



**A STUDY OF THE IMPLEMENTATION OF RIGHT TO EDUCATION ACT  
2009 VIS A VIS THE ROLE OF ELEMENTARY SCHOOLS IN NAGALAND**

**A Thesis submitted to the Department of Education Nagaland University for the  
Degree of Doctor of Philosophy in Education**

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(A Central University Established by the Act of Parliament, 35/1989)  
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### **CERTIFICATE**

Certified that the Thesis entitled, “**A STUDY OF THE IMPLEMENTATION OF RIGHT TO EDUCATION ACT 2009 VIS A VIS THE ROLE OF ELEMENTARY SCHOOLS IN NAGALAND**” has been submitted by Ms. Sibuale with Registration No. 743/2017, for the degree of Doctor of Philosophy in Education to this University. This is her original work and has not been submitted so far, in part or in full for any degree or diploma of this University or any other University.

She has successfully completed her dissertation work within the stipulated time. The Thesis is ready and fit for submission.

**Prof Buno Liegise**  
**Supervisor**

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**DEPARTMENT OF EDUCATION, NAGALAND UNIVERSITY**



# नागालैण्ड विश्वविद्यालय NAGALAND UNIVERSITY

(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)

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## CHAPTER I

### INTRODUCTION

#### 1.1 Overview of Nagaland

Nagaland as a separate state of Indian Republic was born on December 1, 1963. Nagaland is a vibrant hill state located in the extreme North Eastern state of India, bounded by Myanmar and Arunachal Pradesh in the east, Assam in the west, Manipur in the South. Nagaland is often described as a “miniature of India” an epitome of the sub-continent. Anthropologists consider it as a paradise for their research. The lovers of nature describe it as the “Switzerland of East”. It is also known as the land of festivals. Geographically, Nagaland covers an area of 16,579 km with a population of 1,980,602 as per 2011 census.

Nagaland is home of 16 major tribes and several sub-tribes, each with its own language. The people live in 12 districts- Kohima, Mokokchung, Wokha, Dimapur, Tuensang, Kiphiri, Longleng, Mon, Phek, Zunheboto, Peren, Dimapur and recently established Noklak district.

Literacy rate in Nagaland has seen upward trend and is 80.11 percent as per 2011 population census. Of that, male literacy stands at 83.30 percent while female literacy is at 76.69 percent. The sex ratio is 931 females per 1000 males.

Table no. 1.1 Physical distributions of the State

1.	State	Nagaland
2.	Geographical area	16,579 km
3.	Population	1,980,602
4.	Districts	12
5.	Literacy rate	80.11%

The principal languages of Nagaland are English, Hindi and tribal languages such as Ao, Angami, Rengma, Chakhesang, Sangtam, Phom, Chang, Yimchunger, Khianmungan, Zeliang, Kuki, Pochury, Konyak, Wanchu, Sema and Lotha. The tribes have their own languages and communicate with each other in a peculiar mixture of Naga and Assamese called “Nagamese”. All the tribes have their own festivals which they hold so dear. They regard their festivals important and participate with much gaiety. They celebrate their distinct seasonal festivals with a pageantry of color and a feast of music. Most of these festivals revolve round agriculture, it being the main-stay of Naga society. Over 85% population of Nagaland is directly dependent on agriculture. Rice is the staple food for the people and is usually accompanied by vegetables and meat. Majority of the people followed Christianity as their religion and therefore it has been considered as Christian state in the country. The Nagas are also gifted in music, craft, fashion etc.

## **1.2 Historical background of Education in Nagaland**

In the ancient times, the Naga people were illiterate because there was no school nor they had the idea and capacity to send their children out of Nagaland for education. Prior to the advent of American missionaries in Nagaland, education in the form of some sort of training and values was imparted to the younger generation by family, community and Morung institution through informal indigenous modes. Home is the first school and parents are the first teacher for children. As such, parents imparted education for domestic works, ethics, social and moral behaviors, sex education, obedience and respect for others.

Morung was an extension of education from family. Morung also known as dormitory where there were separate dormitories for boys and girls. It was a residential place where both boys and girls sleep in their own separate dormitories until they get married. It served as an institution for training in morality, discipline, warfare for boys in handling daos and shield. It also provide training in making crafts , handiworks, weaving, twisting of thread, spinning, embroidery etc. as such Morung for the Nagas played an important role as training ground for both boys and girls.

Formal education in Nagaland was first brought by American missionaries. The main mission of the missionaries was to spread Christianity among the people of Nagas who were animist. But it was not possible unless education would have been used as a tool. Therefore, they had to open up schools so as to produce trained teachers and preachers who would proceed to the remote villages carrying the message of the missionaries and induced the non-Christian to accept Christianity. As such, Rev. Bronson was the first pioneer to give the foundation of education in the Naga Hills. But real effort was applied by Mr. and Mrs. Clark in 1875 to set up schools. Thus, the first formal school in Nagaland was opened by Dr. Clark in Molungyimsen in Mokokchung district. In 1898 a training school was also opened in Impur known as Impur Mission training in Mokokchung district. However, by 1903 all the mission schools were taken over by Government thereby, in 1919 the first middle school was established in Impur. Later on schools in several districts started spouting up. It may be noted that education first came among the Ao, Lotha, Angami and Sema tribes.

### **1.3 Present scenario of elementary education in Nagaland**

Elementary education in India is the basis for the development of every citizen. The elementary education is also an important stage for the overall improvement of India. The Indian Government has made the elementary education till class eight compulsory for every child. The schooling starts at the age of six. The Government has made ample provisions for those in need of proper facilities. Making elementary education in India available for all has been a goal for the Government since the eighth five-year plan.

