

Role Of Top Level Management In Performance And Quality Of Elementary Education In Government Rural Middle Schools Of Haryana State

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Abstract

Management is an important aspect of educational sector in the state of Haryana in India. Management strategy helps the Haryana government to provide elementary education amongst the children in a structural way. Furthermore, this management in educational sector is quite important in terms of developing the educational infrastructure of this state. This research includes crucial top management related factors that support the educational sector of Haryana. The requirements of top-level management body of educational sector of this state have been evaluated in this research. Furthermore, this research has included the essential information regarding the role of top-level managements in overall performance of government middle schools/ upper primary schools of Haryana state. Current trend of government schooling in Haryana has been evaluated in this research. Research shows from the origin of Haryana state in the year 1966 till the year 2013-14, the number of government middle school remained continuously higher than the private middle schools but after the year 2013-14 situation was reverted. At present number of government schools 2401 and private middle schools are 3303. The pupil teacher ratio before the year 1998-99 was approx. 37 but in the recent year it has fallen down (2000-01 was 31, 2009-10 was 16, 2016-17 was 19.45 and 2021-22 was 16). They shows that the number of has teacher not been decreased it shows that in this case the number of students enrolled in these classes must have fallen down which has affected the people teacher ratio in this way.

Keywords: Education sector, Educational quality, Government schooling, middle schools, overall school performance, Structural, Top – level management, Role of management.

1. Introduction.

The education system in India is one of the largest systems of the world. It has a long history and has passed through different stages. The ¹history of Indian education began with the teaching of traditional elements. In ancient days, the education was given orally by the sages (Dharma guru) and it was passed from one generation to the other. After the development of letters, it took the form of writing and later (from 4000 BC to 647 AD), The Gurukul system of education started and education was given by the Gurus to the pupils. Staying near Guru; pupils were educated in strict discipline, without charging any fees. The present Indian education system was introduced by the British government, which is, now, being provided by the public schools (controlled and funded by central, state and local government) and private

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schools. After independence, India witnessed an improved focus on education, having major role of management. Management introduced many programs & policies from time to time for imparting quality education, like:

In 1964, the Kothari commission was set up with the aim to conduct a comprehensive review of the whole education system in India. The commission recommended a different educational structure, as given hereunder:-

- Basic education should last for 10 years, including 4 years for per-primary, 3 years of higher primary, and 3 years of lower secondary education.
- Higher secondary education should be fixed for 12 years and degree course should be of 3 years.

Later 1st **NEP** (National Education Policy) was formulated by government of India to further improve the education, in 1968. The policy included education from elementary to higher level in both rural and urban area. Many government institutions and bodies are involved in the implementation of strategies and programs to improve the access and quality of education. Education is included in concurrent list of the Indian constitution so that both the Centre and State governments can work for the functioning and development of education in India.

NCERT (National Council of Educational Research and Training) was established in 1961. The NPE envisaged the **NCTE** (National Council for Teacher Education) as a necessary step for the improvement in the teacher's education system. The government of India emphasized on improvement of school's environment by introducing new educational programs like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan (**SSA**), Rashtiya Madhyamika Shiksha Abhiyan (**RMSA**) etc.

The Right To Education Act, **2009 (RTE)** was introduced in April 2010, which mandated for free elementary education for all government schools in India. The government introduced National Curriculum Framework (**NCF 2005, 2023**) & Academic Monitoring System (**AMS**) and devising other strategies for the betterment of education system in India.

Despite all the above efforts, our educational development remains considerably low and the qualitative development in government schools is still lagging. As per census 2011, literacy rate in rural areas was around 68 percent while it was 84 per cent in urban areas. In rural areas, literacy rate increased from 63.2 per cent to approximately 68 per cent and in urban areas from 79.2 per cent to 83.1 per cent. The overall literacy rate of India is 73% with maximum literacy rate recorded in Gurgaon district (84.7 per cent) followed by Panchkula 81.9% and Ambala 81.7%. Minimum literacy rate have been recorded in Mewat 54.1%, Fatehabad 67.9% and Sirsa 68.8%.

Female literacy registered an overall increase of 10.2 per cent i.e. from 55.7% to 65.9% in 2011. In rural areas, it increased from 49.3 per cent to 60.0 percent and in urban areas from 71.3 per cent to 76.9 per cent in 2011.

