CHAPTER-V
RESULT AND DISCUSSION

5.0 Introduction

In this chapter, the investigator has presented the major findings of the study and discussed the result by collating with previous research findings. Further, the chapter also discusses educational implications of the result.

5.1 Major Findings

The investigator draws major findings of the study from the data analysis and presented in following sections.

5.1.1 Relating to Awareness of HMs, Teachers, the SMC members about Different Aspect of the RTE Act, 2009

- All the HMs irrespective of their locality is familiar with the RTE Act, 2009.
- 65% of elementary schools have the copy of the RTE Act, 2009 and 35% of the schools does not have the copy.
- The main source of knowing the RTE Act, 2009 for HMs is school, followed by newspaper and panchayat office.
- 70% of HMs is not oriented about the RTE Act, 2009. Only 30% of HMs from the tribal area and 20% of HMs from a rural area are oriented on the RTE Act.
- Most of the HMs have attended only three days orientation on the RTE Act, 2009 in block level.
- In total 93.34 % of HMs formed School Management Committee in their school as per the RTE Act, 2009 norms.
- HMs is not aware of the membership of women in the SMC as per the RTE Act, 2009.
- All the HMs is aware of the provision for admission into the elementary school.
- All the HMs opined that 6to14 years’ children are entitled the RTE Act,2009.
- No HM is aware of the academic authority of the state for implementing the RTE Act, 2009.
All the HMs viewed that both state Govt. and Central Govt. has shared for the funding of the RTE Act, 2009. But state Govt. plays a more significant role in implementing this Act in the state.

**Awareness of Teachers about the Different Aspects of the RTE Act, 2009**

- Most of the teachers are known about the RTE Act, 2009 irrespective of their locality.
- 64.17% of teachers got information about the RTE Act, 2009 from the school, 32.5% got information from the Newspaper and TV.
- All the teachers know about the three basic provisions of the RTE Act, 2009; free and compulsory education, free textbooks and no physical punishment.
- 86.67% of teachers have oriented about the RTE Act, 2009.
- 76.66% of teachers are aware of the composed SMC as per the guidelines of RTE Act, 2009.
- No teachers aware of the involvement of women members in SMC formation and composition.
- In total 95.86% of teachers are aware of the provision relating to admission into elementary schools.
- None of the teachers are aware of the academic authority is the JCERT.
- Teacher aware of that both state and center shares the financial responsibility for the implementation of the Act.

**Awareness of School Management Committee about Different Aspects of the RTE Act, 2009**

- All the SMCs from rural, urban and tribal area are aware of the RTE Act, 2009.
- The main source of knowing about the RTE Act, 2009 for SMC is school. 56% of SMCs got information from school on the RTE Act, 2009.
- The level of awareness of SMCs is comparatively high than HMs and teachers as per the data revealed.
- In total 46.67% of SMC have oriented about the RTE Act, 2009. But only 35% of SMCs from the tribal area have oriented about the RTE Act, 2009.
- In total 78.34% of SMC members knows about the rules of composition of SMC in school as per the RTE Act, 2009.
• 100% of SMCs aware of the provision for admission into the elementary schools.

• In total 88.34% SMCs are aware of the provision for the dropout children as per the RTE Act, 2009, whereas 75% of SMCs from the tribal area are aware of the provision for dropout children.

The majority of HMs, Teachers and SMC members knows about the RTE Act 2009 but few have details idea about the different provisions regarding out of school children, academic authority, and roles of functions of the SMC for implementation.

5.1.2. Relating to the Initiatives for the Education of Out of School Children

• In total 58.34% of schools have identified the out of school children in their respective locality. But only 50% of schools from the rural and urban area have identified out of school children in their locality.

• 61.67% of schools have admitted out of school children. But the admission of out of school children is low in rural and urban area schools.

• Only 33.34% schools have given special training to out of school children.

• 75% of teachers have not been received special training to manage out of school children in school. Majority of teachers from tribal area are not oriented about dealing with out of school children.

• In a total average number of out of school children identified by schools is 12.84. Location wise identification of out of school children 18.5 in rural, 6.6 in urban and 13.4 in tribal.

