

**REORGANISATION AND MERGER OF SCHOOLS AT
ELEMENTARY LEVEL IN THE CONTEXT OF THE RTE
ACT 2009 IN JHARKHAND**

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PREFACE

Elementary education is the foundation of all formal education. It prepares individual for life, career and further education. Realizing its importance in the national and individual life, the Constitution of India made elementary education as Fundamental Right of individual. The Government of India has implemented Right of Children to Free and Compulsory Education since 1st April, 2010 throughout India. Accordingly, all states have taken initiatives for providing educational facilities to all children of 6-14 years of age including out of school children. In this regard, the Government of Jharkhand has established primary schools in every habitation and upgraded many primary schools to upper primary school. Recently, it is observed that many schools at elementary level have low enrollment and attendance of students due to many and varied reasons. To meet this challenge and rationalize school provisions and pupil teacher ratio, the Government of Jharkhand has formulated rules for school reorganization and merger at elementary level in 2016. Accordingly, the Government has proposed to merge 6414 schools with nearby upper primary or high schools. Total 4602 schools were merged with nearby schools. In this background, the Regional Institute of Education has undertaken a research study on school reorganization and merger of schools at elementary level in Jharkhand.

This research report consists of four chapters. The chapter-I gives status of elementary education in India and Jharkhand, rules for reorganization and merger of schools and research background of the study. The chapter-II presents details of methodology such as method, sample, tools, techniques of data collection and process of data analysis. The chapter-III deals with data analysis with table, graphs and qualitative descriptions. The chapter-IV gives major findings as well as implications for different stakeholders. The findings of this research study indicated that school reorganization and merger is helpful in providing quality education at elementary level. The educational implications suggested in the report would be beneficial for educational administrators, head teachers, teachers and parents for the enhancement of learning outcomes at elementary level. Further, this study would encourage researchers, administrators and practitioners from the field of education, economics, sociology, psychology to conduct in-depth study on merged schools in different parts of the country.

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EXECUTIVE SUMMARY

The Government of Jharkhand has initiated the process of school reorganization and merger at elementary level to realize the objectives of the RTE Act 2009 and provide quality education to all children of 6-14 years of age. The school reorganization and merger is based on the principle like having elementary school within 1KM from the child habitation and merging schools having low enrolment with nearby schools. Accordingly, many primary and upper primary schools were merged with nearby upper primary schools and high schools. Officially, all the infrastructure facilities and students were also shifted to nearby schools. Teacher distribution was rationalized as per the Pupil Teacher Ratio. It is natural, therefore to study the status, consequences and benefits of school merger at elementary level.

The objectives of the study are (i) to study the access, enrolment, infrastructure, teaching learning materials, position of teachers, pupil teacher ratio and curricular activities in merged schools and present schools, (ii) to examine the classroom transaction in different subjects in present schools, (iii) to find out the achievement of students in different subjects in present schools, and (iv) to study the views of different stakeholders regarding problems and issues of reorganization and merger of schools.

The investigators adopted survey method, Focused Group Discussion (FGD) and interview to study the different aspects of merged and present schools. Sample for this study has been selected by using multi-stage sampling method. Initially, three districts were selected from 24 districts using random sampling method. Further, two blocks were selected from each district and eight present schools were selected from each district. Total 31 merged schools, 24 present schools, 24 HMs, 71 teachers, 74 parents and 280 students were involved in this study. The investigator used self developed tools such as (i) questionnaire for HMs, (ii) observation schedule for classroom transaction of teachers, (iii) achievement test (Hindi, EVS and Mathematics) for students, (iv) Focus Group Discussion for students, (v) interview schedule for parents of merged students, (vi) interview schedule for teachers of merged school and (vii) questionnaire for DSE, DEO, BEEO. Data was collected by visiting selected schools. The collected data was processed in computer software (Excel and SPSS) and accordingly interpretations were made.

The study found that (i) 67.75% of the schools merged are primary and 32.25% of schools merged are upper primary. Majority of the schools are merged in 2018 and few schools are merged in 2016, (ii) majority of merged schools did not have teachers for all classes in primary and upper primary level. In an average 1-2 teachers were available in primary schools and 4-5 teachers in upper primary schools, (iii) average enrolment of students in merged school was 8.62 in primary schools and 43.5 in upper primary schools, (iv) majority of the merged schools have inadequate furniture at primary level with few almirah, chair and bench, (v) the present school is more than 1KM from the habitation of children of all students including merged students. The average distance of school from student's habitation is 1766 meters, (vi) 66.7% of present schools are upper primary with I-VIII classes, 25% of schools are high schools with 1-X classes and only 8.3% of schools are primary with I-V classes, (vii) 91.7% of present schools have separate toilet facility for girls and 25% of schools have toilet for female staff, (viii) only 4.16% of present schools have a regular head teacher. In average 7-8 teachers (including contractual teachers) are working in present schools. Around 55% of upper primary schools have no subject teacher to teach science, math, social science and languages, (ix) 43.46 is an average pupil teacher ratio in present school with minimum and maximum PTR is 20 and 106 respectively, (x) around 20% of teachers never provides scope for exploration, encourage discussion among the group, gives cues for discovery and exploration and gives time to students for interaction in the class, (xi) the average performance of students in Hindi, Mathematics and Environmental Studies (EVS) is 3.30, 4.48 and 4.44 respectively out of total score of 10 in each subject. The students performance is less than 50% in each subjects, (xii) majority of students did not feel good when they heard that the school is going to close as they were very much attached with old school and it was near to their habitation. They have difficulty to go to new school regularly specially in rainy session, (xiii) 63% of teachers expressed that old school had fewer classrooms, single teacher school and it was difficult to manage all activities. The present school has more students and teachers, which are conducive for learning, (xiv) 73% of parents expressed that they feel sad about merger of old school as it is near and children come to school on their own. Now parents are dropping and picking their wards

from new school, which is hampering their daily work, and (xv) majority of education officers responded that merger of schools were done to reduce dropout and provide quality education. Old school building will be used for social purpose in the village. More school merger should be done but some assistance may be provided to students coming from more distance place.

The study has suggested following implications for different stakeholders. (i) The decision to merge elementary schools having less students with nearby upper primary or high school is welcome step, which can help in providing quality education to all children. Hence it is suggested for identifying other schools having less enrolment and merging with nearby schools so that teachers and other facilities can be rationalized in the state, (ii) Travel assistance/arrangement to the children travelling more than 1KM to reach school from the habitation may be made by the Government. (iii) Government must fill the vacancy of teachers in all elementary schools so that the proper PTR can be maintained in schools. (iv) Necessary steps may be taken by the Government for recruitment of subject teachers in upper primary schools and part time instructors for art education and physical education. (v) The teaching learning material is the basic requirement for providing quality education at school level. It is suggested to the education authority for taking necessary steps so that minimum infrastructure facilities can be available in all elementary schools. (vi) Head teachers are the pillars of school who can take decisions for the benefit of the students and institution. So the Government may take initiative to appoint regular head teacher in all elementary schools. (vii) Learning outcomes documents must be displayed in all the schools for the benefit of students, parents and teachers. (viii) In-service training programmes for elementary school teachers on constructivist pedagogy must be organized so that classroom transaction can improve. Further, teachers must be encouraged and motivated by supervising education officers for the quality improvement of teaching learning in elementary schools. (ix) Vacancy of BEEOs may be filled so that proper monitoring and supervision can be done at block level. This supervision and monitoring is more urgent for school which accommodated merged schools. (x) The Government may take urgent and necessary steps by way of finding out the factors that responsible for such a poor performance in Hindi, which is the mother tongue of state. A comprehensive and

practical plan must be developed with the help of all stakeholders, UNICEF, NGOs for enhancement of learning performance in elementary schools.

School reorganization and merger at elementary level is an initiative by the state Government to provide better educational facilities, proper PTR and develop learning performance of students. The Government of Jharkhand has proposed to merge 6414 schools after proper verification by education officers. The merger started in 2016 and by 2019 total 4602 school has been merged with nearby schools. This study has indicated that merger of schools can help in providing quality education to each and every child as per the RTE Act 2009. Some students and parents felt unhappy for the school merger as the new school is little distance from their habitation. Majority of teachers, head teachers, parents and students have favourable opinion toward school merger. The facilities, classroom transaction and students achievement has not been improved after school reorganization and merger. Hence it is high time for the Government of Jharkhand to look into the matter and take appropriate action for quality improvement of education.

CHAPTER-I INTRODUCTION

1.1. Importance of Elementary Education

Education is the most important and noble human endeavour. It enables human to achieve their fullest personal, spiritual, mental, social, and physical potentials. It is pillar of the developed and powerful country besides being the most important element for growth and prosperity of a nation. A.P. J. Abdul Kalam, former President of India once said “education transforms a human being into a wholesome noble soul, and promotes universal brotherhood in its true sense”. It is drawing out and developing creativity inherent in students, hence, a fundamental right of every child.

Elementary education is the first step for acquiring secondary and university education. It is like the sapling of the plant which requires proper environment, care, nurture to grow to its full. Like that children can be taken care so that they can be the better citizens of India and serve the country by meeting the challenges and bringing success and development to the society. Elementary education includes classes from I to VIII which is mandated under 86th constitutional amendment. The period of eight years is considered as the most crucial period which is divided into two phases. The 1st phase is primary i.e. I to V class in which basic education is taught to child like reading, writing, arithmetic. The 2nd phase is upper primary which includes classes from VI to VIII. During this phase child’s intellectual, social, cognitive development as well as skills towards world of work is nurtured.

Different commissions and committees on education have stressed on the importance of elementary education. Kothari Commission (1964-66) has stated that “The destiny of India is now being shaped in her classrooms”. It has given the idea of free and compulsory education of children under the common school to bring different groups together to promote integrated society. The National Policy on Education (1986) and Programme of Action (1992) have laid emphasis on Universalisation of Elementary Education (UEE) to achieve the goal of universal access, enrolment and retention. The National Curriculum Framework for School Education (NCFSE) 2000 has emphasised on UEE by providing quality education, growth of children in a multi-dimensional way. The National Curriculum Framework (NCF) 2005 observed that “the period of elementary education is one of tremendous

cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place”. The stress was given by the 12th Planning Commission to reduce gender and social gap in school enrolment among students, promote quality education and teachers training for the overall development of the child. The Right of Children to Free and Compulsory Education Act 2009 recommended that appropriate Government must provide free and compulsory education in neighbourhood to all children from 6-14 years of age. Accordingly, the Government of India and different states has taken systematic and planned efforts to achieve 100% literacy through free and compulsory education for children from 6 to 14 years.

1.2: Status of Elementary Education in India

For long sighted importance of elementary education towards social, intellectual, moral and economic development, Govt. of India has taken initiatives for the quality enhancement of elementary education. After the seven decades of independence, India has 1.2 billion people, close to 200 million children studying in primary and secondary schools. The majority of these children are in rural areas, spread over 600,000 villages. According to the Census 2011, the literacy rate of India is 74.04%, 82% for male and 65% for female. Some of the states like Kerala (93.91%) and Mizoram (91.58%) have achieved high literacy rates but many states like Bihar, Arunachal Pradesh, Jharkhand, Rajasthan and Uttar Pradesh has less than 74% literacy rates. Hence, India is counted among World’s most populous, poorest and most illiterate societies.

Despite all the struggles and limitations, India has achieved significant milestones in the field of education. Presently, there is a school within 1 KM distance at primary level of most children and almost every child is in school which resulted in increased enrolment. Interestingly, private education has also gone up in the country. Estimates suggest that 30.9% of all the children are in private school which is constant since 2014. In urban areas, this ratio is 50%. With more and more urbanization happening, the future of private schooling looks bright. So in a way, private schools have also contributed to universalization of education in India.

Annual Status Education Report (ASER) reveals that average of teachers attendance is 85% and students attendance is 72% both in primary and upper primary schools. Relating to learning level of students in reading and arithmetic, the report

indicates that reading ability of class III students who can read std II level is increased from 21.6% to 27.2% and 73% of class-III students can read class II books. In case of Arithmetic 52% students can apply unitary method, 37% can solve problems regarding purchase and less than 30% can solve problems related to discount. The literacy rate has been increased in India since independence. The literacy rate of states is presented in the table-1.1.

Table-1.1. Literacy Rate of States and UTs

Rank	India/State/ Union Territory	Literacy Rate
1	Kerala	93.91
2	Lakshadweep	92.28
3	Mizoram	91.58
4	Tripura	87.75
5	Goa	87.40
6	Daman & Diu	87.07
7	Puducherry	86.55
8	Chandigarh	86.43
9	NCT of Delhi	86.34
10	Andaman & Nicobar Islands	86.27
11	Himachal Pradesh	83.78
12	Maharashtra	82.91
13	Sikkim	82.20
14	Tamil Nadu	80.33
15	Nagaland	80.11
16	Manipur	79.85
17	Uttarakhand	79.63
18	Gujarat	79.31
19	Dadra & Nagar Haveli	77.65
20	West Bengal	77.08
21	Punjab	76.68
22	Haryana	76.64
23	Karnataka	75.60
24	Meghalaya	77.48
25	Odisha	69.72
26	Assam	73.18
27	Chhattisgarh	71.04
28	Madhya Pradesh	70.63
29	Uttar Pradesh	69.72
30	Jammu & Kashmir	68.74
31	Andhra Pradesh	67.66
32	Jharkhand	67.63
33	Rajasthan	67.06
34	Arunachal Pradesh	66.95
35	Bihar	63.82

Source: Census Report 2011

Table-1.1 indicates the literacy rate of the states and UTs. From the above table it is clear that Kerala has the highest literacy rate of 93.91% and literacy rate of Lakshadweep and Mizoram is 92.28% and 91.58% respectively. As per census 2011 the national literacy percentage of India is 74.04% .The states like Jammu, Andhra Pradesh, Jharkhand, Rajasthan, Arunachal Pradesh and Bihar has literacy rate below the national percentage. So there is a need to take initiatives to reach the national literacy percentage in these states.

1.3. Status of Elementary Education in Jharkhand

Jharkhand was carved out of Bihar on 15th November 2000. Ranchi is the capital of Jharkhand having 24 districts. As per Census 2011, the population of Jharkhand is 32 billion and it is the 13th most populous state in India. It is spread in total area of 79000 sq. km. The literacy rate of Jharkhand is 67.63% which is low as compared to the other states and national level. There is a need of proper planning for the better development of the state and it is possible only when the Government will minutely observe the shortcomings in the education system. The literacy rate of Jharkhand district-wise is presented in table 1.2.

Table-1.2: District-wise Literacy Rate of Jharkhand

Rank	District	Total Literacy Rate (%)	Male Literacy Rate (%)	Female Literacy Rate (%)
1	Ranchi	77.13	85.63	68.20
2	East Singhbhum	76.13	84.51	67.33
3	Dhanbad	75.71	85.68	64.70
4	Ramgarh	73.92	83.51	63.49
5	Bokaro	73.48	84.50	61.46
6	Hazaribagh	70.48	81.15	59.25
7	Saraikela	68.85	81.01	56.19
8	Koderma	68.35	81.25	54.77
9	Lohardaga	68.29	78.62	57.86
10	Simdega	67.59	75.84	59.38
11	Gumla	66.92	76.87	56.97
12	Deoghar	66.34	79.13	52.39
13	Palamu	65.50	76.27	53.87
14	Giridih	65.12	79.08	50.33
15	Khunti	64.51	75.33	53.71
16	Jamtara	63.73	76.85	50.08
17	Dumka	62.54	75.17	49.60
18	Garhwa	62.18	74.00	49.43
19	Chatra	62.14	71.85	51.91

20	Latehar	61.23	71.80	50.26
21	West Singhbhum	59.54	72.18	47.01
22	Godda	57.68	69.56	44.90
23	Sahibganj	53.73	62.65	44.31
24	Pakur	50.17	59.02	41.23

Source: Census Report 2011

It is found from the table-1.2 that the highest literacy rate is in Ranchi i.e. 77.13% while male literacy rate 85.63% and female literacy rate is 68.20%. Again it is clear from the table that literacy rate of Dhanbad, Ramgarh, Bokaro, Hazaribagh is closer to Ranchi. The literacy rate of West Singhbhum, Godda, Sahibganj and Pakur districts is between 50-60% which is very low. In spite of many efforts and initiatives for quality education, there is huge gap in the male and female literacy rate in all the districts.

The quality indicators of elementary education in Jharkhand have been studied by the ASER in 2018, which is presented in the table-1.3.

Table-1.3: Indicators of Elementary Education in Jharkhand

Indicators	Available in % of Schools
Kitchen Shed for Cooking	88.7
Drinking Water Facility	82.6
Toilet Facility	74.9
Separate Toilet for Girls	72.5
Electricity Connection	78.4
Availability of Computer	1.1
Playground	40
Boundary Wall	34.8
Availability of Sports Material	67.5
Library Used by Children	50.5
Separate Physical Education Teacher	4.4

Source: ASER 2018

The table-1.3 presents the indicators to measure the performance of school at elementary level. These are the basic facilities which are base of any school. The table reveals that availability of toilet facility for girls is in 72.5% of schools, availability of drinking water facility is in 82.6% of schools and playground is available in 40% schools of Jharkhand. Computer is availability in 1.1% schools which is very low. Further, the table reveals that kitchen shed for cooking is available in 88.7% of schools.

1.4: Initiatives of Govt. of India for Universalisation of Elementary Education

Universalisation of Elementary Education (UEE) has been accepted as a national goal in India. Central and State governments are making strenuous efforts to achieve this goal by implementing the recommendations of different commissions and committees on education after Independence.

