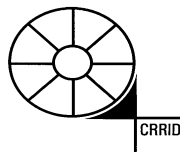


**Benchmarking Best Practices of Managing Performance of  
Teachers and Heads of Schools to identify Systems to Ensure  
Teacher Motivation, Attendance and Optimal Use of Teaching Time  
&  
Dropout Rate Reduction/Retention of Students  
&  
Why the Government Schools are not being Preferred**

**Submitted to  
Department of Economic and Statistical Analysis,  
Government of Haryana  
Yojana Bhawan, Sector-4,  
Panchkula**



**Centre for Research in Rural and Industrial Development (CRRID),  
Plot No. 2-A, Sector-19-A, Madhya Marg, Chandigarh**

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*The contribution of study team in data collection, compilation, analysis and typing of the report is gratefully acknowledged by each other. The varied and valuable contribution by the other staff of the CRRID, including administration, library, secretarial cell and others is also thankfully acknowledged. At the end, all those, who have made significant contributions during the study period, are thankfully acknowledged. We earnestly hope that the findings of this report will go a long way in strengthening the study.*

*Dr. Kuldip Kaur  
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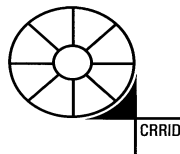
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**Benchmarking Best Practices of Managing Performance of  
Teachers and Heads of Schools to identify Systems to Ensure  
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&  
Dropout Rate Reduction/Retention of Students  
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Why the Government Schools are not being Preferred**

**Panchkula District**

**Submitted to  
Department of Economic and Statistical Analysis,  
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Yojana Bhawan, Sector-4,  
Panchkula**



**Centre for Research in Rural and Industrial Development (CRRID),  
Plot No. 2-A, Sector-19-A, Madhya Marg, Chandigarh**

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## Chapter-I Introduction

*The present report has been prepared on the following subjects as per the Terms of Reference (TOR) of the schemes/topics to be evaluated. These subjects were assigned to CRRID under letter No. DESA (PE)—2013/28/28159 dated 12/11/2013. This report attempts to examine views of selected teachers relating to:*

- (a) Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify Systems to ensure teachers' motivation, Attendance and Optimal Use of Teaching Time;*
- (b) Drop-out rate reduction/retention of students;*
- (c) Why the Government Schools are not being preferred.*

The present report discusses the data of Panchkula district. The reports of other two districts—Jind and Mawat will be submitted subsequently. Before analyzing the status of above said subjects, it is necessary to highlight briefly the background related to above said subjects.

Human Development Report of South Asia, the gender question, 2000, revealed that “over 40 percent of India’s children drop out of school before finishing 8th grade, despite a recent law designed to provide free and compulsory elementary education for all. This report highlighted that most students, who quit school before completing elementary stage, are from the lowest rungs of Indian society (p.116)”. Another new Human Rights Watch Report entitled “*They Say We’re Dirty,*” underlined that discrimination by teachers and school officials fail to provide a welcoming and child-friendly school environment for these children. Jayshree Bajoria (India researcher) talks with researcher named Amy Braunschweiger about the consequences of persistent discrimination and what needs to change, to keep these kids in school (quoted in Human Rights Watch--Report).

The general conference of UNESCO held way back in 1964 recognized that “illiteracy is a grave obstacle to social and economic development and hence the extension of literacy is a pre-requisite for the successful implementation of National Plan for Economic and Social Development...” (Public Report on Basic Education in India- Probe team, Oxford University). United Nations further emphasized the need for

universalization of elementary education in its Millennium Development Goals (MDGs) and ensures that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

### **Indian Scenario**

While keeping the importance of above said subjects, the Directive Principles of State Policy (Article-14) of the Constitution of India has envisaged that “the state shall endeavour to provide within a period of ten years from the commencement of this Constitution, a free and compulsory education to all children, until they complete the age of fourteen years”. However, vouches of the Directive Principles of State Policy has remained a distance dream, even after more than 55 years of the formulation of Indian constitution. Even today, around 300 million people in the country are illiterate and rate of illiteracy is high among weaker section of the society, particularly in Scheduled Castes and Scheduled Tribes as compared to other groups of population in all the regions of India. Nearly three decades ago, the National Policy on Education (1986) stated that “the state shall undertake to provide free and compulsory education for all children up to the age of 14 with a time bound programme in consistency with the availability of resources and with emphasis on universal enrolment, universal retention and substantial improvement in the quality of education”. In 2002, the Parliament has passed the constitutional 86<sup>th</sup> Amendment Act to make Elementary Education a Fundamental Right for Children in the age-group of 6-14 years. The primary and elementary educations are the stepping stones of the educational development. The Government of India and many state governments have initiated several programmes for the universalization of primary and elementary education in the country with a focus on gender and social equity. Some of these programmes implemented as: Operation of Block Board (OBB); Total Literacy Campaign (TLC); Non-formal Education (NFE); Education Guarantee Scheme (EGS); Alternative Innovative Education (AIE); and Sarva Shiksha Abhiyan, (SSA) respectively but now the government’s stress has been given on Right to Education (RTE).

During 11<sup>th</sup> and 12<sup>th</sup> Plan period, the Government of India has been emphasizing on achieving universal elementary education by making periodic interventions for improvement in the education scenario through implementation of a range of government schemes and many flagship programmes. Sarva Shiksha Abhiyan is one of the main flagship programme which is also an attempt to provide an opportunity for improving human capabilities of all children through provision of community-owned quality education in a Mission mode. Sarva Shiksha Abhiyan covers: (i) a programme with a clear time frame for universal elementary education; (ii) a response to the demand for quality basic education all over the country; (iii) an opportunity for promoting social justice through basic education; (iv) an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent Teacher and Mother-Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools; (v) An expression of political will for universal elementary education across the country; (vi) a partnership between the centre-state and the local government; (vii) An opportunity for states to develop their own vision of elementary education. The programme covers the entire country with a special focus on educational needs of girls, scheduled castes and scheduled tribes and other children in difficult circumstances. It also envisages bridging of gender and social disparities at the elementary level. The Sarva Shiksha Abhiyan has a special focus on the educational needs of girls, SCs and STs and other children in difficult circumstances.

Twelfth Five Year Plan (2012-2017) stated that there has been improvement in the extension of primary education, both with regard to increase enrolment and reduce of dropout rates. Despite, the absolute numbers of children who are out-of-school remains large. There is need to confront the greater challenge of improving the quality of school education through extensive and improved teacher training, upgrading curriculum and enforcing of accountability in teachers attendance.

Shift from SSA to RTE in the 12<sup>th</sup> Plan Period with Mission mode implementation under SSA has, undoubtedly, contributed to substantial achievements in universalizing access

and enrolments, especially among hitherto unreached children. However, mission mode implementation was also expected to influence and reform the mainstream education department to take up the challenge of universal elementary education. This has met only limited success, and over the last ten years the education departments and SSA mission agency have tended to function as dual and parallel structures. The need to give attention to this dichotomy was recognized by the Committee on 'Implementation of RTE and Resultant Revamp of SSA'. Since the implementation of RTE began, the SSA was operational, it was considered prudent, as an interim measure, to use a modified SSA as the vehicle of implementation of RTE. The understanding was that by the middle of the 12<sup>th</sup> Plan a new modality of implementation of RTE would be ready to replace SSA. The RTE Act confers a permanent right to free and compulsory education of equitable quality on the children of India for all times to come. It requires the whole education department to work together in a unified manner, and necessitates a fundamental change in the governance structure. It is, therefore, necessary to put in place systems and mechanisms for a shift from the SSA project-based approach to RTE.

The RTE Act looks into surveys that will monitor all neighborhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government." A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and teacher motivation are made in the Act reflecting to education for all.

Government stated that "to improve the enrolment and reduction in dropout rates, the public-private partnership is necessary". The Act has provisions for compensating private schools for admission of children under the 25% quota for disadvantaged children in government and private unaided schools. This measure, along with the increase in PPP (Public Private Partnership) has been viewed by one organizations

such as, the All-India Forum for Right to Education (AIF-RTE), as the state abdicating its "constitutional obligation towards providing elementary education to all".

One of the study entitled "Reasons for rising School dropout rates of Rural girls in India- An Analysis using soft computing Approach" conducted by Dr. R. Uma Rani stated that the Right to Education Act covers children in the 6-14 years age group-precisely for I-VIII classes. So, the dropouts need to be the biggest focus of the implementation mechanism being set up. Calculation based on net enrolment ratios reported by JRM, (Joint Review Mission of the Sarva Shiksha Abhiyan) reveals a much direr picture. The net enrolment ratio for Classes VI to VIII was reported as 54 percent, that is, just 54 percent of all children in the age group 11-14 years were actually enrolled. This means that approximately 44 million children in this age group do not go to school. For Classes I to V, net enrolment ratio of 97% was reported, leaving out nearly 4 million children. But the biggest problem facing the schooling system is that over 50 percent of children who join up in class-I drop out by class VIII (JRM). It is not about children who never attended school— those are a separate and fast diminishing category. She also highlighted that up to class-V, every third child has dropped out and by class-VIII every second student is no longer attending school. The benefits that accrue to a country by having a literate population are multi-dimensional, thus it becomes imperative to study the determinants of school dropouts.

### **Scenario in Haryana**

The State of Haryana recognizes State and Centre level educational policies after its independent existence since 1966. The efforts of the Haryana Government are tremendous in establishing the educational institutions (schools) of all level, so that every child has access to education.

### **Classification of Schools**

Table-I.1 reveals the status of primary, middle, and high/senior secondary schools located in Haryana state along with district Panchkula for the year 2010–12. The current situation seems same of 2010-12 (Statistical Abstract 2014). The table below discusses

teacher-students ratio, as statistically slight variation was found between the data of state and district. However, teacher-student ratio has been found higher in respect to primary classes as compared to middle and secondary classes. Therefore, it may be considered one of the cause of dropout and the reason of non-preference of government run schools.

**Table-I.1**  
**Classification of Government and Non-government (recognized) Schools**

Teacher students	Haryana						Panchkula					
	Government			Non-government			Government			Non-government		
	Primary	Middle	Senior/ Senior Secondary	Primary	Middle	Senior/ Senior Secondary	Primary	Middle	Senior/ Senior Secondary	Primary	Middle	Senior/ Senior Secondary
Number of Schools	9,360	2,331	3,214	4,644	1,152	3,890	273 (2.9%)	72 (3.0%)	62 (1.9%)	73 (1.5%)	23 (1.9%)	52 (1.3%)
Teachers	44902	38576	72932	-	-	-	856 (1.9%)	1044 (2.7%)	4137 (5.6%)	-	-	-
Students	2443613	1280868	1523303	-	-	-	55712 (2.2%)	28436 (2.2%)	24292 (1.5%)	-	-	-
Teacher-students Ratio	1:54	1:33	1:48	-	-	-	1:65	1:27	1:39	-	-	-

Source: Department of Economic and Statistical Analysis Haryana 2014

Note: Figures in parenthesis show the percentages calculated from the state level data

However, Haryana state has adopted RTE scheme under which all children are able to get free under Compulsory Education Rules-2011. The State Council of Educational Research and Training (SCERT), Haryana is notified as prescribed Academic Authority for the implementation of these rules. All work related to curriculum and evaluation is being done by the SCERT, Gurgaon. Under this rule, School Management Committees (SMCs) were constituted and funds are being directly transferred to SMC's accounts for decentralization of powers. The committee will manage the grant of school uniform, school bag, stationery and reimbursement of school fee and funds. Secondary data revealed that in all the government schools of Haryana, School Management Committees have been constituted since 2011. All the schools should have beneficial facilities, which are supposed to upgrade the quality of education including dropout reduction/enrolment retentions.

Similarly the State has launched the "Parvesh Utsav" programme in all the government schools for the enrolment, retention and transition of students for the classes I-VIII (age group 6-14 years) and classes IX-XII (age group 15-18 years). During this, the target is

to bring 100% children of the age group 6—18 years in the main stream of education. 'Shiksha Setu' card also provided to each child studying in government schools first time in the state. Card has an "information tool" for parents, which explains financial and educational entitlements of school going children.

The target of 100% enrolment and retention may be achieved because Haryana State has a network of educational institutions particularly schools. A primary school is available within radius of one kilometer, middle school within radius of 1.87 km., secondary/senior secondary school within radius of 2.1 km., which seems not very far distance from the home. However, the government is effectively improving the status of education by controlling dropout rates of students and retaining students in schools but there is gap in rural-urban school education as well as in male-female equality in school education. Although the Government of Haryana as an independent state is continuously involved in strengthening the education status by providing good infrastructure and qualified teachers this, it has been observed that the government schools are not being preferred by the well-off families. Therefore it is a fact that government schools mainly remained for weaker sections of the society, hence leading to increase in the dropout rates. Therefore, the present study tries to find out the causes of dropouts and why the government schools are not being preferred.

## **Chapter-II Outline of the Study**

*The present chapter discusses the rationale, objectives, methodology including sampling and tools used for getting data for assigned study.*

The role of states is much more important than the centre when it comes to social sector development. As laid down in the Constitution, education related issues are the responsibility of the states. Education though comes under the concurrent list yet states are much more important in taking up different policy decision than the centre. The term 'education' is a multi-dimensional concept. It can be measured in different angles. The study has considered here, for evaluation and analysis the problem of: reducing dropout rates; retaining the students in schools; managing performance of teachers and heads of schools; ensure teachers' motivation, attendance and optimal use of teaching time; and non-preference for state government schools. These are main concerns of education, planning and statistical department of Haryana. The assigned subjects were rationalized with the following methodologies.

### **Rationale**

Illiteracy is a great problem of the state. This is because of dropout rates, enrolment retention, teachers' motivation in teaching and teaching time. As per provisional data of Census 2011, the total literates are 16,904,324 (76.1%) including 9,991,838 (85.38%) males and 6,912,486 (66.77%) females. Concerning 100 percent literacy in the state, the government has to adopt new strategies despite the current schemes being implemented, particularly for girls at school level. Concessions and incentives for girls especially those belonging to backward/EWS and scheduled castes and will go a long way in promoting female education. They are provided with free uniform, books, stationery and sometimes awarded scholarships and reimbursement of tuition fees. According to RTE Act, the state government shall have the responsibility of enrolling the child, ensuring attendance and completion of eight years of schooling. Still these strategies are not enough. Therefore, new strategies need to be adopted to fulfill the targets of reducing dropout rates, retaining children in the school and to attract the



children and parents for state government schools. It is essential to understand, how the dropout rates could be reduced and students could be retained in schools? It is also necessary to find out the causes of non-preference of government schools by parents. Thus, the proposed study justifies to have scope to find out the causes through the perception of teachers and parents.

### **Objectives of the Study**

The present study aims to understand the current magnitude of the problem within the broad framework of the study. The major objectives of the study are:

- To find out ways and means of improvement in the performance of teachers and head of schools;
- To identify systems to ensure teacher motivation, attendance and optimal use of teaching time effective or not.;
- To find out targets under dropout rate reduction/retention of students achieved up to the desired level;
- To find out steps taken by state government to reduce dropout rate and retention of students are sufficient. If not, suggestions for the same;
- To find out the main reasons why government schools are not being preferred;
- To find out the extent to which the various scheme regarding education have been implemented;
- To find out the overall impact of the education systems;
- To find out the follow-up and monitoring system of the departmental authorities;
- To find out the bottlenecks faced in the implementation of educational programmers.

The overall aim of this evaluative study is to assess overall effectiveness of the schemes run by the state government and to know whether the objective of quality education that needs to be improvement in dropout rates and retention of students and to find out why government schools are not being preferred?

## **Approach and Methodology**

In Panchkula district the government school/network is quite vast and diversified. It mainly consists of rural-urban model/non-model schools, covering co-educational, boys and girls schools. The universe of the sample schools has been found to be quite large and extensive. The process of data collection was appropriate under sampling frame. The study was conducted in a holistic manner, in order to comprehend various inter-related issues pertaining to improve the desired levels despite several state and centrally sponsored schemes and programmes. In Haryana the private schools have also adopted new method of teachings, which are showing good results, though government schools too are moving in this direction, but at a very slow pace. Resort-oration of EDUSET, too is not much success as it not only consume lots of time of students but also deprives them of face to face contact with teachers. The present study tries to assess the situation and suggest new methods to make teaching more effective and improve the education status in the district of Panchkula. Different variable have been considered for analysis of benchmarking best practices of managing performance of teachers/head of schools, teachers' motivation, attendance and optimal use of teaching time, dropout rate reduction/retention of students and non-preferred government schools. The study will suggest way-out measures on the data collected from teachers including teachers as parents. To meet the objectives of the study both the primary and secondary data were collected and examined on various dimensions from teachers and schools.

## **Sampling Design**

### **(a) Area of the Study—Panchkula District**

The three districts were assigned—Panchkula, Jind and Mewat. At initial stage, the study was conducted in Panchkula district. The other two districts will follow. The district has four blocks—Barwala, Morni Hill, Raipur Raini and Pinjore. The primary data was collected during October-December 2014 from all the four blocks of Panchkula district.

## Selection of Schools

For the evaluation, all the blocks were selected for collection of data from teachers of different schools, which are given in table-II.1 and appendix-II.1.

**Table-II.1**  
**Selection of Surveyed Schools**

Block/district	Number of schools						Total
	Rural			Urban			
	Boys	Girls	Co-education	Boys	Girls	Co-education	
Barwala	2	3	3	-	-	1	9
Morni Hill	-	1	2	-	-	-	3
Raipur Rani	1	1	2	1	-	1	6
Pinjore	1	-	3	5	2	25	36
<b>Total</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>27</b>	<b>54</b>

Source: Listed received from Department of Elementary Schools

Out of the total 408 government schools located in Panchkula district, 54 schools were covered for data collection through the process of random sampling. A sample of more than 10 percent of schools has been taken. The sample schools were selected on interval basis from the list of schools provided by the department. All the 54 schools were considered having elementary level education. The sample schools were chosen from all kind of schools.

## Selection of Respondents

The study covers a sample of stakeholders consisting of teachers and heads of elementary level. All the teachers present on the day of survey were selected for interview. In all, a total sample of 300 teachers was covered consisting of 274 regular teachers and 26 contractual teachers in the elementary level schools. Out of 300 surveyed teachers, 159 teachers, who have school going children in age group between 6-14 years were considered as parents. These teachers were asked additional questions related with the preference of education of their children irrespective in government or private schools. The table-II.2 and appendix-II.2 highlight the status of block-wise surveyed teachers.

**Table-II.2  
Status of Surveyed Teachers**

Blocks	Status		Total
	Regular	Contractual	
Barwala	27	4	31
Morni Hill	6	-	6
Raipur Rani	21	6	27
Pinjore	220	16	236
<b>Total</b>	<b>274</b>	<b>26</b>	<b>300</b>

Source: Field survey, CRRID, 2014

### **Tools for the Study**

Keeping in view of the objectives of the study, a structured interview schedule (questionnaire) was prepared to document primary data from each selected teacher. Apart from this, the data was collected from the surveyed schools pertaining to the years 2010-2014 for which dropout rate figures were captured from school attendance register.

The methods of investigations of primary data include

- (i) School-level survey;
- (ii) Focus Group Discussion (FGD) with teachers, and teachers.

### **Design of Questionnaire**

A questionnaire containing all the relevant questions was prepared for administering the target respondents, (teachers and teachers as parents). The questionnaire was approved by the concerned Education Department (Elementary schools).

### **Training of Field Staff and Pretesting**

A team of four field investigators was constituted for survey purpose. Two days training pertaining to the administration of the questionnaire was imparted to the investigators at CRRID. Among them, one member was also given training as supervisor to manage the investigators and motivate them to give their best to elicit the right responses from the targeted respondents. The questionnaire was tested with some teachers in the selected schools (Government Primary Schools, Sector 4 and Sector-12-A, Panchkula).

## **Field Survey**

The actual field work for the study was carried out from 23<sup>rd</sup> October to 15<sup>th</sup> December 2014.

## **Data Processing, Analysis and Report Writing**

The collected data was processed, tabulated and analyzed by using percentages with the help of statistical package of social sciences tools and techniques. The draft report has been written on the basis of objectives. The interpretation was based on the policy pointers that have emerged from the field data results. The draft report has suggested some measures on results.

## **Utility of the study**

The study covered different aspects related to Benchmarking Best Practices of Managing Performance and Heads of Schools to identify systems to ensure motivation, attendance and optimal use of teaching time in government schools in Panchkula district. It has immense utility for all the stakeholders to improve the status of their schools by addressing a set of shortcomings. Besides, the study will also be useful for other assigned districts on a similar pattern on the basis of findings, and recommendations, which would be forwarded for consideration of the State Government.

## **Chapter-III**

### **Perception of Teachers on Assigned Subjects**

*The chapter analyzes the data collected from 54 selected schools of the district. This chapter discusses the issues covering Benchmarking Best Practices, Dropout Rate Reduction/Retention of students and no preference to government schools in Panchkula district. The information and data on some of the important parameters with respect to the above was collected at the school level from the teachers/heads/in-charge the respective schools. The data collected with the help of a structured questionnaire includes the perception of teachers as well as information on dropout rates from the school register through informative sheets. The chapter also highlights some suggestions on the findings in respect of each issue, which will be helpful for policy matters.*

The previous chapter discussed the number of schools and teachers which were visited to collect the information. A structured questionnaire was canvassed to collect the information and data relating to various aspects of non-preference for the state government schools, reasons for dropouts, retaining students in schools and best practices to be used for maintaining quality of education. The questionnaire was administered to 300 teachers of the primary/elementary level of the primary schools and in high/secondary schools in the district Panchkula. In addition, datasheets was also used to collect information on dropout rates in the school from the class register.

#### **Part-I**

#### **Profile of Teachers**

The profile of teachers shows their diverse status.

##### **(a) Designation and Status**

The designation of the teachers varies as 12.33 percent were headmaster/misters, 83.33 percent teachers up to elementary level and 4.33 percent school-in-charge respectively. Comparing all the blocks, the variation of teachers also found because of

variation in number of schools in respective blocks. For instance, only two schools of Morni Hills were covered due to the lowest number of schools existed in this area as compared to other blocks. Majority of the teachers were interviewed in the Pinjore block. Overall 300 teachers were interviewed. Among them, 91.33 percent of the teachers were regular and the remaining 8.67 percent teachers were employed on contract-basis either as guest teachers, part-time teachers, adjusted under SSA scheme and others. The percentage of contractual teachers was highest for the Raipur Rani block followed by Barwala and Pinjore as highlighted in table-III.1.

**Table-III.1  
Designation and Status of Teachers**

Block/District	Designation				Status	
	Headmaster/ Mistress	Teachers	School In-charge	Total	Regular	Contractual
Barwala	6 (2.00)	23 (7.66)	2 (0.66)	31 (10.33)	27 (9.00)	4 (1.33)
Morni Hill	2 (0.66)	4 (1.33)	0	6 (2.00)	6 (2.00)	0
Raipur Rani	4 (1.33)	20 (6.66)	3 (1.00)	27 (9.00)	21 (7.00)	6 (2.00)
Pinjore	25 (8.33)	203 (67.76)	8 (2.66)	236 (78.66)	220 (73.33)	16 (5.33)
<b>Total</b>	<b>37</b> <b>(12.33)</b>	<b>250</b> <b>(83.33)</b>	<b>13</b> <b>(4.33)</b>	<b>300</b> <b>(100.00)</b>	<b>274</b> <b>(91.33)</b>	<b>26</b> <b>(8.66)</b>

Source: Field survey, CRRID, 2014

**(b) Gender and Age-wise Status of the Teachers**

Gender and age-wise status of teachers vary. Majority of the teachers (82%) were females and the remaining 18 percent were males. The proportion of female teachers was highest at 87.71 percent for Pinjore block and lowest for Morni Hill block, which was 16.67 percent. The age distribution of teachers in the district reveals majority of teachers (67%) fall in the age group of 31-50 years. Only 7 percent teachers were below the age of 30 years and the rest 26 percent teachers fall in the age group of 51 years and above. However, majority of teachers in all the blocks belonged to age category of 31-50 years as shown in table-III.2. Thus, it has been found that they were in the capacity to reply the relevant answers to the questions asked to them.

**Table-III.2**  
**Gender and Age-wise Status of the Teachers**

Block/District	Gender			Age ( in range years)			
	Male	Female	Total	Up to 30	31 -40	41 - 50	51 - 60
Barwala	12 (4.00)	19 (6.33)	31 (10.33)	2 (0.66)	12 (4.00)	8 (2.66)	9 (3.00)
Morni Hill	5 (1.66)	1 (0.33)	6 (2.00)	0	3 (1.00)	3 (1.00)	0
Raipur Rani	8 (2.66)	19 (6.33)	27 (9.00)	3 (1.00)	12 (4.00)	7 (2.33)	5 (1.66)
Pinjore	29 (9.66)	207 (69.00)	236 (78.66)	16 (5.33)	73 (24.33)	83 (27.66)	64 (21.33)
<b>Total</b>	<b>54</b> <b>(18.00)</b>	<b>246</b> <b>(82.00)</b>	<b>300</b> <b>(100.00)</b>	<b>21</b> <b>(7.00)</b>	<b>100</b> <b>(33.33)</b>	<b>101</b> <b>(33.67)</b>	<b>78</b> <b>(26.00)</b>

Source; Field Survey CRRID 2014

### (c) Educational Qualifications

It is an accepted fact that higher qualifications of teachers are positively linked with the quality of teaching. Comparing the qualification of teachers of elementary school level, 39.66 percent teachers were having highest qualification—post graduation+B.Ed, followed by graduation + B.Ed. (12%), graduation + JBT (11.33%), post graduation + JBT (9.66%) and so on as depicted in the table-III. Some of the teachers (1.33%) were having higher qualification of M.Phil +Ph.D which seems not required for elementary level teachers but these teachers are teaching at elementary level. Comparing all the blocks, higher numbers of teachers having highest qualification were found teaching in the schools of Pinjore block (33.33%). It has been found that all the teachers were having required qualifications with training.

**Table-III.3**  
**Educational Qualification of Teachers**

Block/ district	Qualification								Total
	M.Phil/ Ph.D	Post Gradation/ B.Ed.	Graduate/B. Ed.	10 + 2, JBT/ETT	10 +2/ Art and Craft Jbt/Gayani/ Parbakar	Diploma	Graduate /JBT	Post Graduate/ JBT	
Barwala	0	13 (4.33)	5 (1.66)	2 (0.66)	4 (1.33)	7 (2.33)	0	0	31 (10.33)
Morni Hill	0	1 (0.33)	2 (0.66)	3 (1.00)	0	0	0	0	6 (2.00)
Raipur Rani	0	9 (3.00)	4 (1.33)	3 (1.00)	2 (0.66)	5 (1.66)	3 (1.00)	1 (0.33)	27 (9.00)
Pinjore	4 (1.33)	96 (32.00)	25 (8.33)	19 (6.33)	22 (7.33)	11 (3.66)	31 (10.33)	28 (9.33)	236 (78.66)
<b>Total</b>	<b>4</b> <b>(1.33)</b>	<b>119</b> <b>(39.66)</b>	<b>36</b> <b>(12.00)</b>	<b>27</b> <b>(9.00)</b>	<b>28</b> <b>(9.33)</b>	<b>23</b> <b>(7.66)</b>	<b>34</b> <b>(11.33)</b>	<b>29</b> <b>(9.66)</b>	<b>300</b> <b>(100.00)</b>

Source; Field Survey CRRID 2014



#### (d) Teaching Classes and Subjects

For the requirements of the objectives of the study, the sample of teachers was taken from all types of schools (primary/upper-primary/high/senior secondary). The teachers, who were teaching elementary level classes, were considered for interview. More than half (53.66%) teachers were teaching up to primary classes, while 46.33 percent were teaching at upper-primary classes. It has been observed that their teaching work was not fixed but interchangeable on requirements.

Regarding teaching subjects, almost all the teachers were teaching all subjects up to primary level. Subjects specific teaching was observed in the elementary level. Among them, 14 percent teachers were teaching English followed by social studies (12.33%), maths (8.66%), Hindi (7.66%), general science (4.67%), sports only (1%). In addition, 16.33 percent teachers were teaching other subjects like music, art & craft etc. The overall results conclude that up to elementary level teachers were teaching all kinds of subjects on requirements on the availability of teachers on that day as shown in the table-III.4.

**Table-III.4**  
**Teaching Classes and Subjects**

Blocks	Classes			Subjects							
	Primary	Upper primary	All	English	Maths	Hindi	S.S	G. S	Sport	All Primary subjects	Others
Barwala	19 (6.33)	12 (4.00)	31 (10.33)	7 (2.33)	2 (0.66)	1 (0.33)	1 (0.33)	1 (0.33)	0	19 (6.33)	4 (1.33)
Morni Hill	5 (1.66)	1 (0.33)	6 (2.00)	1 (0.33)	0	0	1 (0.33)	0	0	4 (1.33)	2 (0.66)
Raipur Rani	12 (4.00)	15 (5.00)	27 (9.00)	8 (2.66)	3 (1.00)	3 (1.00)	4 (1.33)	0	0	14 (4.66)	6 (2.00)
Pinjore	125 (41.66)	111 (37.00)	236 (78.66)	26 (8.66)	21 (7.00)	19 (6.33)	31 (10.33)	13 (4.33)	3 (1.00)	127 (42.3)	37 (12.33)
<b>Total</b>	<b>161</b> <b>(53.66)</b>	<b>139</b> <b>(46.33)</b>	<b>300</b> <b>(100.00)</b>	<b>42</b> <b>(14.00)</b>	<b>26</b> <b>(8.66)</b>	<b>23</b> <b>(7.66)</b>	<b>37</b> <b>(12.33)</b>	<b>14</b> <b>(4.67)</b>	<b>3</b> <b>(1.00)</b>	<b>164</b> <b>(54.66)</b>	<b>49</b> <b>(16.33)</b>

Source; Field Survey CRRID 2014

#### (e) Years of Teaching

With regard to number of years of teaching, 28.33 percent of the teachers have experience of teaching between 16 to 20 years, followed by 23.66 percent (6-10 years), 12.33 percent (21-25 years), 11.66 percent (11-15 years), 9.66 percent (1 to 5 years), 9 percent (26 to 30 years), 5.33 percent (31 years and above). However, majority of the

teachers have sufficient experience, which fall between 6 to 31 years as can see from table-III.5. Data shows that majority of the teachers were experienced enough to respond to the questions asked by the field investigators on different issues.

**Table-III.5  
Number of Years of Teaching**

Blocks	Years of teaching							Total
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 and above	
Barwala	7 (2.33)	5 (1.66)	4 (1.33)	6 (2.00)	4 (1.33)	4 (1.33)	1 (0.33)	<b>31</b> <b>(10.33)</b>
Morni Hill	0	5 (1.66)	0	0	1 (0.33)	0	0	6 (2.00)
Raipur Rani	3 (1.00)	10 (3.33)	3 (1.00)	6 (2.00)	2 (0.66)	2 (0.66)	1 (0.33)	27 (9.00)
Pinjore	19 (6.33)	51 (17.00)	28 (9.33)	73 (24.33)	30 (10.00)	21 (7.00)	14 (4.66)	236 (78.66)
<b>G.Total</b>	<b>29</b> <b>(9.66)</b>	<b>71</b> <b>(23.66)</b>	<b>35</b> <b>(11.66)</b>	<b>85</b> <b>(28.33)</b>	<b>37</b> <b>(12.33)</b>	<b>27</b> <b>(9.00)</b>	<b>16</b> <b>(5.33)</b>	<b>300</b> <b>(100.00)</b>

Source; Field Survey CRRID 2014

## Part-II

### **Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify schemes to ensure teacher motivation, attendance and optimal use of teaching time**

In order to gauge the performance of teachers and ensure their continuous motivation, attendance and optimal involvement in teaching, some parameters were developed and teachers' viewpoints on these were recorded during the personal interviews.

#### **(A) Teachers' Satisfaction to Ensure Motivation**

It has been pointed out by many studies and scholars about the level of satisfaction of teachers in respect of workload, management, financial matters etc. Table-III.6 highlights the satisfaction level of teachers on different issues:

**(i) Satisfaction with Salaries**

The survey results show that 88 percent of the teachers were found satisfied with their salaries, but only 12 percent teachers reported that they were not satisfied with the take home salary. They specified the following reasons:

- Some teachers reported they are not satisfied with the consolidated salary as they were contractual teachers;
- Some teachers reported that their pay scale should be at par with the regular teachers because they were performing duties similar to the regular teachers;
- Some teachers reported that they should be paid additional amount for the extra work done like involvement in different government schemes, for instance MDM or performing the duties of head teacher etc..

**(ii) Satisfaction with Teaching Work**

The survey results show that 84 percent teachers were satisfied with the teaching work carried out by them. In addition, 16 percent teachers reported not satisfied with their teaching work because:

- They felt over burdened as they have to teach more than one subject/class, which leads to lack of concentration;
- They also reported that due to higher number of students in the class also lead to non-conducive environment resulting in poor results;
- Higher number of students in the class leads to improper attention to be made for all the students, hence affecting the quality of education;
- Higher number of students in the class leads to adversely affecting the creativity of the students.

**(iii) Satisfied with Managerial Workload**

The survey results show that 81.33 percent were satisfied with managerial workload, while 18.67 percent teachers were not satisfied with managerial work. The teachers who were not satisfied with the managerial work reported that:

- They felt extra load due to engagement in different activities like report making, MDM activities, administrative work etc.
- They reported that they do extra work concerning with election/census duties, compilation of dice data, procuring the MDM material and other compulsory duties assigned to them from time to time.

**(iv) Satisfied with School Management**

The survey results show that 98 percent teachers were satisfied with the school management, while only 2 percent of the teachers were not satisfied with the school management because:

- They felt that Village Education Committee (VEC) though mostly in place is not properly performing;
- The parents-teachers interaction (meetings) also do not serve the purpose that effects the dropout reduction/enrolment retention;
- The role of Village Education Committee (VECs) schools and teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need is found missing;

**(v) Satisfaction with Colleague**

The survey results show that 98.33 percent teachers were satisfied with their colleagues, while only 1.67 percent teachers were not satisfied with their colleague because:

- They felt that the bad attitude and behaviour of some other colleagues towards them;
- They felt that they are over burdened as per as the partial allocation of work by the seniors;

**(vi) Satisfaction with Number of Teachers**

The results show that 54 percent teachers were satisfied with the teacher-pupil ratios, while 46 percent teachers were not satisfied with the existing number of teachers in their schools. The teachers, who were not found satisfied reported as:

- They felt that number of teachers need to be increased as per the strength of students in their respective schools;
- They felt that shortage of teachers generally affect the efficiency in teaching as work load increases;
- They felt that it also affects teacher’s performance in teaching which in turn resulted in student’s poor performance in examination.

**Table-III.6  
Teachers’ Level of Satisfaction**

Block/ District	With Salary		With Teaching Work		With managerial workload		With School management		With your colleagues		With no of teachers	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Barwala	27 (9.00)	4 (1.33)	24 (8.00)	7 (2.33)	21 (0.33)	10 (3.33)	30 (10.00)	1 (0.33)	31 (10.33)	0	10 (3.33)	21 (7.00)
Morni Hill	5 (1.66)	1 (0.33)	3 (1.00)	3 (1.00)	4 (1.33)	2 (0.66)	6 (2.00)	0	6 (2.00)	0	2 (0.66)	4 (1.33)
Raipur Rani	19 (6.33)	8 (2.66)	22 (7.33)	5 (1.66)	26 (8.66)	1 (0.33)	27 (9.00)	0	26 (0.66)	1 (0.33)	6 (2.00)	21 (7.00)
Pinjore	213 (71.06)	23 (7.66)	203 (67.66)	33 (11.00)	193 (64.33)	43 (14.33)	231 (77.00)	5 (1.66)	232 (77.33)	4 (1.33)	144 (48.00)	92 (30.66)
<b>Total</b>	264 (88.00)	36 (12.00)	252 (84.00)	48 (16.00)	244 (81.33)	56 (18.67)	294 (98.00)	6 (2.00)	295 (98.33)	5 (1.67)	162 (54.00)	138 (46.00)

Source: Field Survey CRRID 2014

**(vii) Satisfaction with Basic Infrastructure**

For the child, the school is one of the agencies of socialization and first pre-requisite of schooling is availability of good quality infrastructure for imparting education. Hence, a school must have required infrastructure. Haryana has made rapid progress quantitatively in respect to infrastructure. But D. R. Chudhary stated in article published in ‘The Tribune’, dated 23 December 2014 ( improving schools education) that infrastructure in government schools is not up to the mark---dilapidated buildings, lack of safe drinking water, stinking toilets, lack of properly equipped science labs, libraries and sitting and seating facilities for students etc. Lack of availability of these basic facilities also has an adverse impact on enrolment ratio, dropouts, retaining the students in the government schools. However, our survey reveals different scenario. The table-III.7-A

reveals the satisfaction level of teachers with regard to basic Infrastructure, which shows that majority of the schools have required infrastructure.

**(a) Availability of Safe Drinking Water**

Although the health of the pupils depends to a large extent upon the supply of clean and safe drinking water. The types of water facilities available in the schools are also important in view of reducing childhood diseases among the students. The results show that 82 percent teachers were satisfied with the availability of safe drinking water, while 18 percent teachers were not satisfied with this. The teachers, who were not satisfied reported as:

- The main reason is that the water sources are not fully protected from contamination;
- They felt that school has inadequate storage facilities;
- A water tank has not been installed properly;
- Remains shortage of water during summer times.

**(b) Availability of Separate Male/Female Toilets**

Good health also depends upon neat and clean toilets free from flies, mosquitoes and stinking area within the school premises. Each school should have separate toilet facilities for boys and girls as well as for staff. The data present a positive picture of the available toilets in the schools of Panchkula district. The survey results show that 85.30 percent of teachers reported to have availability of separate toilets/urinals for male/female students and staff. 14.67 percent of the teachers reported the availability of structure of separate toilets but were not in the condition to be used, because with the following reasons:

- Some teachers reported that toilets are not in such condition to use because of damage of drainage and doors which needed repairs;
- Water taps need repair;
- Overhead water tank was not functional and due to lower water pressure, the tank remains empty;

- Few schools did not have separate toilets for girls.

Majority of the teachers were of the view that each school must have a provision of sweeper (Safai Karamchari) in the working days.

### **(c) Availability of Required Classroom Furniture**

For the child, the school is one of the main agencies of socialization and first pre-requisite of schooling is availability of good quality infrastructure for teaching learning purpose. Furniture was supposed to be available at schools like Desk, tables, chairs... etc. The results show that 64.67 percent teachers reported to have required furniture in their respective classrooms. The remaining 35.33 percent reported that their respective classrooms do not have sufficient furniture as they specified:

- The quality of furniture is not good;
- Available furniture were inadequate and not in good condition for sitting purpose;
- Available furniture need repair as well as need to be improved.

### **(d) Availability of Required Number of Classrooms**

School premises should have adequate space irrespective of own building or rented space. The results show the status of availability of required number of classrooms as 56 percent teachers reported that their respective schools have required number of classrooms, while 44 percent reported that their respective schools should have more classrooms. The teachers who reported for more classrooms further specified the reasons:

- Insufficient space in classrooms due to the strength of students in the classes;
- Insufficient space to teach more than one class in one hall;
- Due to insufficient number of classrooms, some classes had to be taken in the open.

### (e) Availability of electricity

The survey results show that 98.67 percent teachers were satisfied with availability of electricity, while only 1.33 percent was not satisfied because;

- There is availability of a single bulb or tube light, which is inadequate in most cases, thus the lighting arrangement inside school need to be improved;
- There is no provision of the post of electrician at school level hence this has been constant difficulty pointed out as schools face due to frequent power trips. This hampers the teaching environment.

