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## School Leadership/ Management/Administration

### 1. Research Abstract

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| 1. <b>Theme/Subject:</b>   | School Leadership/ Management/<br>Administration  |
| 2. <b>Stage of Education:</b>  | Primary Stage   |
| 3. <b>Topic of Research:</b>   | Comparative study on maintenance of<br>Cumulative records in Government and<br>Private elementary schools at Senapati<br>District of Manipur  |
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| 5. <b>Name of the Institution<br/>where the Research was conducted</b> |   |
| 6. <b>Category:</b><br>(Research study/Action research/<br>Other)      |   |
| 7. <b>Language of Research Report:</b>                                 | English   |
| 8. <b>Year of Completion:</b>  | 2019  |
| 9. <b>Published/Unpublished:</b>                                       |   |
| 10. <b>Introduction:</b>   | <p>A cumulative record card is a document in which useful and reliable information about a particular pupil at one place is cumulatively recorded. Hence, presenting a complete and growing picture of the individual concerned for the purpose of helping him during his stay at school and at the time of leaving it helps in the solution of his manifold problems of educational, vocational and personal social nature and thus assisting him in his best development.</p> |
| 11. <b>Objectives:</b>   | <ul style="list-style-type: none"><li>• To compare the maintenance of cumulative records of government and private elementary schools of Senapati District, Manipur.</li><li>• To analyze the reasons for non-maintenance of cumulative records in Government and Private schools of Senapati District, Manipur.</li><li>• To find out the implementation of CCE in Government and Private schools of Senapati District and its effectiveness.</li></ul>                        |

## 12. Methodology:

**Design of the study:** The research design includes a survey method to collect information from different primary schools of Senapati District, Manipur.

**Sample:** 10 government primary schools and 10 private primary schools from Senapati Jr. High School cluster, Tadubi block, Senapati district, Manipur were selected as samples.

**Tools:** Two types of questionnaire were used -

- A. Questionnaire for the Headmaster/ Principal
- B. Questionnaire for the teacher

### **Procedure of data collection:-**

The questionnaires were administered to the teachers and headmasters/principals of the sampled schools. The data collected was in the form responses and was analyzed using percentage analysis.

## 13. Findings:

It is found that:-

a. Better maintenance of cumulative records in private schools than government schools. Most of the private school teachers use computers for keeping records whereas, only very few government schools use computers for keeping records.

b. 45% of government, 66% of private school teachers included both the results of scholastic and co-scholastic areas of the students in the cumulative records.

c. Those school teachers (Government and private) who did not maintain cumulative records responded that they are not having the knowledge of preparation of cumulative records of their students and higher authority of their school did not instruct them about the preparation of cumulative records.

So, concerned departments or school authorities need to provide training to the teachers about the preparation of cumulative records.

d. 9% of government and 62% of private school teachers implemented CCE in their school.

e. Both government and private school teachers who conducted CCE agree that CCE reduces fear, stress and anxiety of tests and examinations among students. They also know how CCE provides opportunities of improvement in learning through diagnosis and remediation.

f. Both government and private school headmasters who conducted CCE in their schools agree that formative assessment under CCE enables teachers to modify and improve their teaching for improving learner's performance.

**14. Implications:**

- Computer knowledge may be provided to teachers through training for maintaining cumulative records.
- Training may be provided to teachers to incorporate information about scholastic and co-scholastic areas of the students.
- Remedial teaching to weak students in the classroom on the basis of CCE.
- Training for teachers may be organised on how to maintain cumulative records for students.

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**16. Keywords:** CCE, Assessment, Cumulative Records, Scholastic, Co-scholastic.