In recent years there has been rapid growth in the number of schools in the state. Elementary education in the State has seen some of the most radical changes with the introduction of the communitization process in 2002-2003, followed by the implementation of Sarva Shiksha Abhiyan (SSA) Scheme in quick succession in 2003. Now, the State stands at a threshold of another new milestone - the Right to Education Act (RTE) that has come into force in 2010 all over the country. The first two programmes cater to Government schools alone but the RTE Act loops in private schools as well as government schools.



Elementary education in the State covers the Primary and Middle schools. Primary schools generally comprise of classes I-V with some schools still having class A/B (pre-primary) attached to it. Middle schools include classes I-VIII, and some from classes VI-VIII.

Table no. 1.2 Number of elementary schools in Nagaland, district wise and institution wise:

District	Government		Private	
	Primary schools (cl.1-5)	Middle schools (cl.1-8)	Primary schools (cl.1-5)	Middle schools (cl.1-8)
DIMAPUR	135	125	9	48
KIPHIRE	67	34	5	7
KOHIMA	109	42	20	10
LONGLENG	55	18	7	11
MOKOKCHUNG	130	48	8	18
MON	137	61	25	23
PEREN	73	40	5	12
PHEK	105	37	17	19
TUENSANG	115	56	9	16
WOKHA	97	43	11	13
ZUNHEBOTO	123	84	3	19
GRAND TOTAL	1146	588	119	196

#### 1.4 Elementary education in India

Elementary education in India is considered as the foundation of compulsory schooling covering 6-14 years of children. Education is considered an important part of life which not only benefit individual but the future of the nation greatly depend on it. Therefore, the beginning of schooling considered as foundation is of great importance. A good foundation will serve an individual in the long run of his future. Just as a building

needs strong foundation to sustain for a long lasting time or for decades so also children need strong foundation learning or education that will benefit the individual as well as the Nation.

The structure of elementary education in India includes the Primary level (6-11) years and upper primary level (11-16). Whereby, classes 1-5 is primary level and classes 6-8 is upper primary level. Placement of Classes at primary or upper primary education differs from state to state however compulsory education cater to completion of eight years schooling from age six to fourteen years. The goal for compulsory education is for every 14 year old children to acquire foundation skills such as reading, writing, numeracy, reasoning, social skills and also mould their personality, talents, discipline etc. so, in simple term education for the all round development.

### **1.5 Key recommendations on elementary education before and after independence**

Under the British rule education was at the hand of the ruler, missionaries. Even then many commissions and policies for the improvement of all levels of education were followed up and some of the key recommendations on primary or elementary education before and after independence are as follows:

- 1. Indian Education Commission:** In 1882 under the chairmanship of sir William Hunter, also sometimes called as Hunter commission. Recommendation on primary education:
  - a) Primary education to be imparted through vernacular language or mother tongue.
  - b) Primary education in backwards districts, especially in those inhabited mainly by the aboriginal races.
  - c) The government should extend more patronage to elementary education than before.
  - d) The control of primary education should be made over to district and municipal boards.
  - e) The commission on encouragement of indigenous schools.

- f) School curriculum to be simplified, include practical subjects, free to choose textbooks for their schools.
- g) Specific fund should be created for primary education, separate fund for municipal areas and rural areas, funds to be utilized mainly for primary education, government to assist in the utilization of fund through grant in aid.

**2. Woods dispatch:** Recommendations on primary education

- a) Vernacular language was to be promoted.
- b) Education department was to be set up in every province.
- c) At least one government school to be set up in every district.
- d) Systematic method of education.

**3. Gokhale's bill:** In 1911, Gokhale brought in a bill to make better provision in the extension of compulsory education. The main suggestions contained in the bill were:

- a) Compulsory primary education should be introduced in the areas where a certain percentage was fixed by the governor general in council.
- b) Local bodies shall enforce the rule after the sanction of Government and shall have the rights to levy cess to meet the cost of free and compulsory education.
- c) Primary education should be made compulsory for the boys at the age group of 6-10, and the defaulting guardians should be penalized for not sending children to complete primary education.
- d) Guardians should not be made to pay any fees if the monthly income is less than rupees 10.

**4. Wardha scheme of education 1937** on free and compulsory education:

- a) Seven years of free and compulsory education.
- b) All elementary education to be imparted through the medium of the mother tongue.

**5. Sergeant report 1944:** Recommendations on basic education

- a) Compulsory and free education for all boys and girls between the ages of six to fourteen years to be introduced.
- b) Middle schools to be generously staffed and equipped.

**6. Kothari commission or Education Commission 1964-66,** under the chairmanship of D.S. Kothari. Major recommendations on primary and elementary schools were:

- a) Free and compulsory education, where effort should be made for fulfilment of article 45 of the constitution to provide free and compulsory education to all children up to the age of fourteen years.
- b) Provision of free text book at the primary stage.
- c) Provision of Mid day meals.
- d) Establishment of common schools irrespective of caste, creed, community, and economic or social status.

**7. National Policy on Education 1968.** Key recommendations were:

- a) To put effort in the early fulfilment of Article 45 of the directive principle, which is to provide free and compulsory education to children from the age of six to fourteen years.
- b) To bring out various strategies and programmes for the removal of wastage and stagnation and ensure that all children are enrolled and completes elementary schooling.
- c) To emphasise on Teacher Education, in-service training for providing quality education.

**8. National policy on Education 1986.** Major recommendations on elementary education were:

- a) Universal access and enrolment.
- b) Universal retention of children from six to fourteen years.
- c) Improvement in the quality of education.
- d) One language at the primary and three language at the upper primary and secondary level.
- e) Child centred approach will be followed and the policy of non-detention and abolition of corporal punishment will be adopted.
- f) Provision of essential school facilities including all weathered classroom, and other necessary materials.