• In total average number of out of school children admitted in schools is 8.84,

• In a total average number of out of school children successfully completed elementary schools is 4.1.

5.1.3: Relating. Initiatives Taken for Education of CWSN and Weaker Sections

• Only 50% of schools have admitted CWSN children. But only 15% of schools from the tribal area have admitted CWSN children in school.

• Only 45% of school teachers have received special training to handle CWSN children as revealed by HMs. But only 20% of a teacher from the tribal area have received training on managing CWSN.
75% of schools have taken initiatives for admitting CWSN in school revealed by HMs.

Only 33.34% of schools’ CWSN are able to cope with other regular children.

Only 18.34% of schools have appointed a special teacher for dealing with CWSN in the school. The availability special teacher is low in the tribal area. Only 5% and 25% of schools from tribal and urban as well as rural have appointed special teachers to deal with CWSN in the school.

31.34% of schools have provided training module for teachers and 50% of schools have teaching aids for CWSN in school.

Overall 76.64% of schools have involved in identifying weaker section children in their locality.

In total 50% of children from the weaker section are attending school regularly. But only 30% of children from tribal schools are attending school regularly.

In total 71.67% of schools have taken initiatives for admission of WSC in school.

In total, 70% of schools have no training modules for dealing with WSC.

70% of schools irrespective of their locality have involved to identifying of socially disadvantaged group children.

Only 10% of children from tribal schools are attending school regularly. And 30% of children from socially disadvantaged group children are able to cope with regular children.

In a total average number of weaker section children admitted in school is 2.83 but 42.31 in an average number of children from the socially disadvantaged section are admitted to schools.

5.1.4. Relating Roles and Responsibilities of HMs, Teachers, and SMCs in Implementing the Act

All SMCs viewed that HMs are regular, coming school in time, impartial, hold meeting regularly with parents, do not give physical punishment to children, and monitor the overall work of school development.
• 100% of SMCs opined that teachers are regular and punctual in attending school, completes the specified course in time, assesses the learning abilities of each child, uses activities in class for teaching, impartially treats learners, holds regular meeting with parents and does not give physical punishment to children.

• In total 95% of SMC have involved in the identification of the children from 6-14 years of age.

• 96.67% of SMCs have been monitoring the admission process of school in their respective locality.

• 58% of SMCs are monitoring the teacher’s regularity and punctuality as per the RTE Act, 2009.

• 71.66% of SMCs hold regular meeting with teachers. And 56.67% of SMCs bring notice to the local authority if the child rights are violated.

• 81.67% of SMCs monitor the funds given by the Govt. And 78.34% of SMCs generate community awareness in their respective locality.

5.1.5: Relating to Initiatives for Development of School Facilities

• In total 60% of elementary schools are located within 1 K.M from the place of student’s residence. But less number of schools are located within 1KM from students residence in rural and urban areas.

• In total 73.34% of schools have barrier free access for CWSN children? It is only 65% of schools in the tribal area.

• Only 31% of schools have a boundary and 40% of schools have a playground. Only 25% of schools from the tribal area have a boundary wall and 30% of schools have an own playground.

• In total 83.34% of schools have separate toilet facilities and 86.67% of schools have drinking water facilities.

• 75% of schools from the tribal area does not have separate toilet facilities for girls and 20% of school from the rural area does not have safe drinking water facility.

• 75% of schools have MDM kitchen and 61.67% of schools have library facilities.
• 51% of schools have magazines, 81% of schools have textbooks, 41.67% of schools have story books, and 71.67% of schools have a newspaper.

• 56.67% of schools have science kits, 45% of schools have mathematics kits, 51.67% of schools have charts and maps and 63.34% of schools have TLM.

• In total 66.67% of schools have play materials for both indoor and outdoor games.

• 55% of schools have ludu, 66.67% of schools have football, 70% of schools have cricket items, and 70% of schools have volleyball. And 58.34% of schools have badminton.

• Only 40% of schools have a pupil-teacher ratio as per the RTE Act, 2009.

• Only 35% of schools have subject wise teachers available in the schools.38% of schools have social science teachers and 41% of schools have language teachers.