## 2. Research Abstract

|  |   |
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| 1. <b>Theme/Subject:</b>   | Teacher Education (School Leadership/ Management / Administration )   |
| 2. <b>Stage of Education:</b>                                      | Middle and Secondary Stage  |
| 3. <b>Topic of Research:</b>                                       | Pedagogical Leadership in Schools: A Qualitative Study  |
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| 5. <b>Name of the Institution where the Research was conducted</b> | Jawahar Navodaya Vidyalaya (JNV)  |
| 6. <b>Category:</b><br>(Research study/ Action research/Other)     | Research study  |
| 7. <b>Language of Research Report:</b>                             | English   |
| 8. <b>Year of Completion:</b>                                      | 2019  |
| 9. <b>Published/Unpublished:</b>                                   | Unpublished   |
| 10. <b>Introduction:</b>   | <p>Pedagogical leadership is crucial for ensuring a high-quality education programme. The approach of pedagogical leadership is built on the values of the educational mission. The role of the principal of a school as a pedagogical leader plays a very significant role. In this context, a need was felt to study in depth as to what extent principals of secondary schools perceive their role as pedagogical leaders and are providing pedagogical support to their teachers in their school to improve the teaching-learning process.</p>  |
| 11. <b>Objectives:</b>   | <p>The objectives of the study were to:</p> <ul style="list-style-type: none"> <li>● Determine school principal's understanding of his/ her role as a pedagogical leader;</li> <li>● Identify pedagogical support being provided by principals to teachers in their school to improve upon their teaching process;</li> <li>● Determine the problems and hurdles being faced by principals in improving their teachers teaching process thereby, impacting their students' learning outcomes and</li> <li>● Determine the extent to which teachers in schools perceive the effectiveness</li> </ul> |

of the principal's pedagogical support in improving their teaching learning process.

## 12. Methodology:

- **Design of the study:** It was a qualitative study. The researcher conducted an in- depth study on the role of principals of the schools as a pedagogical leader. Hence, Case study research design was used. It was studied as to what steps they are taking to ensure that teachers use emerging instructional strategies in their teaching process to facilitate improvement in students' learning outcomes.

- **Sample:** The names of ten good performing Navodaya Vidyalayas in the northern region were provided by Jawahar Navodaya Vidyalaya Samiti. Out of these ten schools, two schools were selected for the purpose of undertaking case study through purposive sampling. The selection was based on discussion with the principals considering one school each from Jaipur Region and the other from Chandigarh region were selected for case study.

**Procedure of data collection:** The researchers decided that beside the school Principal, teachers teaching in Secondary and Sr. Secondary classes were selected for collection of data through interview. The requisite data was collected from the principals of the said schools and two teachers from JNV at Chandigarh and four teachers from JNV at Niwarsi teachers. Only teachers teaching secondary and senior secondary classes were selected from each of the said schools. The students of classes 10<sup>th</sup> and 12<sup>th</sup> in both the schools were also involved in focus group discussion.

- **Tools:** The following tools were developed for collection of data:

- Observation Schedule
- Questionnaire
- Interview Schedule for Principal
- Interview Schedule for Teachers
- Focus group discussion with students
- Focus group discussion with parents
- Documents
- Field Notes of the Research Team

## 13. Findings:

The data analysis and research findings from the case studies reveal several key insights related to: -

□ **Role of Principal in JNVs at Chandigarh and Niwarsi**

The principals of both the Vidyalayas revealed that both the principals were highly meritorious. The Vidyalaya at Chandigarh has been producing 100% results in the board examinations for the last 10 years. The Principal of the Vidyalaya at Niwarsi shared with the NCERT team that she had raised the pass percentage of students in the board examinations from 70 percent to 77.8 percent.

Some students have achieved positions in the board examinations in the region and at the national level. Both the Vidyalayas were endeavoring to inculcate human values among their students.

□ **Pedagogical Support to Teachers**

The Principal of the Vidyalaya at Chandigarh took interest in planning, monitoring and execution of all academic and administrative activities of the Vidyalaya and also took initiative to discuss academic issues with the teachers and provide guidance to them.

The principal of the Vidyalaya at Niwarsi invites subject experts and experts in pedagogy from universities and colleges from time to time for the professional growth of teachers. She also advised her teachers to generate in the classroom learning environment in which students were engaged in activities and fosters collaborative learning.

Due to these initiatives by both the Vidyalayas, the students have strong bond with the teachers and the parents of the wards have seen significant improvement in their ward's behavior such as responsibility, self-confidence and time-keeping etc. they were fully satisfied with the performance of the principal and teachers and overall environment of the Vidyalaya.

**14. Implications/Follow up:**

The research findings likely include the need for Capacity Building of Heads of Schools/Principals since there is still room for increasing further students' academic achievement by transforming students into independent learners as a good percentage of students remain dependent learners even up to high school. Besides the above, Heads of Schools/Principals may be provided training in the following strategies:

- Reflective Teaching
- Cooperative Learning
- Inquiry Training by Suchman
- Concept Attainment by Bruner
- Andragogy (Art and Science of helping adults to learn)

**Suggestions for further Research**

It is suggested that another study may be conducted in which a few government and government-aided schools may comprise the sample.