Many commissions and committees have recommended for various programmes to universalise elementary education. Kothari Commission (1964-66) has given the idea of Common School System and to provide free and compulsory education for children between 6 to 14 years under article 45. The main aim was to increase enrolment and attain the desirable goal of free and compulsory education. The National Policy on Education (1986) laid emphasis on universal access, enrolment and retention of children up to 14 years of age and a sustainable improvement in the quality education to enable all children to achieve essential levels of learning. Operation Black Board (OBB) was launched in 1987 with a purpose to fulfil minimum criteria of having two rooms, two teachers (1 female) and minimum teaching learning aids. District Institute of Education and Training (DIET) launched in 1987 to provide support at the grassroots level to make learning joyful, innovative and it also provides training to the teachers. The Programme of Action (1992) emphasised on the establishment of new primary and upper primary schools and strengthening of educational infrastructure and physical facilities in the school. District Primary Education Programme (1994) was sponsored to achieve the objective of universalise elementary education, improve learning achievement and reduce social disparity. Mid- Day Meal Scheme was initiated by government of India on 15th August 1995. The main purpose of this scheme was to avoid classroom hunger, increase enrolment, attendance, improve malnutrition and socialisation among students. Shiksha Karmi Project (SKP 1987) aims to universalise and provide qualitative education to socially and economically backward villages of Rajasthan. The main focus of this project was education for girls. Lok Jumbish Project (1992) is also called peoples movement initiative taken by Rajasthan Govt. with the objective that every child has access to primary education. Bihar Education Project (1991) laid emphasis on primary education of ST, SC and women at elementary level both at quantitative and qualitative way. Sarva Shiksha Abhiyan (2001) was adopted for access, enrolment and retention of students of 6-14 years of age under zero rejection

policy of government and it was mandated by 86th amendment act. The government of India has implemented the Right of Children to Free and Compulsory Education Act throughout the country since 1st April 2010. The government of Jharkhand has developed rules for the implementation of the RTE Act 2009 in state, which can universalise the elementary education.

1.5. Initiatives from Govt. of Jharkhand for Quality Elementary Education

In addition to the initiatives of Government of India, the Govt. of Jharkhand has taken different initiatives for reducing dropout, providing quality education, caring of students for proper and overall development. Some of these are presented in following paragraphs.

- Vidyalay Chalen Chalayen Abhiyan: This initiative was taken with aim to bring, retain and provide quality education to all children in school.
- Prayas: It was started in Ranchi in 2011 to enhance the attendance of students in school and reduce learning gaps due to absenteeism.
- Khel Khel Mein: This programme was launched in 2015-16 for class-I students with intention to prepare them to come to school regularly.
- Buniyad and Buniyad Plus: Buniyad is mainly concerned with enhancement of learning of students in three subjects i.e. Hindi, Math and English with main focus on 3R which includes reading, writing and basic numeracy of children of class I and II. Buniyad plus is advanced version of Buniyad and it is for students of class III to V. In this the syllabus is divided into small parts and as learning indicator classes are conducted for each group of students. Here students are facilitated with various experiments and work with the help of teacher.
- Bal Sangam: It is mainly concerned with scholastic and co-scholastic development of the students. It includes activities like drawing, painting, sports, quiz, cultural etc at school, block, district and state level.
- Shikshak Samagam: This was started on March 2017 for teachers. Its main objective is to give opportunity to teachers so that they can show their talent in indoor and outdoor activities.
- Bal Sansad: In this the children were selected for different post to carry out their role and responsibility for proper management of school.

- Learning Exchange Programme: In this the govt. school students get the chance to meet with private school students and share their ideas and make friendship, academic enhancement and personality development etc.
- Aavishkar: This initiative was taken for students of class VI-VIII to encourage invention and scientific skills among students.
- Mukhyamantri Vidya Lakshmi Yojna: Under this initiative preference was given to SC/ ST and underprivileged girls who cannot bear basic facilities for their education. In this scheme girls who are taking admission a sum of rupees 2000 was deposited to their account and when they will complete 8th class and enrol in 9th then this money will be provided to them.
- Jharkhand Balika Awasiya Vidyalaya: This was opened to promote girls education and for this state has opened 57 awasiya vidalaya in backward blocks.
- Kasturba Sangam: It is meant for ST, SC, Minority BPL girls to provide opportunity to take part in co- curricular activities among girls along with studies for their overall development.
- State Educational Support Mission (SESM): This was introduced to enhance the quality of education. In this monitoring is done under the supervision of officials. Each month the team used to visit the districts, identify issues and give suggestions to improve quality education.
- Pahle Padhai Phir Vidai : This is the initiative of govt. which means first education then marriage. The main motive of this scheme is to eradicate child marriage and illiteracy.
- Parivartan Dal: This scheme was launched at State and district level but now it is started at block level. In this teachers are the team members and it is good opportunity for those teachers who want to do well for the school through their leadership qualities and encourage others to contribute in this work.
- Ujala I and II: This is the module developed for in-service teachers of Jharkhand. Its main objective is to develop pedagogical skills which is required to teach class I and II students which includes communication skill, use of teaching aids, training in gender sensitive issue. Ujala II was developed for class III, IV and V having pedagogical skills required to teach multi grade teaching and develop new and relevant skills required to teach.

1.6. Features of the RTE Act 2009

One of the important initiatives for Universalisation of Elementary Education by the Union Government is the implementation of the RTE Act 2009. The Act was notified as law on 26th August 2009 and came into effect all over the India from 1st April 2010. It describes the need and importance of free and compulsory education for children between 6 to 14 years under Article 21. The RTE Act incorporates the word 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' puts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. The important features of the Act is discussed in following paragraphs.

- The RTE Act 2009 is owned and controlled both by central and state government. It aims to provide free and compulsory education to all children within the age group of 6 to 14 years. Further, the child or parents are not to be subjected to any screening procedure for admission to school and the school will not take fees, charges or expenses for providing elementary education of I-VIII classes.
- All the children of 6-14 years of age who has not been admitted in any school or could not complete his or her elementary education, and then he/she shall be admitted in a class appropriate to his or her age. Such children will get additional instruction with bridge course so that they can join the classes appropriate to their age. If in a school there is no provision for elementary education then child have the right to take transfer to any other school to complete his/her education and for this transfer certificate to be issued by the head teacher.
- The central and state Govt. is responsible to provide funds for implementation of the Act. The central govt. is liable to develop a curriculum framework, provide teachers training and technical support and resource to the state

government for planning, innovation and researches. The state government shall ensure that no child shall be prevented from pursuing and completing elementary education and maintain records, attendance of students, monitor functioning of the school and decide academic calendar.

- Any person who establishes or runs a school without obtaining certificate of recognition or continues the school after the withdrawal of recognition shall be charged to pay fine up to rupees 1 lakh. No school shall be recognised or established under section 18 unless it fulfils the norms and standards provided in the schedule.
- It is mandatory that the school constitute a School Management Committee (SMC) of the elected members from representative of local authority, teachers and parents of the children. 3/4th of the members of this committee shall be parents of disadvantage group and 50% of the seat is reserved for the women. It is the duty of SMC members that they shall prepare a plan for development and proper utilisation of grants.
- Teacher must be regular in maintaining punctuality, complete the curriculum within time, assess learning ability of each student, conduct meeting with parents to give and take information about parents. Within the six months from the date of commencement of this act, the school is liable to maintain pupil teacher ratio. It is also mentioned that no teacher should engage in private teaching.
- The curriculum and evaluation should be focused on all round development of the child; development of physical and mental abilities to fullest extent by providing child centred learning which will be free from fear, trauma and anxiety. Medium of instruction should be mother tongue and learning through activities should be the priority. All children to be given a certificate after the completion of the elementary education.
- The National Commission for Protection of Child Rights Act 2005 constituted to examine and review the safeguards of the rights of child and monitor for effective implementation. It has responsibility to enquire the complaint about the violation of rights of child to free and compulsory education and take necessary steps for the protection of the child right. All the states shall

constitute a State Commission for the Protection of the Child Right in the manner explained in the Act.

- There should be one teacher for every 30 students for class I to V and one teacher for every thirty five students for class VI to VIII. A full time Head teacher is also recommended for a school with more than 100 students.
- It is the duty of every parent to admit their children to school to ensure that they receive elementary education, 25% reservation is given to economically and socially backward children to class-I in all private schools. The per child expenditure charged by the private schools shall be borne by the state authority.

1.7. Reorganisation and Merger of Schools

The Government of Jharkhand has implemented the RTE Act 2009 since 1st April 2010 as mentioned in the Act. The Government also formulated the Jharkhand Right of Children to Free and Compulsory Education Rules 2011 in May 2011. The state Government has taken many initiatives to full fill the requirements of the RTE Act 2009. One of the initiatives was to reorganise and merge elementary schools with intention to provide quality education to all children of 6-14 years of age. The criteria for reorganisation and merger of schools are as follows.

- The primary or middle school in which enrolment is less than 20 can be merged with nearby primary/middle or high school available within the radius of 1 KM.
- The primary /middle school in which enrolment is between 21 to 60 students can be merged with other school available within the radius of 500meter.
- The school in which 21 to 40 students are enrolled can be merged with the school available within the radius of 1KM.
- The middle school having more than 60 students at primary level and less than 60 students at upper primary level can be merged with middle/ high school available within radius of 2KM (only for upper primary classes).
- If two or more than two schools are running in the same campus can be merged to make one school.
- Other schools which are not in list provided by the state but it is fulfilling the above mentioned criteria can be merged with nearby school.

- All the students of merged schools shall be admitted to the new school by the school authority.
- The movable and immovable properties of the merged school should be transferred to new school. It will be the responsibility of the Block Education Extension Officer/ Merged School Principal/ Senior Teacher / Head of Panchayat and School Management Committee.
- The Block Education Extension Officer will give a detailed plan of how the vacant building will be used. Primarily these buildings will be used by Jharkhand State Livelihood Promotion Society (JSLPS)/ Self Help Group and Jharkhand Tribal Empowerment and Livelihood Project (JTELP). Apart from this, it can be used as informal education centre, Cluster Resource Centre/ Aganwadi/ Panchayat Library.
- It is the duty of the para teacher that they should work in the school where the school has been merged and also they ensure that the admission of all the students to the new school and they work as per the honorarium paid as per new school rules.
- It is also decided that the cook of the merged school will be deputed to the new school so that there will not be any difficulty in providing Mid Day Meal to students. They will get honorarium as per new school norms and it is the responsibility of the para teacher and cook to pick and drop the old students to new school from home to school and vice-versa.
- Merged/ reorganised/degraded school teachers will be merged to the respective schools. After rationalization of teacher unit again decision will be taken.
- The details of all the bank accounts maintained in the name of the school that have been merged will be updated and the balance of the account will be transferred to the new school. No new civil work will be done in such schools.

On the basis of the above criteria, the Government of Jharkhand had identified schools at elementary level after careful survey in different districts. Accordingly, Government of Jharkhand has issued notification of list of schools to be merged and host schools.

1.8. Status of Schools Merged in Jharkhand

The Government of Jharkhand has planned to merge 6414 schools from all 24 districts but only 4602 schools are merged till 2019. District wise merger of schools is given in the table-1.4.

Table-1.4: List of Merged Schools

District	Proposal After Field Inspections	Approved by District Committee	% Conversion
East Singhbhum	463	393	85%
Ranchi	391	367	94 %
Saraikela	389	331	85%
Giridih	471	302	64%
Gumla	279	276	99%
Dumka	353	249	71%
Godda	283	241	85%
Bokaro	332	236	71%
Chatra	405	203	50%
West Singhbhum	263	195	74%
Dhanbad	315	177	56%
Khunti	202	176	87%
Sahibganj	183	173	95%
Latehar	182	156	86%
Deoghar	333	156	47%
Hazaribagh	202	140	69%
Garhwa	182	132	73%
Jamatara	160	130	81%
Simdega	156	129	83%
Ramgarh	157	128	82%
Pakur	106	106	100%
Lohardaga	101	83	82%
Koderma	118	80	68%
Palamu	388	43	11%
Total	6414	4602	

Source: Directorate of Elementary Education, Govt. of Jharkhand

From the table it is clear that how many schools are proposed to merge and what was the actual merger of schools along with % of conversion. Pakur is district where 100% conversion has done i.e. out of 106 all the schools has been merged. After that in Gumla 279 schools were proposed to merge but only 276 were merged. Again the table highlights that in Sahibganj 183 schools was supposed to consolidate but 173 has been consolidated and in Ranchi the target was 391 but only 367 schools

are merged. The table also reflects that the lowest merger was in Palamu, the proposed number of schools for merger was 388 but only 43 schools were merged.

1.9. Research Base of the Study

Elementary education is the foundation for all formal education. It equips learners with listening, speaking, reading, writing and arithmetic skills which are basic to all formal learning. It also develops skills and competencies among students for facing the realities of life in and outside the school. The elementary education is one of the areas of educational research. The investigator reviewed the related research studies on different aspects of elementary education, programmes and policies for elementary education, the RTE Act 2009 and school reorganisation and merger at elementary level. The relevant findings are discussed in following paragraphs.

Kumar.et.al. (2019) conducted a study with the objective to find the current attendance, medium of instruction, type of institution and neighbourhood schools. The findings reveal that far from the universalisation, exclusion is getting entrenched across gender, sector, and socio-religious and economic groups. Children are moving out of the government to private schools which raises serious questions on the intention of the Government to fulfil its mandate under RTE.

Majhi and Mallick (2019) examined the composite infrastructure index for primary education level and also try to find out the role infrastructure plays in promoting the enrolment in primary schools in the state of Odisha. The finding of the study reveal that physical infrastructure does play a significant role in promoting enrolment in primary education level.

Logan (2018) studied how teachers experience is associated with the merger of two Catholic schools. The findings indicated that teachers experience various emotions while transitioning in a merger.

Mohalik (2018) studied the status of implementation of the RTE Act 2009 and issues in its effective implementation. The finding reveals that most of the provisions of the RTE Act 2009 relating to school provisions, infrastructure and teaching learning materials, teachers and Head teacher etc have not been fully implemented in elementary schools.

Krishna et. al.(2017) examined the primary education in terms of schools, teachers, enrolment, PTR, SCR and facilities with reference to Right to Education Act

2009. The study found that primary education during pre RTE Act significantly differs from that of post RTE Act and observed improved situation in post RTE period.

Ratnaningsih.et.al. (2017) studied the impact of primary school merger in Semarang, Indonesia. The findings pointed out that change in leadership made the organization's members more confident.

Samanta (2017) find out if there are the differences in infrastructure between eastern side and western side of coastal area. It found that the girls and boys toilet, drinking water is the most developed infrastructure and very poor infrastructures are computer, student-classroom ratio and boundary wall.

Sethi and Muddgal (2017) examined the challenges of Right to Education Act, 2009 among MCP school teachers of Delhi. The findings reflected that teachers need to be trained, materials needed for teaching to be provided and there is a wide gap between policy interventions and how it is actually perceived and implemented in the field.

Bidyalakshmi (2016) studied the problems faced by the students, teachers in primary schools and the shortage of the necessary infrastructure of the selected primary schools. The finding indicated that the govt school facility is not good as compare to private school.

Saktinanda (2015) studied the elementary education of Jharkhand a homeland of tribes in a brief way. The findings of the study shows that education of the tribal children are hampered due to poverty, superstitions, prejudice, lack of suitable teacher, alien language and inadequate facilities in the educational institution etc.

Swain and Satapathy (2015) investigated the quality of elementary education in Nayagarh district of Odisha. The finding reveals that Mid Day Meal and school uniform were available in schools, ICT was not the part of any school and playground, electricity was available in very less number of schools.

Ojha (2013) examined the status of the implementation, awareness and understanding of the provisions of RTE Act amongst teachers, parents and children in some rural schools of Haryana. The finding reveals that there is a little progress only in terms of enrolment /basic infrastructure but towards guaranteeing quality education in terms of student learning the state has not achieved much.

Bhunias, et. al. (2012) analysed the existing infrastructure in the context of planning scheme in Paschim Medinipur district, and to delineate the development

zones of educational infrastructure facilities. The findings of the study indicated that elementary educational infrastructure facility in Daspur-I and Dantan-II at primary level and Keshiary block at upper primary level in Paschim Medinipur districts is good.

Mo.et.al. (2012) studied the impact of rural primary school merger program on academic performance of students. The finding indicated that there is positive effect on academic performances of students when they are transferred from less centralised school to more centralised school.

Liu.et.al. (2010) investigated the effect of primary school merger on academic performance of students in rural China. The finding of the study reveals that there is no negative effect of primary school merger on academic performance on either merger-guest student or merger- host student.

After considering a good number of studies at National and International level on elementary education, the RTE Act 2009 and merger of schools, it has been found that most of studies are survey in nature and the findings indicated that RTE Act is not fully implemented in all the states and people are not aware about it. The result indicated that the performance of students after merger is satisfactory at elementary level but the problems and issues faced by teachers, students and parents is not studied in broader aspect. Further, no comprehensive study has been done on reorganization and merger of schools at elementary level in Jharkhand. Hence, there is a need to study the reorganization and merger of schools at elementary level in Jharkhand.

1.10. Conclusion

In this chapter the main focus is given on the importance of elementary education from the point of view of different commissions and committees, status of elementary education in India and Jharkhand. The investigator mentioned the related studies on elementary education, the RTE act and merger of school to form a ground for the present study. The details of need of study, objectives, methodology are presented in chapter-II.

CHAPTER-II METHODOLOGY

2.1. Introduction:

This chapter deals with the methodology followed for undertaking this research project. The methodology was decided as per the objectives and nature of the study. The investigator has given a detailed account of need of the project, objectives, scope of the project, method, sample, tools and process of data collection and techniques of data analysis in the following pages.

2.2. Need of the Project

Elementary education is the foundation for secondary and higher education as well as citizenship. It is necessary to strengthen the elementary education by providing necessary facilities both human and infrastructure. The Government of India has taken initiatives like Mid Day Meal programme, SSA, RTE Act etc. to universalize elementary education. The latest and important Act in the field of elementary education is the implementation of the RTE Act 2009. There must be a primary school within 1KM and upper primary school within 3KM as per the provision of the Act. To realize the objectives of the RTE Act and provide educational facilities in every neighbourhood, the Government of Jharkhand has initiated the process of school reorganization and merger at elementary level. The school reorganization and merger is based on the principle like having elementary school within 1KM from the child habitation and merging schools having low enrolment with nearby schools. Accordingly, many primary and upper primary schools were merged with nearby upper primary schools and high schools. Officially, all the infrastructure facilities and students were also shifted to nearby schools. Teachers distribution was rationalized as per the Pupil Teacher Ratio. It is natural, therefore to study the causes, status, consequences and benefits of school merger at elementary level.

Further, research studies on school reorganization and merger is few in India. But many studies have been conducted on different aspects of elementary education and the RTE Act in India. Some of these studies are discussed in following paragraphs.

Kumar.et.al. (2019) found that far from the universalisation, exclusion is getting entrenched across gender, sector, and socio-religious and economic groups. Logan (2018) reported that teachers experienced various emotions while transitioning in a merger. Mohalik (2018) reveals that most of the provisions of the RTE Act 2009 relating to school provisions, infrastructure and teaching learning materials, teachers and Head teachers etc. have not been fully implemented in elementary schools. Mo.et.al. (2012) found that there is positive effect on academic performances of students when they are transferred from less centralised school to more centralised school. Liu.et.al. (2010) reported that there is no negative effect of primary school merger on academic performance on either merger-guest student or merger- host.