- g) Operation blackboard to be launched for improvement of quality primary education.

## **9. Archarya Rama Murti Report 1990**

- a) Recommended for inclusion of Right to Education as Fundamental right in the Indian Constitution.
- b) To decentralized the management of education from Centre to State, District, Blocks and promote local participated towards the management of schools.

### **1.6 Universalization of Elementary Education:**

Universalisation of Elementary Education or Education for All implies that all children from the age of six to fourteen years irrespective of caste, gender, area, be provided or make education accessible and available. Thus, it means to make elementary education accessible for 6-14 years children free of cost which means free education.

Universalization involves three stages:

1. Universalisation of provision: All children from the age of 6-14 must be provided school facilities so that all children avail education within walking distance.
2. Universalisation of enrolment: All children between the ages of 6 to 14 years must be enrolled in schools. Guardians or parents found not enrolling their children in schools can be penalized.
3. Universal retention: Once a child is enrolled in school, effort to remain in school till the completion of elementary schooling will have to be ensured so as to eradicate wastage and stagnation. For eight years that is from classes 1 to 8 have to be retained.

### **1.7 Strategies and programmes for achievement of universal elementary education**

- 1. Non- formal education:** The scheme of Non-formal education (NFE) was introduced in 1970-80 to target out of school children in the age group of 6-14 years who had remained out-side the formal schooling.
- 2. Operation Blackboard:** The scheme of operation Blackboard a centrally sponsored scheme was launched in 1987-88 for bringing about improvement in

primary education by providing additional facilities to the established school. The three components of operation black board are provision of two large all weathered classrooms, provision of at least two teachers, and provision of essential teaching learning material.

3. **Shiksha Karmi project:** In 1987 this project was started with the aim of universalization of education, decrease dropout rates; improve the quality of education at the primary level.
4. **District Primary Education programme:** It was launched in 1994 as a major initiative to achieve the objective of Universalization of Primary Education through district level intervention. The goal of the programme is the reconstruction of primary education through decentralized planning and management, disaggregated target setting, community mobilization and population specific planning.
5. **Mid day meal scheme:** A National Programme of Nutritional support to primary education commonly called the Mid-day meals scheme was launched on 15 August, 1995 with the aim of improving enrolment, attendance, retention and nutritional levels of children in primary classes. This scheme covers every government and government aided school.
6. **Sarva shiksha Abhiyan:** Sarva shiksha abhiyan programme was launched in 2000-2001 with the aim of attaining universal elementary education in the country. It is an effort to improve the quality of education, to provide elementary education to all up to the age of 6-14 years, bridge gender and social disparities, to focus on educational needs of girls, SC's, ST's, and involve community participation for the welfare of the school.
7. **Right to education act:** The Right to Education became an Act in the year 2009 after concerted efforts. Whereby, the right to free and compulsory education especially catering to elementary children of 6-14 years.
8. **National Education Policy:** National Education Policy 2020, reformed the pattern of education from 10+2+3 to 5+4+3+3 where 5 years will consist of pre-primary schooling from age 3-6 years and classes 1 and 2 from 6-8 years as foundational stage. Another four years of preparatory stage consisting of classes

3-5 from ages 8-11. The middle stage will consist of 3 years schooling classes 6-8, age 11-14 years. The secondary stage will consist of another 3 years from classes 9-12 with ages 14-18 years. With this the free and compulsory education has expanded and will be catering from 3 to 18 years as from 6-14 years as it was earlier as per RTE Act 2009. However, this Policy has not been implemented yet in the State.

### **1.8 International Right to education**

Right to education was recognized as a human right with the Universal Declaration of Human rights in 1948 by the United Nations general assembly. Where, article 26 states that everyone has the right to education and that education shall be free at least at the elementary level and fundamental stages. Elementary education shall be compulsory. With the Universal Declaration of Human Right the Right to education has been strengthen by many other treaties including UNESCO Convention against discrimination in education 1960, International Covenant on the elimination of all forms of racial discrimination 1965, international covenant on economic, social and cultural rights 1966, convention on the elimination of forms of discrimination against women 1979, convention on the rights of the child 1989, international convention on the protection of the rights of all migrant workers and members of their families 1990, convention on the right of persons with disability 2006.

The 4 A's framework as developed by the former UN special Rapporteur on the Right to education asserts that for fulfillment of Right to education the 4 A's namely Availability, accessibility, acceptability, adaptability must be assessed. The 4 A's are as follows:

- a) Availability: The act states that all children from 6-14 years of age shall have a right to free and compulsory education in neighbourhood schools till the completion of elementary education. Availability includes the provision of schools, infrastructure, teaching learning materials, funds from government.

- b) Accessibility: Education must be accessible to all children without any discrimination. All children should have equal access to education irrespective of gender, caste, religion, economic status.
- c) Acceptability: To ensure that quality education is provided to children in terms of not only availability or accessibility but to take into consideration the quality of teaching learning, requirement of teachers, health and safety, free of corporal punishment, relevant school textbook acceptable for all religion, minorities.
- d) Adaptability: With change of time the specific needs of children must be ensured with changing needs of the society. Education programme therefore must be flexible according to the societal changes and needs of the society.

### **1.9 Genesis of Right to Education Act in India**

The Right to Education Act came to its present form after the concerted efforts of many groups and agencies in the country. The first law on compulsory education was introduced by the State of Baroda, in 1906. This law provides education for boys and girls in the age group of 7-12 years and 7-10 years respectively. The Right to Education Act 2009 or the Right of Children to Free and Compulsory Education is a historic and significant step towards the Universalisation of Elementary education throughout the country. Since time immemorial the aim for Universalization of Elementary education and provision of free and compulsory children from 6 to 14 years has been emphasized time and again.

