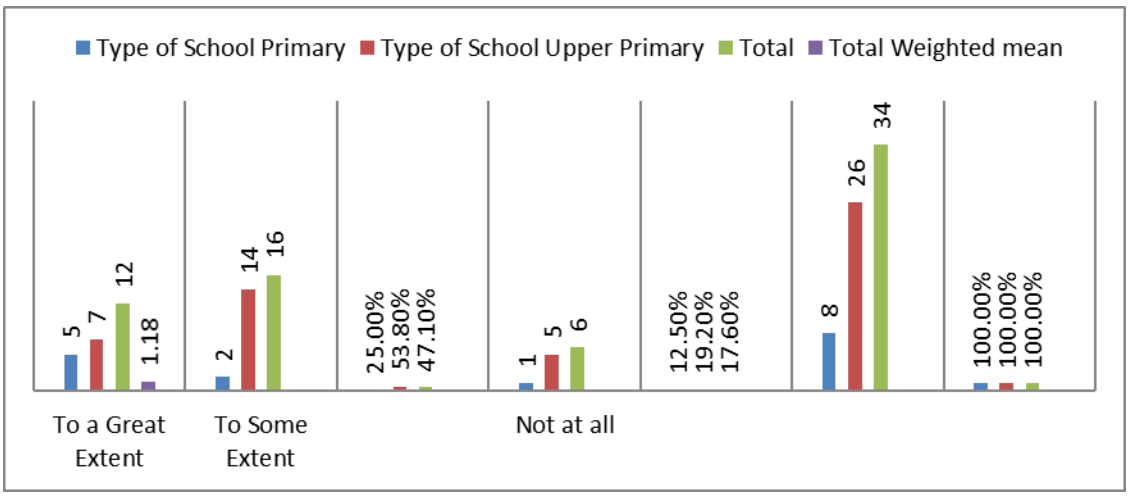


**Figure 4.29: Graphical representation of Classifications of Schools regarding Availability of Classrooms for each Class due to Sanctioned Additional Classroom**

**Table 4.52: Classifications of Schools Regarding Students Staying in School Due to Provision of Water Facility**

| Statement 24 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Water facilities have helped students stay in school throughout school hours. | To a Great Extent | 6 | 15 | 21 | 1.47 |
| | | 75.0% | 57.7% | 61.8% | |
| | To Some Extent | 1 | 7 | 8 | |
| | | 12.5% | 26.9% | 23.5% | |
| | Not at all | 1 | 4 | 5 | |
| | | 12.5% | 15.4% | 14.7% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.52, to a great extent, a maximum of 75% of primary and 57.7% of upper primary school students stayed in school through school hours due to the water facility, whereas 12.5% of primary and 26.9% of upper primary school's students stayed, to some extent, in school through school hours. Only 12.5% of primary school students and 15.4% of upper primary school students stayed in school through school hours. The results depict that students stayed in school through school hours due to the water facility, which is unrelated to the school type.

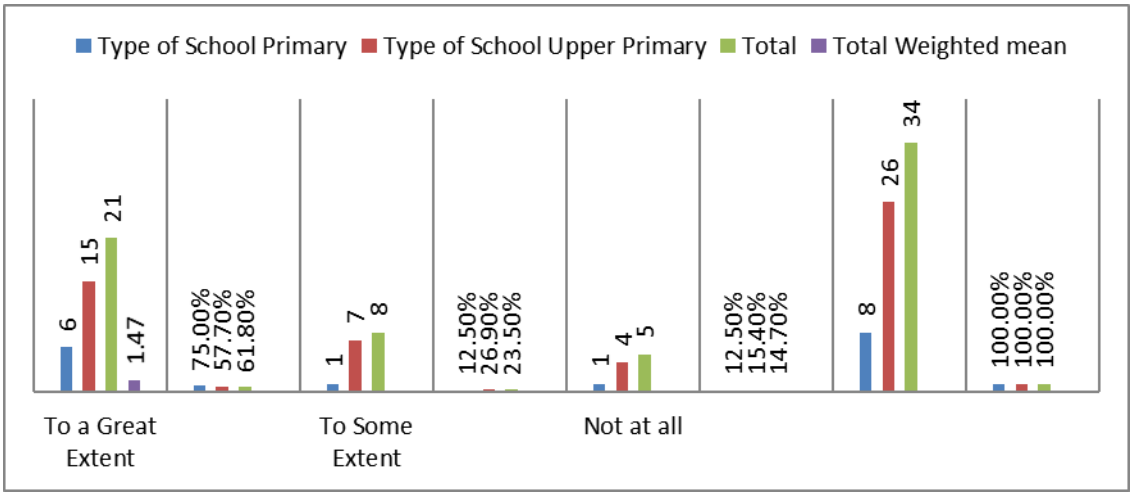


**Figure 4.30: Graphical representation of classifications of schools regarding students staying in school due to the provision of water facilities.**

**Table 4.53: Classifications of Schools regarding Students Staying in School Due to Provision of Toilet.**

| Statement 25 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The toilet facility has helped students to stay in school throughout the school hours. | To a Great Extent | 5 | 15 | 20 | 1.56 |
| | | 62.5% | 57.7% | 58.8% | |
| | To Some Extent | 3 | 10 | 13 | |
| | | 37.5% | 38.5% | 38.2% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.53, to a great extent, a maximum of 62.5 per cent of primary and 57.7 per cent of upper primary school students stayed in school through school hours due to toilet facilities, whereas 37.5% of primary and 38.5% of upper primary school's students stayed, to some extent, in school through school hours. Only 3.8% of the upper primary school students did not stay in school through school hours. The results depict that students stayed in school through school hours due to toilet facilities being unrelated to the school type.

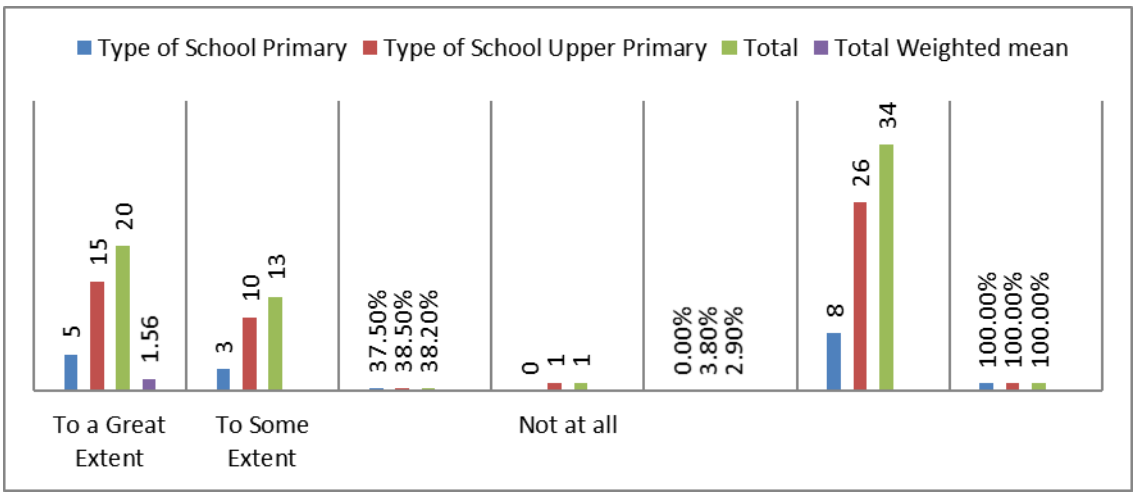


**Figure 4.31: Graphical representation of Classifications of Schools regarding Students Staying in School Due to the Provision of Toilets.**

**Table 4.54: Classifications of Schools regarding Ability of Teachers to each through TLM**

| Statement 26 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| Teachers have been helped / able to teach with the help of TLM. | To a Great Extent | 6 | 13 | 19 | 1.47 |
| | | 75.0% | 50.0% | 55.9% | |
| | To Some Extent | 2 | 10 | 12 | |
| | | 25.0% | 38.5% | 35.3% | |
| | Not at all | 0 | 3 | 3 | |
| | | 0.0% | 11.5% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.54 represents the responses related to the ability of teachers to teach with the help of TLM in primary and upper primary schools. It was found that, to a great extent, most of the (75%) primary and (50%) upper primary school teachers could teach through TLM. On the other side, 25% of primary school teachers and 38.5% of upper primary school teachers had, to some extent, the ability to teach through TLM. However, 11.5% of the upper primary school teachers could not teach through TLM. The results show no association between a teacher's ability to teach through TLM and the type of school. Hence, it can be concluded that the type of school has an insignificant effect on teachers' ability to teach through TLM.

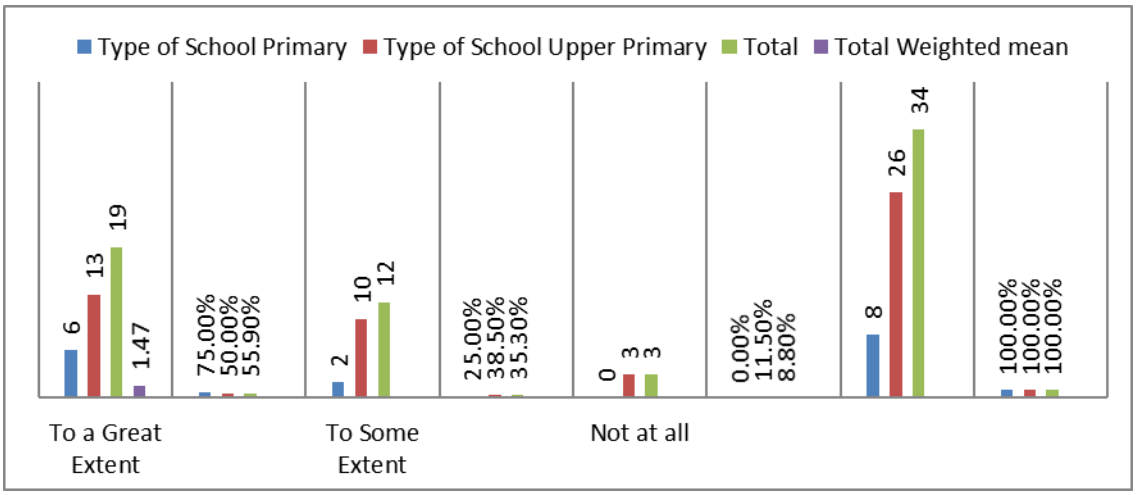


**Figure 4.32: Graphical representation of Classifications of Schools regarding the Ability of Teachers to teach through TLM**

**Table 4.55: Classifications of Schools Regarding Easy Learning Due to Provision of Free Text Books**

| Statement 27 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The provision of free textbooks to students has helped them learn. | To a Great Extent | 7 | 20 | 27 | 1.76 |
| | | 87.5% | 76.9% | 79.4% | |
| | To Some Extent | 1 | 5 | 6 | |
| | | 12.5% | 19.2% | 17.6% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.55 delineates that, to a great extent, the majority of (87.5%) primary and (76.9%) upper primary school students received help in learning due to the provision of free textbooks. However, 12.5% of primary school students and 19.2% of those in upper primary school received, to some extent, help in learning due to the provision of free textbooks. Only 3.8% of the upper primary school students did not receive assistance in learning due to the provision of free textbooks**.** It is concluded that easy learning for students due to the provision of free textbooks is not related to the type of school.

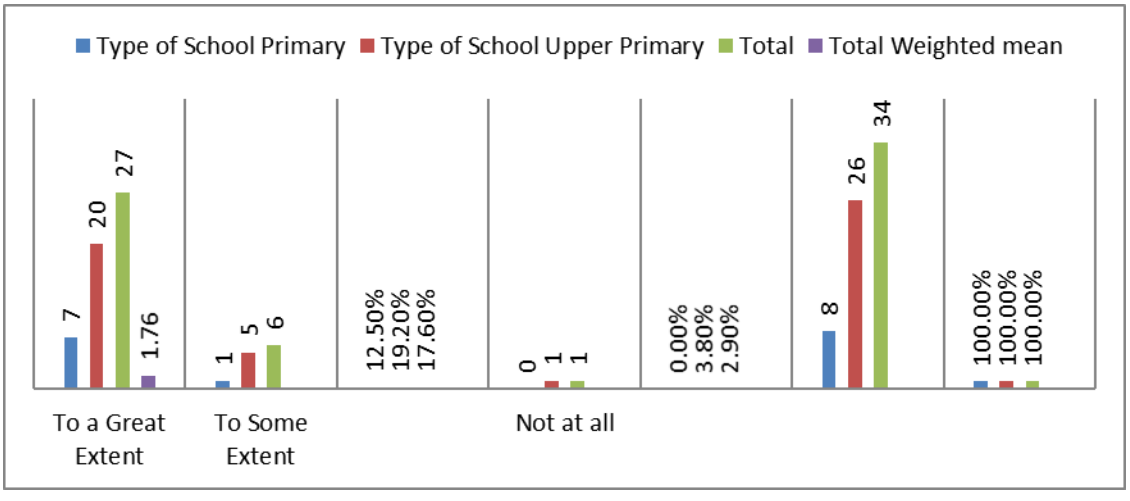


**Figure 4.33: Classifications of Schools Regarding Easy Learning Due to Provision of Free Text Books**

**Table 4.56: Classifications of Schools Regarding Increasing Student's Regularity Due to the Provision of Different Grants**

| Statement 28 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| Due to the provision of different grants/facilities and mid-day meals, students' regularity in school has been increased. | To a Great Extent | 7 | 14 | 21 | 1.59 |
| | | 87.5% | 53.8% | 61.8% | |
| | To Some Extent | 1 | 11 | 12 | |
| | | 12.5% | 42.3% | 35.3% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.56, it is clear that to a great extent, most of the elementary (87.5%), as well as the upper primary (53.8%) schools, noticed an increase in the regularity of students in school due to the provision of Mid-day meals, while 12.5% of primary schools and 42.3% of upper primary schools noticed, an increase in the regularity of students in schools due to provision of different facilities and Mid-Day-Meal. Only 3.8% of upper primary schools did not notice an increase in the regularity of students in school due to the provision of different grants, facilities, and mid-day meals. There is no effect of the type of school on the increase in the regularity of students in school due to the provision of different grants, facilities, and mid-day meals.

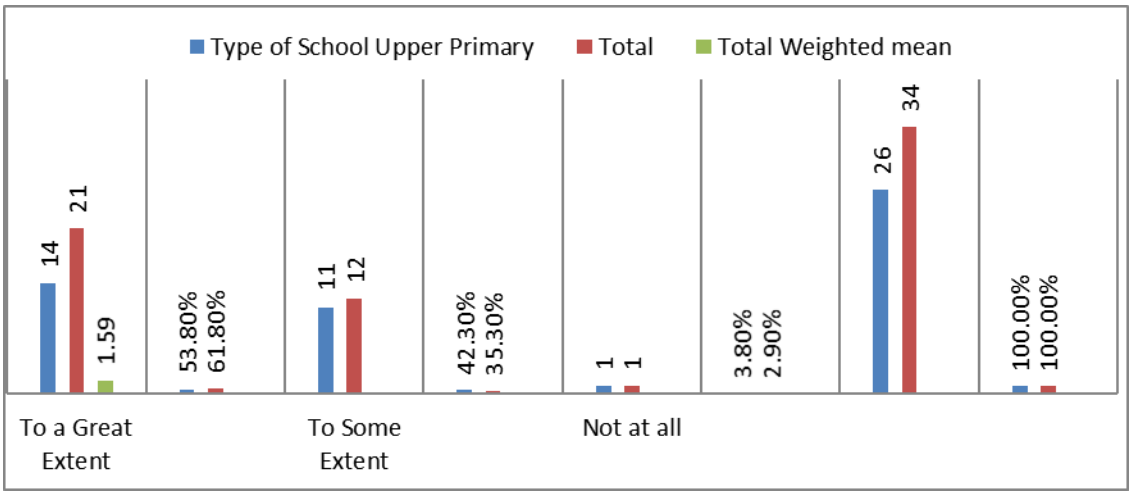


**Figure 4.34: Graphical representation of Classifications of Schools regarding Increasing Student Regularity Due to the Provision of Different Grants**

**Table 4.57: Classifications of Schools regarding Sense of Equality by SC Children Due to provision of Dress**

| Statement 29 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Dress provided to SC children has helped them feel a sense of equality. | To a Great Extent | 6 | 16 | 22 | 1.65 |
| | | 75.0% | 61.5% | 64.7% | |
| | To Some Extent | 2 | 10 | 12 | |
| | | 25.0% | 38.5% | 35.3% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.57 reveals that most (75%) primary and (61.5%) upper primary school SC children felt a great sense of equality after the provision of dress through the RTE Act. However, to some extent, 25% of primary and 38.5% of upper primary school SC children felt a sense of equality due to free dress. The results show that feeling a sense of equality by school SC children due to provision of after getting dressed is unrelated to the type of school.