The above discussion reveals that studies have been conducted on different aspect of elementary education and the RTE Act in India. Few studies are conducted on the merger of schools and its consequences on students and teaching learning in Abroad. Further, no comprehensive study has been report on reorganisation and merger of schools at elementary level in India and Jharkhand. Hence present study is relevant.

2.3. Operational Definition of Terms Used

Merged School: The primary and upper primary schools that are mixed with nearby schools and closed down by the Government.

Present School: The schools to which primary and upper primary schools are merged. It can be a primary school, upper primary school and high school.

The RTE Act 2009: It refers to the act formulated by the Govt. of India for providing free and compulsory education to all children of age 6-14 years and implemented since 1st April 2010.

2.4. Objectives

- To study the access, enrolment, infrastructure, teaching learning materials, position of teachers, pupil teacher ratio and curricular activities in merged schools and present schools.
- To examine the classroom transaction in different subjects in present schools.
- To find out the achievement of students in different subjects in present schools.
- To study the views of different stakeholders regarding problems and issues of reorganization and merger of schools.

2.5. Scope of the Project

This research project is limited to 31 merged schools and 24 present schools selected from three district of Jharkhand state i.e., Dhanbad, Deoghar, and Lohardaga.

2.6. Method

The present study has been conducted on reorganisation and merger of schools at elementary level in the context of RTE Act 2009 in three districts of Jharkhand. The aim is to study causes of merger of schools, the infrastructure, access, enrolment, retention, teaching learning process and achievement of students of merged and present schools. The investigator used survey method, FGD and interview to study the different aspects of merged and present schools.

2.7. Sample

The sample for the study consists of District Education Officer (DEO), District Superintended of Education (DSE), Block Education and Extension Officer (BEEO), Head teacher (HT), Teachers, students and parents of 55 elementary schools (31 merged and 24 present schools) of Jharkhand. Sample for this study has been selected by using multi-stage sampling method. Initially, three districts were selected from 24 districts using random sampling method. Further two blocks were selected from each district and eight present schools were selected from each district. All the schools merged with these 24 schools are also part of the study. The detail of sample is given in table 2.1.

Table-2.1: Distribution of Sample District-wise

District	Dhanbad	Deoghar	Lohardaga	Total
Merged School (Closed School)	8	10	13	31
Present School	8	8	8	24

Table-2.2: Details of Sample

Name of District	Merge School (Closed)			Present School		
	Student	Teacher	Parents	HT	Teacher	Students
Dhanbad	90	11	24	8	24	95
Deoghar	90	42	22	8	24	108
Lohardaga	100	18	28	8	24	77
Total	280	71	74	24	72	280

Total 24 present schools and 31 merged schools are involved in this study. Further, 280 students, 71 teachers and 74 parents of merged schools and 24 HT, 72 teachers and 280 students of present schools were involved in this study. The list of merged schools and present schools are attached in Appendix-A.

2.8. Tools

The investigator used following self developed tools for data collection as per the objectives of the study.

- Questionnaire for head teachers
- Observation schedule for classroom transaction of teachers
- Achievement test (Hindi, EVS and Mathematics) for students
- Focus Group Discussion for students of merged school
- Interview schedule for parents of merged students
- Interview schedule for teachers of merged school
- Questionnaire for DSE, DEO, BEO

All these tools are developed by the investigator, finalised and contextualised in the workshop held at RIE Bhubaneswar from 8th to 9th August 2019. Data was collected by visiting selected schools. The collected data was processed in computer software (Excel and SPSS) and accordingly interpretations are made.

2.8.1. Details of Questionnaire for HT

The main objective of this tool is to examine the detail information such as enrolment, infrastructure, teachers and TLM etc. about both merged schools and present schools. The tools is divided into two sections; the section-1 deals with general information

about the school like name and address of the school etc. and the section-2 deals with specific information like UDISE code of school, year of merger, types of building, availability of classroom, playground, library, HT room, ramp, toilet facilities, drinking water facilities, availability of TLM, sports materials and other things etc. The questionnaire has been developed in the consultation with the Jharkhand Council of Educational Research and Training, Directorate of elementary education, Govt. of Jharkhand, Ranchi and HTs of merged schools and present schools. Finally, the questionnaire has been distributed to experts in the field of education for comments and suggestions. Accordingly the questionnaire is finalised and approved for data collection. Hence validity of the tool has been ensured. The final tool consists of 65 items which is attached in appendix-B. The detail of questionnaire is given in the table-2.3.

Table- 2.3 Details of Questionnaire for HTs

Sl. No.	Aspect	No. of Items
1	Details of merged school (student strength, performance of students, number of teachers, facilities etc)	15
2	Details of present school (enrolment, infrastructure facilities, teachers, library, games & sports etc.)	48
3	Benefits and problems of school merger	2
Total		65

2.8.2. Observation Schedule for Classroom Transaction of Teacher

The main aim of this tool is to study the teaching learning process of teachers in elementary schools. The tool consists of statements relating to classroom behaviour and activities based on constructivist approach of teaching and it is measured by three point scales such as Never, Sometimes and Always. The following aspects are taken into account in preparing the schedule.

Engaging Learners: This is the first aspect of classroom observation in which the points like settling the class and engaging the students prior to teaching is observed. It basically focuses on how teacher initiates the topic.

Facilitating Learning: In this aspect the major points focused are interaction pattern, scope for exploration and discovery, time for student-student interaction and clarity of presentation and organization of activities.

Using Learning Resources: This is the third aspect of observation schedule in which the focus statements for the classroom observation is whether the teacher uses teaching learning material, activates learner during class, facilitate communication, ensure inclusive classroom, links classroom to real life experiences or with other subjects etc.

Managing Class: This is the fourth aspect of observation schedule in which it is observed that how teacher manages group activities, learner friendly classroom, maintains flexibility and students feel free to ask question in the class etc.

Assessing Learning: It is one of the important aspects of classroom transaction. Here the points like assessment of learners understanding throughout the class by the teacher, providing timely feedback, providing assignment to learners etc are covered. The details of items with aspect are given in table-2.4.

The investigator has observed 72 classes of teachers teaching different school subjects with the help this observation schedule. All the classes are observed from beginning to end and observations are recorded. The observation schedule is attached in Appendix- C.

Table-2.4 Details of Observation Schedule

Sl. No.	Aspects	No. of Items
1	Engaging learners	5
2	Facilitating learning	4
3	Using learning resources	7
4	Managing class	4
5	Assessing learning	3
Total		23

2.8.3. Achievement Test for Students

This tool has been used to study the achievement level of elementary school students in three subjects i.e. Hindi, Mathematics and Environmental Studies. The test consists of 30 questions carrying one mark each in which 10 questions are taken from each subject of class-V of Jharkhand Board. The nature of question is objective in nature. The patterns of questions are fill in the blanks, multiple choice questions, match the following and one word answer. The details of subject and marks are given in the table-2.5 and the test blue print is given in the table-2.6.

Table- 2.5 Details of Achievement Test

Sl. No.	Subject	No. of Items
1	Hindi	10
2	Math	10
3	EVS	10
Total		30

Table- 2.6 Blue Print of Achievement Test

Name of Subject	Remembering			Understanding			Applying		Total
	MCQ#	FB*	Matching	MCQ	FB	Matching	MCQ	FB	
Hindi	1 (1)	1 (2)		1 (1)	1 (3)	1 (1)	1 (2)		10
Math		1 (3)	1(1)	1 (1)	1 (2)		1 (2)	1 (1)	10
EVS	1 (2)	1 (1)		1 (2)			1 (4)	1 (1)	10
Total	3	6	1	4	5	1	8	2	30
	10			10			10		

#multiple choice question, *fill the blank

This test has been developed by the investigator in consultation with subject teachers and experts. Initially, the investigator and JPF have prepared a Blueprint highlighting content and objectives to be tested. Equal weightage has been given to Hindi, Mathematics and Environmental Studies (EVS) as well same weightage has been given for remembering, understanding and applying. The validity of the achievement test is ensured by using the class-V textbook of Jharkhand, following test blueprint and taking the expert comments during the process of test development. The reliability of test has been estimated by use of test-retest method and found to be .68. The test is attached in Appendix-D.

2.8.4. Focus Group Discussion (FGD) for Students of Merged School

This tool is used to study the views of students shifted to new school because of merger about the problems and issues of merging schools. The researcher formed the groups with 10 students and tried to find out about the feelings of students when they heard that their school is going to close. Along with the feeling, there are some other problems like what is the distance of new school, what are the difficulties they are facing in new school, whether they are enjoying their teaching learning in old school or new is more interesting than the old one, what are activities they are enjoying in new school with their friends. The investigator conducted one FGD in each school

and recorded the responses of students. The focus group discussion was held with the help of schedule consisting of eight items, which is attached in Appendix-E.

2.8.5. Interview Schedule for Parents of Merged School

This tool is prepared for the parents of students of the merged school. The tool consists of nine items having two parts based on different problems and benefits of school reorganisation and merger. First part seek general information and second part consists of question relating to whether they are happy with merger, child is interested to go to new school, school management has demanded any money during admission, which school teacher is better, teachers of present school are cooperative or helping, infrastructure, drinking water, textbook, uniform getting on time or delay. The list of questions used for interview is attached in Appendix-F.

2.8.6. Interview Schedule for Teachers of Merged School

The aim of this tool is to study the views of teacher about the reorganisation and merger of schools at elementary level. Total six questions are prepared based on different problems, issues and benefits of merger. The questions like what are the difficulties they are facing after the merger of school, what kind of cooperation they are getting from new school and what are the problems they are facing due to merger of school. The list of questions is attached in the Appendix-G.

2.8.7. Interview Schedule for DSE, DEO and BEO

This tool is constructed to know the rationale behind reorganisation and merger of schools in Jharkhand from District Superintendent of Education, District Education Officer, Block Programme Officer and Block Resource Person. Total six questions based on different aspect of school merger are included in the tool. The tool is appended in the Appendix-H.

2.9. Procedure of Data Collection

The investigator and Junior Project Fellow personally visited all 24 schools of Jharkhand state. These schools are situated in three districts namely Dhanbad, Deoghar and Lohardaga. During the data collection the research fellow meet the all DSEs, BEOs, Head teachers, Teachers and they fully co-operated for giving data. All

these data was collected from HMs, teachers, students, DSEs, BEOs and parents. Details of the data collection periods are presented below:

Table-2.7: Phases of Data Collection

Phase	Duration	Place
I	16 th August to 7 th September 2019	Dhanbad
II	17 th September to 26 th October 2019	Deoghar
III	6 th November to 30 th December 2019	Lohardaga

2.10. Data Analysis and Interpretation

After the data collection from different schools, the Investigator prepared the code for entire tools for entry into computer (Excel) for analysis. Accordingly, all the data sheets were entered into the Excel by the Junior Project Fellow and calculations are made as per the requirements. The investigator calculated frequency, percentage, average and prepared variety of graphs for analysis and interpretation. The SPSS 20 was also used for calculation.

2.11. Conclusion

The present chapter has given detailed account of method, sample, tools, procedure of data collection and analysis. The collected data were entered in MS Excel and analysed and calculated in SPSS-20 as per the objectives of the study. The detail of the analysis and interpretation is presented in the chapter-III.

CHAPTER-III ANALYSIS AND INTERPRETATION

3.1. Introduction

This chapter deals with the analysis and interpretation of data. The collected data is analysed as per the objectives of the study. The investigator has used frequency, percentage, descriptive and inferential statistics and qualitative descriptions and accordingly interpretations are made. The detailed data analysis is presented in following pages.

3.2: Status of Merged Schools

In this section, the investigator has presented the details such facilities, enrolment, teachers, students performance etc. of merged schools which are closed down by the Government of Jharkhand to find out the status of schools those are merged with nearby schools.

Table-3.1: Type of Schools Merged

Type of School	Primary	Upper Primary	Total
No. & % of Schools	21 (67.75)	10 (32.25)	31(100)

Table-3.1 indicates that 67.75% of schools are primary and 32.25% schools are upper primary. It can be said that above 60% of schools merged are primary and less number of schools merged are upper primary. The type of schools merged is shown graphically in the figure-3.1.

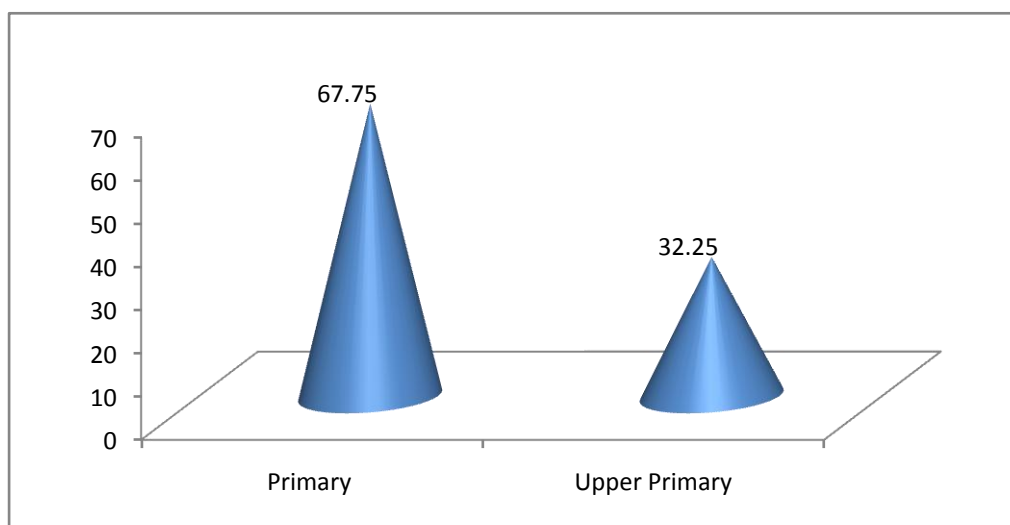


Figure-3.1: Percentage of primary and upper primary schools merged

Table-3.2: Year of School Merger

Year of Merger	2016	2018	Total
No. & % of School	7 (22.58)	24 (77.41)	31(100)

Table-3.2 shows that 22.58% of schools are merged in the year 2016 and 77.41% of schools are merged in 2018. It can be concluded that merger of schools started in the year 2016 but more schools are merged in the year 2018.

Table-3.3: Average Students in Primary Schools Merged

Class	I	II	III	IV	V	Total
Average Students	7.14	7.71	9.66	8.90	9.71	8.62

Table-3.3 reflects that the average number of students strength in primary schools at the time of merger was 8.62 in total. Majority of primary schools have students less than 10 in average, which indicates a very poor enrolment in primary classes. The average enrolment of students in primary classes is presented in the figure-3.2.

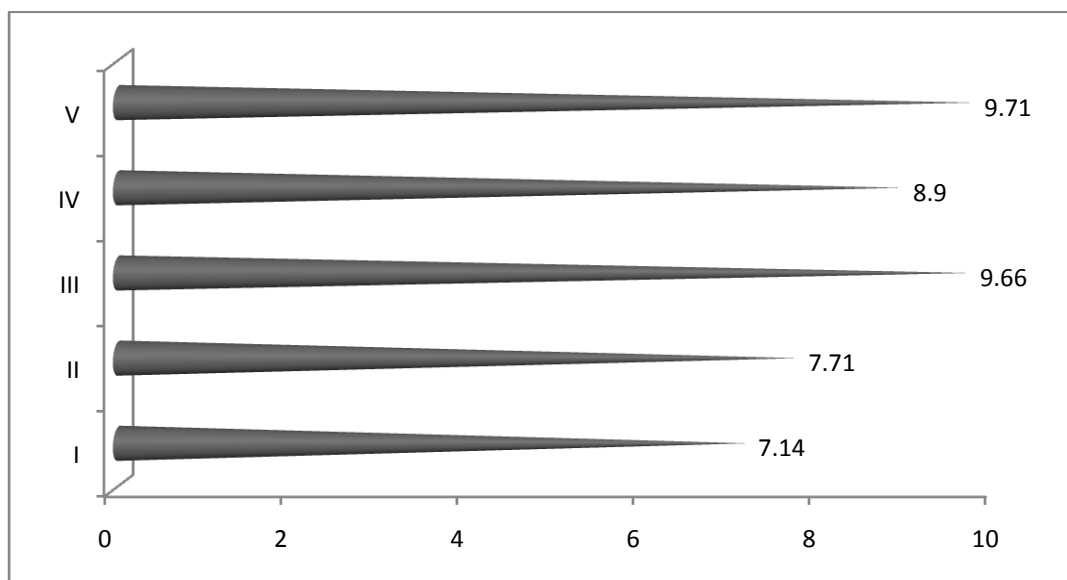


Figure-3.2: Average students enrolled in merged schools

Table-3.4: Average Students Enrolled in Merged Upper Primary School

Classes	VI	VII	VIII	Total
Average Students	42.7	38.8	49	43.5

The table-3.4 indicates that the average number of students in upper primary class of VI, VII and VIII is 42.7, 38.8 and 49 respectively. Further, it can be said that in average 43.5 numbers of students present in upper primary classes.

Table-3.5: Availability of Teacher in Merged Schools

Type of School	Primary	Upper Primary
Average No. of Teachers	1.76	5.2

Table-3.5 reveals that in average 1.76 teachers were present in primary schools and 5.2 teachers were in upper primary schools. It can be said that all merged primary schools have in average less than 2 teachers and upper primary schools have in average less than 6 teachers. It means no schools have one teacher for one class.

Table-3.6: Performance of Primary School Students at Time of Merger

Performance	Class I (N and %)	Class II (N and %)	Class III (N and %)	Class IV (N and %)	Class V (N and %)
Good	3 (14.28)	3 (14.28)	2 (9.52)	4 (19.04)	5 (23.80)
Average	15 (71.42)	15 (71.42)	17 (80.95)	15 (71.42)	14 (66.66)
Poor	3 (14.28)	3 (14.28)	2 (9.52)	2 (9.52)	2 (9.52)

It is found from the table-3.6 that 23.80% of students of class V, 19.04 % of student of class IV and 14.28% of class I and II students were performing good at the time of merger. The Table indicates that 80.95% of students of class III were performing average and 71.42% of students of class I, II and IV have the same level of performance. It also shows that 14.28% of students of class I and II and 9.52% of students of class III, IV and V have poor performance at the time of merger of school. It can be concluded that majority of students of merged schools were average in performance in achievement at the time of merger.