**Table-No III.7-A**  
**Teachers' Satisfaction with Basic Infrastructure**

Block/ District	Availability of safe drinking water (a)		Availability of separate male /female toilets (b)		Availability of required classroom furniture (c)		Availability of required classroom (d)		Availability of electricity (e)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Barwala	21 (7.00)	10 (3.33)	25 (8.33)	6 (2.00)	24 (8.00)	7 (2.33)	21 (7.00)	10 (3.33)	31 (10.33)	0
Morni Hill	2 (0.66)	4 (1.33)	5 (1.66)	1 (0.33)	1 (0.33)	5 (0.66)	2 (0.66)	4 (1.33)	4 (1.33)	2 (0.66)
Raipur Rani	21 (7.00)	6 (2.00)	23 (7.66)	4 (1.33)	18 (6.00)	9 (3.00)	16 (5.33)	11 (3.66)	27 (9.00)	0
Pinjore	202 (66.33)	34 (11.33)	203 (67.66)	33 (11.00)	151 (50.33)	85 (28.33)	129 (43.00)	107 (3.33)	234 (78.00)	2 (0.66)
<b>Total</b>	<b>246</b> <b>(82.00)</b>	<b>54</b> <b>(18.00)</b>	<b>256</b> <b>(85.33)</b>	<b>44</b> <b>(14.67)</b>	<b>194</b> <b>(64.67)</b>	<b>106</b> <b>(35.33)</b>	<b>168</b> <b>(56.00)</b>	<b>132</b> <b>(44.00)</b>	<b>296</b> <b>98.67</b>	<b>4</b> <b>(1.33)</b>

Source: Field Survey CRRID 2014

Continue table-III.7-B

### (f) Availability of Teaching Aids

Teaching through lecture method is still dominant in schools. Teaching continues to be teacher centric. The survey results show that 84.67 percent teachers were satisfied with the availability of teaching aids, while only 15.33 percent were not satisfied because:

- There was shortage of teaching charts and models;
- In some schools black boards are available but need urgent repairs.

### (g) Availability of school buildings

The survey results show that 99 percent teachers were satisfied with availability of schools' own buildings, while only 1 percent teachers reported their schools (2) did not have own building and they run their classes in the following locations



- One in Anganwari Centre (Pinjore) and other in Railway building (Kalka). They are of the view that their schools should have own independent buildings

#### (h) Availability of computers

According to the present day curriculum, subject on application of computer is necessary, therefore all elementary schools should have computers. The results revealed that 39.67 percent teachers reported that their schools have the availability of computers, while remaining 60.33 percent teachers reported that their schools did not have computers. However, all the teachers were of the view that computer accessibility for all the children is essential, hence department of education needs to supply computers with instructor/computer teacher.

#### (i) Access to internet

As discussed above those only 39.66 percent teachers reported the access to computers in their schools but only 29 percent teachers out of these reported having access to internet facility. On contrary, 71 percent teachers reported not having access to internet facilities in their respective schools as shown in table-III.7-B.

**Table-No III.-7-B  
Teachers' Satisfaction with Basic Infrastructure**

Block/ District	Availability of teaching aids (f)		Availability of school buildings (g)		Availability of computers (h)		Availability internet (i)	
	Yes	No	Yes	No	Yes	No	Yes	No
Barwala	29 (9.66)	2 (0.66)	31 (10.33)	0	12 (4.00)	19 (6.33)	9 (3.00)	22 (7.33)
Morni Hill	4 (1.33)	2 (0.66)	6 (2.00)	0	0	6 (2.00)	0	6 (2.00)
Raipur Rani	23 (7.66)	4 (1.33)	27 (9.00)	0	10 (3.33)	17 (5.66)	7 (2.33)	20 (6.66)
Pinjore	198 (66.00)	38 (12.66)	233 (77.66)	3 (1.00)	97 (32.33)	139 (46.33)	71 (23.66)	165 (55.00)
<b>Total</b>	<b>254 (84.67)</b>	<b>46 (15.33)</b>	<b>297 (99.00)</b>	<b>3 (1.00)</b>	<b>119 (39.67)</b>	<b>181 (60.33)</b>	<b>87 (29.00)</b>	<b>213 (71.00)</b>

Source; Field Survey CRRID 2014

#### Suggestions by Teachers for Motivation that enhance their Job Satisfaction

The interviewed teachers suggested the following:

- There is need to orient the teachers towards teaching–learning process instead of teaching by lecture method only with focus on teaching-learning activity centered;

- Exposer trips need to be organized for students up to elementary classes and made compulsory along with classroom learning;
- Priority needs to be given to training programmes for teachers relating day to day changes in curriculum.

## B. Teacher's Attendance

### 2. Teaching Days in Month

As has been stated earlier, none of the teachers was found part-time teacher or appointed under SSA. Among 300 surveyed teachers, only 9 percent teachers were on contractual basis and other 91 percent were regular teachers. All the teachers were asked to specify the teaching days in a month. All the teachers (100%) reported to teach on an average 21 days and above in a month. They also specified that they were teaching regularly even when they are involved in other administrative work as depicted in table-III.8.

**Table-III.8**  
**Teaching Days in a month**

Block/District	Regular Teachers			Contractual teachers			Teach Regularly
	1 – 10 days	11 – 20 days	21 and above	1 – 10 days	11 – 20 days	21 and above	Yes
Barwala	0	0	27 (9.00)	0	0	4 (1.33)	31 (10.33)
Morni Hill	0	0	5 (1.66)	0	0	1 (0.33)	6 (2.00)
Raipur Rani	0	0	21 (7.00)	0	0	6 (2.00)	27 (9.00)
Pinjore	0	0	220 (73.33)	0	0	16 (5.33)	236 (78.66)
<b>Total</b>	<b>0</b>	<b>0</b>	<b>273</b> <b>(91.0)</b>	<b>0</b>	<b>0</b>	<b>27</b> <b>(9.00)</b>	<b>300</b> <b>(100.00)</b>

Source; Field Survey CRRID 2014

## C. Optimal Use of Teaching Time

### 3. Reaching School On-time

100 percent teachers reported that they are reaching school on-time. Further, they were asked to specify whether they reach on-time every day, some days or rarely. All the teachers reported they reach 'every day on-time'.

#### 4. Utilize Teaching Time Effectively

Among the total teachers, 97 percent teachers stated that they are able to utilize teaching time effectively. They specified multiple methods of teaching in this regard such as teaching by lecture (58.67%), teaching by practical application (68%), participatory teaching (78.3%), teacher-student discussion including play-way and storytelling (92.3%), checking of previous day work (91.7%), use of different teaching aids (90%) etc. No significant difference was found among teachers across the blocks for these methods.

Only 3 percent of the teachers reported that they are not able to utilize teaching time effectively because:

- Involvement in the administrative work;
- Attend the workshops/seminars;
- Involvement in MDM work;
- Involvement in the government duties/sample survey/election duty/census etc;
- Simultaneously teaching more than one classes;
- No proper place for teaching;
- Lack of modern teaching aids
- Lack of conducive environment/place for the teaching purpose as table table-III.9 highlights.

**Table-III.9  
Optimal Use of Teaching Time**

Block/ District	Yes	No	Only teaching by lecture	Teaching by practical applicatio n	Particip atory teachin g	Teacher student discussion	Utilize time by checking of previous day work	Use of teaching aids	Any other, specify
Barwala	31 (10.33)	0	23 (7.66)	25 (8.33)	28 (9.33)	30 (10.00)	30 (10.00)	29 (9.66)	0
Morni Hill	6 (2.00)	0	3 (1.00)	5 (1.66)	4 (1.33)	4 (1.33)	6 (2.00)	6 (2.00)	0
Raipur Rani	27 (9.00)	0	22 (7.33)	23 (7.66)	26 (8.66)	27 (9.00)	27 (9.00)	26 (8.66)	2 (0.66)
Pinjore	227 (75.66)	9 (3.00)	128 (42.66)	151 (50.33)	177 (59.00)	216 (72.00)	212 (70.66)	209 (69.66)	5 (1.66)
<b>Total</b>	<b>291 (97.00)</b>	<b>9 (3.00)</b>	<b>176 (58.66)</b>	<b>204 (68.00)</b>	<b>235 (78.33)</b>	<b>277 (92.33)</b>	<b>257 (85.66)</b>	<b>270 (90.00)</b>	<b>7 (2.33)</b>

Source; Field Survey CRRID 2014

## **Part-III**

### **Dropout Rate Reduction/Retention of Students**

#### **1. Perception of Teachers on Dropouts during Academic Year**

This section is based primarily on the perception of the teachers about the dropout rates/students' retention in their respective schools. 28 percent of the teachers reported that their schools have registered dropout case, while 72 percent teachers reported no dropout cases. However, the teacher reporting dropout cases told that their school registers show only the number of students reflected as long absentees. Generally, students who remain long absentees belonged to either temporary residents, or belonged to migrant families/economically weaker families. Among the responses of teachers on yes/no, 238 teachers reported reasons on dropouts and long absentees of students. The main reasons specified are given below as well as depicted in table-III.10.

- The most significant reason for the dropouts has come out to be migration of families to other places followed by preference for private schools;
- Involvement in domestic chores and lack of interest of the students in some cases and lack of interest of the parents in some cases.
- The present school curriculum does not add to children's employability/income generating opportunities after completion of schooling. Therefore the time spent in school.
- And expenses incurred on education are considered useless by the families of economically weaker sections of the society.
- The poverty of parent's lack of concern towards schooling of children.
- Parents are totally pre-occupied with livelihood activities and often child's labour is also used to supplement of family income.

**Table-III.10**  
**Perception of Teachers on Dropouts and Long Absentees**

Block/ District	Dropouts (Yes)	No Dropouts (No)	Dropouts and Long Absentees	Main Reasons							
				Migration to other places	No interest in study	Parents not taking interest in child's study	Involve d in domesti c chores	To look after siblin gs	Early marria ge	Start workin g in others home	Health of studen ts
Barwala	3 (1.00)	28 (9.33)	5 (1.66)	2 (0.66)	1 (0.33)	1 (0.33)	0	1 (0.33)	0	0	0
Morni Hill	1 (0.33)	5 (1.66)	1 (0.33)	1 (0.33)	0	0	0	0	0	0	0
Raipur Rani	9 (3.00)	18 (6.00)	21 (7.00)	5 (1.66)	6 (2.00)	5 (1.66)	3 (1.00)	0	0	2 (0.66)	0
Pinjore	71 (23.66)	165 (55.00)	211 (70.33)	48 (16.00)	44 (14.66)	37 (12.33)	35 (11.66)	26 (8.66)	2 (0.66)	17 (5.66)	2 (0.66)
<b>Total</b>	<b>84</b> <b>(28.00)</b>	<b>216</b> <b>(72.00)</b>	<b>238</b> <b>(79.33)</b>	<b>56</b> <b>(18.66)</b>	<b>51</b> <b>(17.00)</b>	<b>43</b> <b>(14.32)</b>	<b>38</b> <b>(12.66)</b>	<b>27</b> <b>(9.00)</b>	<b>2</b> <b>(0.67)</b>	<b>19</b> <b>(6.32)</b>	<b>2</b> <b>(0.66)</b>

Source; Field Survey CRRID 2014

## 2. Suggestion to Reduce Dropout Rate and Retain Students in the Class

When asked to give suggestions for reduction in dropout rates and retention of students in the schools, most of teachers suggested the following measure:

- Teachers should be oriented to motivate the parents and the pupils for continuity in study;
- Periodic door to door survey by teachers;
- Provision of sufficient funds for improvement of schools, which includes basic amenities--drinking water, separate hygienic toilets, better sitting/seating pattern of boys and girls in classes etc.;
- The students in the government schools are mostly coming from weaker sections of the society—scheduled castes, OBCs, marginal and landless farmers/workers, hence the chances of dropouts are higher;
- Need to create interesting conducive learning environment in school through combined teaching + co-curricular activities + counseling etc.;
- Need to introduce some vocational skills as co-curricular activities like carpentry, clay modeling, stitching etc. at elementary level that may attract the students, which will help to continue the studies and after the elementary level they may be able to have a better future;
- Teaching aids like audio-visual equipments need to be implemented to retain the children in school. The information about teachers (291) who gave multiple

suggestions (381) to reduce dropout rates and retain students in the school has been given in table-III.11.

**Table-III.11**  
**Suggestion how to reduce dropout rates and retain students in the class**

Block/ District	Yes	No Reply	1	2	3	4	5	6	7	8	9	10	11
Barwala	31 (10.33)	0	0	0	0	0	1 (0.33)	0	0	2 (0.66)	0	31 (10.33)	0
Morni Hill	6 (2.00)	0	0	0	0	0	0	0	0	0	0	6 (2.00)	0
Raipur Rani	27 (9.00)	0	0	0	0	0	2 (0.66)	0	0	0	0	27 (9.00)	0
Pinjore	227 (75.66)	9 (3.00)	5 (1.66)	8 (2.66)	14 (4.66)	2 (0.85)	16 (5.33)	3 (1.00)	19 (6.33)	9 (3.00)	5 (1.66)	217 (72.33)	14 (4.66)
<b>Total</b>	<b>291</b> <b>(97.00)</b>	<b>9</b> <b>(3.00)</b>	<b>5</b> <b>(1.66)</b>	<b>8</b> <b>(2.66)</b>	<b>14</b> <b>(4.66)</b>	<b>2</b> <b>(0.67)</b>	<b>19</b> <b>(6.32)</b>	<b>3</b> <b>(1.00)</b>	<b>19</b> <b>(6.33)</b>	<b>11</b> <b>(3.66)</b>	<b>5</b> <b>(1.66)</b>	<b>281</b> <b>(93.66)</b>	<b>14</b> <b>(4.66)</b>

**Source; Field Survey CRRID 2014**

1. Better teaching learning process, 2. Availability of quality of teacher, 3. Availability of quality of required infrastructure, 4. Conveyance to school, 5. Better classroom environment, 6. Interaction of peer group, 7. Create interest in teaching, 8. Continue to provide MDM, 9. Co-curricular activities, 10. Teachers should motivate parents for continuity in study, 11. Any other.

## Part-IV

### Why the Government Schools are not being preferred

There has been a rapid increase in the proportion of school going age children for enrolment in elementary schools due to the efforts of the government in initiating programmes like Sarva Shiksha Abhiyan, MDM, RMSA etc. This increase has been noticed not only in government schools but also in private schools more so in the last decade. The Right To Education (RTE) while accepting this fact has made provision to reserve up to 25 percent of seats in private schools for the students of disadvantaged sections of the society. The private schools are being preferred in anticipation of better infrastructure, better standards of teaching-learning aids, efforts made for personality development, better opportunities for admission in professional institutions. On this question, the survey results revealed that 86.70 percent teachers reported that government schools are not being preferred because:

- Not preferring the government schools due to economically weaker parents (72.70%)
- Preference of private schools for better infrastructure (57%);
- Preference for CBSE/ICSE Board (47%) as government school conduct examination from Haryana School Education Board;

- English as a medium of instruction in private schools (43.6%).

The other concerned reasons are highlighted in table-III.12.

**Table-III.12**  
**Reason: Why the Government Schools are not being preferred**

Block/ District	Yes	No	1	2	3	4	5	6	7	8	9
Barwala	27 (9.00)	4 (1.33)	19 (6.33)	1 (0.33)	5 (1.66)	21 (7.00)	7 (2.33)	18 (6.00)	11 (3.66)	1 (0.33)	7 (2.33)
Morni Hill	3 (1.00)	3 (1.00)	3 (1.00)	11 (3.66)	2 (0.66)	1 (0.33)	2 (0.66)	2 (0.66)	0	0	0
Raipur Rani	27 (9.00)	0	18 (6.00)	4 (1.33)	8 (2.66)	22 (7.33)	2 (0.66)	15 (5.00)	10 (3.33)	1 (0.33)	8 (2.66)
Pinjore	203 (67.66)	33 (11.00)	131 (43.66)	13 (4.33)	43 (14.33)	174 (58.00)	36 (12.00)	106 (35.33)	78 (26.00)	29 (9.66)	58 (19.33)
<b>Total</b>	<b>260 (86.66)</b>	<b>40 (13.32)</b>	<b>171 (57.00)</b>	<b>37 (12.32)</b>	<b>58 (19.32)</b>	<b>218 (72.66)</b>	<b>47 (15.66)</b>	<b>141 (47.00)</b>	<b>99 (33.00)</b>	<b>31 (10.33)</b>	<b>100 (33.32)</b>

**Continue**

Block/ District	10	11	12	13	14	15	16	17	18
Barwala	14 (4.66)	4 (1.33)	4 (1.33)	11 (3.66)	1 (0.33)	1 (0.33)	0	6 (2.00)	11 (3.66)
Morni Hill	1 (0.33)	0	0	0	0	0	0	0	0
Raipur Rani	14 (4.66)	5 (1.66)	5 (1.66)	10 (3.33)	4 (1.33)	1 (0.33)	1 (0.33)	7 (2.33)	13 (4.33)
Pinjore	102 (34.00)	27 (9.00)	28 (9.33)	72 (24.00)	33 (11.00)	34 (11.33)	23 (7.66)	55 (18.33)	55 (18.33)
<b>Total</b>	<b>131 (43.66)</b>	<b>36 (12.00)</b>	<b>37 (12.32)</b>	<b>93 (31.00)</b>	<b>38 (12.66)</b>	<b>36 (12.00)</b>	<b>24 (8.00)</b>	<b>68 (22.66)</b>	<b>79 (26.32)</b>

**Source; Field Survey CRRID 2014**

1; Preference to private school because of better infrastructure, 2; Good behavior of the teacher, 3; Better teaching learning aids, 4; Economically well of parents, 5; No preference for state boards examination, 6; Preference for CBSE/ICSSSE board, 7; Parents do not want their children to sit with the children of lower class families, 8; Private schools provide better discipline, 9; Private schools encourage for personality development, 10; English as a medium of instruction, 11; Availability of clean toilet facilities, 12; Availability of safe drinking water, 13; Availability of mode of transport, 14; Availability of medical facilities, 15; Schools with Library, 16; Schools with laboratories, 17; School having internet facility, 18; Any other, specify.

### **Reasons Why the Government Schools are being preferred**

Besides above discussion, 13.33 percent teachers among 300 teachers reported that parents, irrespective of their economic status, like to send their children to government schools because of:

- Highly qualified teachers in government schools;
- Availability of free uniform;
- Free textbooks and stationary;
- Mid-Day-Meal'
- Cost-free education.

The other reasons for getting education from government schools are highlighted in table-III.13.

**Table-III.13**  
**Reason; Why the Government Schools are Preferred**

Block/ District	Yes	1	2	3	4	5	6	7	8	9	10
Barwala	4 (1.33)	2 (0.66)	4 (1.33)	4 (1.33)	4 (1.33)	2 (0.66)	3 (1.00)	1 (0.33)	1 (0.33)	0	0
Morni Hill	3 (1.00)	0	1 (0.33)	3 (1.00)	3 (1.00)	1 (0.33)	0	1 (0.33)	2 (0.66)	1 (0.33)	1 (0.33)
Raipur Rani	14 (4.66)	9 (3.00)	13 (4.33)	15 (5.00)	20 (6.66)	0	0	5 (1.66)	19 (6.33)	0	0
Pinjore	33 (11.00)	26 (8.66)	30 (10.00)	29 (9.66)	29 (9.66)	14 (4.66)	16 (5.33)	12 (4.00)	8 (2.66)	4 (1.33)	6 (2.00)
<b>Total</b>	<b>40</b> <b>(13.33)</b>	<b>28</b> <b>(9.32)</b>	<b>35</b> <b>(11.66)</b>	<b>36</b> <b>(12.00)</b>	<b>36</b> <b>(12.00)</b>	<b>17</b> <b>(5.66)</b>	<b>19</b> <b>(6.33)</b>	<b>14</b> <b>(4.69)</b>	<b>11</b> <b>(3.66)</b>	<b>5</b> <b>(1.66)</b>	<b>7</b> <b>(2.33)</b>

**Source; Field Survey CRRID 2014**

1. Low economic status of the family, 2. Free of cost, 3. Availability of uniform and text books, 4. Availability of Mid-Day-meal, 5. Maintenance of traditional culture, 6. Maintain proper Indian uniform style, 7; Teacher student communication in Mother Tonge,8; Students come from equal status family, 9; Gender based sitting pattern, 10; Any other.

## Part-V

### Perception of Teachers who are Considered as Parents

In reality, rich and affluent families usually prefer to send their children to English medium private schools. Haryana is no different from this phenomenon. This can also be said about the government teachers who preferred to send their wards to private schools despite being teaching in government schools. The data was also collected from these teachers on why they send their children to private schools? More than half (53%) of the teachers have school going children. A total of 247 children (144 boys and 103 girls) of the sample teachers are currently studying in the schools (irrespective of government/aided/private). Nearly 88 percent of them are studying in non-government (private/aided) schools. Despite, difference between the statistics of boys and girls as shown in III.14, the girls are also being sent to private schools. The preference for private schools was found to be at the same level irrespective of the sex of the children.



**Table-III.14**  
**Perception of Teacher who is being considered as a Parent**

Block	Teachers having school going children		School going children			Govt. School		Aided School		Pvt. School	
	Yes	No	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Barwala	13 (4.33)	18 (6.00)	25 (10.12)	13 (5.26)	12 (4.85)	2 (0.80)	3 (1.21)	0	0	11 (4.45)	9 (3.64)
Morni Hill	4 (1.33)	2 (0.66)	7 (2.83)	1 (0.40)	6 (2.42)	1 (0.40)	5 (2.02)	0	0	0	1 (0.40)
Raipur Rani	14 (4.66)	13 (4.33)	23 (9.31)	11 (4.45)	12 (4.85)	0	0	0	0	11 (4.45)	12 (4.85)
Pinjore	128 (42.66)	108 (36.00)	192 (77.73)	119 (48.17)	73 (29.55)	12 (4.85)	5 (2.02)	2 (0.80)	0	105 (42.51)	68 (27.53)
<b>Total</b>	<b>159</b> <b>(53.00)</b>	<b>141</b> <b>(47.00)</b>	<b>247</b> <b>(100.00)</b>	<b>144</b> <b>(58.29)</b>	<b>103</b> <b>(41.70)</b>	<b>15</b> <b>(6.07)</b>	<b>13</b> <b>(5.26)</b>	<b>2</b> <b>(0.80)</b>	<b>0</b>	<b>127</b> <b>(51.41)</b>	<b>90</b> <b>(36.43)</b>

Source; Field Survey CRRID 2014

### Reasons of preference of aided/private schools

As discussed in table-III.14, 159 (53%) teachers were having school going children up to elementary level. All these teachers were asked to specify the reasons, why they preferred to send their children to private schools? They specified the following reasons:

- Due to CBSE/ICSE Board (39.62 %);
- Better infrastructure facilities in schools (36.41%);
- Required teacher-pupils ratio (35.94%);
- Effective classroom teaching (32.72%);
- Prepare students for competitive examinations (28.57%);
- English as a medium of instruction from class-I (23.96%);
- Participation in sports and co-curricular activities (22.58%);
- Better teacher-student communication (21.20%)

The other reasons are highlighted in the table-III.15.

**Table-III.15**  
**Perception of Teacher why they were preferring private schools as a Parent**

Block	1	2	3	4	5	6	7	8	9	10	11	12
Barwala	5 (2.30)	0	0	0	5 (2.30)	1 (0.46)	1 (0.46)	3 (1.38)	4 (1.84)	0	1 (0.46)	1 (0.46)
Morni Hill	1 (0.46)	0	0	0	1 (0.46)	0	0	0	0	0	0	0
Raipur Rani	10 (4.60)	0	4 (1.84)	3 (1.38)	5 (2.30)	0	1 (0.46)	4 (1.84)	6 (2.76)	3 (1.38)	3 (1.38)	6 (2.76)
Pinjore	63 (29.03)	5 (2.30)	26 (11.98)	19 (8.75)	57 (26.00)	4 (1.84)	12 (5.52)	33 (15.20)	42 (19.35)	13 (5.99)	12 (5.52)	38 (17.51)
<b>Total</b>	<b>79</b> <b>(36.40)</b>	<b>5</b> <b>(2.30)</b>	<b>30</b> <b>(13.82)</b>	<b>22</b> <b>(10.13)</b>	<b>86</b> <b>(39.63)</b>	<b>5</b> <b>(2.30)</b>	<b>14</b> <b>(6.45)</b>	<b>40</b> <b>(18.43)</b>	<b>52</b> <b>(23.96)</b>	<b>16</b> <b>(7.37)</b>	<b>13</b> <b>(5.99)</b>	<b>45</b> <b>(20.73)</b>

**Continue**

Block	13	14	15	16	17	18	19	20
Barwala	0	0	4 (1.84)	3 (1.38)	1 (0.46)	2 (0.92)	4 (1.84)	0
Morni Hill	0	0	0	1 (0.46)	0	0	0	0
Raipur Rani	1 (0.46)	4 (1.84)	7 (3.22)	5 (2.30)	6 (2.76)	2 (0.92)	7 (3.22)	3 (1.38)
Pinjore	18 (8.29)	23 (10.59)	60 (2.76)	53 (24.42)	42 (19.35)	32 (14.74)	67 (30.87)	28 (12.90)
<b>Total</b>	<b>19</b> <b>(8.75)</b>	<b>27</b> <b>(12.44)</b>	<b>71</b> <b>(32.70)</b>	<b>62</b> <b>(28.57)</b>	<b>49</b> <b>(22.58)</b>	<b>46</b> <b>(21.20)</b>	<b>78</b> <b>(35.94)</b>	<b>31</b> <b>(14.28)</b>

Source; Field Survey CRRID 2014

1; Preference to private school of better infrastructure, 2; Good behavior of the teacher, 3; Better teaching learning aids, 4; Sound economic condition of teacher, 5; Preference for CBSE/ICSE board, 6; Do not want to sit their children with the children of lower class families, 7; Private schools provide better Discipline, 8; Private schools encourage for personality development, 9; English as a medium of instruction, 10; Availability of clean toilet facilities, 11; Availability of safe drinking water, 12; Availability of mode of transport, 13; Availability of medical facilities, 14; Regular teacher attendance, 15; Effective classroom teaching, 16; Prepare students for competitive examinations, 17; Participation in sports and co – curricular activities, 18; Better teacher – student communication, 19; Required teacher - ratio, 20; Any other.

## Part-VI

### Assess the Implementation of Various Schemes

The successive five year plans had emphasized the need for expanding educational facilities and improving quality of education for achieving faster and inclusive growth. This was envisaged to be achieved by initiating and implementing various schemes to improve retention of children in the schools and enhance quality of education. The survey assessed the knowledge and awareness of the teachers about the implementation of various schemes in their respective schools, which are as:

- Knowledge of implementation of mid-day-meal scheme (100%);
- Cash award scheme for SC children of Classes-I-VIII covering purchase of stationary, school bags and uniforms (98%);
- Monthly stipend for BPL students of classes I-VIII (87%);

- Rajiv Gandhi Scholarship for middle classes (49%)
- Monthly stipend for backward classes students (97%)
- Monthly stipend to all SC students of classes I-VIII (98%)
- Mukhya Mantri School Beautification Motivational Awards (44%)

The results revealed that majority of the teachers were aware about the schemes, which are being implemented in their respective schools as shown in the table-III.16.

**Table-III.16**  
**Assess the Implementation of various schemes**

Block/ District	Rajive Gandhi Scholarship for middle Classes (VI – VII) (i)		Monthly stipend for BPL students of classes I – VII (ii)		Monthly stipend for backward classes student of classes I – VII (iii)		Cash award scheme for scheduled castes children of classes I – VII for purchase of stationary, school bags and uniforms (one time in a year) (iv)		Monthly stipend to all scheduled castes students of classes I – VIII (v)		Mid – Day Meal Scheme (b)		Mukhya Mantri School Beautification Motivational Awards (c)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Barwala	14 (4.66)	17 (6.88)	26 (8.66)	5 (1.66)	29 (9.66)	2 (0.66)	31 (10.33)	0	31 (10.33)	0	31 (10.33)	0	19 (6.33)	11 (3.66)
Morni Hill	1 (0.33)	5 (1.66)	5 (1.66)	1 (0.33)	2 (0.66)	4 (1.33)	3 (1.00)	3 (1.00)	3 (1.00)	3 (1.00)	6 (2.00)	0	2 (0.66)	4 (1.33)
Raipur Rani	17 (6.88)	10 (3.33)	27 (9.00)	0	27 (9.00)	0	27 (9.00)	0	27 (9.00)	0	27 (9.00)	0	16 (5.33)	11 (3.66)
Pinjore	115 (46.55)	121 (40.33)	205 (68.33)	31 (10.33)	234 (78.00)	2 (0.66)	233 (77.66)	3 (1.00)	236 (78.66)	3 (1.00)	236 (78.66)	0	95 (31.66)	141 (47.00)
<b>Total</b>	<b>147 (49.00)</b>	<b>153 (51.00)</b>	<b>263 (87.67)</b>	<b>37 (12.33)</b>	<b>292 (97.33)</b>	<b>8 (2.67)</b>	<b>294 (98.00)</b>	<b>6 (2.00)</b>	<b>294 (98.00)</b>	<b>6 (2.00)</b>	<b>300 (100.00)</b>	<b>0</b>	<b>132 (44.00)</b>	<b>168 (56.00)</b>

Source; Field Survey CRRID 2014

It can be concluded from the perception of teachers on various aspects such as: best practices of managing performance of Teachers and Heads of the school; to identify systems on improvement of effective teaching; teaching performance; to achieve desired level of dropout rate, retention of sufficient students that:

- Regular orientation programme should be organized so as to apprise the teachers about all the parameters regarding the curriculum and schemes;
- Teachers need to be well versed with the respective teaching subjects;
- The way of teaching including language for need communication to be effective and focused;

- A proper mechanism should be evolved to ensure regular feedback from school both in terms of quality and quantity;
- Proper management of school funds in provision and maintenance of infrastructure, basic amenities, teaching aids and equipments etc need to be maintained;
- Yearly evaluation of the teachers preferably by third party evaluation need to be done to get good results;
- Missionary sprits amongst the teachers needs to be evolved;
- Ideal teacher-students ratio needs to be maintained;
- Cordial teacher-students relationship, more transparency in the conduct of school affairs, greater accountability of teachers would further enhance the overall image of the government schools.

### **Discussions with Principals/Heads/Teachers excluding Sample**

The field survey team discussed the critical issues of education including causes of dropouts in midway academic session from schools with Principals/Heads/Teachers, of all level of schools. The outcome of discussion is:

### **Regarding the Causes of Dropouts**

- Disinterest of students—Sometimes students do not want to pursue education themselves and then parents involve them in family business. This is for training them for self-sustenance/ livelihood for future.
- Poor infrastructural facilities and amenities in government schools including rrange for drinking water, toilets (especially for girls), play ground, library, sports opportunities etc. also discourage parents to send their children to these schools.
- Parents with low socio-economic background are unable to retain their children up to elementary level. Hence, the expenses incurred on education are considered useless.

- In agricultural families, the services of children (both boys and girls) are used particularly during the harvesting and sowing seasons. The services of boys are usually used in the agricultural fields and girls expected to look after domestic chores and care of siblings. Almost 50% students of rural areas miss the school due to this reason. After resuming schooling, students realize that long absence from classroom learning and practices put them in very disadvantageous position. They mostly forget the syllabus already taught and covered learnt earlier and are not able to follow the further curriculum covered in the class and lag behind from other students. These long absences from the classes ultimately becomes the cause of dropouts.
- Lack of sufficient number of qualified Teachers/ staff; their preoccupation with other govt. assigned duties; no motivation for teaching and guiding students in the right direction also leads to lack of interest among the students which ultimately leads to dropouts. Teacher's involvement in development initiatives/schemes/ programmers in the school is also very limited.
- Higher dropouts in slums near the urban areas are because of poverty and large family size.
- Many children dropout from government schools to shift to private/convent/English medium schools with better infrastructure facilities and motivated teachers. In addition, there is feeling of upward social status among families whose children pursue studies in those private schools.
- School Education Curriculums in government schools do not include and inculcate—Life Skill Education (Development of Self esteem, Confidence, Communication skill etc.). The school education does not help guide students in managing their future life, carrier/employment, dealing with people/ organizations etc. Thus their practical utility for rural populace especially among back ward/ under privilege classes is very low.

- Lack of adequate number of motivated teachers especially in rural areas.
- Method of teaching also discourages and frustrates the students as a very little time is given for students to understand the lesson instead more stress is given to making students write and students loose interest in the studies.
- Nonfunctional and ineffective monitoring system–Parent Teacher Meeting, Village Education Development Committee in place for supporting governments' efforts are ineffective.

## **Chapter-IV Conclusion and Suggestions**

The previous chapters discussed the issues and findings from the study on: (a) Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify Systems to ensure teachers' motivation, Attendance and Optimal Use of Teaching Time; (b) Drop-out rate reduction/retention of students; (c) Why the Government Schools are not being preferred.

### **Findings**

Chapter-I discussed about the overall status of education development in India with an emphasis on Haryana including classification of elementary level schools and teachers in the state.

Chapter-II discussed the rationale, objectives and methodology of the study. As mentioned in the methodology, Panchkula, Jind and Mewat were to be covered for the study, but the present report only highlights the results of Panchkula and the results from other two districts will follow. The survey covered 54 schools giving representation to both rural and urban areas. Among these schools, 300 teachers were interviewed. All teachers present in the schools at the time of survey were included in the sample. For taking the perception of teachers on above said issues, a questionnaire was designed on the basis of the objective of the study and approved by the concerned department. Before going to field, training was imparted to the team comprising four investigators and one supervisor. The field survey was conducted during October-December 2014. After scrutiny of the filled-in questionnaires' the data was processed and computerized through preparation base charts and SPSS (Statistical Package of Social Sciences) was also used to arrive at the results. The whole data was processed in house.

Chapter-III discussed profile of teachers including their designation and status, educational qualifications and experience (in terms of number of years in teaching). The chapter discusses the data on various variables relating to the objectives of the study.

The main findings on data have already been discussed in previous chapter. The following pages discuss the concluding findings and recommendations:

The study on dropout rates of school children has clearly brought out the critical dimensions of school education in Panchkula and the ground realities. The issue of “affordability” is of prime importance. Government schools are believed to cater to middle and lower socio-economic groups.

- Generally, these parents do not have many plans for higher education of their children. “Income” is the key word in the lives of parents of these school children. A large section of the parents are illiterate and are at the survival level of income. This group especially requires that type of education, which help their children to gain employment or to engage in self-employment, after schooling.
- The existing school education system, with importance only to teaching/learning and the absence of any vocational skill development at school level do not enhance the marketability of persons (children) with education up to elementary school level.
- The role of Village Education Committees (VECs), Schools and Teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need are totally missing.
- No importance to English language in government schools is other negative point.
- Many schools though have sports grounds, extracurricular activities are not given much importance.
- Maximum number of students dropped out for pressing demand of “household chores” and supplementing the family income by participating in carrying out and helping in family occupation/livelihood and long absence from school teaching. It further leads to lack of interest of the children in studies, etc.
- Parents withdrew their children from government schools to put in the private schools, which have better learning environment, infrastructure and English as medium of instruction. (Combination of all these qualities of private schools reflects better prospects of higher education that leads to better employment opportunity).



- The very thoughtful intervention/step at grassroots level to monitor and support the school education system at the local level in the form of Village Education Committee (VEC) has been placed but is found to be non-performing. The Parent–Teacher Interactions (Meetings) also do not serve the purpose.

## **Recommendations**

- Although, the availability of schools are accessible even at village level but there is need to motivate parents to send their children to school.
- VECs are needed to be rejuvenated and some measures of social accountability should also be brought in to improve their functioning and performance.
- Sufficient numbers of trained and motivated teachers are needed in rural schools.
- Teachers need not be used in such non-teaching jobs which have adverse effect on teaching work.
- The State Institutes for Teachers Training need to consider for:
  - Sensitization of teachers on the issues and their motivation for improvement in dropout rates;
  - The training curriculum of teachers should include technical skill/capability in counseling, communication and negotiation etc. for dealing with prevailing attitude of parents to augment their capacities.
- Better career opportunity, incentives etc. should be thought of for better performing teachers. These may be linked with teachers' initiatives & motivation for checking dropout of school children.
- Haryana Education Department specially the School Board needs to improve close monitoring for optimal use of school funds allocated to government schools (If needed enhance the budget) specially on the following points:
  - Basic amenities–Drinking water, Separate toilets for girls/boys/staff need to be available in all schools.

- To make the schools more interesting place for children, co-curricular activities need special attention.
- There is urgent need to check the regular and timely supply of free school books, stationary etc.
- With recent trends of development and prospects of employment or self employment a serious thought is needed for introduction of English as a teaching subject that need to be implemented in government schools from class-I and student counseling.
- Parent-Teacher Interaction during PTA meetings should not be considered as a formalities/obligation but needs to be used for overall development and growth of child.
- Create interesting and conducive learning environment in schools by teaching not only in traditional teaching-learning method but also through co-curricular activities and counseling.