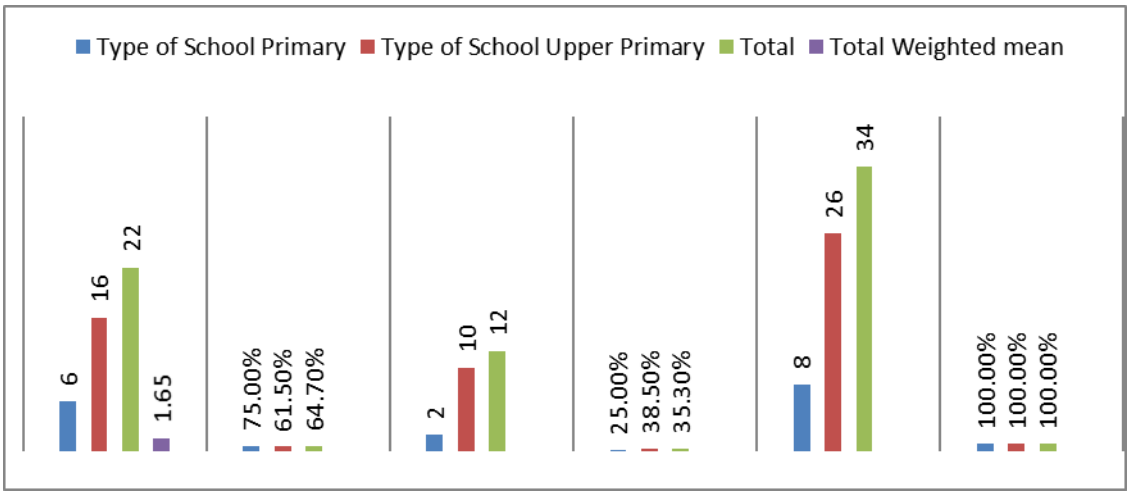


**Figure 4.35: Graphical representation of Classifications of Schools regarding Feeling a Sense of Equality by SC Children Due to the provision of Dress**

**Table 4.58: Classifications of Schools Regarding Easy Learning for SC Students Due to Provision of Free stationery**

| Statement 30 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| The provision of free stationary to SC students has helped them in their learning. | To a Great Extent | 7 | 17 | 24 | 1.71 |
| | | 87.5% | 65.4% | 70.6% | |
| | To Some Extent | 1 | 9 | 10 | |
| | | 12.5% | 34.6% | 29.4% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.58 supports that, to a great extent, a maximum of (87.5%) of primary and (65.4%) of upper primary school SC students got help learning due to free stationery. To some extent, 12.5% of primary school students and 34.6% of upper primary school SC students were helped in learning. There is no association between easy learning due to the provision of free stationery for SC students and the type of school.

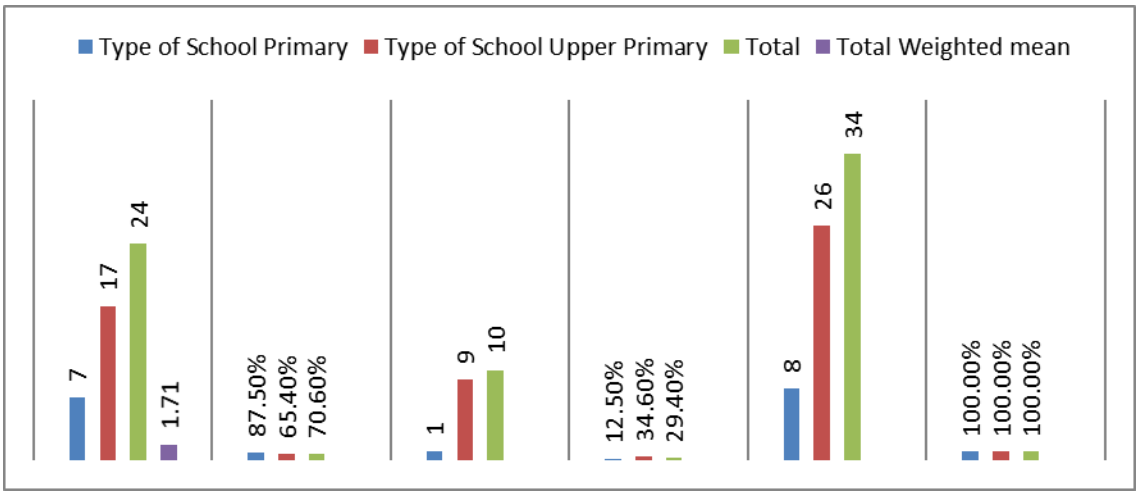


**Figure 4.36: Classifications of Schools Regarding Easy Learning for SC Students Due to Provision of Free stationery**

**Table 4.59: Classifications of Schools regarding Parents Enrolling Their Wards in Schools Due to Incentives and Mid-Day-Meal.**

| Statement 31 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Incentives (in cash) and MDM Scheme have motivated parents to enrol in their wards in schools. | To a Great Extent | 5 | 15 | 20 | 1.56 |
| | | 62.5% | 57.7% | 58.8% | |
| | To Some Extent | 3 | 10 | 13 | |
| | | 37.5% | 38.5% | 38.2% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.59, to a great extent, a maximum of 62.5 per cent of primary and 57.7 per cent of upper primary school students' parents are motivated by incentives and the MDM scheme to enroll them in school, whereas 37.5% of primary and 38.5% of upper primary school student's parents are encouraged, to some extent, by incentives and the MDM scheme. Only 3.8% of upper primary school student's parents are not motivated by incentives and the MDM scheme to enrol them in school. The results depict that parents' motivation for enrollment of students due to incentives and the MDM scheme is unrelated to the type of schools.

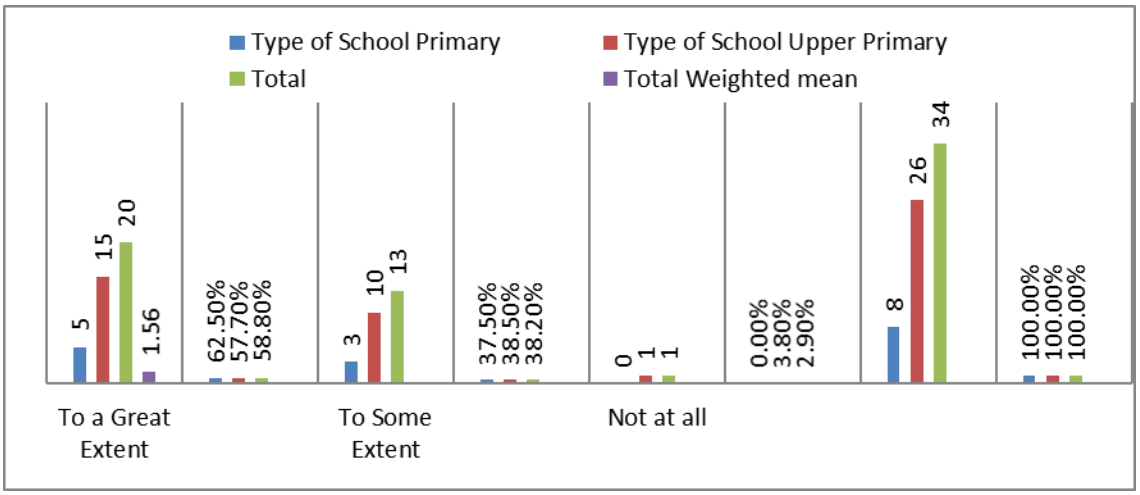


**Figure 4.37: Graphical representation of Classifications of Schools regarding Parents enrol their wards in Schools Due to Incentives and Mid-Day-Meal**

**Table 4.60: Classifications of Schools Regarding Parents Sending Their Children to School Due to Provision of Incentives in Cash**

| Statement 32 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| The provision of cash incentives has motivated parents to send their children to school regularly. | To a Great Extent | 5 | 11 | 16 | 1.44 |
| | | 62.5% | 42.3% | 47.1% | |
| | To Some Extent | 3 | 14 | 17 | |
| | | 37.5% | 53.8% | 50.0% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.60 represents the response related to motivation for parents to send their children to school regularly due to the provision of incentives in cash. It was found that, to a great extent, 62.5% of primary, and 42.3% of upper primary school students' parents were motivated by incentives in cash. On the other side, 37.5% of primary and 53.8% of upper primary school students' parents were motivated, to some extent, by incentives in cash. However, 3.8% of upper primary school students' parents were less motivated. The results show no association between motivation for parents to send their children to school regularly and the provision of incentives in cash or type of school. Hence, it can be concluded that the type of school significantly affects parents' motivation to send their children to school regularly due to the provision of cash incentives.

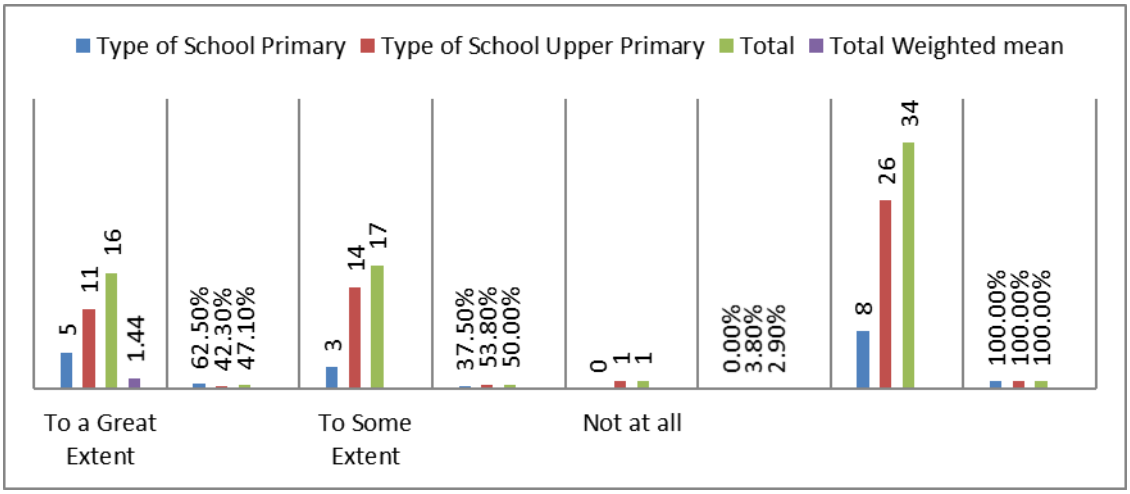


**Figure 4.38: Classifications of Schools Regarding Parents Sending Their Children to School Due to Provision of Incentives in Cash.**

**Table 4.61: Classifications of Schools regarding Girl Students of Upper Primary Schools Reached School in Time Due to Provision of Free Bicycle**

| Statement 33 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Providing free bicycles to female students of upper primary schools has helped them reach the schools in time. | To a Great Extent | 4 | 18 | 22 | 1.44 |
| | | 50.0% | 69.2% | 64.7% | |
| | To Some Extent | 1 | 4 | 5 | |
| | | 12.5% | 15.4% | 14.7% | |
| | Not at all | 3 | 4 | 7 | |
| | | 37.5% | 15.4% | 20.6% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.61 delineates that, to a great extent, 50% of primary, and 69.2% of upper primary school girls students reached school in time due to the provision of complimentary bicycles. However, 12.5% of primary and 15.4% of upper primary school girl students reached, to some extent, on time due to the provision of complimentary bicycles. 37.5% of primary and 15.4% of upper primary school girl students did not reach school in time due to the provision of complimentary bicycles. Responses related to girls in upper primary school reaching school on time due to free bicycles are unrelated to the type of schools.

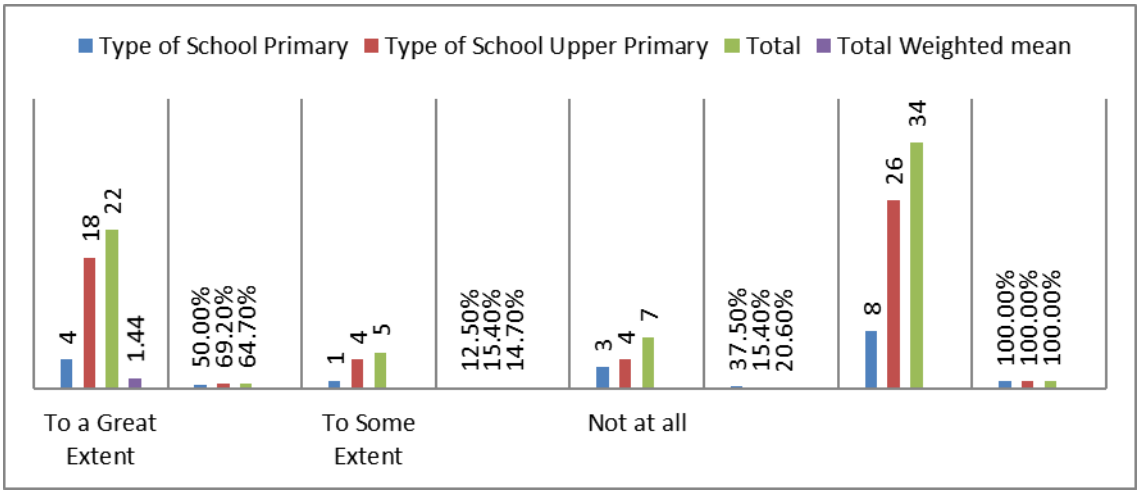


**Figure 4.39: Classifications of Schools regarding Girl Students of Upper Primary Schools Reached School in Time Due to Provision of Free Bicycle.**

**Table 4.62: Classifications of Schools regarding Enrolment of Students Increased due to Provision of Different Inputs**

| Statement 34 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the provision of different inputs, the Enrollment of children in schools has increased. | To a Great Extent | 6 | 13 | 19 | 1.53 |
| | | 75.0% | 50.0% | 55.9% | |
| | To Some Extent | 2 | 12 | 14 | |
| | | 25.0% | 46.2% | 41.2% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.62, it is clear that, to a great extent, most of the (75%) primary and (50%) upper primary schools noticed an increment in enrolment of children due to the provision of different inputs. While 25% of primary schools and 46.2% of upper primary schools saw an increase in the number of students enrolled, only 3.8% of upper primary schools did not have any increment in enrolment due to the provision of different inputs. There is no effect of the type of school on the increment in enrolment of children due to the provision of different inputs.

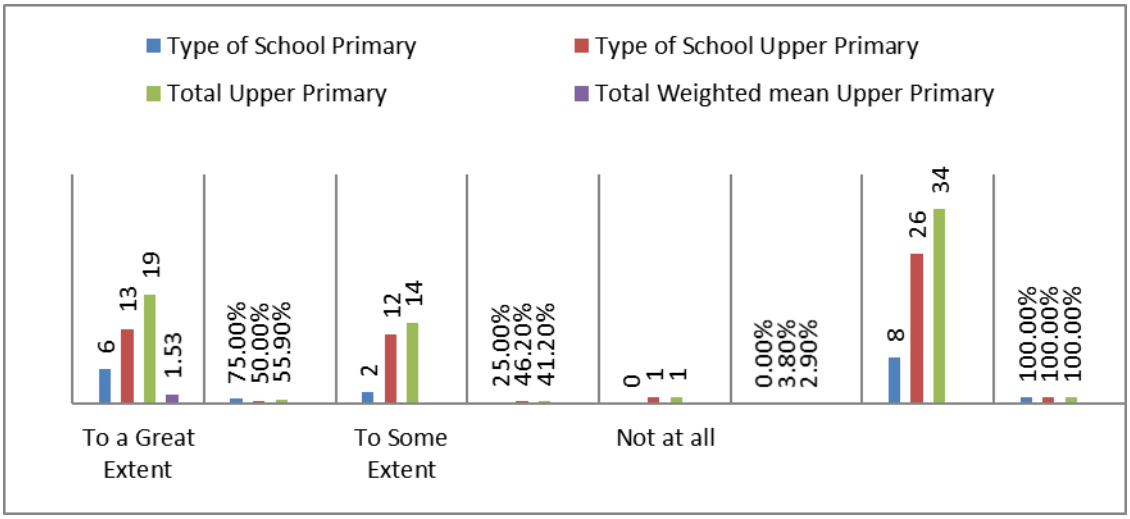


**Figure 4.40: Classifications of Schools regarding Enrolment of Students Increased due to Provision of Different Input**

**Table 4.63: Classifications of Schools regarding Increment in Retention Rate due to Provision of Different Inputs**

| Statement 35 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the provision of different inputs, the Retention Rate has been increased. | To a Great Extent | 4 | 10 | 14 | 1.38 |
| | | 50.0% | 38.5% | 41.2% | |
| | To Some Extent | 4 | 15 | 19 | |
| | | 50.0% | 57.7% | 55.9% | |
| | Not at all | 0 | 1 | 1 | |
| | | 0.0% | 3.8% | 2.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.63 reveals that, to some extent, the majority of 50% of primary and 57.7% of upper primary schools noticed an increment in retention rates due to the provision of different inputs. However, to a great extent, 50% of primary and 38.5% of upper primary schools noticed an increased retention rate. A few (3.8%) upper primary schools did not have an increase in retention rates due to the provision of different inputs. The findings show that an increase in retention rate due to the provision of various inputs is unrelated to the type of school.