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**16. Keywords:** School Leadership, Pedagogical leader, Teacher Education

### 3. Research Abstract

|  |   |
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| <b>1. Theme/Subject:</b>   | School Leadership/ Management /Administration   |
| <b>2. Stage of Education:</b>  | Elementary stage  |
| <b>3. Topic of Research:</b>   | A Study of Functioning of School Management Committees in Elementary Schools of Ri- Bhoi and West Jaintia Hills District of Meghalaya |
| <b>4. Name and Address of the Investigator(s) (with E-mail):</b>   | Dr Basansy Kharlukhi<br>NERIE, Umiam<br>basansykharlukhi@yahoo.com  |
| <b>5. Institution where the Research was Conducted:</b>  | NERIE, NCERT  |
| <b>6. Category:</b>  | Research Study  |
| <b>7. Language of Research Report:</b>   | English   |
| <b>8. Year of Completion:</b>  | 2017  |
| <b>9. Published/ Unpublished:</b>  | Published   |
| <b>10. Introduction:</b>   |   |
| <p>The country has launched Sarva Siksha Abhiyan to ensure entry, retention and education of children between 6-14 years of age including children with disabilities by 2010. India 2020 aims to become a developed country by 2020. In this context universalization of elementary education (UEE) lays the foundation of development in the country. The Right to Free and Compulsory Education Act (RTE), 2009 has mandated the constitution of a SMC. School management committee plays a major role in, ensuring enrolment and retention of children in government and government aided schools; implementation of Midday Meal scheme by large, and also devising School Development Plan.</p> <p>This is an example of decentralization to make the education system more effective and to encourage participation of parents in the decision process.</p> <p>Meghalaya one of the States in the north east India like any other States in the country implemented Sarva Shiksha Abhiyan (SSA) with an aim at universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. The implementation of SSA over the last few years has brought about consistent positive changes in the vital parameter of elementary education as given in the SSA framework for implementation. SSA envisages bringing about awareness to the community regarding their responsibility in the proper functioning of the schools in their area. It stresses on useful and relevant education leading to improvement of</p> |   |

capabilities of children through provision of community owned and community-managed school system.

### **11. Objectives:**

- To study the mode of constitution of SMCs in SSA schools of Ri- Bhoi District of Meghalaya.
- To study the role of SMCs of SSA schools of Ri- Bhoi District of Meghalaya in bringing out improvement in schools.
- To study the perception of the members of SMCs of SSA schools of Ri- Bhoi District of Meghalaya about their roles.
- To study the problems faced by members of SMCs of SSA schools of Ri- Bhoi District of Meghalaya in discharging their roles/responsibilities.
- To identify the changes required in the functioning of SMCs in SSA run schools of Ri- Bhoi District of Meghalaya so as to make them more effective.

### **12. Methodology:**

The population of the study includes all the Elementary schools in Ri Bhoi and West Jaintia Hills District.

For the study purposive sampling was adopted. 6 schools (each) 3 from rural areas and 3 from urban areas of Ri Bhoi and West Jaintia Hills District, Meghalaya respectively, Headmaster, 3 SMC members, 5 parents from each school and State Education functionaries. Students were also included as sample in the study.

For the purpose of data collection tools were prepared by the investigators

**Questionnaires:** The first questionnaire was for the Head of schools/In-charge head which focused on his role as member of the SMCs and head of the schools, how SMC functions in the school, their contribution. The second questionnaire was for SMCs members which focused on their roles and functions, their functioning style and contribution etc. The third questionnaire was for the teachers. The fourth questionnaire was for the State functionaries (SDEO) which focused on the functioning of the SMCs, monitoring and inspection procedures, contribution of SMCs towards school development plan and implementation.

**Interview Schedule:** The interview schedule was used for parents which focused on the growth of the school etc. as well as students.

Both primary and secondary data was be used. The data collected was analyzed using both qualitative and quantitative technique.

### **13. Findings:**

The study examines the functioning of School Management Committees (SMCs) in government and government-aided schools. It reveals that while SMCs have been

formed according to government guidelines, many members are unaware of their specific roles and duties due to a lack of awareness programs or training. Although parents and students are generally aware of the existence of SMCs, they are not familiar with their functions. Parents expressed satisfaction with the overall progress of the school but highlighted the need for improved infrastructure, more teachers, and better facilities such as playgrounds, classrooms, and toilets. Students also felt the need for additional facilities to support their development.