5.1.6: Relating to Initiatives for Curriculum Development and Evaluation

• In total 71.67% of schools irrespective of the locality have revised their school curriculum as per the RTE Act, 2009.

• In total 81.76% of schools have revised their textbooks as per the RTE Act, 2009.

• 95% of schools have ensured the completion curriculum in time.

• The majority (95%) of schools have completed the curriculum in school in time and classroom transaction helps in all round development of the children.

• In total 81.67% of school implement the CCE for evaluation.

• 39% of teachers do not use new methods for the transaction of the content.

5.1.7. Relating to Initiatives for Protection of Child Rights

• 16% of HMs viewed that Childs right has been violated in their locality and this violation is seen in the urban and tribal area only.

• 100% of HMsopined no corporal punishment is given in the school.

• 100% of HMsopined equality is ensured in the school, with respect to Girls, SC and ST.

• 100% of HMs shows impartial attitude in the school.

• 100% of HMs viewed that toll-free numbers are available in their schools.
5.1.8: Relating to Issues and Concerns in the Implementation of the RTE Act, 2009

Related to Admission

- The majority of HMs responded that all children of the locality are not taking admission especially children from the sound economic background, they go to private schools. Also organized special parent-teachers’ meeting to encourage parents for admitting children to our school.

Related to Attendance of Students

- The majority of admitted students are regularly attending school but few of them miss the classes especially during harvesting and festival times.
- All HMs viewed that they take extra classes for out of school children.

Related to Preparation and Recommendation of School Development Plan

- Regularly meetings are held with parents and SMC members to discuss school development work and plan for the next years.
- The majority of HMs viewed no much development due to less allocation of funds.

Related to Providing Quality Education and Achievements

- HMs are in favor of providing quality education to all children. But they could not realize these objectives due to inadequate teaching learning materials, lack of subject teacher, lack furnished classroom and improper teacher –pupils’ ratio.
- Enrollment has been increased in primary classes and also the government has taken many steps for improving teaching and evaluation practices by way of providing TLMs and in-service training to teachers.

Suggestions for the Better Implementation of the RTE Act, 2009 in School

- All the post of teachers needs to be filled urgently to maintain proper teacher-pupil ratios which are key to quality teaching.
- Teachers should not be engaged in non-academic work so that they can give all time to students learning and development.
• An awareness campaign should be organized at grass root level for the tribal parents and SMC members for active involvement in school management.
• More funds need to be provided to elementary schools as per the requirement of the school so that TLM, Library books, laboratory items can be made available to students.

5.2: Discussion of the Result

The major findings of the study are discussed in following paragraphs with reference to previous research studies and reports.

Awareness of the HMs, Teachers and SMC Members about the Provisions of the RTE Act, 2009

The study examined the awareness of HMs, teachers and SMC members about the different provisions of the RTE Act such as free and compulsory education, the process of admission, provisions for CWSN and weaker sections, academic authority etc. It is found that all the stakeholders are known about the RTE Act, 2009 and its provisions.

This result is supported by Mohalik, R. (2017), Lal, K. (2014), Kumar, T.P. (2014), Gadam, Ajay. M.(2013), Gandhi, V, and Yadav, N. (2013), Majhee, M. and Behera, L.(2013), Malik Sarika &etal.(2013),Prashant Thote, Mathew and Rothoure (2013) ,Rajput, G. and Aziz, T .(2012), Vyasa, S.(2012), Ashak and Kamath (2011), Kumar and Sharma (2011) They reported that there were significant differences in the awareness HMs, Teachers and SMC members on the RTE Act,2009. They also reported that the differences are varied to male to female teachers and rural to urban areas on awareness. But this result contradicts the finding of Chandrappa (2014) who reported that the awareness among the people in this act was very low. Success of any policy, programmes and schemes is largely depends on the stakeholders, but if they are not fully aware of policy, programmes and schemes it would lead to unsuccessful. Since the result of the study indicates the stakeholders of State of Jharkhand are aware of the RTE Act, 2009 irrespective of their locality. It may be due to the fact that both central and state government has taken adequate steps for creating awareness among the stakeholders by using different media. But the copy of the RTE Act is available in all the schools. Hence necessary steps need to be taken to make available the copy of the RTE Act, 2009 in all the schools.
Initiatives for the Education of out of School Children under the RTE Act, 2009