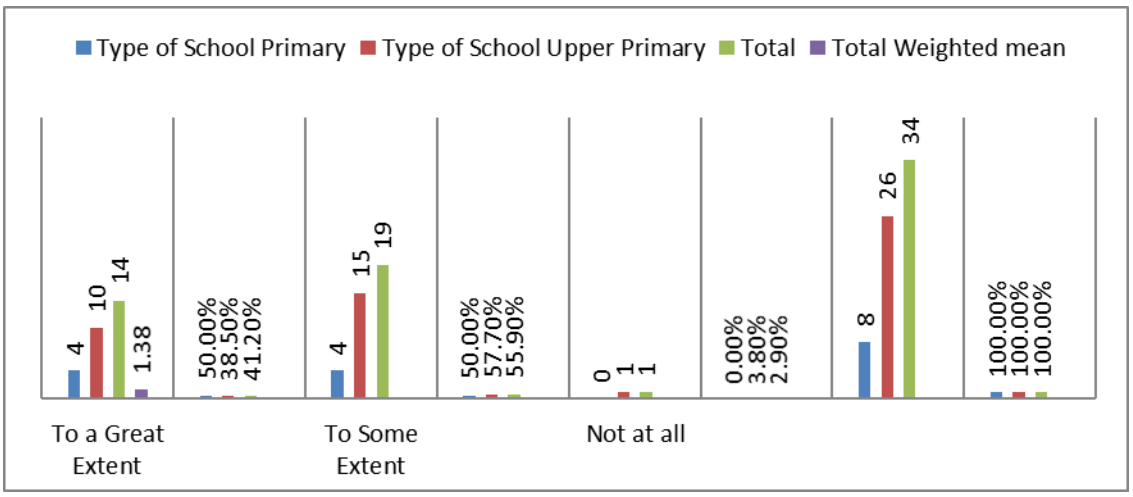


**Figure 4.41: Classifications of Schools regarding Increment in Retention Rate due to Provision of Different Inputs**

**Table 4.64: Classifications of Schools regarding Increment in Gender Parity Index due to Provision of Different Inputs**

| Statement 36 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the provision of different inputs, the Gender parity index increased. | To a Great Extent | 4 | 13 | 17 | 1.44 |
| | | 50.0% | 50.0% | 50.0% | |
| | To Some Extent | 3 | 12 | 15 | |
| | | 37.5% | 46.2% | 44.1% | |
| | Not at all | 1 | 1 | 2 | |
| | | 12.5% | 3.8% | 5.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.64 supports that, to a great extent, a maximum of 50% of primary and 50% of upper primary schools noticed an increment in the gender parity index due to the provision of different inputs. To some extent, 37.5% of primary and 46.2% of upper primary schools noticed increased gender parity. A few (12.5%) of primary and upper (3.8%) primary schools did not have an increment in the gender parity index due to the provision of different inputs. There is no association between response and increment in the gender parity index due to the provision of different inputs and types of schools.

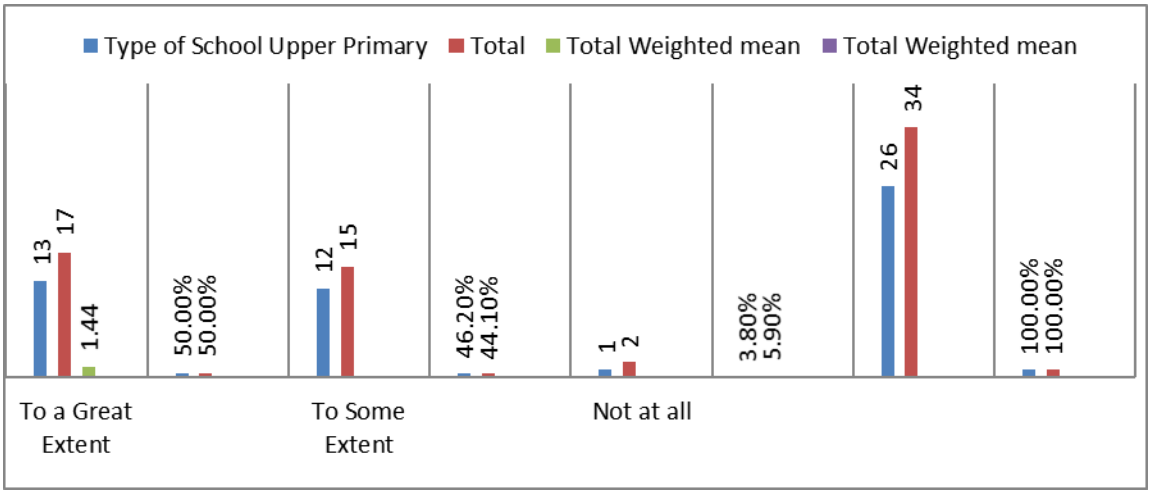


**Figure 4.42: Classifications of Schools regarding Increment in Gender Parity Index due to Provision of Different Inputs**

**Table 4.65: Classifications of Schools regarding Increment in Learning achievements of Students due to Provision of Different Inputs**

| Statement 37 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the provision of different inputs, students' learning achievements have been increased. | To a Great Extent | 5 | 7 | 12 | 1.29 |
| | | 62.5% | 26.9% | 35.3% | |
| | To Some Extent | 3 | 17 | 20 | |
| | | 37.5% | 65.4% | 58.8% | |
| | Not at all | 0 | 2 | 2 | |
| | | 0.0% | 7.7% | 5.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.65, to a great extent, in 62.5% of primary and 26.9% of upper primary schools, there was an increment in students' learning achievements due to the provision of different inputs. In contrast, in 37.5% of primary and 65.4% of upper primary schools, there was, to some extent, an increment in students' learning achievements. Only 7.7% of upper primary school students improved their learning outcomes due to different inputs. The results depict that the response related to the increment in students' learning achievements due to the provision of different inputs is unrelated to the type of school.

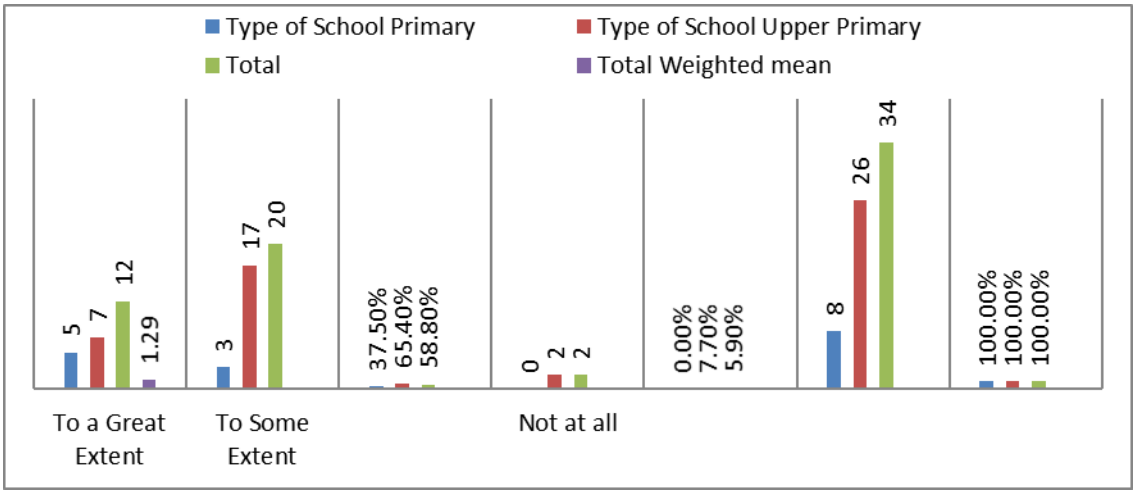


**Figure 4.43: Graphical representation of Classifications of Schools regarding Increment in Learning achievements of Students due to Provision of Different Inputs**

**Table 4.66: Classifications of Schools regarding Increment in Dropout Rate due to Provision of Different Inputs**

| Statement 38 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Due to the provision of different inputs, the dropout rate has decreased. | To a Great Extent | 3 | 12 | 15 | 1.29 |
| | | 37.5% | 46.2% | 44.1% | |
| | To Some Extent | 2 | 12 | 14 | |
| | | 25.0% | 46.2% | 41.2% | |
| | Not at all | 3 | 2 | 5 | |
| | | 37.5% | 7.7% | 14.7% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.66 reveals that, to a great extent, the majority of 37.5% primary and 46.2% upper primary schools had an increment in their dropout rate due to the provision of different inputs. Although, to some extent, 25% of primary and 46.2% of upper primary schools had an increase in the dropout rate, 37.5% of primary schools and 7.7% of upper primary schools did not see an increase in the dropout rate due to the provision of different inputs. The results show that the increment in dropout rate due to the provision of different inputs is unrelated to the type of school.

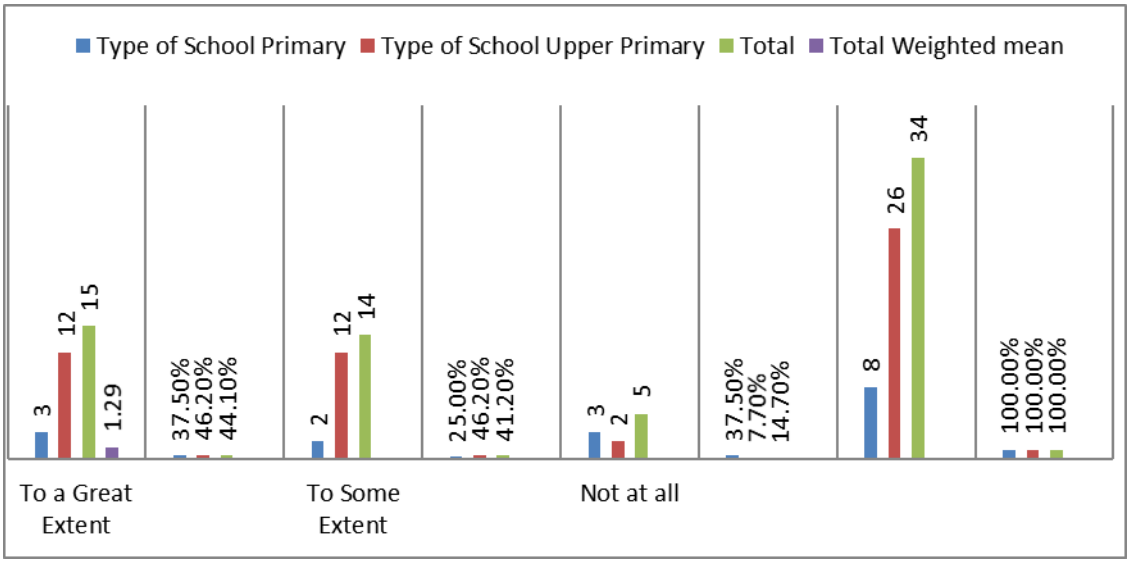


**Figure 4.44: Graphical representation of Classifications of Schools regarding Increment in Dropout Rate due to Provision of Different Inputs**

**Table 4.67: Classifications of Schools Regarding Extra Burden by Civil Work**

| Statement 39 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Civil work was an extra burden. | To a Great Extent | 3 | 14 | 17 | 1.38 |
| | | 37.5% | 53.8% | 50.0% | |
| | To Some Extent | 4 | 9 | 13 | |
| | | 50.0% | 34.6% | 38.2% | |
| | Not at all | 1 | 3 | 4 | |
| | | 12.5% | 11.5% | 11.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.67 delineates that 37.5% of primary and 53.8% of upper primary schools had an extra burden due to civil work to a great extent. However, 50% of primary schools and 34.6% of upper primary schools had an extra burden to some extent. Only 12.5% of primary and 11.5% of upper primary schools had an extra burden due to civil work**.** The extra burden due to civil work is unrelated to the type of school.

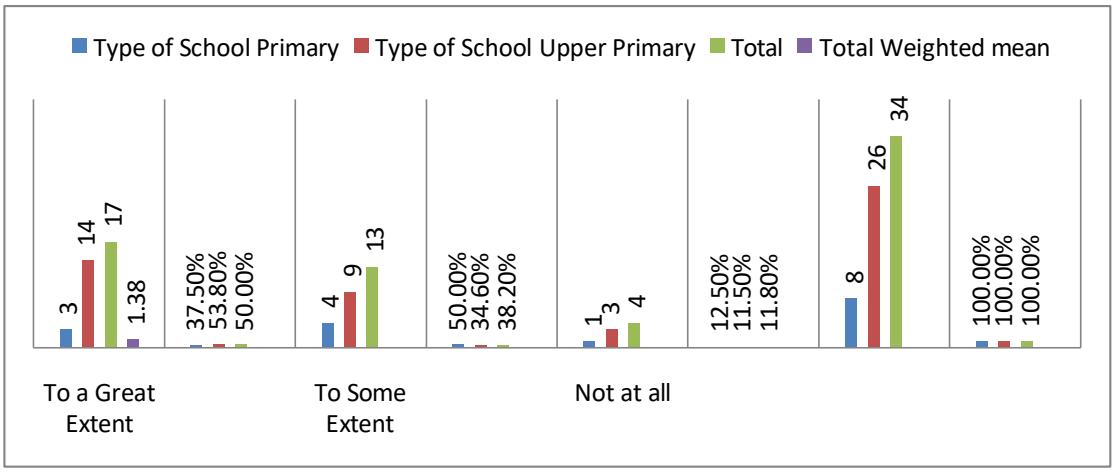


**Figure 4.45**: **Graphical representation of Classifications of Schools regarding Extra Burden by Civil Work**

**Table 4.68: Classifications of Schools Regarding Hampering Teaching Work by Civil Work**

| Statement 40 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Civil work hampered teaching work. | To a Great Extent | 3 | 15 | 18 | 1.44 |
| | | 37.5% | 57.7% | 52.9% | |
| | To Some Extent | 3 | 10 | 13 | |
| | | 37.5% | 38.5% | 38.2% | |
| | Not at all | 2 | 1 | 3 | |
| | | 25.0% | 3.8% | 8.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.68, it is clear that, to a great extent, most of the 37.5% of the primary and 57.7% of the upper primary schools' teaching work were hampered by civil work. While 37.5% of primary and 38.5% of upper primary schools' teaching work was hampered, to some extent, by civil work, 25% of primary and 3.8% of upper primary schools' teaching work was not hampered by civil work. There is no effect of the type of school on civil work that hinders teaching work.

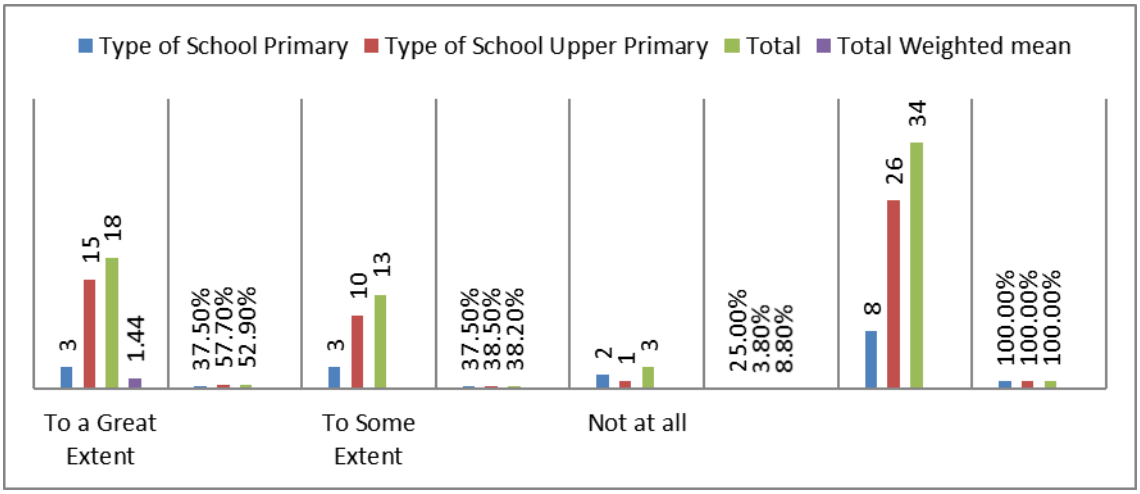


**Figure 4.46: Graphical representation of Classifications of Schools regarding Hampering Teaching Work by Civil Work**

**Table 4.69: Classifications of Schools Regarding Execution of Civil Works by Staff Members**

| Statement 41 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| Staff members did not help in the execution of civil work. | To a Great Extent | 1 | 3 | 4 | 0.79 |
| | | 12.5% | 11.5% | 11.8% | |
| | To Some Extent | 5 | 14 | 19 | |
| | | 62.5% | 53.8% | 55.9% | |
| | Not at all | 2 | 9 | 11 | |
| | | 25.0% | 34.6% | 32.4% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.69 reveals that most (62.5%) primary and upper primary schools had, to some extent, no help from staff members in executing civil work. However, to a great extent, 12.5% of primary and 11.5% of upper primary schools did not receive it. 25% of primary and 34.6% of upper primary schools got help from staff members executing civil work. The results show that the help received by staff members in the execution of civil work is not related to the type of school.

