SUMMARY

INTRODUCTION

Education today is considered as a fruitful investment for the eradication of poverty, fostering economic progress, managing the growth of population and creating a clean and healthy environment. Education is the right of every citizen. That is why our Constitution has mandate free and compulsory education for all children up to the age group between 6-14 years. Primary/elementary Education plays an important role in developing the cultural, social, physical, moral, intellectual, emotional and spiritual aspects of child’s personality.

The constitutional goal to achieve Universalisation of Elementary Education within a period of 10 years of Independence was not fulfilled because it was severely hampered by the several problems such as influx of displaced person after partition and scarcity of resources both human and financial. As a result the time period has been extended again and again so that this goal could be achieved. But till now we are failed to achieve the Universalisation of Elementary Education. We needed more effective and intensive measure. In this context a new concept of non formal education was emerged as an alternative approach to formal education to achieve the goal of UEE. NPE (1986) and POA (1992) envisaged a large and systematic programme of Non-Formal Education for habitations without school dropouts, working children and especially for girls who cannot afford full time for regular/formal education.

Sarva Shiksha Abhiyan was launched in the beginning of 21st century to educate the children between 6 to 14 years of age. This programme involves various sub-schemes. Out of these Alternative Schools play an important role to educate the migrants, dropouts and out
of school children. Alternative Schools are non-traditional schools, mostly designed to serve those students who are dropout of the regular schools. These schools provide education according to the economical, geographical, social and residential conditions of the students. The basic characteristic of these schools are flexibility of time-table, curriculum and scheme of evaluation. The target of these schools is to enroll the drop outs and out of school children in to mainstream and to realize Universalisation of Elementary Education. Alternative Schools are running all over the world. In India these schools are known as different names in every State. In Haryana, these schools are running as Bhatha Pathashalas (Brick-kiln Schools) as an innovative approach under SSA to cover the children of those brick-kiln labours/workers for there education, on the work site i.e. Bhathas.

**JUSTIFICATION OF THE STUDY**

Development of a nation depends on the quality of its citizens and the quality of its citizens depends upon the quality of its education system. This is education that makes man efficient, skilled, civilized and an ideal human being. Education as an important tool enables an individual to utilize the maximum of his potential to strengthen the nation. By 86th amendment to the Constitution of India, state must provide free and compulsory education to the Children of 6-14 years age group.

Education is a fundamental human right and very recently, in our country Right of Children to Free and Compulsory Education Act, 2009 has been enacted after assent of the President of India on 26th August, 2009 which came into effect from 1st April, 2010 including Haryana State. Since independence many programmes have been launched by the Government to make the elementary education compulsory. In the very
beginning of 21\textsuperscript{st} century, Government of India launched Sarva Shiksha Abhiyan (SSA) to realize the goal of Universalisation of Elementary Education (UEE). SSA includes various sub schemes. Alternative Schooling (AS) is one of the schemes of SSA. These schools are non-traditional, special type schools which provide education to those children who are never enrolled, drop-outs, working, living in isolated villages specifically girls, need flexibility in school timings to adjust to domestic demands of work, sibling care and household chores. These schools are playing an effective role to achieve the target of UEE. All educational programmes and plans need to be evaluated from time to time in order to know their effectiveness and to improve their quality as well as workability.

Through the present investigation, the researcher has made an attempt to study the functioning of alternative schools in Haryana. There are various misconceptions among the people regarding the starting and functioning of Alternative Schooling (AS). So it was felt by the investigator that there was a great need to create awareness among the masses about the importance of alternative schooling which has access to the marginalized section of children. The authorities, officers, teachers, and other related bodies to SSA observed only its limited aspects while the investigator got interested to evaluate this programme from various perspectives.

**STATEMENT OF THE STUDY**

An Evaluative Study of Alternative Schooling under Sarva Shiksha Abhiyan in Haryana.

**OPERATIONAL DEFINITION OF THE TERMS USED**

i) **Alternative Schooling (AS):** Alternative Schooling is an approach to education that varies from the traditional formal schooling. It is
targeted towards the learning of those children who could not join the regular school due to any reason and to shift them into mainstream. In present scenario, especially in Haryana, the Alternative Schooling has been limited to the education of children of Bhatha labour. So the term Alternative School today is widely used as Bhathashala or Bhatha Pathshala.

ii) **Sarva Shiksha Abhiyan (SSA):** Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment of the Constitution of India, for free and compulsory Education to the Children of 6-14 years age group, is now a Fundamental Right.

