CHAPTER-VI
LIMITATION AND SUGGESTION FOR FURTHER STUDY

6.1. Introduction

This chapter deals with limitations and suggestions for further study. The investigator has given details of the problems and limitations faced during pursuing this research. Also, the investigator has given suggestions to other researchers about the problems that can be studied in future.

6.2. Limitations

The main purpose of this study was to examine the status of implementation of the provisions of the Right of Children to Free and Compulsory Education Act, 2009. The investigator has conducted the study as per his academic strength, financial capacity and University requirements. The followings are the limitations of the present study.

- Out of 24 districts of Jharkhand, only two districts such as Chatra and Hazaribagh were involved in this study.
- Only six blocks, three from each district was involved in this study.
- Total 60 elementary schools, 10 from each block were involved as a sample in this study.
- The study was confined to total 60 HMs, 120 teachers, and 60 SMC members.
- Self-developed tools such as questionnaire/interview schedule for assessing awareness about the RTE Act, 2009 and Questionnaire for HMs to find out the status of implementation of different provisions of the Act were used. The tools were developed by the investigator in consultation with the Supervisor and other experts from Regional Institute of Education, Bhubaneswar.
- The study was conducted by using survey method as it is most suitable to ascertain the status of the implementation of the provisions of the act.
- The data was collected by the Investigator personally visiting to selected schools. The questionnaire was filled by the HMs and Teachers as per their convenience. All the data are taken granted as true which are from HMs and teachers on the status of the implementation.
Only frequency, percentage, and graph were used for presenting the collected data. All the data were analyzed by using Excel. The responses to open-ended questions were analyzed and presented qualitatively.

6.3. Suggestions for Further Research

The investigator has tried to cover different aspects of the RTE Act, 2009 and its level of implementation as per the objectives of the study. Due to certain limitations such as time and academic ability, the study could not cover all the aspects from different perspectives. Hence, further research can be undertaken by others.

- Further study can be undertaken by involving more number of districts from different commissionaire, maybe one or two districts from each commissionaire.
- Similarly, studies can be done by taking more number of blocks, schools, HMs, teachers as well as SMC members, which can give better result on the status of implementation.
- Studies can be conducted focusing on only one aspect of the RTE Act such out of school children, roles and responsibility of teachers/HMs, the role of SMC and its functioning, curriculum and examination, facilities in elementary schools etc.
- Further studies can be planned by involving parents, students, Parent Teacher Association, Mother Teacher Associations, and BalSansad etc. to examine the extent of the implementation of the Act at grass root level.
- Studies can be undertaken to examine the perception and role of Panchayati Raj Institution (PRI) members in the effective implementation of the RTE Act.
- Research can be done on the impact of the RTE Act, 2009 on the quality of learning in terms of student’s achievement at different classes.
- A similar study can be taken by using other methods such as case study which can give a detailed account of the level of implementation of the Act. Few schools can be studied from the different district as a case which can explore issues and problems of effective implementation of the Act.
- The present study used questionnaire and interview schedule, further study can be taken up by using other tools such as observation and focus group discussion etc.
• Studies can be planned to find out the level of implementation of the RTE Act, 2009 in urban, rural and remote areas of Jharkhand.
• Similarly, further study can be taken up to assess the implementation of the Act in the mining area and tribal areas.
• All the textbooks and its transaction at Elementary level can be studied to find out whether it conforms to the guidelines of the RTE Act. Whether values reflected in the Act are adequately presented in the textbook and classroom transaction.
• Studies can be conducted in the process of implementation of the continuous and comprehensive evaluation in elementary schools as per the Act.

6.4. Conclusion

6.4.1. Importance of the topic

Education plays an important role in bringing a continuous change and development in human life. The individual aims, as well as the social aims of education, are meant for the perfection of all individuals in which s/he is capable of. The aims of education are correlated with the ideal of life. That is why education is regarded as one of the best instruments to guide and change the behavior of an individual in desirable ways. That is also the reason why the need of education is felt more in the most backward areas and for socially disadvantaged sections. Recognizing this need, the Constitution of India made a provision of universalization of elementary education for the age group of 6-14 years of children. Among different programmes launched by the central government, the RTE Act, 2009 is one of the landmarks in this regard.