**Appendix-II.1**  
**List of Schools (Panchkula District)**

Sr. No.	School Name	School Code	Boys/Girls	Rural/Urban	Block Name
1	GPS, Barwala	16024	Boys	Rural	Barwala
2	GPS, Naggal	16010	Boys	Rural	Barwala
3	GGPS, Barwala	16025	Girls	Rural	Barwala
4	GGPS, Bhareli	16035	Girls	Rural	Barwala
5	GPS, Bhareli	16036	Co-Edu	Rural	Barwala
6	GPS, Tokka	16054	Co-Edu	Rural	Barwala
7	GPS, Billa	16028	Co-Edu	Urban	Barwala
8	GMS, Kazampur	4493	Co-Edu	Rural	Barwala
9	GSSS, Barwala	3693	Girls	Rural	Barwala
10	GPS, Dharda	16070	Co-Edu	Rural	Morni Hills
11	GPS, Teepra	18837	Co-Edu	Rural	Morni Hills
12	GGMS, Singhwala	6602	Girls	Rural	Morni Hills
13	GPS, Ambwala	16185	Co-Edu	Rural	Pinjore
14	GPS, Gridan	16189	Co-Edu	Rural	Pinjore
15	GPS, Naggal Ruttal	16171	Co-Edu	Rural	Pinjore
16	GPS, Molewali	16148	Co-Edu	Rural	Pinjore
17	GPS, Pinjore	16130	Boys	Urban	Pinjore
18	GGPS, Pinjour	18839	Girls	Urban	Pinjore
19	GPS, Bhagwanpur	16138	Co-Edu	Urban	Pinjore
20	GPS, Haripur	16152	Co-Edu	Urban	Pinjore
21	GPS, Kharak Mangoli	16150	Co-Edu	Urban	Pinjore
22	GPS, Maheshpur	16154	Co-Edu	Urban	Pinjore
23	GPS, Rattpur	16131	Co-Edu	Urban	Pinjore
24	GPS Sec. 25, Panchkula	16020	Co-Edu	Urban	Pinjore
25	GPS Sec-19, Panchkula	16111	Co-Edu	Urban	Pinjore
26	GPS Sector-6, Panchkula	16142	Co-Edu	Urban	Pinjore
27	GPS, Kalka Railway	16167	Co-Edu	Urban	Pinjore
28	GPS, Kalka Main	16125	Co-Edu	Urban	Pinjore
29	GPS Mdc, Sec-4, Panchkula	16162	Co-Edu	Urban	Pinjore
30	GPS Sanskriti Sector 20, Panchkula	18847	Co-Edu	Urban	Pinjore
31	GPS Sarthak Sector 12-A, Panchkula	18846	Co-Edu	Urban	Pinjore
32	GPS Sec-10/21, Panchkula	16100	Co-Edu	Urban	Pinjore
33	GPS Sec-11/20, Panchkula	16099	Co-Edu	Urban	Pinjore
34	GPS Sector-4, Panchkula	16143	Co-Edu	Urban	Pinjore
35	GPS Sector-15, Panchkula	16108	Co-Edu	Urban	Pinjore
36	GMS Panchkula, (Haripur Sector 4)	3753	Co-Edu	Urban	Pinjore
37	GMS, Sector-10/21, Panchkula	6610	Boys	Urban	Pinjore
38	GMS, Sector-25, Panchkula	6609	Boys	Urban	Pinjore
39	GMSSSS, Sector-25, Panchkula	5522	Co-Edu	Urban	Pinjore
40	GSSS, Sector-6, Panchkula	3704	Co-Edu	Urban	Pinjore
41	GHS, Sector-17, Panchkula	3731	Co-Edu	Urban	Pinjore
42	GHS, Sector-19, Panchkula	3780	Co-Edu	Urban	Pinjore
43	GMS Chandi Kotla	5806	Boys	Rural	Pinjore
44	GMS Panchkula, (Mansa Devi Complex)	5801	Boys	Urban	Pinjore
45	GMS Devi Nagar	3747	Co-Edu	Urban	Pinjore
46	GMS Panchkula, (Abhey Pur)	3740	Co-Edu	Urban	Pinjore
47	GSSS, Sector-15, Panchkula	3705	Girls	Urban	Pinjore
48	GSSS, Sector-7, Panchkula	3703	Boys	Urban	Pinjore
49	GPS Raipur Rani	16217	Boys	Rural	Raipur Rani
50	GPS Narainpur	16229	Co-Edu	Rural	Raipur Rani
51	GPS Firojpur	16205	Co-Edu	Urban	Raipur Rani
52	GGHS Raipur Rani	3734	Girls	Rural	Raipur Rani
53	GMS Kheri	4492	Co-Edu	Rural	Raipur Rani
54	GMS Haripur (Raipur Rani)	6607	Boys	Urban	Raipur Rani

**Appendix-II.2**  
**List of Teachers, who were considered as Respondents**

<b>S No</b>	<b>Name of Respondent</b>	<b>Mobile No</b>	<b>Name of School</b>
1	Raj kumar	9813773791	GMS Kazampur
2	Bhag Singh	9416344101	GMS Kazampur
3	Virender PAL	9416537186	GMS Kazampur
4	Parushotam das	9416632527	GMS Kazampur
5	Dinesh kumar	9466048535	GMS Kazampur
6	Manjit kaur	9728609278	GGPS Barwala
7	Veena kumari	9996874049	GGPS Barwala
8	Sudesh kumari	8901483621	GGPS Barwala
9	Bhagat lal	9992383444	GPS Barwala
10	Mohinder Singh	9812180228	GPS Barwala
11	Naresh Kumar	9466577588	GPS Barwala
12	Kirana Rani	9992659009	GGPS BHARELI
13	Reeta Rani	9416825701	GGPS BHARELI
14	Surinder Kaur	8901261312	GPS BHARELI
15	Sunita	8901263061	GPS BILLA
16	Dharamvir	9416084123	GPS BILLA
17	Ramesh Kumar	9466073869	GPS BILLA
18	Mahesh Dutt	9466490744	GPS BILLA
19	Dinesh kumar	8901351165	GPS TOKA
20	Ramdeep	9466511353	GPS TOKA
21	Sudesh punia	9988928752	GPS NAGGAL
22	Aman Kaushal	8295648315	GGSSS BARWALA
23	Sunita Sharma	9416426226	GGSSS BARWALA
24	Sudha	9417382849	GGSSS BARWALA
25	Seema	8901489487	GGSSS BARWALA
26	Madhu	9855626266	GGSSS BARWALA
27	parwati	9915123506	GGSSS BARWALA
28	Meenu	8901436121	GGSSS BARWALA
29	Reenu Sharma	9417840162	GGSSS BARWALA
30	Poonam	1722551144	GGSSS BARWALA
31	Amarjeet Kaur	9465361413	GGSSS BARWALA
32	Kamaljeet singh	8901459078	GMS Haripur
33	Subash kumar	9416483576	GMS Haripur
34	Anuradha	9014023577	GMS Haripur
35	Satwinder Kuar	9996295458	GMS Haripur
36	Neelam Sood	9671222538	GMS Haripur
37	Madhu bala	9466633960	GPS Narainpur
38	Jagdeep	9416953063	GPS Narainpur
39	Gurdeep kaur	9896077134	GPS Firozpur

40	Hem Lata	9467527727	GPS Raipur Rani
41	Deepali	9041679689	GPS Raipur Rani
42	Mohit Sharma	9466360086	GPS Raipur Rani
43	Sonika	9671401168	GPS Raipur Rani
44	Priyanka Sharma	9416736506	GPS Raipur Rani
45	Bharti Gupta	9416124943	GPS Raipur Rani
46	Ravideep Kaur	8295499661	GPS Raipur Rani
47	Ashwani kumar	9416551607	GMS Kheri
48	Subash chand	9996811601	GMS Kheri
49	Pardeep Kumar	9416594985	GMS Kheri
50	Dheraj bhanvra	9416460340	GMS Kheri
51	Reeta Devi	9468199369	GMS Kheri
52	Babita	9592945940	GGHS Raipur rani
53	Nisha	9541587800	GGHS Raipur rani
54	Rama devi	7404207512	GGHS Raipur rani
55	Neha Paul	9872107336	GGHS Raipur rani
56	Suman	8901435598	GGHS Raipur rani
57	Aruna Agarwal	1734256769	GGHS Raipur rani
58	Amrit Varsa	9896761724	GGHS Raipur rani
59	Tejeshwar Dutt	9991819800	GGMS Singhwala
60	Ramlata devi		GGMS Singhwala
61	seesh Ram		GPS Teepra
62	Madan	9416931414	GPS Teepra
63	Mahinder Pal	9416920131	GPS Dharda
64	Bharat Singh	9416869382	GPS Dharda
65	Lalit Kumar	9416937556	GPS Ambwala
66	Pankaj Kumar	9812613222	GPS Ambwala
67	Santosh Kumari	9416318192	GPS Gridan
68	Anju	9729771441	GPS Gridan
69	Gopal Dev	9888685695	GMS Nagal Ruttal
70	Reeta Gupta	9729815248	GMS Nagal Ruttal
71	Hans Raj	9467614445	GPS Molewali
72	Dharam Parkash	9466557295	GPS Molewali
73	Amita sharma	9996150380	GPS Pinjore
74	Saroj Gautam	9466609901	GPS Pinjore
75	Manju Bala	9034682668	GPS Pinjore
76	Paramjeet Kuar	9878042197	GGPS Pinjore
77	Kamal Sharma	8901483635	GMS Bhagwanpur
78	Sunita devi	8607954661	GMS Bhagwanpur
79	Baljeet Singh	9813112246	GMS Bhagwanpur
80	Rekha	9991550007	GMS Bhagwanpur
81	Vijay Kumari Gupta	9467766277	GPS Haripur

82	Parveen devi	9814841445	GPS Haripur
83	sneha	9501460708	GPS Haripur
84	Om Prabha	9780454939	GPS Haripur
85	Jinterder Arya		GPS Haripur
86	Nitu vats	9466494682	GPS Haripur
87	Veena Devi	9888915840	GPS Haripur
88	Suman	8283922332	GPS Haripur
89	Satya	9872997264	GPS Kharak Mangoli
90	Pushpa	9915855107	GPS Kharak Mangoli
91	Sonika bassi	9781780003	GPS Kharak Mangoli
92	Davinder	9416195059	GPS Kharak Mangoli
93	Sunita devi	9855590818	GPS Kharak Mangoli
94	Manjeet Kaur	9888039380	GPS Kharak Mangoli
95	Kamlesh Kumari	9988586521	GPS Maheshpur
96	Mamta Verma	9478921354	GPS Maheshpur
97	sweety	9416489024	GPS Maheshpur
98	Lalita Devi		GPS Maheshpur
99	Krishna	9464275249	GMS Rattpur
100	Kamal Sharma	9416196500	GMS Rattpur
101	Ranjit Kaur	8968144577	GMS Rattpur
102	Achala Malik	9468423040	GMS Rattpur
103	Krishna Devi	9501119512	GMS Rattpur
104	Jyoti Jangra	9416990050	GMS Rattpur
105	Reena Rani	9467754960	GMS Rattpur
106	Parveen Tomar	8901459097	GMS Rattpur
107	Santosh	9813398482	GMS Rattpur
108	Nirmla Khokhar	9466511935	GMS Chandi Kotla
109	Sarvaswal Prashad	9463975007	GMS Chandi Kotla
110	Surinder Kuar	9417756608	GMS Chandi Kotla
111	Seema Huda	9417742610	GMS Chandi Kotla
112	Anju Bala	9996934316	GMS Chandi Kotla
113	Kanta Vij	9466394952	GPS Kalka Main
114	Sumanjeet Kaur	9967755777	GPS Kalka Main
115	Neelam		GPS Kalka Main
116	Uma Thakur	9467887006	GPS Kalka Main
117	pinky	9813673673	GPS Kalka Railway
118	Suresh Kumari	9416497690	GPS Kalka Railway
119	Komal Sharma	9779461838	GPS Sector 25
120	Poonam Gill	9417579244	GPS Sector 25
121	Santosh Verma	9417250388	GPS Sector 25
122	Seema Sharma	9878645233	GPS Sector 25
123	Pushpa Devi		GPS Sector 25

124	Poonam Rani	9417838878	GMS Sector 25
125	Monika	8901489284	GMS Sector 25
126	Nirmla Devi	9914544895	GPS Sector 06
127	Darshana	9466979348	GPS Sector 06
128	Vimla	9467873739	GPS Sector 06
129	Manju Bala	9876936182	GPS Sector 06
130	kashlya	9466919052	GPS Sector 06
131	Meera	8146363955	GPS Sector 06
132	Ashok Kumar	7589284253	GPS Sector 19
133	Sumit	9478553451	GPS Sector 19
134	Virender Kumar	9814436912	GPS Sector 19
135	Rajwanti Devi	9468254511	GPS Sector 19
136	Raj Kumari	94176658390	GPS Sector 19
137	Savita Rani	8146165702	GPS Sector 19
138	Asha Sharma	9464259350	GPS Sector 19
139	Jyoti	9416844347	GPS Sector 19
140	Anita Rani	9465217293	GPS Sector 19
141	Sonia	9876186481	GPS Sector 19
142	Reetu	9417374460	GPS Sector 19
143	Kamlesh Kumari	9416787583	GMS Devi Nagar
144	Raman	9463963136	GMS Devi Nagar
145	Kavita	890121374	GMS Devi Nagar
146	Sudesh	9876633101	GMS Devi Nagar
147	Sabhanam	9463219457	GMS Devi Nagar
148	Malkit Kaur	9041226460	GMS Devi Nagar
149	Charan kamaljeet kaur	9779186084	GMS Devi Nagar
150	Hemlata	9463396336	GMS Devi Nagar
151	Renu bala	7307303223	GMS Devi Nagar
152	kalawati Thakral	9888245853	GMS Devi Nagar
153	Sudarshana Devi	8427253585	GMS Abheypur
154	Kusam Saran	9466949775	GMS Abheypur
155	Sunita devi	9464122597	GMS Abheypur
156	Prem Lata	8427253585	GMS Abheypur
157	Neelam Prabha	9814639067	GMS Abheypur
158	Prabha Rani	9872661153	GMS Abheypur
159	Sonu	8054948427	GMS Abheypur
160	Shardha Rani	9872990126	GMS Abheypur
161	Renu Sharma	9417667751	GMS Abheypur
162	Saroj Bati	7508684348	GMS Abheypur
163	Suman	9416434355	GMS Abheypur
164	Veenu	9468096506	GMS Abheypur
165	Sapna	9467059498	GMS Abheypur

166	Santosh	8437519903	GMS Abheypur
167	Kanta	9646321721	GMS Abheypur
168	Asha Rani	9592818139	GMS Abheypur
169	Satayarana	9888870939	GPS Sector 15
170	Santosh Kumari	9417869144	GPS Sector 15
171	Ranjinder	9467952035	GPS Sector 15
172	Anil Kumar		GPS Sector 15
173	Reenu	9463206609	GPS Sector 15
174	Adarsh		GPS Sector 15
175	Nirmla Devi	9417346898	GPS Sector 15
176	Heena Dhingra	9988997184	GPS Sector 11/20
177	Aruna	9878447360	GPS Sector 11/20
178	kavita	9888868099	GPS Sector 11/20
179	Parveen Kumari	9988446284	GPS Sector 11/20
180	Taruna	8283886484	GPS Sector 11/20
181	Poonam	9416141235	GPS Sector 11/20
182	Kusam lata	9466489690	GPS Sector 11/20
183	Rita	9855168470	GPS Sector 10/21
184	Sangeeta	9530669943	GPS Sector 10/21
185	Raj	9988391330	GPS Sector 10/21
186	Vijeta	8283836265	GPS Sector 10/21
187	Vishwabikas Malik		GPS Sector 10/21
188	Veenu Sharma	9646740051	GPS Sector 10/21
189	Usha Gupta	9466955617	GPS Sector 04
190	Sushama Jyoti	9888902711	GPS Sector 04
191	Bharam Pal	9780580579	GPS Sector 04
192	Ashok Kumar	8699175717	GPS Sector 04
193	Purnendu	9464395558	GPS Sector 04
194	Manju Nehra	9417790243	GPS Sector 04
195	Malti Devi	7837638005	GPS Sector 04
196	Santosh	946334560	GPS Sector 04
197	Deepika	8699282023	GPS Sanskriti Sector 20
198	Santosh	8437991999	GPS Sanskriti Sector 20
199	Neeraj Kumari	9417723584	GPS Sanskriti Sector 20
200	Suman Rohilla	9467737081	GPS Sanskriti Sector 20
201	Vibha Gupta	9041090602	GPS Sanskriti Sector 20
202	Indu Bala	9466370423	GPS Sanskriti Sector 20
203	Saroj Bala	9501508227	GPS Mdc Sector 4
204	Mitu	9812944975	GPS Mdc Sector 4
205	Puja Rani	9781573958	GPS Mdc Sector 4
206	Reenu	8283888559	GPS Mdc Sector 4
207	Rajbala	9876432776	GPS Mdc Sector 4



208	Neelu Seth	9876725940	GMS Mdc Sector 4
209	Bhupinder Kumari	9988676262	GMS Mdc Sector 4
210	Mamta	8699174296	GMS Mdc Sector 4
211	Kamlesh Kumari	9888344755	GMS Haripur Sector 4
212	Shashi Bala	9914079151	GMS Haripur Sector 4
213	Savita Bajaj	9463349284	GMS Haripur Sector 4
214	Bajyanti	9465124254	GMS Haripur Sector 4
215	Poonam	9416387330	GMS Haripur Sector 4
216	Savita	9041020171	GMS Haripur Sector 4
217	Naveen	9416825684	GMSSS Sarthak Sector 12 A
218	mehak Gupta	8699768266	GMSSS Sarthak Sector 12 A
219	Madhu kansai	8968307561	GMSSS Sarthak Sector 12 A
220	Sunaina Kaushal	9780483677	GMSSS Sarthak Sector 12 A
221	Ramesh Chand	8901321539	GMSSS Sarthak Sector 12 A
222	Rajnesh kumar	8591050525	GMSSS Sarthak Sector 12 A
223	Sunil Kumar	8901489816	GMSSS Sarthak Sector 12 A
224	Hemant Kumar	9780183700	GMSSS Sarthak Sector 12 A
225	Kavita	9041039000	GMSSS Sarthak Sector 12 A
226	Krishna	9467528002	GMSSS Sarthak Sector 12 A
227	Manju Sharma	7837894308	GMSSS Sarthak Sector 12 A
228	Savita	9416496331	GMSSS Sarthak Sector 12 A
229	Subhash Sharma	8901489150	GMS 10/21 Sector 21
230	Rajni	9815375153	GMS 10/21 Sector 21
231	Seeta	9041266139	GMS 10/21 Sector 21
232	Kamla Rani	9423791936	GMS 10/21 Sector 21
233	Neelam Khurna	9465124245	GMS 10/21 Sector 21
234	Veena Rani	9416616030	GSSS Sector 19
235	Paramjeet	9463939511	GSSS Sector 19
236	Reenu Bala	9914805223	GSSS Sector 19
237	Reenu Bala	9417637346	GSSS Sector 19
238	Minakshi Devi	9501340033	GSSS Sector 19
239	Sadhna	9915891734	GSSS Sector 19
240	Bhupa Sharma	9888023430	GSSS Sector 19
241	Suman	9467731008	GMSSS Sector 20
242	Shailza	9988868116	GMSSS Sector 20
243	Sudesh Sabarwal	9872993559	GMSSS Sector 20
244	Bindu	9996930369	GMSSS Sector 20
245	Kuldeep Kaur	9814410387	GMSSS Sector 20
246	Reeta Yadav	9467493750	GMSSS Sector 20
247	Manju Devi		GMSSS Sector 20
248	Gurcharan Kaur	9896988134	GSSS Sector 06
249	Shigdha	9465095126	GSSS Sector 06

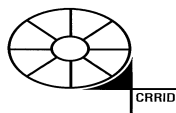
250	Kamlesh	9888040993	GSSS Sector 06
251	Anita pannu	9815889464	GSSS Sector 06
252	Santosh Kumari	9417849324	GSSS Sector 06
253	Anita Kumari	9417353475	GSSS Sector 06
254	Dinesh Kumar	9416481844	GSSS Sector 06
255	Bimla	9463882268	GSSS Sector 06
256	Amarjeet kaur	9988852896	GSSS Sector 06
257	Puahpa Garg	9988171643	GSSS Sector 06
258	Manju Garg	9417128359	GSSS Sector 06
259	Mukesh Rani	9914520501	GSSS Sector 06
260	Kiran Rani	7837583172	GHS Sector 17
261	Sunil kumari	8054121849	GHS Sector 17
262	Anju Vwrma	9888582049	GHS Sector 17
263	Sneh	7696105553	GHS Sector 17
264	Ijya	9463881740	GHS Sector 17
265	Savita	9467320280	GHS Sector 17
266	Suman	9463688913	GHS Sector 17
267	Manjeet kaur	7508317170	GHS Sector 17
268	Vandana Garg	9466325777	GHS Sector 17
269	Dr Poonam	9417734038	GHS Sector 17
270	Inderjeet	7087089966	GHS Sector 17
271	Neelu Mahajan	9988212730	GHS Sector 17
272	Neeraj Bala	9417496463	GHS Sector 17
273	Sunita	9041263649	GHS Sector 17
274	Jeevan Sharma	9467466400	GSSS Sector 07
275	Suresh	9988588097	GSSS Sector 07
276	Meenakshi	9356615707	GSSS Sector 07
277	Sarita	9872168787	GSSS Sector 07
278	Neelu	8146878300	GSSS Sector 07
279	Vanita Kaushik	9466100055	GSSS Sector 07
280	Anita	9988224872	GSSS Sector 07
281	Kulwanti	9417316954	GSSS Sector 07
282	Alka	9417301955	GSSS Sector 07
283	Pardeep Kumar	9988750096	GSSS Sector 07
284	Ranjana	9915656894	GSSS Sector 15
285	Meenakshi	9216127315	GSSS Sector 15
286	Surender Chand Jaiswal	9876110526	GSSS Sector 15
287	Chander Kala	94161277400	GSSS Sector 15
288	Lalita		GSSS Sector 15
289	Kamla	9467504801	GSSS Sector 15
290	Kusam	9417594639	GSSS Sector 15
291	Promila	9888912400	GSSS Sector 15

292	Subh Iata	9417303662	GSSS Sector 15
293	Raminder	9915611229	GSSS Sector 15
294	Suman	9417466383	GSSS Sector 15
295	Narinder Kaur	9888218601	GSSS Sector 15
296	Sangeeta	1722552635	GSSS Sector 15
297	Sushama Sighla	9876580130	GSSS Sector 15
298	Reenu	9417497227	GSSS Sector 15
299	Poonam Sharma	8283808674	GSSS Sector 15
300	Barinder Kaur	8283822501	GSSS Sector 15

**Benchmarking Best Practices of Managing Performance of Teachers  
and Heads of Schools to identify Systems to Ensure Teacher  
Motivation, Attendance and Optimal Use of Teaching Time  
&  
Dropout Rate Reduction/Retention of Students  
&  
Why the Government Schools are not being Preferred**

**Jind District**

**Submitted to  
Department of Economic and Statistical Analysis,  
Government of Haryana  
Yojana Bhawan, Sector-4,  
Panchkula**



**Centre for Research in Rural and Industrial Development (CRRID),  
Plot No. 2-A, Sector-19-A, Madhya Marg, Chandigarh**

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## **Chapter-I Introduction**

*The decade of the 1990s is noted for some landmark initiatives with regard to the economy and society in India and in many developing countries. Not least among them is the goal of extending primary, elementary or other school education to the common people, especially in the vast lagging rural regions? The emphasis laid on school education is a policy initiative with radical implications. Many imbalances that arise at higher levels of education and employment and are further reflected in consequences such as poverty, lawlessness, class prejudices and poor levels of living, can be corrected by promoting universal quality education at the school level. The National Education Policy and the UNDP's inclusion of education as an important component of human development provided an impetus to this important aspect of development in India. Education For All decade or the EFA decade in 1990s, witnessed unprecedented dynamism in the spread of school education. As in all development programmes, the inequalities that are found imbedded in Indian society were kept in focus while drawing up suitable policies and designing programmes. It is pertinent for the nation at this point to examine how this important indicator of development has performed in terms of progress and inclusiveness.*

*The present report discusses the data of Jind district. The reports of other district namely Mewat will be submitted subsequently. Before analyzing the status of above said subjects, it is necessary to highlight briefly the background related to above said subjects.*

### **Indian Scenario**

While keeping the importance of above said subjects, the Directive Principles of State Policy (Article-14) of the Constitution of India has envisaged that "the state shall endeavor to provide within a period of ten years from the commencement of this Constitution, a free and compulsory education to all children, until they complete the age of fourteen years". However, vouches of the Directive Principles of State Policy has remained a distance dream, even after more than 55 years of the formulation of Indian



constitution. Even today, around 300 million people in the country are illiterate and rate of illiteracy is high among weaker section of the society, particularly in Scheduled Castes and Scheduled Tribes as compared to other groups of population in all the regions of India. Nearly three decades ago, the National Policy on Education (1986) stated that “the state shall undertake to provide free and compulsory education for all children up to the age of 14 with a time bound programme in consistency with the availability of resources and with emphasis on universal enrolment, universal retention and substantial improvement in the quality of education”. In 2002, the Parliament has passed the constitutional 86<sup>th</sup> Amendment Act to make Elementary Education a Fundamental Right for Children in the age-group of 6-14 years. The primary and elementary educations are the stepping stones of the educational development. The Government of India and many state governments have initiated several programmes for the universalization of primary and elementary education in the country with a focus on gender and social equity. Some of these programmes implemented as: Operation of Block Board (OBB); Total Literacy Campaign (TLC); Non-formal Education (NFE); Education Guarantee Scheme (EGS); Alternative Innovative Education (AIE); and Sarva Shiksha Abhiyan, (SSA) respectively but now the government’s stress has been given on Right to Education (RTE).

During 11<sup>th</sup> and 12<sup>th</sup> Plan period, the Government of India has been emphasizing on achieving universal elementary education by making periodic interventions for improvement in the education scenario through implementation of a range of government schemes and many flagship programmes. Sarva Shiksha Abhiyan is one of the main flagship programme which is also an attempt to provide an opportunity for improving human capabilities of all children through provision of community-owned quality education in a Mission mode. Sarva Shiksha Abhiyan covers: (i) a programme with a clear time frame for universal elementary education; (ii) a response to the demand for quality basic education all over the country; (iii) an opportunity for promoting social justice through basic education; (iv) an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent Teacher and Mother-Teacher Associations, Tribal

Autonomous Councils and other grass root level structures in the management of elementary schools; (v) An expression of political will for universal elementary education across the country; (vi) a partnership between the centre-state and the local government; (vii) An opportunity for states to develop their own vision of elementary education. The programme covers the entire country with a special focus on educational needs of girls, scheduled castes and scheduled tribes and other children in difficult circumstances. It also envisages bridging of gender and social disparities at the elementary level. The Sarva Shiksha Abhiyan has a special focus on the educational needs of girls, SCs and STs and other children in difficult circumstances.

Twelfth Five Year Plan (2012-2017) stated that there has been improvement in the extension of primary education, both with regard to increase enrolment and reduce of dropout rates. Despite, the absolute numbers of children who are out-of-school remains large. There is need to confront the greater challenge of improving the quality of school education through extensive and improved teacher training, upgrading curriculum and enforcing of accountability in teachers attendance.

Shift from SSA to RTE in the 12<sup>th</sup> Plan Period with Mission mode implementation under SSA has, undoubtedly, contributed to substantial achievements in universalizing access and enrolments, especially among hitherto unreached children. However, mission mode implementation was also expected to influence and reform the mainstream education department to take up the challenge of universal elementary education. This has met only limited success, and over the last ten years the education departments and SSA mission agency have tended to function as dual and parallel structures. The need to give attention to this dichotomy was recognized by the Committee on 'Implementation of RTE and Resultant Revamp of SSA'. Since the implementation of RTE began, the SSA was operational, it was considered prudent, as an interim measure, to use a modified SSA as the vehicle of implementation of RTE. The understanding was that by the middle of the 12<sup>th</sup> Plan a new modality of implementation of RTE would be ready to replace SSA. The RTE Act confers a permanent right to free and compulsory education of equitable quality on the children of India for all times to come. It requires the whole

education department to work together in a unified manner, and necessitates a fundamental change in the governance structure. It is, therefore, necessary to put in place systems and mechanisms for a shift from the SSA project-based approach to RTE.

The RTE Act looks into surveys that will monitor all neighborhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government." A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and teacher motivation are made in the Act reflecting to education for all.

Government stated that "to improve the enrolment and reduction in dropout rates, the public-private partnership (PPP) is necessary". The Act has provisions for compensating private schools for admission of children under the 25% quota for disadvantaged children in government and private unaided schools. This measure, along with the increase in PPP has been viewed by one organization such as, the All-India Forum for Right to Education (AIF-RTE), as the state abdicating its "constitutional obligation towards providing elementary education to all".

One of the study entitled "Reasons for rising School dropout rates of Rural girls in India- An Analysis using soft computing Approach" conducted by Dr. R. Uma Rani stated that the Right to Education Act covers children in the 6-14 years age group-precisely for I-VIII classes. So, the dropouts need to be the biggest focus of the implementation mechanism being set up. Calculation based on net enrolment ratios reported by JRM, (Joint Review Mission of the Sarva Shiksha Abhiyan) reveals a much direr picture. The net enrolment ratio for Classes-VI to VIII was reported as 54 percent, that is, just 54 percent of all children in the age group 11-14 years were actually enrolled. This means that approximately 44 million children in this age group do not go to school. For Classes-I to V, net enrolment ratio of 97 percent was reported, leaving out nearly 4

million children. But the biggest problem facing the schooling system is that over 50 percent of children who join up in class-I drop out by class VIII (JRM). It is not about children who never attended school— those are a separate and fast diminishing category. She also highlighted that up to class-V, every third child has dropped out and by class-VIII every second student is no longer attending school. The benefits that accrue to a country by having a literate population are multi-dimensional, thus it becomes imperative to study the determinants of school dropouts.

### **Scenario in Haryana**

The State of Haryana recognizes State and Centre level educational policies after its independent existence since 1966. The efforts of the Haryana Government are tremendous in establishing the educational institutions (schools) of all level, so that every child has access to education. This study contributes to the literature by assessing the performance of the country in terms of educational diffusion and identifying the lingering areas of unevenness in the achievement so far attained even after the EFA decade using the data available for the state of Haryana in North India. After sketching the background to the topic under question, the study presents an overview of the progress of literacy and infrastructural development achieved by the Jind district in a comparative perspective. Based on primary data collected from seven blocks in the district, the spread of school education is further examined across generations, gender and sections. Both school entry (enrolled) and completion (retention) are considered as indicators of the success of school education. The complexities of unevenness are further exposed with spatially disaggregated analyses for identifying policy focus.

### **Classification of Schools**

Table-I.1 reveals the status of primary, middle, and high/senior secondary schools located in Haryana state along with district Jind for the year 2010–12. The current situation seems same of 2010-12 (Statistical Abstract 2014). The table below discusses teacher-students ratio, as statistically slight variation was found between the data of

state and district. However, teacher-student ratio has been found higher in respect to primary classes as compared to middle and secondary classes. Therefore, it may be considered one of the cause of dropout and the reason of non-preference of government run schools.

**Table-I.1**  
**Classification of Government and Non-government (recognized) Schools**

Teacher students	Haryana						Jind		
	Government			Non-government			Government		
	Primary	Middle	Secondary/ Sr. Secondary	Primary	Middle	Secondary / Sr Secondary	Primary	Middle	Senior/ Sr. Secondary
Number of Schools	9,360	2,331	3,214	4,644	1,152	3,890	469	100	208
Teachers	44902	38576	72932	-	-	-	2541	2182	3512
Students	2443613	1280868	1523303	-	-	-	131656	75546	76920
Teacher-students Ratio	1:54	1:33	1:48	-	-	-	1:9	2:8	4:5

**Source:** Department of Economic and Statistical Analysis Haryana 2014

**Note:** Figures in parenthesis show the percentages calculated from the state level data

However, Haryana state has adopted RTE scheme under which all children are able to get free under Compulsory Education Rules-2011. The State Council of Educational Research and Training (SCERT), Haryana is notified as prescribed Academic Authority for the implementation of these rules. All work related to curriculum and evaluation is being done by the SCERT, Gurgaon. Under this rule, School Management Committees (SMCs) were constituted and funds are being directly transferred to SMC's accounts for decentralization of powers. The committee will manage the grant of school uniform, school bag, stationery and reimbursement of school fee and funds. Secondary data revealed that in all the government schools of Haryana, School Management Committees have been constituted since 2011. All the schools should have beneficial facilities, which are supposed to upgrade the quality of education including dropout reduction/enrolment retentions.

Similarly the State has launched the "Parvesh Utsav" programme in all the government schools for the enrolment, retention and transition of students for the classes' I-VIII (age group 6-14 years) and classes-IX-XII (age group 15-18 years). During this, the target is to bring 100 percent children of the age group 6—18 years in the main stream of education. 'Shiksha Setu' card also provided to each child studying in government schools first time in the state. Card has an "information tool" for parents, which explains financial and educational entitlements of school going children.

The target of 100 percent enrolment and retention may be achieved because Haryana State has a network of educational institutions particularly schools. A primary school is available within radius of one kilometer, middle school within radius of 1.87 km., secondary/senior secondary school within radius of 2.1 km., which seems not very far distance from the home. However, the government is effectively improving the status of education by controlling dropout rates of students and retaining students in schools but there is gap in rural-urban school education as well as in male-female equality in school education. Although the Government of Haryana as an independent state is continuously involved in strengthening the education status by providing good infrastructure and qualified teachers this, it has been observed that the government schools are not being preferred by the well-off families. Therefore it is a fact that government schools mainly remained for weaker sections of the society, hence leading to increase in the dropout rates. Therefore, the present study tries to find out the causes *of dropouts and why the government schools are not being preferred.*

## **Chapter-II Outline of the Study**

*The present chapter discusses the rationale, objectives, methodology including sampling and tools used for getting data for assigned study.*

The Indian Constitution mandated free and compulsory education for all children up to the age of 14. At that point of time the literacy rate was just 18%. The gross school enrolment ratio of only 43% at the primary stage held little promise for the future of literacy. More appalling were the corresponding figures for literacy and enrolment specific to females reported respectively at 9 percent and 25 percent. The gender bias against the female sex was not just by itself an indicator of social inequality but was also a further prophesy of the slow progress that the country was to make in the field of education in the coming years. Yet, the goal of universal primary education was not pursued with the vigour it demanded. The failure of the State to educate the country's children was more glaring among the poor and backward castes, among women, and in regions that were geographically disadvantaged or difficult to access. Needless to say that the State dragged its feet; the rural people bore the major brunt of this negligence. The backward castes, the women and the people in remote areas continued to be among the most deprived. It is tragic that basic education remained the right of only the privileged sections.

Whereas, the role of a state is much more important than the centre when it comes to social sector development. As laid down in the Constitution, education related issues are the responsibility of the states. Education though comes under the concurrent list yet states are much more important in taking up different policy decisions than the centre. The term 'education' is a multi-dimensional concept. It can be measured in different angles. The study has considered here, for evaluation and analysis the problem of: reducing dropout rates; retaining the students in schools; managing performance of teachers and heads of schools; *ensure teachers' motivation, attendance and optimal use of teaching time; and non-preference for state government schools.*

*These are main concerns of education, planning and statistical department of Haryana.*  
The assigned subjects were rationalized with the following methodologies.

## **Rationale**

Illiteracy is a great problem of the state. This is because of dropout rates, enrolment retention, and teachers' motivation in teaching and teaching time. As per provisional data of Census 2011, the total literates are 16,904,324 (76.1%) including 9,991,838 (85.38%) males and 6,912,486 (66.77%) females. Concerning 100 percent literacy in the state, the government has to adopt new strategies despite the current schemes being implemented, particularly for girls at school level. Concessions and incentives for girls especially those belonging to backward/EWS and scheduled castes and will go a long way in promoting female education. They are provided with free uniform, books, stationary and sometimes awarded scholarships and reimbursement of tuition fees. According to RTE Act, the state government shall have the responsibility of enrolling the child, ensuring attendance and completion of eight years of schooling. Still these strategies are not enough. Therefore, new strategies need to be adopted to fulfill the targets of reducing dropout rates, retaining children in the school and to attract the children and parents for state government schools. It is essential to understand, how the dropout rates could be reduced and students could be retained in schools? It is also necessary to find out the causes of non-preference of government schools by parents. Thus, the proposed study justifies having scope to find out the causes through the perception of teachers and parents.

## **Objectives of the Study**

The present study aims to understand the current magnitude of the problem within the broad framework of the study. The major objectives of the study are:

- To find out ways and means of improvement in the performance of teachers and head of schools;
- To identify systems to ensure teacher motivation, attendance and optimal use of teaching time effective or not.;



- To find out targets under dropout rate reduction/retention of students achieved up to the desired level;
- To find out steps taken by state government to reduce dropout rate and retention of students are sufficient. If not, suggestions for the same;
- To find out the main reasons why government schools are not being preferred;
- To find out the extent to which the various scheme regarding education have been implemented;
- To find out the overall impact of the education systems;
- To find out the follow-up and monitoring system of the departmental authorities;
- To find out the bottlenecks faced in the implementation of educational programmers.

The overall aim of this evaluative study is to assess overall effectiveness of the schemes run by the state government and to know whether the objective of quality education that needs to be improvement in dropout rates and retention of students and to find out why government schools are not being preferred?

### **Approach and Methodology**

In Jind district the government school/network is quite vast and diversified. It mainly consists of rural-urban schools, covering co-educational, boys and girls schools. The universe of the sample schools has been found to be quite large and extensive. The process of data collection was appropriate under sampling frame. The study was conducted in a holistic manner, in order to comprehend various inter-related issues pertaining to improve the desired levels despite several state and centrally sponsored schemes and programmes. In Haryana the private schools have also adopted new method of teachings, which are showing good results, though government schools too are moving in this direction, but at a very slow pace. Resort-oration of EDUSET, too is not much success as it not only consume lots of time of students but also deprives them of face to face contact with teachers. The present study tries to assess the situation and suggest new methods to make teaching more effective and improve the education status in the district of Jind. Different variable have been considered for analysis of

benchmarking best practices of managing performance of teachers/head of schools, teachers' motivation, attendance and optimal use of teaching time, dropout rate reduction/retention of students and non-preferred government schools. The study will suggest way-out measures on the data collected from teachers including teachers as parents. To meet the objectives of the study both the primary and secondary data were collected and examined on various dimensions from teachers and schools. The questionnaire was prepared on the basis of objectives of the study.

## Sampling Design

### (b) Area of the Study—Jind District

At initial stage, the study was conducted in Jind district. The district has seven blocks—Alewa, Pillu Khera, Safidon, Uchana, Narwana, Jind and Julana. The primary data was collected during February – March 2015 from all the seven blocks of Jind district.

### Selection of Schools

For the evaluation, all the blocks were selected for collection of data from teachers of different schools, which are given in table-II.1 and appendix -II.1.

**Table-II.1**  
**Selection of Surveyed Schools**

Block/ District	Number of schools						Total
	Rural			Urban			
	Boys	Girls	Co-education	Boys	Girls	Co-education	
Alewa	0	1	5	0	0	0	6
Pillu Khera	1	1	5	0	0	0	7
Safidon	0	0	8	0	0	1	9
Uchana	0	4	5	0	0	3	12
Narwana	2	2	8	0	0	2	14
Jind	1	3	10	0	0	3	17
Julana	3	3	5	0	0	0	11
<b>Total</b>	<b>7</b>	<b>14</b>	<b>46</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>76</b>

**Source:** Listed received from Department of Elementary Schools

Out of the total 744 government schools located in Jind district, 76 schools were covered for data collection through the process of random sampling. A sample of 10 percent of schools has been taken. The sample schools were selected on interval basis from the list of schools provided by the department. All the 76 schools were considered

having elementary level education. The sample schools were chosen from all kind of schools.

### **Selection of Respondents**

The study covers a sample of stakeholders consisting of teachers and heads of elementary level. All the teachers present on the day of survey were selected for interview. In all, a total sample of 339 teachers was covered consisting of 284 regular teachers and 55 contractual teachers in the elementary level schools. Out of 339 surveyed teachers, 224 teachers, who have school going children in age group between 6-14 years were considered as parents. These teachers were asked additional questions related with the preference of education of their children irrespective in government or private schools. The table-II.2 and appendix-II.2 highlight the status of block-wise surveyed teachers.

**Table-II.2  
Status of Surveyed Teachers**

<b>Blocks</b>	<b>Status</b>		<b>Total</b>
	<b>Regular</b>	<b>Contractual</b>	
Alewa	28	3	31
Pillu Khera	34	2	36
Safidon	43	9	52
Uchana	32	17	49
Narwana	41	17	58
Jind	66	4	70
Julana	40	3	43
<b>Total</b>	284	55	339

**Source:** Field survey, CRRID, 2015

### **Tools for the Study**

Keeping in view of the objectives of the study, a structured interview schedule (questionnaire) was prepared to document primary data from each selected teacher. Apart from this, the data was collected from the surveyed schools pertaining to the years 2010-2015 for which dropout rate figures were captured from school attendance register.

The methods of investigations of primary data include

- (i) School-level survey;
- (ii) Focus Group Discussion (FGD) with teachers, and teachers.

### **Design of Questionnaire**

A questionnaire containing all the relevant questions was prepared for administering the target respondents, (teachers and teachers as parents). The questionnaire was approved by the concerned Education Department (Elementary schools).

### **Field Survey**

The actual field work for the study was carried out from 24<sup>th</sup> February to 27<sup>th</sup> march 2015.

### **Data Processing, Analysis and Report Writing**

The collected data was processed, tabulated and analyzed by using percentages with the help of statistical package of social sciences tools and techniques. The draft report has been written on the basis of objectives. The interpretation was based on the policy pointers that have emerged from the field data results. The draft report has suggested some measures on results.

### **Utility of the study**

The study covered different aspects related to Benchmarking Best Practices of Managing Performance and Heads of Schools to identify systems to ensure motivation, attendance and optimal use of teaching time in government schools in Jind district. It has immense utility for all the stakeholders to improve the status of their schools by addressing a set of shortcomings. Besides, the study will also be useful for other assigned districts on a similar pattern on the basis of findings, and recommendations, which would be forwarded for consideration of the State Government.

## **Chapter-III**

### **Perception of Teachers on Assigned Subjects**

*The chapter analyzes the data collected from 76 selected schools of the district. This chapter discusses the issues covering Benchmarking Best Practices, Dropout Rate Reduction/Retention of students and no preference to government schools in Jind district. The information and data on some of the important parameters with respect to the above was collected at the school level from the teachers/heads/in-charge the respective schools. The data collected with the help of a structured questionnaire includes the perception of teachers as well as information on dropout rates from the school register through informative sheets. The chapter also highlights some suggestions on the findings in respect of each issue, which will be helpful for policy matters.*

The previous chapter discussed the number of schools and teachers which were visited to collect the information. A structured questionnaire was canvassed to collect the information and data relating to various aspects of non-preference for the state government schools, reasons for dropouts, retaining students in schools and best practices to be used for maintaining quality of education. The questionnaire was administered to 339 teachers of the primary/elementary level of the primary schools and in high/secondary schools in the district Jind. In addition, datasheets was also used to collect information on dropout rates in the school from the class register.

#### **Part-I**

#### **Profile of Teachers**

Teachers play a vital role in the improvement of the quality of education. In any assessment of the educational system, it is important to know whether there are enough teachers, who are not only well – qualified to teach different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important and improving their skills of teaching.

The profile of teachers shows their diverse status.