After independence in 1950 Article 45 of the Directive Principles of state policy was added in the Indian constitution and made a constitutional commitment to provide free and compulsory education to children of 6 to 14 years within a period of 10 years from the commencement of this constitution. Thereafter, National Policy on Education, 1968 was formed and implemented. It was the first official document evidencing Indian Government's commitment towards elementary education. Thereafter, the country witnessed the National Policy on Education in the year 1986. In this policy also, Right to Education was not recognized. In the year 1990, the policy was reviewed by the Acharya Ramamurthy Committee. The committee recommended that right to education should be included as a fundamental right in Part III of the constitution. However, this



recommendation was not implemented immediately. But, on the basis of the committee's recommendation, National policy on Education, 1992 was formulated.

In 1992, in the case of *Mohini Jain Vs State of Karnataka*, the Supreme Court of India and the case of *Unni Krishnan v State of Andhra Pradesh* 1993, the Supreme Court held that “though right to education is not stated expressively as a fundamental right, it is implicit in and flow from the right to life guaranteed under article 21 and must be construed in the light of the Directive Principles of the constitution and that right to education must be a fundamental right and it call upon the state to provide educational facilities”. The landmark judgments of the Honorable Supreme Court and initiatives from many other agencies had forced the government to take initiatives in this direction. In 2002, the 86<sup>th</sup> amendment of the constitution of India was amended which made the right to education a fundamental right. The same amendment had inserted Article 21(A) which states that the state shall provide free and compulsory education to all children of the age of six to fourteen years.

In 2005, the first draft of the Right to Education Bill was prepared but could not get its final shape because of the apprehension that Government may not be able to bear the high financial costs involved in implementing the act all throughout the country. Later on the bill was placed before the Rajya Sabha in December, 2008. The Bill was then returned to a Standing Committee on Human Resource Development. After the formation of UPA II Government, the bill was finally passed by the Rajya Sabha on 20<sup>th</sup> June, 2009 and by the Lok Sabha on 4<sup>th</sup> August, 2009. The Right of children to Free and Compulsory Education Act, 2009 received assent of the President of India on 26<sup>th</sup> August, 2009. The law came into effect in the whole of India except the State of Jammu and Kashmir from 1<sup>st</sup> April 2010.

#### **1.10 Right to Education Act 2009**

The Right to Education Act 2009 is an act to provide free and compulsory education to all the children between the ages of 6-14 years. Here, “free” means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing Elementary education. “Compulsory” means

obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age groups. This act therefore bounds all the stakeholders like parents, schools, society, states as well as government to play their roles in order to provide free and compulsory education to the children between 6-14 years of age.

### **1.11 Mandate of RTE Act 2009 on Community participation**

Community plays an important role in education system. School Community participation in simple terms would mean the community taking active role in or involvement of community like parents, teachers, local authorities, women, NGO's etc. in any meaningful activity of the school. There are many positive attributes associated with the active participation of community in school. Some of the benefits that can be brought through community participation in school are:-

- a) The community can be a pressure group or watchdog of the school if they find any irregularities in the functioning of the school.
- b) Create a sense of shared responsibilities or ownership towards the school thereby, be an effective contributor in the education of the children.
- c) Ensuring enrolment and retention of children in schools by monitoring the attendance of children in school.
- d) Actively monitoring the teachers performance and attendance in school.
- e) Increase the mobilization of financial, human and material resources.
- f) Assist the school in decision making and in the problem solving of the school.

Likewise, RTE Act 2009 mandates formation of School Management Committee (SMCs comprising parents and local authority representatives) in all government elementary school, government aided school. It is a form of community interaction and involvement of community members mostly parents in the welfare of the school. The main objective of SMC is to involve the community member to actively participate in planning, monitoring and assisting the school in developmental programmes so that the community have a sense of ownership towards the school and create a relationship

between the school and community. It is a decentralized form of governance with active involvement of parents in the functioning of the school. The decentralization of education has been envisaged in the NPE 1986 recommendation for establishment of District Board of Education and Village Education Committee. In the 73<sup>rd</sup> and 74<sup>th</sup> amendment 1992 gave importance on the Panchayati Raj System of community involvement. Thus, the SMC as per the RTE Act 2009 must consist of the elected members of the local authority, parents, or guardians of children admitted in such schools and teachers. At least three-fourth of the members of such committees shall be parents or guardians. Proportionate representation shall be given to the parents or guardians of children belonging to disadvantage and weaker section, fifty percent of members of such committees shall be women.

The School Management Committee shall perform the following functions:

- a) Monitor the working of the school.
- b) Monitor the utilization of the grants received from the appropriate Government or Local authorities or any other source.
- c) Ensure regularity and punctuality of teachers in school.
- d) Monitor the implementation of mid day meal scheme.
- e) Ensure that no child is liable to pay any kind of fees or charges which will prevent him from continuing his or her education.
- f) Ensure the enrolment and continued attendance of all the children from the neighbourhood of the school.
- g) To make special provision for children with special needs.
- h) Prepare and recommend school development plan. The plan period is 3 years, one plan for each year school be prepared and shall contain the following aspects:-
  - i. Universal access: Availability of neighbourhood school with 1 and 3km for primary and upper primary.
  - ii. Universal coverage: No child in the age group from 6-14 years to remain out of school.
  - iii. Physical infrastructure: Availability of physical infrastructure, demands for additional infrastructure or repair.

- iv. Teacher requirement: Number of teacher required for primary and upper primary.
- v. Teacher training: The need to be trained through refresher course, new evaluation method.
- vi. Learning achievement: Plans for interventions to fill learning deficit of students.
- vii. Universal retention and promotion.
- viii. Estimates for class wise enrolment for each year.