**OBJECTIVES OF THE STUDY**

i) To identify and locate centres of Alternative Schooling.

ii) To study the facilities available in alternative schools.

iii) To study the different aspects of Alternative Schooling with special reference to access, duration, enrolment, curriculum, admissible grants, and mainstreaming.

iv) To study the background of Educational Volunteers (EVs) of Alternative Schooling.

v) To study the views of Educational Volunteers (EVs) of alternative schools regarding centres of Alternative Schooling.

vi) To study the views of BRCs and CRCs and district level SSA authorities regarding centres of Alternative Schooling.

vii) To study the problems faced by Educational Volunteers (EVs) of alternative schools regarding centres of Alternative Schooling.

viii) To study the problems faced by concerned SSA authority regarding centres of Alternative Schooling.
ix) To study the views of community members, parents of children studying in alternative schools regarding centres of Alternative Schooling.

x) To suggest some remedial measures to improve the functioning of Alternative Schooling.

DELIMITATIONS OF THE STUDY

The present study was confined to:

i) the state of Haryana only.

ii) three districts of Haryana state i.e. Yamunanagar, Panipat and Sirsa only.

iii) 118 alternative schools i.e. Bhatha Pathshalas under SSA only.

RESEARCH METHOD

Keeping in view the nature of the present study, the Descriptive Survey Method was employed to collect the information. This method is most popular and widely used in the field of social sciences and education as well.

POPULATION AND SAMPLE

All the alternative schools in 21 districts of Haryana constituted the population for the present investigation.

The sample of the study was selected in three stages: At the first stage three districts namely Yamunanagar, Panipat and Sirsa were selected randomly out of 21 districts.

At the second stage, two blocks each of these three districts viz. (Yamunanagar, Panipat and Sirsa) were also selected randomly. Thus six blocks finally constituted the sample of present study. These were Bilaspur, Radaur of district Yamunanagar, Samalkha & Madlauda of district Panipat and Dabwali & Odhan of district Sirsa.
Finally at the third stage 118 alternative schools (Bhatha Pathshalas) of these blocks were selected for the sample of the present study. Apart from this, 2 community members and 2 parents of the children studying in alternative schools were also selected from each school for the present investigation. The Cluster Resource Coordinators (CRCs), Block Resource Coordinators (BRCs), Assistant Block Resource Coordinators (ABRCs), Assistant Project Coordinators (APCs), District Project Coordinators (DPCs) and other officials associated with alternative schools of SSA (at district level) were also included in the sample. Moreover, 3DPCs (one from each district), 3APCs (one from each district), 6BRCs (one from each block), 24ABRCs/CRCs (four from each block) were selected as sample. The ABRCs/CRCs were randomly selected.

**SAMPLING DESIGN**

The following table represents the selected sample of the study. This table represents the sample of Districts, Blocks, Alternative schools, Parents and Community persons.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>District</th>
<th>Block</th>
<th>Alternative Schools</th>
<th>Community Members</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yamunanagar</td>
<td>Block-I (Bilaspur)</td>
<td>09 (All AS from these blocks)</td>
<td>9x2= 18 (two member from each school)</td>
<td>9x2= 18 (two parents from each school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block-II (Radaur)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Panipat</td>
<td>Block-I (Samalkha)</td>
<td>57 (All AS from these blocks)</td>
<td>57x2= 114 (two member from each school)</td>
<td>57x2=114 (two parents from each school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block-II (Madlauda)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sirsa</td>
<td>Block-I (Odhan)</td>
<td>52 (All AS from these blocks)</td>
<td>52x2= 104 (two member from each school)</td>
<td>52x2=104 (two parents from each school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block-II Dabwali</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>118</td>
<td>236</td>
<td>236</td>
<td>236</td>
</tr>
</tbody>
</table>
The following table shows the sample of SSA authorities like DPC, APC, BRC, and ABRC/CRC.