Table-3.7: Performance of Upper Primary Students of Merged School

Performance	Class VI (N and %)	Class VII (N and %)	Class VIII (N and %)
Good	7(70)	5(50)	6(60)
Average	1(10)	3(30)	2(20)
Poor	2(20)	2(20)	2(20)

The table-3.7 indicates that 10%, 30% and 20% students of class VI, VII and VIII have average performance. It also indicates that 20% of students of class VI, VII and VIII performed poorly and no students performance was poor in class II, III and V. It can be concluded that majority of students of upper primary schools had good achievement at the time of merger.

Table-3.8: Furniture in Merged Schools

Furniture	Average (Primary)	Average (Upper Primary)
Chair	3	8.1
Table	1.15	4
Almirah	0.65	2.2
Desk-Bench	5.35	27

The table-3.8 indicates that average numbers of chairs available in primary schools were three and in upper primary schools were 8.1. The average number of table available was 1.15 and 4 in primary and upper primary schools. It also indicates that one almirah was not available in all primary schools but upper primary schools had 2-3 almirah. Similarly, average number of desk bench available in primary school was 5.35 and in upper primary school were 27. It can be said that less number of furniture was available in primary schools which were merged.

Table-3.9: Teaching Learning Material (TLM) in Merged Schools

TLM	Yes (N and %)
Science Kit	4 (12.90)
Math Kit	3 (9.6)
Chart	1 (3.22)
Globe	2 (6.45)
Alphabet/Word card	10 (32.25)
No. of Books (Average)	82.06

The table-3.9 reveals that 12.90% of merged schools had science kit, 9.6% of schools had math kit, 6.45% of schools had globe, 32.25% of schools had Alphabet and word card. The average number of books available in merge school was 82.06. It can be said that majority of merged schools did not have science kits, math kits, charts, globe etc as TLM, which are essential for quality teaching.

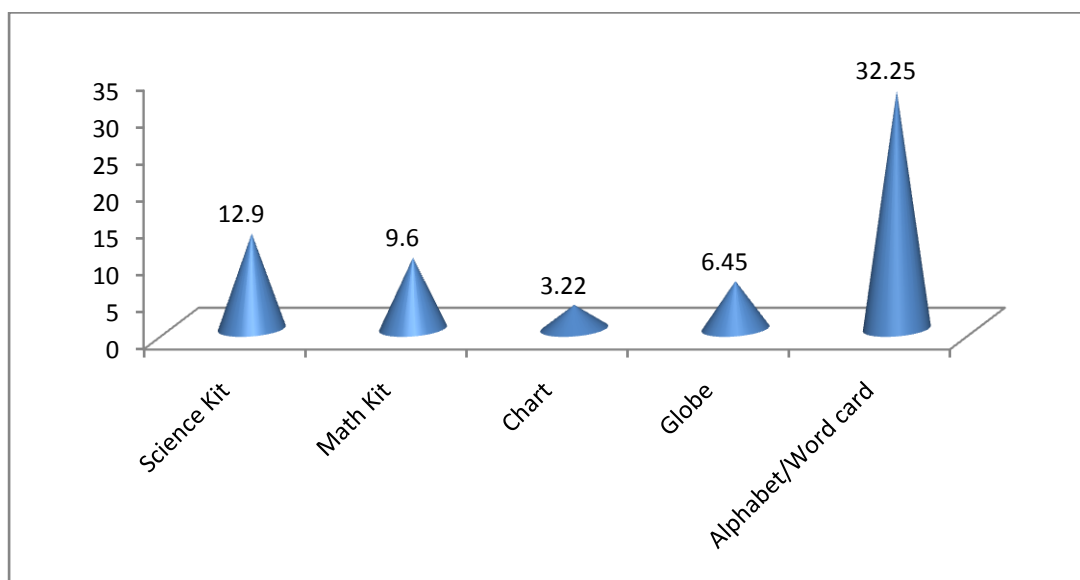


Figure-3.3: Percentage of schools having kits and TLM

Table-3.10: Playing Materials in Merged Schools

Playing Material	Yes (N and %)
Ludo	8 (25.0)
Chess	5 (16.12)
Cricket	5 (16.12)
Badminton	3 (9.6)
Carrom	4 (12.90)
Football	2 (6.45)

The table 3.10 indicates that 25% of schools had Ludo, 16.12% of schools had chess and cricket, 9.6% of schools had badminton and 12.90% of schools had carrom as playing materials.

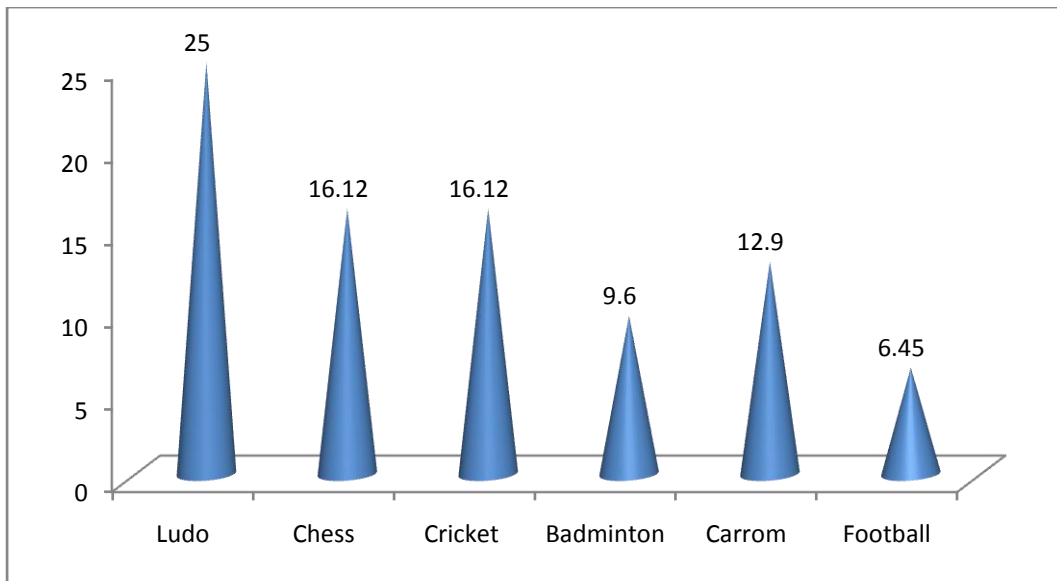


Figure-3.4: Percentage of schools having playing materials

Table-3.11: Average Students Shifted from Merged School

Average Students\ Classes	I	II	III	IV	V	VI	VII	VIII	Total
Present in merged school	7.41	7.71	9.66	8.90	9.71	42.7	38.8	49	21.73
Shifted to present school	7.06	7.61	9.38	8.77	9.71	42.2	38.8	48	21.44

The table-3.11 reveals that average number of students studying in merged schools was not enrolled to the present school but majority of the students had enrolled to present school like in class V and VII 100% students were enrolled. As per the guidelines of the school organization and merger, all students of merged schools must be enrolled in nearby schools.

Table-3.12: Average Materials Shifted from Merged School to Present School

	Items	N and %	Average
Furniture	Chair	-	5.63
	Table	-	2.83
	Almirah	-	1.58
	Desk-Bench	-	10.9
Books	Books	-	72.54
TLM	Science Kit	4 (16.66)	-
	Math kit	3 (12.5)	-
	Chart	1 (4.16)	-
	Globe	2 (8.33)	-
	Alphabet /word Card	7 (29.16)	-
Playing material	Ludo	7 (29.16)	-
	Chess	4 (16.66)	-
	Cricket	3 (12.5)	-
	Badminton	2 (8.33)	-
	Carrom	4 (16.66)	-
	Football	1 (4.16)	-

The table-3.12 indicates that all the materials such as furniture, books, TLM and playing materials available in merged schools were shifted to the school to which it was merged.

3.3: Status of Present School

In the section-B, details of present school such as infrastructure, teacher, rate of enrolment, TLM & books, different curricular activities etc. are presented with intention to understand the nature and type of schools to which nearby schools are merged.

Table-3.13: Average Distance of Present School from Habitation of Students

Average Distance	1766 meter
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The table 3.13 reveals that the average distance of present school from the habitation of children is 1766 meter. It can be said that present school is more than 1KM from the habitation of children of all students including merged students, which is the violation of the provisions of the RTE Act 2009.

Table-3.14. Present School Category

Class	I-V	I-VIII	I-X	Total
N and %	2 (8.3)	16 (66.7)	6 (25)	24(100)

The table- 3.14 reflects that 8.3% of schools have I-V classes, 66.7% of schools have I-VIII classes and 25% of schools have I-X classes. Majority of schools to which nearby schools merged are elementary schools having I-VIII classes.

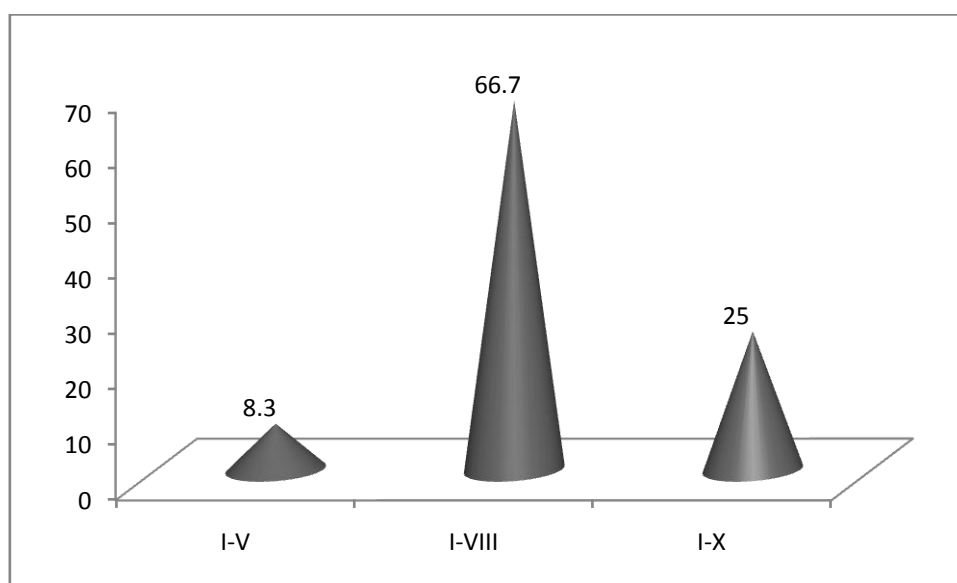


Figure-3.5: Percentage of schools to which schools are merged

Table- 3.15: Average Enrolment of Students in Present School

Classes	Boys	Girls	Total	Minimum	Maximum
I	9.87	9.71	19.58	4	51
II	14.08	12.88	26.96	10	69
III	13.75	13.75	27.50	11	71
IV	16.33	15.71	31.37	8	72
V	18.46	15.29	33.75	12	74
VI	27.05	27.09	54.14	19	116
VII	28.68	27.32	56.05	12	147
VIII	27.14	24.91	52.05	11	113

The table-3.15 reveals that average number of students studying in class-1 is 19.58, class-II is 26.96, class-III is 27.50, class-IV is 31.37, class-V is 33.75, class-VI is 54.14, class-VII is 56.05 and class-VIII is 52.05. This reflects that student strength of boys and girls is more or less similar. The important point is that some classes have

very few students such as 4 and some classes have very large number of students like 147. It can be said that enrolment in all the classes is around above 20, which is ideal for classroom transaction. It also discerns that enrolment is more in upper primary schools than the primary schools. If this trend continues, then government schools will have less number of students in future.

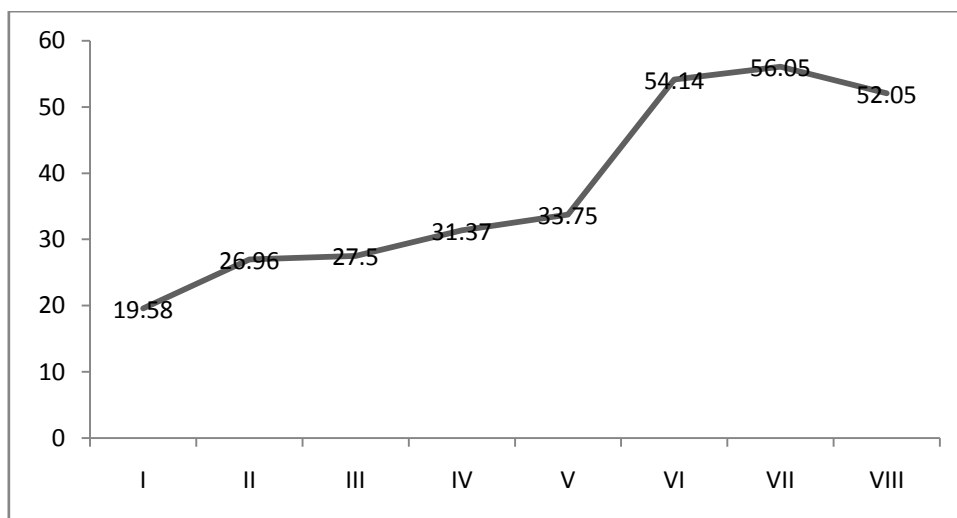


Figure-3.6: Average enrolment in present school

Table-3.16: Type of Rooms Available in Present School

Rooms	Classroom	Office	Staff	Store	HT
Average	9.12	0.91	0.33	1	0.54

The table-3.16 indicates that in average 9.12 class rooms are available in present school. But all schools do not have office room, staff rooms and HT rooms. It can be concluded that in the present school each class has one room, which is the first requirement for quality education.

Table-3.17: Condition of Classrooms in Present School

Classrooms	Type	N and %
Condition of Classroom	Good	1 (4.16)
	Manageable	10 (41.66)
	Poor	13 (54.16)
Ventilation in Classroom	Well Ventilated	20 (83.33)
	Manageable	3 (12.5)
	Poor	1 (4.16)
Light in Classroom	Well Lighted	19 (79.16)
	Manageable	3 (12.5)
	Poor	2 (8.33)
Type of Compound Wall	Concrete	15 (62.5)

Table-3.17 reveals that 41.66% of classrooms are in manageable and 54.16% of classrooms are in poor condition. Further, the table shows that 83.33% of classrooms are well ventilated and 12.5% of classrooms are manageably ventilated. 79.16% of class rooms are well lighted and 12.5% of class rooms have manageable light. It also indicates that only 62.5% of schools have concrete compound wall.

Table- 3.18: Availability of Rooms in Present School

Availability of Room	Yes (N and %)
One room for every class	15 (62.50)
Multi-grade classroom	14 (58.33)
Availability of electricity in school	23 (95.83)
Availability of fan in each room	21 (87.50)
Compound wall in school	15 (62.50)
Ramp in school	19 (79.16)
Playground	11 (45.83)
Specific period for games and sports	19 (79.16)

The table-3.18 indicates that 62.50% of schools have one room for every class and 58.33% of schools have multi grade classroom. Further, 95.83% of schools have electricity whereas 87.50% of schools have fan in each classroom. It also shows that 62.50% of schools have boundary wall, 79.16% of schools have ramp and 45.85% of schools have playground. Majority of schools have specific period for games and sports.

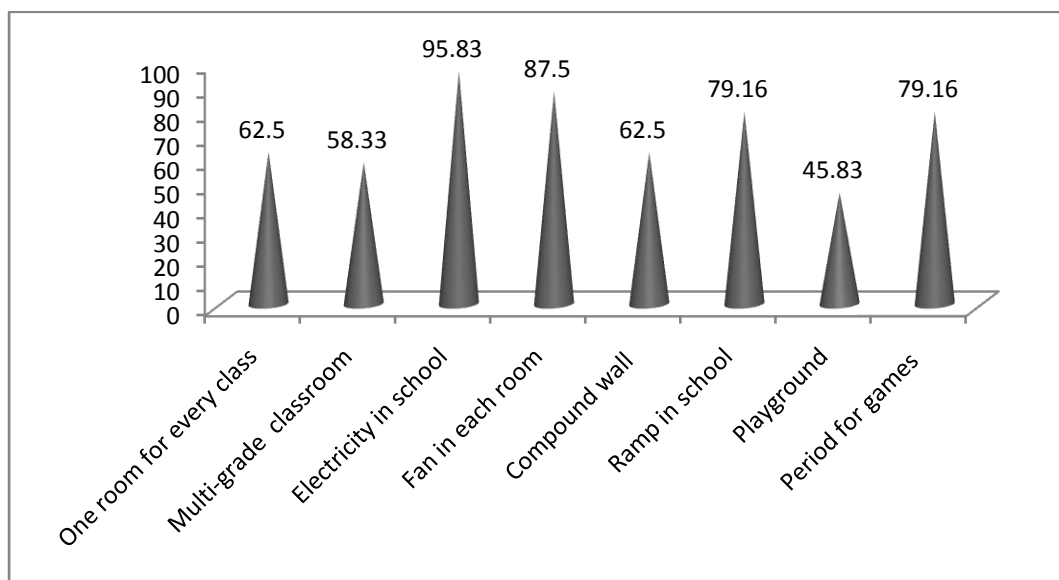


Figure-3.7: Availability of facilities in present school

Table-3.19: Average of Games and Sports Material Available in School

Ludo	Football	Cricket	Volleyball	Carrom	Skipping
4.17	1.50	1	0.58	2.04	1.08

Table-3.19 indicates that in average 4.17 numbers of ludos are available in school and 1.50 footballs are available in school. The table also shows that in average 1 cricket and 2.04 carrom is available. The table again reveals that in average 1.08 skipping is available. It can be said that few playing materials are available in elementary schools, which is a matter of concern.

Table-3.20: Separate Toilet Facilities in Present School

Toilet Facilities	Yes (N and %)
Separate toilet facility for girls	22 (91.7)
Water supply for flushing and cleaning toilet	21 (87.50)
Hand wash available in toilet	20 (83.33)

Table-3.20 points out that 91.7 % of schools have separate toilet facilities for girls and 87.50% of schools have water facility for flushing and cleaning toilet. It also reveals that 83.33% of schools have hand wash material in toilets. It can be said that all schools does not have separate toilet facilities for girls, water and hand wash to use in toilets.