### **1.12 Continuous Comprehensive Evaluation for improvement of quality education**

Education is the all round development of the child the physical, mental, emotional, social aspects. Also education needs to cater to the provision of quality education to students' up to the age of 6-14 years or till the completion of elementary education. With concerns over the deteriorating of quality education over the years the CCE aims to bridge the gap that will emphasize on the holistic development of the students.

Despite the recommendation from different policies on evaluation reform, by Education commission 1964-66, NPE 1986, POA 1992, NCF 2000, NCF 2005 CCE was much talked about but was taken seriously only after the implementation of RTE Act 2009. Continuous Comprehensive Evaluation commonly known as CCE is introduced as a school based system of evaluation as per the RTE Act 2009 where emphasis was given on the all round development of the child. It aimed to evaluate each aspect of the child.

The term continuous refers to regularity in assessment where students will be assessed on a continuous basis all throughout the academic session. It includes the frequency of class test, unit test, remedial testing, re-teaching on a continuous basis. Thus, continual assessment includes the formative and summative evaluation.

**Formative assessment:** It includes the evaluation of students during the instruction process. It is a diagnostic and remedial form of assessment where students were given opportunity to actively participate in the process of learning. It gives provision for teacher

to give correct feedback in the teaching learning process. Students can be evaluated through oral test, written test, assignments, class work, home work etc.

**Summative evaluation:** It is carried out at the end of a course of learning. It measures or sum up how much a student has learned from the course. It is one of the most traditional ways of assessing the students work usually through pen and pencil exams.

On the other hand comprehensive evaluation refers to the areas of assessment which includes both scholastic and co-scholastic aspects assessing the all round development of the child.

**Scholastic assessment:** It includes the assessment of the subject specific areas or the academic areas. Scholastic refers to those activities which are related to intellect or the brain. Assessment through assignment, projects, practical are usually carried out. The main objective is to assess the cognitive domain of the students.

**Co-scholastic assessment:** It includes assessing the skill based activities art education, physical education, social and personal qualities and other co-curricular activities like dance, music, art etc. students can be assess through observation schedule of students activities, attitude, interviews, rating scales etc.

Assessing of both scholastic and co-scholastic aspect of students have to be recorded by the teachers. For scholastic aspects the record can be portrayed through marks and grades in each subject. On the other hand in co-scholastic aspect as well records can be brought out through grades in all aspects for every child on art education, physical, social, co-curricular activities. Thus, teachers in school play a crucial role in evaluating of students that covers the holistic assessment of students. As such teacher need to have certain skills as it is not only about teaching a lesson in class but also to have the skill to assess and understand other aspects of the child as well. Therefore, focus on teaching alone will not achieve the objective of fulfilling the all round development of the child. As such, school must also give equal emphasis in assessing both scholastic and co-scholastic aspects.

### **1.13 Main features of RTE Act 2009**

1. Every child of India in the 6-14 years group has the right to free and compulsory education in the neighbourhood school till the completion of elementary education.
  - a. The appropriate government shall provide free and compulsory elementary education to every child.
  - b. Ensure compulsory admission, attendance, and completion of elementary by every child.
  - c. Ensure availability of neighbourhood school.
  - d. Ensure that child belonging to disadvantage and weaker sections children are not being discriminated and prevented from completing the elementary education on any grounds.
  - e. Provide infrastructure including school building, teaching staff, and learning equipment.
  - f. Provide special training facility to students placed in appropriate age class.
2. No capitation fees and screening procedure for admission
  - a. While admitting a child, no school or person shall collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.
  - b. Any school found receiving capitation fees and conducting screening shall be punishable with fine.
3. Proof of age for admission
  - a. The age of a child shall be determined on the basis of birth certificate or on the basis of such other document.
  - b. No child shall be denied admission in a school for lack of age proof.
4. No child shall be denied admission in a school.
5. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
6. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
7. No child shall be subjected to physical punishment or mental harassment.

8. No school or the local authority shall after the commencement of the act established or function without obtaining a recognition certificate.
9. Private and unaided educational institution will have 25% reservation of seats for the students belonging to economically weaker section and disadvantage section of the society in admission to first class.
10. All schools except Government schools are required to be recognized by meeting the specified norms and standards within 3 years.
11. All schools except private unaided schools are to be managed by School Managing Committees consisting of the local authority, parents or guardians, teachers as members to monitor the functioning of the school.
  - a. At least three-fourth of the members of such committees shall be parents or guardians.
  - b. Proportionate representation shall be given to the parents or guardians of children belonging to disadvantage and weaker section.
  - c. Fifty percent of members of such committees shall be women.
  - d. The school committee shall monitor the working of the school.
  - e. Prepare and recommend school development plan.
  - f. Monitor the utilization of the grants received from the government or local authority or any other source.
12. It provides for appointment of appropriate trained teachers, however if the minimum qualification required for appointment of teachers is not available than it may be relax for such period of not more than five years.
13. It prescribes that the Pupil Teacher Ratio to be maintained at school level should be 30:1 and 35:1 at the primary and upper primary level.
14. For monitoring of child's right to education State commission for Protection of Child Right will address any grievances on child's right to education.
15. The academic authority shall lay down curriculum and evaluation procedure.

#### **1.14 RTE Act 2009 in Nagaland**

In Nagaland the actual implementation of RTE Act 2009 was done in the year 2012, where 2011 was marked as a preparatory stage that can lead into 2012 for successful

implementation. The State Commission for Protection of Child Right, State Council of Educational Research and Training, Directorate of Education and Sarva Shiksha Abhiyan will be the main monitoring body in the implementation of the act. It is nine years now that the state is implementing RTE Act in schools.