As per report published by the National Survey of India in 2021 the literacy rate in rural areas was around 73.5 percent while it was 87.7 percent in urban area. The situation of education and schools in rural areas is worsening day by day as compared to that of urban areas. The prevailing education in India is in a sensitive state and a matter of concern. Various academicians have been raising questions on the present condition of education or degradation in the moral values and the ideas of inclusive education, the state governments have been giving excuses and have resorted to shutting down of the government schools instead of trying to improve their conditions. Several Chief Ministers are found inviting the private school management to take over the government school.

In the light of above discussion, firstly, it becomes pertinent to mention that the stake holders like the government, the society, the state/district/block and school level management

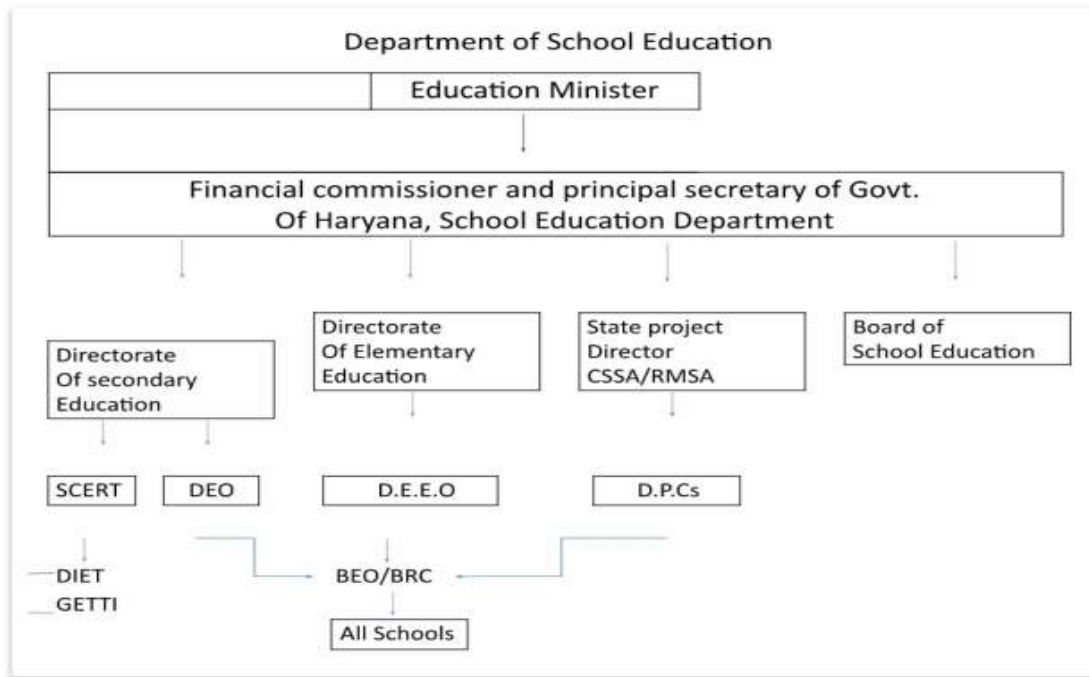
and the teachers as well, must take some concrete actions for implementation of the educational schemes and the flagship programs, which has the capacity to mend the present situation towards the achievement of goals of quality elementary education, especially in concern to the stand alone middle school of Haryana.

Secondly, it is also important to identify the role of management at different levels to sustain the quality elementary education, in the target schools. Meaning thereby, research has to seek answer to the question below:-

Top management directly influences the overall schools performance or not?

Management:

“Management is the function of executive leadership anywhere” (Ralph, C. Davis)
 "Management, in similar way, when he says that:- “management is the art of getting things done through and with people in formally organized group” (Koontz; 1969). “Educational Management is the process of planning, organizing, directing and be in control of the activities in schools & an institution by utilizing Manpower and physical resources so as to effectively and efficiently accomplish functions of teaching, extension work and research”- (S. Prakash; 2015). The role of ‘Management’ is vital, not only for corporate sector, but also for religious, charitable and educational institutions. The term, when used in educational area, is known as ‘Educational Management (EM); EM starts from the level of Education ministries, travels through the Directorates, State, District, Block and Cluster level headquarters and ends at School and Class levels.