One key finding is that many SMCs do not function actively, and in some schools, there are no SMCs at all. While some members felt they could meet their goals, others reported underperformance due to factors like lack of support, insufficient funds, and infrequent meetings. SMC meetings are ideally held monthly, but many schools only hold two or three meetings per year. State and district education functionaries rarely meet with SMC members, which limits their ability to support schools effectively.

The study also found that SMCs monitor teacher performance but face challenges like the lack of teaching materials and resources. Additionally, SMCs have no authority over teacher recruitment or financial decisions, hindering their ability to address issues such as teacher shortages or inadequate school facilities. The study suggests that better coordination with state and district authorities is needed to improve the quality and infrastructure of elementary education.

#### **14. Implications:**

From the study it can be implied that school management committee need to be given proper awareness programme or training so as to ensure their better performance. Schools as a whole need to realized the importance of having a full-fledged working SMC they also need to know the functions and roles of SMCs. This study might provide the state and district functionaries with the awareness and knowledge on the importance of providing programmes or trainings to every SMCs to ensure that they know and understand their roles .

Again, the study implied that some members of the SMCs lacked confidence in exercising their duties and the reason is that lacked of knowledge on their roles. This study might provide them with the required knowledge on their roles and functions.

The study also suggests that there is lack of coordination between district functionaries and SMCs. This study might make them aware of the need to ensure proper coordination which is very important for proper working and growth of the schools.

The findings also suggest that there is a need for improving the infrastructure and development of school as a whole. Again this study might bring to the notice of SMCs the need and requirement of the schools especially the students and teachers.

Another of the finding suggests that meetings were not being organized as per the prescribed guidelines and this may be the reason for unsatisfactory performance

expressed by some of the members. Through this study SMC members may realized the need to organized meetings as per the prescribed guidelines so as to ensure confidence among members for performing their roles as expected.

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**16. Keywords:** Function, Functioning, School Management Committee

#### 4. Research Abstract

|   |   |
|---|---|
| <b>1. Theme/Subject:</b>  | School Leadership/ Management /Administration   |
| <b>2. Stage of Education:</b>                                       | Secondary Stage   |
| <b>3. Topic of Research:</b>  | Study of Utilization and Impact of Transport Facilities in the Secondary Schools of UT Ladakh   |
| <b>4. Name and Address of the Investigators(s) with email:</b>      | Dr. R. K. Sharma, Associate Professor in Chemistry, rksharma@rieajmer.ac.in   |
| <b>5. Name of the Institution where the Research was conducted:</b> | Regional Institute of Education, NCERT, Ajmer-305004  |
| <b>6. Category:</b><br>(Research Study/ Action research/Other)      | Research Study  |
| <b>7. Language of Research Report:</b>                              | English   |
| <b>8. Year of Completion:</b>                                       | March, 2023   |
| <b>9. Published/Unpublished:</b>                                    | Publication of study in the form of Research paper is under process   |
| <b>10. Introduction:</b>  | <p>The Samagra Shiksha scheme is an integrated scheme for school education covering the entire gamut from pre-school to class XII. The scheme not only provides support for the implementation of the RTE Act but has also been aligned with the recommendations of NEP 2020. According to the policy, we have to ensure that all children have access to quality education with an equitable and inclusive classroom environment. It should also take care of their diverse background, multilingual needs, and different academic abilities and make them active participants in the learning process. The access and retention activity of Samagra Shiksha involves transport and escort facility to children from elementary to secondary classes. In order to ensure the effective implementation of schemes of the Ministry of Education, GOI has suggested to take up research studies to find out status and impact of various schemes of the Ministry and utilization and impact of Transport Facilities under Samagra Shiksha is one of them. Ladakh is a newly established UT and geographically different from the other States and UTs of the country. Therefore, the present study was planned to find out the status and impact of transport facilities on retention and enrolment of students. The study is expected to help the UT in planning and execution of transport facilities under Samagra Shiksha in an effective way. Traditional ways</p> |

and best practices of transport were also observed under the study which will help in knowing the traditional practices of transportation.