Table-3.21: Availability of Toilets in Present School

Type of Toilets	Yes (N and %)
Common	6 (25)
Boys	23 (95.8)
Girls	22 (91.7)
Male Staff	3 (12.5)
Female Staff	6 (25)
Disable Friendly	3 (12.5)
Flush Toilet	2 (8.33)
Pit Toilet	22 (91.66)

Table-3.21 indicates that 25% of schools have common and female staff toilet facilities, 95.8 % of schools have separate toilet facilities for boys and 91.7% of schools have separate toilet for girls. Again it reveals that 12.5% of schools have toilets for male staff and disabled person. It also reflects that 8.33% of schools have flush toilet and 91.66% of schools have pit toilet.

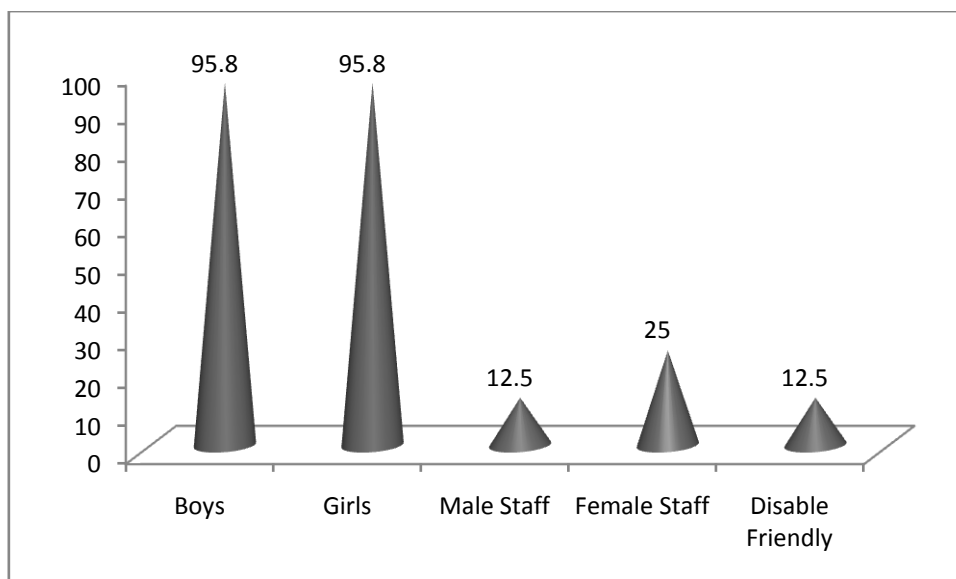


Figure-3.8: Percentage of different toilets in present school

Table-3.22: Source of Drinking Water in Present School

Source	Yes (N & %)
Hand pump	19 (79.16)
Well	2 (8.33)
Tap Water	10 (41.66)

The table-3.22 reflects that 79.16% of schools have hand pumps and 41.66% of schools have tap water but well is available only in 8.33% of schools. It can be concluded that hand pump is the major source of drinking water in elementary schools.

Table-3.23: Availability of Safe Water and Kitchen in Present School

Facilities	Yes (N and %)
Safe Drinking Water	22 (91.66)
Kitchen for MDM	23 (95.83)

The table-3.23 indicates that 91.66% of schools have safe drinking water facility and 95.83% of schools have kitchen for Mid Day Meal. It can be said that around 9% of elementary schools does not have safe drinking water facility, which is a matter of great concern.

Table-3.24: Library and TLM in Present School

Items	Yes (N and %)
Text book provided in the beginning of session	21 (87.50)
School have library	20 (83.33)
Library accessible to students	21 (87.50)
Period for reading	19 (79.16)
Teachers using TLM	24 (100)
Teachers are oriented for using TLM	21 (87.50)
Schools has regular head teacher	1 (4.16)

The table-3.24 reveals that 87.50% of the schools HMs are of the opinion that books are provided to students in the beginning of the session and 83.33% of schools have library. It also shows that 87.50% of school library is accessible to students and 79.16% of schools have specific period for reading. All teachers are using TLM in school and 87.50% of teachers are oriented for using TLM. It also reflects that only 4.16% of schools have regular head teacher. It can be said that 17% of elementary schools does not have library and 96% of schools does not have regular head teacher.

Table-3.25: Availability of Reading Materials in Library

Reading Materials	Average
Textbook	127.67
Story book	190
Supplementary TLM	52.42
Magazines	89
Reference Book	9
Newspaper	0.67

The table-3.25 reveals that average of textbooks available in the library is 127.67 and story book available in school library is 190. It also highlights that 52.42 in average of supplementary TLM and 89 in average of magazines are available in school. Again in average 9 reference books and 0.6 newspapers are available in schools. All school does not subscribe newspapers for school.

Table-3.26: Availability and Functionality of Kits in Present School

Name	Availability (N and %)	Functionality (N and %)
Science kit	22 (91.66)	21(87.50)
Math Kit	22 (91.66)	21(87.50)
Chart	21 (87.50)	21(87.50)
Globe	22 (91.66)	22 (91.66)
Map	21 (87.50)	20 (83.33)

The table-3.26 indicates that 91.66% of schools have science and math kit but all kits are not in functional condition. Again it reveals that 87.50% of schools have chart and 91.66% of schools have globes in school and they are functional. The table also highlights that majority of schools (87.50%) have map. It can be concluded that majority of schools have science kits, math kits and other TLMs.

Table-3.27: Details of Teachers Working in Present School

Type of Teacher	Average
Regular	5.58
Contractual	2.29
Male	4.17
Female	3.29
Trained	7.46
Untrained	0

It is found from the table-3.27 that in average 5.58 regular teachers, 2.29 contractual teachers, 4.17 male teachers, 3.29 female teachers, 7.46 trained teachers are working in elementary schools. It is worth to mention that no untrained teachers are working in these schools.

Table-3.28: Availability of Subject Teacher in Upper Primary School

Subject	Yes (N and %)
Science	11(45.83)
Mathematics	7 (29.16)
Social Science	11(45.83)
Hindi	6 (25)
English	6 (25)

The table-3.28 indicates that 45.83% of schools have science and social science teachers available in school and 25% of schools have Hindi and English teacher. It also shows that 29.16% of schools have math teacher to teach in upper primary school. As per the RTE Act 2009, all upper primary schools must have subject teacher to teach science, math, social science etc.

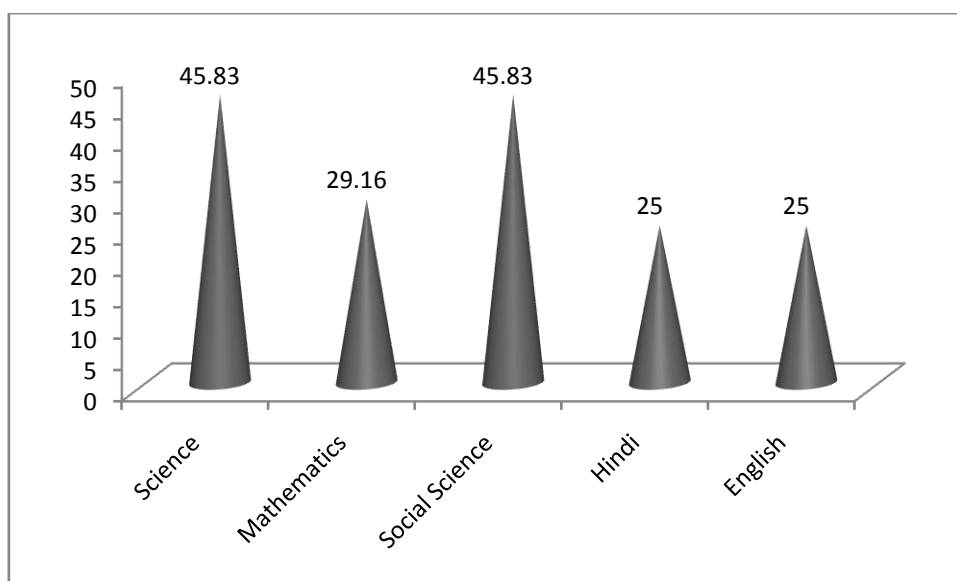


Figure-3.9: Percentage of schools having subject teachers

Table-3.29: Pupil Teacher Ratio

Pupil Teacher Ratio (PTR)	Minimum	Maximum
43.46	20	106

The table-3.29 reveals that 43.46 is the average pupil teacher ratio with minimum and maximum PTR is 20 and 106 respectively. It can be said that the PTR is manageable in the state but few schools are over-crowded.

Table-3.30: Organization of Co- curricular Activities

Type of Activities	Items	Yes (N and %)
Games and Sports	Athletics	8 (33.33)
	Cricket	8 (33.33)
	Volleyball	1 (4.16)
	Kabbadi	5 (20.83)
	Carrom	2 (8.33)
	Badminton	2 (8.33)
	Kho-Kho	2 (8.33)
Literary	Essay	17 (70.83)
	Debate	15 (62.50)
	Drawing	8 (33.33)
	Quiz	5 (20.83)
	Poem/Story/Rhymes	3 (12.5)
	Word game/ Puzzle	5 (20.83)
Cultural	Singing	23 (95.83)
	Dance	23 (95.83)
	Drama/Play	2 (8.33)

Science Related	Project/Practical	17 (70.83)
	Model Preparation	6 (25)
	Science Exhibition	2 (8.33)
	Workshop	1 (4.16)
Balsansad	Gardening	9 (37.5)
	Cleaning	14 (58.33)
	Discipline	8 (33.33)
	Monitoring	6 (25)
	School Based Activity	12 (50)

The table-3.30 indicates that 33.33% of schools organize athletics and cricket, 8.33% conducts carom, badminton and kho-kho. It also indicates that 20.833% schools organize kabaddi and only 4.16% volleyball. Further, it indicates that 70.83% schools organize essay and 62.50% of schools organizes debate. The table also reveals that 33.33% of schools organize drawing, 20.83% word game and poem rhymes. It also highlights that 95.83% schools organize dancing and singing. Again the table highlights that 70.83% of schools conducts practical teaching in science. 25% of school students prepare model, 8.33% participates in science exhibition and only 4.16% participate in workshop. In Balsansad, it indicates that 58.33% of schools focus on cleaning, 50% on school based activity, 37.5% on gardening, 33.33% on discipline and 25% on monitoring school activities.

Table-3.31: Availability of Part Time Instructor

Part Time Instructor	Yes (%)	No (%)
Art Education	0	24 (100)
Physical Education	1(4.16)	23(95.83)
Work Education	0	24(100)

The table-3.31 indicates that part time instructor in Physical Education is available in only one school in physical education. There is no part time instructor available for art education and work education, which need to take care by the government.

Table-3.32: Availability of Register in School

Type of Register	Yes (N and %)
Enrollment	24 (100)
Attendance	24 (100)
SMC Meeting Record	22 (91.66)
Achievement	23 (95.83)
Cash	24 (100)
PTA/MTA	23 (95.83)
Stock	24 (100)
Visitors	23 (95.83)
MDM	24 (100)
Balsansad	22 (91.66)

It is found from the table-3.32 that all schools have enrollment, attendance, cash, stock, MDM registers. 95.83% of schools have achievement, PTA and visitors register. Further, 91.66% of schools have SMC and Balsansad register.

Table-3.33: Display on School Wall

Items	Yes (N & %)
Learning outcomes displayed	0 (0)
Photograph of Teachers Displayed on Wall	16 (66.66)

The table-3.33 indicates that no schools have displayed learning outcomes on school wall but 66.66% of schools displayed the photograph of teachers on the wall. As per the guidelines of the MHRD, every school must display learning outcomes on the school wall for the information of students, teachers and parents.

3.4: Classroom Transaction in Schools

The investigator has observed the classroom transaction of 72 teachers in all subjects with the help of schedule, which is presented in following tables in terms of frequency count and percentage.

Table-3.34: Engaging Learners

Sl. No.	Criteria	Never (N and %)	Sometimes (N and %)	Always (N and %)
1	Get the class settled prior to teaching	8 (11.1)*	43 (59.7)	21(29.2)
2	Engage students in different activities to initiate the lesson	23 (31.9)	43 (59.7)	6 (8.33)
3	Remains active throughout the class	2 (2.7)	63 (87.5)	7 (9.7)
4	Enriched in content and pedagogy	1 (1.4)	65 (90.3)	6 (8.33)
5	Teachers remains empathetic to learners	1 (1.4)	69 (95.8)	2 (2.8)

**Indicates Percentage*

The table-3.34 depicts that 59.7% of teachers sometimes get the class settled prior to teaching but 29.2% of teachers always get the class settled prior to teaching. It also indicates that 87.5% of teachers sometimes remain active but 9.7% of teachers always remain active throughout the class. It also reveals that 90.3% of teachers sometimes enriched in content and 95.8% of teachers sometimes remain active in the class. It can be said that less than 30% of teachers always get the class settled, engage students in activities, remain active, enriched in content and remain empathetic to learners.

Table-3.35: Facilitating Learning

Sl. No.	Criteria	Never (N and %)	Sometimes (N and %)	Always (N and %)
1	Teacher provides scope for exploration	9 (12.5)	61(84.7)	2 (2.8)
2	Teacher encourages discussion/explanation among the group	17 (23.6)	48 (66.7)	7 (9.7)
3	Teacher gives cues for discovery /exploration	11 (15.3)	57 (79.2)	4 (5.5)
4	Teacher gives time to students for interaction	11 (15.3)	54 (75)	7 (9.7)

The table-3.35 reflects that 84.7% of teachers sometimes provide scope for exploration and 12.5% of teachers never do that in class. It also indicates that 66.7% of teachers sometimes encourage students for discussion and 23.6% teachers never do that in teaching. It also shows that 79.2% teachers sometimes give cues for discovery and 75% teacher sometimes give time to students for interaction. It can be concluded that more than 66% of teachers sometimes provide scope to students for exploration and discovery and provide scope for interaction in the class.

Table-3.36: Use of Learning Resources

Sl. No.	Criteria	Never (N and %)	Sometimes (N and %)	Always (N and %)
1	Use locally available resources in teaching	20 (27.8)	47 (65.3)	5 (6.9)
2	Activates learner during the class	11 (15.3)	48 (66.7)	13 (18.1)
3	Encourage divergent thinking among learner	11 (15.3)	52 (72.2)	9 (12.5)
4	Facilitates communication competency among learners	4 (5.6)	61 (84.7)	7 (9.7)
5	Link classroom learning experience to real life situation	13 (18.05)	43 (59.7)	16 (22.2)
6	Ensure an inclusive classroom environment	2 (2.8)	70 (97.2)	00

It is found from the table-3.36 that 65.3% teachers sometimes use local resources in teaching learning and 27.8% of teachers never do that in class. Again it shows that 66.7% teacher sometimes activates learners during class while 18.1% always do it. 15.3% teachers sometimes activate learner and encourages divergent thinking among them. It also highlights that 72.2% teachers sometimes encourage divergent thinking and 12.5% always do it. It reflects that 84.7% teachers sometimes facilitate communication competency among learners and 9.7% always do this. It also depicts that 59.7% teachers sometimes link classroom learning experience to real life but only 22.2% of teacher always do this. The table also indicates that 97.2% teachers sometimes ensure inclusive classroom.

Table-3.37: Management of Class

Sl. No.	Criteria	Never (N and %)	Sometimes (N and %)	Always (N and %)
1	Teacher manages group activities	30 (41.7)	42 (58.3)	00
2	Teacher facilitates learning through monitoring and support	9 (12.5)	60 (83.3)	3 (4.2)
3	Environment of classroom is learner friendly	00	30 (41.7)	42 (58.3)
4	Maintains flexibility in the classroom teaching	4 (5.6)	66 (91.7)	2 (2.8)

The table-3.37 reveals that 58.3% teachers never manage group activities and 41.7% teachers sometimes manage group activities. It also depicts from the table that 83.3% teachers sometimes facilitates learning through monitoring and support but 12.5% of teachers never monitor and support. It also reveals that 58.3% teachers are always learner friendly. It also shows that 91.7% sometimes 5.6% sometimes maintain flexibility in classroom teaching. It can be concluded that more than 50% of teachers are always learner friendly during classroom teaching but 41% of teacher did not manage group activities in classroom.

Table-3.38: Assessing Learning

Sl. No.	Criteria	Never (N and %)	Sometimes (N and %)	Always (N and %)
1	Teacher assess the students learning throughout the class	15 (20.8)	53 (73.6)	4 (5.6)
2	Provides timely feedback to students	29 (40.3)	35 (48.6)	8 (11.1)
3	Provides assignment / projects for application of the knowledge	50 (69.4)	20 (27.8)	2 (2.8)

Table 3.38 reflects that 73.6% of teachers sometimes assess the students learning throughout the class but 48% of teacher provides timely feedback to learners during the class. 69.4% of teachers never provide assignments/ projects to students for applications of knowledge. It can be said that quality of teaching learning activities of teachers is mediocre.

3.5: Achievement of Students in Different Subjects of Present School

The investigator studied the achievement of students in Hindi, Mathematics and Environmental Studies by using a self developed achievement test having 30 marks. The scores of the test subject wise are present in the table-3.39.

Table-3.39: Achievement of Students in Different Subjects

Achievement	Hindi	Mathematics	Environmental Studies	Total
N	282	282	282	282
Minimum	0	0	0	0
Maximum	9	9	10	26
Mean	3.30	4.48	4.44	12.23
SD	2.201	2.628	3.021	7.140

It is found from the table-3.39 that 0 is minimum and 9 are maximum score in Hindi and Math. The mean achievement of students in Hindi, Math and EVS is 3.30, 4.48 and 4.48 respectively. Again it shows that the SD of Hindi, Math and EVS is 2.201, 2.628 and 3.201 respectively. It can be said that performance of students in Hindi, Math and EVS is less than 50% of total score of 30. The average performance of students in Hindi, Math and EVS is 12.23, which 40.76% of maximum marks. The performance of students in different subject is graphically presented in the figure – 3.9.