Source: Department of Secondary Education.

1.2 Aim and Objectives

Aim

The main aim of this research paper is to identify the relationship of top level management and overall schools performance and quality of education in government rural middle schools of Haryana.

Objectives

1. To evaluate the trend of growth of government & private schools in Haryana.
2. To identify the role of top-level management in the government elementary education system (making policies & implementation thereof).
3. To identify the role of top management in overall school performance

1.3 Research Significance

the help of this research study, it will be possible for the reader to know the role of top-level management in governing the education process and system of a country as well as the state of Haryana. This study will help to know the role of top-level management in regulating and changing the education procedure. It will further help to know the trend for government schooling in Haryana and the quality of the government rural upper primary education system in Haryana.

1.4 Research Questions & Hypothesis

1. What are the trend of growth of government & private schools in Haryana?
2. What is the role of top-level management in the elementary education system?
3. What is the role of top management in overall school performance?

Hypothesis

The top level management (Ministry and State) is directly (as well as indirectly) responsible for the overall performance of upper primary schools (in terms of quality of learning outcomes)

1.5

TOP LEVEL MANAGEMENT:

Department of School Education (consisting of Secondary Education and Elementary Education) Haryana, is a unit of the Government of Haryana in India that looks after the school education in the state. where the boys, girls are as little nurtured, flourished and flowered so that the entire, socially-colored garden will smell of them. The demand for government schools has been reducing, with greater pace, in the past few years and, the management has a major role in destroying the reputation of government schools. It has been observed that for helping the private schools flourish more; the school's authority does not get requisite support from government as well as local authorities. Had the situation been reverse; no school would have been established. In Haryana, the number of private schools (elementary) is more than **3000**, and on the other hand the number of government schools (elementary) is approximately 2400 (**Nazar et al., 2022**). Therefore, it can be clearly seen that the number of private schools is considerably higher than that of government elementary schools. The common people have the tendency to make their children study in private schools. As it has been observed that the state government of Haryana is considered most concerned about the betterment of the elementary education still government middle schools (%) in total schools from origin of the state remained continuously fallen down than the (%) of private schools (in year 1966- 67 has 95.78%, year 2000-01 has 64.18%, year 2013-14 has 55.70, in 2020-21 has 42.2) and overall performance not much better. from the origin of Haryana state in the year 1966 till the year 2013-14, the number of government middle school remained continuously higher than the private middle schools but after the year 2013-14 situation was reverted. at present number of government schools 2401 and private middle schools are 3303.

the pupil teacher ratio before the year 1998-99 was approx 37 but in the recent year it has fallen down (year 2000-01 was 31, year 2009-10 was 16, year 2016-17 was 19.45 and year 2021-22 was 16). they shows that the number of teacher has not been decreased it shows that in this case the number of students enrolled in these classes must have fallen down which has affected the people teacher ratio in this way.

2. Literature Review

Education is considered one of the key tools to dispel the darkness in the mind. The growth of civilization is possible with the right education of the people of a particular region. In the past time, the education was restricted to a few targeted student, in India. This has also been observed that education was provided through certain tethering learning elements and methods. There were seminary (Pathshala) and a specific tree under which a teacher, known as Guru, imparted the lesson to the pupils. Due to globalization, the concept of education changed and the transformation of cultures and education took place. The mid-20th century is considered the age of the development of technologies and with the help of technologies, the transfer of information, as well as education, became easy (**Singh et al., 2022**). There are various studies regarding status of management, like **Kumari (1994)** analyzed lack of proper planning and management by the bureaucrats and administration. The main issues is the lack of proper infrastructure like: building, classrooms, chairs, toilets and drinking water; **Govinda et al. (2008)** suggested that the proper management for the use of financial grants is important improving infrastructure in schools, community participation for the better access to primary education. **Asiabaka (2008)** stated that the management of facilities is most important factor for maximum utilization of limited resources and the use of resources in the proper direction. **Adhikari and Tejswini (2001), kaul (2001), Reddy (2001), Ajim Premji foundation (2004), and Mehrotra (2006)** found that private schools have better strength of students, their enrollment, and better performance of the result of students, good physical infrastructure and effective management.