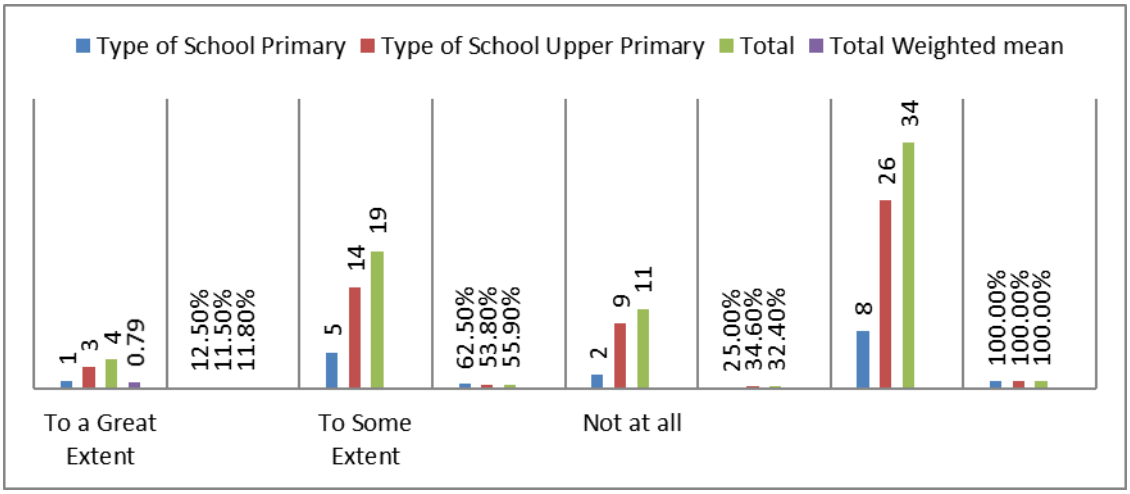


**Figure 4.47**: **Graphical representation of Classifications of Schools regarding Execution of Civil Works by Staff Members**

**Table 4.70: Classifications of Schools Regarding Unavailability of Technical Support**

| Statement 42 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| No technical support (in civil work) was provided whenever needed. | To a Great Extent | 1 | 4 | 5 | 0.82 |
| | | 12.5% | 15.4% | 14.7% | |
| | To Some Extent | 5 | 13 | 18 | |
| | | 62.5% | 50.0% | 52.9% | |
| | Not at all | 2 | 9 | 11 | |
| | | 25.0% | 34.6% | 32.4% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.70 shows that, to some extent, a maximum of 62.5 per cent of primary schools and 50 per cent of upper primary schools did not receive technical support in civil work whenever needed. To a great extent, 12.5 per cent of primary and 15.4 per cent of upper primary schools did not get it. 25 per cent of primary schools and 34.6 per cent of upper primary schools received technical support in civil work whenever needed. There is no association between the unavailability of technical support in civil work and the type of school.

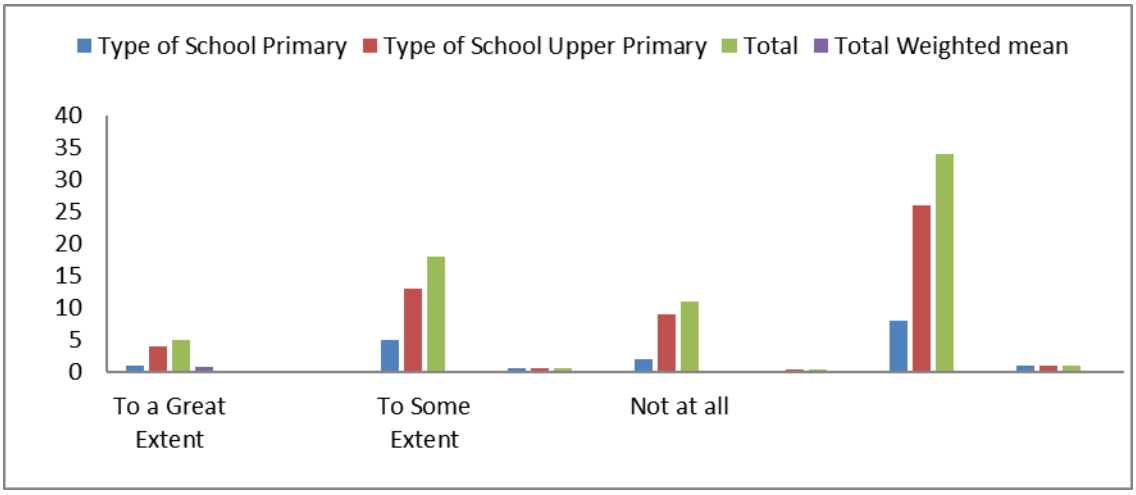


**Figure 4.48: Classifications of Schools Regarding Unavailability of Technical Support**

**Table 4.71: Classifications of Schools regarding Manual of Instructions and Maps provided Regarding Civil Work**

| Statement 43 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| A manual of instructions and maps regarding civil / construction works were not provided. | To a Great Extent | 2 | 6 | 8 | 0.88 |
| | | 25.0% | 23.1% | 23.5% | |
| | To Some Extent | 3 | 11 | 14 | |
| | | 37.5% | 42.3% | 41.2% | |
| | Not at all | 3 | 9 | 12 | |
| | | 37.5% | 34.6% | 35.3% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.71, to some extent, a maximum of 37.5% of primary and 42.3% of upper primary schools did not receive manuals of instructions and maps regarding civil works, whereas 25% of primary and 23.1% of upper primary schools did not receive them to a great extent. However, 37.5% of primary and 34.6% of upper primary school students received manuals of instructions and maps regarding civil works. The results show that providing manuals of instructions and maps regarding civil work is unrelated to the type of school.

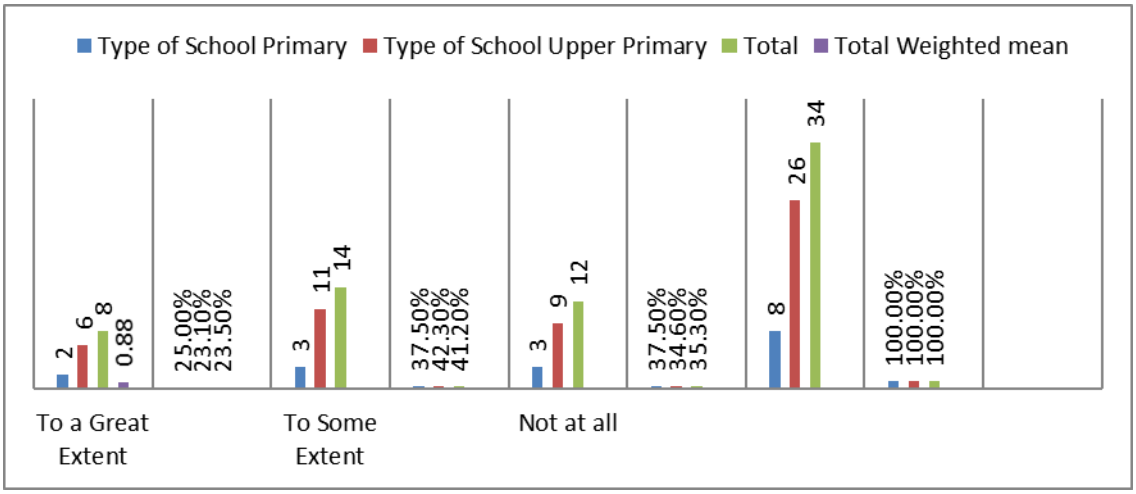


**Figure 4.49: Classifications of Schools regarding Manual of Instructions and Maps provided Regarding Civil Work**

**Table 4.72: Classifications of Schools regarding Releasing 2nd and 3rd installments for Construction of Classroom in Time**

| Statement 44 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| 2nd and 3rd installments for the classroom construction were not released in time. | To a Great Extent | 2 | 6 | 8 | 0.97 |
| | | 25.0% | 23.1% | 23.5% | |
| | To Some Extent | 3 | 14 | 17 | |
| | | 37.5% | 53.8% | 50.0% | |
| | Not at all | 3 | 6 | 9 | |
| | | 37.5% | 23.1% | 26.5% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.72, it is clear that 25% of primary schools and 23.1% of upper primary schools didn't get the second and third installments for constructing classrooms in time. Conversely, 37.5% of primary and 53.8% of upper primary schools did not get it to some extent. However, 37.5% of primary and 23.1% of upper primary schools got it quickly. School type does not affect the release of the second and third installments for classroom construction.

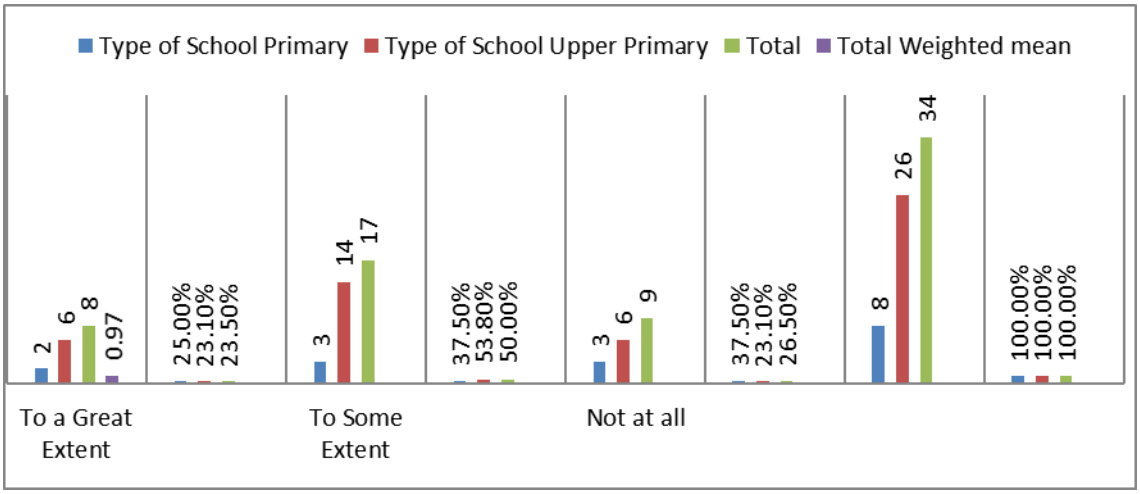


**Figure 4.50**: **Graphical representation of Classifications of Schools regarding Releasing 2nd and 3rd installments for Construction of Classroom in Time**

**Table 4.73: Classifications of Schools regarding Releasing Final Installment after Submitting the Papers of Completion of Work**

| Statement 45 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The final instalment was not released soon after submitting the papers of completion of work | To a Great Extent | 1 | 5 | 6 | 0.85 |
| | | 12.5% | 19.2% | 17.6% | |
| | To Some Extent | 3 | 14 | 17 | |
| | | 37.5% | 53.8% | 50.0% | |
| | Not at all | 4 | 7 | 11 | |
| | | 50.0% | 26.9% | 32.4% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.73 represents the response to releasing the final installment after submitting the work completion papers in primary and upper primary schools. It was found that, to a great extent, 12.5% of primary and 19.2% of upper primary schools did not get the final installment soon after submitting the papers of completion. On the other hand, 37.5% of primary schools and 53.8% of upper primary schools did not get, to some extent, the final installment soon after submitting the papers of completion work. However, 50% of primary schools and 26.9% of upper primary schools received the final installment soon after submitting the completion papers. The results show no association between the response to releasing the final installment soon after submitting the papers of completion work and the type of school. Hence, it can be concluded that there is a significant effect of the type of school in receiving the final installment soon after submitting the completed papers.

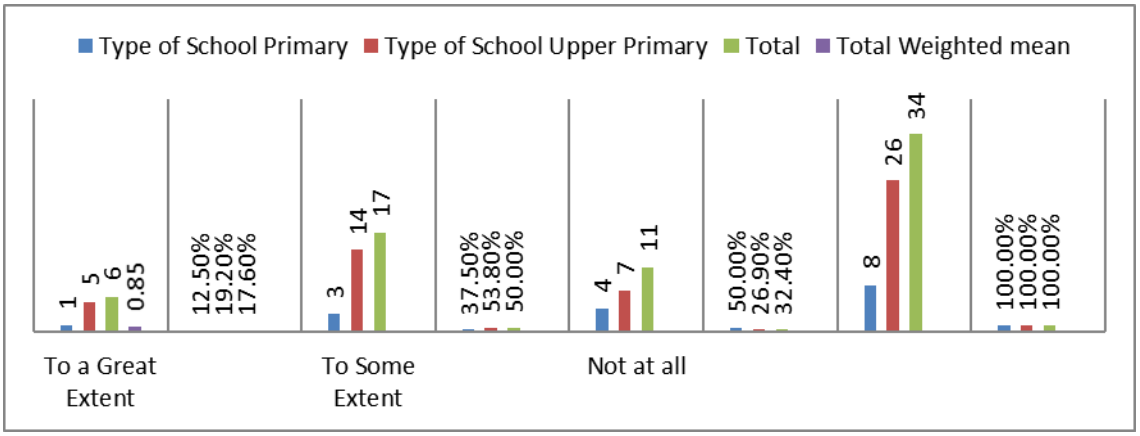


**Figure 4.51**: **Classifications of Schools regarding Releasing Final Installment after Submitting the Papers of Completion of Work**

**Table 4.74: Classifications of Schools regarding Unavailability of Labor Employed for Construction Work at D.C. Rates**

| Statement 46 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Labour employed for construction work was not available at D.C. rates. | To a Great Extent | 1 | 7 | 8 | 0.94 |
| | | 12.5% | 26.9% | 23.5% | |
| | To Some Extent | 5 | 11 | 16 | |
| | | 62.5% | 42.3% | 47.1% | |
| | Not at all | 2 | 8 | 10 | |
| | | 25.0% | 30.8% | 29.4% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.74 delineates that, to some extent, the majority of (62.5%) primary and (42.3%) upper primary schools did not have labour employed for construction work at D.C. rates. However, 12.5% of primary and 26.9% of upper primary schools did not have labour, to a great extent, employed for construction work at D.C. rates. 12.5% of primary and 30.8% of upper primary schools had labour employed for construction at D.C. rates. The availability of labour used for construction work at D.C. rates is unrelated to the type of schools.