The study examined the initiatives taken for the education of out of school children in the State of Jharkhand especially, identification of out of school children, admission of out of school children and special training for the teachers to handle the out of school children. The study found that in total 58.34% of schools has identified the out of school children in their respective locality. But only 50% of schools from the rural and urban area have identified out of school children in their locality. 75% of teachers have not been received special training to manage out of school children in school. The majority of teachers from the tribal area are not oriented about dealing with out of school children. This result is supported by Malik and Mohanty (2009), who reported that children belonging to chronologically poor, irrespective of caste, are more likely to be out of school children. About 32% children in the schoolgoing age and belonging to chronic poor families are currently not attending school compared to 18% among poor and 7% among non-poor. This result contradicts the findings of Mohalik (2012) reported that no school has identified out of school children in their locality. Since the result of the study indicates probably 60% of out of school children are identified in the State of Jharkhand, the cause of out of school children may be the poverty of parents, ignorance of parents, and lack of awareness among the parents. As per the government of India guidelines all the school should identify out of school children in their locality, admit them in age appropriate classes and provide bridge course. Many things need to be done at the school level for implementing this principle of the RTE Act, 2009.

Initiatives for the Education of Children with Special Needs (CWSN) and Weaker Section under the RTE Act, 2009

The study examined the initiatives taken for the education of children with special needs and weaker section in the State of Jharkhand with reference to the identification of CWSN and weaker section, admission of CWSN and weaker section and provisions for CWSN in schools. It is found that 50% of schools have admitted CWSN children. But only 15% of schools from the tribal area have admitted CWSN children in school. 45% of school teachers have received special training to handle CWSN children as revealed by HMs. But only 20% of a teacher from the tribal area have received training on managing CWSN. 50% of children from the weaker section are attending school regularly. But only 30% of children from tribal schools are attending school regularly. This result is supported by Mohalik, R.
They reported that CWSN must be provided ramp facilities, aid, and appliance, wheelchairs etc. reservation should be reserved for private schools. Since the result of the study indicates that only 50% of schools have admitted CWSN and weaker in school. Comparatively the percentage of CWSN and weaker section in school is quite low. So there is need of more collaborative efforts to bring all CWSN and children from weaker sections of the school. The initiative may be taken to create awareness among parents of this child for sending them to school.

**Role and Responsibilities of HMs, Teachers, and SMCs for Implementation of the RTE Act, 2009**

The study examined the role and responsibilities of HMs, teachers, and SMCs for implementation of the RTE Act, 2009 in Jharkhand. The study found that All SMCs viewed that HMs and teachers are regular, coming school in time, impartial, hold meeting regularly with parents, do not give physical punishment to children, and monitor the overall work of school development. 96.67% of SMCs have been monitoring the admission process of school in their respective locality. This result is supported by Bhattachariya, D. and Mohalik, R. (2015), Gadam, Ajay. M (2013), UNICEF and UNESCO. (2011). they reported that 34% of SMCs members expressed that lack of interest among parents to send their children to school. It has a significant impact on teachers working experiences on their awareness of the responsibility. It is very important instead of addressing absenteeism of children in school, there needs more focus on teachers and their development. The result contradicts the findings of Mishra, A. (2011), Ashok and Kamath (2011) who reported that Headteachers are not very clear about procedures for admission laid down in the Act. Teachers are a group of stakeholders who are required to know their responsibilities and the provisions of the Act for its successful implementation. The result of the study indicates that All HMs and teachers and SMC members are discharging their role responsibilities properly.

**Initiatives Taken for Infrastructural Development in Schools under the RTE Act, 2009**

The study examined the initiatives taken for infrastructural development in school in the State of Jharkhand in terms of facilities available in the school both
physical and human for the elementary education. The study found that 60% of elementary schools are located within 1 K.M from the place of student’s residence. But less number of schools is located within 1KM from student’s residence in rural and urban areas. 73.34% of schools has barrier free access for CWSN children. 31% of schools have a boundary and 40% of schools have a playground. 83.34% of schools have separate toilet facilities and 86.67% of schools have drinking water facilities. 40% of schools have a pupil-teacher ratio as per the RTE Act, 2009. 35% of schools have subject wise teachers available in the schools. 38% of schools have social science teachers and 41% of schools have language teachers.