The trend for private schools

The concept of private institutions has been nourished by the emergence of social as well as digital media. Due to globalization, the concept of a private school has increased. As per the report of various survey reports, it has been observed that private schools are better at providing education, culture, and security than that of government schools. With the help of conscious parents; the system of the government schools might be improved which couldn't become possible because of lack of awareness. It has been observed that students from well-off families are admitted to private schools in order to get a better education (**Devi and Rajamani, 2022**). It has been the thinking process of the parents of the concerned students that government schools are not capable of providing better education to the students. Therefore, if their students study in reputed private schools; the future of their wards will be better.

States	High/Secondary			Middle/Upper Primary			Pre/Primary Schools			Total		
	Govt.	Private	Govt. %	Govt.	Private	Govt. %	Govt.	Private	Govt %	Govt	Private	Govt %
Haryana	3446	5136	40.15	2450	2973	45.18	8677	1039	89.31	14573	9148	61.44
Himachal Pradesh	2885	1401	67.31	1952	725	72.92	10563	522	95.29	15400	2648	85.33
Jammu & Kashmir	2588	1828	58.61	7612	1953	79.58	12974	1850	87.52	23174	5631	80.45
Punjab	4286	5235	45.02	2541	2101	54.74	12880	656	95.15	19707	7992	71.15
Rajasthan	15669	15746	49.88	19498	16486	54.19	33781	5202	86.66	68948	37434	64.81
Delhi	1369	902	60.28	39	787	4.72	1671	923	64.42	3079	2612	54.10
Total	30243	30248	50.00	34092	25025	57.67	80546	10192	88.77	144881	65465	68.88
India	161130	131720	55.02	293550	142215	67.36	650146	110314	85.49	1104826	384249	74.20

Table 1: Number of schools by management 2021-22

(Source: mainstream weekly, 2022)

As per the UDISE report of 2022, it can be seen that India has nearly 1,42,215 private schools and 2,93,550 government schools. With the help of private schools, the government has been earning a large amount and therefore, it has become impossible to ban private schools and develop the quality of the government schools. It has been observed that the number of private upper primary schools in Haryana is more than 2973 than that of the government schools that are 2450 (Shokeen, 2022).

The trend for government schools.

In the past, the tendency was comparatively much higher, for getting the children in government schools, than in private schools. India is considered a developing country and the economic condition of most people is considerable low. 50.5% of the total population in India is considered Middle class and the other 20% is considered well-off and 29.5% is below poverty (Rangarajan committee estimates). Therefore, every parent has the dream to make their children study in private schools. They think that English is a great language and with the help of this language, the future of their children will be secured (Subramanian et al., 2022). In Haryana, the trend for government schools was considerably good as the below table shows the tendency for government schooling in Haryana.

Year	1966-67	70-71	80-81	90-91	2000-01	2010-11	13-14	18-19	19-20
High/SSS- GOVT	440	785	1226	1944	2620	3167	3212	3307	3348
High/SSS- Private	157	190	247	412	1518	3816	4158	5001	5227
% of Govt Schools	73.70	80.51	83.23	82.51	63.32	45.35	43.58	39.81	39.04
Middle - Govt	704	715	1062	1249	1211	2331	2443	2438	2401
Middle- Private	31	45	59	150	676	1152	1943	3235	3303
% of Govt Schools	95.78	94.08	94.74	89.28	64.18	66.93	55.70	42.98	42.09
Primary- Govt	4344	4204	4896	4969	8650	9360	9292	8747	8688
Primary- Private	105	70	65	167	2390	4644	957	1225	1240
% of Govt Schools	97.64	98.36	98.69	96.75	78.35	66.84	90.66	87.72	87.51
Grand Total	5488	5704	7184	8162	12481	14858	14947	14492	14437
Private	293	305	371	729	4584	9612	7058	9461	9770
% Govt School	94.93	94.92	95.09	91.80	73.14	60.72	67.93	60.50	59.64

Table2: Number of government as well as private schools

(Source: mainstream weekly, 2022)

As per the table, it can be said that the number of government schools in Haryana was 704 in 1966-67 and the number of private schools was 31. (As per the UDISE reports & mainstream weekly, 2022) the number of government schools is 2401 and the number of non-government schools is 3303. Though the number of private institutions in Haryana is higher than that of the government schools, however, the government claims that it is trying to develop and improve the education system.