### Table No. 2
**Representation of the Sample**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>DPC</th>
<th>APC</th>
<th>BRC</th>
<th>ABRC/CRC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yamunanagar</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>2</td>
<td>Panipat</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>3</td>
<td>Sirsa</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>03</strong></td>
<td><strong>03</strong></td>
<td><strong>06</strong></td>
<td><strong>12</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**TOOLS USED**

After selecting the sample from the population the next step is to select suitable tools to collect the data. Various devices or tools can be used to collect the relevant data from the sample. One can use the devices which are capable to fulfil the objectives of the study under investigation. The selection of appropriate tools for a proposed study depends upon various considerations. Such as objectives of the study, the time schedule, availability of suitable tests, personal competence of the researcher to administer, scoring and interpretation of results and after all the nature of the proposed study. Taking these factors into consideration the tools selected for the purpose of data collection for the present study were as follow:

i) Self-developed School Information Blank was used to collect school information regarding centres of alternative schooling.

ii) Self-developed non-directive interview schedule was used for seeking views about alternative schools from community members and parents of children studying in Alternative Schools.
iii) A self-developed non-directive interview schedule was also used for seeking views from Educational Volunteers regarding centres of alternative schooling.

iv) A self-developed non-directive interview schedule was also used for seeking views from CRCs, BRCs and other officials associated with alternative schools of SSA.

PROCEDURE OF DATA COLLECTION

The investigator visited the offices/Alternative Schools personally for collection of the required data. He discussed in details about the investigation with the officials of respective offices and Educational Volunteers of alternative schools. Respondents were also conveyed that their responses will be kept strictly confidential. Each respondent was contacted individually and required information was obtained from him/her through a non directive interview schedule. At the end, the respondents were thanked by the investigators for their kind co-operation and help for providing the required information.

SCORING AND RECORDING OF DATA

The responses of respondents, collected through interview schedule, were recorded in ‘Yes’ or ‘No’. The ‘Yes’ and ‘No’ responses were counted for their frequencies. There were also some open-ended items and some those requiring response out of a few alternatives. Those items were scored accordingly.

STATISTICAL TECHNIQUES USED

Analysis of the data for the present study was made in conformity with the objectives as laid down earlier. After collection of data, the same was put into the tabular form to make the process of analysis easier and accurate. To study the nature of data, percentages were calculated.
FINDINGS

SECTION – I

FINDINGS REGARDING BASIC FACILITIES AVAILABLE IN ALTERNATIVE SCHOOLS

i) It was found that 57 per cent alternative schools had the facility of class rooms to run the classes and rests of schools were running in warandah or under the tree/open space.

ii) It was found that classes were being taught from 1st standard to 8th standard in the alternative schools. But, after the minute observation, it was found that 43 per cent of the alternative schools were running classes up to 2nd standard only.

iii) It was found that classes, in majority (57 per cent) of alternative schools, were held in pucca room or kaccha room. But, remaining schools had no room. Such schools were running under the shadow of trees or open space.

iv) Some (27 per cent) of schools were running in rented rooms while majority (73 per cent) of alternative schools were running in room without rent. These schools were running in rooms manage with the support of brick-kiln owner or Gram Panchayat.

v) Majority (52 per cent) of the alternative schools were running between 9:00 am to 1:00 pm. The timing of these schools was fixed upon the availability of the students.

vi) It was found that morning assembly, bal sabha, P.T. and yoga were organized as co-curricular activities in these school. There was no provision of such activities in alternative schools, however, majority (53 per cent) educational volunteers organized these activities at their own
level. But, it was found that 47 per cent schools did not conduct any co-curricular activities.

vii) All the alternative schools had the facility of blackboards, chalk and duster. But, during the study it was observed that in some of these schools, condition of blackboards was very poor.

viii) Majority (71.19 per cent) of alternative schools did not have the facility of fan and light. Only 28.81 per cent alternative schools were having this facility with the help of bhatha owner.

ix) Almost (95.76 per cent) all the alternative schools had drinking water facility. Water in these schools was provided in ‘matka’ and from nearby hand pump or other drinking water point. The water facility was provided with the help of bhatha owner and educational volunteers.

x) The study showed that toilet facility for boys and girls in some (32.20 per cent) schools was provided with the help of bhatha owner otherwise there was no toilet facility in alternative schools.

xi) Almost (96.61 per cent) all the alternative schools had the facility of furniture (table and chair only) for educational volunteers. A few (3.39 per cent) schools were those where furniture was not available.

xii) Some (15.25 per cent) of alternative schools had the facility of almirah and trunk to keep the office stationery and other items to the use of educational volunteers.

xiii) All the alternative schools provided stationery and books. But, it was also observed by the investigator that students were studying the books of 1<sup>st</sup> and 2<sup>nd</sup> standard only. All the
alternative schools were facilitated with tat-patti for the sitting of students.

xiv) Majority (71.19 per cent) of the alternative schools were providing mid day meal to their students. These schools were providing this facility to the students from near by government school.

xv) The study showed that no First-Aid facility was given to the students in alternative schools.

xvi) During the study it was found that no alternative school was providing uniform to the students.

xvii) Some (39.83 per cent) of the alternative schools were providing the mathematics kit to the students. All the alternatives schools were providing the facility of school bags to the students.