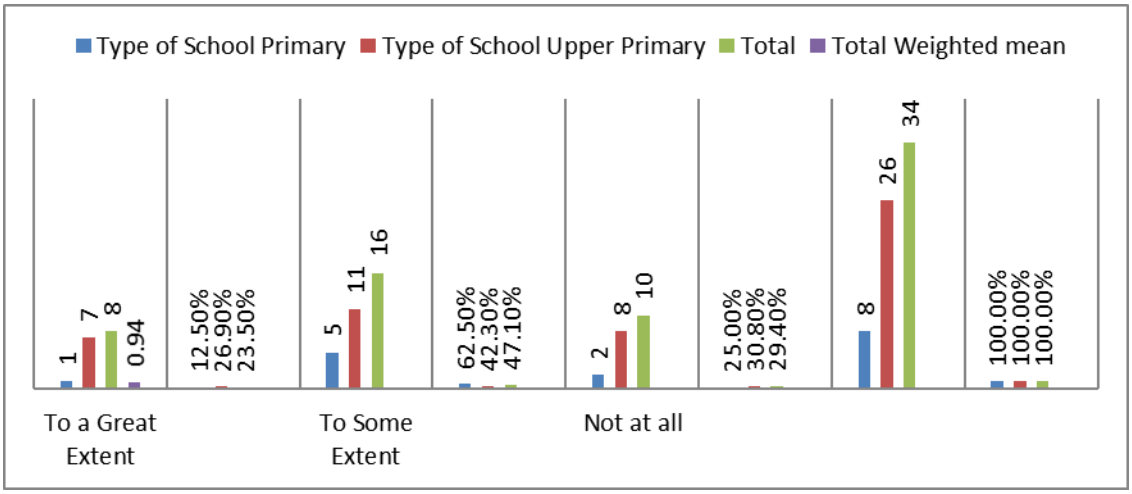


**Figure 4.52: Graphical representation of Classifications of Schools regarding Unavailability of Labor Employed for Construction Work at D.C. Rates**

**Table 4.75: Classifications of Schools Regarding Releasing School Improvement Grants at the Beginning of Session**

| Statement 47 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The school improvement grant was not released at the beginning of the session. | To a Great Extent | 2 | 8 | 10 | 1.24 |
| | | 25.0% | 30.8% | 29.4% | |
| | To Some Extent | 6 | 16 | 22 | |
| | | 75.0% | 61.5% | 64.7% | |
| | Not at all | 0 | 2 | 2 | |
| | | 0.0% | 7.7% | 5.9% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

The above table 4.75 reveals that the majority of (75%) primary and (61.5%) upper primary schools did not receive, to some extent, school improvement grants at the beginning of the session. However, to a great extent, 25% of primary and 30.8% of upper primary schools did not receive school improvement grants at the beginning of the session. A few (7.7%) upper primary schools received school improvement grants at the beginning of the session. The results show that receiving a school improvement grant at the beginning of the session is unrelated to the school type.

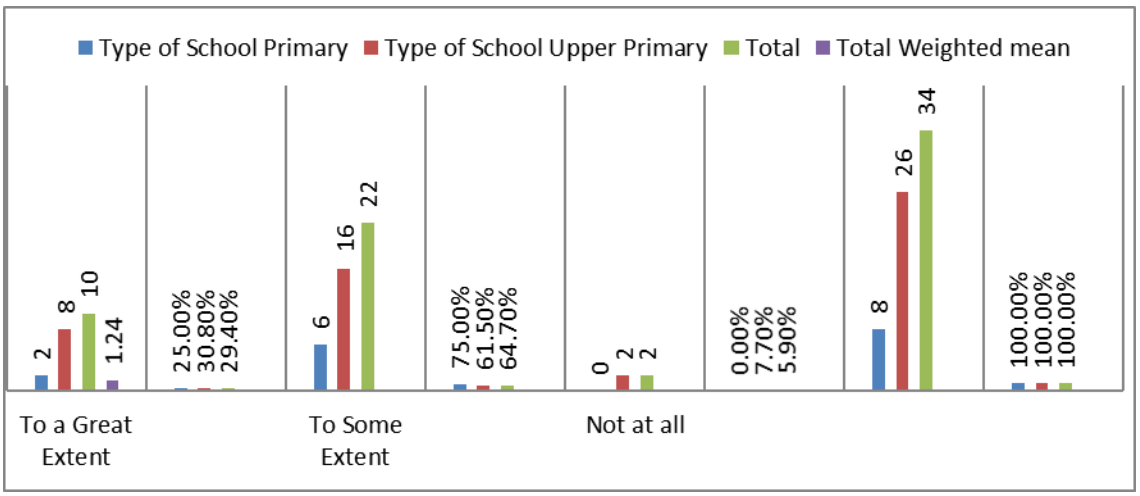


**Figure 4.53**: **Graphical representation of Classifications of Schools regarding Releasing School Improvement Grants at the Beginning of the Session**

**Table 4.76: Classifications of Schools Regarding Receiving Manual and Instructions for Utilization of School Improvement Grant**

| Statement 48 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Manuals and instructions regarding utilising the school improvement grant were not provided. | To a Great Extent | 2 | 2 | 4 | 0.94 |
| | | 25.0% | 7.7% | 11.8% | |
| | To Some Extent | 5 | 19 | 24 | |
| | | 62.5% | 73.1% | 70.6% | |
| | Not at all | 1 | 5 | 6 | |
| | | 12.5% | 19.2% | 17.6% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

From Table 4.76, it is clear that, to some extent, most (62.5%) primary and upper (73.1%) primary schools did not receive manuals and instructions regarding utilising school improvement grants. While 25% of primary and 7.7% of upper primary schools did not receive, to some extent, manuals and instructions regarding the utilisation of school improvement grants, 12.5% of primary schools and 19.2% of upper primary schools received manuals and instructions regarding the utilisation of school improvement grants. School type does not affect the manual and instructions for utilising the school improvement grant.

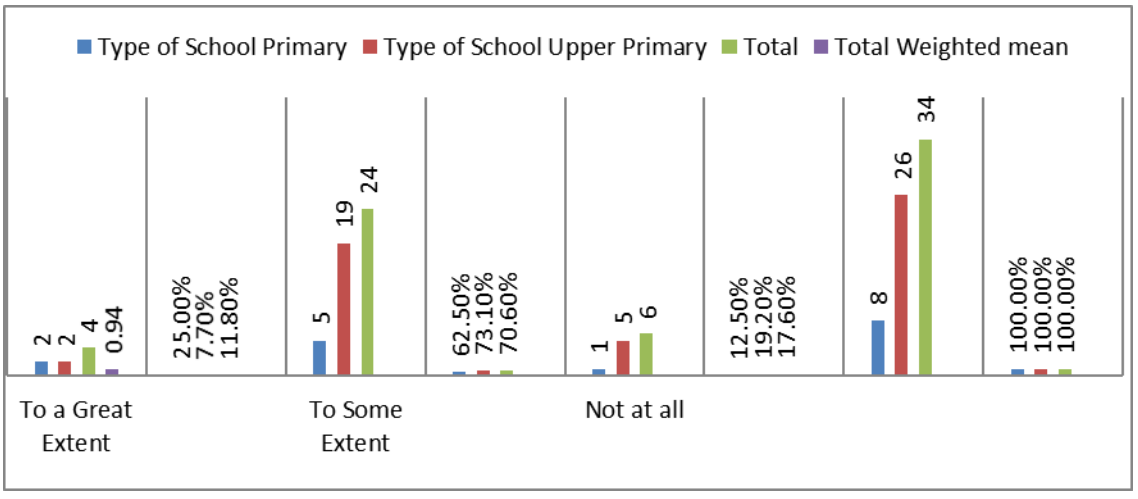


**Figure 4.54: Graphical representation of Classifications of Schools regarding Receiving Manual and Instructions for Utilization of School Improvement Grant**

**Table 4.77: Classifications of Schools Regarding Receiving Full Cooperation by VES and SMC Members for Utilization of School Improvement Grant**

| Statement 49 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| VEC/SMC members did not extend full cooperation in utilising the school improvement grants. | To a Great Extent | 2 | 4 | 6 | 1.06 |
| | | 25.0% | 15.4% | 17.6% | |
| | To Some Extent | 4 | 20 | 24 | |
| | | 50.0% | 76.9% | 70.6% | |
| | Not at all | 2 | 2 | 4 | |
| | | 25.0% | 7.7% | 11.8% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.77, to some extent, a maximum of 50% of primary and 76.9% of upper primary schools did not get full cooperation from VES and SMC members in the utilisation of school improvement grants, whereas 25% of primary and 15.4% of upper primary schools did not receive full cooperation to a great extent from VES and SMC members. 25% of primary schools and 7.7% of upper primary schools received full cooperation from VES and SMC members to utilize school improvement grants. The results depict that the response to receiving full cooperation from VES and SMC members for utilizing school improvement grants is not related to the type of school.

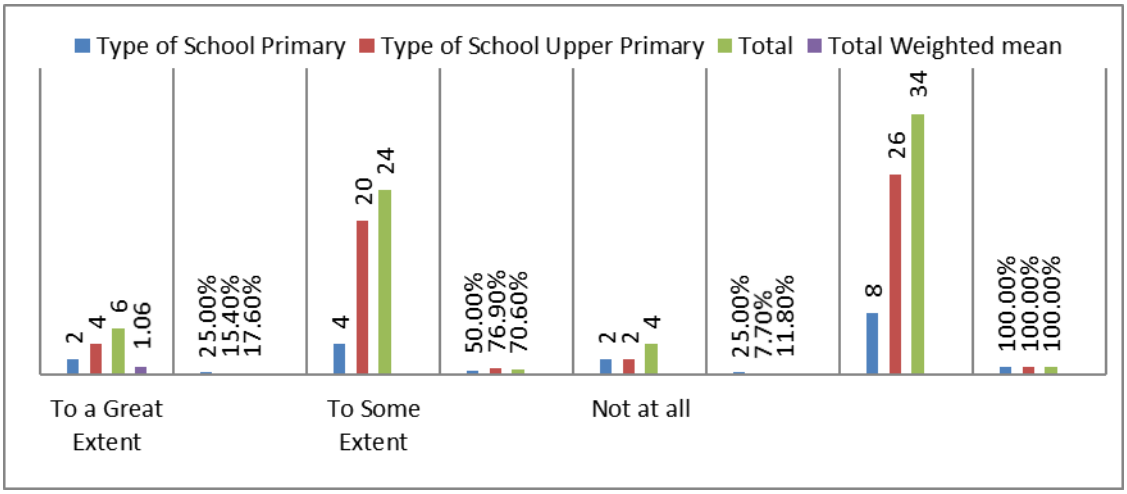


**Figure 4.55: Graphical representation of Classifications of Schools regarding Receiving Full Cooperation by VES and SMC Members for Utilization of School Improvement Grant**

**Table 4.78: Classifications of Schools Regarding Receiving Maintenance and Repair Grants in the Beginning of Session**

| Statement 50 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Maintenance and Repair Grant was not released at the beginning of the session. | To a Great Extent | 1 | 6 | 7 | 1.06 |
| | | 12.5% | 23.1% | 20.6% | |
| | To Some Extent | 7 | 15 | 22 | |
| | | 87.5% | 57.7% | 64.7% | |
| | Not at all | 0 | 5 | 5 | |
| | | 0.0% | 19.2% | 14.7% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

The above table 4.78 reveals that the majority of (87.5%) primary and (57.7%) upper primary schools did not receive, to some extent, maintenance and repair grants at the beginning of the session. However, to a great extent, 12.5% of primary schools and 23.1% of upper primary schools did not receive maintenance and repair grants at the beginning of the session. A few of the 19.2% of upper primary schools received maintenance and repair grants at the beginning of the session. The results show that receiving a maintenance and repair grant at the beginning of the session is unrelated to the school type.

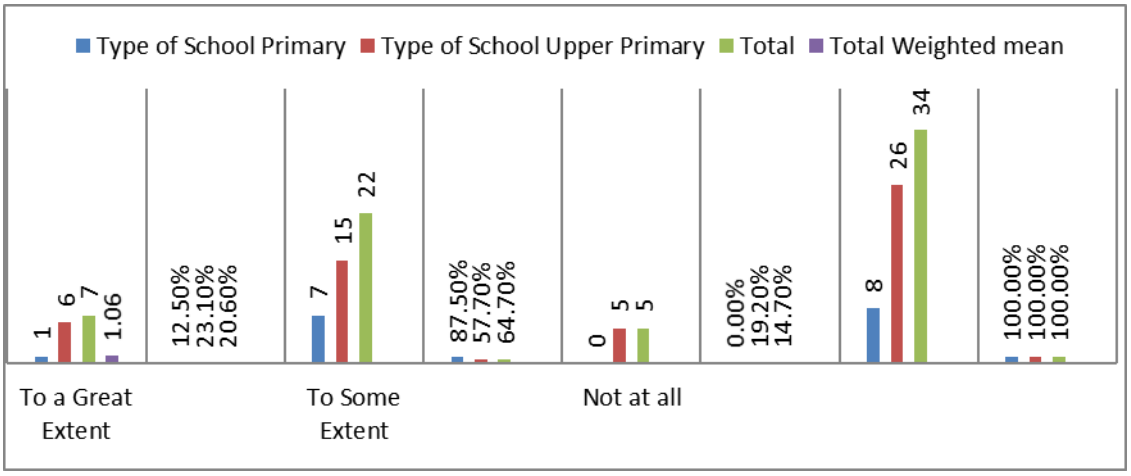


**Figure 4.56: Graphical representation of Classifications of Graphical representation of Classifications of Schools regarding Receiving Maintenance and Repair Grants in the Beginning of the Session**

**Table 4.79: Classifications of Schools regarding Receiving Manual and Instructions for Utilization of Maintenance and Repair Grant**

| Statement 51 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Manuals and instructions regarding utilising the Maintenance and Repair grant were not provided. | To a Great Extent | 2 | 1 | 3 | 0.79 |
| | | 25.0% | 3.8% | 8.8% | |
| | To Some Extent | 6 | 15 | 21 | |
| | | 75.0% | 57.7% | 61.8% | |
| | Not at all | 0 | 10 | 10 | |
| | | 0.0% | 38.5% | 29.4% | |
| Total | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.79 supports that, to some extent, the majority of (75%) primary and (57.7%) upper primary schools did not receive manuals, and instructions regarding utilising the maintenance and repair grant. To a great extent, 25% of primary and 3.8% of upper primary schools did not receive manuals and instructions regarding utilizing the maintenance and repair grant. While 38.5% of upper primary schools received manuals and instructions regarding the utilisation of the maintenance and repair grant. There is an association between the response related to receiving manuals and instructions regarding the utilisation of maintenance and repair grants and the type of schools.

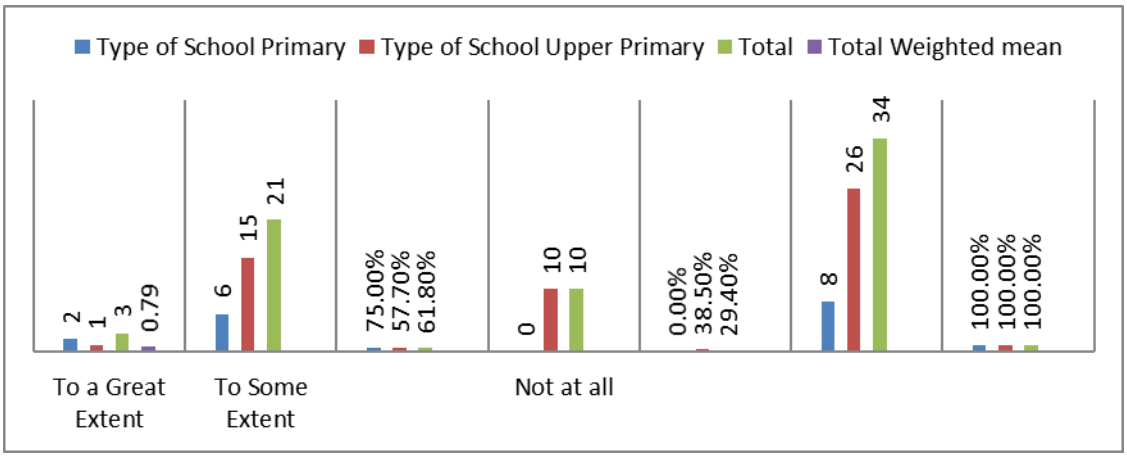


**Figure 4.57**: **Graphical representation of Classifications of Schools regarding Receiving Manual and Instructions for Utilization of Maintenance and Repair Grant**

**Table 4.80: Classifications of Schools Regarding Receiving Full Cooperation by VES and SMC Members for Utilization of Maintenance and Repair Grant**

| Statement 52 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| VES/SMC members did not extend full cooperation in utilising the Maintenance and Repair grant. | To a Great Extent | 1 | 4 | 5 | 0.94 |
| | | 12.5% | 15.4% | 14.7% | |
| | To Some Extent | 5 | 17 | 22 | |
| | | 62.5% | 65.4% | 64.7% | |
| | Not at all | 2 | 5 | 7 | |
| | | 25.0% | 19.2% | 20.6% | |
| Total | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.80, to some extent, the maximum of 62.5 per cent of primary schools and 65.4 per cent of upper primary schools did not receive full cooperation from VES and SMC members for the utilisation of the maintenance and repair grant, whereas 12.5% of primary schools and 15.4% of upper primary schools did not receive full cooperation to a great extent from VES and SMC members. 25% of primary schools and 19.2% of upper primary schools received full cooperation from VES and SMC members to utilize the maintenance and repair grant. The results depict that the response related to receiving full cooperation from VES and SMC members for utilizing maintenance and repair grants is unrelated to the school type.