**(a) Designation and Status**

The designation of the teachers varies as 9.73 percent were headmaster/misters, up to elementary level and 7.37 percent school-in-charge respectively. Comparing all the blocks, the variation of teachers also found because of variation in number of schools in respective blocks. Majority of the teachers were interviewed 20.65 in the Jind block. Overall 339 teachers were interviewed. Among them, 83.78 percent of the teachers were regular and the remaining 16.22 percent teachers were employed on contract-basis either as guest teachers, part-time teachers, adjusted under SSA scheme and others. The percentage of contractual teachers was highest for the Uchana and Narwana block followed by Jind and Alewa as highlighted in table-III.1.

**Table-III.1  
Designation and Status of Teachers**

Block/ District	Designation				Status	
	Headmaster/ Mistress	Teachers	School In-charge	Total	Regular	Contractual
Alewa	3 (0.88)	27 (7.96)	1 (0.29)	31 (9.14)	28 (8.26)	3 (0.88)
Pillu Khera	3 (0.88)	30 (8.85)	3 (0.88)	36 (10.62)	34 (10.03)	2 (0.59)
Safidon	6 (1.77)	43 (12.68)	3 (0.88)	52 (15.34)	43 (12.68)	9 (2.65)
Uchana	3 (0.88)	43 (12.68)	3 (0.88)	49 (14.45)	32 (9.44)	17 (5.01)
Narwana	7 (2.06)	46 (13.57)	5 (1.47)	58 (17.11)	41 (12.09)	17 (5.01)
Jind	5 (1.47)	57 (16.81)	8 (2.36)	70 (20.65)	66 (19.47)	4 (1.18)
Julana	6 (1.77)	35 (10.32)	2 (0.59)	43 (12.68)	40 (11.80)	3 (0.88)
<b>Total</b>	<b>33 (9.73)</b>	<b>281 (82.89)</b>	<b>25 (7.37)</b>	<b>339 (100.00)</b>	<b>284 (83.78)</b>	<b>55 (16.22)</b>

Source: Field survey, CRRID, 2015

**(b) Gender and Age-wise Status of the Teachers**

Gender and age-wise status of teachers vary. Majority of the teachers (54.28%) were males and the remaining 45.72 percent were females. The proportion of male teachers

was highest at 10.03 percent for Narwana block and lowest for Julana block, which was 5.90 percent. The age distribution of teachers in the district reveals majority of teachers (44.84%) fall in the age group of 31-40 years. Only 5.60 percent teachers were below the age of 30 years and the rest 34.55 percent teachers fall in the age group of 41 - 50 years and above. However, majority of teachers in all the blocks belonged to age category of 31-40 years as shown in table-III.2. Thus, it has been found that they were in the capacity to reply the relevant answers to the questions asked to them.

**Table-III.2  
Gender and Age-wise Status of the Teachers**

Block/District	Gender			Age ( in range years)			
	Male	Female	Total	Up to 30	31 -40	41 - 50	51 - 60
Alewa	21 (6.19)	10 (2.95)	31 (9.14)	3 (0.88)	16 (4.72)	11 (3.24)	1 (0.29)
Pillu Khera	26 (7.67)	10 (2.95)	36 (10.62)	3 (0.88)	13 (3.83)	14 (4.13)	6 (1.77)
Safidon	33 (9.73)	19 (5.60)	52 (15.34)	2 (0.59)	25 (7.37)	15 (4.42)	10 (2.95)
Uchana	24 (7.08)	25 (7.37)	49 (14.45)	4 (1.18)	32 (9.44)	9 (2.65)	4 (1.18)
Narwana	34 (10.03)	24 (7.08)	58 (17.11)	2 (0.59)	26 (7.67)	21 (6.19)	9 (2.65)
Jind	26 (7.67)	44 (12.98)	70 (20.65)	0	28 (8.26)	30 (8.85)	12 (3.54)
Julana	20 (5.90)	23 (6.78)	43 (12.68)	5 (1.47)	12 (3.54)	17 (5.01)	9 (2.65)
<b>Total</b>	<b>184 (54.28)</b>	<b>155 (45.72)</b>	<b>339 (100.00)</b>	<b>19 (5.60)</b>	<b>152 (44.84)</b>	<b>117 (34.51)</b>	<b>51 (15.04)</b>

Source; Field Survey CRRID 2015

### (c) Educational Qualifications

It is an accepted fact that higher qualifications of teachers are positively linked with the quality of teaching. Comparing the qualification of teachers of elementary school level, 3.54 percent teachers were having highest qualification 25.66 percent post graduation + B.Ed., followed by graduation + B.Ed. (2.98%), graduation + JBT (20.65%), post graduation + JBT (14.55%) and so on as depicted in the table-III. Some of the teachers (3.54%) were having higher qualification of M.Phil +Ph.D which seems not required for elementary level teachers but these teachers are teaching at elementary level.

Comparing all the blocks, higher numbers of teachers having highest qualification were found teaching in the schools of Pillu Khera and Safidon blocks (0.88%). It has been found that all the teachers were having required qualifications with training.

**Table-III.3  
Educational Qualification of Teachers**

Block/ District	Qualification								Total
	M.Phil/ Ph.D	Post Gradation/ B.Ed.	Graduate/ B.Ed.	10 + 2, JBT/ETT	10 +2/ Art and Craft JBT/Gayani/ Parbakar	Diploma	Graduate/ JBT	Post Graduate/ JBT	
Alewa	1 (0.29)	8 (2.36)	4 (1.18)	4 (1.18)	3 (0.88)	0	10 (2.95)	1 (0.29)	31 (9.14)
Pillu Khera	3 (0.88)	11 (3.24)	1 (0.29)	3 (0.88)	2 (0.59)	4 (1.18)	5 (1.47)	7 (2.06)	36 (10.62)
Safidon	3 (0.88)	8 (2.36)	8 (2.36)	4 (1.18)	6 (1.71)	3 (0.88)	15 (4.42)	5 (1.47)	52 (15.34)
Uchana	2 (0.59)	16 (4.72)	8 (2.36)	3 (0.88)	3 (0.88)	2 (0.59)	8 (2.36)	7 (2.06)	49 (14.45)
Narwana	0	17 (5.01)	13 (3.83)	4 (1.18)	5 (1.47)	4 (1.18)	9 (2.65)	6 (1.77)	58 (17.11)
Jind	1 (0.29)	16 (4.72)	5 (1.47)	7 (2.06)	7 (2.06)	2 (0.59)	15 (4.42)	17 (5.01)	70 (20.65)
Julana	2 (0.59)	11 (3.24)	5 (1.47)	2 (0.59)	6 (1.71)	3 (0.88)	8 (2.36)	6 (1.77)	43 (12.68)
<b>Total</b>	<b>12 (3.54)</b>	<b>87 (25.66)</b>	<b>44 (2.98)</b>	<b>27 (7.76)</b>	<b>32 (9.44)</b>	<b>18 (5.31)</b>	<b>70 (20.65)</b>	<b>49 (14.45)</b>	<b>339 (100.00)</b>

Source: Field Survey CRRID 2015

#### (d) Teaching Classes and Subjects

For the requirements of the objectives of the study, the sample of teachers was taken from all types of schools (primary/upper-primary/high/senior secondary). The teachers, who were teaching elementary level classes, were considered for interview. More than half (57.82%) teachers were teaching up to primary classes, while 35.10 percent were teaching at upper-primary classes followed by 7.08 percent secondary level. It has been observed that their teaching work was not fixed but interchangeable on requirements.

Regarding teaching subjects, almost all the teachers were teaching all subjects up to primary level. Subject's specific teaching was observed in the elementary level. Among them, 9.44 percent teachers were teaching social studies followed by Hindi (7.96%), Math's (7.67%), English (6.78%), General Science (5.01%), Sports only (3.24%). In



addition, 12.09 percent teachers were teaching other subjects like music, art & craft and Sanskrit etc. The overall results conclude that up to elementary level teachers were teaching all kinds of subjects on requirements on the availability of teachers on that day as shown in the table-III.4.

**Table-III.4**  
**Teaching Classes and Subjects**

Blocks	Classes				Subjects							
	Primary	Upper primary	Secondary	All	English	Maths	Hindi	S.S	G. S	Sport	All Primary subjects	Others
Alewa	19 (5.60)	12 (3.54)	0	31 (9.14)	2 (0.59)	2 (0.59)	3 (0.88)	2 (0.59)	1 (0.29)	1 (0.29)	19 (5.60)	4 (1.18)
Pillu Khera	14 (4.13)	13 (3.83)	9 (2.65)	36 (10.62)	3 (0.88)	5 (1.47)	3 (0.88)	6 (1.77)	3 (0.88)	2 (0.59)	15 (4.42)	5 (1.47)
Safidon	36 (10.62)	16 (4.72)	0	52 (15.34)	4 (1.18)	2 (0.59)	3 (0.88)	5 (1.47)	1 (0.29)	2 (0.59)	36 (10.62)	1 (0.29)
Uchana	30 (8.85)	18 (5.31)	1 (0.29)	49 (14.45)	1 (0.29)	3 (0.88)	3 (0.88)	3 (0.88)	2 (0.59)	1 (0.29)	30 (8.85)	8 (2.36)
Narwana	33 (9.73)	12 (3.54)	13 (3.83)	58 (17.11)	6 (1.77)	5 (1.47)	5 (1.47)	6 (1.77)	3 (0.88)	0	33 (9.73)	7 (2.06)
Jind	40 (11.80)	29 (8.55)	1 (0.29)	70 (20.65)	4 (1.18)	6 (1.77)	5 (1.47)	7 (2.06)	3 (0.88)	2 (0.59)	40 (11.80)	10 (2.95)
Julana	24 (7.08)	19 (5.60)	0	43 (12.68)	3 (0.88)	3 (0.88)	5 (1.47)	3 (0.88)	4 (1.18)	3 (0.88)	24 (7.08)	6 (1.77)
<b>total</b>	<b>196</b> <b>(57.82)</b>	<b>119</b> <b>(35.10)</b>	<b>24</b> <b>(7.08)</b>	<b>339</b> <b>(100.00)</b>	<b>23</b> <b>(6.78)</b>	<b>26</b> <b>(7.67)</b>	<b>27</b> <b>(7.96)</b>	<b>32</b> <b>(9.44)</b>	<b>17</b> <b>(5.01)</b>	<b>11</b> <b>(3.24)</b>	<b>197</b> <b>(56.64)</b>	<b>41</b> <b>(12.09)</b>

Source: Field Survey CRRID 2015

#### (e) Years of Teaching

With regard to number of years of teaching, 30.38 percent of the teachers have experience of teaching between 6 to 10 years, followed by 22.42 percent (16-20 years), 15.04 percent (11-15 years), 10.91 percent (1-5 years), 10.32 percent (21 to 25 years), 8.55 percent (26 to 30 years), 2.63 percent (31 years and above). However, majority of the teachers have sufficient experience, which fall between 6 to 31 years as can see from table-III.5. Data shows that majority of the teachers were experienced enough to respond to the questions asked by the field investigators on different issues.

**Table-III.5**  
**Number of Years of Teaching**

Blocks	Years of teaching							Total
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 and above	
Pillu Khera	6 (1.77)	11 (3.24)	1 (0.29)	9 (2.65)	1 (0.29)	3 (0.88)	0	31 (9.14)
Safidon	2 (0.59)	7 (2.06)	8 (2.36)	9 (2.65)	4 (1.18)	5 (1.47)	1 (0.29)	36 (10.62)
Uchana	5 (1.47)	23 (6.78)	5 (1.47)	9 (2.65)	5 (1.47)	5 (1.47)	0	52 (15.34)
Narwana	11 (3.29)	22 (6.49)	4 (1.18)	9 (2.65)	1 (0.29)	0	2 (0.59)	49 (14.45)
Jind	0	19 (5.60)	13 (3.83)	12 (3.54)	7 (2.06)	5 (1.47)	2 (0.59)	58 (17.11)
Julana	4 (1.18)	13 (3.83)	15 (4.42)	18 (5.31)	11 (3.24)	6 (1.77)	3 (0.88)	70 (20.65)
	9 (2.65)	8 (2.36)	5 (1.47)	10 (2.95)	6 (1.77)	5 (1.47)	0	43 (12.68)
<b>G.Total</b>	<b>37</b> <b>(10.91)</b>	<b>103</b> <b>(30.38)</b>	<b>51</b> <b>(15.04)</b>	<b>76</b> <b>(22.42)</b>	<b>35</b> <b>(10.32)</b>	<b>29</b> <b>(8.55)</b>	<b>9</b> <b>(2.65)</b>	<b>339</b> <b>(100.00)</b>

Source: Field Survey CRRID 2015

## Part-II

### **Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify schemes to ensure teacher motivation, attendance and optimal use of teaching time**

In order to gauge the performance of teachers and ensure their continuous motivation, attendance and optimal involvement in teaching, some parameters were developed and teachers' viewpoints on these were recorded during the personal interviews.

#### **(A) Teachers' Satisfaction to Ensure Motivation**

It has been pointed out by many studies and scholars about the level of satisfaction of teachers in respect of workload, management, financial matters etc. Table-III.6 highlights the satisfaction level of teachers on different issues:

**(i) Satisfaction with Salaries**

The survey results show that 80.53 percent of the teachers were found satisfied with their salaries, but only 19.47 percent teachers reported that they were not satisfied with the take home salary. They specified the following reasons:

- Some teachers reported they are not satisfied with the consolidated salary as they were contractual teachers;
- Some teachers reported that their pay scale should be at par with the regular teachers because they were performing duties similar to the regular teachers;
- Some teachers reported that they should be paid additional amount for the extra work done like involvement in different government schemes, for instance MDM or performing the duties of head teacher etc..

**(ii) Satisfaction with Teaching Work**

The survey results show that 92.63 percent teachers were satisfied with the teaching work carried out by them. In addition, 7.37 percent teachers reported not satisfied with their teaching work because:

- They felt over burdened as they have to teach more than one subject/class, which leads to lack of concentration;
- They also reported that due to higher number of students in the class also lead to non-conducive environment resulting in poor results;
- Higher number of students in the class leads to improper attention to be made for all the students, hence affecting the quality of education;
- Higher number of students in the class leads to adversely affecting the creativity of the students.

**(iii) Satisfied with Managerial Workload**

The survey results show that 72.86 percent were satisfied with managerial workload, while 27.14 percent teachers were not satisfied with managerial work. The teachers who were not satisfied with the managerial work reported that:

- They felt extra load due to engagement in different activities like report making, MDM activities, administrative work etc.
- They reported that they do extra work concerning with election/census duties, compilation of dice data, procuring the MDM material and other compulsory duties assigned to them from time to time.

**(iv) Satisfied with School Management**

The survey results show that 93.51 percent teachers were satisfied with the school management, while only 6.49 percent of the teachers were not satisfied with the school management because:

- They felt that Village Education Committee (VEC) though mostly in place is not properly performing;
- The parents-teachers interaction (meetings) also do not serve the purpose that effects the dropout reduction/enrolment retention;
- The role of Village Education Committee (VECs) schools and teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need is found missing;

**(v) Satisfaction with Colleague**

The survey results show that 97.94 percent teachers were satisfied with their colleagues, while only 2.06 percent teachers were not satisfied with their colleague because:

- They felt that the bad attitude and behaviour of some other colleagues towards them;
- They felt that they are over burdened as per as the partial allocation of work by the seniors;

### (vi) Satisfaction with Number of Teachers

The results show that 66.96 percent teachers were satisfied with the teacher-pupil ratios, while 33.04 percent teachers were not satisfied with the existing number of teachers in their schools. The teachers, who were not found, satisfied reported as:

- They felt that number of teachers need to be increased as per the strength of students in their respective schools;
- They felt that shortage of teachers generally affect the efficiency in teaching as work load increases;
- They felt that it also affects teacher's performance in teaching which in turn resulted in student's poor performance in examination.

**Table-III.6**  
**Teachers' Level of Satisfaction**

Block/ District	With Salary		With Teaching Work		With managerial workload		With School management		With your colleagues		With no of teachers	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Alewa	28 (8.26)	3 (0.88)	27 (7.96)	4 (1.18)	19 (5.60)	12 (3.54)	29 (8.55)	2 (0.59)	31 (9.14)	0	18 (5.31)	13 (3.83)
Pillu Khera	32 (9.44)	4 (1.18)	34 (10.03)	2 (0.59)	22 (6.49)	14 (4.13)	34 (10.03)	2 (0.59)	35 (10.32)	1 (0.29)	26 (7.67)	10 (2.95)
Safidon	40 (11.80)	12 (3.54)	50 (14.75)	2 (0.59)	41 (12.09)	11 (3.29)	51 (15.04)	1 (0.29)	52 (15.34)	0	33 (9.73)	19 (5.60)
Uchana	33 (9.73)	16 (4.72)	43 (12.68)	6 (1.77)	39 (11.50)	10 (2.95)	47 (13.86)	2 (0.59)	49 (14.45)	0	32 (9.44)	17 (5.01)
Narwana	41 (12.09)	17 (5.01)	55 (16.22)	3 (0.88)	45 (13.27)	13 (3.83)	50 (14.75)	8 (2.36)	56 (16.52)	2 (0.59)	39 (11.50)	19 (5.60)
Jind	64 (18.88)	6 (1.77)	66 (19.47)	4 (1.18)	53 (15.63)	17 (5.01)	65 (19.17)	5 (1.47)	68 (20.09)	2 (0.59)	51 (15.04)	19 (5.60)
Julana	35 (10.32)	8 (2.36)	39 (11.50)	4 (1.18)	28 (8.26)	15 (4.42)	41 (12.09)	2 (0.59)	41 (12.09)	2 (0.59)	28 (8.26)	15 (4.42)
<b>Total</b>	273 (80.53)	66 (19.47)	314 (92.63)	25 (7.37)	247 (72.86)	92 (27.14)	317 (93.51)	22 (6.49)	332 (97.94)	7 (2.06)	227 (66.96)	112 (33.04)

Source: Field Survey CRRID 2015

### (vii) Satisfaction with Basic Infrastructure

For the child, the school is one of the agencies of socialization and first pre-requisite of schooling is availability of good quality infrastructure for imparting education. Hence, a school must have required infrastructure. Haryana has made rapid progress quantitatively in respect to infrastructure. But D. R. Chaudhary stated in article published in 'The Tribune', dated 23 December 2015 ( improving schools education) that infrastructure in government schools is not up to the mark---dilapidated buildings, lack of safe drinking water, stinking toilets, lack of properly equipped science labs, libraries and sitting and seating facilities for students etc. Lack of availability of these

basic facilities also has an adverse impact on enrolment ratio, dropouts, retaining the students in the government schools. However, our survey reveals different scenario. The table-III.7-A reveals the satisfaction level of teachers with regard to basic Infrastructure, which shows that majority of the schools have required infrastructure.

**(a) Availability of Safe Drinking Water**

Although the health of the pupils depends to a large extent upon the supply of clean and safe drinking water. The types of water facilities available in the schools are also important in view of reducing childhood diseases among the students. The results show that 58.70 percent teachers were satisfied with the availability of safe drinking water, while 41.30 percent teachers were not satisfied with this. The teachers, who were not satisfied, reported as:

- The main reason is that the water sources are not fully protected from contamination;
- They felt that school has inadequate storage facilities;
- A water tank has not been installed properly;
- Remains shortage of water during summer times.

**(b) Availability of Separate Male/Female Toilets**

Good health also depends upon neat and clean toilets free from flies, mosquitoes and stinking area within the school premises. Each school should have separate toilet facilities for boys and girls as well as for staff. The data present a positive picture of the available toilets in the schools of Jind district. The survey results show that 71.39 percent of teachers reported to have availability of separate toilets/urinals for male/female students and staff. 28.61 percent of the teachers reported the availability of structure of separate toilets but were not in the condition to be used, because with the following reasons:

- Some teachers reported that toilets are not in such condition to use because of damage of drainage and doors which needed repairs;
- Water taps need repair;

- Overhead water tank was not functional and due to lower water pressure, the tank remains empty;
- Few schools did not have separate toilets for girls.

Majority of the teachers were of the view that each school must have a provision of sweeper (Safai Karamchari) in the working days.

### **(c) Availability of Required Classroom Furniture**

For the child, the school is one of the main agencies of socialization and first pre-requisite of schooling is availability of good quality infrastructure for teaching learning purpose. Furniture was supposed to be available at schools like Desk, tables, chairs... etc. The results show that 60.77 percent teachers reported to have required furniture in their respective classrooms. The remaining 39.23 percent reported that their respective classrooms do not have sufficient furniture as they specified:

- The quality of furniture is not good;
- Available furniture were inadequate and not in good condition for sitting purpose;
- Available furniture need repair as well as need to be improved.

### **(d) Availability of Required Number of Classrooms**

School premises should have adequate space irrespective of own building or rented space. The results show the status of availability of required number of classrooms as 72.86 percent teachers reported that their respective schools have required number of classrooms, while 27.14 percent reported that their respective schools should have more classrooms. The teachers who reported for more classrooms further specified the reasons:

- Insufficient space in classrooms due to the strength of students in the classes;
- Insufficient space to teach more than one class in one hall;
- Due to insufficient number of classrooms, some classes had to be taken in the open.

**(e) Availability of Electricity**

The survey results show that 98.23 percent teachers were satisfied with availability of electricity, while only 1.77 percent was not satisfied because;

- There is availability of a single bulb or tube light, which is inadequate in most cases, thus the lighting arrangement inside school need to be improved;
- There is no provision of the post of electrician at school level hence this has been constant difficulty pointed out as schools face due to frequent power trips. This hampers the teaching environment.

**(f) Availability of Teaching Aids**

Teaching through lecture method is still dominant in schools. Teaching continues to be teacher centric. The survey results show that 88.78 percent teachers were satisfied with the availability of teaching aids, while only 16.22 percent were not satisfied because:

- There was shortage of teaching charts and models;
- In some schools black boards are available but need urgent repairs.

**(g) Availability of School Buildings**

- The survey results show that 100 percent teachers were satisfied with availability of schools' own buildings.

**(h) Availability of Computers**

According to the present day curriculum, subject on application of computer is necessary; therefore all elementary schools should have computers. The results revealed that 39.23 percent teachers reported that their schools have the availability of computers, while remaining 60.77 percent teachers reported that their schools did not have computers. However, all the teachers were of the view that computer accessibility for all the children is essential, hence department of education needs to supply computers with instructor/computer teacher.



**(ii) Access to internet**

As discussed above those only 30.09 percent teachers reported the access to computers in their schools but 69.91 percent teachers out of these reported having access to internet facility. On contrary, 69.91 percent teachers reported not having access to internet facilities in their respective schools as shown in table-III.7--B.

**Table-No III.7-A  
Teachers' Satisfaction with Basic Infrastructure**

Block/ District	Availability of safe drinking water (a)		Availability of separate male /female toilets (b)		Availability of required classroom furniture (c)		Availability of required classroom (d)		Availability of electricity (e)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Alewa	17 (5.01)	14 (4.13)	22 (6.49)	9 (2.65)	15 (4.42)	16 (4.72)	30 (8.85)	1 (0.29)	30 (8.85)	1 (0.29)
Pillu Khera	14 (4.13)	22 (6.49)	22 (6.49)	14 (4.13)	22 (6.49)	14 (4.13)	30 (8.85)	6 (1.77)	36 (10.62)	0
Safidon	29 (8.55)	23 (6.78)	30 (8.85)	22 (6.49)	19 (5.60)	33 (9.73)	34 (10.03)	18 (5.31)	51 (15.04)	1 (0.29)
Uchana	33 (9.73)	16 (4.72)	38 (11.21)	11 (3.24)	37 (10.91)	12 (3.54)	36 (10.62)	13 (3.83)	49 (14.45)	0
Narwana	44 (12.98)	14 (4.13)	49 (14.45)	9 (2.65)	36 (10.62)	22 (6.49)	33 (9.73)	25 (7.37)	56 (16.52)	2 (0.59)
Jind	36 (10.62)	34 (10.03)	46 (13.57)	24 (7.08)	43 (12.68)	27 (7.96)	54 (15.93)	16 (4.72)	68 (20.06)	2 (0.59)
Julana	26 (7.67)	17 (5.01)	35 (10.32)	8 (2.36)	34 (10.03)	9 (2.65)	30 (8.85)	13 (3.83)	43 (12.68)	0
<b>Total</b>	<b>199 (58.70)</b>	<b>140 (41.30)</b>	<b>242 (71.39)</b>	<b>97 (28.61)</b>	<b>206 (60.77)</b>	<b>133 (39.23)</b>	<b>247 (72.86)</b>	<b>92 (27.14)</b>	<b>333 (98.23)</b>	<b>6 (1.77)</b>

Source: Field Survey CRRID 2015

Continue table-III.7-B

**Table-No III.7-B  
Teachers' Satisfaction with Basic Infrastructure**

Block/ District	Availability of teaching aids (f)		Availability of school buildings (g)		Availability of computers (h)		Availability internet (i)	
	Yes	No	Yes	No	Yes	No	Yes	No
Alewa	19 (5.60)	12 (3.54)	31 (9.14)	0	9 (2.65)	22 (6.49)	7 (2.06)	24 (7.08)
Pillu Khera	30 (8.85)	6 (1.77)	36 (10.62)	0	25 (7.37)	11 (3.24)	13 (3.83)	23 (6.78)
Safidon	48 (14.16)	4 (1.18)	52 (15.34)	0	16 (4.72)	36 (10.62)	15 (4.42)	37 (10.91)
Uchana	41 (12.09)	8 (2.36)	49 (14.45)	0	18 (5.31)	31 (9.14)	15 (4.42)	34 (10.03)
Narwana	43 (12.68)	15 (4.42)	58 (17.11)	0	25 (7.37)	33 (9.73)	24 (7.08)	34 (10.03)
Jind	62 (18.29)	8 (2.36)	70 (20.65)	0	23 (6.78)	47 (13.68)	15 (4.42)	55 (9.73)
Julana	41 (12.09)	2 (0.59)	43 (12.68)	0	17 (5.01)	26 (7.67)	13 (3.83)	30 (8.85)
<b>Total</b>	<b>284 (88.78)</b>	<b>55 (16.22)</b>	<b>339 (100.00)</b>	<b>0</b>	<b>133 (39.23)</b>	<b>206 (60.77)</b>	<b>102 (30.09)</b>	<b>237 (69.91)</b>

Source: Field Survey CRRID 2015

## Suggestions by Teachers for Motivation that enhance their Job Satisfaction

The interviewed teachers suggested the following:

- There is need to orient the teachers towards teaching–learning process instead of teaching by lecture method only with focus on teaching-learning activity centered;
- Exposure trips need to be organized for students up to elementary classes and made compulsory along with classroom learning;
- Priority needs to be given to training programmes for teachers relating day to day changes in curriculum.

### B. Teacher's Attendance

#### 1. Teaching Days in Month

As has been stated earlier, none of the teachers was found part-time teacher or appointed under SSA. Among 339 surveyed teachers, only 16.22 percent teachers were on contractual basis and other 83.78 percent were regular teachers. All the teachers were asked to specify the teaching days in a month. All the teachers (100%) reported to teach on an average 21 days and above in a month. They also specified that they were teaching regularly even when they are involved in other administrative work as depicted in table-III.8.

**Table-III.8**  
**Teaching Days in a Month**

Block/District	Regular Teachers			Contractual teachers			Teach Regularly Yes
	1 – 10 days	11 – 20 days	21 and above	1 – 10 days	11 – 20 days	21 and above	
Alewa	0	0	28 (8.26)	0	0	3 (0.88)	31 (9.14)
Pillu Khera	0	0	34 (10.03)	0	0	2 (0.59)	36 (10.62)
Safidon	0	0	43 (12.68)	0	0	9 (2.65)	52 (15.34)
Uchana	0	0	32 (9.44)	0	0	17 (5.01)	49 (14.45)
Narwana	0	0	41 (12.09)	0	0	17 (5.01)	58 (17.11)
Jind	0	0	66 (19.47)	0	0	4 (1.18)	70 (20.65)
Julana	0	0	40 (11.80)	0	0	3 (0.88)	43 (12.68)
<b>Total</b>	<b>0</b>	<b>0</b>	<b>284 (83.78)</b>	<b>0</b>	<b>0</b>	<b>55 (16.22)</b>	<b>339 (100.00)</b>

Source: Field Survey CRRID 2015

## **C. Optimal Use of Teaching Time**

### **2. Reaching School On-time**

100 percent teachers reported that they are reaching school on-time. Further, they were asked to specify whether they reach on-time every day, some days or rarely. All the teachers reported they reach 'every day on-time'.

### **3. Utilize Teaching Time Effectively**

Among the total teachers, 99.41 percent teachers stated that they are able to utilize teaching time effectively. They specified multiple methods of teaching in this regard such as teaching by lecture (61.36%), teaching by practical application (76.99%), participatory teaching (95.87%), teacher-student discussion including play-way and storytelling (99.12%), checking of previous day work (98.23%), use of different teaching aids (97.94%) etc. No significant difference was found among teachers across the blocks for these methods.

Only 0.88 percent of the teachers reported that they are not able to utilize teaching time effectively because:

- Involvement in the administrative work;
- Attend the workshops/seminars;
- Involvement in MDM work;
- Involvement in the government duties/sample survey/election duty/census etc;
- Simultaneously teaching more than one classes;
- No proper place for teaching;
- Lack of modern teaching aids
- Lack of conducive environment/place for the teaching purpose as table table-III.9 highlights.

**Table-III.9**  
**Optimal Use of Teaching Time**

Block/ District	Yes	No	Only teaching by lecture	Teaching by practical application	Participatory teaching	Teacher student discussion	Utilize time by checking of previous day work	Use of teaching aids	Any other, specify
Alewa	31 (9.14)	0	17 (5.01)	22 (6.49)	31 (19.14)	31 (19.14)	30 (8.85)	31 (9.14)	0
Pillu Khera	35 (10.32)	1 (0.29)	19 (5.60)	23 (6.78)	31 (19.14)	35 (10.32)	34 (10.03)	34 (10.03)	2 (0.59)
Safidon	52 (15.34)	0	29 (8.55)	38 (11.21)	50 (14.75)	52 (15.34)	52 (15.34)	51 (15.04)	1 (0.29)
Uchana	49 (14.45)	0	30 (8.85)	38 (11.21)	49 (14.45)	49 (14.45)	49 (14.45)	48 (14.16)	0
Narwana	58 (17.11)	0	48 (14.16)	51 (15.04)	56 (16.52)	58 (17.11)	57 (16.81)	57 (16.81)	0
Jind	70 (20.65)	0	36 (10.62)	53 (15.36)	67 (19.76)	69 (20.35)	70 (20.65)	70 (20.65)	0
Julana	42 (12.39)	1 (0.29)	29 (8.55)	36 (10.62)	41 (12.09)	42 (12.39)	41 (12.06)	41 (12.09)	0
<b>Total</b>	<b>337 (99.41)</b>	<b>2 (0.59)</b>	<b>208 (61.36)</b>	<b>261 (76.99)</b>	<b>325 (95.87)</b>	<b>336 (99.12)</b>	<b>333 (98.23)</b>	<b>332 (97.94)</b>	<b>3 (0.88)</b>

Source: Field Survey CRRID 2015

### Part-III

#### Dropout Rate Reduction/Retention of Students

##### 1. Perception of Teachers on Dropouts during Academic Year

This section is based primarily on the perception of the teachers about the dropout rates/students' retention in their respective schools. 24.48 percent of the teachers reported that their schools have registered dropout case, while 75.52 percent teachers reported no dropout cases. However, the teacher reporting dropout cases told that their school registers show only the number of students reflected as long absentees. Generally, students who remain long absentees belonged to either temporary residents, or belonged to migrant families/economically weaker families. Among the responses of teachers on yes/no, 339 teachers reported reasons on dropouts and long absentees of students. The main reasons specified are given below as well as depicted in table-III.10.

**Table-III.10**  
**Perception of Teachers on Dropouts and Long Absentees**

Block/ District	Dropouts (Yes)	No Dropouts (No)	Dropouts and Long Absentees	Main Reasons							
				Migrat ion to other places	No intere st in study	Parents not taking interest in child's study	Involved in domestic chores	To look after siblings	Early marriage	Start working in others home	Health of students
Alewa	2 (0.59)	29 (8.55)	2 (0.58)	0	2 (0.59)	0	0	0	0	0	0
Pillu Khera	13 (3.83)	23 (6.78)	20 (5.89)	1 (0.29)	10 (2.95)	3 (0.88)	4 (1.18)	0	2 (0.59)	0	0
Safidon	16 (4.72)	36 (10.62)	26 (7.66)	7 (2.06)	12 (3.54)	4 (1.18)	1 (0.29)	0	1 (0.29)	1 (0.29)	0
Uchana	9 (2.65)	40 (11.80)	14 (4.12)	2 (0.59)	7 (2.06)	2 (0.59)	1 (0.29)	1 (0.29)	0	0	1 (0.29)
Narwana	16 (4.72)	42 (12.39)	28 (8.25)	6 (1.77)	11 (3.24)	3 (0.88)	3 (0.88)	2 (0.59)	0	1 (0.29)	2 (0.59)
Jind	10 (2.95)	60 (17.70)	16 (4.71)	3 (0.88)	8 (2.36)	1 (0.29)	1 (0.29)	1 (0.29)	0	1 (0.29)	1 (0.29)
	17 (5.01)	26 (7.67)	32 (9.43)	7 (2.06)	10 (2.95)	4 (1.18)	6 (1.77)	1 (0.29)	0	1 (0.29)	3 (0.88)
<b>Total</b>	<b>83 (24.48)</b>	<b>256 (75.52)</b>	<b>138 (40.71)</b>	<b>26 (7.67)</b>	<b>60 (17.70)</b>	<b>17 (5.01)</b>	<b>16 (4.72)</b>	<b>5 (1.47)</b>	<b>3 (0.88)</b>	<b>4 (1.18)</b>	<b>7 (2.06)</b>

Source: Field Survey CRRID 2015

- The most significant reason for no interest in study.
- The dropouts has come out to be migration of families to other places followed by parents not taking interest in child's study;
- Involvement in domestic chores and health of students
- The present school curriculum does not add to children's employability/income generating opportunities after completion of schooling. Therefore the time spent in school.
- And expenses incurred on education are considered useless by the families of economically weaker sections of the society.
- The poverty of parent's lack of concern towards schooling of children.
- Parents are totally pre-occupied with livelihood activities and often child's labour is also used to supplement of family income.

## **2. Suggestion to Reduce Dropout Rate and Retain Students in the Class**

When asked to give suggestions for reduction in dropout rates and retention of students in the schools, most of teachers suggested the following measure:

- Teachers should be oriented to motivate the parents and the pupils for continuity in study;
- Periodic door to door survey by teachers;
- Provision of sufficient funds for improvement of schools, which includes basic amenities--drinking water, separate hygienic toilets, better sitting/seating pattern of boys and girls in classes etc.;
- The students in the government schools are mostly coming from weaker sections of the society—scheduled castes, OBCs, marginal and landless farmers/workers, hence the chances of dropouts are higher;
- Need to create interesting conducive learning environment in school through combined teaching + co-curricular activities + counseling etc.;
- Need to introduce some vocational skills as co-curricular activities like carpentry, clay modeling, stitching etc. at elementary level that may attract the students, which will help to continue the studies and after the elementary level they may be able to have a better future;
- Teaching aids like audio-visual equipments need to be implemented to retain the children in school. The information about teachers (339) who gave multiple suggestions (339) to reduce dropout rates and retain students in the school has been given in table-III.11.

**Table-III.11**  
**Suggestion how to reduce dropout rates and retain students in the class**

Block/ District	Yes	No Reply	1	2	3	4	5	6	7	8	9	10	11
Alewa	31 (9.14)	0	0	0	1 (0.29)	0	0	2 (0.59)	0	0	0	31 (9.14)	0
Pillu Khera	36 (10.62)	0	0	0	0	0	0	2 (0.59)	0	1 (0.29)	0	36 (10.62)	0
Safidon	52 (15.34)	0	0	0	0	0	0	5 (1.47)	0	2 (0.59)	0	52 (15.34)	0
Uchana	49 (14.45)	0	0	0	0	0	0	0	0	1 (0.29)	0	49 (14.45)	0
Narwana	58 (17.11)	0	0	0	0	0	0	1 (0.29)	0	0	0	58 (17.11)	0
Jind	70 (20.65)	0	0	1 (0.29)	1 (0.29)	0	0	3 (0.88)	0	2 (0.59)	0	70 (20.65)	0
Julana	43 (12.68)	0	0	0	0	0	0	0	0	1 (0.29)	0	43 (12.68)	0
<b>Total</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>	<b>0</b>	<b>1</b> <b>(0.29)</b>	<b>2</b> <b>(0.59)</b>	<b>0</b>	<b>0</b>	<b>13</b> <b>(3.83)</b>	<b>0</b>	<b>7</b> <b>(2.06)</b>	<b>0</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>

Source: Field Survey CRRID 2015

1. Better teaching learning process, 2. Availability of quality of teacher, 3. Availability of quality of required infrastructure, 4. Conveyance to school, 5. Better classroom environment, 6. Interaction of peer group, 7. Create interest in teaching, 8. Continue to provide MDM, 9. Co-curricular activities, 10. Teachers should motivate parents for continuity in study, 11. Any other.

## Part-IV

### Why the Government Schools are not being preferred

There has been a rapid increase in the proportion of school going age children for enrolment in elementary schools due to the efforts of the government in initiating programmes like Sarva Shiksha Abhiyan, MDM, RMSA etc. This increase has been noticed not only in government schools but also in private schools more so in the last decade. The Right To Education (RTE) while accepting this fact has made provision to reserve up to 25 percent of seats in private schools for the students of disadvantaged sections of the society. The private schools are being preferred in anticipation of better infrastructure, better standards of teaching-learning aids, efforts made for personality development, better opportunities for admission in professional institutions. On this question, the survey results revealed that 98.62 percent teachers reported that government schools are not being preferred because:

- Not preferring the government schools due to economically well of parents (91.74%)
- Preference of private schools for better infrastructure (50.74%);
- Preference for CBSE/ICSSE Board (32.74%) as government school conduct examination from Haryana School Education Board;

- English as a medium of instruction in private schools (51.92%).
- Availability of mode of transport (47.79%)
- Any other (30.09 %)

The other concerned reasons are highlighted in table-III.12.