The role of top-level management in Education

The government is considered the top-level management in governing the education system of a country as well as states. Each government has a similar goal to provide basic education to its people either free or with little amount. In India education is free up to 14 years of age. In case a government of a country doesn't take proper action to educate its people, it will be difficult for the concerned government to increase the progress of the concerned country in the world. In the case of states, the ministry of education is considered the top management (bureaucrats) in controlling the education system in the concerned state. In Haryana, the state government has imposed certain rules and restrictions in providing education to primary as well as upper primary students. As per **section 38 of RTE 2009**, it is compulsory to provide free education (**Chauhan et al., 2022**). Center government, the department has to ensure that, at Elementary level education essential to apply uniformity approach & uniform structure and A little amendment has been done by the Haryana government in providing free education with the new act "Right of Children to Free and Compulsory Education Rules, 2011" earlier classes 6th to 8th are being handled by the Directorate of secondary education, Haryana but presently, handled by the Directorate Elementary education, Haryana. Decision to shift the administrative control of the teachers teaching and accordingly establishment staff dealing/branches. similarly, District Education Officers (**DEO**) are directed to shift the establishment branch and staff relating to these categories with immediate effect (Haryana education code 2022).

In the upper primary education system, the state government has included Hindi, English, Maths, Drawing, Home Science, Urdu, Science, Social Science, Punjabi, Music, and Sanskrit subject. It has been observed the role of top-level management in the upper primary is considerably High and directly effect the overall school performance through different types of programme like: **RTE Act., 2009, SSA, Samgar Shiksha, Saksikham, QIP, Skill Passbook, Mukyamantri School Beautification, Motivational award** and for enrollment '**ao school chalein**' many policies, programs and schemes are designed by the bureaucrats from time to time and the monitoring is also done by high rank officers from state level; this shows that these top level bureaucrats along with that upper management in operational level management (Head of school) has prime responsibility for quality education & overall performance of the school .

TABLE: COMPARISON OF THE UPPER PRIMARY EDUCATION DURING PRE AND POST SSA & RTE ACT

S.N	CATEGORY	DPEP/ PRE SSA (1998-99)	POST SSA (2000-01)	PRE RTE ACT (2009-10)	POST SSA & RTE ACT & AMS (2016-17)	RECENT (2021-22)
1.	LITRACY RATE (%)	52.21	65.38	71.00	74.00	77.70
2.	GER (%)	58.00	75.00	92.81	87.70	92.20
3.	PTR (PEOPLE TEACHER RARIO)	37	31	16	19.45	16
4.	DROPOUT RATE	5.7	N.A	4.03	5.7	3.02
5.	PROMOTION RATE (%)	44	48.5	48.63	94.20	96.3
6.	RATIO PRIMARY TO UPPER PRIMARY	3.30	2.23	1.99	2.42	2.90
7.	% OF GIRLS ENROLLEMENT TO TOTAL ENROLLEMENT	28.5	39.15	46.99	90.73	96.3
8.	GPI (GENDER PARITY INDEX)	N.A	.69	.87	1.1	.99
9.	STUDENT CLASS ROOM RATIO (SCR)	47	39.15	32	26	*

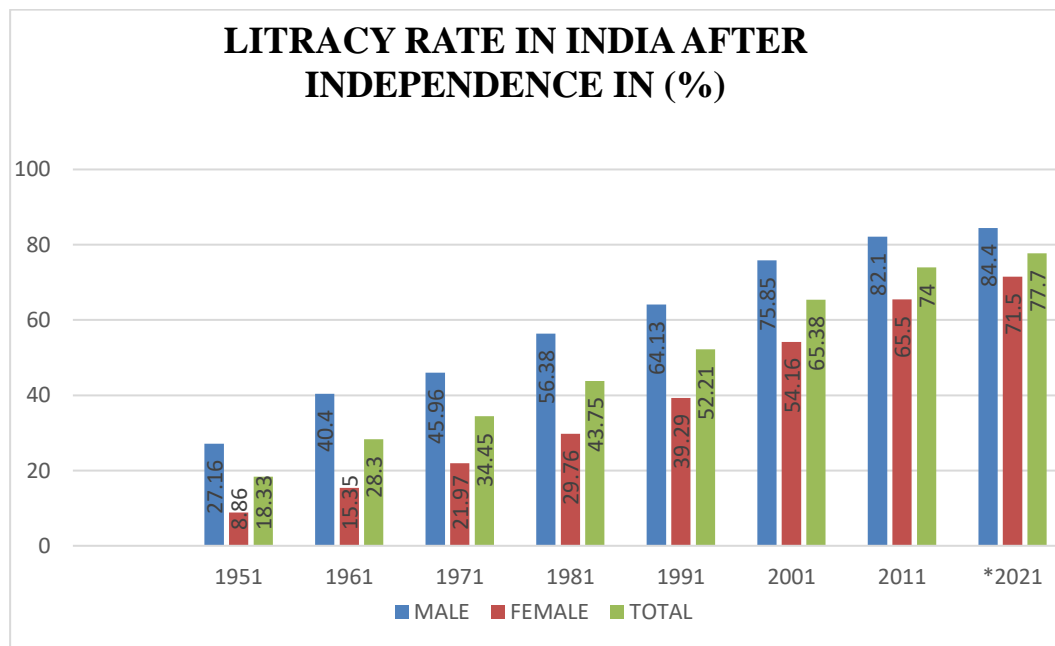
Source: Selected Educational Statistics, UDISE