SECTION-II

FINDINGS REGARDING BACKGROUND OF EDUCATIONAL VOLUNTEERS OF ALTERNATIVE SCHOOLING

(i) Male and female educational volunteers in alternative schools were found (65 per cent) and (35 per cent) respectively. The study showed that alternative schools had more male educational volunteers than female.

(ii) Majority (55 per cent) of the educational volunteers in alternative schools were having qualification 10+2. It was found that 32 per cent educational volunteers were graduate and only 2 per cent were having P.G. degree as their qualification. Further, it was found that 10 per cent educational volunteers were J.B.T. and only 1 per cent was B.A., B.Ed.

(iii) The finding related to the experience of educational volunteers showed that all of them were having experience to some extent.
47 per cent of the educational volunteers had 0-1 year experience of teaching.

(iv) Majority (70 per cent) of educational volunteers had been working in alternative schools from current session. Thus, majority of educational volunteers did not have the experience of teaching in alternative school.

FINDINGS BASED UPON THE VIEWS OF EDUCATIONAL VOLUNTEERS OF ALTERNATIVE SCHOOLS REGARDING CENTRES OF ALTERNATIVE SCHOOLING

i) Most (80.51 per cent) of the educational volunteers were in favour of this programme while some of them viewed that these schools did not have the proper facilities, so they were not in favour of the scheme.

ii) A few (12.90 per cent) educational volunteers admitted that student of alternative school got admission in formal school but most of educational volunteers denied it. They opined that it was very difficult to bring these children into mainstream.

iii) All the educational volunteers viewed that curriculum of formal school was taught in alternative schools.

iv) All the educational volunteers opined that all classes in alternative schools were taught by single educational volunteers.

v) Majority (74.58 per cent) of the educational volunteers found difficult in adjusting themselves in alternative schools.

vi) Most (83.05 per cent) of the educational volunteers admitted that all out of school children of their near by areas were enrolled in alternative school.
vii) All the educational volunteers favoured to open alternative schools in such areas where out of school children found in large quantity.

viii) A few (5.93 per cent) educational volunteers prepared progress report card of students studying in alternative schools. Maximum (94.07 per cent) of the educational volunteers did not prepare any progress report card of alternative school children.

ix) Majority (52.54 per cent) of educational volunteers were not satisfied with the facilities provided to the alternative schools.

x) Majority (97.46 per cent) of the educational volunteers were not satisfied with the honorarium paid by SSA.

xi) Majority (83.05 per cent) of the educational volunteers maintained the attendance record of the students.

FINDINGS RELATED TO PROBLEMS FACED BY EDUCATIONAL VOLUNTEERS REGARDING CENTRES OF ALTERNATIVE SCHOOLS

i) Most (82.20 per cent) of the educational volunteers opined that there was lack of co-operation from parents and community persons in the functioning of alternative schools.

ii) Maximum (81.36 per cent) educational volunteers responded that there was lack of room/venue to run the classes properly.

iii) Almost (91.53 per cent) all the educational volunteers responded that there was improper arrangement for winter, summer and rainy seasons. Classes were badly affected in these seasons due to improper arrangements.
iv) Majority (70.33 per cent) of the educational volunteers viewed that SSA authority persons had not been monitoring the programme continuously and properly.

v) Almost (94.92 per cent) all the educational volunteers responded that there were no sufficient rooms to run the classes smoothly in these schools.

vi) Most (88.14 per cent) of educational volunteers were facing the problem of lack of conducive environment for the teaching learning process in these schools.

vii) Almost (97.46 per cent) all the educational volunteers were not satisfied with the honorarium given to them as it was very less as per their requirement.

viii) Majority (69.49 per cent) of the educational volunteers faced the problem of accessing to these schools. These schools were established in the remote areas. Either these centres were outside the villages or very far from the main roads. No transport facility like bus, autos etc. were easily available.

ix) Majority (65.23 per cent) of the educational volunteers responded that there was no proper evaluation system to check the progress of these students or to enroll them into mainstream.

x) Majority (56.78 per cent) of the educational volunteers opined that most of the parents and community persons were not aware about this scheme.

xi) There was a sense of insecurity among 29.66 per cent women educational volunteers as these centres were very far from the villages or residential areas.
xii) Most (79.66 per cent) of the educational volunteers were badly disappointed as there were no toilet facilities for the educational volunteers and students as well.