**Table-III.12**  
**Reason: Why the Government Schools are not being preferred**

Block/ District	Yes	No	1	2	3	4	5	6	7	8	9
Alewa	30 (8.85)	1 (0.29)	14 (4.13)	1 (0.29)	7 (2.06)	30 (8.85)	1 (0.29)	10 (2.95)	3 (0.88)	2 (0.59)	8 (2.36)
Pillu Khera	36 (10.62)	0	15 (4.42)	1 (0.29)	1 (0.29)	33 (9.73)	1 (0.29)	9 (2.65)	4 (1.18)	1 (0.29)	1 (0.29)
Safidon	52 (15.34)	0	30 (8.85)	1 (0.29)	4 (1.18)	48 (14.16)	1 (0.29)	13 (3.83)	9 (2.65)	0	6 (1.77)
Uchana	48 (14.16)	1 (0.29)	24 (7.08)	0	3 (0.88)	43 (12.68)	0	18 (5.31)	3 (0.88)	2 (0.59)	3 (0.88)
Narwana	58 (17.11)	0	31 (9.14)	1 (0.29)	4 (1.18)	52 (15.34)	2 (0.59)	22 (6.49)	7 (2.06)	0	5 (1.47)
Jind	68 (20.06)	2 (0.59)	32 (9.44)	1 (0.29)	4 (1.18)	65 (19.17)	3 (0.88)	23 (6.78)	4 (1.18)	1 (0.29)	9 (2.65)
Julana	43 (12.68)	0	26 (7.67)	0	3 (0.88)	40 (11.80)	2 (0.59)	16 (4.72)	5 (1.47)	0	3 (0.88)
<b>Total</b>	<b>335</b> <b>(98.82)</b>	<b>4</b> <b>(1.18)</b>	<b>172</b> <b>(50.74)</b>	<b>5</b> <b>(1.47)</b>	<b>26</b> <b>(7.67)</b>	<b>311</b> <b>(91.74)</b>	<b>10</b> <b>(2.95)</b>	<b>111</b> <b>(32.74)</b>	<b>35</b> <b>(10.32)</b>	<b>6</b> <b>(1.77)</b>	<b>35</b> <b>(10.32)</b>

Continue

Block/District	10	11	12	13	14	15	16	17	18
Alewa	15 (4.42)	5 (1.47)	6 (1.77)	14 (4.13)	5 (1.47)	1 (0.29)	3 (0.88)	5 (1.47)	4 (1.18)
Pillu Khera	17 (5.01)	6 (1.77)	6 (1.77)	18 (5.31)	1 (0.29)	1 (0.29)	0	1 (0.29)	16 (4.72)
Safidon	25 (7.37)	8 (2.36)	10 (2.95)	19 (5.60)	8 (2.36)	2 (0.59)	2 (0.59)	5 (1.47)	16 (4.72)
Uchana	29 (8.55)	7 (2.06)	7 (2.06)	25 (7.37)	6 (1.77)	2 (0.59)	1 (0.29)	4 (1.18)	16 (4.72)
Narwana	33 (9.73)	9 (2.65)	9 (2.65)	32 (9.44)	9 (2.65)	4 (1.18)	3 (0.88)	3 (0.88)	17 (5.01)
Jind	37 (10.91)	13 (3.83)	15 (4.42)	32 (9.44)	11 (3.24)	3 (0.88)	2 (0.59)	2 (0.59)	20 (5.90)
Julana	20 (5.90)	9 (2.65)	10 (2.95)	22 (6.49)	7 (2.06)	0	0	2 (0.59)	13 (3.83)
<b>Total</b>	<b>176</b> <b>(51.92)</b>	<b>57</b> <b>(16.81)</b>	<b>63</b> <b>(18.58)</b>	<b>162</b> <b>(47.79)</b>	<b>47</b> <b>(13.86)</b>	<b>13</b> <b>(3.83)</b>	<b>11</b> <b>(3.24)</b>	<b>22</b> <b>(6.49)</b>	<b>102</b> <b>(30.09)</b>

Source: Field Survey CRRID 2015

1; Preference to private school because of better infrastructure, 2; Good behavior of the teacher, 3; Better teaching learning aids, 4; Economically well of parents, 5; No preference for state boards examination, 6; Preference for CBSE/ICSSSE board, 7; Parents do not want their children to sit with the children of lower class families, 8; Private schools provide better discipline, 9; Private schools encourage for personality development, 10; English as a medium of instruction, 11; Availability of clean toilet facilities, 12; Availability of safe drinking water, 13; Availability of mode of transport, 14; Availability of medical facilities, 15; Schools with Library, 16; Schools with laboratories, 17; School having internet facility, 18; Any other, specify.

### Reasons Why the Government Schools are being preferred

Besides above discussion, a few 1.18 percent teachers reported that parents, irrespective of their economic status, like to send their children to government schools because of:



- Highly qualified teachers in government schools;
- Availability of free uniform;
- Free textbooks and stationary;
- Mid-Day-Meal'
- Cost-free education.

The other reasons for getting education from government schools are highlighted in table-III.13.

**Table-III.13**  
**Reason; Why the Government Schools are Preferred**

Block/District	Yes	1	2	3	4	5	6	7	8	9	10
Alewa	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	0	0
Pillu Khera	0	0	0	0	0	0	0	0	0	0	0
Safidon	0	0	0	0	0	0	0	0	0	0	0
Uchana	1 (0.29)	0	0	0	0	0	1 (0.29)	1 (0.29)	1 (0.29)	0	0
Narwana	0	0	0	0	0	0	0	0	0	0	0
Jind	2 (0.59)	2 (0.59)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	1 (0.29)	0	1 (0.29)	0
Julana	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>4</b> <b>(1.18)</b>	<b>3</b> <b>(0.88)</b>	<b>2</b> <b>(0.59)</b>	<b>2</b> <b>(0.59)</b>	<b>2</b> <b>(0.59)</b>	<b>2</b> <b>(0.59)</b>	<b>3</b> <b>(0.88)</b>	<b>3</b> <b>(0.88)</b>	<b>2</b> <b>(0.59)</b>	<b>1</b> <b>(0.29)</b>	<b>0</b>

Source: Field Survey CRRID 2015

1. Low economic status of the family, 2. Free of cost, 3. Availability of uniform and text books, 4. Availability of Mid-Day-meal, 5. Maintenance of traditional culture, 6. Maintain proper Indian uniform style, 7; Teacher student communication in Mother Tonge,8; Students come from equal status family, 9; Gender based sitting pattern, 10; Any other.

## Part-V

### Perception of Teachers who are Considered as Parents

In realty, rich and affluent families usually prefer to send their children to English medium private schools. Haryana is no different from this phenomenon. This can also be said about the government teachers who preferred to send their wards to private schools despite being teaching in government schools. The data was also collected from these teachers on why they send their children to private schools? More than half (66.08%) of the teachers have school going children. A total of 383 children (217 boys and 166 girls) of the sample teachers are currently studying in the schools (irrespective of government/aided/private). Nearly 87.99 percent of them are studying in non-government (private/aided) schools. Despite, difference between the statistics of boys and girls as shown in III.14, the girls are also being sent to private schools. The

preference for private schools was found to be at the same level irrespective of the sex of the children.

**Table-III.14**  
**Perception of Teacher who is being considered as a Parent**

Block	Teachers having school going children		School going children			Govt. School		Aided School		Pvt. School	
	Yes	No	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Alewa	21 (6.19)	10 (2.95)	41 (10.70)	17 (4.44)	24 (6.27)	2 (0.52)	4 (1.04)	0	0	15 (3.92)	20 (5.22)
Pillu Khera	21 (6.19)	15 (4.42)	34 (8.88)	21 (5.48)	13 (3.39)	1 (0.26)	1 (0.26)	0	0	20 (5.22)	12 (3.13)
Safidon	36 (10.62)	16 (4.72)	63 (16.45)	39 (10.18)	24 (6.27)	3 (0.78)	3 (0.78)	0	1 (0.26)	36 (9.40)	20 (5.22)
Uchana	25 (7.37)	14 (4.13)	52 (13.58)	31 (8.09)	21 (5.48)	4 (1.04)	2 (0.52)	0	0	27 (7.05)	19 (4.96)
Narwana	39 (11.50)	19 (5.60)	72 (18.80)	38 (9.02)	34 (8.88)	5 (1.31)	6 (1.57)	1 (0.26)	2 (0.52)	32 (8.36)	26 (6.79)
Jind	46 (13.57)	24 (7.08)	75 (19.58)	45 (11.75)	30 (7.83)	2 (0.52)	1 (0.26)	1 (0.26)	0	42 (10.97)	29 (7.57)
Julana	26 (7.26)	17 (5.01)	46 (12.01)	26 (6.79)	20 (5.22)	6 (1.57)	1 (0.26)	0	0	20 (5.22)	19 (4.96)
<b>Total</b>	<b>224 (66.08)</b>	<b>115 (33.92)</b>	<b>383 (100.00)</b>	<b>217 (56.66)</b>	<b>166 (43.34)</b>	<b>23 (6.01)</b>	<b>18 (4.70)</b>	<b>2 (0.52)</b>	<b>3 (0.78)</b>	<b>192 (50.13)</b>	<b>145 (37.86)</b>

Source: Field Survey CRRID 2015

### Reasons of preference of Aided/Private schools

As discussed in table-III.14, 224 (66.08%) teachers were having school going children up to elementary level. All these teachers were asked to specify the reasons, why they preferred to send their children to private schools? They specified the following reasons:

- Due to CBSE/ICSE Board (24.93 %);
- Better infrastructure facilities in schools (16.32%);
- Required teacher-pupils ratio (13.65%);
- Effective classroom teaching (23.74%);
- Prepare students for competitive examinations (10.98%);
- English as a medium of instruction from class-I (34.74%);
- Participation in sports and co-curricular activities (9.79%);
- Better teacher-student communication (8.01%)

The other reasons are highlighted in the table-III.15.

**Table-III.15**  
**Perception of Teacher Why They were Preferring Private Schools as a Parent**

Block	1	2	3	4	5	6	7	8	9	10	11	12
Alewa	2 (0.59)	0	0	4 (1.19)	8 (2.37)	0	1 (0.30)	3 (0.89)	9 (2.67)	1 (0.30)	1 (0.30)	5 (1.48)
Pillu Khera	2 (0.59)	1 (0.30)	0	0	9 (2.67)	0	0	0	11 (3.26)	1 (0.30)	1 (0.30)	5 (1.48)
Safidon	7 (2.08)	2 (0.59)	3 (0.89)	4 (1.19)	16 (4.75)	3 (0.89)	0	1 (0.30)	25 (7.42)	3 (0.89)	3 (0.89)	10 (2.97)
Uchana	12 (3.56)	0	1 (0.30)	2 (0.59)	7 (2.08)	0	0	1 (0.30)	18 (5.34)	2 (0.59)	2 (0.59)	12 (3.56)
Narwana	11 (3.26)	0	2 (0.59)	6 (1.78)	17 (5.04)	0	0	3 (0.89)	21 (6.23)	6 (1.78)	6 (1.78)	13 (3.86)
Jind	12 (3.56)	1 (0.30)	1 (0.30)	3 (0.89)	21 (6.23)	1 (0.30)	0	3 (0.89)	25 (7.42)	4 (1.19)	6 (1.78)	10 (2.97)
Julana	9 (2.67)	1 (0.30)	0	1 (0.30)	6 (1.78)	0	0	2 (0.59)	8 (2.37)	3 (0.89)	3 (0.89)	7 (2.08)
<b>Total</b>	<b>55</b> <b>(16.32)</b>	<b>5</b> <b>(1.48)</b>	<b>7</b> <b>(2.08)</b>	<b>20</b> <b>(5.93)</b>	<b>84</b> <b>(24.93)</b>	<b>4</b> <b>(1.19)</b>	<b>1</b> <b>(0.30)</b>	<b>13</b> <b>(3.86)</b>	<b>117</b> <b>(34.74)</b>	<b>20</b> <b>(5.93)</b>	<b>22</b> <b>(6.53)</b>	<b>62</b> <b>(18.40)</b>

Continue

Block	13	14	15	16	17	18	19	20
Alewa	1 (0.30)	1 (0.30)	8 (2.37)	3 (0.89)	1 (0.30)	0	6 (1.78)	5 (1.48)
Pillu Khera	0	0	6 (1.78)	1 (0.30)	3 (0.89)	4 (1.19)	3 (0.89)	4 (1.19)
Safidon	2 (0.59)	0	15 (4.45)	7 (2.08)	6 (1.78)	3 (0.89)	6 (1.78)	4 (1.19)
Uchana	2 (0.59)	0	9 (2.67)	3 (0.89)	2 (0.59)	1 (0.30)	5 (1.48)	9 (2.67)
Narwana	1 (0.30)	3 (0.89)	13 (3.86)	9 (2.67)	9 (2.67)	9 (2.67)	11 (3.26)	6 (1.78)
Jind	5 (1.48)	3 (0.89)	21 (6.23)	8 (2.37)	7 (2.08)	7 (2.08)	9 (2.67)	12 (3.56)
Julana	2 (0.59)	2 (0.59)	8 (2.37)	6 (1.78)	5 (1.48)	3 (0.89)	6 (1.78)	3 (0.89)
<b>Total</b>	<b>13</b> <b>(3.86)</b>	<b>9</b> <b>(2.67)</b>	<b>80</b> <b>(23.74)</b>	<b>37</b> <b>(10.98)</b>	<b>33</b> <b>(9.79)</b>	<b>27</b> <b>(8.01)</b>	<b>46</b> <b>(13.65)</b>	<b>43</b> <b>(12.76)</b>

Source: Field Survey CRRID 2015

1; Preference to private school of better infrastructure, 2; Good behavior of the teacher, 3; Better teaching learning aids, 4; Sound economic condition of teacher, 5; Preference for CBSE/ICSSSE board, 6; Do not want to sit their children with the children of lower class families, 7; Private schools provide better Discipline, 8; Private schools encourage for personality development, 9; English as a medium of instruction, 10; Availability of clean toilet facilities, 11; Availability of safe drinking water, 12; Availability of mode of transport, 13; Availability of medical facilities, 14; Regular teacher attendance, 15; Effective classroom teaching, 16; Prepare students for competitive examinations, 17; Participation in sports and co – curricular activities, 18; Better teacher – student communication, 19; Required teacher - ratio, 20; Any other.

## Part-VI

### Assess the Implementation of Various Schemes

The successive five year plans had emphasized the need for expanding educational facilities and improving quality of education for achieving faster and inclusive growth. This was envisaged to be achieved by initiating and implementing various schemes to improve retention of children in the schools and enhance quality of education. The survey assessed the knowledge and awareness of the teachers about the implementation of various schemes in their respective schools, which are as:

- Knowledge of implementation of mid-day-meal scheme (100%);

- Cash award scheme for SC children of Classes-I-VIII covering purchase of stationary, school bags and uniforms (100%);
- Monthly stipend for BPL students of classes' I-VIII (100%);
- Rajiv Gandhi Scholarship for middle classes (61.36%)
- Monthly stipend for backward classes' students (100%)
- Monthly stipend to all SC students of classes' I-VIII (100%)
- Mukhya Mantri School Beautification Motivational Awards (10.62%)

The results revealed that majority of the teachers were aware about the schemes, which are being implemented in their respective schools as shown in the table-III.16.

**Table-III.16**  
**Assess the Implementation of Various Schemes**

Block/ District	Rajiv Gandhi Scholarship for middle Classes (VI –VII) (i)		Monthly stipend for BPL students of classes I– VII (ii)		Monthly stipend for backward classes student of classes I–VII (iii)		Cash award scheme for scheduled castes children of classes I–VII for purchase of stationary, school bags and uniforms (one time in a year) (iv)		Monthly stipend to all scheduled castes students of classes I–VIII (v)		Mid – Day Meal Scheme (b)		Mukhya Mantri School Beautification Motivational Awards (c)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Alewa	6 (1.77)	25 (7.37)	31 (9.14)	0	31 (9.14)	0	31 (9.14)	0	31 (9.14)	0	31 (9.14)	0	9 (2.65)	22 (6.49)
Pillu Khera	21 (6.19)	15 (4.42)	36 (10.62)	0	36 (10.62)	0	36 (10.62)	0	36 (10.62)	0	36 (10.62)	0	13 (3.83)	23 (6.78)
Safidon	13 (3.83)	39 (11.50)	52 (15.34)	0	52 (15.34)	0	52 (15.34)	0	52 (15.34)	0	52 (15.34)	0	0	52 (15.34)
Uchana	18 (5.31)	31 (9.14)	49 (14.45)	0	49 (14.45)	0	49 (14.45)	0	49 (14.45)	0	49 (14.45)	0	6 (1.77)	43 (12.68)
Narwana	25 (7.37)	33 (9.73)	58 (17.11)	0	58 (17.11)	0	58 (17.11)	0	58 (17.11)	0	58 (17.11)	0	2 (0.59)	56 (16.52)
Jind	29 (8.55)	41 (12.09)	70 (20.65)	0	70 (20.65)	0	70 (20.65)	0	70 (20.65)	0	70 (20.65)	0	6 (1.77)	64 (18.88)
Julana	24 (7.08)	19 (5.60)	43 (12.68)	0	43 (12.68)	0	43 (12.68)	0	43 (12.68)	0	43 (12.68)	0	0	43 (12.68)
<b>Total</b>	<b>208</b> <b>(61.36)</b>	<b>131</b> <b>(38.64)</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>	<b>339</b> <b>(100.00)</b>	<b>0</b>	<b>36</b> <b>(10.62)</b>	<b>303</b> <b>(89.38)</b>

Source: Field Survey CRRID 2015

It can be concluded from the perception of teachers on various aspects such as: best practices of managing performance of Teachers and Heads of the school; to identify systems on improvement of effective teaching; teaching performance; to achieve desired level of dropout rate, retention of sufficient students that:

- Regular orientation programme should be organized so as to apprise the teachers about all the parameters regarding the curriculum and schemes;

- Teachers need to be well versed with the respective teaching subjects;
- The way of teaching including language for need communication to be effective and focused;
- A proper mechanism should be evolved to ensure regular feedback from school both in terms of quality and quantity;
- Proper management of school funds in provision and maintenance of infrastructure, basic amenities, teaching aids and equipments etc need to be maintained;
- Yearly evaluation of the teachers preferably by third party evaluation need to be done to get good results;
- Missionary sprits amongst the teachers needs to be evolved;
- Ideal teacher-students ratio needs to be maintained;
- Cordial teacher-students relationship, more transparency in the conduct of school affairs, greater accountability of teachers would further enhance the overall image of the government schools.

### **Discussions with Principals/Heads/Teachers excluding Sample**

The field survey team discussed the critical issues of education including causes of dropouts in midway academic session from schools with Principals/Heads/Teachers, of all level of schools. The outcome of discussion is:

#### **Regarding the Causes of Dropouts**

- Disinterest of students–Sometimes students do not want to pursue education themselves and then parents involve them in family business. This is for training them for self-sustenance/ livelihood for future.
- Poor infrastructural facilities and amenities in government schools including arrangement for drinking water, toilets (especially for girls), play ground, library, sports opportunities etc. also discourage parents to send their children to these schools.

- Parents with low socio-economic background are unable to retain their children up to elementary level. Hence, the expenses incurred on education are considered useless.
- In agricultural families, the services of children (both boys and girls) are used particularly during the harvesting and sowing seasons. The services of boys are usually used in the agricultural fields and girls expected to look after domestic chores and care of siblings. Almost 50% students of rural areas miss the school due to this reason. After resuming schooling, students realize that long absence from classroom learning and practices put them in very disadvantageous position. They mostly forget the syllabus already taught and covered learnt earlier and are not able to follow the further curriculum covered in the class and lag behind from other students. These long absences from the classes ultimately becomes the cause of dropouts.
- Lack of sufficient number of qualified Teachers/ staff; their preoccupation with other govt. assigned duties; no motivation for teaching and guiding students in the right direction also leads to lack of interest among the students which ultimately leads to dropouts. Teacher's involvement in development initiatives/ schemes/programmers in the school is also very limited.
- Higher dropouts in slums near the urban areas are because of poverty and large family size.
- Many children dropout from government schools to shift to private/convent/ English medium schools with better infrastructure facilities and motivated teachers. In addition, there is feeling of upward social status among families whose children pursue studies in those private schools.
- School Education Curriculums in government schools do not include and inculcate Life Skill Education (Development of Self esteem, Confidence, Communication skill etc.). The school education does not help guide students in managing their future life, carrier/employment, dealing with people/ organizations etc. Thus their practical utility for rural populace especially among back ward/ under privilege classes is very low.

- Lack of adequate number of motivated teachers especially in rural areas.
- Method of teaching also discourages and frustrates the students as a very little time is given for students to understand the lesson instead more stress is given to making students write and students lose interest in the studies.
- Nonfunctional and ineffective monitoring system—Parent Teacher Meeting, Village Education Development Committee in place for supporting governments' efforts are ineffective.

## **Chapter-IV**

### **Conclusion and Suggestions**

The main findings on data have already been discussed in previous chapter. The following pages discuss the concluding findings and recommendations:

The study on dropout rates of school children has clearly brought out the critical dimensions of school education in Jind and the ground realities. The issue of “affordability” is of prime importance. Government schools are believed to cater to middle and lower socio-economic groups.

- Quality is contextual. It is very difficult to give a comprehensive definition of quality. The best teacher of a particular school may be a poor teacher in some other school. However, the quest for quality has been the major concern of the entire human civilization. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. In the education context, quality is seen as a complex issue as education is concerned with human being. When we describe human being as product, the description cannot encapsulate all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institutional and educational situation, social and national context.
- Teachers play a vital role in the improvement of the quality of education. In any assessment of the education system, it is important to know whether there are enough teachers, who are not only well – qualified to teach different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important and improving their skills of teaching.
- Teacher education program is an integral part of educational system, which is directly linked with the society. Its scope and objectives have become larger in the modern society. The major factors of quality concerns in teacher education are input, process and product factors.



- The skill development of teachers should be on par with their counterparts abroad. With liberalization and globalization of economic activities, the demand for teacher education at nationally comparable and internationally acceptable standards has increased. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill – development among the students.
- Although skill development is crucial to the success of the teachers in the job market, skills are of no value in the absence of an appropriate value system. Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the student teachers commensurate with social, cultural, economic and environmental realities at the local, national and universal levels.
- Our teachers are still uncomfortable with the use of technology in the classroom. They should be trained to use the technological innovations that are readily available. Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education.
- In order to manage the expanding work and complex nature of the problems of teacher education, every district should have a separate Teacher Education Administrative wing. Such wing will also be responsible for manpower planning with respect to recruitment of various levels of teachers in the concerned district. State should plan teacher education facilities in terms of teacher requirement of various subjects and grades.
- The assessment procedure should help the institutions to know its strengths, weaknesses, opportunities and threats. It should be provided with objective and systematic database for good performance.
- School curriculum is becoming more and more complex. Many new areas of knowledge are getting into the curriculum. There should be continuous in – service programme organized both through face – to – face and distance mode in order to make the teachers cope with the latest developments.

- Alternative models of teacher education programme should be experimented by institutions as practiced and succeeded.
- Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching and learning (print and non – print) instructional materials, psychological tools, etc. This will help the teachers in updating their knowledge and skills continuously as well as improving their self – esteem.
- There should be continuous monitoring of teachers in order to maintain the standard of teacher education and its quality enhancement.
- Defective selection procedures lead to deterioration of the quality of teachers. Therefore, proper selection of teachers should be made on the bases of aptitude test and personal interviews. The existing training programme does not provide adequate opportunities to the teachers to develop competency to face the varied type of situations in their real teaching life. The B.E.D programme does not totally emphasize the knowledge of the basic subject. There is no provision to increase and strengthen the knowledge of particular subjects of the teacher. The whole teaching practice remains indifferent with regard to the subject knowledge of the teacher.
- Through training the teacher should be helped so that may get transformed into an enriched and committed professional. The professional development of teachers is a “life – long’ process, which begins with the initial training and continues till retirement.
- “One of the reasons for the poor academic preparation of candidates entering the field is that there are not enough qualified teachers in the profession to satisfy demand. In order to attract more teachers into the field, the quality of the programs has decreased, and the criteria for selecting candidates of teacher education are almost non – existent”
- Teachers do not seem to realize that while for good teachers EDUSAT is a great aid, for the mediocrity it offers a challenge to their survival. The tragedy is that this innovation has failed to evoke any noticeably response anywhere with in the district.

- Generally, these parents do not have many plans for higher education of their children. “Income” is the key word in the lives of parents of these school children. A large section of the parents are illiterate and are at the survival level of income. This group especially requires that type of education, which help their children to gain employment or to engage in self-employment, after schooling.
- The existing school education system, with importance only to teaching/learning and the absence of any vocational skill development at school level do not enhance the marketability of persons (children) with education up to elementary school level.
- The role of Village Education Committees (VECs), Schools and Teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need are totally missing.
- No importance to English language in government schools is other negative point.
- Many schools though have sports grounds, extracurricular activities are not given much importance.
- Maximum number of students dropped out for pressing demand of “household chores” and supplementing the family income by participating in carrying out and helping in family occupation/livelihood and long absence from school teaching. It further leads to lack of interest of the children in studies, etc.
- Parents withdrew their children from government schools to put in the private schools, which have better learning environment, infrastructure and English as medium of instruction. (Combination of all these qualities of private schools reflects better prospects of higher education that leads to better employment opportunity).
- The very thoughtful intervention/step at grassroots level to monitor and support the school education system at the local level in the form of Village Education Committee (VEC) has been placed but is found to be non-performing. The Parent–Teacher Interactions (Meetings) also do not serve the purpose.

## Recommendations

- Although, the availability of schools are accessible even at village level but there is need to motivate parents to send their children to school.
- VECs are needed to be rejuvenated and some measures of social accountability should also be brought in to improve their functioning and performance.
- Sufficient numbers of trained and motivated teachers are needed in rural schools.
- Teachers need not be used in such non-teaching jobs which have adverse effect on teaching work.
- The State Institutes for Teachers Training need to consider for:
  - Sensitization of teachers on the issues and their motivation for improvement in dropout rates;
  - The training curriculum of teachers should include technical skill/capability in counseling, communication and negotiation etc. for dealing with prevailing attitude of parents to augment their capacities.
- Better career opportunity, incentives etc. should be thought of for better performing teachers. These may be linked with teachers' initiatives & motivation for checking dropout of school children.
- Haryana Education Department specially the School Board needs to improve close monitoring for optimal use of school funds allocated to government schools (If needed enhance the budget) specially on the following points:
  - Basic amenities–Drinking water, Separate toilets for girls/boys/staff need to be available in all schools.
  - To make the schools more interesting place for children, co-curricular activities need special attention.
  - There is urgent need to check the regular and timely supply of free school books, stationary etc.
- With recent trends of development and prospects of employment or self employment a serious thought is needed for introduction of English as a teaching

subject that need to be implemented in government schools from class-I and student counseling.

- Parent-Teacher Interaction during PTA meetings should not be considered as a formalities/obligation but needs to be used for overall development and growth of child.
- Create interesting and conducive learning environment in schools by teaching not only in traditional teaching-learning method but also through co-curricular activities and counseling.

**Appendix-II.1**  
**List of Schools (Jind District)**

S.No.	School Name	School Code	Boys/Girls	Rural/Urban	Block Name
1	GPS Alewa	13283	Co-edu	Rural	Alewa
2	GPS Gohian	13312	Co-edu	Rural	Alewa
3	GGPS Pegan	13310	Girls	Rural	Alewa
4	GMS Hassanpur	6443	Co-edu	Rural	Alewa
5	GHS Sandel	1555	Co-edu	Rural	Alewa
6	GSSS Shambo	1572	Co-edu	Rural	Alewa
7	GGPS Jind (Krishana colony)	13371	Girls	Urban	Jind
8	GPS Barsola	13345	Co-edu	Rural	Jind
9	GPS Chabri	13410	Co-edu	Rural	Jind
10	GGPS Igrah	13356	Girls	Rural	Jind
11	GGPS Jind (Haqiqat Nagar)	13376	Girls	Urban	Jind
12	GPS Jind (junction)	13379	Co-edu	Urban	Jind
13	GPS Lakhmir Wala	19205	Co-edu	Rural	Jind
14	GPS Pindara	13413	Co-edu	Rural	Jind
15	GPS Sangatpura	13352	Co-edu	Rural	Jind
16	GMS Bairo Khera	5661	Co-edu	Rural	Jind
17	GGMS Jajwan	1526	Girls	Rural	Jind
18	GGPS Sunderpur	13419	Girls	Rural	Jind
19	GHS Brah kalan	1536	Co-edu	Rural	Jind
20	GGHS Lalit Khera	1674	Girls	Rural	Jind
21	GHS Siwaha	1562	Co-edu	Rural	Jind
22	GGPS Jajwan	19077	Co-edu	Rural	Jind
23	GGSSS Sindhvi Khera	1500	Girls	Rural	Jind
24	GPS Bura Dehar	13432	Co-edu	Rural	Julana
25	GPS Garhwali	13473	Co-edu	Rural	Julana
26	GGPS Julana	13459	Girls	Urban	Julana
27	GPS Kilazafergarh	13438	Co-edu	Rural	Julana
28	GGPS Mehrara	13451	Girls	Rural	Julana
29	GGMS Dhigana	1645	Girls	Rural	Julana
30	GPS Sirsa Kheri	13369	Co-edu	Rural	Julana
31	GMS Rajgarh	5660	Co-edu	Rural	Julana
32	GHS Buana	1678	Co-edu	Rural	Julana
33	GSSS Julana	1527	Co-edu	Urban	Julana
34	GGPS Shamlo Kalan		Girls	Rural	Julana
35	GPS Bhana Brahmanan	19083	Co-edu	Rural	Narwana
36	GGPS Dhakal	13503	Girls	Rural	Narwana
37	GPS Govt.Nursury School Narwana	19101	Co-edu	Rural	Narwana
38	GPS Ismailpur	19112	Co-edu	Rural	Narwana
39	GGPS Narwana	13525	Girls	Urban	Narwana
40	GPS Narwana dhani)	13505	Co-edu	Urban	Narwana
41	GPS Rasidan	19100	Co-edu	Rural	Narwana
42	GMS Julehera	1601	Co-edu	Rural	Narwana
43	GGPS Phulia Khurd		Girls	Rural	Narwana
44	GHS Dablain	1707	Co-edu	Rural	Narwana
45	GHS Kaloda Kalan	1687	Co-edu	Rural	Narwana

46	GGHS Sacha Khera	1724	Girls	Rural	Narwana
47	GGSSS Dhanauri	1743	Girls	Rural	Narwana
48	GSSS Ujhana	1731	Co-edu	Rural	Narwana
49	GPS Alan Jogi Khera	19161	Co-edu	Rural	Pillu Khera
50	GGPS Budha Khera	19153	Girls	Rural	Pillu Khera
51	GPS Kalwa	19171	Co-edu	Rural	Pillu Khera
52	GPS Pillu Khera	19217	Co-edu	Rural	Pillu Khera
53	GHS Gangoli	1577	Co-edu	Rural	Pillu Khera
54	GMS Malshri Khera		Co-edu	Rural	Pillu Khera
55	GSSS Pillu Khera	1510	Co-edu	Rural	Pillu Khera
56	GPS Anta	19207	Co-edu	Rural	Safidon
57	GGPS Butani	19212	Girls	Rural	Safidon
58	GPS Hari Garh	19210	Co-edu	Rural	Safidon
59	GPS Khera Khemawati	19193	Co-edu	Rural	Safidon
60	GPS Safidon (Ravidas Basti)	19186	Co-edu	Urban	Safidon
61	GPS Sheela Kheri	19429	Co-edu	Rural	Safidon
62	GMS Khatla	4257	Co-edu	Rural	Safidon
63	GHS Butani	1620	Co-edu	Rural	Safidon
64	GSSS Hatt	1502	Co-edu	Rural	Safidon
65	GGSSS Chattar	1702	Girls	Rural	Safidon
66	GGPS Alipura	19288	Girls	Rural	Uchana
67	GGPS Budain	19436	Girls	Rural	Uchana
68	GGPS Ghaso Khurd	19448	Girls	Rural	Uchana
69	GPS Kalta	19296	Co-edu	Rural	Uchana
70	GGPS Kheri Masania	19256	Girls	Rural	Uchana
71	GPS Nachar Khera	19243	Co-edu	Rural	Uchana
72	GPS Uchana Kalan	19245	Co-edu	Urban	Uchana
73	GGPS Udeypur	19297	Girls	Urban	Uchana
74	GGMS Budain	1593	Girls	Rural	Uchana
75	GGHS Karsindhu	4216	Girls	Rural	Uchana
76	GHS Pehalwan	1607	Co-edu	Rural	Uchana

**Appendix-II.2**  
**List of Teachers, who were considered as Respondents**

<b>S. No.</b>	<b>Name of Respondent</b>	<b>Mobile No</b>
1	Rajinder Singh	9416147387
2	Virender	8295200192
3	Vineet Kumar	9034699754
4	Kamlesh Kumari	9467505247
5	Bimla Devi	9468451012
6	Anu	9466583858
7	Bimla Devi	9466468445
8	Mamta	9466827041
9	Kuldip Singh	9466076646
10	Surjeet Singh	9991063543
11	Virender Singh	9729360117
12	Karan Singh	9416485710
13	Naresh Kumar	9416612903
14	Vinod	9466766501
15	kanho Devi	946765908
16	Kashmiri lal	9996181133
17	Ramkesh	9050508040
18	Ajeet	9468448542
19	Vikram Singh	9729723536
20	Sartaj	9416238855
21	Bal Krishan	9416928069
22	Ranbir Singh	9467240533
23	Narinder Singh	9416485128
24	Satvir Singh	9416959294
25	Daya Shankar	9466013026
26	Santosh Devi	9416836215
27	Navdeep Kumar	9416387768
28	Rajbir Singh	9728690743
29	Rothas	9466553519
30	Subash	8295841700
31	Suman Devi	9466709770
32	Ram Phal	9416087379
33	Sanjay Kumar	9215178365
34	Parwati	9896610697
35	Sunita	9416776894
36	poonam Rani	8607734367
37	Reenu	94665996357
38	Satbir Singh	9416959732
39	pankaj kumari	9896988033
40	Satya Naryan	9034736192
41	Rajesh Kumar	9467242235
42	Ajeet singh	9466320860
43	Rajesh Malik	9295981561
44	Vinod Kumar	7206201273
45	mehander Singh	9996991551
46	krishana Chand	9466014123
47	Chader Kala	9467136925



48	Pawan Kumar	9416812499
49	Sundhar Singh	9416018344
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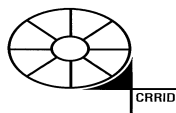
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289	Geeta	9050725202
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293	Rajwala	9478343165
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295	Neelam Devi	9466592771
296	Saroj Bala	9468070130
297	Sanjay Kumar	8901432424

298	Sarita Devi	8295532500
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301	Reena	9416608567
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305	Murthi	9728592222
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334	Shakuntla	9812240966
335	Anil Kumar	9416182617
336	Neelam Kumari	9416337207
337	Mukesh	9467240548
338	Savitri	9992128578
339	Raj Rani	9050328281

**Benchmarking Best Practices of Managing Performance of Teachers  
and Heads of Schools to identify Systems to Ensure Teacher  
Motivation, Attendance and Optimal Use of Teaching Time  
&  
Dropout Rate Reduction/Retention of Students  
&  
Why the Government Schools are not being Preferred**

**Mewat District**

**Submitted to  
Department of Economic and Statistical Analysis,  
Government of Haryana  
Yojana Bhawan, Sector-4,  
Panchkula**



**Centre for Research in Rural and Industrial Development (CRRID),  
Plot No. 2-A, Sector-19-A, Madhya Marg, Chandigarh**

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## **Chapter-I Introduction**

Haryana, a north Indian state that benefitted enormously from the Green Revolution process in 1970s and 1980s, is considered as one of the developed states in India and it comprises of 21 districts including Mewat. Most of the population in Mewat is Meo-Muslim, falling within the category of Other Backward Classes (OBCs), and the district lies very near to the capital of the country. Despite nearness to India's capital, Mewat region has not much developed; around 90% of the population in this region still lives in rural area. The present chapter provides an overview of Mewat district and outlines its importance of education and dimensions of educational facilities.

Mewat district was carved as the 20th district of Haryana from erstwhile Gurgaon and Hathin Block of Faridabad district on 4th April, 2005; Hathin sub-division was later shifted to new district Palwal in 2008. Mewat district occupies an area of 1859.61 km<sup>2</sup> and presently comprises of Nuh, Tauru, Ferozpur Jhirka and Punhana blocks, with 431 villages and 297 panchayats (Census, 2011). Nuh town is the headquarters of Mewat. There were 512 villages and 365 panchayats in Mewat district before Hathin Block was transferred to Palwal district (Wikipedia, 2014).

“Historically, Mewat-Land of the Meos, has its genesis in its tribal inhabitants, the Meo tribals. The area is a distinct ethnic and socio-cultural tract. Meos, who trace their roots to the early Aryan invasion of Northern India, call themselves Kshatriyas and have preserved their social and cultural traits to a surprisingly large extent, unlike the other tribes of nearby areas. During the regime of the Tughlak dynasty in the 14th century A.D., these people embraced Islam but till today, have maintained their age-old distinctive ethno-cultural identity. Historically, the 25 region has been extremely turbulent and has been subject to repeated invasions and resultant plundering throughout the post-Vedic period, largely due to the situational peculiarity of the area and the non-sub-jugative attitude of the people” (Mewat Development Agency, 2014).

## **Education Scenario in India**

While keeping the importance of above said subjects, the Directive Principles of State Policy (Article-14) of the Constitution of India has envisaged that “the state shall endeavor to provide within a period of ten years from the commencement of this Constitution, a free and compulsory education to all children, until they complete the age of fourteen years”. However, vouches of the Directive Principles of State Policy has remained a distance dream, even after more than 55 years of the formulation of Indian constitution. Even today, around 300 million people in the country are illiterate and rate of illiteracy is high among weaker section of the society, particularly in Scheduled Castes and Scheduled Tribes as compared to other groups of population in all the regions of India. Nearly three decades ago, the National Policy on Education (1986) stated that “the state shall undertake to provide free and compulsory education for all children up to the age of 14 with a time bound programme in consistency with the availability of resources and with emphasis on universal enrolment, universal retention and substantial improvement in the quality of education”. In 2002, the Parliament has passed the constitutional 86<sup>th</sup> Amendment Act to make Elementary Education a Fundamental Right for Children in the age-group of 6-14 years. The primary and elementary educations are the stepping stones of the educational development. The Government of India and many state governments have initiated several programmes for the universalization of primary and elementary education in the country with a focus on gender and social equity. Some of these programmes implemented as: Operation of Block Board (OBB); Total Literacy Campaign (TLC); Non-formal Education (NFE); Education Guarantee Scheme (EGS); Alternative Innovative Education (AIE); and Sarva Shiksha Abhiyan, (SSA) respectively but now the government’s stress has been given on Right to Education (RTE).

During 11<sup>th</sup> and 12<sup>th</sup> Plan period, the Government of India has been emphasizing on achieving universal elementary education by making periodic interventions for improvement in the education scenario through implementation of a range of government schemes and many flagship programmes. Sarva Shiksha Abhiyan is one of

the main flagship programmes which are also an attempt to provide an opportunity for improving human capabilities of all children through provision of community-owned quality education in a Mission mode. Sarva Shiksha Abhiyan covers: (i) a programme with a clear time frame for universal elementary education; (ii) a response to the demand for quality basic education all over the country; (iii) an opportunity for promoting social justice through basic education; (iv) an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent Teacher and Mother-Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools; (v) An expression of political will for universal elementary education across the country; (vi) a partnership between the centre-state and the local government; (vii) An opportunity for states to develop their own vision of elementary education. The programme covers the entire country with a special focus on educational needs of girls, scheduled castes and scheduled tribes and other children in difficult circumstances. It also envisages bridging of gender and social disparities at the elementary level. The Sarva Shiksha Abhiyan has a special focus on the educational needs of girls, SCs and STs and other children in difficult circumstances.

Twelfth Five Year Plan (2012-2017) stated that there has been improvement in the extension of primary education, both with regard to increase enrolment and reduce of dropout rates. Despite, the absolute numbers of children who are out-of-school remains large. There is need to confront the greater challenge of improving the quality of school education through extensive and improved teacher training, upgrading curriculum and enforcing of accountability in teachers attendance.

Shift from SSA to RTE in the 12<sup>th</sup> Plan Period with Mission mode implementation under SSA has, undoubtedly, contributed to substantial achievements in universalizing access and enrolments, especially among hitherto unreached children. However, mission mode implementation was also expected to influence and reform the mainstream education department to take up the challenge of universal elementary education. This has met only limited success, and over the last ten years the education departments and SSA

mission agency have tended to function as dual and parallel structures. The need to give attention to this dichotomy was recognized by the Committee on 'Implementation of RTE and Resultant Revamp of SSA'. Since the implementation of RTE began, the SSA was operational, it was considered prudent, as an interim measure, to use a modified SSA as the vehicle of implementation of RTE. The understanding was that by the middle of the 12<sup>th</sup> Plan a new modality of implementation of RTE would be ready to replace SSA. The RTE Act confers a permanent right to free and compulsory education of equitable quality on the children of India for all times to come. It requires the whole education department to work together in a unified manner, and necessitates a fundamental change in the governance structure. It is, therefore, necessary to put in place systems and mechanisms for a shift from the SSA project-based approach to RTE.

The RTE Act looks into surveys that will monitor all neighborhood identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government." A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and teacher motivation are made in the Act reflecting to education for all.

Government stated that "to improve the enrolment and reduction in dropout rates, the public-private partnership (PPP) is necessary". The Act has provisions for compensating private schools for admission of children under the 25 percent quota for disadvantaged children in government and private unaided schools. This measure, along with the increase in PPP has been viewed by one organization such as, the All-India Forum for Right to Education (AIF-RTE), as the state abdicating its "constitutional obligation towards providing elementary education to all".