This result is supported by Paikaray, L.(2015), Rustagi, P. and Menon, R.(2013) Mohalik, R.(2012), Mishra, A.(2011), Pushkaran(2011), Das(2006), They reported that no separate toilets, high pupil-teacher ratio, inadequate physical facilities and lack of subject teachers and elementary schools are operating within 10 K.M radius. The guideline of the RTE Act, 2009 prescribes for school within 1KM from the residence of the children, which is not fulfilled in the state of Jharkhand. Similarly, subject teachers must be available in upper primary schools but most the schools are a shortage of teachers in Jharkhand.

Since the result of the study indicates that without support system a school can’t run, likewise without facilities and resources how could we expect to provide elementary education. Whatever proposed in the guidelines of the RTE Act rules, still it has not been achieved in the state of Jharkhand and which seems to violate the RTE Act, 2009 rules. For strengthening teaching learning process, there is need of sufficient trained and qualified teachers, adequate physical facilities and academic resources.

**Initiatives Taken for the Developments of Curriculum, Transaction, and Evaluation in Elementary School**

The study examined the initiatives taken for the development of curriculum, transaction, and evaluation in elementary school in the state of Jharkhand. It is found that 71.67% of schools irrespective of the locality have revised their school curriculum as per the RTE Act, 2009. The majority (95%) of schools have completed the curriculum in school in time and classroom transaction helps in all round development of the children. 81.67% of school implement the CCE for evaluation. 39% of teachers do not use new methods for the transaction of the content.
This result is supported by Gupta (2012) UNICEF and UNESCO (2011). The result of the study indicates that books are revised as per the Act and teachers are completing courses in time. Teachers are not using new approaches in teaching learning process. It may be due lack in-service training for elementary school teachers. Further, the curriculum should be designed in such a way so that it can cater the needs of elementary teachers as well as students.

**Initiatives Taken for Protection of Child Rights under the RTE Act, 2009**

The study examined the initiatives taken for protecting the child rights under the RTE Act, 2009 in the State of Jharkhand. 16% of HMs viewed that Childs right has been violated in their locality and this violation is seen in the urban and tribal area only. All HMs know about the SCPCR and its prime functions in the State of Jharkhand.

This result is supported by Mohalik, R. (2017), Singh (2012), Pushkaran (2011) Jack son & Allan (2010). They reported that state initiated to protect the child rights under the RTE Act. The result of the study indicates SCPCR functioning properly in the State of Jharkhand as per the information provided by HMs and teachers.

**Issues and Concerns in Implementing the RTE Act, 2009 and Suggestions for Effective Implementation of the RTE Act, 2009**

The study explored the issues and concerns in implementing the RTE Act, 2009 and suggestion for effective implementation of the Act. Concerns relating to admission of all children, attendance of the students, preparation, and recommendation of school development plan, providing quality education, achievement after implementation of the Act and suggestions. It is found that majority of HMs responded that all children of the locality are not taking admission especially children from the sound economic background, they go to private schools. Also organized special parent-teachers’ meeting to encourage parents for admitting children to our school. The majority of admitted students are regularly attending school but few of them miss the classes especially during harvesting and festival times. Regularly meetings are held with parents and SMC members to discuss school development work and plan for the next years. HMs are in favor of providing quality education to all children. But they could not realize these objectives due to inadequate
teaching learning materials, lack of subject teacher, lack furnished classroom and improper teacher – pupils’ ratio.


5.3: Educational Implications

1. Awareness among HMs, teachers, SMC members and students is essential for the successful implementation of the RTE Act at school level. The study indicates that all these personnel are not aware about the different provisions of the Act. The HMs and teachers are key players for successful implementation of the act in schools. The HMs, as well as teachers, is required to go through the RTE Act, Model rules, and other circulars so that they can better implement the provisions of Act.

2. The Act assigns duties to the governments of both state and centre for providing education of children below six years of age for preparing them for elementary education. The government must make necessary arrangement for providing free pre-primary education for all children by setting up nursery classes within the elementary school.