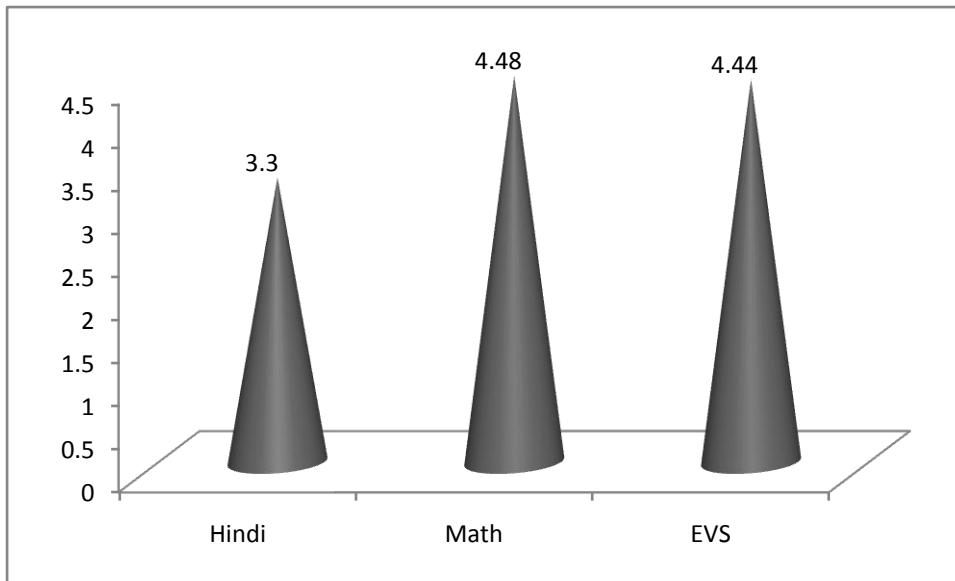


Figure-3.10: Average score of students in different subjects

The investigator compared the performance of students in different subject by using t-test, which is presented in the table-3.40

Table-3.40: Significant Difference of Achievement in Different Subjects

	Pair Differences			t	df	Sig. (2-tailed)
	Mean	SD	SEM			
Hindi - Math	1.174	1.868	.111	10.552	281	.000
Hindi - EVS	1.131	2.091	.124	9.086	281	.000
Math - EVS	.043	2.170	.129	.329	281	.742

The table-3.40 indicates that there is a significant difference in the achievement of students in Hindi and Math, Hindi and EVS at 0.01 levels but no significant difference between math and EVS. Performance of students in math is better than Hindi and EVS. It is important to mention that students have done poor in Hindi, which is the mother tongue of students.

Further the investigator has compared the achievement of boys and girls subject wise, by using t-test, which is presented in the table-3.41.

Table-3.41: Significant Difference in Achievement of Boys and Girls

	Gender	N	Mean	SD	SEM	t	Sig
Hindi	Boys	159	3.21	2.170	.172	.844	.399
	Girls	123	3.43	2.244	.202		
Math	Boys	159	4.63	2.613	.207	1.09	.276
	Girls	123	4.28	2.644	.238		
EVS	Boys	159	4.66	3.130	.248	1.41	.157
	Girls	123	4.15	2.862	.258		
Total	Boys	159	12.53	7.251	.575	.79	.427
	Girls	123	11.85	7.004	.631		

It is reveals from the table-3.41 that there is no significant difference in the achievement of boys and girls in Hindi, Math, and EVS at 0.05 levels. It can be concluded that both boys and girls have similar level of achievement in school subjects. The total performance of boys and girls is compared by using box-plot in the figure-3.11.

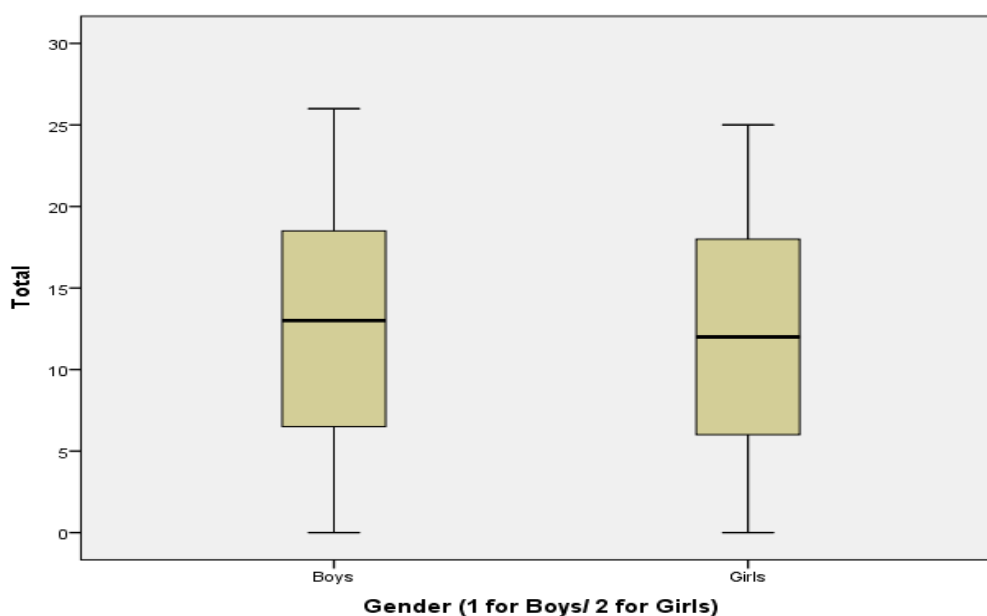


Figure-3.11: Overall achievement of boys and girls

The investigator calculated the descriptive statistics on achievement of students in different subject-district wise and also compared students achievement in different subject-district wise by using F-test, which is presented in table-3.42 and 3.43.

Table-3.42: Descriptive Statistics in Achievement of Students District-wise

Subject	District	Mean	SD	Minimum	Maximum
Hindi	Dhanbad	4.38	2.16	0	9
	Deoghar	2.45	2.06	0	8
	Lohardaga	3.23	1.90	0	7
Math	Dhanbad	5.38	2.34	0	9
	Deoghar	3.70	2.70	0	9
	Lohardaga	4.47	2.52	0	9
EVS	Dhanbad	5.28	2.83	0	10
	Deoghar	3.52	3.18	0	10
	Lohardaga	4.68	2.66	0	10
Total (science, math and EVS)	Dhanbad	15	6.67	0	26
	Deoghar	9.65	7.18	0	25
	Lohardaga	12.46	6.35	0	26

The table-3.42 reveals that overall mean achievement of students in districts like Deoghar and Lohardaga is less than 50% of total marks of 30 but students from Dhanbad district has secured 50% marks. Further, the table indicates that achievement of students in Hindi across districts is very low including Dhanbad. Achievement of students in math is better in all districts in comparison to Hindi and EVS. The table also point out that variation of achievement in all subjects and all district is high, which reveal heterogeneity of students ability. The investigator compared achievement of students in different subject district wise and presented in table-3.43.

Table-3.43: Comparison of Students Achievement in District-wise

		Sum of Squares	df	Mean Square	F	Sig.
Hindi	Between Groups	183.418	2	91.709	21.714	.000
	Within Groups	1178.355	279	4.223		
	Total	1361.773	281			
Math	Between Groups	143.557	2	71.778	11.145	.000
	Within Groups	1796.816	279	6.440		
	Total	1940.372	281			
EVS	Between Groups	163.845	2	81.922	9.518	.000
	Within Groups	2401.506	279	8.608		
	Total	2565.351	281			
Total	Between Groups	1457.881	2	728.940	15.807	.000
	Within Groups	12866.137	279	46.115		
	Total	14324.018	281			

The F-value in all groups indicated that there is a significant difference in achievement of students in Hindi, Math and EVS of Dhanbad, Deoghar and Lohardaga at 0.01 levels. To know between which groups significant difference lies, the investigator has done post-hoc test by using Bonferroni test, which is presented in the table-3.44.

Table-3.44: Post-hoc Analysis of Students Achievement District-wise

Dependent Variable	(I) District (1 for Dhanbad/2 for Deoghar/3 for Lohardaga)	(J) District (1 for Dhanbad/2 for Deoghar/3 for Lohardaga)	Mean Difference (I-J)	Std. Error	Sig.	
Hindi	Bonfer roni	Dhanbad	Deoghar	1.898 [*]	.288	.000
		Dhanbad	Lohardaga	1.117 [*]	.314	.001
		Deoghar	Dhanbad	-1.898 [*]	.288	.000
		Deoghar	Lohardaga	-.781 [*]	.305	.033
		Lohardaga	Dhanbad	-1.117 [*]	.314	.001
		Lohardaga	Deoghar	.781 [*]	.305	.033
Math	Bonfer roni	Dhanbad	Deoghar	1.682 [*]	.356	.000
		Dhanbad	Lohardaga	.905	.388	.061
		Deoghar	Dhanbad	-1.682 [*]	.356	.000
		Deoghar	Lohardaga	-.777	.376	.120
		Lohardaga	Dhanbad	-.905	.388	.061
		Lohardaga	Deoghar	.777	.376	.120
EVS	Bonfer roni	Dhanbad	Deoghar	1.761 [*]	.412	.000
		Dhanbad	Lohardaga	.605	.448	.535
		Deoghar	Dhanbad	-1.761 [*]	.412	.000
		Deoghar	Lohardaga	-1.157 [*]	.435	.025
		Lohardaga	Dhanbad	-.605	.448	.535
		Lohardaga	Deoghar	1.157 [*]	.435	.025
Total	Bonfer roni	Dhanbad	Deoghar	5.349 [*]	.953	.000
		Dhanbad	Lohardaga	2.538 [*]	1.038	.045
		Deoghar	Dhanbad	-5.349 [*]	.953	.000
		Deoghar	Lohardaga	-2.810 [*]	1.007	.017
		Lohardaga	Dhanbad	-2.538 [*]	1.038	.045
		Lohardaga	Deoghar	2.810 [*]	1.007	.017

The table-3.44 reveals that achievement of students from Dhanbad in Hindi is significantly better than that of Deoghar and Lohardaga. Students from Deoghar are poor in Hindi in comparison to Lohardaga. Further, the table indicates that there is a significant difference in Math achievement of students from Dhanbad and Deoghar but no difference between Dhanbad and Lohardaga. In case of EVS achievement, there is a significant difference between students of Dhanbad and Deoghar, Deoghar and Lohardaga. But in overall achievement, students form Dhanbad is significantly better than Deoghar and Lohardaga.

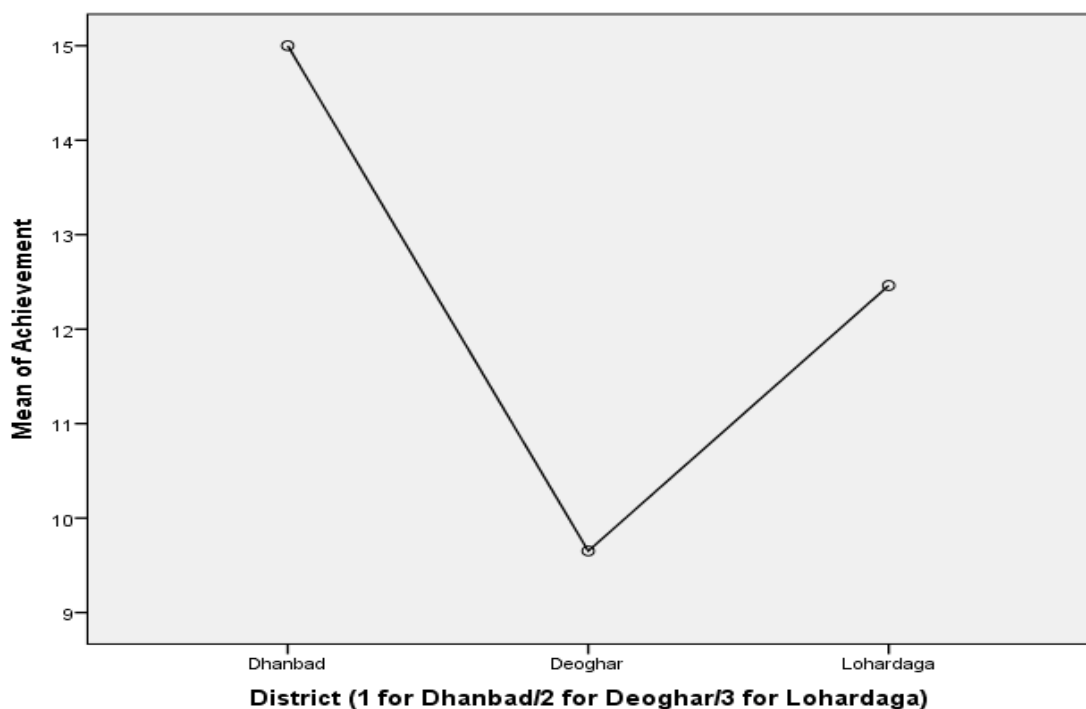


Figure-3.12: Means plot for Dhanbad, Deoghar and Lohardaga

The means in the figure-3.11 indicates that Dhanbad has highest mean achievement whereas Deoghar has lowest mean achievement. It can be concluded that there is a significant difference in the mean achievement of students between Dhanbad & Deoghar, Dhanbad & Lohardaga and Deoghar & Lohardaga.

3.6: Views of Different Stakeholders about School Reorganization and Merger of Schools

The investigator has conducted focus group discussion with students, interviews with teachers, parents and education officers to find out the feeling, effects, benefits and problems of school reorganization and merger at elementary level.

3.6.1: Views of Students on School Reorganization and Merger

The investigator has conducted focus group discussions with 310 students having 31 groups and in each group there are 10 students. The purpose is to enquire about feeling of student about closure of old school, distance of new school, teacher and teaching learning process in new school and problems due to school merger. The view of students is presented in following paragraphs.

The investigator enquired about the feeling of students, when they heard that school is going to close. Majority of students said that they feel very sad when they heard that their school is going to close as they were very much attached and it was near to their house. One group of student felt good after merger as the school is merged with a high school. In two groups, students were happy as the school was in same campus and there was single teacher in the school who was busy in official work.

Further, 54% of merged school students were of the opinion that school is not far to reach every day. On the other hand, 42% of school students were of the opinion that it was far from their habitation and it is difficult to go to school every day, especially during rainy season.

After the query of investigator regarding missing of old friends 71% of school students reported that they feel good as their old friends and teachers are also coming to the new school. 22% of school students are of the view that they are missing their friends as they did not come to new school but taken admission in nearby other school. Few students expressed that they are adjusted to new environment but missing old friends.

When students were asked about the activities in which they are involved in present school, 77% students are of the opinion that teachers were involving them during teaching in class such as reading by students, they were enjoying blackboard work and it is easy to understand the concept. Some students told that poem is not

taught in the class and we are not involved in any activity except lecture method in present school.

The discussion reveals that majority of students were facing difficulty in reaching school as it is far from the earlier one. Further, they expressed that no playing materials are available in the present school and some said that they don't have any problem as the school was in same campus. One major issue they mentioned is that there is only one hand-pump available in two school so after lunch they have to wait long to clean their utensils and they clean toilet by themselves.

55% of school students said that they like the behaviour of new school teachers. Some of them are of the view that both the school teachers are good. Other students expressed that old school teachers were good as we were very much attached to them; they love us after scolding and sometimes gave rewards for our performance.

The students said that after merger of the school they are enjoying the company of new friends as they were friendly, sharing lunch and helping in home work. Earlier during quarrel, they always used to tell go to your school and no need to be with us but with the passage of time we have well adjusted.

Majority of students are of the opinion that they are enjoying football, skipping and badminton in the school. Most of the schools do not have the playing materials and students bring their own and sometimes enjoy local games like Kho-Kho, Kabaddi, Hide and Seek, Kit-Kit etc. It also reveals from the discussion that they enjoy meal and cleaning surrounding together.

3.6.2: Views of Teachers about School Reorganization and Merger

The investigator has conducted interview for 54 teachers of the merged school. Here the investigator enquires about the problems and challenges the teachers were faced after merger of their old school. The responses of the teachers are presented below.

The investigator has asked questions to teachers that how they felt when they heard that their school is going to close. 63% of teachers responded that they feel good as the school was in same campus, old school have less classrooms and teachers, single teacher school, burden to manage all activities, opportunities to learn something new and less enrollment in old school. Some of the teachers expressed that they feel sad as the old school was near and we were able to bring students from their home, when they did not come, attached to the environment and able to meet with parents as and when required.

Further 37% of teachers expressed that they got full cooperation from teachers and HMs in every aspect from new schools but 26% of them reported that they did not get full cooperation from teachers. Some of the teachers opined that teachers of new school cooperated but HT did not.

When the investigator asked about the teaching learning environment of the new school, 52% of teachers said that the new school has better teaching learning environment as the school have more students and teachers. 43% of teachers are of the opinion that old school had better teaching facility as they could able to pay individual attention to students; school was near and able to meet with parents.

About difficulties teachers are facing after school merger, 89% of teachers replied that they did not face any difficulties in reaching to the school as merger is within 1-2 KM from the previous school. Few teachers are facing problem in reaching the new school as it was 5-8 KM distance from their habitation

At last the investigator asked to the teachers about the activities for overall development of students, majority of teachers replied that they are organizing co curricular activities, different competitions like quiz, awareness programme, tree plantation and meeting with parents. Others said that they use TLM while teaching, focusing on Gyan setu programme, play way method of teaching, cultural programme etc for the overall development of students.

3.6.3: Views of Parents about School Reorganization and Merger

The investigator has conducted interview with 74 parents regarding the effects and problems of education of their wards after school reorganization and merger. Initially they were not feeling comfortable to answer the questions but after making rapport or ensuring that their responses will not be disclosed to anyone they were ready to interact. The responses collected by the researcher are presented in the following paragraphs.

73% of parents expressed that they feel sad when they heard that school is going to close as school was nearby, familiar with teachers and school environment. Few parents said that the old school was in same campus; hence we are happy of school merger.

When the investigator asked the whether the children were ready to go school every day, 50% of parents replied yes they are interested but 39% of parents stated

that we have convinced them to go to new school with seniors. Few states that pick and drop of wards have been hampering their daily household work.

Regarding the admission of the students to the new school, parents did not face any problem as the authority has taken responsibility for admission to new school directly without any issues. Regarding attending new school, students were interested to go but some parents are of the opinion that due to geographical condition and distance students are not going to new school regularly.

After the merger of school what problems parents are facing to send their wards to new school. 62% of parents replied that they don't have any problem except the distance of the new school. Some of them replied that we have to hamper our work to pick and drop the children from school and sometimes they fear that how new school students will behave with students.

When the investigator asked what kind of cooperation and support you are getting from the teachers of new school. 80% of parents reported that teachers are cooperative in each and every aspect and 16% of parents are of the opinion that teachers are not cooperative.

After analyzing the responses regarding behaviour of old and new school teachers the investigator found that 46% of parents told that both school teachers were cooperative. Further it is found that no difference in behaviour of old and new school teachers.

Again the investigator investigated about the facilities available in the present school. Regarding facilities 32% of parents said that there is delay in providing uniform, textbook, transfer of money to the account of students. Some Parents told that the remaining facility available was same as in the previous school.