## **Education Scenario in Haryana**

The State of Haryana recognizes State and Centre level educational policies after its independent existence since 1966. The efforts of the Haryana Government are tremendous in establishing the educational institutions (schools) of all level, so that every child has access to education. Education is recognized to be instrumental in facilitating holistic development of an individual and of the society as a whole. The dimension of education not only encompasses the supply side composed of educational infrastructure and resources, it also places an equal importance on the demand side which includes people's perceptions about importance of education and dimensions of utilization of educational facilities. Understanding that an individual requires basic education not only for being trained on a skill but to develop personality specific traits which are conducive for effective living, it has been given the stature of a fundamental right in India. This section explores the educational situation in the three analysis categories.

This study contributes to the literature by assessing the performance of the country in terms of educational diffusion and identifying the lingering areas of unevenness in the achievement so far attained even after the EFA (Education For All) decade using the data available for the state of Haryana in North India.

To begin with, the literacy rates are observed in the state. Mewat continues to have the lowest percentage of literate population. A gender disaggregated perspective yields extremely low literacy levels for women in Mewat. While women are underrepresented across level of education primary, middle, secondary & higher education, the worst situation emerges from Mewat. The overall literacy rates are also found to be considerably lower in Mewat when compared with the rest of the state.

The present study highlights an overview of the progress of literacy and infrastructural development achieved by the Mewat district in a comparative perspective. Based on primary data collected from five blocks in the district, the spread of school education is further examined. Both school entry (enrolled) and completion (retention) are

considered as indicators of the success of school education. The complexities of unevenness are further exposed with spatially disaggregated analyses for identifying policy focus.

## Classification of Schools

Table-I.1 reveals the status of primary, middle, and high/senior secondary schools located in Haryana state along with district Mewat for the year 2010–12. The current situation seems same of 2010-12 (Statistical Abstract 2014). Figures for Mewat and the rest of blocks emerge to be comparable with at least one primary school per village. The situation deflates while exploring the trends for middle and senior secondary schools. While in case of middle schools, Mewat emerges to be the region with the highest average number of middle schools per village. The situation completely reverses in case of senior secondary schools. In case of Mewat, the proportions of senior secondary schools are not many in number as required. The table below discusses teacher-students ratio, as statistically slight variation was found between the data of state and district. However, teacher-student ratio has been found higher in respect to primary classes as compared to middle and secondary classes. Therefore, it may be considered one of the cause of dropout and the reason of non-preference of government run schools. However, Haryana state has adopted RTE scheme under which all children are able to get free under Compulsory Education Rules-2011.

**Table-I.1**  
**Classification of Government and Non-government (recognized) Schools**

Teacher students	Haryana						Mewat		
	Government			Non-government			Government		
	Primary	Middle	Secondary/ Sr Secondary	Primary	Middle	Secondary / Sr Secondary	Primary	Middle	Senior/ Sr. Secondary
Number of Schools	9,360	2,331	3,214	4,644	1,152	3,890	548	272	70
Teachers	44902	38576	72932	-	-	-	3071	866	1246
Students	2443613	1280868	1523303	-	-	-	180958	50613	21054
Teacher-students Ratio	1:54	1:33	1:48	-	-	-	1:58	1:58	1:16

**Source:** Department of Economic and Statistical Analysis Haryana 2014

**Note:** Figures in parenthesis show the percentages calculated from the state level data



State has launched the “Parvesh Utsav” programme in all the government schools for the enrolment, retention and transition of students for the classes’ I-VIII (age group 6-14 years) and classes IX-XII (age group 15-18 years). During this, the target is to bring 100 percent children of the age group 6—18 years in the main stream of education. ‘Shiksha Setu’ card also provided to each child studying in government schools first time in the state. Card has an “information tool” for parents, which explains financial and educational entitlements of school going children.

However, the government is effectively improving the status of education by controlling dropout rates of students and retaining students in schools but there is gap in rural-urban school education as well as in male-female equality in school education. Although the Government of Haryana is continuously involved in strengthening the education scenario by providing good infrastructure and qualified teachers, yet it has been observed that the government schools are not being preferred by the well-off families for opting government school education. Therefore it has been observed that government schools mainly remained for weaker sections of the society. The present study tries to find out the causes of dropouts as well as why the government schools are not being preferred by the above average income group families.

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## **Chapter-II Outline of the Study**

The present chapter discusses the rationale, objectives, methodology including sampling and tools used for data collection of the assigned study. The role of a state government is much more important for providing 'Education to All' up to the age of 14 years. It is also endorsed by the Constitution of India. As laid down in the Constitution, education related issues are concurrent but more responsibility has been laid on the state governments. The study highlights, 'evaluation and analysis the problems of: reducing dropout rates; retaining the students in schools; managing performance of teachers and heads of schools; ensure teachers' motivation, attendance and optimal use of teaching time; and non-preference for state government schools', through given methodologies. The discussed subjects were rationalized as.

### **Rationale**

Illiteracy is a great problem of the state. This is because of dropout rates, enrolment retention, and teachers' motivation in teaching and teaching time. As per provisional data of Census 2011, the total literates are 16,904,324 (76.1%) including 9,991,838 (85.38%) males and 6,912,486 (66.77%) females. Concerning 100 percent literacy in the state, the government has to adopt new strategies despite the current schemes being implemented, particularly for girls at school level. Concessions and incentives for girls especially those belonging to backward/EWS and scheduled castes and will go a long way in promoting female education. They are provided with free uniform, books, stationery and sometimes awarded scholarships and reimbursement of tuition fees. According to RTE Act, the state government shall have the responsibility of enrolling the child, ensuring attendance and completion of eight years of schooling. Still these strategies are not enough. Therefore, new strategies need to be adopted to fulfill the targets of reducing dropout rates, retaining children in the school and to attract the children and parents for state government schools. It is essential to understand, how the dropout rates could be reduced and students could be retained in schools? It is also necessary to find out the causes of non-preference of government schools by parents.

Thus, the proposed study justifies having scope to find out the causes through the perception of teachers and parents.

### **Objectives of the Study**

The present study aims to understand the current magnitude of the problem within the broad framework of the study. The major objectives of the study are:

- To find out ways and means of improvement in the performance of teachers and head of schools;
- To identify systems to ensure teacher motivation, attendance and optimal use of teaching time effective or not.;
- To find out targets under dropout rate reduction/retention of students achieved up to the desired level;
- To find out steps taken by state government to reduce dropout rate and retention of students are sufficient. If not, suggestions for the same;
- To find out the main reasons why government schools are not being preferred;
- To find out the extent to which the various scheme regarding education have been implemented;
- To find out the overall impact of the education systems;
- To find out the follow-up and monitoring system of the departmental authorities;
- To find out the bottlenecks faced in the implementation of educational programmers.

The overall aim of this evaluative study is to assess overall effectiveness of the schemes run by the state government and to know whether the objective of quality education that needs to be improvement in dropout rates and retention of students and to find out why government schools are not being preferred?

### **Approach and Methodology**

In Mewat district the government school/network is quite vast and diversified. It mainly consists of rural schools, covering co-educational, boys and girls schools. Mewat the

most backward district in the state – is more modern than others when it comes to madrasa education system. “In primary level every madrasa teaching of basic Hindi, English, Science and elementary Mathematics apart from Urdu and Quran is common in this area. About 85 percent of the existing madras’s in the Haryana district teach both religious and modern subjects and so its graduates get both traditional jobs (at mosques and madrasas). Madrasa education system is running here since sultanate period. People of the district favour modern education with religious education in madras’s as due to poor economic condition they can’t send their children to the Private schools. They prefer their children to get madras’s education.

The universe of the sample schools has been found to be quite large and extensive. The process of data collection was appropriate under sampling frame. The study was conducted in a holistic manner, in order to comprehend various inter-related issues pertaining to improve the desired levels despite several state and centrally sponsored schemes and programmes.

The present study tries to assess the situation and suggest new methods to make teaching more effective and improve the education status in the district of Mewat. Different variable have been considered for analysis of benchmarking best practices of managing performance of teachers/head of schools, teachers’ motivation, attendance and optimal use of teaching time, dropout rate reduction/retention of students and non-preferred government schools. The study will suggest way-out measures on the data collected from teachers including teachers as parents. To meet the objectives of the study both the primary and secondary data were collected and examined on various dimensions from teachers and schools. The questionnaire was prepared on the basis of objectives of the study.

## Sampling Design

### (c) Area of the Study—Mewat District

At initial stage, the study was conducted in Mewat district. The district has Five blocks—Ferozpur Jhirka, Nagina, Nuh, Punhana, and Taoru. The primary data was collected during July – August 2015 from all the five blocks of Mewat district.

### Selection of Schools

For the evaluation, all the blocks were selected for collection of data from teachers of different schools, which are given in table-II.1 and appendix -II.1.

**Table-II.1**  
**Selection of Surveyed Schools**

Block/ District	Number of schools						Total
	Rural			Urban			
	Boys	Girls	Co-education	Boys	Girls	Co-education	
Ferozpur Jhirka	-	-	23	-	-	-	23
Nagina	2	1	16	-	-	-	19
Nuh	2	2	20	-	-	-	24
Punhana	-	5	20	-	-	-	25
Taoru	5	3	12	-	-	-	20
<b>Total</b>	<b>9</b>	<b>11</b>	<b>91</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>111</b>

**Source:** Listed received from Department of Elementary Schools

Out of the total 844 government schools located in Mewat district, 111 schools were covered for data collection through the process of random sampling. Initially the sample of 10 percent schools was selected but a sample of 13.5 percent of schools was considered. The reason being of shortage of teachers in the middle level schools hence the same has been increased to 13.5 percent to bridge up the gap in the district. The list of 3.5 percent added sample is provided by DEEO office Mewat. The sample schools were selected on interval basis from the list of schools provided by the department. As a total all the 111 schools was considered having elementary level education. The sample schools were chosen from rural schools as in the district, there was no urban schools exist.

## Selection of Respondents

The study covers a sample of stakeholders consisting of teachers and heads of elementary level. All the teachers present on the day of survey were selected for interview. In all, a total sample of 371 teachers was covered consisting of 283 regular teachers and 88 contractual teachers in the elementary level schools. Out of 371 surveyed teachers, 272 teachers, who have school going children in age group between 6-14 years were considered as parents. These teachers were asked additional questions related with the preference of education of their children irrespective in government or private schools. The table-II.2 and appendix-II.2.

**Table-II.2**  
**Status of Surveyed Teachers**

Blocks	Status		Total
	Regular	Contractual	
Ferozpur Jhirka	36	20	56
Nagina	29	12	41
Nuh	87	11	98
Punhana	55	34	89
Taoru	76	11	87
<b>Total</b>	<b>283</b>	<b>88</b>	<b>371</b>

Source: Field survey, CRRID, 2015

## Tools for the Study

Keeping in view of the objectives of the study, a structured interview schedule (questionnaire) was prepared to document primary data from each selected teacher. Apart from this, the data was collected from the surveyed schools pertaining to the years 2010-2015 for which dropout rate figures were captured from school attendance register.

The methods of investigations of primary data include

- (i) School-level survey;
- (ii) Focus Group Discussion (FGD) with teachers, and teachers.

## Design of Questionnaire

A questionnaire containing all the relevant questions was prepared for administering the target respondents, (teachers and teachers as parents). The questionnaire was approved by the concerned Education Department (Elementary schools).

### **Field Survey**

The actual field work for the study was carried out from 27<sup>th</sup> July to 27<sup>th</sup> August 2015.

### **Data Processing, Analysis and Report Writing**

The collected data was processed, tabulated and analyzed by using percentages with the help of statistical package of social sciences tools and techniques. The draft report has been written on the basis of objectives. The interpretation was based on the policy pointers that have emerged from the field data results. The draft report has suggested some measures on results.

### **Utility of the study**

The study covered different aspects related to Benchmarking Best Practices of Managing Performance and Heads of Schools to identify systems to ensure motivation, attendance and optimal use of teaching time in government schools in Mewat district. It has immense utility for all the stakeholders to improve the status of their schools by addressing a set of shortcomings. Besides, the study will also be useful for other assigned districts on a similar pattern on the basis of findings, and recommendations, which would be forwarded for consideration of the State Government.

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## **Chapter-III**

### **Perception of Teachers on Assigned Subjects**

The chapter analyzes the data collected from 111 selected schools of the district. It discusses the issues covering “Benchmarking Best Practices, Dropout Rate/Reduction/Retention of students and no preference to government schools in Mewat district”. The information and data on some of the important parameters with respect to the above was collected at the school level from the teachers/heads/in-charge the respective schools. The data collected with the help of a structured questionnaire includes the perception of teachers as well as information on dropout rates from the school register through informative sheets. The chapter also highlights some suggestions on the findings in respect of each issue, which will be helpful for policy matters.

A structured questionnaire was canvassed to collect the information and data relating to various aspects of non-preference for the state government schools, reasons for dropouts, retaining students in schools and best practices to be used for maintaining quality of education. The questionnaire was administered to 371 primary/elementary level teachers, teaching in either primary/elementary/secondary/senior secondary schools located in Mewat district. In addition, datasheets was also used to collect information on dropout rates from the class register of selected schools.

#### **Part-I**

#### **Profile of Teachers**

Teachers play a vital role in the improvement of the quality of education. On teachers’ day, Honorable President of India, Pranab Mukherjee spoke, “To build India of our dreams, the foremost task before us is to improve the quality of education infusing modern technologies and addressing the concerns of equality.... Education has to liberate a person from narrow world view and from the boundaries of caste, race and gender. Teachers have been entrusted with the responsibility of moulding young minds to understand the world and make it better. To achieve this, teachers working in



schools, colleges and universities need to define to themselves what it is to be a teacher and what effort can make their performance meaningful to achieve this aim. This is a high time for introspection.” (Tribune news Sep 5, 2015) In any assessment of the educational system, it is important to know whether there are enough teachers, who are not only well – qualified to teach different subjects, but are also able to cope with the changing curriculum and co-curricular activities in improving the skills of teaching.

The profile of teachers shows their diverse status.

**(a) Designation and Status**

The designation of the teachers varies as 17.52 percent were headmaster/misters, and 6.20 percent school-in-charge up to elementary level. Comparing all the blocks, the variation of teachers also found due to variation in number of schools in each blocks. Majority of the teachers 26.42 percent were interviewed in the Nuh block. Overall 371 teachers were interviewed. Among them, 76.28 percent of the teachers were regular and the remaining 23.72 percent teachers were employed on contract-basis either guest teachers, part-time teachers or adjusted under SSA scheme. The percentage of contractual teachers was highest for the Punhana and Ferozpur Jhirka blocks followed by Nagina, where as Taoru and Nuh blocks has equal number of contractual teachers as highlighted in table-III.1.

**Table-III.1  
Designation and Status of Teachers**

Block/ District	Designation				Status	
	Headmaster/ Mistress	Teachers	School In-charge	Total	Regular	Contractual
Ferozpur Jhirka	13 (3.50)	36 (9.70)	7 (1.89)	56 (15.09)	36 (9.70)	20 (5.39)
Nagina	7 (1.89)	28 (7.55)	6 (1.62)	41 (11.05)	29 (7.82)	12 (3.23)
Nuh	18 (4.85)	76 (20.48)	4 (1.08)	98 (26.42)	87 (23.45)	11 (2.96)
Punhana	13 (3.50)	73 (19.68)	3 (0.81)	89 (23.99)	55 (14.82)	34 (9.16)
Taoru	14 (3.77)	70 (18.87)	3 (0.81)	87 (23.45)	76 (20.48)	11 (2.96)
<b>Total</b>	<b>65 (17.52)</b>	<b>283 (76.28)</b>	<b>23 (6.20)</b>	<b>371 (100.00)</b>	<b>283 (76.28)</b>	<b>88 (23.72)</b>

Source: Field survey, CRRID, 2015

## (b) Gender and Age-wise Status of the Teachers

A gender disaggregated investigation reveals stark gender imbalance in the availability of teachers. Gender and age-wise status of teachers vary. Consistent with the trends emerging with respect to the work participation rate, the proportion of female teachers in schools is found to be tremendously low. At the elementary level, the representation of female teachers deteriorates progressively in all the blocks.

Majority of the teachers (91.37%) were males and the remaining 8.63 percent were females. The proportion of male teachers was highest with 24.26 percent for Nuh block and lowest for Nagina block, which is 11.05 percent. The age distribution of teachers in the district reveals that majority of teachers (48.25%) fall in the age group of 41-50 years. Only 3.77 percent teachers were below the age of 30 years and the rest 41.78 percent teachers fall in the age group of 31-40 years and 6.20 percent was in the age group of 51–60 years. However, majority of teachers in all the blocks belonged to two major age categories i.e. 31-40 and 41-50 years, as shown in table-III.2. Thus, it has been found that they were in the capacity to reply the relevant answers to the questions asked to them. Gender balance needs to be induced at every level, among teachers. Given the backwardness in the region, as female teachers are required who could encourage parents more to send their girl children to schools?

**Table-III.2**  
**Gender and Age-wise Status of the Teachers**

Block/District	Gender			Age ( in range years)			
	Male	Female	Total	Up to 30	31 -40	41 - 50	51 - 60
Ferozepur Jhirka	51 (13.75)	5 (1.35)	56 (15.09)	1 (0.27)	24 (6.47)	27 (7.28)	4 (1.08)
Nagina	41 (11.05)	0	41 (11.05)	1 (0.27)	16 (4.31)	23 (6.20)	1 (0.27)
Nuh	90 (24.26)	8 (2.16)	98 (26.41)	5 (1.35)	36 (9.70)	49 (13.21)	8 (2.16)
Punhana	77 (20.75)	12 (3.23)	89 (23.99)	6 (1.62)	33 (8.89)	47 (12.67)	3 (0.81)
Taoru	80 (21.56)	7 (1.89)	87 (23.45)	1 (0.27)	46 (12.40)	33 (8.89)	7 (1.89)
<b>Total</b>	<b>339</b> <b>(91.37)</b>	<b>32</b> <b>(8.63)</b>	<b>371</b> <b>(100.00)</b>	<b>14</b> <b>(3.77)</b>	<b>155</b> <b>(41.78)</b>	<b>179</b> <b>(48.25)</b>	<b>23</b> <b>(6.20)</b>

Source; Field Survey CRRID 2015

### (c) Educational Qualifications

It is an accepted fact that higher qualifications of teachers are positively linked with the quality of teaching. In all five (5) blocks comparing the qualification of teachers in elementary school level, Only one teacher i.e. 0.27 percent reported with having highest qualification (M.Phil), 26.41 percent post graduation + B.Ed., followed by graduation + JBT (23.45%), graduation + B.E.D (16.44%), post graduation + JBT (10.24%) and so on as depicted in the table-III. Comparing all the blocks, higher numbers of teachers having highest qualification were found teaching in the schools of Punhana, followed by Taoru and Nuh blocks respectively. As shown in table III. 3.

**Table-III.3**  
**Educational Qualification of Teachers**

Block/ District	Qualification								Total
	M.Phil/ Ph.D	Post Gradation/ B.Ed.	Graduate/ B.Ed.	10 + 2, JBT/ETT	10 +2/ Art and Craft JBT/Gayani/ Parbakar	Diploma	Graduate/ JBT	Post Graduate/ JBT	
Ferozepur Jhirka	0	17 (4.58)	12 (3.23)	4 (1.08)	4 (1.08)	1 (0.29)	13 (3.50)	5 (1.35)	56 (15.09)
Nagina	0	11 (2.96)	3 (0.81)	8 (2.16)	2 (0.54)	2 (0.54)	13 (3.50)	2 (0.54)	41 (11.05)
Nuh	1 (0.27)	20 (5.39)	11 (2.96)	18 (4.85)	5 (1.35)	7 (1.89)	22 (5.93)	14 (3.77)	98 (26.41)
Punhana	0	27 (7.28)	15 (4.04)	11 (2.96)	2 (0.54)	5 (1.35)	18 (4.85)	11 (2.96)	89 (23.99)
Taoru	0	23 (6.20)	20 (5.39)	9 (2.42)	4 (1.08)	4 (1.08)	21 (5.66)	6 (1.62)	87 (23.45)
<b>Total</b>	<b>1 (0.27)</b>	<b>98 (26.41)</b>	<b>61 (16.44)</b>	<b>50 (13.48)</b>	<b>17 (4.58)</b>	<b>19 (5.12)</b>	<b>87 (23.45)</b>	<b>38 (10.24)</b>	<b>371 (100.00)</b>

Source: Field Survey CRRID 2015

### (d) Teaching Classes and Subjects

For the requirements of the objectives of the study, the sample of teachers was taken from all types of schools (primary/upper-primary/high/senior secondary). The teachers, who were teaching Primary and elementary level classes, were considered for interview. More than half (68.19%) teachers were teaching up to primary classes, while 32.07 percent were teaching at upper-primary classes whereas none reported for secondary level. It has also been observed during the survey that their teaching work was not fixed but interchangeable on requirements.

Regarding teaching subjects, almost all the teachers were teaching all subjects up to primary level. Only a few subjects' specific teaching was observed in the elementary level. Among them, (12.40%) teachers were teaching social studies (10.51%) English followed by Maths (9.70%), General Science (8.62%), Hindi (8.35%), and only (3.23%) reported for Sports.

In addition, 8.89 percent teachers were teaching other subjects like music, art & craft and Sanskrit etc. The overall results conclude that up to elementary level teachers were teaching all kinds of subjects on requirements on the availability of teachers as shown in the table-III.4.

**Table-III.4**  
**Teaching Classes and Subjects**

Blocks	Classes				Subjects							
	Primary	Upper primary	Secondary	All	English	Maths	Hindi	S.S	G. S	Sport	All Primary subjects	Others
Ferozepur Jhirka	38 (10.24)	18 (4.85)	0	56 (15.09)	8 (2.16)	6 (1.62)	4 (1.08)	9 (2.42)	7 (1.89)	2 (0.54)	41 (11.05)	4 (1.08)
Nagina	33 (8.89)	9 (2.42)	0	42 (11.32)	6 (1.62)	5 (1.35)	6 (1.62)	6 (1.62)	6 (1.62)	5 (1.35)	33 (8.89)	3 (0.81)
Nuh	64 (17.25)	34 (9.16)	0	98 (26.41)	9 (2.42)	7 (1.89)	8 (2.16)	12 (3.23)	6 (1.62)	1 (0.27)	65 (17.52)	15 (4.04)
Punhana	64 (17.25)	25 (6.74)	0	89 (23.99)	10 (2.69)	10 (2.69)	6 (1.62)	9 (2.42)	8 (2.16)	2 (0.54)	65 (17.52)	5 (1.35)
Taoru	54 (14.55)	33 (8.89)	0	87 (23.45)	6 (1.62)	8 (2.16)	7 (1.89)	10 (2.69)	5 (1.35)	2 (0.54)	57 (15.36)	6 (1.62)
<b>Total</b>	<b>253</b> <b>(68.19)</b>	<b>119</b> <b>(32.07)</b>	<b>0</b>	<b>371</b> <b>(100.00)</b>	<b>39</b> <b>(10.51)</b>	<b>36</b> <b>(9.70)</b>	<b>31</b> <b>(8.35)</b>	<b>46</b> <b>(12.40)</b>	<b>32</b> <b>(8.62)</b>	<b>12</b> <b>(3.23)</b>	<b>261</b> <b>(70.35)</b>	<b>33</b> <b>(8.89)</b>

Source: Field Survey CRRID 2015

### (e) Years of Teaching

With regard to number of years of teaching, 35.58 percent of the teachers have experience of teaching between 6 to 10 years, followed by 16.98 percent (16-20 years), 16.71 percent (1-5 years), 16.17 percent (11-15 years), 7.82 percent (21-25 years), 5.39 percent (26-30 years), 1.35 percent (31 years and above). However, majority of the teachers have sufficient experience, which fall between 6 to 31 years as depicted in table-III.5. Data shows that majority of the teachers were experienced enough to respond to the questions asked by the field investigators on different issues.

**Table-III.5  
Number of Years of Teaching**

Blocks	Years of teaching							Total
	1-5	6-10	11-15	16-20	21-25	26-30	31 years and above	
Ferozpur	10	24	6	8	4	4	0	56
Jhirka	(2.69)	(6.47)	(1.62)	(2.16)	(1.08)	(1.08)		(15.09)
Nagina	9	15	5	7	1	2	2	41
	(2.42)	(4.04)	(1.35)	(1.89)	(0.27)	(0.54)	(0.54)	(11.05)
Nuh	21	25	14	16	12	8	2	98
	(5.66)	(6.74)	(3.77)	(4.31)	(3.23)	(2.16)	(0.54)	(26.41)
Punhana	16	41	8	16	7	3	0	89
	(4.31)	(11.05)	(2.16)	(4.31)	(1.89)	(0.81)		(23.99)
Taoru	6	27	27	16	7	3	1	87
	(1.62)	(7.26)	(7.28)	(4.31)	(1.89)	(0.81)	(0.27)	(23.45)
<b>Total</b>	<b>62</b>	<b>132</b>	<b>60</b>	<b>63</b>	<b>29</b>	<b>20</b>	<b>5</b>	<b>371</b>
	<b>(16.71)</b>	<b>(35.58)</b>	<b>(16.17)</b>	<b>(16.98)</b>	<b>(7.82)</b>	<b>(5.39)</b>	<b>(1.35)</b>	<b>(100.00)</b>

Source: Field Survey CRRID 2015

## Part-II

### **Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify schemes to ensure teacher motivation, attendance and optimal use of teaching time**

In order to gauge the performance of teachers and ensure their continuous motivation, attendance and optimal involvement in teaching, some parameters were developed and teachers' viewpoints on these were recorded during the personal interviews.

#### **(A) Teachers' Satisfaction to Ensure Motivation**

It has been pointed out by many studies and scholars about the level of satisfaction of teachers in respect of workload, management, financial matters etc. Table-III.6 highlights the satisfaction level of teachers on different issues:

##### **(i) Satisfaction with Salaries**

Teachers' satisfaction levels regarding the salaries were explored. Contrastingly, majority of the teachers were satisfied with the salaries. The survey results show that 75.20 percent of the teachers were found satisfied with their salaries, but only 24.80

percent teachers reported that they were not satisfied with the take home salary. They specified the following reasons:

- Even within the government and government-aided institutions there are several varieties of teachers, such as part-time teachers, guest teachers, PTA teachers, temporary teachers, para-teachers who belong to the highly exploited category of teachers who find it very difficult to eke out their living found not satisfied with salary.
- Besides regular teachers in government and aided institutions, there are a large number of teachers in unaided private institutions who are paid very low salaries.
- Some teachers reported they are not satisfied with the consolidated salary as they were contractual teachers;
- Some teachers reported that their pay scale should be at par with the regular teachers because they were performing duties similar to the regular teachers;
- Some teachers reported that they should be paid additional amount for the extra work done like involvement in different government schemes, for instance MDM or performing the duties of head teacher etc..

## **(ii) Satisfaction with Teaching Work**

Especially in Mewat, lack of teachers in middle schools has resulted in children dependent on primary teachers. Heavy burden on the teachers is found to negatively impact the quality and satisfaction level of teaching of education imparted. Class size is another dimension which can influence enrolment as well as the quality of education. Teachers reported that smaller class size facilitates teachers work by reducing the number of disruptions and increasing the level of attention and participation per student. The pupil teacher ratio reported most inequitable in the primary and middle schools.

The survey results show that only 30.71 percent teachers were satisfied with the teaching work carried out by them. In addition, majority of them 69.27 percent teachers reported as not to be satisfied with their teaching work because:

- They felt over burdened as they have to teach more than one subject/class, which leads to lack of concentration;

- The schools are plagued by the problem of too many students in the too few hands.
- Most teachers express helplessness in teaching two or more classes simultaneously while other blames “poor quality” of students for dismal showing in the exams.
- They also reported that due to higher number of students in the class also lead to non-conducive environment resulting in poor results;
- Higher number of students in the class leads to improper attention to be made for all the students, hence affecting the quality of education;
- Higher number of students in the class leads to adversely affecting the creativity of the students.

### **(iii) Satisfied with Managerial Workload**

Teacher’s satisfaction levels regarding the managerial workload of their respective schools were also explored. The survey results show that 37.47 percent were satisfied with managerial workload, while majority of them 62.53 percent teachers were not satisfied with managerial work. The teachers who were not satisfied with the managerial work reported that:

- The machinery is not as transparent. There is disparity in the viewpoints of the beneficiaries indicating that there lies a need for investment to establish effective monitoring mechanisms to not only tap on the material resources such as schemes and policies but human resources such as the teachers.
- One or more than one teacher is away for some formalities for building toilets in the school compound.
- Majority of the teachers give emphasis to that “office work” is keeping them away from their classes.
- They felt extra load due to engagement in different activities like report making, MDM activities, administrative work etc.
- They reported that they do extra work concerning with election/census duties, compilation of dice data, procuring the MDM material and other compulsory duties assigned to them from time to time.

#### **(iv) Satisfied with School Management**

The village education committee plays an important role in bridging the gap between the community and the school. It not only helps in increasing enrolment in the schools but also informs the community; especially the parents of the various government schemes and policies within the field of education which they can make use of and provide a better future to their children. The role of village education committee was explored in all the five blocks.

The survey results show that 37.20 percent teachers were satisfied with the school management, while majority of them 62.80 percent of the teachers were not satisfied with the school management because:

- Teachers declared that Village Education Committee (VEC) in their respective villages has been able to play a role which has helped accrue benefits to the people.
- The role of Village Education Committee (VECs) schools and teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need is found missing;
- They felt that Village Education Committee (VEC) though mostly in place is not properly performing;
- The village education committee was largely found to be a redundant body. The villagers, parents and students were hardly aware of it. The teachers also did not acknowledge its role and its presence to a large extent. Thus, the VECs do not seem to be performing any role in establishing linkages between the community and the school.
- The parents-teachers interaction (meetings) also do not serve the purpose that effects the dropout reduction/enrolment retention;
- Effective monitoring mechanisms are also required for increasing accountability of the village education committee and other related bodies. Otherwise, these will continue to exist as redundant entities.



#### **(v) Satisfaction with Colleague**

The functionaries involved in the education process include the teachers, MDM workers and other official staff. Capturing the perceptions of all three becomes important to acquaint oneself with the satisfaction with colleague for effectiveness of the education process as well to understand the dynamics of relationship between the three.

The survey results show that 63.88 percent teachers were satisfied with their colleagues, while 36.19 percent teachers were not satisfied with their colleague because:

- The problem of teachers not coming on time was reported.
- They felt that the bad attitude and behavior of some other colleagues towards them;
- They felt that they are over burdened as per as the partial allocation of work by the seniors;
- Disinterest of the teachers in teaching children.

#### **(vi) Satisfaction with Number of Teachers**

Resources such as teachers are considered to be essential to ensure quality education is delivered. Student's achievement levels are found to be strongly correlated with availability of teachers (Ayeni and Adelabu, 2012). The average number of teachers available per school is explored. The analysis reveals that in case of primary schools, Mewat stands highest with respect to the number of teachers. However, the proportion of teachers drops down tremendously for middle level only the primary teachers taking care of middle schools. Mewat emerges to be the sparsest district when it comes to availability of teachers beyond the primary level.

The results highlight that only 27.76 percent teachers were satisfied with the teacher-pupil ratios, while 72.24 percent teachers were not satisfied with the existing number of teachers in their schools. The teachers, who were not found, satisfied reported as:

- There are several schools in all the five blocks which are understaffed or the teachers are absent.

- The vacant positions of teachers and school headmasters are more in primary and middle schools.
- In the absence of regular teachers in place, the teachers for a specific period in the schools were overburden to ensure the proper functioning of schools.
- They felt that number of teachers need to be increased as per the strength of students in their respective schools;
- They felt that shortage of teachers generally affect the efficiency in teaching as work load increases;
- They felt that it also affects teacher's performance in teaching which in turn resulted in student's poor performance in examination.

**Table-III.6**  
**Teachers' Level of Satisfaction**

Block/ District	With Salary		With Teaching Work		With managerial workload		With School management		With your colleagues		With no of teachers	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Ferozpur Jhirka	38 (10.24)	18 (4.85)	16 (4.31)	40 (10.78)	21 (5.66)	35 (9.43)	19 (5.12)	37 (9.97)	29 (10.51)	17 (4.58)	19 (5.12)	37 (9.97)
Nagina	28 (7.55)	13 (3.50)	12 (3.23)	29 (7.82)	14 (3.77)	27 (7.28)	15 (4.04)	26 (7.01)	26 (7.01)	15 (4.04)	13 (3.50)	28 (7.55)
Nuh	86 (23.18)	12 (3.24)	35 (9.43)	63 (16.98)	29 (7.82)	69 (18.60)	32 (8.62)	66 (17.79)	61 (16.44)	37 (9.97)	24 (6.47)	74 (19.95)
Punhana	53 (14.28)	36 (9.70)	25 (6.74)	64 (17.25)	36 (9.70)	53 (14.28)	38 (10.24)	51 (13.75)	54 (14.55)	35 (9.43)	26 (7.01)	63 (16.98)
Taoru	74 (19.95)	13 (3.50)	26 (7.01)	61 (16.46)	39 (10.51)	48 (12.94)	34 (9.16)	53 (14.28)	57 (15.36)	30 (8.09)	21 (5.66)	66 (17.79)
<b>Total</b>	279 (75.20)	92 (24.80)	114 (30.71)	257 (69.27)	139 (37.47)	232 (62.53)	138 (37.20)	233 (62.80)	237 (63.88)	134 (36.19)	103 (27.76)	268 (72.24)

Source: Field Survey CRRID 2015

### (vii) Satisfaction with Basic Infrastructure

For the child, the school is one of the agencies of socialization and first pre-requisite of schooling is availability of good quality infrastructure for imparting education. Hence, a school must have required infrastructure. Most of the school evaluated having an open boundary. In some of schools there is dispute between the villagers and the school, its premise is highly dusty and not well maintained and most of its rooms are closed. In majority of schools only one room is practically utilized for teaching activity by its teacher. The mid – day meal kitchen is also not in good conditions. The school ground is very dusty; in most of the surveyed schools there is no plantation and there maintenance is very poor. Thus the schools in the district is not very attractive and its

teachers out rightly rule out that they can't maintain the premises, as there is no provision of sweepers and other helping hands and also there is no security provided to the schools and its infrastructural items.

D. R. Chudhary also stated in article published in 'The Tribune', dated 23 December 2015 ( improving schools education) that infrastructure in government schools is not up to the mark---dilapidated buildings, lack of safe drinking water, stinking toilets, lack of properly equipped science labs, libraries and sitting and seating facilities for students etc. Lack of availability of these basic facilities also has an adverse impact on enrolment ratio, dropouts, retaining the students in the government schools. However, our survey reveals different scenario. The table-III.7-A reveals the satisfaction level of teachers with regard to basic Infrastructure, which shows that majority of the schools do not have required infrastructure

- The infrastructure requires improvement which will eventually motivate the parents and the children themselves to enroll in school.
- There do not seem to be extracurricular activities in the schools.
- This indicate that attending school is not as much an incentive for the children
- All this like poor infrastructural conditions, unsuited teaching styles and absence of extracurricular activities de -motivate satisfaction level among teachers.

**(a) Availability of Safe Drinking Water**

The availability of safe drinking water and the status of the same at the school level were explored through responses obtained from the teachers and Head of the school. In Mewat, availability and quality of water is of prime concern. The ground water is saline and the salinity increases with depth. Availability of potable drinking water is still a problem and continues to magnify by the day. In Mewat, fresh ground water is available only in a few small pockets (usually located at high gradient Aravali foot hills), otherwise it is mostly saline. This saline ground water is not fit for any use. The consequence to this situation is that in many schools of Mewat, surface water is sparse. These schools depend on nearby villages for fresh water. The drinking water requirements are fulfilled

through open wells and purchased tanker water each. This is followed by hand pumps, of which 11% is supplied through private hand pumps and 6% through public hand pumps. Nuh, despite being the district headquarter does not have varied sources of water. The water requirements are fulfilled only through public hand pumps and bore wells. Furthermore, Tauru block which falls closest to cities like Gurgaon quenches its water requirements through public water supply, private hand pumps and bore wells. Three blocks, namely, Nagina, Jhirka and Punhana seem to have the most varied sources. Purchased tanker water, and open wells are sources unique to these blocks. Other sources of water include private hand pumps and bore wells.

Despite Nuh being the district headquarters, Block education officer Nuh stated the maximum number of problems in his block. Block education officer mentioned few of them, as the scarcity of water, contaminated water, inequitable access and water source located far away as problems. Block education officer in Jhirka and Punhana mentioned distance to water source as one of the major problems. While there were no major problems mentioned by the block education officer in Tauru.

The results show that only 24.28 percent teachers were satisfied with the availability of safe drinking water, while 75.74 percent teachers were not satisfied with this. The major problems in the schools regarding drinking water were explored. Analysis reveals varied responses. The most common problem seems to be distance of water source from one's residence with (33.40%) teachers mentioning it (29.3%) mentioned scarcity of water in the village being the second most common problem. Other problems include contaminated water for usage (31.70%), inequitable access to water (35.10%) and problems like salinity. Block wise analysis reveals stark differences in terms of problems regarding drinking water.

The teachers, who were not satisfied, reported as:

- Lack good quality water as it is underlain with saline.
- The water quality of aquifers is not good to meet domestic water requirements of most schools.

- Contaminated water, inequitable access and water source located far away as problems.
- Inequitable access to water.
- The reason is that the water sources are not fully protected from contamination;
- They felt that school has inadequate storage facilities; and water tank has not been installed properly;
- Remains shortage of water for the whole year.

**(b) Availability of Separate Male/Female Toilets**

In almost all the schools, basic infrastructural facilities are either absent or not working properly. Good health also depends upon neat and clean toilets free from flies, mosquitoes and stinking area within the school premises. Each school should have separate toilet facilities for boys and girls as well as for staff. The data present a positive picture of the available toilets in the schools of Mewat district. The survey results show that 31.27 percent of teachers reported to have availability of separate toilets/urinals for male/female students and staff 68.73 percent of the teachers, reported the availability of structure of separate toilets but were not in the condition to be used, and share either with the students.

- Some teachers reported that toilets are not in such condition to use because of damage of drainage and doors which needed repairs;
- Water taps need repair;
- Overhead water tank was not functional due to non availability of regular water, the tank remains empty;
- Few schools did not have separate toilets for girls.
- In the majority of the schools the toilet constructed under CWSN scheme found closed on the day of survey.

Majority of the teachers were of the view that there is no provision of sweeper (Safai Karamchhari) in the most of the schools, hence while on working days they keep toileting facilities closed. Which is great matter of concern?

**(c) Availability of Required Classroom Furniture**

For the child, the school is one of the main agencies of socialization and first pre-requisite of schooling is availability of good quality infrastructure for teaching learning purpose. Furniture was supposed to be available at schools like Desk, tables, chairs... etc. Majority of the schools felt the need for provision of furniture in the schools in all the five surveyed blocks. In majority of the schools had dumped broken furniture in the classrooms and the maintenance of the schools is not very much adequate. The results show that 81.94 percent teachers reported not to have required furniture in their respective classrooms. The remaining 18.06 percent reported that their respective classrooms have sufficient furniture as they specified:

- In the absence of desks or benches, students sat out in the open or in corridors.
- The quality of furniture is not good;
- Available furniture were inadequate and not in good condition for sitting purpose;
- Available furniture need repair as well as need to be improved.

**(d) Availability of Required Number of Classrooms**

School premises should have adequate space irrespective of own building or rented space. The results show the status of availability of required number of classrooms as 72.50 percent teachers reported that their respective schools have required number of classrooms, while 27.49 percent reported that their respective schools should have more classrooms. The teachers who reported for more classrooms further specified the reasons:

- Insufficient space in classrooms due to the strength of students in the classes;
- Insufficient space to teach more than one class in one hall;
- Due to insufficient number of classrooms, some classes had to be taken in the open.

**(e) Availability of electricity**

The survey results show that 81.13 percent teachers were satisfied with availability of electricity, while only 18.87 percent reported for no electricity connection and was not satisfied because;

- Difficult to teach in absence of fan and some time studies are suspended because the weather too humid particular in the month of July and August
- There is availability of a single bulb or tube light, which is inadequate in most cases, thus the lighting arrangement inside school need to be improved;
- There is no provision of the post of electrician at school level hence this has been constant difficulty pointed out as schools face due to frequent power trips. This hampers the teaching environment.

**(f) Availability of Teaching Aids**

Teaching through lecture method is still dominant in schools. Teaching continues to be teacher centric. The survey results show that few 20.22 percent teachers were satisfied with the availability of teaching aids, while majority 79.78 percent were not satisfied because:

- There was shortage of teaching charts and models;
- In some schools black boards are available but need urgent repairs.