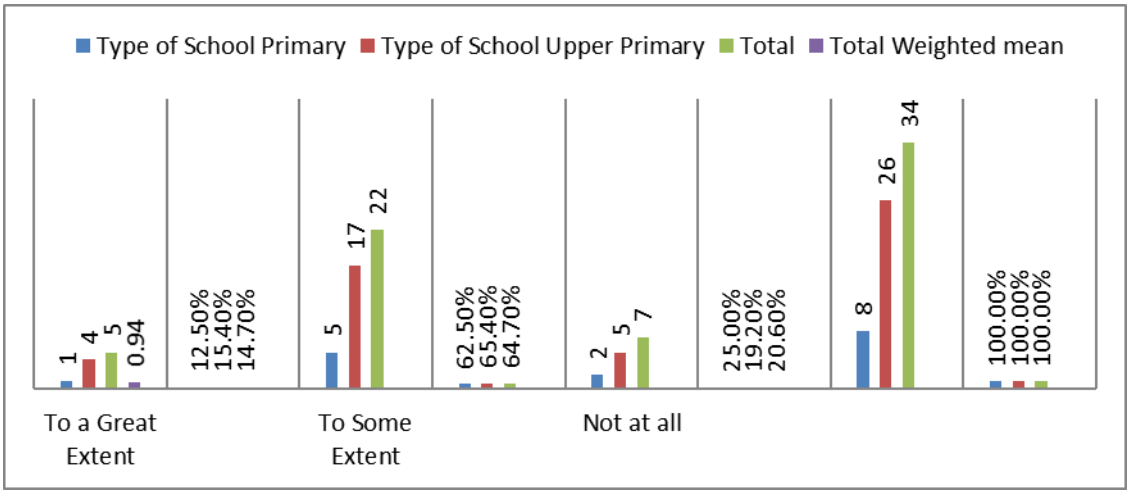


**Figure 4.58: Classifications of Schools Regarding Receiving Full Cooperation by VES and SMC Members for Utilization of Maintenance and Repair Grant**

**Table 4.81: Classifications of Schools Regarding Supply of Food Grain Regularly**

| Statement 53 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | **Primary** | **Upper Primary** | | |
| Food grain was not supplied regularly. | To a Great Extent | 3 | 10 | 13 | 1.09 |
| | | 37.5% | 38.5% | 38.2% | |
| | To Some Extent | 3 | 8 | 11 | |
| | | 37.5% | 30.8% | 32.4% | |
| | Not at all | 2 | 8 | 10 | |
| | | 25.0% | 30.8% | 29.4% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.81 represents the response related to the regular supply of food grains in primary and upper primary schools. It was found that, to a great extent, 37.5% of primary and 38.5% of upper primary schools did not receive food grain regularly. On the other side, 37.5% of primary and 30.8% of upper primary schools did not receive, to some extent, food grain regularly. However, only 25% of primary and 30.8% of upper primary schools received food grain regularly. The results show no association between the response related to the regular food grain supply and the school type. Hence, it can be concluded that the type of school has an insignificant effect on the regular supply of food grains.

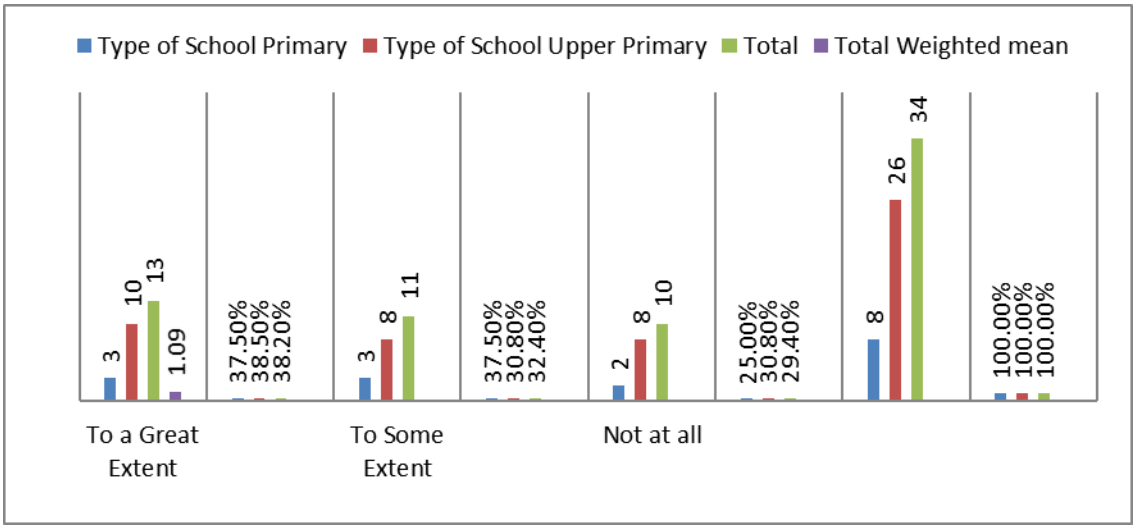


**Figure 4.59: Graphical representation of Classifications of Schools regarding the Supply of Food Grain Regularly**

**Table 4.82: Classifications of Schools regarding Availability of fuel for cooking Mid-Day-Meal**

| Statement 54 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Fuel for cooking the MDM was not easily manageable. | To a Great Extent | 2 | 4 | 6 | 1.03 |
| | | 25.0% | 15.4% | 17.6% | |
| | To Some Extent | 4 | 19 | 23 | |
| | | 50.0% | 73.1% | 67.6% | |
| | Not at all | 2 | 3 | 5 | |
| | | 25.0% | 11.5% | 14.7% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.82 delineates that, to some extent, the majority of (50%) primary and (73.1%) upper primary schools did not easily manage fuel for cooking mid-day meals. However, 25% of primary schools and 15.4% of upper primary schools did not manage fuel, to a great extent, for cooking mid-day meals quickly. Only 25% of primary and 11.5% of upper primary schools managed fuel for cooking mid-day meals rapidly. The availability of fuel cooking the extent of the meals is unrelated to the school type.

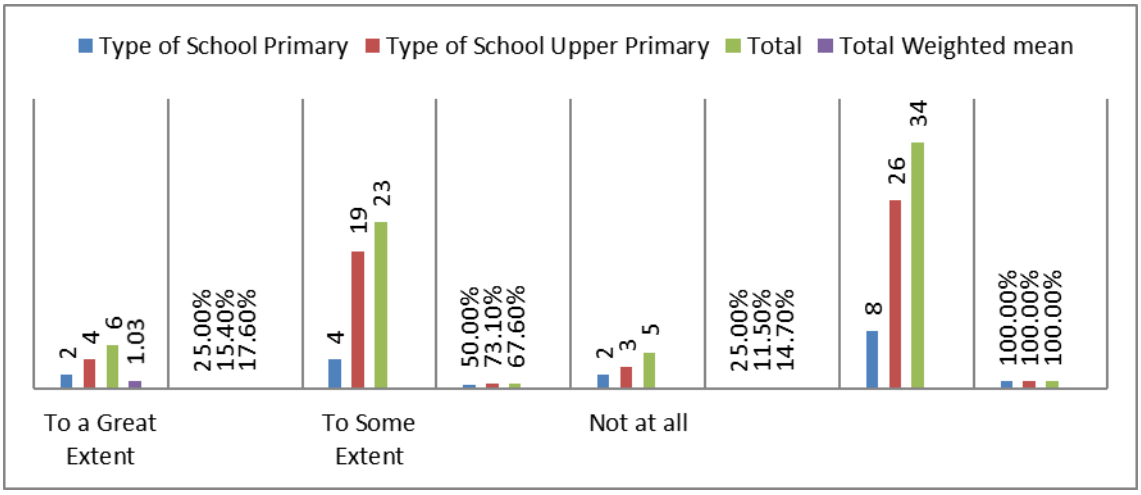


**Figure 4.60: Graphical representation of Classifications of Schools regarding Availability of fuel for cooking Mid-Day-Meal**

**Table 4.83: Classifications of Schools Regarding Sending Cooking Grants on Time**

| Statement 55 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| The cooking cost grant for MDM was not sent to school in time. | To a Great Extent | 3 | 6 | 9 | 1.00 |
| | | 37.5% | 23.1% | 26.5% | |
| | To Some Extent | 3 | 13 | 16 | |
| | | 37.5% | 50.0% | 47.1% | |
| | Not at all | 2 | 7 | 9 | |
| | | 25.0% | 26.9% | 26.5% | |
| Total | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.83 shows that, to some extent, most of the (37.5%) primary and the (50%) upper primary schools did not receive the cooking cost grant on time. While 37.5% of primary and 23.1% of upper primary schools did not receive the cooking cost grant on time to a great extent. 25% of primary and 26.9% of upper primary schools received the cooking cost grant on time. There is no effect on the type of school in terms of the response related to the cooking grant sent for MDM on time.

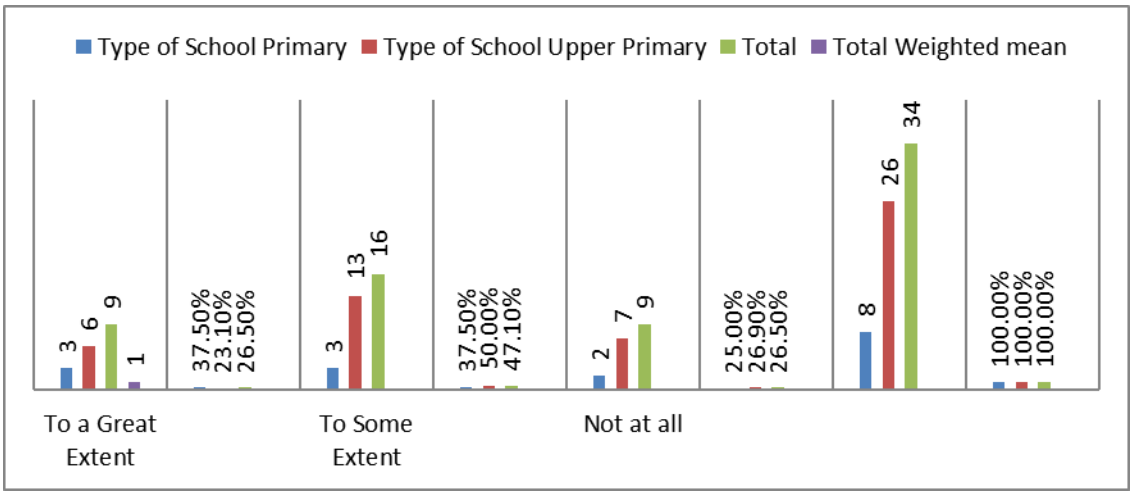


**Figure 4.61: Graphical representation of Classifications of Schools regarding Sending Cooking Grants on Time**

**Table 4.84: Classifications of Schools regarding Availability of Containers for Storage of Food Grains as Per Requirement**

| Statement 56 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Containers for storage of food grains (for MDM) were not made available as per requirement. | To a Great Extent | 2 | 4 | 6 | 0.94 |
| | | 25.0% | 15.4% | 17.6% | |
| | To Some Extent | 3 | 17 | 20 | |
| | | 37.5% | 65.4% | 58.8% | |
| | Not at all | 3 | 5 | 8 | |
| | | 37.5% | 19.2% | 23.5% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

The above table 4.84 reveals that most (37.5%) primary and (65.4%) upper primary schools were not provided, to some extent, with containers for storing food grains as per requirement. Even though 25% of primary schools and 15.4% of upper primary schools lacked access to food grain storage containers,37.5% of primary schools and 19.2% of upper primary schools made available containers to store food grains as required. The results indicate that the availability of containers for storage of food grains as per requirement is not related to the type of school.

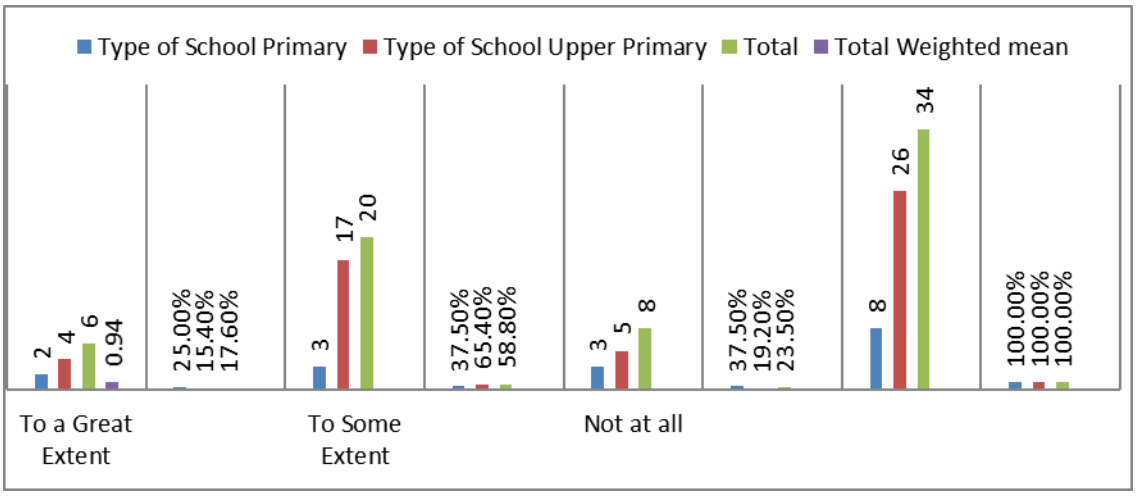


**Figure 4.62**: **Graphical representation of Classifications of Schools regarding Availability of Containers for Storage of Food Grains as Per Requirement**

**Table 4.85: Classifications of Schools Regarding Providing Honorarium of Cook(S) for MDM in Time**

| Statement 57 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| An honorarium of cook(s) for MDM was not given in time. | To a Great Extent | 3 | 7 | 10 | 1.03 |
| | | 37.5% | 26.9% | 29.4% | |
| | To Some Extent | 4 | 11 | 15 | |
| | | 50.0% | 42.3% | 44.1% | |
| | Not at all | 1 | 8 | 9 | |
| | | 12.5% | 30.8% | 26.5% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

Table 4.85 supports the notion that a maximum of 50% of primary and 42.3% of upper primary schools did not provide an honorarium for an MDM cook on time. To a great extent, 37.5% of primary schools and 26.9% of upper primary schools did not give the honorarium for cooks for MDM in time. 12.5% of primary schools and 30.85% of upper primary schools provided honorarium for cooks to MDM in time. There is an association between providing an honorarium of cook(s) for MDM in time and the type of schools.

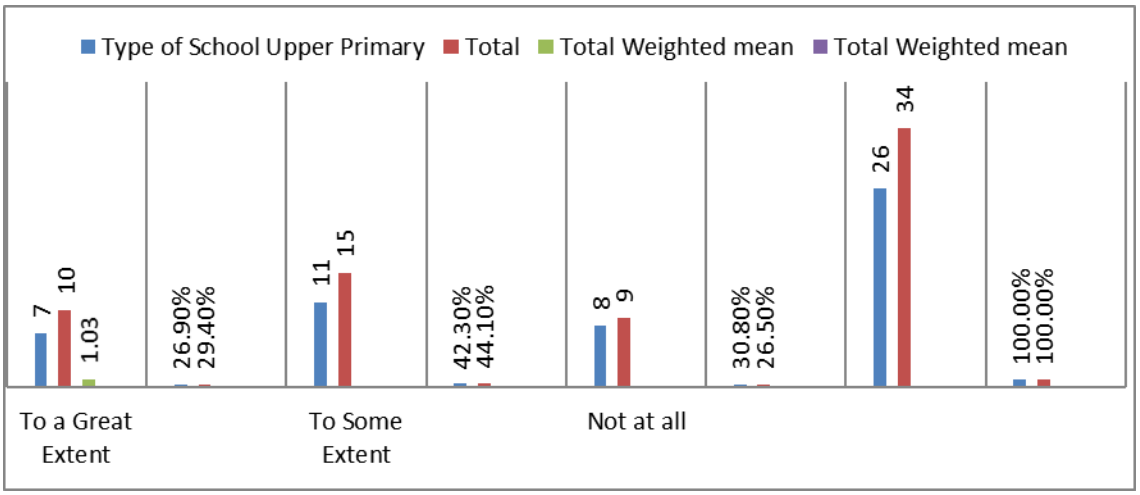


**Figure 4.63: Graphical representation of Classifications of Schools regarding Unavailability of Utensils for cooking and for Children as per Requirement**

**Table 4.86: Classifications of Schools regarding Unavailability of Utensils for cooking and for Children as per Requirement**

| Statement 58 | | Type of School | | Total | Total Weighted mean |
|---|---|---|---|---|---|
| | | Primary | Upper Primary | | |
| Utensils for cooking and children were not made available as per requirement. | To a Great Extent | 2 | 6 | 8 | 0.88 |
| | | 25.0% | 23.1% | 23.5% | |
| | To Some Extent | 3 | 11 | 14 | |
| | | 37.5% | 42.3% | 41.2% | |
| | Not at all | 3 | 9 | 12 | |
| | | 37.5% | 34.6% | 35.3% | |
| **Total** | | 8 | 26 | 34 | |
| | | 100.0% | 100.0% | 100.0% | |

As shown in Table 4.86, utensils for cooking and children were not made available to some extent in a maximum of (37.5%) primary and (42.3%) upper primary schools. In contrast, utensils for cooking and children were not made available to a great extent in 25% of primary and 23.1% of upper primary schools. 37.5% of primary school students and 34.6% of upper primary school students had access to utensils for cooking and for children, as per requirement. The results depict that the unavailability of utensils for cooking and children as per requirement is unrelated to the type of school.