In compliance with Central Government of India with regard to RTE Act 2009 the State Government of Nagaland has brought out its modalities:

1. Special training: The School Education Committee / Village Education Committee of a school shall identify out of school children and enroll them in age appropriate classes whereby special training will be provided to those children by the teacher at the school premises for a minimum period of three months which may be extended depending on the child learning progress.
2. Areas or limits of neighbourhood: Establishment of more primary schools, residential facilities, transportation for those areas where no school exist within the neighbourhood, local authority shall be given the responsibility to provide free land for school establishment.
3. Maintenance of records of children by Local Authority: The local authority shall maintain a record of all children, in its jurisdiction, through a household survey, from their birth till they attain 14 years. Local authority shall ensure that the names of children enrolled in the school are publicly displayed in school. The local authority shall also implement a child trekking system whereby the academic progress, children migrating from other district will be checked.
4. Reimbursement of per-child expenditure: Whereby the government will reimburse the expenditure against the reservation of disadvantage and weaker section children in the schools. However, schools shall not be entitled for reimbursement on account of having received any land, building, equipment or other facilities either free of cost or at a concessional rate.
5. Document of proof: Birth certificate, hospital or ANM register proof, Anganwadi record, village/ ward/ church register record and declaration of the age by the parents or guardians.



6. Period of admission: The period of admission shall be from January to April however a period of five months shall be extended.
7. Recognition of schools: Every school under the state government or local authority shall make a self declaration within a period of one year of the commencement of the Act. Inspection of school shall be done and if schools do not conform to the norms, standards, and conditions after three years from the commencement of the act shall cease to function.
8. Withdrawal of recognition of school: If a school has violated one or more of the condition for grant of recognition or has failed to fulfil the norms and standard the director of school shall have the right to derecognize schools as per the proceeding.
9. Composition and functions of School Management Committee: Schools other than an unaided school shall be managed by the existing Village Education Committee (VEC) / Ward Education Committee (WEC) / Town Education Committee (TEC) / Common Education Committee constituted under Nagaland Communitization Act, 2002, where composition of its members shall be in line with the RTE Act 2009. VEC/WEC/TEC/CEC shall meet at least once in a month and money received shall be kept in separate account.
10. Preparation of school development plan: The VEC/WEC/TEC/CEC shall prepare a school development plan and it shall be a three year plan. It shall contain details like, estimates of class wise enrolment for each year, requirement of teachers, head teacher, part time instructor over the three years period, physical requirement of additional infrastructure and equipments, financial requirements including special training facilities, free text book and uniforms and other additional requirements.
11. Recruitment policy: No teachers shall be appointed on adhoc/temporary basis for school after the commencement of this Act. Teacher appointed prior to this act shall be regularized.
12. Relaxation of minimum qualification: Teachers who do not possess the minimum qualification shall have to acquire such minimum qualification within a time period of five years.

13. Duties to be performed by teachers: The teacher shall maintain separate file of for all his/her students containing the cumulative report like progress in academic performance, extra-curricular activities, conduct or discipline, participate in curriculum formulation, participate in teacher oriented programme and additional duties notified by the government.
14. State commission for protection of Child Rights: The State Government shall constitute State Commission for Protection of Child Rights and shall set up a child help line to register grievances regarding violation of rights under the Act.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Introduction

This chapter presents a brief review of the literature with an attempt to get an insight on the works that has already been undertaken in this field. A survey of related studies have been undertaken by the researcher to provide a brief review of all the available research studies related to the present study in India and abroad.

The review of literature may be defined as a collection of literature, a summary writings of previous research most pertinent to the topic under study. A review of literature is undertaken so as to help the researcher grasp a better understanding about the problem. It is the study of previous research done in the past on the same topic. Reviewing and studying previous studies it gives the researcher about the new areas to be studied or that which is unknown. A review of related literature also provides an opportunity to the researcher to know the strength and weaknesses of the study. It eliminates duplication of what has been done and gives originality and relevance to the study. For the present study the researcher reviewed available literature from journals, books, articles, dissertation, abstracts etc. and has been presented on two heads that is studies done in India and Studies done in abroad. The order of the related literature is presented in ascending order of the year.

#### 2.2 Studies in India

**Das (1979)** studied administration of elementary education in the state of Assam. Das tried to find out the position of administration of Elementary Education in regard to universalization programme in Assam. Researcher had collected data from primary and secondary sources. Study identified that there were many hindrances in the administration with regard to inspection, supervision and management.

**Acharya (1984)** the study focused on the policy analysis of compulsory primary education in the state of Andhra Pradesh, Warangla District. Archaya, aimed to study the programme of compulsory primary education implemented in Warangla District. A case

study was carried out with a random sample of officials, teachers, parents and children where they were interviewed. The study revealed that knowledge about compulsory primary education, provisions, were not clear among the Head masters, teachers. They also did not give much importance in enrolment and retention of children and even community participation was not encouraging.

**Rai (1987)** undertook a study on elementary education in the rural areas of Ghazipur District with the main objective to study the relationship between elementary schools and rural community. The study revealed that all primary schools functions under the administration of basic education council and every primary school had a village committee in every village.

**Buch & Sudame (1990)** conducted a study on Urban Primary Education in Gujarat and it was an indepth study. The study revealed various challenges faced by Urban primary school in relation to infrastructure like shortage of space, shortage of school building, toilet facilities, libraries, laboratory facilities. The study also found that factors like social, family were the main reason for non- enrolment, non- attendance and wastage.