Top management role in overall schools performance & literacy

As a matter of fact Haryana has held average in the case of the education system. Though, demand for private schools is also increasing day by day, however, the government is concentrating on the development of the state education system by mending the traditional upper primary educational quality.

TABLE: 1 LITRACY RATE IN INDIA/ HARYANA STATE AFTER INDEPENDENCE IN (%)						
INDIA				HARYANA		
YEAR	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1951	27.16	8.86	18.33	N.A	N.A	N.A
1961	40.4	15.35	28.3	N.A	N.A	N.A
1971	45.96	21.97	34.45	29.20	9.20	25.71
1981	56.38	29.76	43.75	58.51	26.93	43.88
1991	64.13	39.29	52.21	69.10	40.47	55.85
2001	75.85	54.16	65.38	78.49	55.73	67.91
2011	82.1	65.5	74	83.93	65.69	75.60
*2021	84.4	71.5	77.7	84.06	65.94	76.64

Source - Census series & *NSO



The quality of upper primary education in Haryana

The primary vision of the Haryana education system is “by 2030, to eliminate gender and other disparities at all levels in education and ensure equal access to affordable and quality education and vocational training for all”. **64.4%** of children are enrolled in **Anganwadi** schools/centers. As per the study, it has been observed that only **23.6%** of children studying in class III can read the text of class two. However, as per the Department of Women and Child Development

and **U-DISE 2015-16**, “the gender gap reduces to **7.52%** in the same age group, at the time of enrolment in primary schools and **Anganwadi** centres” (**Mainstreamweekly, 2022**). The Haryana government has introduced “**two trade skills**” in each government's upper primary as well as high schools. This government is concentrating on quality education, therefore, it will be very effective for getting good outcomes. This government has also focused on gender disparity to stop it.

2. Summary

The trend for preferring private institutions studying has been increasing and the government has become indifferent to the improvement of government schools. In Haryana, the number of private schools is higher than that of government schools. The top-level management should be taken strict action for the betterment of its education system including upper primary education in rural areas. It is the base of higher education.

3. Methodology

3.1 Research Philosophy

There are mainly effective types of research philosophy such as “positivist research philosophy, interpretivism research philosophy, pragmatism research philosophy, and realistic research philosophy”. These philosophies are used in contacting many types of research by the researcher. Among them, the positivist research philosophy is most effective for conducting the research successfully. The main concept of positivist in philosophy is that all data is fixed and nothing is changeable and using scientific methods the solution to a particular problem is found. Here for conducting this research the researcher has used her research philosophy due to its effectiveness. The main concept of the research philosophy is that social phenomena can be evaluated with the help of scientific methods as well as make a number of assumptions about the world as well as the nature of the research. (**Nanda et al., 2022**). In addition, this research also slid on the modern trend and traditional trends of education.