**(g) Availability of school buildings**

- The survey results show that 99.19 percent teachers were satisfied with availability of schools' own buildings.

**(h) Availability of computers**

According to the present day curriculum, subject on application of computer is necessary; therefore all elementary schools should have computers. The results revealed that 17.25 percent teachers reported that their schools have the availability of computers, while remaining 82.75 percent teachers reported that their schools did not have computers. However, all the teachers were of the view that computer accessibility

for all the children is essential, hence department of education needs to supply computers with instructor/computer teacher.

**(iii) Access to internet**

As discussed above those only 9.43 percent teachers reported the access to computers in their schools but majority i.e. 90.57 percent teachers out of these reported having no access to internet facility. On contrary, 69.91 percent teachers reported not having access to internet facilities in their respective schools as shown in table-III.7-B.

**Table-No III.7-A  
Teachers' Satisfaction with Basic Infrastructure**

Block/ District	Availability of safe drinking water (a)		Availability of separate male /female toilets (b)		Availability of required classroom furniture (c)		Availability of required classroom (d)		Availability of electricity (e)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Ferozpur Jhirka	13 (3.50)	43 (11.59)	18 (4.85)	38 (10.24)	0	56 (100.00)	34 (9.16)	22 (5.930)	31 (8.35)	25 (6.740)
Nagina	9 (2.42)	32 (8.62)	15 (4.04)	26 (7.01)	2 (0.54)	39 (10.51)	28 (7.55)	13 (3.50)	36 (9.70)	5 (1.35)
Nuh	22 (5.93)	76 (20.48)	29 (7.82)	69 (18.60)	23 (6.20)	75 (20.21)	66 (17.79)	32 (8.62)	89 (23.99)	9 (2.42)
Punhana	17 (4.58)	72 (19.41)	25 (6.74)	64 (17.25)	7 (1.89)	82 (22.10)	68 (18.33)	21 (5.66)	80 (21.56)	9 (2.42)
Taoru	29 (7.82)	58 (15.63)	29 (7.82)	54 (15.63)	36 (9.70)	51 (13.75)	73 (19.67)	14 (3.77)	65 (17.52)	22 (5.93)
<b>Total</b>	<b>90</b> <b>(24.28)</b>	<b>281</b> <b>(75.74)</b>	<b>116</b> <b>(31.27)</b>	<b>255</b> <b>(68.73)</b>	<b>67</b> <b>(18.06)</b>	<b>304</b> <b>(81.94)</b>	<b>226</b> <b>(72.50)</b>	<b>102</b> <b>(27.49)</b>	<b>301</b> <b>(81.13)</b>	<b>70</b> <b>(18.87)</b>

Source: Field Survey CRRID 2015

Continue

**Table-No III.-7-B  
Teachers' Satisfaction with Basic Infrastructure**

Block/ District	Availability of teaching aids (f)		Availability of school buildings (g)		Availability of computers (h)		Availability internet (i)	
	Yes	No	Yes	No	Yes	No	Yes	No
Ferozpur Jhirka	14 (3.77)	42 (11.32)	53 (14.28)	3 (0.81)	7 (1.89)	49 (13.21)	0	56 (100.00)
Nagina	8 (2.16)	33 (8.89)	41 (100.00)	0	5 (1.53)	36 (9.70)	3 (0.81)	38 (10.24)
Nuh	20 (5.39)	78 (21.02)	98 (100.00)	0	27 (7.28)	71 (19.14)	9 (2.42)	89 (23.99)
Punhana	18 (4.85)	71 (19.14)	89 (100.00)	0	9 (2.42)	80 (21.56)	0	89 (100.00)
Taoru	15 (4.04)	72 (19.41)	87 (100.00)	0	16 (4.31)	71 (19.14)	23 (6.20)	64 (17.25)
<b>Total</b>	<b>75</b> <b>(20.22)</b>	<b>296</b> <b>(79.78)</b>	<b>368</b> <b>(99.19)</b>	<b>3</b> <b>(0.81)</b>	<b>64</b> <b>(17.25)</b>	<b>307</b> <b>(82.75)</b>	<b>35</b> <b>(9.43)</b>	<b>336</b> <b>(90.57)</b>

Source: Field Survey CRRID 2015



## **Suggestions by Teachers for Motivation that enhance their Job Satisfaction**

The interviewed teachers suggested the following:

- A teacher is able to perform better, particularly in a school, if the enabling environment is conducive.
- Efforts by the government to build capacities of teachers after every quarter.
- Capacity building program should be either in the form of seminars or workshops.
- Introduction of innovate methods of teaching.
- There is need to orient the teachers towards teaching–learning process instead of teaching by lecture method only with focus on teaching-learning activity centered;
- Exposure trips need to be organized for students up to elementary classes and made compulsory along with classroom learning;
- Priority needs to be given to training programmes for teachers relating day to day changes in curriculum.

### **B. Teacher's Attendance**

#### **2. Teaching Days in Month**

As has been stated earlier, none of the teachers was found part-time teacher. Among 371 surveyed teachers, only 23.72 percent teachers were on contractual basis and other 76.28 percent were regular teachers. All the teachers were asked to specify the teaching days in a month. 95.15 percent teachers reported to teach on an average 21 days and above in a month they also specified that they were teaching regularly even when they are involved in other administrative work as highlighted in table-III.8 4.385 percent teachers reported that they do not able to teach regularly the reasons specified as;

- Involvement in administrative work
- Involvement in MDM work.
- Involve in other government duties.

**Table-III.8**  
**Teaching Days in a month**

Block/District	Regular Teachers			Contractual teachers			Teach Regularly Yes
	1 – 10 days	11 – 20 days	21 and above	1 – 10 days	11 – 20 days	21 and above	
Ferozpur Jhirka	0	0	36 (9.70)	0	0	20 (5.29)	55 (14.82)
Nagina	0	0	29 (7.82)	0	0	12 (3.23)	40 (10.78)
Nuh	0	0	87 (23.45)	0	0	11 (2.96)	93 (25.07)
Punhana	0	0	55 (14.82)	0	0	34 (9.16)	87 (23.45)
Taoru	0	0	76 (20.48)	0	0	11 (2.96)	78 (21.02)
<b>Total</b>	<b>0</b>	<b>0</b>	<b>283</b> <b>(76.28)</b>	<b>0</b>	<b>0</b>	<b>88</b> <b>(23.72)</b>	<b>353</b> <b>(95.15)</b>

Source: Field Survey CRRID 2015

### C. Optimal Use of Teaching Time

#### 3. Reaching School On-time

The distance of the teacher's residence from the school was captured. This was essentially done to explore the problems teachers usually face in coming to the school and whether this factor acts as a de motivating factor for them to teach effectively or not. In Taoru and Nuh blocks, there did not seem to be any problem in any of the school surveyed. None of the teacher found it difficult to reach the school in time. But whereas in Nagina, Jhirka and Punhana, problem of transportation was highlighted by teachers from the total surveyed schools, 67 schools has indicated to be making it difficult for them to come to school. But in spite of this they reported they reach school every day on time. 100 percent teachers reported that they are reaching school on-time. Though it is noticed that every male teacher having own motor cycle, which is observed as parked in the school campuses in most of the school. Further, they were asked to specify whether they reach on-time every day, some days or rarely. Majority of the teachers reported they reach 'every day on-time'.

#### **4. Utilize Teaching Time Effectively**

An attempt was also made to understand the utilizing teaching time effectively so that effective teaching of students in the schools can be ascertained. The responses indicate that with 835 government schools- primary, middle, secondary and senior secondary– and a shortage of around 3,000 teachers, the return of study culture seems highly unlikely in a district where 3,715 teachers stands in for 6,681 posts. Most teachers express helplessness in teaching two or more classes simultaneously.

The pupil–teacher ratio is very high ranging from 50:1 to 80:1 which furthers the reason of disinterest among teachers to introduce creativity and interest in the curriculum activities.

Among the total teachers, 33.69 percent teachers stated that they are able to utilize teaching time effectively. They specified multiple methods of teaching in this regard such as teaching by lecture (92%), teaching by practical application (86.40%), participatory teaching (86.40%), teacher-student discussion including play-way and storytelling (54.20%), checking of previous day work (43.20%), use of different teaching aids (51.20%) and (35.20%) reported for using other methods etc.

Majority of 66.3 percent of the teachers reported that they are not able to utilize teaching time effectively because:

- Involvement in the administrative work;
- Attend the workshops/seminars;
- Involvement in MDM work;
- Involvement in the government duties/sample survey/election duty/census etc;
- Simultaneously teaching more than one classes;
- No proper place for teaching;
- Lack of modern teaching aids
- Lack of conducive environment/place for the teaching purpose as table table-III.9 highlights.

**Table-III.9**  
**Optimal Use of Teaching Time**

Block/ District	Yes	No	Only teaching by lecture	Teaching by practical application	Participatory teaching	Teacher student discussion	Utilize time by checking of previous day work	Use of teaching aids	Any other, specify
Ferozpur Jhirka	19 (5.12)	37 (9.97)	17 (13.60)	17 (13.60)	17 (13.60)	13 (10.40)	7 (5.60)	10 (8.00)	5 (4.00)
Nagina	15 (4.04)	26 (7.01)	14 (11.20)	13 (10.40)	13 (10.40)	8 (6.40)	4 (3.20)	9 (7.20)	7 (5.60)
Nuh	33 (8.89)	65 (17.52)	30 (24.00)	28 (22.40)	28 (22.40)	21 (16.80)	17 (13.60)	18 (14.40)	12 (9.60)
Punhana	27 (7.28)	62 (16.71)	25 (20.00)	24 (19.20)	24 (19.20)	15 (12.00)	12 (9.60)	5 (4.00)	7 (5.60)
Taoru	31 (8.35)	56 (15.09)	29 (23.20)	26 (20.80)	26 (20.80)	19 (15.20)	14 (17.50)	22 (17.60)	13 (10.40)
<b>Total</b>	<b>125</b> <b>(33.69)</b>	<b>246</b> <b>(66.3)</b>	<b>115</b> <b>(92.00)</b>	<b>108</b> <b>(86.40)</b>	<b>108</b> <b>(86.40)</b>	<b>68</b> <b>(54.40)</b>	<b>54</b> <b>(43.20)</b>	<b>64</b> <b>(51.20)</b>	<b>44</b> <b>(35.20)</b>

Source: Field Survey CRRID 2015

### Part-III

#### Dropout Rate Reduction/Retention of Students

##### 1. Perception of Teachers on Dropouts during Academic Year

This section is based primarily on the perception of the teachers about the dropout rates/students' retention in their respective schools. The percentage of dropout of students progressively increases with increasing grade in school. The cultural ethos of Mewat has played a major role in the emerging trend where adolescent girls are married early or are refrained from moving out of their homesteads. Highlights the reduced enrolment of girls at all levels. The situation in all the five blocks is found to be particularly grim. Dropout of girls in all the five blocks is found to be consistently increasing with increasing grades. Another reason for the dropout rates was commonly attributed to the poor financial condition of parents in all the five blocks. On the basis of gender, it becomes glaringly apparent that either Hindu or Muslim girls are the ones among whom dropout rates are maximum.

The major factors for girl children dropping out of school though, include a combination of factors, as pointed. In addition, there are gender-ascribed duties like (i) Household (domestic) work and (ii) Sibling care.

Above all marriage of girls and their preparation for the same is a stumbling block in continuity of girl's education. The present ages of the drop-out respondents (sorted by male and female children) as identified from the school records. More than 50% of both male and female drop-out respondents were between 12-16 years of age. The next highest percentage of respondents was within the 6-11 years age group, with males and females. There were also a significant percentage of both males and female drop-outs above the age of 18.

Dropped out children at the time of study as indicated clearly manifest that vast majority of children- more girls than boys are involved in non-productive (No monetary gain) work. Large proportion of these drop outs are also working as daily wage labours. Some are involved in gainful works in agriculture. One among the major reasons given for the drop-out, was reported as "early marriage" the top priority reason why they left school. Due to "lack of toilets" and "household chores" as the least prioritized reason for leaving school. Other reasons, mentioned include: poverty, no separate school for girls, not good progress, failure / repetition, involved in business, easy availability of employment, parents not interested and improper building. Data clearly shows that only a handful of student left government schools to join religious education like madrasa education. There is no marked gender difference in this regard.

The dropout rate of each school was investigated. Teacher's perceptions of the same were captured for each school. 69.81 percent of the teachers reported that their schools have registered dropout case, while 30.19 percent teachers reported no dropout cases. The main reasons specified are given below as well as depicted in table-III.10.

**Table-III.10**  
**Perception of Teachers on Dropouts and Long Absentees**

Block/ District	Dropouts (Yes)	No Dropouts (No) Dropouts and Long Absentees	Main Reasons							
			Migratio n to other places	No interest in study	Parents not taking interest in child's study	Involved in domesti c chores	To look after siblings	Early marriage	Start working in others home	Others
Ferozepur Jhirka	35 (9.43)	21 (5.66)	8 (2.16)	21 (5.66)	23 (6.20)	21 (5.66)	14 (3.77)	18 (4.85)	12 (3.23)	18 (4.85)
Nagina	31 (8.35)	10 (2.70)	16 (4.31)	24 (6.47)	25 (6.74)	16 (4.31)	16 (4.31)	14 (3.77)	9 (2.42)	11 (2.96)
Nuh	77 (20.75)	21 (5.66)	21 (5.66)	31 (8.35)	36 (9.70)	40 (10.78)	50 (13.48)	38 (10.24)	25 (6.74)	52 (14.02)
Punhana	57 (15.36)	32 (8.62)	22 (5.93)	50 (13.48)	48 (12.94)	45 (12.13)	44 (11.86)	26 (7.01)	17 (4.58)	45 (12.13)
Taoru	59 (18.60)	28 (7.56)	4 (1.08)	7 (1.89)	28 (7.55)	41 (11.05)	42 (11.32)	39 (10.51)	30 (8.09)	37 (9.97)
<b>Total</b>	<b>259</b> <b>(69.81)</b>	<b>112</b> <b>(30.19)</b>	<b>71</b> <b>(19.13)</b>	<b>133</b> <b>(35.85)</b>	<b>160</b> <b>(43.13)</b>	<b>163</b> <b>(43.93)</b>	<b>166</b> <b>(44.74)</b>	<b>135</b> <b>(36.39)</b>	<b>93</b> <b>(25.07)</b>	<b>163</b> <b>(43.93)</b>

Source: Field Survey CRRID 2015

- Financial condition was found to be the most important reason responsible for high dropout rate among children.
- Gender divide was also found to surface in terms of preference wherein boys were given advantage over girls to go to school.
- Another most significant reason no interest in study.
- The dropouts has come out to be migration of families to other places followed by parents not taking interest in child's study;
- There were certain students who attend Madarsa as parallel for religious education.
- Involvement in domestic chores and health of students is among one reason.
- The present school curriculum does not add to children's employability/income generating opportunities after completion of schooling. Therefore the time spent in school was considered as wastage of time.
- And expenses incurred on education are considered useless by the families of economically weaker sections of the society.
- The poverty of parent's considered as lack of concern towards schooling of children.
- Parents are totally pre-occupied with livelihood activities and often child's labour is also used to supplement of family income.

## **2. Suggestion to Reduce Dropout Rate and Retain Students in the Class**

When asked to give suggestions for reduction in dropout rates and retention of students in the schools, most of teachers suggested the following measure:

- Good and friendly teachers with in the school.
- Teachers should be oriented to motivate the parents and the pupils for continuity in study;
- Periodic door to door survey by teachers;
- Provision of sufficient funds for improvement of schools, which includes basic amenities--drinking water, separate hygienic toilets, better sitting/seating pattern of boys and girls in classes etc.;
- Proper infrastructural facilities like play area in the schools, building or classroom and benches/blackboards.
- The students in the government schools are mostly coming from weaker sections of the society—scheduled castes, OBCs, marginal and landless farmers/workers, hence the chances of dropouts are higher;
- Need to create interesting conducive learning environment in school through combined teaching + co-curricular activities + counseling etc.;
- Need to introduce some vocational skills as co-curricular activities like carpentry, clay modeling, stitching etc. at elementary level that may attract the students, which will help to continue the studies and after the elementary level they may be able to have a better future;
- Teaching aids like audio-visual equipments need to be implemented to retain the children in school. The information about teachers (371) who gave multiple suggestions (371) to reduce dropout rates and retain students in the school has been given in table-III.11.

**Table-III.11**

**Suggestion how to reduce dropout rates and retain students in the class**

Block/ District	Yes	No Reply	1	2	3	4	5	6	7	8	9	10	11
Ferozepur Jhirka	56 (15.09)	0	1 (0.27)	33 (8.89)	39 (10.51)	0	42 (11.32)	0	44 (11.86)	0	16 (4.31)	56 (15.09)	12 (3.23)
Nagina	41 (11.05)	0	4 (1.08)	22 (5.93)	38 (10.24)	0	33 (8.89)	0	29 (7.82)	0	12 (3.23)	41 (11.05)	8 (2.16)
Nuh	98 (26.41)	0	6 (1.62)	72 (19.41)	62 (16.71)	0	74 (19.95)	0	86 (23.18)	0	39 (10.51)	98 (26.41)	13 (3.50)
Punhana	89 (23.99)	0	5 (1.35)	55 (14.82)	52 (14.02)	0	49 (13.21)	0	59 (15.90)	0	10 (2.70)	89 (23.99)	9 (2.42)
Taoru	87 (23.45)	0	28 (7.55)	52 (14.02)	69 (18.60)	0	56 (15.09)	0	72 (19.41)	0	23 (6.20)	87 (23.45)	23 (6.20)
<b>Total</b>	371 (100.00)	0	44 (11.86)	234 (63.07)	260 (70.08)	0	254 (68.46)	0	290 (78.17)	0	100 (26.95)	371 (100.00)	65 (17.52)

**Source:** Field Survey CRRID 2015

1. Better teaching learning process, 2. Availability of quality of teacher, 3. Availability of quality of required infrastructure, 4. Conveyance to school, 5. Better classroom environment, 6. Interaction of peer group, 7. Create interest in teaching, 8. Continue to provide MDM, 9. Co-curricular activities, 10. Teachers should motivate parents for continuity in study, 11. Any other.

## Part-IV

### Why the Government Schools are not being preferred

There has been a rapid increase in the proportion of school going age children for enrolment in elementary schools due to the efforts of the government in initiating programmes like Sarva Shiksha Abhiyan, MDM, RMSA etc. This increase has been noticed not only in government schools but also in private schools more so in the last decade. The Right To Education (RTE) while accepting this fact has made provision to reserve up to 25 percent of seats in private schools for the students of disadvantaged sections of the society. The private schools are being preferred in anticipation of better infrastructure, better standards of teaching-learning aids, efforts made for personality development, better opportunities for admission in professional institutions. On this question, the survey results revealed that 53.37 percent teachers reported that government schools are not being preferred because:

- Not preferring the government schools due to economically well of parents (29.11%)
- Preference of private schools for better infrastructure (26.41%);
- Preference for CBSE/ICSSE Board (3.77%) as government school conduct examination from Haryana School Education Board;
- English as a medium of instruction in private schools (5.93%).



- Availability of mode of transport (4.58%)
- Any other (18.87 %)

The other concerned reasons are highlighted in table-III.12.

**Table-III.12**  
**Reason: Why the Government Schools are not being preferred**

Block/ District	Yes	No	1	2	3	4	5	6	7	8	9
Ferozpur Jhirka	17 (4.58)	39 (10.51)	4 (1.08)	0	0	6 (1.62)	1 (0.27)	0	0	0	0
Nagina	20 (5.39)	21 (5.66)	14 (3.77)	2 (0.54)	1 (0.27)	3 (0.81)	1 (0.27)	0	0	0	2 (0.54)
Nuh	72 (19.41)	26 (7.01)	34 (9.16)	6 (1.62)	5 (1.34)	46 (12.40)	1 (0.27)	7 (1.89)	4 (1.08)	1 (0.27)	7 (1.89)
Punhana	43 (11.59)	46 (12.40)	28 (7.55)	1 (0.27)	3 (0.81)	35 (9.43)	0	3 (0.81)	0	0	7 (1.89)
Taoru	46 (12.40)	41 (11.05)	18 (4.55)	4 (1.08)	4 (1.08)	18 (4.85)	13 (3.50)	4 (1.08)	8 (2.16)	3 (0.81)	2 (0.54)
<b>Total</b>	<b>198</b> <b>(53.37)</b>	<b>173</b> <b>(46.63)</b>	<b>98</b> <b>(26.41)</b>	<b>13</b> <b>(3.50)</b>	<b>13</b> <b>(3.50)</b>	<b>108</b> <b>(29.11)</b>	<b>16</b> <b>(4.31)</b>	<b>14</b> <b>(3.77)</b>	<b>12</b> <b>(3.23)</b>	<b>4</b> <b>(1.08)</b>	<b>18</b> <b>(4.85)</b>

Continue

Block/ District	10	11	12	13	14	15	16	17	18
Ferozpur Jhirka	0	1 (0.27)	1 (0.27)	1 (0.27)	11 (2.7)	0	0	0	7 (1.89)
Nagina	2 (0.54)	1 (0.27)	1 (0.27)	1 (0.27)	0	0	0	2 (0.54)	3 (0.81)
Nuh	8 (2.16)	5 (1.35)	2 (0.54)	7 (1.89)	2 (0.54)	1 (0.27)	2 (0.54)	8 (2.16)	16 (4.31)
Punhana	10 (2.69)	6 (1.62)	6 (1.62)	7 (1.89)	6 (1.62)	5 (1.35)	4 (1.08)	7 (1.89)	25 (6.74)
Taoru	2 (0.54)	4 (1.08)	2 (0.54)	1 (0.27)	2 (0.54)	2 (0.54)	2 (0.54)	2 (0.54)	19 (5.12)
<b>Total</b>	<b>22</b> <b>(5.93)</b>	<b>17</b> <b>(4.58)</b>	<b>12</b> <b>(3.23)</b>	<b>17</b> <b>(4.58)</b>	<b>11</b> <b>(2.96)</b>	<b>8</b> <b>(2.16)</b>	<b>8</b> <b>(2.16)</b>	<b>19</b> <b>(5.12)</b>	<b>70</b> <b>(18.87)</b>

Source: Field Survey CRRID 2015

1; Preference to private school because of better infrastructure, 2; Good behavior of the teacher, 3; Better teaching learning aids, 4; Economically well of parents, 5; No preference for state boards examination, 6; Preference for CBSE/ICSSSE board, 7; Parents do not want their children to sit with the children of lower class families, 8; Private schools provide better discipline, 9; Private schools encourage for personality development, 10; English as a medium of instruction, 11; Availability of clean toilet facilities, 12; Availability of safe drinking water, 13; Availability of mode of transport, 14; Availability of medical facilities, 15; Schools with Library, 16; Schools with laboratories, 17; School having internet facility, 18; Any other, specify.

### Reasons Why the Government Schools are being preferred

Mewat is primarily an agricultural district and majority of its population lives in rural villages. Teachers were asked to explicate the reasons for why government schools are being preferred. The responses indicate that in majority of the cases, the poor financial conditions of the parents forced them to enroll children in school. But here a questioned about the quality of education the children are receiving. They expressed further that

there is no money with parents for sending their children to private schools. Most of the parents felt that the children should study at least up to that level in the government school so that they can at least become teachers in the schools. Some teachers stated that the parents of the children they had to struggle face daily to earn their livelihood is very hard and under such circumstances, their children cannot go beyond the government school level of education. Besides above discussion, it was found that majority of the parents were willing to continue education in government schools. 46.63 percent teachers reported that parents, irrespective of their economic status, like to send their children to government schools because of:

- Highly qualified teachers in government schools;
- Availability of free uniform;
- Free textbooks and stationary;
- Mid-Day-Meal'
- Cost-free education.

The other reasons for getting education from government schools are highlighted in table-III.13.

**Table-III.13**  
**Reason; Why the Government Schools are Preferred**

Block/ District	Yes	1	2	3	4	5	6	7	8	9	10
Ferozepur Jhirka	39 (10.51)	38 (10.24)	36 (9.70)	32 (8.62)	27 (7.28)	7 (1.89)	2 (0.54)	1 (0.27)	1 (0.27)	4 (1.08)	11 (2.96)
Nagina	21 (5.66)	21 (5.66)	21 (5.66)	20 (5.39)	19 (5.12)	9 (2.42)	7 (1.89)	6 (1.62)	4 (1.08)	6 (1.62)	10 (2.70)
Nuh	26 (7.01)	25 (6.74)	19 (5.12)	18 (4.85)	17 (4.15)	9 (2.42)	5 (1.35)	4 (1.08)	3 (0.81)	2 (0.54)	19 (5.12)
Punhana	46 (12.40)	44 (11.86)	36 (9.70)	42 (11.32)	25 (6.74)	14 (3.77)	10 (2.70)	9 (2.42)	8 (2.16)	10 (2.70)	9 (2.42)
Taoru	41 (11.05)	44 (11.86)	44 (11.86)	43 (11.59)	43 (11.59)	41 (11.05)	38 (10.24)	39 (10.51)	39 (10.51)	39 (10.51)	6 (1.62)
<b>Total</b>	<b>173</b> <b>(46.63)</b>	<b>172</b> <b>(46.36)</b>	<b>156</b> <b>(42.05)</b>	<b>155</b> <b>(41.78)</b>	<b>131</b> <b>(35.31)</b>	<b>80</b> <b>(21.56)</b>	<b>62</b> <b>(16.71)</b>	<b>59</b> <b>(15.90)</b>	<b>55</b> <b>(14.82)</b>	<b>61</b> <b>(16.44)</b>	<b>55</b> <b>(14.82)</b>

Source: Field Survey CRRID 2015

1. Low economic status of the family, 2. Free of cost, 3. Availability of uniform and text books, 4. Availability of Mid-Day-meal, 5. Maintenance of traditional culture, 6. Maintain proper Indian uniform style, 7; Teacher student communication in Mother Tonge,8; Students come from equal status family, 9; Gender based sitting pattern, 10; Any other.

## Part-V

### Perception of Teachers who are Considered as Parents

In reality, rich and affluent families usually prefer to send their children to English medium private schools. In Mewat government of Haryana promoting quality education started two Bal Bhavan Schools in English medium and also running Mewat Model Schools. Mewat district is no different from this phenomenon. This can also be said about the government teachers who preferred to send their wards to private schools despite being teaching in government schools. The data was also collected from these teachers on why they send their children to private schools? More than half (73.32%) of the teachers have school going children. A total of 630 children (371 boys and 259 girls) of the sample teachers are currently studying in the schools (irrespective of government/aided/private). Nearly 77.62 percent of them are studying in non-government (private/aided) schools. Despite, difference between the statistics of boys and girls as shown in III.14, the girls are also being sent to private schools. The preference for private schools was found to be at the same level irrespective of the sex of the children.

**Table-III.14**  
**Perception of Teacher who is being considered as a Parent**

Block	Teachers having school going children		School going children			Govt. School		Aided School		Pvt. School	
	Yes	No	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Ferozpur Jhirka	40 (10.78)	16 (4.31)	81 (12.86)	47 (7.46)	34 (5.40)	10 (1.59)	7 (1.11)	2 (0.32)	1 (0.16)	35 (5.56)	26 (4.13)
Nagina	34 (9.16)	7 (1.89)	92 (14.60)	48 (7.62)	44 (6.98)	20 (3.17)	19 (3.02)	2 (0.32)	2 (0.32)	26 (4.13)	23 (3.65)
Nuh	69 (18.60)	29 (7.82)	165 (26.19)	108 (17.14)	57 (9.05)	24 (3.81)	12 (1.90)	4 (0.63)	2 (0.32)	80 (12.70)	43 (6.83)
Punhana	67 (18.06)	22 (5.39)	160 (25.40)	91 (14.44)	69 (10.95)	19 (3.02)	14 (2.54)	2 (0.63)	1 (0.16)	70 (11.11)	52 (8.25)
Taoru	62 (16.71)	25 (6.74)	132 (20.95)	77 (12.22)	55 (8.73)	12 (1.90)	2 (0.32)	7 (1.11)	4 (0.63)	58 (9.21)	49 (7.78)
<b>Total</b>	272 (73.32)	99 (26.68)	630 (100.00)	371 (58.89)	259 (41.11)	85 (13.49)	56 (8.89)	17 (2.70)	10 (1.59)	269 (42.70)	193 (30.63)

Source: Field Survey CRRID 2015

### Reasons of preference of Aided/Private Schools

As discussed in table-III.14, 272 (73.32%) teachers were having school going children up to elementary level. All these teachers were asked to specify the reasons, why they preferred to send their children to private schools? They specified the following reasons:

- Better infrastructure facilities in schools (63.61%);
- Prepare students for competitive examinations (34.23%);
- Effective classroom teaching (19.14%);
- Required teacher-pupils ratio (15.63%);
- Participation in sports and co-curricular activities (13.48%);
- Better teacher-student communication (11.59%)
- English as a medium of instruction from class-I (7.55);
- Due to CBSE/ICSE Board (4.85 %);

The other reasons are highlighted in the table-III.15.

**Table-III.15**  
**Perception of Teacher why they were preferring private schools as a Parent**

Block	1	2	3	4	5	6	7	8	9	10	11	12
Ferozepur Jhirka	32 (8.63)	7 (1.89)	0	1 (0.27)	0	6 (1.62)	0	0	0	18 (4.85)	23 (6.20)	8 (2.16)
Nagina	26 (7.01)	10 (2.70)	0	1 (0.27)	1 (0.27)	5 (1.35)	0	1 (0.27)	3 (0.81)	11 (2.96)	19 (5.12)	15 (4.04)
Nuh	61 (16.44)	32 (8.62)	3 (0.81)	6 (1.62)	3 (0.81)	20 (5.39)	1 (0.27)	3 (0.81)	6 (1.62)	52 (14.02)	31 (8.35)	13 (3.50)
Punhana	59 (15.90)	25 (6.74)	0	5 (1.35)	1 (0.27)	14 (3.77)	1 (0.27)	1 (0.27)	4 (1.08)	45 (12.13)	50 (13.48)	23 (6.20)
Taoru	58 (15.63)	21 (5.66)	9 (2.42)	10 (2.70)	13 (3.50)	53 (14.28)	13 (3.50)	10 (2.70)	15 (4.04)	37 (9.97)	18 (4.85)	25 (6.74)
<b>Total</b>	236 (63.61)	95 (25.61)	12 (3.23)	23 (6.20)	18 (4.85)	98 (26.41)	15 (4.04)	15 (4.04)	28 (7.55)	163 (43.93)	141 (38.01)	84 (22.64)

**Continue**

Block	13	14	15	16	17	18	19	20
Ferozepur Jhirka	8 (2.16)	8 (2.16)	6 (1.62)	4 (1.08)	1 (0.27)	1 (0.27)	7 (1.89)	6 (1.62)
Nagina	16 (4.31)	15 (4.04)	11 (2.96)	12 (3.23)	5 (1.35)	4 (1.08)	5 (1.35)	16 (4.31)
Nuh	15 (4.04)	13 (3.50)	12 (3.23)	20 (5.39)	11 (2.96)	10 (2.70)	15 (4.04)	38 (10.24)
Punhana	29 (7.82)	24 (6.45)	24 (6.45)	33 (8.89)	8 (2.16)	5 (1.35)	10 (2.70)	46 (12.40)
Taoru	20 (5.39)	22 (5.93)	18 (4.85)	58 (15.63)	25 (6.74)	23 (6.20)	21 (5.66)	53 (14.28)
<b>Total</b>	88 (23.72)	82 (22.10)	71 (19.14)	127 (34.23)	50 (13.48)	43 (11.59)	58 (15.63)	159 (42.86)

**Source:** Field Survey CRRID 2015

1; Preference to private school of better infrastructure, 2; Good behavior of the teacher, 3; Better teaching learning aids, 4; Sound economic condition of teacher, 5; Preference for CBSE/ICSE board, 6; Do not want to sit their children with the children of lower class families, 7; Private schools provide better Discipline, 8; Private schools encourage for personality development, 9; English as a medium of instruction, 10; Availability of clean toilet facilities, 11; Availability of safe drinking water, 12; Availability of mode of transport, 13; Availability of medical facilities, 14; Regular teacher attendance, 15; Effective classroom teaching, 16; Prepare students for competitive examinations, 17; Participation in sports and co – curricular activities, 18; Better teacher – student communication, 19; Required teacher - ratio, 20; Any other.

## **Part-VI**

### **Assess the Implementation of Various Schemes**

The successive five year plans had emphasized the need for expanding educational facilities and improving quality of education for achieving faster and inclusive growth. This was envisaged to be achieved by initiating and implementing various schemes to improve retention of children in the schools and enhance quality of education.

- Teachers have a critical role in training and education of the younger generation since they provide education to young minds and shape the future course of development.
- Teachers provide subject education, both general and professional, and a teacher is the first role model for young minds.
- A school-going child obeys the teacher more than his/her parents in learning the subject as well as in shaping behaviour.
- A teacher teaches humanism, tolerance, reason, adventure for ideas and the search for truth.
- The role of a teacher in shaping the future destiny, a teacher is aptly known as a nation builder.

Knowledge of teachers regarding the initiatives and government schemes in the schools was explored. The level of Knowledge and awareness of teachers regarding the implementation of government schemes and policies was measured in their respective schools. Analysis indicates that

- **Knowledge of implementation of mid-day-meal scheme**

Majority of the teachers seemed to be aware of few schemes as evident from table; further probing regarding the benefited children and the menu for the present day was reported only by (98.38%). However, on being asked whether they taste MDM on routine basis, they denied. This coincides with the concerns that teachers apathy and disinterest.

- **Cash award scheme for SC children of Classes-I-VIII covering purchase of stationary, school bags and uniforms**

The education department, government of Haryana has made provision of scholarship in terms of money to be paid to the children belonging to the Scheduled Castes. This provision has been made by the government keeping in view poverty of these families as well as utilization of the girl child in household activities instead of sending them to the schools. The scholarship money, in a way, also helped the parents in adding to their earnings, to some extent, and acted as an incentive for sending their girl children regularly to the school. Teachers were enquired about the fact whether Sc children were benefited from cash award scheme or not. Analysis indicated that (82.75%) of the teachers have Knowledge regarding the initiatives and government schemes.

- **Monthly stipend for BPL students of classes' I-VIII**

The teachers especially interviewed with regard to Knowledge about monthly stipend for BPL students of classes I – VIII. To This response from the teachers is very much essential in order to understand the levels of interest and awareness these teachers had towards education and also their concern about the children those who were living below poverty line as they were only one who drop out if no financial support is given to them in education. Interestingly, it is reported that 19.14% of the teachers never listed about such scheme or knew about this scheme. While 80.32% of the teachers stated that benefit is disbursed under this scheme to some of students in their school.

- **Rajiv Gandhi Scholarship for middle classes**

Knowledge of teachers regarding the government schemes Rajiv Gandhi Scholarship for middle classes was explored. The teachers were enquired as to whether they are aware of such scheme. Analysis of the responses obtained indicates that (78.17%) teachers were not aware of this scheme. The primary reason highlighted for the unawareness as most of them were primary teachers taking care of the middle sections.

- **Monthly stipend for backward classes' students**

The monthly stipend for backward classes students government initiatives and schemes being implemented in each block were explored. Of the 111 school surveyed, Teachers largely found to be aware about the scheme. Only a very small percentage (18.06%) of teachers was unaware.

- **Monthly stipend to all SC students of classes' I-VIII**

The monthly stipend government initiatives for SC students and schemes being implemented in each block were explored. Of the 111 school surveyed, Teachers largely found to be aware about the scheme. Only a very small percentage (17.25%) of teachers was unaware.

- **Mukhya Mantri School Beautification Motivational Awards**

Analysis reveals that the knowledge regarding Mukhya Mantri School Beautification Motivational Awards is largely a factor absent in most all the school surveyed. While in blocks the award has been given but teachers were not aware about the concept and the procedure to get the same. A further exploration indicates that there is no awareness related to MMSBMA. However, being asked whether they received it in last five years. They denied. Only a few schools were benefited by MMSBMA. The results revealed that majority of the teachers were aware about the schemes, which are being implemented in their respective schools as shown in the table-III.16.

**Table-III.16**  
**Assess the Implementation of various schemes**

Block/ District	Rajiv Gandhi Scholarship for middle Classes (VI –VII) (i)		Monthly stipend for BPL students of classes I– VII (ii)		Monthly stipend for backward classes student of classes I–VII (iii)		Cash award scheme for scheduled castes children of classes I–VII for purchase of stationary, school bags and uniforms (one time in a year) (iv)		Monthly stipend to all scheduled castes students of classes I–VIII (v)		Mid – Day Meal Scheme (b)		Mukhya Mantri School Beautification Motivational Awards (c)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Ferozepur Jhirka	11 (2.96)	45 (12.13)	51 (13.75)	5 (1.35)	52 (14.02)	4 (1.08)	53 (14.28)	3 (0.81)	52 (14.02)	4 (1.08)	55 (14.82)	1 (0.27)	16 (4.31)	40 (10.78)
Nagina	5 (1.35)	36 (9.70)	32 (8.82)	9 (2.42)	33 (8.89)	8 (2.16)	34 (9.16)	7 (1.89)	29 (7.82)	12 (3.23)	39 (10.51)	2 (0.54)	5 (1.35)	36 (9.70)
Nuh	23 (6.20)	75 (20.21)	79 (21.29)	19 (5.12)	82 (22.10)	16 (4.31)	81 (21.83)	17 (4.58)	82 (22.10)	16 (4.31)	98 (26.41)	0	12 (3.23)	86 (23.18)
Punhana	11 (2.96)	78 (21.02)	74 (19.95)	15 (4.04)	68 (18.33)	21 (5.66)	71 (19.14)	18 (4.85)	70 (18.87)	19 (5.12)	89 (23.99)	0	16 (4.31)	73 (19.68)
Taoru	31 (8.35)	56 (15.09)	62 (16.71)	23 (6.20)	67 (18.06)	18 (4.85)	68 (18.33)	19 (5.12)	74 (19.95)	13 (3.50)	84 (26.64)	3 (0.81)	17 (4.58)	70 (18.87)
<b>Total</b>	<b>81</b> <b>(21.83)</b>	<b>290</b> <b>(78.17)</b>	<b>298</b> <b>(80.32)</b>	<b>71</b> <b>(19.14)</b>	<b>302</b> <b>(81.40)</b>	<b>67</b> <b>(18.06)</b>	<b>307</b> <b>(82.75)</b>	<b>64</b> <b>(17.25)</b>	<b>307</b> <b>(82.75)</b>	<b>64</b> <b>(17.25)</b>	<b>365</b> <b>(98.38)</b>	<b>6</b> <b>(1.62)</b>	<b>66</b> <b>(17.79)</b>	<b>305</b> <b>(82.21)</b>

Source: Field Survey CRRID 2015

It can be concluded from the perception of teachers on various aspects such as: best practices of managing performance of Teachers and Heads of the school; to identify systems on improvement of effective teaching; teaching performance; to achieve desired level of dropout rate, retention of sufficient students that:

- The schools are expected to be attractive in terms of their conditions and setting.
- Existing schools need proper maintenance and organization of the classes so that the children can enjoy their studies in the school.
- The school heads stated that they get around Rs10,000/- for maintenance of the schools, this amount is not sufficient for school maintenance.
- The schools must have charts and other attractive display like wall writings etc. This also may be one of the reasons affecting the regularity of participation by the children in the schools.
- Proper care is being taken to develop attractive displays and wall writings on the walls of the schools to attract the students.
- Adequate storage space for the books and other learning material.
- The classes are taught only through chalk and talk method and no other methods of activity learning or any other interesting and innovative methods are ever adopted in the classroom teaching process. Innovative method for teaching being implemented.
- The promotion to higher class (up to Class VII) is made without examination in ordinary government and government-aided private schools.
- In schools, no-detention policy explains the learning deficit. In the post- school education, the policy of maximum promotion has created a similar situation, especially in higher education.
- Schools must conduct remedial classes by identifying weak learners and organizing competitive learning activities and evaluation to understand the performance of children.
- The teachers should pay additional attention for such children whereas there are some motivated children who they found to be good at their studies in the schools, due to their willingness to learn and be educated.