3. The free and compulsory education need to be provided to all children. For this, the Government should ensure availability of neighborhood school for each child. The study found that only 60% of elementary schools are located within 1KM from the residence of the child. So urgent steps may be taken by the opening of primary and upper primary schools in said habitations. So that availability of neighborhood school can be ensured for each child.

4. One of the significant points in the RTE Act 2009 is relating to the education of children those who are not in school but within 14 years. The school authority and SMC members must identity such children in their locality, admit them in suitable class, provide extra training with new resource material and help them to complete elementary education. At the same time training modules; bridge course required to be ready and HMs and teachers need to be trained for using the resource materials. The JCERT may decide criteria for placing out of school children in particular class.
5. The RTE Act 2009 also given stress on education of children from socially and economically section of the community and disabled children. They need special training or extra instruction for coming to mainstream along with free teaching learning materials. All elementary schools are required to be free from social discrimination and physical barriers.

6. The elementary school should have a pupil-teacher ratio as per the RTE Act, 2009. But the study found that 40% of HMs reported their school does not have a pupil-teacher ratio as the RTE Act. Necessary steps may be taken by rationalization of teachers so that all school will confirm to the pupil-teacher ratio as per the act. Because one of the means of ensuring quality education is maintained proper pupil-teacher ratio in school.

7. All elementary schools must have minimum infrastructure facilities, teachers, teaching learning materials, playground etc for better teaching learning. This study reveals that majority of schools do not have minimum facilities which is one of the major cause of poor quality education in elementary school. So the administration must take appropriate step to provide minimum facilities in all elementary schools so that better educational experience can be provided to learners.

8. The school management committee has to play great role in implementing the provisions of the Act. So all the primary and upper primary school must constitute SMC as per the guidelines issued by the state government. All the SMC members must be made familiar with the rules and regulations of the Act along with their roles and responsibilities for implementing the Act. The SMC members must be involved in admission, enrolment, teaching, distribution of study materials, books, uniform and management of mid day meals.

9. There should be a redressal mechanism for teachers in the workplace as per the RTE Act, 2009. The study found there is no redressal mechanism in the workplace of teachers. So steps may take by the government for setting redressal mechanism in the workplace of teachers.

10. The RTE Act 2009 has created academic authority at central level and state level for implementation of the Act. The NCERT is acting as national academic authority and JCERT is acting as state level academic authority for the state of Jharkhand. The state level academic authority must modify the syllabus and textbook as per the guidelines given in the section 29 of the RTE
Act 2009. All the teachers must be oriented in teaching by discovery and enquiry method which can develop child as independent learner.

11. The continuous and comprehensive evaluation procedure need to implement in schools. All children are to require to be evaluated continuously and in different aspects of learning. It helps the teacher to identify learning problems of each and every child and provide remedial teaching accordingly. So all the teachers may be oriented on the process of organizing continuous and comprehensive evaluation.

12. One of the problems of implementing the RTE Act, 2009 is attracting all neighborhood students to elementary school. The study indicates that many of the parents are sending their wards to private English medium school. Necessary steps may be taken to examine the causes of the admission and initiatives to be taken for providing quality education in government elementary schools.

13. One of the problems as expressed by HMs is a vacancy of teachers in elementary schools. The appropriate government may need to fill the vacancy of teachers on a priority basis as teachers are key to effective teaching. Especially science and mathematics teachers must be provided to all elementary schools.

14. The present study indicates that all schools do not have barrier-free access which is the first step for inclusive education. Hence urgent steps need to be taken for providing ramps and teaching learning materials for CWSN.

15. The quality of teaching learning also depends on the training of pre-service and in-service teachers. Therefore care to be taken to revamp the elementary teacher training programmes of the state by updating teacher educators and changing the curriculum. Similarly, the style and strategy of in-service teacher education programmes need to be changed in the perspectives of the RTE Act and the NCF 2005.

16. Teachers and students need to oriented and motivated to use open and on-line resources like Pathshala, etc., for teaching learning. For this to happen, all the elementary schools must be provided TV and Computer with internet connection.