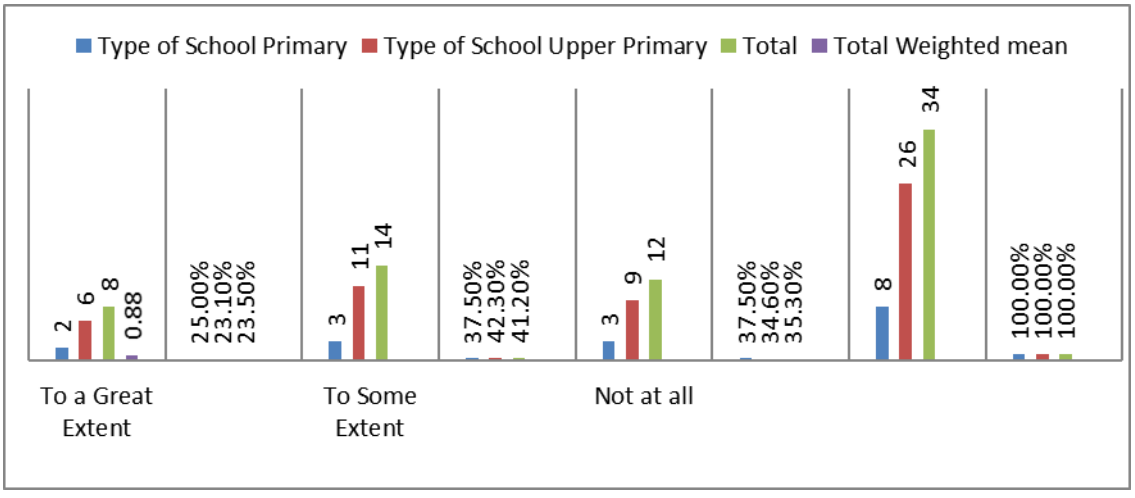


**Figure 4.64**: **Graphical representation of Classifications of Schools regarding Unavailability of Utensils for cooking and for Children as per Requirement**

**Objective 4: To identify the remedies to overcome the challenges in the implementation of SSA.**

## SECTION F: DESCRIPTIVE ANALYSIS OF PERCEPTIONS OF SCHOOL ADMINISTRATORS.

### 4.6. Remedies suggested by elementary school administrators to overcome the problems faced by them during the implementation of the SSA/RTE Act 2009.

In this section, consolidated remedies given by school administrators or school heads have been mentioned, which they gave to overcome the problems or challenges they faced while implementing the SSA/RTE Act 2009. The sixth objective of the study is to identify remedies to overcome the difficulties in implementing the SSA/RTE Act 2009. For this objective, an open-ended questionnaire (**Part B** of the questionnaire) was developed after discussion with school administrators and heads (BRC and CRC). The responses were taken on the 7 questions from school administrators and heads, and the analysis is presented below.

**Table 4.87: Measures for effectiveness of in-service teacher training program**

| Statement 1 | Consolidated Remedies | Frequency | |
|---|---|---|---|
| **Which measures can be taken to improve the in-service teacher training programme?** | 1. More training camps should be organised. | 11 | 32.3% |
| | 2. It must be done by experts, not by video sessions. | 2 | 5.88% |
| | 3. Training should be given subject-wise. | 2 | 5.88% |
| | 4. Teachers should be exempt from extra duties. | 2 | 5.88% |
| | 5. ICT training / online training should be given to teachers. | 7 | 20.5% |
| | 6. Action should be taken against the teachers who do not take teacher training seriously. | 1 | 2.94% |
| | 7. Focus should be on teaching by play-way method instead of teacher training | 7 | 20.5% |
| | 8. Teacher training should be organised on vacations instead of working days. | 2 | 5.88% |

The above table 4.87 is related to the remedies suggested by 34 respondents or school administrators about "which measures can be taken for the effectiveness of an in-service teacher training program?". 11 (32.3%) respondents suggested more training should be given; 2 (5.88%) respondents said training should be provided by experts, not by video sessions; 2 (5.88%) respondents said training should be given subject-wise; 2 (5.88%) respondents opined teachers should be exempted from non-teaching duties; 7( 20.5%) respondents advised ICT training and online training should be given to teachers; 1 (2.94%) opined that action should be taken against those who do not take it seriously; 7 (20.5%) have suggested that instead of teacher training, students teaching and learning should be focused; & 2 (5.88%) respondents opined that teacher training programs should not be organised on a working day.

**Table 4.88: Perfection of Mid-Day-Meal**

| **Statement 2** | **Consolidated Remedies** | **Frequency** | **%** |
|---|---|---|---|
| **Give your views on how the MDM Programme can be more effective.** | 1. By adding more nutritious food | 12 | 35.2% |
| | 2. Special training must be provided to them. | 2 | 5.88% |
| | 4. Packing food should be given. | 4 | 11.7% |
| | 5. Cooking costs should be increased | 4 | 11.7% |
| | 6. There should be a private agency to provide cooked meals. | 2 | 5.88% |
| | 7. The quality of food grains should be improved. | 4 | 11.7% |
| | 8. Teachers should be free from MDM duty. | 1 | 2.94% |
| | 9. The government should appoint a particular employee for MDM programs. | 4 | 11.7% |
| | 10. Storage, cooking, and serving should be with hygienic values. | 1 | 2.94% |

The above table 4.88 is related to the remedies suggested by school administrators on the question, "How can the MDM program be more effective?". The concludes that 12 (35.2%) respondents said nutrients should be added to MDM; 2

(5.88%) respondents said training must be provided to MDM workers; 4 (11.7%) respondents preferred packing food; 4 (11.7%) advised improving cooking costs; 2 (5.88%) respondents said MDM should be given to private agencies instead of school teachers; 4 (11.7%) respondents advocated improving the quality of food grains; 1 (2.94%) respondents suggested that teachers should be exempted from non-teaching duties; 4 (11.7%) thought the government should appoint a particular employee for MDM programs; & 2.94% said it was recommended to maintain hygiene while storing food grains and serving cooked food to children.

**Table 4.89: Measures to make PTM more effective and to motivate parents to attend PTM.**

| Statement 3 | Consolidated Remedies | Frequency | |
|---|---|---|---|
| **What measures would you adopt to make PTM more effective and to motivate parents to attend PTM?** | 1. By awakening students and parents about the benefits of PTM. | 8 | 23.5% |
| | 2. Teachers should regularly contact the parents. | 6 | 17.6% |
| | 4. Only 2-time PTM's in a year should be organised in working days. | 2 | 5.88% |
| | 5. Parents should be motivated to attend PTM. | 7 | 20.5% |
| | 6. Monthly meetings should be organised for PTM. | 2 | 5.88% |
| | 8. Google meet | 3 | 8.82% |
| | 9. It depends on the dedication of the head. He must be motivated to make adequate arrangements. | 2 | 5.88% |
| | 11. Action should be taken against parents who do not attend PTM. | 4 | 11.7% |

The above table 4.89 concerns the remedies school administrators suggested to the question, "What measures would you adopt to make PTM more effective and to motivate parents to attend PTM?". From the frequency analysis, it can concluded that 8 (23.5%) respondents advocated for increasing student and parent awareness of the

benefits of PTM.6 (17.6%) respondents said teachers should remain in contact with parents; 7 (20.5%) respondents believe that you can motivate parents by telling them the importance of education; 2 (5.88%) respondents opined that the monthly PTM should be organised in working days and not in holidays; 2 (5.88%) respondents suggested PTM should only meet once a year: 3 (8.8%) respondents said a Google meeting should be done: 2 (5.88%) respondents believe the effectiveness of PTM depends on school heads or administrators' effective management; & 4 (11.7%) respondents opined that action should be taken against those who do not take it seriously.

**Table 4.90: Efforts to make the teaching-learning process effective**

| **Statement 4** | **Consolidated Remedies** | **Frequency** | |
|---|---|---|---|
| **Which efforts will you make for the effectiveness of the teaching-learning process?** | 1. Through punishment and reward. | 2 | 5.88% |
| | 2. Teaching learning can be effective through creativity, entertainment, and extra-curricular activities like making models, charts, and plays. | 6 | 17.6% |
| | 3. There should be no extra duty other than teaching should be assigned to teachers. | 5 | 14.7% |
| | 4. Maximum practical work can make teaching learning effective. | 6 | 17.6% |
| | 5. Ensure regularity of students. | 3 | 8.8% |
| | 6. By giving extra time to slow learners and the teacher-student ratio should be 20 to 25 students | 2 | 5.88% |
| | 7. The way the method can be adopted. Audio-visual aids can be used. By using TLM. | 7 | 20.5% |
| | 8. Incentives and some facilities should be increased. | 1 | 2.94% |
| | 9. Activity-based Learning and using ICT tools. | 2 | 5.88% |

Table 4.90 is concerned with the remedies suggested by school administrators about which efforts can be taken to improve the effectiveness of the teaching-learning

process. From the frequency analysis, it can concluded that 2 (5.88%) respondents suggested that through punishment and reward (according to their performance), teaching can be effective; 6 (17.6%) respondents suggested teaching learning can be effective through creativity and entertainment, and by extra-curricular activities like making models, charts, and plays; 5 (14.7%) suggested there should be no extra duty other than teaching assigned to teachers; 6 (17.6%) respondents believe that practical work can improve the effectiveness of teaching and learning; 3 (8.8%) respondents stated that it is critical to ensure that children attend school regularly; 2 (5.88%) respondents suggested that slow learners be given extra time and that the teacher-student ratio not exceed 20 to 25 students; 7 (20.5%) respondents advocated for adopting the play-way method and the use of audio-visual aids using TLM; 1 (2.94%) advised for incentives and some facilities to be increased; & 2 (5.88%) respondents recommended that activity-based learning by using ICT for teaching can be effective.

**Table 4.91: Parameters helpful to bring out-of-school children back into school**

| Statement 5 | Consolidated Remedies | Frequency | |
|---|---|---|---|
| **Describe which parameters will help to bring ˜out of school children back to school.** | 1. Through regular surveys. | 2 | 5.88% |
| | 2. By providing them extra time and consulting their parents to inform them of the need for and importance of education and the school facilities under the SSA/ RTE Act. | 19 | 55.8% |
| | 3. To compete with private schools, an English medium curriculum should be encouraged as it is the demand of the 21st century. | 1 | 2.94% |
| | 4. Elementary education should be activity-based instead of theoretical, and the play-way method should be used. | 5 | 14.7% |
| | 5. With the help of stakeholders, there should be punishment for the parents who do not send their children to school regularly and are careless about their children's education. | 2 | 5.88% |
| | 6. By providing a good and healthy environment for study and sports. Guarantee of employment. | 5 | 14.7% |

The above table 4.91 concerns the remedies suggested by school administrators to the question, “Describe which parameters will be helpful to bring out-of-school children back to school?”. From the frequency analysis, it can concluded that 2 (5.88%) advised a regular survey should be done, and out-of-school children should be motivated to join school again; 19 (55.7%) respondents advocated providing extra time, consulting their parents, and awakening them by telling them the importance of education and about the facilities provided by the SSA/RTE Act; 2 (2.94%) administrators recommended that, in order to compete with private schools, an English-medium curriculum should be encouraged as it is the demand of the 21st century; 5 (14.7%) respondents suggested elementary education should be activity-based instead of theoretical and the play-way method should be used; 2 (5.88%) respondents suggested taking help from stakeholders and taking action against the parents who do not send their children to school regularly and are careless about their children's education; & 5 (14.7%) respondents opined that by providing a good and healthy environment for study and sports, children can be motivated to continue their studies, and telling them education and sports can help them in the future.

**Table 4.92: Measures should be taken to ensure a regular electricity supply so that teaching and learning will not be affected.**

| Statement 6 | Consolidated Remedies | Frequency | % |
|---|---|---|---|
| **Which measures should be taken to ensure a regular electricity supply so that teaching and learning are not affected?** | 1. Solar systems may be cheap and best and can meet electricity problems. | 18 | 52.9% |
| | 2. Generators should be provided to the schools. | 8 | 23.5% |
| | 3. A regular grant should be released to pay the electricity bill. | 4 | 11.7% |
| | 4. Inverter should be provided to the schools. | 4 | 11.7% |

Table 4.92 concerns the remedies suggested by school administrators to the question, “What measures can be taken to ensure a regular electricity supply so that teaching and learning are not affected?”. From the frequency analysis, it can concluded

that 18 (52.9%) respondents opined solar systems are cheap and best and can meet the schools' electricity needs; 8 (23.5%) respondents recommended providing generators to the schools; 4 (11.7%) respondents advised an inverter should be provided to the schools; and 4 (11.7%) respondents advocated regular grant money should be released to pay the electricity bill.

**Table 4.93: Measures taken for better implementation of various provisions of the SSA/RTE Act 2009**

| Statement 7 | Consolidated Remedies | Frequency | % |
|---|---|---|---|
| **Please share your views on which measures can be taken to improve the implementation of various provisions of the SSA/RTE Act 2009.** | 1. Regular monitoring and imparting knowledge and awareness of the SSA / RTE Act 2009 to teachers, parents and students. | 12 | 35.2% |
| | 2. By regular review of the implementation of policies at ground level. | 4 | 11.7% |
| | 3. By Providing Staff according to student strength and more infrastructures to schools. | 3 | 8.8% |
| | 4. Teachers should not be engaged in non-academic works. | 7 | 20.5% |
| | 5. By community participation, SMC/VES should play a vital role. | 1 | 2.94% |
| | 6. No- Detention policy (provision of not failing students from 1st to 8th class should not be applicable in all situations as students get the upper hand. | 2 | 5.88% |
| | 7. All grants should be given on time, and the monitoring system should be sound. All grants should be issued on demand as per school requirements. Every school has different requirements, but govt. Issue general grants like school grants according to student enrollment. The government issues guidelines for expenditures that do not match school requirements. | 4 | 11.7% |
| | 8. Co-curricular activities should be given. Educational trips to learn about nature and the environment should be organised. | 1 | 2.94% |

The above table 4.93 concerns the remedies suggested by school administrators to the question, “What measures can be taken to implement better the various provisions of the SSA/RTE Act 2009?”. From the frequency analysis, it can concluded that 12 (35.2%) respondents suggested regular monitoring and imparting knowledge and awareness of the SSA and RTE Act 2009 to teachers, parents, and students and that the SSA and RTE Act are efforts of a centrally sponsored scheme of the state and federal governments to raise the standard of education; 4 (11.7%) suggested that a regular review of the SSA/RTE Act should be taken, whether it is implemented honestly or not at ground level; 8.8 per cent of respondents said teachers should not be engaged in non-academic duties that hamper the quality of education; 2 (2.94%) respondents suggested community participation (SMC/VES) should play an essential role in this matter; 2 ( 5.88%) respondents strictly opposed the “No-Detention Policy” of the RTE Act’; 4 (11.7%) respondents suggested recommended grants should be given on time and grants should be issued on demand as school requirements. Every school has different requirements, but the government issues general grants, such as grants according to student enrollment, which do not match school requirements.

# CHAPTER –5

# CONCLUSIONS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

## 5.1 CONCLUSIONS

Based on collected secondary data, views and perceptions of school administrators, objective-wise conclusions are presented below objective wise:

**Objective 1. To study the trends of dropout, retention and achievement rate during Pre Vs Post RTE Act, 2009.**

**Dropout Rate:**

Dropout rate of 1st to 5th standard decreased by 14.9%, Post RTE Act implementation. Similarly, the dropout rate of the 6th to 8th standard decreased by 7.55% post-RTE Act implementation. From this it can be concluded that the implementation of the RTE Act has resulted in the reduction of the dropout in the Sirsa district. But more can be achieved through better implementation.