**Chavare (1991)** carried out a survey on the problem of students dropping out of the primary schools of the Pune Municipal Corporation. The findings of the study revealed that parents illiteracy, inadequate school facilities, inadequate learning equipments like books, slates, pencils, economic obligation, media influence, intoxicant, inadequate time for study as students had to be engaged in house chores etc. all these problem had given rise to drop out in primary schools.

**Sarma et al. (1991)** carried out a study on Identification of the problems of primary education in Jorhat, S.I.E. The major problems of primary education founded in the study were lack of physical facilities like school building, inadequate seating arrangement for students, lack of health and hygiene, shortage of games and sports equipment, insufficient teachers in school, irregular supplies of textbooks. Study also found that parents hardly cooperate with school or in their children education and also students were irregular in attending the school which had created serious problems of primary education.

**Lal (1997)** conducted a study on Community participation through Village Education Committee (VEC) in primary education in selected blocks of Sitamari district in Bihar. The study revealed that the representation of VECs members like women, schedule caste, schedule tribe and minorities were not proportionate and that the districts officials did not show much interest in the formation of VECs. The study also found out various loopholes like lack of coordination with schools, community, government functionaries, lack of awareness about the roles and functions etc. as such the overall participation of VECs in the state was found to be discouraging.

**Menon (1999)** carried out a study on the Functioning of Village Education Committees (VECs) in Haryana. The study showed that the VECs emphasized on the participation of women as member in VECs because the practice of purdah was still prevalent therefore more than half of the members were made to be women. It also revealed that girls' education was given importance and as such the enrollment of girls had increased. The study also found that the grants received had been utilized to the maximum for the school welfare.

**Wankhede & Sengupta (2005)** conducted a study of the Village Education Committees in West Bengal. The study revealed that the VECs ensured regularity, punctuality and effective teaching of teachers in school. The study also found that educated persons were more preferred for VEC member. The main drawback in the poor involvement of community was the economic factor, which had also increased dropout rates of students in school.

**Nayak (2009)** conducted a study on Community Participation in the Universalisation of Primary Education. The study found the working of school management committee not pleasing as meetings were rarely held or not held at all, moreover most SMCs had not attended meeting when held. Various problems were also found in the study related to the working of SMCs such as lack of teachers in school, poor economic condition of members, inadequate school facilities like classroom, incentives for SMCs, political involvement in SMCs seats.

**Bhattacharjee & Sarma (2009)** in their paper *Status of co-scholastic activities in the school programme of the elementary schools* attempted to study on the co-scholastic activities in elementary schools of Jorhat Assam. The study is descriptive in nature and both qualitative and quantitative methods were used. The sample for the study consists of fifty elementary schools from three blocks. Researchers had collected data from primary sources like, interview schedule, group discussion, and invigilator dairy. The study showed that no formal training was there among the teachers to carry out co-scholastics activities. Moreover, evaluations of these activities were not carried out in an academic year.

**Vjas (2011)** investigated a study entitled, *awareness among elementary school teachers in the National Capital region on the right of children to free and compulsory education Act, 2009*. The study had a sample of 160 teachers teaching at the elementary level drawn from Delhi and National Capital Region. Questionnaire was used as tool for the study. The study revealed that the level of awareness among the teachers were not to the expectation however as compared to private teachers, Government teachers were more aware about the RTE Act 2009.

**Nayak (2012)** examined the implementation of Indian clause 21 of RTE Act 2009 in Udaipur, Rajasthan. The researcher highlighted on RTE Act clause 21 which refers to the 25% reservation of seat for weaker and disadvantage children in private school from class 1 to 8 whereby the government will reimburse the expenditure of per child. The study found out many hindrances in implementing this clause successfully some of which are caste disparity, no clear guideline, and community unawareness about the clause. Private schools as well as government schools adopted various means to follow the clause. In rural areas schools money were generated both from guardian and government as well and make illegal profit on the other hand at urban areas children with weaker section were segregated.

**Singhal (2012)** in his study on Continuous and Comprehensive Evaluation examined the perception of teachers and revealed various problems in implementing CCE. The findings have showed that the major problems faced by teachers were over crowded students in a class, inability to give individual attention. Further, the study noted other constrains like lack of teachers training, time factor, cost factor and students lacked interest in study especially due to no detention policy.

**Zorinsangi (2012)** studied on issues and challenges in the implementation of RTE Act, 2009 in Mizoram and it was a critical study. One of the objectives of the study was to find out the challenges faced in the implementation of RTE Act 2009. The study adopted historical and descriptive approach of research. The tools used were questionnaire and interview schedule. The study found that in private schools following RTE Act in relation to no screening test as the application exceeds more than the available seats. Provision of not holding back students is another challenge faced by both private school and government school as it neglect the studies, another finding is that of SMC lacking cooperation and interest among the members, more over the SMC also in implementing the norms in performing their duties is a challenge as they were not properly aware about the roles and function, in preparing school development plan, unavailability of time in monitoring the school. Other challenge faced by the Government was to ensure and monitor the admission, attendance of the school as the SMC were not performing their roles in updating the report on those areas.

**Ojha (2013)** conducted a study on *Implementing Right to Education: Issues and challenges*. Present research study tried to explore the status of the implementation, awareness and understanding of the provisions of RTE amongst teachers, parents and children in some rural schools of Haryana. The study showed that not much progress had been seen in the past two year with regard to the implementation of RTE Act in Haryana with special reference to guaranteeing quality education. However, it found out that in areas such as enrollment, basics infrastructure there had been some progress. Parents on the other hand were fully aware about free education but were unaware about the benefits of the Act.

**Gouda et al. (2013)** conducted a study on, *Government versus private primary schools in India: An assessment of physical infrastructure, schooling costs and performance*. The main objective of the study was to identify the difference between government and private school infrastructure, schooling cost and performance. The study found out that in three areas, the private school physical infrastructure was much better than the government schools and private school outperform the government schools and even the schooling cost was higher than the government schools.