SUGGESTIONS GIVEN BY EDUCATIONAL VOLUNTEERS REGARDING CENTRE OF ALTERNATIVE SCHOOLING

i) Majority (81.36 per cent) of the educational volunteers suggested providing proper venue/room to run the classes smoothly.

ii) Maximum (91.53 per cent) educational volunteers suggested making proper arrangement for the winter, summer and rainy seasons to run these schools properly.

iii) Majority (70.33 per cent) of the educational volunteers responded the concerned authorities to monitor the activities of the programme in regular intervals.

iv) Almost (97.46 per cent) all the educational volunteers wished to increase their honorarium as it was quite below their expectations.

v) Majority (65.23 per cent) of the educational volunteers suggested developing a formal evaluation system so that students’ achievements can be evaluated continuously.

vi) Majority (56.78 percent) of the educational volunteers suggested organizing awareness camp, in the community so that maximum information and usefulness can be communicated to the parents and community persons for the success of programme.

vii) Majority (79.66 per cent) of the educational volunteers emphasized that there should be proper toilet facility for educational volunteers and students.
viii) Majority (75.42 per cent) of the educational volunteers suggested implementing a proper dress code for the students so that spirit of unity can be developed among them.

ix) Majority (51.69 per cent) of the educational volunteers suggested that there should be provision of co-curricular activities for the students so that along with their academic development, other aspects of development i.e. all-round development can be ensured.

x) Most (87.29 per cent) of the educational volunteers suggested to provide mid day meal facility directly in alternative schools as they had to arrange the mid day meal for the students from nearby government schools that was time consuming.

xi) Most (82.20 per cent) of the educational volunteers suggested providing scholarship to the students of alternative school to motivate them.

SECTION-III

FINDINGS BASED ON THE VIEWS OF SSA AUTHORITIES (AT DISTRICT LEVEL) REGARDING CENTRES OF ALTERNATIVE SCHOOLING

i) Most (89.32 per cent) of the authority persons were familiar with the activities of the programme. Investigator observed that the officials who were found unaware of these activities, either they were given additional charge or were on deputation.

ii) All the authority persons accepted the usefulness of alternative schools for out of school children.
iii) Maximum (87.56 per cent) authority persons related to this programme viewed that they did not participate in the activities of alternative schools.

iv) Most (93.27 per cent) of the officials monitored the activities of alternative schools, only 6.73 per cent of them were not able to perform this duty as they were assigned some extra charges.

v) All the Authority persons responded that the training of educational volunteers is must.

vi) All the authority persons opined that they gave guidelines to all educational volunteers associated with this scheme.

vii) Majority (61.33%) of the authority persons viewed that sufficient time was given to the students in alternative school for learning.

viii) Most (82.23 per cent) of the authority persons opined that all out of school children of their areas were enrolled in alternative school. But, 17.77 per cent among them were not in favour of the statement.

ix) All the authority persons viewed that meetings of educational volunteers and other concerned staff were conducted.

**FINDINGS RELATED TO PROBLEMS FACED BY SSA AUTHORITIES (AT DISTRICT LEVEL) REGARDING CENTRES OF ALTERNATIVE SCHOOLING**

i) Most (87.5 per cent) of the authority persons admitted that problem faced during the survey of ‘out of school’ children to start these schools because the parents of these students continue shifting their places in search of work.
ii) Majority (79.17 per cent) of the authority persons faced the problem of opening these schools as it took longer period to seek permission.

iii) Majority (83.3 per cent) of the authority persons responded that there was no proper place to open these schools.

iv) Majority (70.83 per cent) of the authority persons admitted that the parents and community persons did not show any eagerness or initiation in opening the alternative schools. Thus, the authority persons did not get any sort of cooperation from the parents or community persons.

v) Only 41.67 per cent of the authority persons faced the problem in communicating with the parents as it was quite difficult to convince them to send their wards in alternative schools.

vi) Maximum (91.67 per cent) authority persons admitted that there was a lack of trained and competent educational volunteers for the successful functioning of these schools.

vii) Majority (66.67 per cent) of the authority persons found the problem of insufficient budget for successful functioning of alternative schools.