- Teaching with dedication.
- Teacher's regularity and teaching with interest to the children.
- Regular orientation programme should be organised so as to apprise the teachers about all the parameters regarding the curriculum and schemes;
- Teachers need to be well versed with the respective teaching subjects;
- The way of teaching including language for need communication to be effective and focused;
- A proper mechanism should be evolved to ensure regular feedback from school both in terms of quality and quantity;
- Proper management of school funds in provision and maintenance of infrastructure, basic amenities, teaching aids and equipments etc need to be maintained;
- Yearly evaluation of the teachers preferably by third party evaluation needs to be done to get good results;
- Missionary sprits amongst the teachers need to be evolved;
- Ideal teacher-students ratio needs to be maintained;
- Cordial teacher-students relationship, more transparency in the conduct of school affairs, greater accountability of teachers would further enhance the overall image of the government schools.

### **Discussions with DEEO/BEOs/ Principals/Heads/Teachers excluding Sample**

The field survey team discussed the critical issues of education including causes of dropouts in midway academic session from schools with DEEO/BEOs/Principals/Heads/Teachers, of all level of schools. The outcome of discussion is:

#### **Regarding the Causes of Dropouts**

- Disinterest of students—Sometimes students do not want to pursue education themselves and then parents involve them in family business. This is for training them for self-sustenance/ livelihood for future.

- Poor infrastructural facilities and amenities in government schools including arrangement for drinking water, toilets (especially for girls), play ground, library, sports opportunities etc. also discourage parents to send their children to these schools.
- Parents with low socio-economic background are unable to retain their children up to elementary level. Hence, the expenses incurred on education are considered useless.
- In agricultural families, the services of children (both boys and girls) are used particularly during the harvesting and sowing seasons. The services of boys are usually used in the agricultural fields and girls expected to look after domestic chores and care of siblings. Almost 50% students of rural areas miss the school due to this reason. After resuming schooling, students realize that long absence from classroom learning and practices put them in very disadvantageous position. They mostly forget the syllabus already taught and covered learnt earlier and are not able to follow the further curriculum covered in the class and lag behind from other students. These long absences from the classes ultimately becomes the cause of dropouts.
- Lack of sufficient number of qualified Teachers/ staff; their preoccupation with other govt. assigned duties; no motivation for teaching and guiding students in the right direction also leads to lack of interest among the students which ultimately leads to dropouts. Teacher's involvement in development initiatives/ schemes/programmers in the school is also very limited.
- Higher dropouts in cluster near the industrial units are because of poverty and large family size.
- Many children dropout from government schools to shift to private/convent/ English medium schools with better infrastructure facilities and motivated teachers. In addition, there is feeling of upward social status among families whose children pursue studies in those private schools.

- School Education Curriculums in government schools do not include and inculcate Life Skill Education (Development of Self esteem, Confidence, Communication skill etc.). The school education does not help guide students in managing their future life, carrier/employment, dealing with people/ organizations etc. Thus their practical utility for rural populace especially among back ward/ under privilege classes is very low.
- Lack of adequate number of motivated teachers especially in rural areas.
- Method of teaching also discourages and frustrates the students as a very little time is given for students to understand the lesson instead more stress is given to making students write and students lose interest in the studies.
- Nonfunctional and ineffective monitoring system–Parent Teacher Meeting, Village Education Development Committee in place for supporting governments' efforts are ineffective.

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## **Chapter-IV**

### **Conclusion and Suggestions**

The main findings on data have already been discussed in previous chapter. The following pages discuss the concluding findings and recommendations:

The study on dropout rates of school children has clearly brought out the critical dimensions of school education in Mewat and the ground realities. Education being an important instrument escalating the holistic development of an individual, it is essential the systems are in place and the mechanisms function properly to achieve its ultimate aim. Government schools are believed to cater to middle and lower socio-economic groups.

- The infrastructural condition of the schools was not as appropriate as required for the proper conduction of educational activities.
- Basic necessities like provision of drinking water and toilets were lacking. These were rampant problems which were also mentioned to affect the enrolment of children in school.
- Many schools though have sports grounds; extracurricular activities are not given much importance.
- Teachers play a vital role in the improvement of the quality of education. In any assessment of the education system, it is important to know whether there are enough teachers, who are not only well – qualified to teach different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important and improving their skills of teaching.
- Teachers are still uncomfortable with the use of technology in the classroom. They should be trained to use the technological innovations that are readily available. Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education.
- The assessment procedure should help the institutions to know its strengths, weaknesses, opportunities and threats. It should be provided with objective and systematic database for good performance.

- School curriculum is becoming more and more complex. Many new areas of knowledge are getting into the curriculum. There should be continuous in – service programme organized both through face – to – face and distance mode in order to make the teachers cope with the latest developments.
- Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. They should also be involved in developing teaching and learning (print and non– print) instructional materials, psychological tools, etc. This will help the teachers in updating their knowledge and skills continuously as well as improving their self – esteem.
- There should be continuous monitoring of teachers in order to maintain the standard of teacher education and its quality enhancement.
- Defective selection procedures lead to deterioration of the quality of teachers. Therefore, proper selection of teachers should be made on the bases of aptitude test and personal interviews. The existing training programme does not provide adequate opportunities to the teachers to develop competency to face the varied type of situations in their real teaching life. The B.E.D programme does not totally emphasize the knowledge of the basic subject. There is no provision to increase and strengthen the knowledge of particular subjects of the teacher. The whole teaching practice remains indifferent with regard to the subject knowledge of the teacher.
- Through training the teacher should be helped so that may get transformed into an enriched and committed professional. The professional development of teachers is a “life – long’ process, which begins with the initial training and continues till retirement.
- “One of the reasons for the poor academic preparation of candidates entering the field is that there are not enough qualified teachers in the profession to satisfy demand. In order to attract more teachers into the field, the quality of the programs has decreased, and the criteria for selecting candidates of teacher education are almost non – existent”

- Teachers do not seem to realize that while for good teachers EDUSAT is a great aid, for the mediocrity it offers a challenge to their survival. The tragedy is that this innovation has failed to evoke any noticeably response anywhere within the district
- The authorities at different level felt that the teachers were apathetic and largely disinterested in teaching.
- Financial condition was found to be the most important reason responsible for low enrolment rate and high dropout rate among children.
- Gender divide was also found to surface in terms of preference wherein boys were given advantage over girls to go to school.
- The existing school education system, with importance only to teaching/learning and the absence of any vocational skill development at school level do not enhance the marketability of persons (children) with education up to elementary school level
- The village education committee was largely found to be a redundant body.
- The role of Village Education Committees (VECs), Schools and Teachers in enhancing parents knowledge, changing their attitude or support/help students at the time of need are totally missing.
- The teachers did not acknowledge (VECs) its role and its presence to a large extent. Thus, the VECs do not seem to be performing any role in establishing linkages between the community and the school.
- There are several government schemes and policies being implemented in the schools. Contrasting pictures surface here wherein the teachers did not seem to have any knowledge of the schemes in several cases.
- Training and advocacy are the two areas being where lagging behind.
- Maximum number of students dropped out for pressing demand of “household chores” and supplementing the family income by participating in carrying out and helping in family occupation/livelihood and long absence from school teaching. It further leads to lack of interest of the children in studies, etc.
- Government investment is adequate in the district. However, the machinery is not as transparent.

- There is disparity in the viewpoints of the beneficiaries indicating that there lies a need for investment to establish effective monitoring mechanisms to not only tap on the material resources such as schemes and policies but human resources such as the teachers.
- The Infrastructure requires improvement which will eventually motivate the parents and the children themselves to enroll in school.
- Gender balance needs to be induced at every level, especially among teachers.
- Given the backwardness in the region, female teachers are required to encourage parents to send their girl children to school.
- Effective monitoring mechanisms are also required for increasing accountability of the village education committee and other related bodies

A congregation of these aspects indicates that the condition of education in the district is not satisfactory.

### **Recommendations**

- Although, the availability of schools are accessible even at village level but there is need to motivate parents to send their children to school.
- A teacher is able to perform better, particularly in a school, if the enabling environment is conducive. This relates to healthy governance and administration structure, proper school building, adequate and qualified number of teachers in the schools, availability of laboratories, libraries, safe drinking water and toilet facilities. It is under these circumstances that a teacher can better perform the function as a nation builder.
- VECs are needed to be rejuvenated and some measures of social accountability should also be brought in to improve their functioning and performance.
- Sufficient numbers of trained and motivated teachers are needed in rural schools.
- Teachers need not be used in such non-teaching jobs which have adverse effect on teaching work.
- The State Institutes for Teachers Training need to consider for:

- Sensitization of teachers on the issues and their motivation for improvement in dropout rates;
- The training curriculum of teachers should include technical skill/capability in counseling, communication and negotiation etc. for dealing with prevailing attitude of parents to augment their capacities.
- Better career opportunity, incentives etc. should be thought of for better performing teachers. These may be linked with teachers' initiatives & motivation for checking dropout of school children.
- Haryana Education Department specially the School Board needs to improve close monitoring for optimal use of school funds allocated to government schools (If needed enhance the budget) specially on the following points:
  - Basic amenities–Drinking water, Separate toilets for girls/boys/staff need to be available in all schools.
  - To make the schools more interesting place for children, co-curricular activities need special attention.
  - There is urgent need to check the regular and timely supply of free school books, stationary etc.
  - With recent trends of development and prospects of employment or self employment a serious thought is needed for introduction of English as a teaching subject that need to be implemented in government schools from class-I and student counseling.
  - Parent-Teacher Interaction during PTA meetings should not be considered as a formalities/obligation but needs to be used for overall development and growth of child.
  - Create interesting and conducive learning environment in schools by teaching not only in traditional teaching-learning method but also through co-curricular activities and counseling.
  - Teachers have to look beyond their salary and service conditions and connect with higher values of their profession and society.



- The society in general and the governments must reflect to assess whether they are providing enabling environment to the teachers to perform the task of nation building. Through identification of the deficiencies and the resolve to remove them through positive intervention within a time frame it may get positive results.

## List of Schools

S.No.	School Name	School Code	Boys/Girls	Rural/Urban	Block Name
1	GPS Badopur	15433	Co-edu	Rural	Ferozepur Jhirka
2	GGPS Biwan	15436	Girls	Rural	Ferozepur Jhirka
3	GPS Dhond Kalan	19370	Co-edu	Rural	Ferozepur Jhirka
4	GPS Ghata Shamshabad	15506	Co-edu	Rural	Ferozepur Jhirka
5	GPS Jali Khori	19607	Co-edu	Rural	Ferozepur Jhirka
6	GPS Luhinga Khurd	15463	Co-edu	<b>Rural</b>	Ferozepur Jhirka
7	GPS Naharika	15469	Co-edu	Rural	Ferozepur Jhirka
8	GPS Rojoli	15495	Co-edu	Rural	Ferozepur Jhirka
9	GPS Sakarpuri	18911	Co-edu	Rural	Ferozepur Jhirka
10	GPS Solpur	19613	Co-edu	Rural	Ferozepur Jhirka
11	GMS Hariwari	6018	Co-edu	Rural	Ferozepur Jhirka
12	GMS Ghatashamsa	6101	Co-edu	Rural	Ferozepur Jhirka
13	GMS Kolgaon	932	Co-edu	Rural	Ferozepur Jhirka
14	GMS Pathroli	6011	Co-edu	Rural	Ferozepur Jhirka
15	GMS Sidhrawat	6020	Co-edu	Rural	Ferozepur Jhirka
16	GHS Mahun	825	Co-edu	Rural	Ferozepur Jhirka
17	GSSS Agon	818	Co-edu	Rural	Ferozepur Jhirka
18	GMS Nawali	6057	Co-edu	Rural	Ferozepur Jhirka
19	GPS Raniyala	15472	Co-edu	Rural	Ferozepur Jhirka
20	GPS Modh. Bas	15518	Co-edu	Rural	Ferozepur Jhirka
21	GPS Sidhrawat	15475	Co-edu	Rural	Ferozepur Jhirka
22	GMS Modh.Bas	6096	Co-edu	Rural	Ferozepur Jhirka
23	GMS Raniyala	6088	Co-edu	Rural	Ferozepur Jhirka
24	GPS Bajid Pur	15699	Co-edu	Rural	Nagina
25	GPS Dhadoli Kalan	15643	Co-edu	Rural	Nagina
26	GPS Hu-Huka	15660	Co-edu	Rural	Nagina
27	GPS Karhera	15626	Co-edu	Rural	Nagina
28	GPS Mahu	15640	Co-edu	Rural	Nagina
29	GPS Nangal Shahpur	15648	Co-edu	Rural	Nagina
30	GPS Ranika	15684	Co-edu	Rural	Nagina
31	GGPS Umari	15656	Girls	Rural	Nagina
32	GMS Nangina Shahpur	6069	Co-edu	Rural	Nagina
33	GMS Hassanpur	6068	Co-edu	Rural	Nagina
34	GMS K.M. Pur	6071	Co-edu	Rural	Nagina
35	GMS Mohalaka	6548	Co-edu	Rural	Nagina
36	GMS Saral	6038	Co-edu	Rural	Nagina
37	GHS Bhadas	820	Co-edu	Rural	Nagina
38	GPS Badarpur	15708	Co-edu	Rural	Nagina
39	GPS Haibitak	15669	Co-edu	Rural	Nagina
40	GMS Khurli Kuhrd	6076	Boys	Rural	Nagina
41	GMS Marora	934	Boys	Rural	Nagina
42	GMS Dugran	1680	Co-edu	Rural	Nagina
43	GPS Atta	15783	Co-edu	Rural	Nuh
44	GPS Baroji	15804	Co-edu	Rural	Nuh
45	GPS Chandeni	15763	Co-edu	Rural	Nuh
46	GPS Dihana	15830	Co-edu	Rural	Nuh
47	GPS Hilalpur	15822	Co-edu	Rural	Nuh
48	GPS Karam Chand Pur	15801	Co-edu	Rural	Nuh
49	GPS Kontlaka	15793	Co-edu	Rural	Nuh
50	GPS Mannaki	15746	Co-edu	Rural	Nuh
51	GPS Noshera	18903	Co-edu	Rural	Nuh
52	GPS Ranika	15827	Co-edu	Rural	Nuh
53	GPS Satputiyaka	15719	Co-edu	Rural	Nuh

54	GGPS Ujina	15808	Girls	Rural	Nuh
55	GGMS Bai	6029	Girls	Rural	Nuh
56	GMS Ranika	913	Co-edu	Rural	Nuh
57	GMS Kherla Nuh	948	Co-edu	Rural	Nuh
58	GMS Rewasan	815	Co-edu	Rural	Nuh
59	GMS Rehna	816	Co-edu	Rural	Nuh
60	GMS Tapkan	6031	Co-edu	Rural	Nuh
61	GHS Manuwas	713	Co-edu	Rural	Nuh
62	GSSS Indri	882	Co-edu	Rural	Nuh
63	GPS Kherala	18905	Co-edu	Rural	Nuh
64	GPS Gangaoli	15770	Co-edu	Rural	Nuh
65	GPS Kariwrsika	15750	Co-edu	Rural	Nuh
66	GMS Kariwrsika	6055	Boys	Rural	Nuh
67	GPS Badli	15878	Co-edu	Rural	Punhana
68	GPS Chandanki	15916	Co-edu	Rural	Punhana
69	GPS Godhola	15880	Co-edu	Rural	Punhana
70	GGPS Indana	18885	Girls	Rural	Punhana
71	GPS Khawajli Kalan	15873	Co-edu	Rural	Punhana
72	GPS Mohd. Pur	15886	Co-edu	Rural	Punhana
73	GPS Naseer Puri	15849	Co-edu	Rural	Punhana
74	GPS Pinangwan H.B.	15920	Co-edu	Rural	Punhana
75	GMS Rasul Pur	15893	Co-edu	Rural	Punhana
76	GPS Singar	15868	Co-edu	Rural	Punhana
77	GPS Tundlaka	15841	Co-edu	Rural	Punhana
78	GGMS Shikrawa	6567	Girls	Rural	Punhana
79	GMS Gulalta	720	Co-edu	Rural	Punhana
80	GMS Laharwari	5877	Co-edu	Rural	Punhana
81	GMS Niwana	721	Co-edu	Rural	Punhana
82	GMS tirwara	733	Co-edu	Rural	Punhana
83	GHS Hathangaon	823	Co-edu	Rural	Punhana
84	GGSSS Pinangwan	886	Girls	Rural	Punhana
85	GPS Fardari	15879	Co-edu	Rural	Punhana
86	GPS Bhuriyaki	15919	Co-edu	Rural	Punhana
87	GPS Punhana	15839	Co-edu	Rural	Punhana
88	GMS Fardari	6126	Boys	Rural	Punhana
89	GMS Nai	719	Co-edu	Rural	Punhana
90	GGMS Nai	6568	Girls	Rural	Punhana
91	GMS Godhola	6119	Co-edu	Rural	Punhana
92	GGPS Bissar Akbarpur	15924	Girls	Rural	Taoru
93	GPS Dhulwawat	15995	Co-edu	Rural	Taoru
94	GPS Gusbethi	15992	Co-edu	Rural	Taoru
95	GPS Kalwari	15963	Co-edu	Rural	Taoru
96	GPS Mandarka	15980	Co-edu	Rural	Taoru
97	GPS Patuka B	15993	Co-edu	Rural	Taoru
98	GPS Sainipura	15943	Co-edu	Rural	Taoru
99	GPS Utton	16002	Co-edu	Rural	Taoru
100	GMS Burak	6140	Co-edu	Rural	Taoru
101	GMS Guranwat	6144	Co-edu	Rural	Taoru
102	GMS Mohammadpur Ahir	5883	Co-edu	Rural	Taoru
103	GMS Sewka	6590	Co-edu	Rural	Taoru
104	GHS Ratiwas	710	Co-edu	Rural	Taoru
105	GSSS Hasanpur	867	Co-edu	Rural	Taoru
106	GMS Thamuwas	718	Co-edu	Rural	Taoru
107	GPS Silkho	15935	Co-edu	Rural	Taoru
108	GPS Nihalgarh Gudhi	15983	Co-edu	Rural	Taoru
109	GMS Shikarpur	5886	Co-edu	Rural	Taoru
110	GMS Silkho	6587	Co-edu	Rural	Taoru
111	GMS Nihalgarh Gudhi	6137	Co-edu	Rural	Taoru

Appendix-II.2

**List of Teachers, who were considered as Respondents**

Sr. No	Name of Respondent	Mobile No
1	Asif Ali	9050476024
2	Naresh Kumar	9991788310
3	Modh. Salim	9813406900
4	Satad nazar	9996464739
5	Sahid Ujama	8053812208
6	Moti Lal	9992396814
7	Phool Kumar	9412601998
8	Bhagmal	9813222877
9	Bhagwani Devi	9255779442
10	Manju Bala	8053659527
11	Phool Chand	9812783792
12	Hargobind	9991725598
13	Naresh Kumar	9416907806
14	Deepak Kumar	9466394453
15	Narinder Singh	9896816360
16	manauwar hussain	9812896196
17	Swan Khan	9671735115
18	Azad Singh	9466273424
19	Kuldip	9416657155
20	Manjeet	9729973916
21	Ramphal	8053917321
22	Krishan	9466792966
23	Suresh kumar	9416142456
24	Rakesh Kumar	9462437422
25	Asin Khan	9991046591
26	Modh.Haffih	9812119178
27	Imran	9991450998
28	signal teacher school ( on leave)	
29	Jahi Hussain	805386138
30	Dinesh	9050157716
31	Jai Bhagwan	9991662114
32	Akbar Ali	9813423766
33	Raj kumar	9671105478
34	Vishlam	9813682183
35	Lav Kumar	9812198064
36	Asif Khan	9813325525
37	Virender	9416444853
38	Neeraj Yadav	9416146542
39	Prem Chand	9416381349
40	Mohan Lal	9254402460
41	Madan Pal	9416330650
42	Rajeev Mital	9466283834
43	Johney Mal	9813957904
44	Surinder Kumar	9466772322
45	Deen Modh.	9812379786
46	Roshan Lal	9416604225
47	Kiran Bala	9812845565
48	Safi Modh.	9813282484
49	Sultan Khan	9813261199
50	Sunder singh	9050725547
51	Anju Lata	9728163398

52	Satish	9999236109
53	Satvir	8950822260
54	Sunil Kumar	9728314982
55	Mohd. Rafeeqe	9050360044
56	Sakhira	9991290246
57	Naushad Ali	9812410235
58	Mohd. Faraq	9813551730
59	Virbhan	9813582679
60	Naritya Gopal	9813192760
61	Rajesh Kumar	9466729704
62	Rakesh Kumar	9466072087
63	shahuti Ali	9813688217
64	Manohar Lal	8901120918
65	Har Dutt	9728249387
66	Narinder Singh	8689042897
67	Rustam Khan	9813333428
68	Mohal Lal	9416455469
69	Amar singh	9416512133
70	Daya Ram	9728438347
71	Juber Khan	9991737148
72	Alim Khan	9813363957
73	Anil Kumar	9991995598
74	Iquwal	9992054333
75	Modh.Arif	9813494688
76	Satish	9416760404
77	Razih	9812122367
78	Narender singh	9671393837
79	Mukesh Kumar	9813809656
80	Mehar Singh	9416350027
81	Lal Chand	9991024313
82	Sanjay Chawla	9812816524
83	Javed Hussian	9671386235
84	Asgar Khan	8053404850
85	Mohd.Iqbal	9813469200
86	Teacher less school	
87	Majaz Khan	9050098330
88	Reehaj Khan	8053189307
89	Hussain Modh.	9991748075
90	Saleemu Deen	0
91	Jahir Hussian	9991035751
92	Modh.Abid	9050024379
93	Subhash Chander	9466269646
94	Dhani Ram	8059554575
95	Modh Yuanus	9813663982
96	Barkat Ali	9991770787
97	Vikram Singh	9812153807
98	Hari Chand	9991221584
99	Rafik Ahmad	9416354002
100	Surinder Malik	9416231027
101	Parveen	9416305391
102	Sushma	8683803933
103	Asard Khan	9813470136
104	Mohd. Haroon	9813766779
105	Mohd Zubair	9813871366
106	Krishan Kumar	9416227592

107	Bhagat Dayal	9812828094
108	Akbar Hussain	9812217494
109	Anariyaz	9813029208
110	Zakaria	9813029209
111	Akthar Hussian	9813771274
112	Hassan Modh.	9813205841
113	Satish	9466910743
114	Sanjeev Kumar	9466642910
115	Sunder	9813179774
116	Sher Mohd.	9728606797
117	Mobin Khan	9813538405
118	Haqmuddin	0
119	Modh.Farooque	0
120	Abdul Raffic	9813314342
121	Mobinder Singh	0
122	Tej Pal	9466069987
123	Mahesh	9467161726
124	Naresh Chand	9416735680
125	Anil Kumar	9812609686
126	Sahun	9991069034
127	Israil	9416353698
128	Jalaludin	9991312690
129	Shri Chand	9991649404
130	Narender Kumar	0
131	Zahir Hussain	9813766932
132	Modh. Subhedar	9991655900
133	Hakmudeen	9813466761
134	Mukesh Kumar	8395965119
135	Mahavir	9466283604
136	Mahram Khan	8053146692
137	Rajesh Kumar	9416320254
138	Sanjay Kumar	9050406115
139	Jaipal	9467449495
140	Masood Ahmad	9992398510
141	Modh Asalam	9416215425
142	Ved Prakash	9466767931
143	Naveen Kumar	9813624134
144	Parveen Kumar	9416992266
145	Rehana	9416215425
146	Budh Ram	9813206175
147	Modh. Hanif	9813843171
148	Mubarik Ali	9050722327
149	Harish Kumar	9991715630
150	Yaved	8059842786
151	Akhtar Hussain	9992135265
152	Chhinda Singh	9050075003
153	Nand Kishore	9671453453
154	Anil Kumar	9050610101
155	Rajni	9728818542
156	Anwar Hussain	9813461861
157	Khalid Hussain	9813153671
158	Rajesh Arora	9813229007
159	Naresh Chand	9991772389
160	Lalit Kumar	9671214358
161	Jayant	9896484717

162	Jamail Ahmad	9991488002
163	Modh. Haroon	9813444782
164	Amar Nath Jha	9812638148
165	Ved Prakash	9467403020
166	Gautam Saini	9999603332
167	Parveen Kumar	9996979667
168	Rajesh Kumar	0
169	Puran Singh	9813479431
170	Jai Bhagwan	9466848205
171	Jagbir	9050687813
172	Rambir Yadav	9671695846
173	Modh. Khan	9813803057
174	Basruddin Khan	9050655501
175	Dheeraj Kumar	9992018989
176	Gagadhar Singh	8285786614
177	Ramesh Kumar	0
178	Joginder Dagar	9050579404
179	Shyam Babu	8053893840
180	Lal Singh	9671485156
181	Hari Krishan	8130617700
182	Amar Pal	9996237429
183	Ashok Kumar	8053818600
184	Om Prakash	9812864057
185	Sundhar Lal	9992543297
186	Satya Prakash	9728478978
187	Mehar Singh	8930074881
188	Hidyat Khan	9991078906
189	Juber Khan	9813328213
190	Shri Ram	9050471250
191	Reena	8813074585
192	Ram Mehar Singh	9466822166
193	Thawar Singh	9671670673
194	Anju	8295971337
195	chottu Ram	9541184908
196	Kanchan Arora	9468071536
197	Anju	9467786670
198	Ravinder Kumar	0
199	Raj Kumar	9812341535
200	Sahil	9416627942
201	Houshiar Singh	0
202	Narender Singh	9813133016
203	Amar Singh	9050560105
204	Balraj	9 050144075
205	Satbir Singh	9050346425
206	Shiv Kumar	9812972249
207	Radha Sham	9050411233
208	Dharamvir Singh	9812235985
209	Vahid Ahmad	9671128575
210	Partap Singh	0
211	Sher Modh.	9813522538
212	Lachhi Singh	9627187464
213	Parveen Kumar	9728374777
214	Reetu	8930969555
215	Dharamvir Singh	9816328313
216	Shiv Dutt	0

217	Nishita Chaudhary	9050718433
218	Modh. Farooq	9991437499
219	Sarif Ahmad	9991007066
220	Lal Jatinder Singh	9812869703
221	Jaswant Singh	9991513402
222	Naresh	8930095523
223	Mazid Khan	9826321866
224	Sandeep	9068140006
225	Chhatar Singh	9991556317
226	Khushid Ahmad	9050654204
227	Udhay Vir	8607595117
228	Naveen Kumar	9416827476
229	Saffudin	9991301984
230	Mohd. Iqbal	9813257963
231	Juber Ahmed	8685811535
232	Chanchan Kumari	9813743128
233	Anita Sharma	9991523702
234	Raj Kumari	9991024024
235	Rajeev Kumar	9467835911
236	Idrish Khan	9812383760
237	Sombir	9050143505
238	Haricharan	9991461319
239	Rayaz Hussain	9812297783
240	Yahuda	9812236902
241	Chander Bhan	9466285262
242	Sombir Sharma	9050143505
243	Puran Chand	9802423001
244	Nijamudin	9812076793
245	Hari Swaroop	9991960096
246	Naresh Kumar	9813243195
247	Jatinder Kumar	9671805769
248	Shashi	9991094001
249	Radha Rani	8930636685
250	Sudha Sharma	9412278624
251	Mohan Singh	9996836107
252	Raj	9812755165
253	Giriraj Prasad	9992240296
254	Sanjay Kumar	9466784121
255	Parveen	0
256	Yassin	9050410110
257	Modh.Yunis	9813777162
258	Uday Bir	9267692069
259	Sunil Yadav	8295987729
260	Jatinder Kumar	9671910617
261	Dev Raj	9813563735
262	Puran Mal	9813643981
263	Shahwat Ali	0
264	Shabu Deen	9812436818
265	Saleem	9017541535
266	Tayab Hussain	0
267	Naresh Kumar	0
268	Tej Pal	9050167583
269	Sahid Ahmad	9812734266
270	Shashi Bala	9050328818
271	Kurshid Ahmad	9991507452



272	Zakir Hussain	0
273	Naseem Ahmad	9813944171
274	Surinder Singh	9812795864
275	Mohd. Yaved Akhtar	9671987843
276	Akkatar Khan	9812417742
277	Nazar Mohd.	9812559786
278	Arshad Khan	9991027986
279	Sapan Khan	9813361489
280	Jyda Begum	9812755220
281	Soni Kumari	8059670130
282	Bupesh Kumar	9812311777
283	Layakat Ali	9812208498
284	Kamesh Rani	9782574101
285	Esha	9729993575
286	Mukesh Kumar	9812689911
287	Dhan Raj Ahlawat	8607114774
288	Rameshwar	9812886048
289	Roop Singh	8689070781
290	Bir Singh	9466160970
291	Raj Kumar	9466793180
292	Anita Goyal	8901331750
293	Parma Aand	9416396797
294	Baljit Kumar	9416650834
295	Pardeep Kumar	9812505523
296	Sanjay Kumar	9728092836
297	Bhagwan	9991877634
298	Ram niwas	9467367468
299	Sunny Kapoor	9812271170
300	Shamsher	9896049632
301	Mahipal	9416658645
302	Mukesh	9466321228
303	Jai Singh	9466674643
304	Rajesh Kumar	9812688014
305	Jagat Singh	9466561661
306	Naveen	9813530103
307	Jagat Chehal	8295799400
308	Ajit Singh	9813621145
309	Saroj Rani	9891293840
310	Raju	9812175389
311	Inderjeet	9466781212
312	Dalip	8059499747
313	Rajesh Kumar	9812421317
314	Sandeep singh	8930358343
315	Islam	9812094575
316	Birender Singh	8930710083
317	Vijay kumar	9466358404
318	Charan Singh	9991011351
319	Sushil Kumar	9468031728
320	Lakhi Ram	9992332467
321	Surinder Kumar	9416627518
322	Dhalraj Singh	9416836058
323	Ram Singh	9802731989
324	Kajal	9468103511
325	Day Ram	9813812640
326	Krishna Kumar	8059441918

327	Gurender Singh	9416890145
328	Sanjay Yadav	9416889718
329	Jai Paul	9728371123
330	Rajesh Kumar	9466432252
331	Mohamad Asalam	9812996302
332	Tej Singh	9813468311
333	Vinod Kumar	9050123413
334	Rajiv Kumar	9466353077
335	Bajender	9813833043
336	Balwan Singh	9992335897
337	Harish Kumar	9992341713
338	Jitender Kumar	9416454704
339	Parveen Kumar	9813702070
340	Yaspal	9416348709
341	Rajesh Kumar	9812980031
342	Sukh Chain	8053650627
343	Kaxmi Naryana	9728083662
344	Kanwar Pal	9812203095
345	Man Singh	9813055985
346	Phool Singh	9813217289
347	Ram Niwas	9050483029
348	Amit	9812178170
349	Ramvir singh	9813797096
350	Mahavir Singh	0
351	Sunita	9818773019
352	Satya Parkesh	9996213143
353	Ayub	9812876288
354	Ranbir Singh	9466356464
355	Zafar Iqbal	8053944988
356	Om Parkesh	9467175628
357	Krishan Chander	9992228913
358	Vijender Singh	9992590275
359	Shushila Devi	0
360	Shukuntala	9728217008
361	Jamela	9416261270
362	Mohan Lal Saini	9017513975
363	Vinod Kumar	9466537439
364	Sahid Ahmad	9991472897
365	Baljinder Singh	9992481538
366	Kariman	9991824981
367	Suba Singh	9728177632
368	Harish Bhardwaj	9813297389
369	Prem Sagar	9812253510
370	Umar Sahid	9812394764
371	Naresh	8059618607
372	Mukesh	9992467263
373	Rajinder Kumar	9992272852

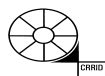
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## Questionnaire

Confidential: For research only



CENTRE FOR RESEARCH IN RURAL AND INDUSTRIAL DEVELOPMENT (CRRID)  
Sector 19-A, Madhya Marg, Chandigarh 160019, INDIA

RESPONDENTS: TEACHER/S, HEAD TEACHER/PRINCIPAL  
AND TEACHERS AS PARENTS

**Part-I**  
Profile of School and Respondent

**Part-II**  
Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify systems to ensure teacher motivation, attendance and optimal use of teaching time

**Part-III**  
Dropout Rate Reduction/Retention of Students

**Part-IV**  
Why the Government Schools are not being preferred

Part-I-A: Profile of Schools		
S.No	Questions	Answers with Codes
1.	Name and Address of School	
2.	Level of School  (Note: Irrespective of the level of school, the school up to classes VIII (elementary) will be considered for collection of data)	Elementary 1 Secondary 2 Senior Secondary 3
3.	Type of School  1. Model School  2. Non-model School	Rural-1      Urban-2      Govt.-1 Aided-2    Govt.-1    Aided-2  _____  _____
4.	Nature of School	Co-education 1 Boys 2 Girls 3
Part-I-B: Profile of Teacher		
5.	Name of Respondent	
6.	Designation of Respondent	Principal 1 Headmaster/Headmistress 2 Teacher 3
7.	Age (years)	Up to 30 1 31 to 40 2 41 to 50 3 51 to 60 4 61 and above 5
8.	Gender	Male 1 Female 2
9.	Highest qualification	M.Phil/Ph.D+ B.Ed 1 Post graduation + B.Ed 2 Graduate + B.Ed 3 10+2 +JBT/ETT 4 10 + OT/JBT/Gyani/Parbakar 5 Others, specify 6
10.	Teaching to classes specify level	Primary 1 Upper Primary 2 Secondary 3 Senior secondary 4

11.	What subjects you teach	English Mathematics Hindi Social Science General Science Sports All primary subjects Others, specify	1 2 3 4 5 6 7 8
12.	Years of Teaching	1 to 5 6 to 10 11 to 15 16 to 20 21 to 25 26 to 30 31 and above	1 2 3 4 5 6 7
13.	Status of Respondent	Regular Contractual Part-time teacher Adjusted under SSA scheme Others, specify:	1 2 3 4 5

**Part-II Benchmarking Best Practices of Managing Performance of Teachers and Heads of Schools to identify systems to ensure teacher motivation, attendance and optimal use of teaching time**

**A. Ensure Teacher's Motivation**

1.	Are you satisfied with the following concern to your job?	Yes-1	No-2
(i)	Satisfied with your salary If no, give reason/s	_____	_____
(ii)	Satisfied with your teaching work If no, give reason/s	_____	_____
(iii)	Satisfied with your managerial workload If no, give reason/s	_____	_____
(iv)	Satisfied with your school management If no, give reason/s	_____	_____
(v)	Satisfied with your colleagues If no, give reason/s	_____	_____
(vi)	Satisfied with number of teachers in the school If no, give reason/s	_____	_____
(vii)	<b>Satisfied with basic infrastructure:</b>	_____	_____
(a)	availability of safe drinking water If no, give reason/s	_____	_____
(b)	availability of separate male/female Staff/student toilets If no, give reason/s	_____	_____
(c)	availability of required classroom furniture If no, give reason/s	_____	_____
(d)	availability of required number of classrooms If no, give reason/s	_____	_____
(e)	availability of electricity If no, give reason/s	_____	_____
(f)	availability of teaching aids If no, give reason/s	_____	_____

	(g) availability of school buildings If no, give reason/s	_____	_____
	(h) availability of computers If no, give reason/s	_____	_____
	(i) access to internet If no, give reason/s	_____	_____
	<b>Kindly suggests the motivation needed for enhancing your job satisfaction</b>	_____	_____
<b>B. Teacher's Attendance</b>			
<b>2.</b>	Kindly specify the teaching days in a month	On average teaching days are 22 days in a month	
	(i) Regular teachers (1)	1-10 days	-1
	(ii) Contractual teachers (2)	11-20 days	-2
	(iii) Part time teachers (3)	21 and above	-3
	(iv) Under SSA Scheme (4)		
<b>2.1</b>	<b>Do you attend school regularly</b>	<b>Yes-1</b>	<b>No-2</b>
	(i) If yes, whether you teach regularly?	_____	_____
	If no, specify the reasons for non teaching:		
	(ii) If you do not attend school regularly then specify reasons for non-attending of the school		
		Involvement in other administrative work	-1
		To attend some workshop/conference	-2
		To involved in MDM	-3
		To involved in other government duty, particularly of sample survey, election/ census	-4
		Any other, specify:	-5
		To avail earned leave	-1
		To avail casual leave	-2
		To avail medical leave	-3
		To avail extra ordinary leave (without pay)	-4
		To avail commuted leave on medical ground	-5
		To avail study leave	-6
		To avail maternity leave	-7
		Do not like school teaching environment	-8
		No suitable infrastructure	-9
		Commuting problems	-10
		Bad behavior of other teachers	-11
		Involvement in non-academic duties	-12
		Presume non-seriousness of students in the classes	-13
		Less pay band according to the Qualification	-14
		Any other, specify:	-15
	<b>Kindly give suggestion/s for enhancing the regularity in attendance of school teachers in respect of motivating the teaching work</b>	_____	_____
<b>C. Optimal use of Teaching Time</b>			
<b>3.</b>	<b>Do you reach school on time?</b>	<b>Yes-1</b>	<b>No-2</b>
	If yes, specify:	_____	_____
	If no, specify reasons:		
		Everyday	-1
		Some days	-2
		Rarely	-3
		Distance from home to school	-1
		Non-availability of mode of transport	-2
		Involvement in non-academic activities	-3
		Any other, specify:	-4







<b>Part-V: Perception of Teacher who is being considered as a Parent</b>			
1.	<b>Do you have school going children?</b>	<b>Yes-1</b>	<b>No-2</b>
		<b>Boys</b>	<b>Girls</b>
	<b>If yes, specify gender-wise number of children</b>	_____	_____
	<b>In which school, they are studying</b>	_____	_____
	Government -1	_____	_____
	Aided school -2	_____	_____
	Private -3	_____	_____
	If they are studying in Aided or private schools, why not you preferred government schools, specify:	Preference to private school because of better infrastructure -1	
		Good behavior of the teacher -2	
		Better teaching learning aids -3	
		Sound economic condition of teacher -4	
		Preference for CBSE/ICSE board -5	
		Do not want to sit their children with the children of lower class families -6	
		Private schools provide better Discipline -7	
		Private schools encourage for personality development -8	
		English as a medium of instruction -9	
		Availability of clean toilet facilities -10	
		Availability of safe drinking water -11	
		Availability of mode of transport -12	
		Availability of medical facilities -13	
		Regular teacher attendance -14	
		Effective classroom teaching -15	
		Prepare students for competitive examinations -16	
		Participation in sports and co-curricular activities -17	
		Better teacher-student communication -18	
		Required teacher-pupils ratio -19	
		Any other, specify: -20	
	<b>Kindly suggest some measures for the preference of government schools</b>	_____	_____
<b>Part-VI: Assess the Implementation of various schemes</b>			
1..	<b>Do you know that the following schemes are implementing in your school?</b>	<b>Yes-1</b>	<b>No-2</b>
		_____	_____
	<b>If yes, specify the schemes:</b>		
	<b>(a) To reduce dropout rate:</b>		
	(i) Rajive Gandhi Scholarship for middle Classes (VI-VIII)	_____	_____
	(ii) Monthly stipend for BPL students of classes I-VIII	_____	_____
	(iii) Monthly stipend for backward classes students of classes I-VIII	_____	_____
	(iv) Cash award scheme for scheduled castes children of classes I-VIII for purchase of stationary, school bags and uniforms (one time cash in a year)	_____	_____
	(v) Monthly stipend to all scheduled castes students of classes I-VIII	_____	_____
	<b>(b) Mid-Day Meal Scheme</b>	_____	_____
	<b>(c) Mukhya Mantri School Beautification Motivational Awards</b>	_____	_____
	<b>Kindly suggest some measures for the implementation and utilization of schemes</b>	_____	_____

**In the last, kindly suggest, 'what would be the best practices of managing performance of teachers and head of the school to identify systems on':**

(i) Ways and means of improvement in effective teaching

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(ii) Improvement in teaching performance

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(iii) Targets under dropout rate to be achieved up to the desired level

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(iv) Steps taken by State government to reduce dropout rates

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(v) Retention of students is sufficient

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**Name of the Field Investigator**

**Date:**