3.2 Research Approach

There are mainly two types of research approaches, one inductive research approach and another is deductive research method. It has been observed that both are effective in conducting particular research. The main concept of an inductive research approach is from specific data to big data. In this concept, the researcher first starts with the solution or formula. After that, with the help of the formula or solution explores the data and information. On the other hand, the main idea of the deductive research approach is to from large data to specific data. In this concept, the researcher starts the research with accumulated data and starts to deduce the data to reach the conclusion. For conducting this research the researcher has used deductive research methods because of the amount of accumulated data and by the constant deduction reached the conclusion. Here the researcher identified the traditional trend as well as the modern trend in education. In addition, the researcher has identified the role of top-level management in regulating the education system of a country (**Reja, 2022**). Here in the study, the research has soon shown the upper primary education system in the rural side of Haryana.

3.3 Data Collection Method

There are mainly two types of data collection methods used in conducting research and the researcher's information by using these data collection methods. They are a primary data collection method and a secondary data collection Method. Here the researchers have used both data collection techniques for making the study effective for the reader.

3.4 Ethical Consideration

Ethics forms have been provided to the participants of the survey. The norms of ethical consideration have been maintained while conducting this research by the researcher.

3.5 Sampling Size

For conducting the survey to gather specific information about the topic nearly 30 respondent. Some personal, as well as sensitive data, have been collected through the medium of survey and interview, the survey was conducted online here the principle of the data protection act 2018 was maintained.

The study is considered effective and for conducting the study the researcher has used a positivist research philosophy. Here deductive data collection method has been used for deducing large data and reaching the conclusion. The researcher has used both primary data collection techniques as well as secondary data collection techniques. Ethics forms were distributed to the participants and the principle of the data protection act 2018 was maintained.

4. Finding and Discussion

4.1 Finding

The majority of individuals began embracing the current wave of educational culture. The two types of media that dominate the education system are social and digital. The idea of privatization has evolved, and privates are currently in vogue. There is a widespread misunderstanding that private education is the best at delivering high-quality instruction. In addition, by attending reputable institutions, pupils will learn both excellent culture and academics. The demand for public schools has been declining in this aspect. In this instance, the government has played a significant part in tarnishing the reputation of public schools. A boost in establishment of private schools has been noticed in the state. The state government of Haryana has established a number of guidelines for teaching elementary and upper primary kids. The "Right of Children to Free and Compulsory Education Act, 2009" made it mandatory to provide free education in accordance with section 38 (**Kumar and Deepalatha, 2022**). By passing the "Right of Children to Free and Compulsory Education Rules, 2011," the Haryana government has made a few changes to the free education system. The state government has added subjects in Hindi, English, Math, Drawing, Home Science, Urdu, Science, Social Science, Punjabi, Music, and Sanskrit to the upper primary curriculum.

4.2 Discussion

In the past, there was a large and continuing propensity toward government schools. India is regarded as a developing nation, and the majority of its citizens live in challenging economic circumstances.

In India, approx 50% of the population is categorized as middle class, 20% as wealthy, and 29.5% as living in poverty. Thus, enrolling their children in private schools is every parent's ambition. They believe that English is one of the great languages and that by using it, their children's future academic success would be guaranteed (**Gupta and Verma, 2022**). According to the table below, which illustrates the trend for government schooling in Haryana, the trend for government schools in Haryana was notably positive.