**Retention Rate**

Retention rate of 1st to 5th standard increased by 14.9%, Post RTE Act implementation. Similarly, the retention rate of 6th to 8th standard decreased by 7.6%, Post RTE Act implementation. This could have been more through better implementation of the Act.

**Achievement Rate:**

The results show that the average achievement percentage of 1st, 2nd, and 5th standard students decreased by 1.60%, 3.10%, and 2%, respectively. However, the achievement percentage of 3rd and 4th standard students increased by 6.50% and 7.40%, respectively. Similarly, during the post-RTE Act implementation period, the achievement percentages for the 6th, 7th, and 8th standards showed an increase by 2.05%, 1.1%, and 13.45% respectively.

**Objective 2nd: To determine the SSA's effectiveness in terms of dropout, retention, and achievement rates pre- and post-RTE Act**

**Dropout Rate**

The dropout rate from the 1st to 5th standard has decreased and is significant in terms of reduction from pre to post RTE Act implementation. Similarly, the dropout rate from 6th to 8th standard has decreased significantly from pre to post RTE Act implementation.

**Retention Rate**

The retention rate of the 1st to 5th standard has significantly increased post RTE Act implementation as compared pre RTE implementation phase. Similarly, the retention rate of the 6th to 8th standard significantly increased in the post RTE Act implementation.

**Achievement Rate**

The achievement rate of 1st, 2nd, and 5th standard has not shown improvement as result of the RTE Act implementation. However, there was significant improvement in the achievement of the students in the Sirsa district of grades 3rd, 4th, 6th, 7th, and 8th after RTE implementation.

**Objective 3: To identify problems schools face implementing the SSA and RTE Act 2009.**

The Problems faced by the Head Teachers' and Administrators' in the Implementation of RTE-2009 Provisions are concluded as below-

**(I) Civil Work**

According to the responses of school heads and administrators, the following problems faced by them related to civil work in schools are a) Civil work is an extra burden; b) Civil work is hampering teaching work; c) Execution of Civil Works by Staff Members; d) Technical support is not available; e) The 2nd and 3rd instalments for the construction of the classroom are not provided in time; & The final instalment is not quickly released after submitting the work completion papers.

**(II) School Improvement Grant**

According to the responses, it is concluded that headmasters and administrators must deal with the problem of a School Improvement Grant that is not released at the start of the session & Manual and Instructions for Utilization of School Improvement Grant are not provided.

**(III) Maintenance and Repair Grant**

Headmasters/administrators have to face problems regarding maintenance and repair grants, which are not released at the beginning of the Session. Similarly, Manuals and instructions for utilising the Maintenance and Repair Grant are not provided.

**(IV) Mid-Day-Meal (MDM)**

Headmasters/ administrators have experienced the following problems related to MDM i.e. Regular supply of food grain; Availability of fuel for cooking midday meals; The Cooking Grant is not sent on time; & Honorarium for MDM Cook(S) is not provided in time.

**4th Objective: To provide remedies to overcome the challenges of implementing SSA.**

The Headmasters/administrators gave their suggestions for the better implementation of the SSA on various aspects.

**Measures for the effectiveness of the in-service teacher training program?**

- More training camps should be organised.
- It must be done by experts, not by video sessions.
- Training should be given subject-wise.
- Teachers should be exempt from extra duties.
- ICT training or online training should be given to teachers.
- Action should be taken against the teachers who do not take teacher training seriously. Teacher training should be organised during vacations instead of working days.
- Instead of teacher training, the emphasis should be on play-based learning.

**Measures to make MDM program effective.**

- by adding more nutritious food.
- Special training must be provided to MDM workers.
- Food should be packed.
- Cooking costs should be increased.
- There should be a private agency to provide cooked meals.
- The quality of food grains should be improved.
- The government should appoint a particular employee for MDM programs.
- Storage, cooking, and serving should be done with hygienic values.

**Measures to make PTM more effective**

- By awakening students and parents to the benefits of PTM.
- Teachers should regularly contact the parents.
- Only two PTMs in a year should be scheduled on working days.
- Effective management
- Action should be taken against parents who do not attend PTM.

**Measures to improve the teaching-learning process**

- Through punishment and reward.
- Creativity and entertainment can enhance learning through extracurricular activities such as making models, charts, and plays.
- There should be no extra duty other than teaching assigned to teachers.
- Maximum practical work can make teaching and learning effective.
- By giving extra time to slow learners, the teacher-student ratio should be 20 to 25 students.
- The play-way method can be adopted. Audiovisual aids can be used. By using TLM.
- Activity-based learning and using ICT tools

**Measures to bring out-of-school children back into school.**

- By telling them the need for and importance of education and facilities provided by the Sarva Siksha Abhiyan & Right to Education Act
- By encouraging government English medium/model schools to compete with private schools.
- The method should be adopted to motivate children to education.
- By providing practical instead of theoretical education, sports and physical education and a healthy environment to motivate children toward studies.
- By acting against parents who engage their children in earning and violating the RTE Act 2009.

**Measures taken to ensure a regular electricity supply for teaching and learning**

- Solar systems can solve the problem of insufficient electricity.
- Generators should be provided to the schools.
- Regular grant money should be released to pay the electricity bill.

**Measures for better implementation of SSA /RTE Act 2009**

- Knowledge and awareness of Sarva Siksha Abhiyan and the Right to Education Act should be given to teachers, parents, and students, and regular monitoring should be done.
- By providing staff according to students' strengths and more infrastructure to schools,
- Through community participation, SMC/VES should play a vital role in this matter.
- No, the "detention policy" should not be applicable in all situations as students get the upper hand.
- All grants should be given on time, and the government's monitoring system be sound. All grants should be issued on demand as per school requirements. Co-curricular activities should be offered.

- An educational trip to learn about nature and the environment should be organised.

## 5.2 EDUCATIONAL IMPLICATIONS

1. The study reveals that the post-Right to Education Act dropout rate for both primary and upper primary students has decreased and retention has improved. Still, more needs to be done in this field.

2. Although the achievement level of upper-primary students has increased but is still not satisfying, the learning level of students is still shallow. Primary students' achievement level remains low, as does their learning level. Therefore, the resource needs to be provided to the schools for various of the RTE Act in systematic way and in time.

3. After implementing the RTE Act, infrastructural facilities have been developed, but some schools have only basic facilities in rural areas. More funds need to be given for proper building infrastructure.

4. A maintenance and repair grant is provided to all schools, but school heads and management committees still lack cooperation regarding how to use the grant.

5. The “No-detention policy” of the Right to Education Act has reduced the quality of education. This Policy should be modified as has been done by some states. Students' learning levels and quality of education are declining due to the ‘No Detention’ policy.

6. Teachers' duties in non-teaching tasks are frequently assigned, which impedes effective teaching-learning and results in low educational quality. So, teachers should not be assigned to non-teaching duties. Computer training should be added to in-service teacher training so that all teachers can be experts in computers, which is a pressing need today.

7. For civil work, technical experts should be given responsibility instead of school administrators/heads so that school work will not be affected. School repair and maintenance grants should be given according to the requirements and level of the school.

## 5.3 SUGGESTIONS FOR FURTHUR STUDIES

Considering the findings and delimitations, the suggestions below can be adopted for future research work.

1. The financing of Haryana's elementary and secondary school education can be studied to ascertain specific reasons for the scheme's less-than-desired impact.
2. Qualitative research based on case studies is needed to determine the strengths and weaknesses of elementary and secondary schools in Haryana.
3. Comparative studies on the development of elementary education in different developing countries need to be carried out.
4. The qualitative study and survey research on the effectiveness of SSA and RTE provisions, which were conducted only in the Sirsa district, may be evaluated by extending them to other districts in Haryana.
5. The learning level of elementary school students in Haryana in languages, mathematics, social sciences, and science needed to be studied.

## 5.4 RECOMMENDATIONS:

The focus of the central and state government is the universalisation of elementary education, which is an appreciative job. For this, many programs and schemes have been initiated. RTE Act is one of them. RTE Act is the backbone of SSA. It is made mandatory for parents to not ignore their children’s studies. However, the objective could still not be achieved. So, there is a need to discover the barriers and hurdles to achieve the objective of universalising elementary education. It is recommended that NGOs and other educational agencies and corporations should support governmental efforts at primary and upper-primary levels. So that quality education can be provided and society may be enlightened. Moreover, the wholesome participation of all the stakeholders is necessary to implement any scheme.

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# ABBREVIATIONS

| | |
|---|---|
| SSA | Sarva Shiksha Abhiyan |
| RTE | Act Right to Education Act 2009 |
| GPS | Government Primary School |
| GMS | Government Middle School |
| ASER | Annual Status of Education Report |
| MDM | Mid-Day-Meal |
| UEE | Universalization of Elementary Education |
| SMC | School Management Committee |
| SC | Scheduled Caste |
| ST | Scheduled Tribe |
| OBC | Other Backward Class |
| NCERT | National Council for Educational Research and Training |
| SCERT | National Council for Educational Research and Training |
| OBB | Operation Black-Board |
| PTM | Parents-Teacher Meeting |
| PTA | Parents Teacher Association |
| PRT | Pupil Teacher Ratio |
| DPEP | District Primary Education Program |

# PAPER PUBLICATIONS

1. Bala, S. (2019). Quality Education in Haryana: An Analysis. *THINK INDIA JOURNAL, 22(14). ISSN0971-1260.*

2. Chechi, V. K., & Bala, S. (2019). Learning Enhancement Program: An Attempt To Provide Quality Education. *Shodh Sanchar Bulletin, An International Multi disciplanary Quarterly Bilingual Peer-Reviewed Research Journal, 9(35), ISSN 2229-3620.*

3. Chechi, V. K., & Bala, S. (2024). Effectiveness of Rte Act Implementation On Dropout Rate At Elementary Stage In Selected Blocks Of Haryana. Madhya Pardesh Journal of Social Sciences, 29(3). ISSN 0973-855X.

# APPENDIX-A

## Questionnaire for Head-teachers regarding implementation of SSA in Schools

After six decades of campaigning for universalisation of elementary education (UEE) and ten years of pronouncing the right to education (RTE) a fundamental right, the national and international reports put India in the category of failing short of achieving the target yet again. India is struggling to achieve the target and to fulfil the goal set under several international initiatives like Education for All (EFA), District Primary Education Programme (DPEP), Mid-day-Meal (MDM) and Sarva Shiksha Abhiyan (SSA). The study examines the effectiveness of implementing the SSA Pre and Post-RTE Act 2009. There are statements regarding adequacy, effectiveness, and difficulties/problems schools face regarding implementing the RTE Act 2009.

All the information that is collected in this study will be treated confidentially. The content will be used for research purposes only.

Thank you for your cooperation.

**Dr Vijay Kumar Chechi**
Supervisor

**Saroj Bala**
Investigator

**Please fill in the information below.** **Date……**

Name of Respondent…….....

Designation…… Qualification……

Name of school with code…… Block……Experience……

Type of School: Primary…… Upper-Primary…… Location: Rural…… Urban……

Below are some statements regarding the adequacy and effectiveness of provisions provided to schools, teachers, and students for quality improvement in elementary schools. Please put ( √ ) your views in this regard on a three-point scale.

| **Questionnaire for Headmasters' and Administrators' Responses Regarding the Problems Faced by Them During Implementation of RTE Act 2009** | | | | |
|---|---|---|---|---|
| **Sr. No** | **Statements** | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 1 | The availability of the school building was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 2 | The availability of the classrooms was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 3 | New classroom(s) sanctioned were/were adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 4 | The size of the classroom(s) sanctioned was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 5 | Grant sanctioned/provided for construction of toilet(s) was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 6 | Grant sanctioned/provided for construction of classroom(s) was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 7 | The grant sanctioned/provided for making provisions for the water facility was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 8 | The school improvement grant was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 9 | The maintenance and repair grant was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 10 | The cooking cost grant for MDM was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 11 | Utensils used for cooking and children were adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |

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| 12 | An honorarium of cook(s) for MDM was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 13 | The computer given was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 14 | The quantity of food grain for Mid-Day-Meal (MDM) received was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 15 | Furniture for Students was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 16 | Furniture for teachers was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 17 | The teaching Learning Material (TLM) grant was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 18 | The in-service teacher training provided was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 19 | The food provided to the children was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 20 | The teaching-learning programme on EDUSAT was adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 21 | Incentives (Cash) provided to children were adequate. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| **Effects of Provisions** | | | | |
| 22 | The provision of school Buildings, Additional classrooms, a school grant, and a Maintenance and Repair Grant has improved the school environment qualitatively. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 23 | Classrooms have been made available for each class due to the sanction/ construction of additional school buildings. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 24 | Water facilities have helped students stay in school throughout school hours. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 25 | The toilet facility has helped students to stay in school throughout the school hours. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 26 | Teachers have been helped / able to teach with the help of TLM. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 27 | The provision of free textbooks to students has helped them learn. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 28 | Due to the provision of different grants/facilities and a mid-day Meal in school, students' regularity has increased. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 29 | Dress provided to SC children has helped them feel a sense of equality. | **To a Great Extent** | **To Some Extent** | **Not at All** |

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|---|---|---|---|---|
| 30 | The provision of free stationary to SC students has helped them in their learning. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 31 | Incentives (in cash) and MDM Scheme have motivated parents to enrol in their wards in schools. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 32 | The provision of cash incentives has motivated parents to send their children to school regularly. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 33 | Providing free bicycles to female students of upper primary schools has helped them reach school on time. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 34 | Due to the provision of different inputs, the Enrollment of children in schools has increased. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 35 | Due to the provision of different inputs, the Retention Rate has been increased. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 36 | Due to the provision of different inputs, the Gender parity index increased. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 37 | Due to the provision of different inputs, students' learning achievements have been increased. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 38 | Due to the provision of different inputs, the dropout rate has decreased. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| **Difficulties/ Problems** | | | | |
| **(i) Civil Works** | | | | |
| 39 | Civil work was an extra burden. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 40 | Civil work hampered teaching work. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 41 | Staff members did not help in the execution of civil work. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 42 | No technical support (in civil work) was provided whenever needed. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 43 | A manual of instructions and maps regarding civil / construction works were not provided. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 44 | 2nd and 3rd instalments for the construction of the classroom were not released in time. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 45 | The final instalment was not released until after the papers were submitted for completion of work. | **To a Great Extent** | **To Some Extent** | **Not at All** |

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| 46 | Labour employed for construction work was not available at D.C. rates. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| **(ii) School Improvement Grant** | | | | |
| 47 | The school improvement grant was not released at the beginning of the session. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 48 | Manual and instructions regarding the utilisation of school improvement grants were not provided. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 49 | VEC/SMC members did not extend full cooperation in utilising the school improvement grants. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| **(iii) Maintenance and Repair Grant** | | | | |
| 50 | Maintenance and Repair Grant was not released at the beginning of the session. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 51 | Manual instructions regarding the utilisation of Maintenance and Repair grants were not provided. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 52 | VES/SMC members did not extend full cooperation in utilising the Maintenance and Repair grant. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| **(iv) Mid-Day-Meal (MDM)** | | | | |
| 53 | Food grain was not supplied regularly. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 54 | Fuel for cooking the MDM was not easily manageable. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 55 | The cooking cost grant for MDM was not sent to school in time. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 56 | Containers for storage of food grains (for MDM) were not made available as per requirement. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 57 | An honorarium of cook(s) for MDM was not given in time. | **To a Great Extent** | **To Some Extent** | **Not at All** |
| 58 | Utensils for cooking and children were not made available as per requirement. | **To a Great Extent** | **To Some Extent** | **Not at All** |

## Part B

Dear Administrator,

Please indicate which measures (remedies) can be taken to address the problems you face while executing your duties as an Administrator so that the provisions of the SSA/RTE Act 2009 can be implemented effectively.

Question 1.Which measures can be taken to improve the in-service teacher training program?

Answer

Question 2 Give your views on how the MDM Program can be more effective.

Answer

Question 3. What measures would you adopt to make PTM more effective and to motivate Parents to attend PTM?

Answer

Question 4. Which efforts will you make to improve the teaching-learning process?

Answer

Question 5 Describe which parameters will help to bring 'out of school children' back into school

Answer

Question 6 What measures should be taken to ensure a regular electricity supply so that teaching and learning are not affected?

Answer

Question 7 Please share your views on which measures can be taken to improve the implementation of various provisions of the SSA/RTE Act 2009.

Answer