The people of India celebrated with bliss and joy as it has become one of the countries with free and compulsory education on 1st April 2010 when the right of children to free and compulsory Education Act, (2009) became effective through the 86th Amendment in 2002. Even before the enactment of right to education Act, 2009, the dream of universalization of elementary education has almost been achieved in India with the implementation of SarvaShikshaAbhiyan (SSA), mid-day-meal scheme and many other schemes at different point of time. The Right to Education Act, 2009 is also revolutionary and will bring a revolutionary change in the field of school education while implementing it all the concern should work hand in hand, correlating
the objectives and practice. It has become the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education.

The RTE Act, 2009 has given a prominent place to HMs, teachers, SMC members and parents because they can play a vital role by providing quality and need-based education at elementary school level. So, it is the duty and responsibilities of all stakeholders of the entire country to understand their role properly and do as good as for the school and the society as a whole. The role of parents and SMC members is equally important for the successful implementation of the Act in different states by due time. The present research title is very significant because of many reasons. It is important because it deals with elementary education, which is the finding of formal education and base of society. Secondly, it explores the status of the implementation of the RTE Act, 2009 which was implemented in our country since 1st April 2010. Thirdly, it is of great significance as it studies the elementary education in the state of Jharkhand, newly created and tribal dominated state.

6.4.2. Motivation

Being a BRCC my interest always in school education and always try to develop the quality of elementary education. After reviewing many research studies, the investigator found the quality of elementary education in Jharkhand is very poor and unsatisfactory. Though the State and Centre Govt. have taken many initiatives to improve the quality of elementary education but still it is a far dream for us. Since the investigator working in the school system many often came to encounter such situations and problems which hold the attention of the investigator to take such kind of study through which the investigator can contribute something for the development of elementary education in the state.

6.4.3. Major Findings of the study

- 65% of elementary schools have the copy of the RTE Act, 2009 and 35% of the schools does not have the copy
- HMs are not aware of the membership of women in the SMC as per the RTE Act, 2009.
- No HM is aware of the academic authority of the state for implementing 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 involvement of women members in SMC formation and composition
• None of the teachers are aware of the academic authority is the JCERT.
• 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 58.34% of schools have identified the out of school children in their respective locality. But only 50% of schools from rural and urban area have identified out of school children in their locality
• Only 33.34% school have given special training to out of school children
• Only 50% of schools have admitted CWSN children. But only 15% of schools form the tribal area has 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 teacher from the tribal area have received training on managing CWSN.
• 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.
• 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
• 58% of SMCs are monitoring the teacher’s regularity and punctuality as per the RTE Act, 2009.
• 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.
• 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.
• 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.
• 39% of teachers do not use new methods for the transaction of the content.
• 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.
• 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.
• 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.

6.4.4. Own Thought on the Result

• Awareness of the HMs, Teachers and SMC Members about the Provisions of the RTE Act, 2009: The Success of any policy, programmes and schemes largely depends upon the stakeholders, but if they are not fully aware of the 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 facts that both central and state government has taken adequate steps to creating awareness among the stakeholders by using different media. But the copy of the RTE Act is not 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: 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 due to 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: 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: These results due to 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: 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 were taken for the Developments of Curriculum, Transaction, and Evaluation in Elementary School: Teachers are not using new approaches in teaching learning process. It may be due lack in-service training for
elementary school teachers. Hence in-service training programmes must be organized regularly at school, block and district level. 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 result of the study indicates that the SCPCR functioning properly in the State of Jharkhand as per the information provided by HMs and teachers, this may be due to the active involvement of its members and authority in the government.

- **Issues and Concerns in Implementing the RTE Act, 2009 and Suggestions for Effective Implementation of the RTE Act, 2009**: The study indicates that all the provisions of the RTE Act, 2009 have not been implemented in the state. The implementing authority such as HMs, teachers and SMC members are facing many problems in enrollment, retention, achievement and success of students. Proper care must be taken to involve all the stakeholders in the implementation process. Especially, parents and SMC members must be involved in all the phases of the programme. The government must implement in the right spirit by proper supervision and monitor the activities of teachers and HMs.

The RTE Act, 2009 was created with the intention to provide quality elementary education to all the children of 6-14 years age. It can only be achieved with the involvement of all the stakeholders of elementary education such as HMs, Teachers, Parents and SMC members. At the same time, the appropriate government must provide financial and academic support by way of providing adequate infrastructure and revising the school curriculum and textbooks as well as training in-service teachers.