viii) Majority (87.50 per cent) of the authority persons felt that most of the parents and community persons were not aware about the programme, so it was difficult to open the schools.

ix) While monitoring the schools, majority (62.50 per cent) of the authority persons faced the problem of accessing these schools as these schools were situated in the remote areas and far away from the *pucca* roads.
FINDINGS BASED ON SUGGESTIONS GIVEN BY SSA AUTHORITIES (AT DISTRICT LEVEL) REGARDING CENTRES OF ALTERNATIVE SCHOOLING

i) Majority (79.17 per cent) of the authority persons suggested that procedure of seeking permission to start alternative schools should be made easy so that these schools can be started timely.

ii) Majority (66.67 per cent) of the authority persons suggested that sufficient budget should be sanctioned for these schools, so that all the activities and programmes can be completed successfully.

iii) Maximum (91.67 per cent) authority persons suggested paying sufficient honorarium to educational volunteers so that they could take full interest in the teaching learning process.

iv) Most (87.50 per cent) of the authority persons responded that awareness camps should be organized to aware the parents and community persons about the programme, so that maximum enrolment of the students can be ensured.

v) Maximum (91.67 per cent) authority persons felt the need of organizing cultural, sports and educational activities in these schools for all-round development of the students.

vi) Maximum (91.67 per cent) authority persons viewed that qualified and trained teachers should be appointed in these schools, so that full justice can be done to the students.

vii) Majority (66.67 per cent) of the authority persons suggested to prepare progress report cards to check students’ overall development throughout the session.
viii) Majority (54.17 per cent) of the authority persons were in the favour of scholarship and economic support of the students as it will motivate them to maintain regularity in the schools.

SECTION-IV

FINDINGS BASED ON THE VIEWS OF COMMUNITY MEMBERS, PARENTS OF CHILDREN STUDYING IN ALTERNATIVE SCHOOLS

After the observation of the views of community members, parents of children studying in alternative schools the following conclusions were drawn:

(i) During the observation of the views of parents and community members regarding the knowledge of alternative schools, it was found that maximum parents (90.68 per cent) and community persons (77.12 per cent) were having the knowledge of alternative schools.

(ii) Most of the parents (60.17 per cent) and community persons (72.88 per cent) hesitated in sending their wards to alternative schools. But, it was observed by the investigator that parents got ready in sending their wards to alternative schools after being convinced by educational volunteers or officials of SSA.

(iii) Most of the parents (81.36 per cent) and community persons (86.86 per cent) responded that alternative schools provide literacy only and 18.64 per cent parents and 13.14 per cent community persons were not in the favour of this statement.

(iv) Only few parents (16.53 per cent) and community persons (11.44 per cent) responded that alternative school helps in maintaining the life style of their children. Otherwise most of them were not in the favour of this statement.
(v) Majority of the parents (72.03 per cent) and community persons (67.37 per cent) viewed that all out of school children could be educated through alternative schooling.

(vi) Most of the parents (96.61 per cent) and community persons (93.64 per cent) accepted the benefit of alternative schooling for out of school children.

(vii) Majority of the parents (71.19 per cent) and community persons (68.64 per cent) found alternative schools as the better substitute of regular school for the education of out of school children.

(viii) Majority of the parents (72.46 per cent) and community persons (74.58 per cent) considered it as a major problem to start/open alternative schools due to the proper space/venue to run the alternative schools.

(ix) Majority of the parents (75.85 per cent) and community persons (77.12 per cent) responded that it is difficult to run alternative schools at bhatha or any other public place.

(x) Most of the parents (81.36 per cent) and community persons (83.47 per cent) responded that educational volunteers were not well qualified. Majority of the parents (68.64 per cent) and community persons (63.14 per cent) responded that these educational volunteers were not competent to educate the children as they were not well qualified.

(xi) Majority of the parents (66.95 per cent) and community persons (64.41 per cent) responded that educational volunteers of alternative schools did not take interest in their teaching.

(xii) Majority of the parents (71.19 per cent) and community persons (75.85 per cent) responded that the authority persons had not much interest in the running of alternative schools.
Majority of the parents (61.02 per cent) and community persons (63.56 per cent) responded that this was the sufficient time for the education to their students.

Most of the parents (90.03 per cent) and community persons (93.60 per cent) were not co-operating in the functioning of alternative schools.

Majority of the parents (68.64 per cent) and community persons (77.54 per cent) stated that the functioning of alternative schools should be improved.