**11. Objectives:**

- To find out the status and impact of utilization of transport facilities in the secondary schools of UT Ladakh.
- To observe the best practices of transport in the Secondary schools of UT Ladakh.

**12. Methodology:**

The study employed a mixed-method research design, integrating both quantitative and qualitative approaches to ensure comprehensive analysis. It was conducted in 63 secondary schools of the Union Territory of Ladakh, comprising 44 schools from Leh district and 19 schools from Kargil district. The sample schools were selected using purposive sampling to ensure representation of schools availing transport facilities under Samagra Shiksha. To achieve the objectives of the study, the following steps were undertaken:

- Consultation and interaction with key functionaries of the school education system in UT Ladakh to facilitate the research process.
- Development and validation of research tools/questionnaires to assess the status, utilization, impact, and existing practices related to transport facilities.
- Administration of questionnaires and conduct of structured interactions with School Heads, students, parents, community members, and officials associated with the school system and Samagra Shiksha.
- Systematic analysis of collected data and preparation of the research report.

The research tools developed included separate questionnaires for the SPD Office, School Heads, Students, and Parents. These tools were administered at an appropriate level of study to gather desired information. Both qualitative and quantitative data were analysed to generate findings and formulate recommendations.

**13. Findings:**

The analysis of data reveals that budget utilization under Samagra Shiksha in the Union Territory of Ladakh has largely prioritized the establishment of hostels and residential schools, considering the region's difficult terrain and dispersed habitations. Limited transport facilities were observed, particularly in parts of Kargil district; however, in most schools, dedicated budgetary provisions for transport are absent. Consequently, transportation is often arranged by schools on

a paid basis or managed by parents and local communities. In some cases, support is informally extended by the Indian military upon request.

The findings indicate that hostel, residential, and transport interventions have positively contributed to improved enrolment, retention, and the overall development of students. However, several critical challenges persist, including inadequate heating facilities in extreme weather conditions, insufficient hostel infrastructure, and reliance on unsafe transportation practices such as hitchhiking (taking lifts).

The absence of a structured transport facility under Samagra Shiksha remains a significant concern, particularly for students from remote and far-flung areas. Ensuring safe, reliable, and accessible transportation—especially for girls—emerges as an urgent priority for strengthening equitable access to education in the region.

**14. Implications:**

The findings of the study have important implications for strengthening the implementation of Samagra Shiksha in the Union Territory of Ladakh. While the focus on residential schools and hostels aligns with the region’s geographical challenges, the limited provision of structured transport facilities highlights a critical gap in ensuring equitable access to secondary education. Thus, there is a clear need for dedicated financial allocation and policy emphasis on safe, reliable, and accessible transport services for students from remote and far-flung areas. The findings of the study provide actionable insights for improving access, safety, and quality in school education through targeted interventions under Samagra Shiksha.

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**16. Keywords:** Samagra Shiksha, access and retention activity, transport facility, Secondary Schools

### 5. Research Abstract

|  |   |
|--|---|
| <b>1. Theme/Subject:</b>   | School Leadership/<br>Management/ Administration  |
| <b>2. Stage of Education:</b>                                      | Elementary Stage  |
| <b>3. Topic of Research:</b>                                       | Reorganization and Merger of Schools at Elementary Level in Jharkhand in the context of the RTE Act 2009: A Study   |
| <b>4. Name and Address of the Investigator(s) with email:</b>      | Dr. Ramakanta Mohalik and<br>Dr. Rasmirekha Sethy<br>E-mail: mohalirk@gmail.com and<br><a href="mailto:drrasmirekhasethy@gmail.com">drrasmirekhasethy@gmail.com</a>   |
| <b>5. Name of the Institution where the Research was conducted</b> | Regional Institute of Education,<br>Bhubaneswar   |
| <b>6. Category:</b><br>(Research study/ Action research/<br>Other) | Research Study  |
| <b>7. Language of Research Report:</b>                             | English   |
| <b>8. Year of Completion:</b>                                      | 2020  |
| <b>9. Published/Unpublished:</b>                                   | Unpublished   |
| <b>10. Introduction:</b>   | <p>Elementary education is the foundation for further formal education. Considering its importance, the Government of India has formulated a policy of Right of Children to Free and Compulsory Education (RCFCE) Act or shortly called as Right to Education (RTE) Act 2009 for universalization of elementary education. There is the provision of free and compulsory elementary education for all the children up to the age of 6-14 years. It also envisaged that, there must be a primary school (class-I to V) within 1KM and upper primary school (class- VI to VIII) within 3KM from the child's residence. To realize the objectives of the RTE Act, Government of Jharkhand has initiated the process of school reorganization and merger at elementary level. The school reorganization and merger is based on the provision of 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 schools. It was also prioritized to ensure a rationalized Pupil-Teacher Ratio as per RTE Act 2009. Lining to the implementation of the RTE Act there is a need to study the causes, status, consequences and benefits of school merger at elementary level. Therefore, this study was conducted to examine the status of school reorganization and merger in the state of Jharkhand at the elementary level.</p> |