The investigator asked to the parents that what are the problems your child is facing in present school. 69% of parents replied that their child is not facing any problem in new school. Some parents told that teaching is not regular, children were unable to mix with the new students and sometimes they quarrel.

3.6.4: Views of Education Officers about School Reorganization and Merger

The investigator has collected data from District Education Officer, Block Education Officer, District Superintendent of Education, District Education Extension Officer, Block Programme Officer, Block Resource Person of three district of Dhanbad,

Deoghar and Lohardaga about the rationale and benefits of school reorganization and merger. The responses are discussed in following paragraphs.

Majority of education officers expressed that school organization and merger was done to reduce dropout, provide quality education and increase attendance.

Majority of education officers told that they did not face any problem and some of them told that there are some issues from parents and some teachers. Regarding academic problem they reflected that they did not face any major issue after merger of schools. Regarding infrastructure of old school, it was expressed that building will be used by Aganbadi and it may be used by social purposes. Most of stakeholders opposed to send their child to present school and not allowing to shift infrastructure to the new school.

The school merger saved money, fulfilled teacher requirement, maintain pupil teacher ratio, beneficial for quality education, students result will be improved, infrastructure requirement will be fulfill.

Regarding the steps taken for retaining all the children to the merged school. Most replied that they will do inspection, training to teachers , regular check of registers, scholarship , involvement of students in teaching learning, providing cycle, parents meeting and extra classes for learning outcome.

Regarding reducing dropout in schools, the majority replied that they are planning for residential school, providing vehicle, MDM, Gyansetu, books and uniform.

Majority of then suggested that more merger should be done rather than many school at one place, plan for smart classroom, transportation facilities, increase pupil teacher ratio, providing sports material, provision for library, laboratory, facilities like private school.

The analysis of views of students, teachers, parents and education officers indicates a mix response about the school reorganization and merger. Majority of stakeholder treated school merger is good for quality education by way of providing adequate facilities, teachers and TLM thereby enhancing students learning outcome. It also reveals that few students face problems in attending school regularly especially during rainy season because of distance of present school from child habitation. Parents expressed that they face difficulty in dropping and picking children from school. From the prospective of the education officers, school merger can help in providing quality education at elementary level in Jharkhand.

3.7: Conclusion

The collected data are analyzed by using frequency, percentage, descriptive and inferential statistics with qualitative descriptions. All the data are presented in tabular and graphic form with interpretations. The study indicated that schools having low enrolment and located in same campus were merged with nearby upper primary and high schools. All the furniture and TLMs etc. were shifted to new schools with students and teachers. Some students and parents viewed that they are facing difficulty to attend school every day as the new school is more distance than earlier school. On the other hand, most of the stakeholders are of the opinion that school merger can be helpful in providing better education.

CHAPTER-IV

MAJOR FINDINGS AND EDUCATIONAL IMPLICATIONS

4.1: Introduction

This chapter deals with the major findings and educational implications of the study. The major findings are drawn on the basis of the analysis and interpretation of the data and presented objective-wise. The investigator has proposed a set of educational implicational implications for different stakeholders on the basis of the findings of the study.

4.2: Major Findings

The following major findings are drawn from the data analysis and interpretation as per the objectives of the study.

Findings Related to Merged Schools (Closed School)

- 67.75% of the schools merged are primary and 32.25% of schools merged are upper primary. Majority of the schools are merged in 2018 and few schools are merged in 2016.
- Majority of merged schools did not have teachers for all classes in primary and upper primary level. In an average, 1-2 teachers were available in primary schools and 4-5 teachers in upper primary schools.
- Average attendance of students in merged school is 8.62 in primary schools and 43.5 in upper primary schools.
- Performance of students in merged primary schools is of average level and in upper primary level is good.
- Majority of the merged schools have inadequate furniture at primary level with few almirah, chair and bench. All the furniture and equipments of merged schools have been shifted to new school.
- Only 12.90% of merged schools have science kit, 9.6% of schools have math kit. The average number of books available in merged school was 82.06.
- Most of the merged schools did not have playing materials like ludu, chess, cricket, football, carom, badminton for students.
- 21.73 in average students were studying in merged school but 21.44 in average students joined the new school after merger. All students of merged schools have not joined the new school after merger.

Findings Related to Present School

- The present school is more than 1KM from the habitation of children of all students including merged students. The average distance of school from student's habitation is 1766 meters.
- 66.7% of present schools are upper primary with I-VIII classes, 25% of schools are high schools with 1-X classes and only 8.3% of schools are primary with I-V classes.
- The average enrollment in upper primary class of present school is more than primary school. The enrollment is low like 19-20 in primary classes and high like 56-57 in upper primary classes.
- All the present school does not have office room, staff rooms and HT room but one room is available for every class.
- 83.33% of classrooms are well ventilated, 79.16% of class rooms are well lighted whereas 54.16% of classrooms are poor in condition and 62.5% of schools have concrete compound wall.
- 91.7% of present schools have separate toilet facility for girls and 25% of schools have toilets for female staff. 87.50% schools have the availability of water for cleaning and flushing.
- Majority (91.66%) of toilet is pit toilet, only 8.33% of toilet is flush toilet and in 83.33% of schools hand wash is available. 91.66% of present schools have safe drinking water and 95.85% of schools have kitchen for MDM.
- 95.83% of present schools have electricity, 79.16% of schools have ramp and specific period for games and sports. Playground is available in 45.83% of schools and 58.33% of present schools have multi-grade class.
- Only 4.16% of present schools have a regular head teacher. In average, 7-8 teachers (including contractual teachers) are working in present schools. Less than 55% of upper primary schools have no subject teacher to teach science, math, social science and languages.
- 91.66% of present schools have maths kit and science kit. Majority of schools have functional globe, chart and map for teaching learning.

- 43.46 is an average pupil teacher ratio in present school with minimum and maximum PTR is 20 and 106 respectively. There is no part time instructor available for art education and work education in present school.
- All the schools have all type of registers such as enrolment, attendance, cash, MDM and stock. Balsansad is operational in 91.66% of present schools.
- 66.66% of schools has displayed photograph of teachers on the wall but no schools have displayed learning outcomes in different subjects.

Findings Related to Classroom Transactions in Present School

- Less than 10% of teachers always engage students in different activities, remain active throughout the class, enriched in content and pedagogy and empathetic to learners.
- Around 20% of teachers never provides scope for exploration, encourage discussion among the group, gives cues for discovery and exploration and gives time to students for interaction in the class. All these activities teachers do in the class sometimes.
- Around 10% of teachers use locally available resources in teaching, encourage divergent thinking, facilitates communication competency and ensure inclusive classroom environment.
- Less than 10% of teachers manages group activities, facilitates learning through monitoring and support, and maintains flexibility in classroom teaching. On the other hand, all these activities were done sometimes by the teacher during the class.
- 73.6% teachers sometimes assess students learning throughout the class, 48.6% teachers provides timely feedback to students and only 2.8% of teachers always provide assignment.

Findings Related to Students Achievement

- The average performance of students in Hindi, Mathematics and Environmental Studies (EVS) is 3.30, 4.48 and 4.44 respectively out of total score of 10 in each subject. The students performance is less than 50% in each subject.
- There is a significant difference between the achievement of Hindi and Math, Hindi and EVS at 0.01 levels but no significant difference was found between

math and EVS at 0.05 levels. Students have better performance in math in comparison to EVS and Hindi.

- There is no significant difference in the achievement of boys and girls in all the subjects at 0.05 levels.
- There is a significant difference in the achievement of students in EVS, Hindi and Math in Dhanbad, Deoghar and Lohardaga at 0.01 levels. The students from Dhanbad district have better performance in all the subjects in comparison to Deoghar and Lohardaga.

Findings Related to Views of Stakeholders

- Majority of students did not feel good when they heard that the school is going to close as they were very much attached with old school and it was near to their habitation. They have difficulty to go to new school regularly.
- 77% of the students are of the opinion that teachers of new school were involving them in reading and blackboard work. 55% of the students are of the opinion that they like the behaviour of new school teachers.
- Majority of students expressed that they are enjoying company of new friends, sharing lunch, playing football, skipping, kabaddi and kho-kho etc.
- 63% of teachers feel good as the present school was in the same campus. Old school had fewer classrooms, single teacher school and it was difficult to manage all activities. The present school has more students and teachers which is conducive for learning.
- 52% of teachers responded that new school has better teaching learning environment. 89% of teachers did not face difficulty in reaching new school as it is within 1-2 KM.
- 73% of parents expressed that they feel sad about merger of old school as it is near and children come to school on their own. Now parents are dropping and picking their wards from new school, which is hampering their daily work.
- 62% of parents expressed that they have the issue of distance and geographical condition due to this their wards are unable to attend new school regularly.
- Education officers responded that merger of schools was done to reduce dropout and provide quality education. Old school building will be used for

social purpose in the village. More school merger should be done but some assistance may be provided to students coming from more distance place.

- Education officers viewed that school merger will fulfil teacher requirement and maintain proper pupil teacher ratio. For retaining all children in the new school, proper inspection, training to teachers, scholarship and cycle may be done by the state government etc.

4.3: Educational Implications

1. The Government of Jharkhand has reorganised and merged schools at elementary level to provide better educational facilities to each and every child. The study indicated that majority of schools merged were primary (67.75%) and 32.25% of schools were upper primary with average students in each class is around 7-8 at primary and 38-49 at upper primary level. Majority of primary schools have less than two teachers and upper primary schools have five teachers with very poor infrastructure facilities including TLMs. The decision to merge elementary schools having fewer students with nearby upper primary or high school is welcome step, which can help in providing quality education to all children. Hence it is suggested for identifying other schools having less enrolment and merging with nearby schools so that teachers and other facilities can be rationalised in the state.
2. The study indicated that some students and parents were not happy with school merger as the present school is more distance than old school. Further, they were emotionally attached to the old school and teachers. Some parents routine work schedule has been disturbed due to dropping and picking of children from new school. So it is suggested to make travel assistance/arrangement to the children travelling more than 1KM from the habitation to reach the present school.
3. Due to merger of schools, the strength of students has increased in new schools but the requirement of teacher is not fulfilled as per the students and classes. This study found that at primary level less than 2 teachers in average and at upper primary schools less than 6 teachers are available which is not adequate as per the RTE Act 2009. So Government must fulfil the vacancy of teachers in all elementary schools so that the proper PTR can be maintained in schools.

4. Teaching will be effective when subject teachers will be available in all upper primary schools. This study has revealed that science and social science teachers are available in 45.83% of upper primary schools. So necessary steps may be taken by the Government for recruitment of subject teachers and part time instructors in elementary schools for art education and physical education.
5. The teaching learning material is the basic requirement for providing quality education at school level. The study found that majority of new schools does not have adequate infrastructure facilities, drinking water, playing material, classroom for every class, ramps, compound wall, playground etc. So it is suggested to the education authority for making necessary steps so that minimum infrastructure facilities can be available in all elementary schools.
6. Head teachers are the pillars of school who can take decisions for the benefit of the students and institution. This study found that only 4.16% of elementary schools have regular head teacher for which many of the developmental work of school is pending. So the Government may take initiative to appoint regular head teacher in all elementary schools.
7. Learning outcomes is the important document for the quality improvement of education. The NCERT has developed the learning outcomes for elementary schools in class-wise and subject-wise for facilitating quality education. Further, the Government of India has informed to all the states for displaying learning outcomes documents on the wall of every elementary school for the information of teachers, head teachers, parents, SMC members etc. This study found that no school has displayed the learning outcomes in the school. So it is suggested to the Government for displaying learning outcomes documents in the school.
8. It was expected that classroom transaction in elementary schools would improve after school reorganisation and merger due to more students and teachers in new school. This study indicated that most of the teachers are teaching in the traditional way. The constructivist approach of teaching, play way method, joyful learning method, participatory approach, group interaction etc not being followed in the classroom transaction. It is suggested to organise in-service training programmes for elementary school teachers so that classroom transaction can improve. Further, teachers must be encouraged and

motivated by supervising education officers for the quality improvement of teaching learning in elementary schools.

9. Education system needs to have robust team of supervising education officers. It is observed during discussion with teachers and head teachers that education officers rarely visit the school. During their visit, less focus was on academic improvement of school, students and teachers. It is suggested to fill all the vacancy of BEEOs so that proper monitoring and supervision can be done at local level. This supervision and monitoring is more urgent for schools which accommodated merged schools.
10. The students performance in all subjects (EVS, Hindi and Mathematics) is in average 12.23, which is less than 50% out of 30 marks. The lowest average is 3.30 in Hindi and highest average is 4.48 in Mathematics out of 10. The district Dhanbad has better average than Deoghar and Lohardaga in all subjects. The Government may take urgent and necessary steps by way of finding out the factors that responsible for such a poor performance even in Hindi, which is mother tongue. A comprehensive and practical plan must be developed with the help of all stakeholders, UNICEF, NGOs for enhancement of learning performance in elementary schools.

4.4: Conclusion

School reorganisation and merger at elementary level is an initiative by the state Government to provide better educational facilities, proper PTR and develop learning performance of students. The Government of Jharkhand has proposed to merge 6414 schools after proper verification by education officers. The merger started in 2016 and by 2019 total 4602 school has been merged with nearby schools. This study has indicated that merger of schools can help in providing quality education to each and every child as per the RTE Act 2009. Some students and parents felt unhappy for the school merger as the new school is little distance from their habitation. Majority of teachers, head teachers, parents and students have favourable opinion toward school merger. The facilities, classroom transaction and students achievement has not been improved after school reorganisation and merger. Hence it is high time for the Government of Jharkhand to look into the matter and take appropriate action for quality improvement of education.

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APPENDIX-A**LIST OF MERGED SCHOOLS**

Sl. No	Name and Address of the School
1	Upgraded Primary School Bhelatand ,Dhanbad
2	Primary School Gangpur, Nirsa, Dhanbad
3	Primary School Chanch Pottery,Nirsa, Dhanbad
4	Urdu Middle School Old Station, Dhanbad
5	Urdu Middle School Dhanbad
6	Adarsh Vidya Mandir Middle School Hirapur Dhanbad
7	Girls Middle School, Nirsa, Dhanbad
8	Boys Hindi Middle School Chirkunda, Dhanbad
9	Primary School Pandanberha, Deoghar
10	Primary School Panchrukhi, Deoghar
11	New Primary School Banpokharia, Deoghar
12	Primary School Tapowan, Deoghar
13	Upgraded Primary School, Dhakodih, Deoghar
14	Middle School Tapowan, Deoghar
15	Gowardhan Kumar Middle School Deoghar
16	Rani D.R.L. Devi Middle School Mohanpur, Deoghar
17	Upgraded Primary School Bhalua, Deoghar
18	Upgradad Primary School Bhagwanpur, Deoghar
19	Upgraded Primary School, Kujra, Lohardaga
20	Upgraded Primary School Bakshi, Lohardaga
21	Upgraded Primary School Khalihantoli, Lohardaga
22	Govt. Primary Hindi School, Hatia, Lohardaga
23	Upgraded Primary school Badkichapi, Lohardaga
24	Upgraded Primary School Chund Dumartoli, Lohardaga
25	Govt Upgraded Primary School Hesal Basardih, Lohardaga
26	Govt. Upgraded Primary School Chiri, Barkatoli, Lohardaga
27	Upgraded Primary School Patratoli, Lohardaga
28	Upgraded Middle School Kuji, Lohardaga
29	Govt. Sanskrit Middle School, Lohardaga

30	Upgraded Primary School Santutoli, Lohardaga
31	Upgraded Primary School, Jajgunda, Lohardaga

LIST OF PRESENT SCHOOLS

Sl. No	Name and Address of the School
1	Middle School Hirapur, Nagarpalika, Dhanbad
2	Boys Middle School, Dhanbad Bazar
3	Hindi Urdu Middle School Naya Bazar, Dhanbad
4	Upgraded Middle School (UMS), Bhelatand Govindpur-2, Dhanbad
5	S.S.K.B.C High School, Nirsa, Dhanbad
6	Upgraded M/S Palarpur, Nirsa, Dhanbad
7	Boys Girls Hindi Girls Middle School, Chirkunda, Dhanbad
8	Middle School Chanch Pottery, Dhanbad
9	Gowardhan Singh High School, Deoghar
10	Primary School Pandanberha, Deoghar
11	Upgraded Middle School Garibkhill, Deoghar
12	Upgraded Middle School Jamua, Deoghar
13	Upgraded High School Jharkhandi, Deoghar
14	S.S. Mohananand High School Tapowan, Deoghar
15	Upgraded Middle School Bhagwanpur, Deoghar
16	Upgraded High School Project Kanya, Mohanpur, Deoghar
17	Upgraded Primary School Burgama, Lohardaga
18	Upgraded High School, Kujra, Lohardaga
19	Govt Upgraded Middle School Hesal, Lohardaga
20	Govt. Hindi Middle School Lohardaga
21	Govt. Basic Upgraded High School, Chiri, Lohardaga
22	Govt. Basic School Lawagain, Lohardaga
23	Govt. Middle School Kakargarh, Lohardaga
24	Govt. Middle School Kundgara, Lohardaga

QUESTIONNAIRE FOR HEAD TEACHER (HT)

(To be filled by the HT of the Present School)

Instructions: This questionnaire is intended to study the infrastructure, instructional facilities, human resources, access, enrollment, retention and profile of teachers in elementary schools. The items are based on different aspects of elementary school as per the guideline of Right to Education Act, 2009. You are requested to read all the questions carefully and respond as desired. Your responses would be kept confidential and will be used for the research purpose only.