Most of parents (89.60 per cent) and community persons (91.90 per cent) favoured to open alternative schools where out of school children were found in large quantity. Majority of them also responded that these schools must be continued forever to educate the out of school children.

DISCUSSION OF THE RESULTS

The present investigation was conducted to evaluate the Alternative Schooling under Sarva Shiksha Abhiyan in Haryana. It was found that all these alternative schools are running in the premises of bhatta areas and are also known as bhatta pathshalas in Haryana. Basically these schools are the part of elementary education and running the classes from 1st to 8th. During investigation, it was found that majority of the alternative schools were running classes up to 2nd standard only. The basic reason behind this was the poorness, illiteracy and unawareness of the parents and the parents involve these children with their work for labour. It was also found that the availability of infrastructural facilities in these schools were very poor. A large number of schools were running in Kacha room or under the shadow of trees or open space and a few alternative schools were running in pucca rooms. Majority of these schools did not have the
facilities of fans, light and toilet facilities for boys and girls and educational volunteers.

These results are opposed by the study of Sangai (2004) who had conducted a study to analyse the role of EGs and AIE Centres in Universalizing Elementary Education (UEE) and in mainstreaming the children to formal schools. The investigator found that the infrastructural conditions of EGS and AIE centres were generally good.

The results regarding the views of educational volunteers of alternative schools showed that majority of these volunteers were 10+2 pass with 6 months to 1 years experience only and they had not any diploma or degree in education i.e. D.Ed., B.Ed. etc. It was observed that these volunteers were in favour of this programme with some extent to enrichment of proper infrastructural facilities, proper schedule, proper curriculum and proper monitoring. Majority of the educational volunteers were not satisfied with the facilities provided to the alternative schools. For this purpose they suggested about organizing awareness camps in the community so that maximum information and usefulness can be communicated to the parents and community persons for the success of this programme. They also emphasized that there should be proper toilet facility for educational volunteers and students. They also suggested for providing scholarship to the students of alternatives schools to motivate the students and their parents. They also suggested to increase their honorarian because it was quite below of their expectation.

These results are supported by the study of Das (2006) who had conducted a study to assess the functioning of EGS centres managed by Govt. and NGOs in orissa the investigator found that these EGS centres were suffering from common problems which included lack of setting space for children, inadequate funds, inadequate TLM and study material.
The results regarding the views of SSA authorities regarding the centres of Alternative Schooling showed that all the authority persons accepted the usefulness of alternative schools for out of school children. Majority of the authority persons admitted that the parents and the community persons were not aware about this educational programme. So they suggested that awareness camps should be organized to aware the parents and community persons so that maximum enrolment of the students can be ensured. These results can be supported in the light of the study by Jay Mcgee (2001)

Findings regarding the views of community members, parents of children studying in alternative schools showed that majority of these people accepted the benefit of alternative schools for out of school children and also accepted that alternative schools as the better substitute of regular schools for the education of out of school children.

Most of the parents and community persons viewed that these schools have no proper space, class rooms and infrastructural facilities. They also viewed that educational volunteers were also not well qualified and also were not competent to guide the children and to motivate the parents. These results can be opposed in the light of the study by Nayak (2006)

**SUGGESTIONS AND RECOMMENDATIONS ON THE BASES OF THE STUDY**

The Universalisation of Elementary Education (UEE) has been the central concern of the educational plans and policies ever since independence. A glance at the provision made educational expansion under the various five year plans, the recommendations of bodies like Indian Education Commission (1964-66), the National Policy on Education (NPE), Operation Black Board, District Primary Education
Programme (DPEP), Sarva Shiksha Abhiyan (SSA), etc. are the enough evidences that all such initiatives and steps are aimed at equalization of educational opportunities for all.

The scheme of Alternative Schooling (AS) under SSA in Haryana is an enigma. The main reasons, as revealed in this study, are the lack of infrastructural facilities as well as poor quality of schools. These problems get more aggravated during rainy season. Moreover, the family size in many cases is very large and for feeding these members, it becomes necessary for them to engage in work. Further, many of the parents are not interested to send their children to school because of their poor economic condition. These families have their own folk songs, myths, traditions and stories. These children would only feel a sense of oneness in their study and get interested in the school if their cultural are embedded in the school curriculum. It is therefore, necessary to keep these aspects in view while framing the syllabus. It is also evident from the present investigation that the medium of instruction is the greatest disconnect in the education system. It makes sense to have teachers from the same community or at least people communicating in the same language as instructor.