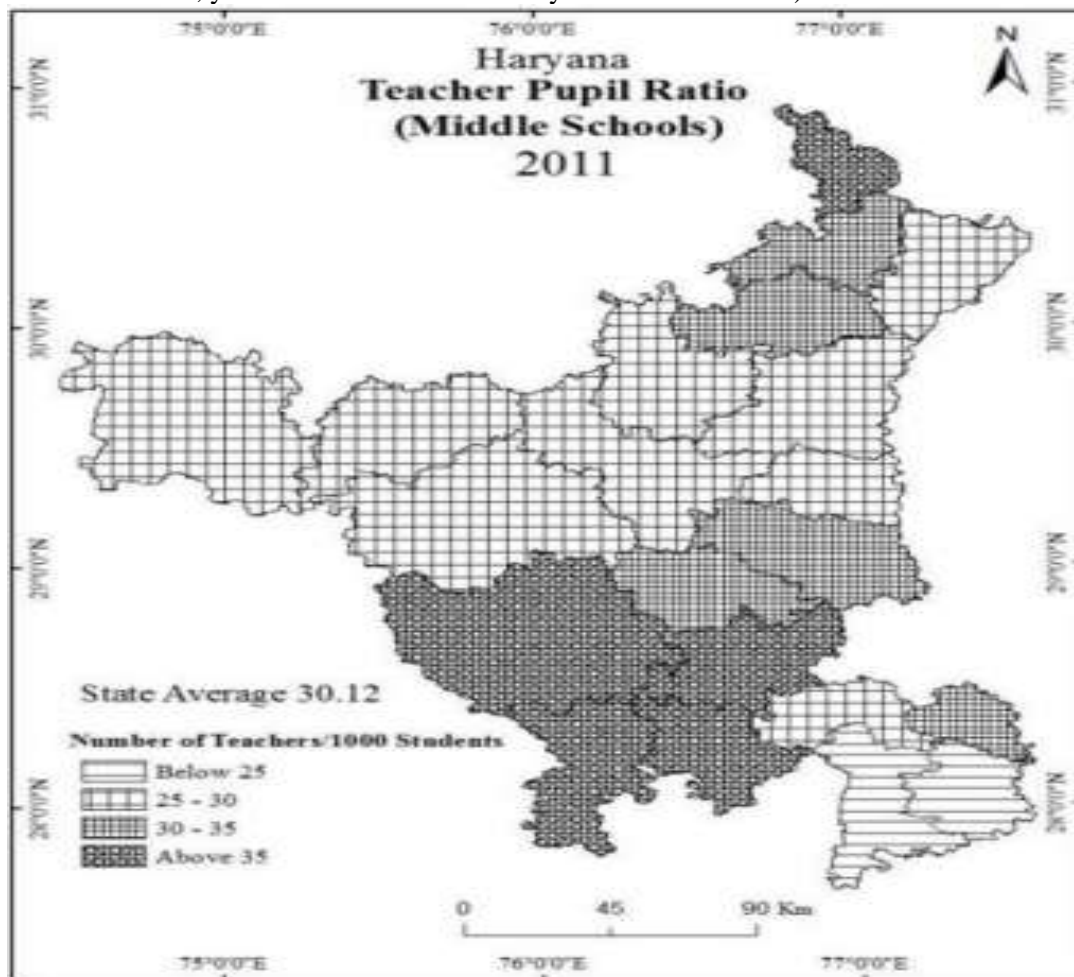
5. Conclusion and Recommendations

5.1 conclusion

As per the above discussion, it can be concluded that the state government has concentrated more on the development of the education system. The education government has enacted the right to education act 2009 of the central government and developed "the Right of Children to

free and Compulsory Education Act, 2009". The main concept of this act is to provide education to the children of Haryana free of cost for up to 14 years. It has been observed that the state government of Haryana has taken the decision to dispel the gender disparity in the future. The government has decided to implement the concerned decision by the end of 2030. As per the study of ASER report 2023, it has been observed that nearly 23.6% of children who have been studying in class III can read effectively the text of class two.

As it has been observed that the state government of Haryana is considered most concerned about the betterment of the elementary education still government schools overall performance not much better and from the origin of Haryana state in the year 1966 till the year 2013-14, the number of government middle school remained continuously higher than the private middle schools but after the year 2013-14 situation was reverted. at present number of government schools 2401 and private middle schools are 3303 and the pupil teacher ratio before the year 1998-99 was approx 37 but in the recent year it has fallen down (in year 2000-01 was 31, year 2009-10 was 16, year 2016-17 was 19.45 and year 2021-22 was 16).



they shows that the number of has teacher not been decreased it shows that in this case the number of students enrolled in these classes must have fallen down which has affected the people teacher ratio on in this way.all though the secondary data available from the government of Haryana shows that things are going positive way but above mention two facts (related with number of schools & people teacher ratio) show that the things aren't actually that way. The number of schools has fallen and along with the number of schools has fallen number of students These facts indicate that there are something which is not visible in the data use in the

research paper but since it is the review paper the researcher only have reviewed the data available which is uploaded by the government agency reports only.

5.2 Recommendation

- This research has not discussed the condition of the primary as well as elementary education systems in Haryana (Naik et al., 2022). It should mention the condition of other schooling stages the researcher, and as a result, it will help for further research.
- This research study did not shed light on how to prevent privatization and increase government schooling (Deenadayalan et al., 2022). This should focus on the concerned topic for the benefit of further research.
- This research has focused on only that factors, affecting overall school performance directly or under the territory of management only.

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