Thanking you in advance
 Dr. Ramakanta Mohalik
 Professor
 Department of Education

General Information:

Name of the HT:

Name and Address of the School:

Mobile No:

Email id:

Specific Information:

1. UDISE Code of the Present School :
2. Number of schools Merged with this school:
3. UDISE Code of the Merged School/s:

Name of the School	UDISE Code

4. Name of the District:
5. Name of the Block:
6. Name of the Village(s) of the Merged schools:

Name of the school/s	Name of the Village/s

7. Name of the Village of the Present School:

8. What is the average distance between the merged school and the present school:

Name of the school	Distance (in KM) from the Present School

9. Year of merger with this school:

Name of the School/s	Year of Merger

10. Number of students class wise joined the present school from the merged schools.

Name of School		Class-1	II	III	IV	V	VI	VII	VIII	Total
	Before									
	After									

	Before									
	After									
	Before									
	After									
	Before									
	After									
Total	Before									
	After									

11. Number of sections in each class

Class	I	II	III	IV	V	VI	VII	VIII
Section								

12. Number of teachers joined in the present school from the merged schools:

Name of the School	Number of teachers before merger	Number of Teachers Joined after merger

13. Performance of the merged school students class wise at the time of merger.(Good/Average/Poor)

Name of School	Class-1	II	III	IV	V	VI	VI	VIII	Total

14. Materials from the merged schools to the present school.

Name of School	Furniture (with numbers) chairs, tables, almirah etc	TLM (with numbers)	Books (with numbers)	Games & sports materials (with numbers)	Any other (with numbers)

15. Average distance of present school from habitation of students including merged schools:

16. Present School Category: (I-III, I-V, VI-VIII, I-VIII)

17. Students strength in present school including merged students.

Class	Boys	Girls	Total
I			
II			
III			
IV			
V			
VI			
VII			
VIII			
Total			

18 .Type and number of class rooms in present school:

	Kaccha (No.)	Pucca (No.)	Total (No.)
Class room			
Office- cum -store – cum- HT room			
Staff room			
Store room			
HT room			
Other rooms			

19. Condition of rooms in the present school: 1- Good/2- Manageable/3- Poor

20. Whether one room is available for every class in the present school. 1-Yes/ 2-No

21. If No, how many classes are being managed in a single room?

-
22. Whether there is multi-grade class in the school? 1- Yes/ 2 - No
23. If yes, how many classes are multi-grade? _____
24. Availability of electricity in school: 1 - Yes / 2 - No
25. Availability of fans in each room of school: 1 -Yes / 2 - No
26. Ventilation in classrooms of school. 1- Well Ventilated 2- Manageable 3- Poor
27. Light in classrooms of school: 1- Well Lighted/ 2- Manageable/ 3- Poor
28. Is there compound wall in the school? 1 -Yes/ 2 - No
29. If yes, what type of compound wall? 1- Concrete 2- Wire fencing 3- Bio-fencing
30. Does the school have barrier free (Ramps) access for the challenged learners? 1- Yes/ 2-No
31. Does the school have a playground? 1 -Yes /2- No
32. If yes, what is the area of playground? _____
33. Is there specific period for games and sports in the time table? 1- Yes / 2- No
34. Mention the play materials, games and sports equipments available in the school?

Name of the material	No. of items available	Adequate(1)	Inadequate(2)
Ludo			
Football			
Cricket			
Volley Ball			
Carrom			
Any other			

35. Whether separate toilet facilities are available in the school? 1- Yes/ 2- No

36. If yes, please provide details

1	2	3	4	5	6
Common	Boys	Girls	Male Staff	Female Staff	Disable friendly

37. Type of toilet facilities available in the present school?

1. Flush Toilet 2. Pit Toilet 3. Open Space toilet

38. Is water supply available in the toilet for flushing and cleaning? 1- Yes/2 - No

39. Is hand wash available in the school? 1- Yes/2- No

40. Whether safe and adequate drinking water facility available in the school? 1- Yes/
2- No

41. If yes, please mention the source of drinking water:

1	2	3	4
Hand pump	Well	Tap water	Any other

42. If no, mention the source of drinking water: _____

43. Whether kitchen is available for cooking Mid Day Meal (MDM) in school? 1-
Yes/ 2 -No

44. If No, where MDM is being prepared/ procured? _____

45. Whether textbooks are provided to students in the beginning of the session? 1-
Yes/ 2 No

46. Does the school have Library? 1- Yes/2- No

47. If yes, mention the number of items available in library.

Items in Library	Number	Adequate	Inadequate	Name
Textbooks				
Story books				

Supplementary TLM				
Magazines				
Reference book				
Newspaper				

48. If No, state the reasons for not having a library.

49. Whether library is accessible to the students? 1-Yes/ 2- No

50. Is there a specific period for reading in the time table? 1-Yes/ 2- No

51. Whether school has the following Materials ? 1 -Yes/ 2- No

Items	Available	Not available	Functional	Non- functional
Science kits				
Mathematics Kits				
Charts				
Globes				
Maps				
Any other				

52. Whether teachers are using Teaching Learning Material (TLM)? 1 -Yes/ 2 - No

53. Whether the teachers are oriented for using TLM? 1- Yes/ 2 - No

54. Please provide details of the teachers:

No. of Regular Teachers	No. of Contractual Teachers	No. of Male Teachers	No. of Female Teacher	No. of Trained Teachers	No. of Un-Trained Teachers

55. Whether subject teachers are available in Upper Primary classes?

Subject	Yes	No
---------	-----	----

Science		
Mathematics		
Social Science		
Hindi		
English		

56. Whether your school has a regular head-teacher? 1-Yes/ 2- No

57. What is the pupil teacher ratio of the school? _____:_____

58. Pupil Classroom Ratio:

Total no. of Classroom	
Total no. of Sections	

59. Part time instructors available for the following subjects in school

Part time instructors	1- Yes	2- No
Art Education		
Health and Physical Education		
Work Education		

60. Organization of co-curricular activities :

Types of activities	1-Yes/ 2- No	If yes, write the name of activity
Games and sports		
Literary		
Cultural		
Science related		
Balsansad		
Any Others		

61.Type of registers/ records available in your school

Types	1-Yes/ 2- No
Enrolment/ Admission	
Attendance	
SMC meeting record	
Achievement register	
Cash register	
PTA/ MTA register	
Stock register	
Visitors' register	
MDM	
Any other	

62. Whether Class wise Learning Outcomes in different subjects are displayed on the school wall. 1 –Yes/2- No

63. Whether Photographs of the teachers are displayed on the school wall. 1-Yes/2-No

64. What are the benefits for the present school after merger of schools?

- Related to finance

- Related to students

- Related to infrastructure/materials

- Related to teachers

- Related to Teaching Learning

65. What are the problems faced by the present school due to merger of school/s?

- Related to Infrastructure/materials

- Related to Classroom teaching-learning process

- Related to Management of school

- Related to Mid Day Meal

- Related to Games and Sports

- Any other problem

Signature of HT with Seal

Date

CLASSROOM OBSERVATION SCHEDULE

District:

Block:

Date:

Name of the School:

Class:

Subject:

Topic:

Qualification of Teacher:

Sl.No.	Aspects / Criteria	Rating: Never, Sometime, Always (1-3)		
		1	2	3
1.	Gets the class settled prior to teaching.			
2.	Engages students in different activities to initiate the lesson.			
3.	Teacher provides scope for exploration.			
4.	Teacher manages group activities.			
5.	Teacher facilitates learning through monitoring and support.			
6.	Teacher encourages discussion/explanation among the groups.			
7.	Teacher gives cues for discovery/exploration.			
8.	Teacher gives time to students for interaction.			
9.	Uses locally available resources as teaching learning material.			
10.	Activates learners during the class by providing mental exercise questions.			
11.	Encourages divergent thinking among learners.			
12.	Facilitates communication competency among Learners.			
13.	Environment of classroom is learner friendly (free of fear, trauma and anxiety)			
14.	Uses ICT for teaching learning process			
15.	Linking classroom learning experience to real life situation			
16.	Teacher assesses the students learning through-out the class.			
17.	Provides timely feedback to the learners.			
18.	Provides assignments/projects for application of the knowledge.			
19.	Remains active throughout the class.			
20.	Enriched in content and pedagogy.			
21.	Teacher remains empathetic to learners.			
22.	Ensures an inclusive classroom environment.			
23.	Maintains flexibility in the classroom teaching.			

उपलब्धि परीक्षण (Achievement Test)

कक्षा-5

कुल अंक - 30

समय- 1 घंटा

विषय- हिन्दी, गणित और ईवीएस (HINDI, MATHS & EVS)

नाम -

लिंग -

स्कूल का नाम -

ब्लॉक -

जिला -

निर्देश :

नीचे कुल 30 प्रश्न दिये गये हैं। सभी प्रश्न वस्तुनिष्ठ और 1 अंक के हैं। आप प्रत्येक प्रश्न को सावधानीपूर्वक पढ़िये (कम-से-कम दो बार)। फिर उसके बाद उत्तर के लिये सही विकल्प का चयन कीजिए।

कक्षा-5 भाषांजलि (हिंदी)प्रश्न (Questions)

- प्र01. संधि-विच्छेद करें- 'मातृभाषा'-
(क) मात्र+भाषा (ख) मातृ+भाषा (ग) मात्री+भाषा (घ) मात्रि+भाषा
- प्र02. समानार्थी शब्द बताइए- 'हार'
(क) पराजय (ख) पराक्रम (ग) पराजित (घ) पुरस्कृत
- प्र03. इनको क्या कहते हैं-
(क) जो अच्छा अभिनय करते हैं -
- प्र04. शिक्षक का स्त्रीवाचक शब्द लिखें-
(क) शिक्षिका (ख) शिक्षिका (ग) शीक्षिकाँ (घ) शीक्षिका
- प्र05. 'ढ' वर्ण से दो शब्द बनायें-
(1)
(2)

- प्र06. मिलान करें किसका कैसा घर—
 (1) चूहा माँद
 (2) घोड़ा गोशाला
 (3) हाथी अस्तबल
 (4) गाय बिल
 (5) शेर जंगल
- प्र07. मुहावरे का अर्थ बतायें—
 मुँह खुला का खुला रहना—
- प्र08. गाँधीजी ने दांडी पहुँचकर क्या बनाने का निश्चय किया था?
 (क) नमक (ख) चीनी (ग) खाना(घ) गुड़
- प्र09. नीचे लिखे शब्दों में सही जगह पर बिंदी (●) तथा चाँद बिंदी () का प्रयोग करें—
 (1) पसद (2) बाध (3) बदगोभी (4) मा (5) गाव
- प्र010. जंगल में रहने वाले एवं पालतू जानवरों के दो-दो नाम लिखिए—
 (क) जंगली जानवर — (क) (ख)
 (ख) पालतू जानवर— (क) (ख)

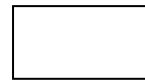
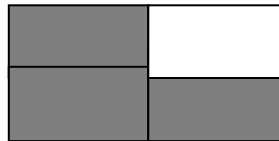
कक्षा-5, विषय-गणित (MATHS)
प्रश्न (Questions)

- प्र01. इन्हें जोड़िए—

$$\begin{array}{r} 4025 \\ + 3016 \\ \hline \end{array}$$
- प्र02. 4 अंकों की सबसे बड़ी संख्या क्या है?
 (क) 1000 (ख) 9999 (ग) 2088 (घ) 8888
- प्र03. रिक्त स्थान भरें—

$$\begin{array}{r} 5243 \\ - 2083 \\ \hline 31.....0 \end{array}$$
- प्र04. इनका गुणा कीजिए—

$$\begin{array}{r} 243 \\ \times 21 \\ \hline \end{array}$$
- प्र05. भाग दीजिए—
 $32000 \div 8 =$
- प्र06. नीचे दी गयी आकृति का कितना भाग रंगा हुआ है?



प्र07. मिलान कीजिए—

कॉलम (क)	कॉलम (ख)
दिसम्बर	30 दिन
फरवरी	31 दिन
अप्रैल	28/29 दिन
अगस्त	30 दिन
जून	31 दिन

प्र08. घड़ी में बजने वाले समय को बॉक्स में लिखें

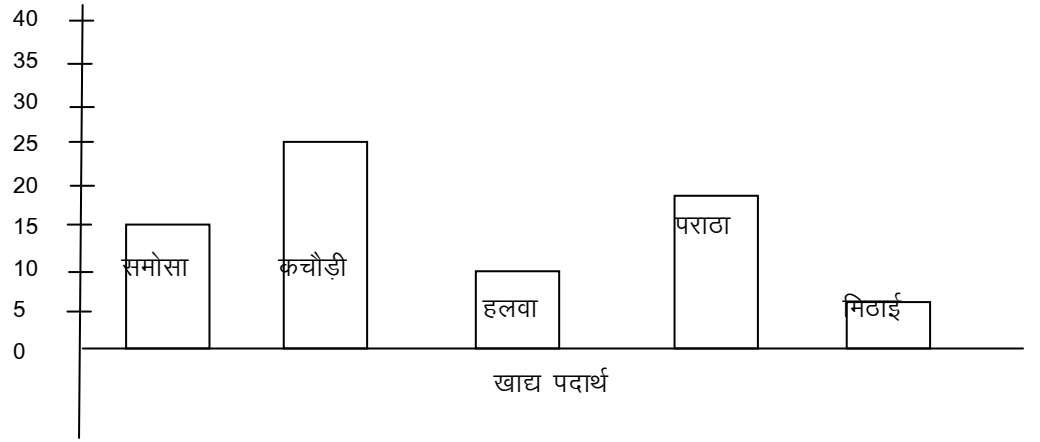


प्र09. मीटर को सेंटीमीटर में बदलिए—

(क) 60 मी 30 सेमी =

(ख) 400 मी 20 सेमी =

प्र010. पिकनिक में बच्चों द्वारा लाए गए विभिन्न खाद्य पदार्थों और बच्चों की संख्या को ग्राफ द्वारा दर्शाया गया है। इसके आधार पर निम्न प्रश्नों का उत्तर दें।



(क) कचौड़ी खाने वाले बच्चों की संख्या कितनी है? =

(ख) मिठाई खाने वाले बच्चों की संख्या कितनी है? =



(ग) समोसा खाने वाले बच्चों की संख्या कितनी है? =

(घ) पराठा खाने वाले बच्चों की संख्या कितनी है? =

(ङ) पिकनिक में शामिल कुल बच्चों की संख्या कितनी है? =

कक्षा-5, विषय- पर्यावरण अध्ययन (EVS)

प्रश्न (Questions)

- प्र01. हमें अपने से बड़ों का करना चाहिए—
(क) निरादर (ख) आदर (ग) अपमान (घ) निंदा
- प्र02. एक अंडा देने वाले और एक बच्चा देने वाले जानवर का नाम लिखें।
(क) अंडा देने वाले
(ख) बच्चा देने वाले
- प्र03. रेलवे लाइन का चिन्ह कैसा होता है?
(क)  (ख) ~ (ग)  (घ) ≈
- प्र04. पानी में फिटकरी का टुकड़ा डालने से क्या होता है?
(क) पानी साफ (ख) पानी खारा (ग) पानी गंदा (घ) पानी मीठा
- प्र05. हमें विभिन्न प्रकार पशु-पक्षी कहाँ देखने का मिलते हैं?
(क) चिड़ियाघर (ख) मछलीघर (ग) अपना घर (घ) पार्क
- प्र06. धान की खेती किस ऋतु में की जाती है?
(क) शरद ऋतु (ख) ग्रीष्म ऋतु (ग) वर्षा ऋतु (घ) बसंत ऋतु
- प्र07. 10 रुपये के नोट पर किसकी तस्वीर बनी रहती है?
(क) मनमोहन सिंह (ख) जवाहरलाल नेहरू (ग) महात्मा गाँधी (घ) भीमराव अंबेडकर
- प्र08. खाना खाने से पहले और बाद में हमें क्या करना चाहिए?
(क) हाथ धोना चाहिए (ख) नहाना चाहिए
(ग) ब्रश करना चाहिए (घ) पानी पीना चाहिए
- प्र09. रेशम के कीड़े किस वृक्ष में पाले जाते हैं?
(क) शहतूत (ख) नीम (ग) बरगद (घ) आम
- प्र10. टीम भावना का अर्थ क्या है?
(क) अलग खेलना (ख) टीम के लिए मिलकर खेलना
(ग) अपने लिए खेलना (घ) कुछ लोगों के साथ खेलना

APPENDIX-E

FOCUSED GROUP DISCUSSION FOR STUDENTS OF MERGED SCHOOL

Name :

Class :

Name of Previous School:

Name of Present School:

Village:

Block:

District:

1. What did you feel when you heard that your school is going to close and you will shift to another school?
2. What is the distance of your present school from your habitation? What are the difficulties you face ? Give details.
3. Whether you are happy in new school or you are missing your old friends, teachers?
4. What are the activities you are involved in teaching learning process of the present school? Give details of the activities.
5. What difficulties do you face in the present school?
6. Do you like the behaviour of your teachers in the present school? Is it better than the previous school teachers? Mention the differences.
7. How do you like your new friends in the present school.
8. What other activities you are doing with your friends to enjoy in the present school?

INTERVIEW SCHEDULE FOR PARENTS OF MERGED SCHOOL

Name:

Gender:

Educational Qualification:

Name of the Merged School:

Name of the Present School:

Name of Student:

Village:

Block:

District:

1. What did you feel when you heard that village school is going to close and it will merge with another school in new area?
2. Whether your child was interested to go to the new school or you made some effort to send your child to the school? Mention the efforts, if made.
3. Whether your child was directly admitted to the present school by the school authority after merger of school or you have taken effort for admission? Provide details about it.
4. Whether your child is interested to go to school everyday? If not what are the reasons.
5. After the merger of school what problems did you face in sending your child to the new school? State the problems.
6. What kind of cooperation and support you are getting from the teachers of the present school regarding adjustment of the child in the school . Give details.
7. What are the differences between behaviour of the teachers of present and past school towards your child?
8. The facilities available in the present school regarding infrastructure, drinking water, uniform, text book, teaching learning process are the same or better than the old school? Mention the differences.
9. What are the difficulties your child faces in the present school?

APPENDIX-G

INTERVIEW SCHEDULE FOR TEACHERS OF MERGED SCHOOL

Name:

Gender:

Name of Village:

Name of Previous School:

Name of Present School:

Village:

Block:

District:

1. What did you feel when you heard that your school is going to close and it will merge with another school?
2. What kind of cooperation and support you are getting from the teachers and Principal of the present school?
3. Whether the old school had better teaching learning environment or the new one? Mention reasons.
4. What is the distance of your present school from your habitation? What difficulties do you face to reach the school?
5. What new challenges do you face in the present school?
6. What activities are you doing at present for overall development of the student? Give details.

APPENDIX-H

INTERVIEW SCHEDULE FOR DEO/DSE/ BEO

Name:

Designation:

Block:

District:

Email:

Mobile:

1. What is the rationale for merging schools?
2. What problems do you face in implementing this policy of Government?
 - Administrative (Teacher adjustment/rationalization)
 - Academic (Supervision)
 - Infrastructure
 - Resentment from stakeholders
3. How far merger of schools is beneficial for system?
4. What steps have been taken for retaining all the children of the merged schools?
5. What steps have been taken to stop dropout (if any) of children?
6. What are the suggestions for the improvement of the scheme?