**11. Objectives:**

- To study the access, enrollment, infrastructure, teaching learning materials, position of teachers, pupil teacher ratio and curricular activities in merged schools and present schools.
- To study the enrollment, retention and achievement of students in merged schools with reference to the RTE Act.
- To examine the classroom transaction in different subjects in merged and present schools with reference to RTE Act.
- To study the views of different stakeholders regarding problems and issues of reorganization and merger of schools.

**12. Methodology:**

The present study was conducted on reorganization and merger of schools at elementary level in the context of RTE Act 2009 in three districts of Jharkhand. As per the objectives of the study, the investigator used a survey method. Sample for this study has been selected by using a multi-stage sampling method. Initially, three districts were selected from 24 districts using a random sampling method. Further two blocks were selected from each district and eight schools were selected from each district. All the schools merged with these 24 schools are also part of the study. Further, the total sample for the study consists of District Education Officer (DEO), District Superintendent 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. For the collection of data, the investigator used self-developed tools such as 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 and Questionnaire for DSE, DEO, BEO. All these tools were developed by the investigator and validated by the experts in a workshop, hence ensuring content validity. The collected data were analysed by using frequency, percentage and average presented in table and graphs.

**13. Findings:**

- (i) 67.75% of the schools merged are primary and 32.25% of schools merged are upper primary. In an average 1-2 teachers were available in primary schools and 4-5 teachers in upper primary schools,
- (ii) average enrolment of students in merged school was 8.62 in primary schools and 43.5 in upper primary schools. The average distance of school from student's habitation is 1766 meters

- (iii) Around 55% of upper primary schools have no subject teacher to teach science, math, social science and languages,
- (iv) 43.46 is an average pupil teacher ratio in present school with minimum and maximum PTR is 20 and 106 respectively,
- (v) The average performance of students in Hindi, Mathematics and Environmental Studies (EVS) is 3.30, 4.48 and 4.44 respectively out of a total score of 10 in each subject.
- (vi) The majority of students did not feel good when they heard that the school is going to close as they were very much attached with the old school.
- (vii) 63% of teachers expressed that the old school had fewer classrooms, single teacher school and it was difficult to manage all activities.
- (viii) 73% of parents expressed that they feel sad about the merger of the old school as it is near and children come to school on their own.
- (ix) The majority of education officers responded that merger of schools were done to reduce dropout and provide quality education.

#### **14.Implications:**

The findings of the study carry important implications for educational planning, policy, and practices for elementary education. Merging small elementary schools with nearby upper primary or high schools is a positive step for providing quality education, but many new schools still face poor infrastructure, inadequate classrooms, playgrounds, and teaching-learning materials. Despite increased student strength after merger, teacher vacancies remain high, especially at primary and upper primary levels, and the government must fill these vacancies to maintain proper student-teacher ratios as per the RTE Act 2009. Very few schools have regular head teachers (only 4.16%), and supervising education officers rarely visit schools, making proper management and monitoring essential. Most teachers continue traditional methods, and innovative approaches like constructivist, play-way, and participatory learning are not widely used, so in-service training and teacher motivation are needed. Student performance is low, especially in Hindi, and the government should develop practical plans involving stakeholders such as UNICEF and NGOs to enhance learning outcomes and display class-wise learning outcomes documents in schools. Low student achievement across subjects further suggests the need for remedial teaching, innovative pedagogical strategies, and continuous assessment with feedback. The emotional attachment of students and parents to old schools indicates that community involvement must be considered in future mergers, with transparent communication and support.

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**16.Keywords:** Reorganization, Merger, Elementary Education, RTE Act, Pupil  
Teacher Ratio, Access, Enrollment, Students Performance