SUGGESTIONS AND RECOMMENDATIONS

i) It is recommended, that there is a great need to popularize the fundamental utility of education through campaigns, door to door motivations by influential people of the locality, otherwise children of these working families would be failing to attend the basic education.

ii) In order to maintain the strength of the students in classroom the various programme should be offered. These programmes may be like scholarship, awareness programme and mid-day-meal etc.
Compulsory vocational training along with regular study has to be included in the curriculum for their future earning.

iii) Poverty is the main root cause of poor participation in basic education among the children and their families. Therefore, increasing the sources of income is the only way to encourage their willing participation in basic education. In this regard, it is better to involve private sector’s participation.

iv) Provision of transportation and basic amenities in schools need to be assured to attract and retain pupils. As transportation is one of the major bottle necks for teachers to come to the schools regularly.

v) Indian education system has also declared in its policy plan that Universalisation of Elementary Education (UEE) is related. Therefore, the attempt would be to prepare district-specific and population- specific plans for UEE within the broad strategy frame of micro planning through people's participation.

vi) Better co-ordination between formal schools and the alternative schools is extremely important. The alternative schools and the concern authorities have to play a more pro-active role in this regard. The performance of the educational volunteers has to be closely monitored and expanded to make the coordinator of such administrative issues.

vii) Availability of all Teaching Learning Material, books, and blackboards should be done within fifteen days of commencement of the classes. Without these, the quality of teaching and the performance of the learners suffer.

viii) In the summer and monsoon days, lack of proper building is acting as a major problem. The locations of the centres should also be conducive to learning of children and have to have adequate drinking water and sanitation facilities.
ix) At least one residential alternative school in each block initially. This may be highly successful experiment. NGOs and multilateral agencies like UNDP, and UNICEF may be approached for this purpose. These may also be linked with National Social Service schemes of local colleges or schools so as to ensure regular availability of teaching personnel.

x) Some vocational training may also be imparted in alternative schools in association with local self help groups (SHGs). This will prepare the children with some earning skills.

EDUCATIONAL IMPLICATIONS OF THE STUDY

One of the most important characteristics of the research is that it contributes something new to the development of the area concerned. That is why an investigator must find out the educational implications of his study. The present study will enrich the existing stock of knowledge in the field of elementary education and will also add to the improvement in existing practice in Bhatha Pathshalas as the study is relevant for the organizers, administrators, teachers and stakeholders of the alternative schools under Sarva Shiksha Abhiyan (SSA).

The present study was an attempt to evaluate the functioning of Alternative Schooling (AS) under SSA. To find out the strengths and weaknesses of the system, it was considered essential by the investigator to undertake this study with a view to assess the profile of alternative schools, parents’ attitude, community involvement and finally the supervision and monitoring system of this programme.

Therefore this study has its implications for administrators, teachers, parents, community persons, researchers and other personnel involved in the functioning of alternative schools. The study has revealed
the following considerations for the organizers and stakeholders of alternative schools:

- Well trained and qualified Educational Volunteers/teachers should be appointed.
- Salary of Educational Volunteers/teachers should be increased.
- Educational Volunteers/teachers should be appointed on permanent basis.
- Parents should actively participate and co-operate.
- Awareness among parents and community persons should be spread.
- Scholarship should be provided to the students studying in centres of Alternative Schooling (AS).
- Alternative schools should be given facilities like regular/formal schools; such as building, proper space, electricity facility etc.
- Budget for alternative schools should be increased.
- Maximum efforts should be made by teachers, parents and community persons for bringing children to centres of Alternative Schooling (AS) and then to mainstreaming (formal schooling).
- Monitoring and supervision should be properly channelized.

Thus the study has its positive effects to foster the functioning of Alternative Schools. It has implications to sensitize various functionaries concerned for their expected role in Alternative Schooling. The study also focuses on the importance of alternative schooling in the context of achieving the goal of Universalisation of Elementary Education.
SUGGESTIONS FOR FURTHER STUDIES

- A similar study can be conducted on large sample covering all the districts of Haryana.
- A similar study can also be conducted in other States also.
- The present study was an attempt to evaluate the functioning of alternative schooling. A similar study can also be conducted to assess/examine the achievement of students of centres of alternative schooling.
- A similar study can also be conducted on other programmes run under Sarva Shiksha Abhiyan.
- Case studies can also be conducted for those centres of alternative schools which have shown remarkable/extra ordinary performance of exemplary nature.