**Chopra (2014)** did research on *Teachers' Voices towards the Problems Faced in Implementation of Continuous and Comprehensive Evaluation*. The study aimed to bring the voice of teachers central to teaching-learning process with respect to continuous and comprehensive evaluation so that it provides a deep insight into the status of implementation of CCE in the schools of Delhi, India. The study revealed that teachers were not so happy with the introduction of Continuous and comprehensive evaluation at secondary level in 2009 and shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas.

**Mishra & Malik (2014)** investigated on the *Perception of Teachers, Parents and Students about Continuous and Comprehensive Evaluation at Elementary School Level in Odisha*. The investigators undertook a study related to perception of teachers, parents and students about continuous and comprehensive evaluation. Qualitative survey method was followed for the present study. Samples of twenty elementary schools, thirty school teachers, fifty parents and seven focus group of student from classes 8-10 were selected for the study. A questionnaire for teachers and an interview schedule for students were developed by the investigator in Odia language to collect relevant data. Both quantitative and qualitative data analysis techniques were used by the investigator. It was found that though most of the teachers said that they were aware about CCE, but the way they responded the items showed that they were not much aware about CCE. Similarly, parents and community members were also not aware about CCE. Teachers were least bothered even to inform the parents about the assessment results. It was found that lack of



adequate teachers was one of the major reasons for not implementing CCE scheme in true spirit.

**Rout (2014)** surveyed on the *Functioning of School Management Committee in Rural Elementary School: A Case Study*. This paper intends to explore the role of School Management Committees (SMCs) in rural elementary schools pertaining to the different variables under investigation, e.g. enrollment, utilization of allotted funds and development of infrastructures. Balikhand Primary School situated at Purusottampur Grampanchayat, Simulia Block, Balasore District was selected for case study. The paper highlighted the functioning of SMC in this school and revealed many facts pertaining to the different areas under study that have important implications for the major stakeholders of Elementary Education. The study revealed that the SMC discharged its role actively for achieving universal enrollment by checking the attendance and absenteeism of the learners. It also showed interest in developing the infrastructures by communicating the authorities regarding different avenues of infrastructures and the SMC had utilized the allotted funds in proper means so as to develop the system.

**Manju (2015)** Carried out a study on *awareness about right to education act ((RTE) among parents of students belonging to Soliga tribe*. A descriptive design was followed and a sample of 100 parents was draw through random sampling. An interview schedule on awareness of parents on Right to Education act 2009 in a rural-urban area was also employed. The study result showed that the levels of awareness about RTE act among these parents were low. There was a need of intervention to improve the awareness level as well as the enrollment in the schools.

**Bhattacharya & Mohalik (2015)** studied on the *Problems faced by SMC members in implementing RTE Act 2009: An analysis*. This study examined the problems faced by the SMC members in implementing the RTE Act, 2009. The study was conducted on 10 Elementary schools and 50 SMC Members of Contai Municipality, Medinipur, West Bengal were selected randomly. Self developed interview schedule was used for collecting relevant information on the problems faced by the SMC members in

implementation of the RTE Act, 2009. Some of the major problems found out in the study were lack of skill among teachers in implementation of Continuous and Comprehensive Evaluation in school, lack of interest among poor and illiterate parents participation in SMC meetings, lack of SMC member's awareness in developing of School Development Plan, poor quality of teaching-learning process in offering quality elementary education, and lack of interest among parents to send their children to school in enhancement of enrolment.

**Singh & Sood (2015)** conducted a study on *reflections of SMC's members regarding functioning of school management in elementary school of tribal areas of Himachal Pradesh*. For the study, descriptive Survey methods were used, and data were collected through self developed questionnaire. The data was analyzed by using frequency count and percentages respectively. Out of the many objectives two objectives were training programmes for school management committee and to identify the problems of proper functioning of SMC. Study found out that training in relation to the functioning of SMC was given, and that the training was useful to them. The problems identified on proper functioning of SMC were non co-operation of administration, lack of awareness among the SMC members, financial issues.

**Ghosh (2015)** carried out a thorough study on, *No Detention Policy: Rationale and Reality-An Appraisal*. The author highlighted that this policy ever since its introduction had remained in the center of controversy. Teachers, academicians, students and parents have blamed the policy for bringing down the quality of education in the country. The study observed that students became cosmetically literate without any significant improvement in their educational standard. In the backdrop of these conflicting views, the paper tried to delve deep into the rationale and objectives of the policy and the impact it has had on the quality of education across the country. Some of the main problems arising in many rural and urban schools were:

- a. Fall in educational standards, where he pointed out that class III students were not acquainted with vernacular alphabets, and class V students were unable to write 26 letters of the English alphabets and read a text properly.
- b. Irregularity in attendance: students fail to attend classes regularly for long periods

- c. Difficulty in maintaining discipline: disrupt classroom environment.
- d. Non-serious attitude of the teachers.
- e. Issues of Attitude of parents
- f. Evaluation: evaluation becomes difficult with high student ratio.

**Neihhsial (2016)** carried out a study on *Status of Elementary Education in Senapati district and Chandel district of Manipur, India*. One objective of the study was to find out the status of elementary education in these two districts with reference to physical facilities. The study was descriptive in nature. The sample included 90 elementary schools/headmasters and 500 elementary teachers. For data collection questionnaire and interview scheduled were employed as tools of the study. Physical facilities like classroom, toilets, electricity, and library were found to be poor in many elementary schools of the two districts under study. The study also found out the existence of many untrained teachers in the schools.

**Kumar (2016)** undertook a case study on roles and functions of school management committees of government middle school in district Kullu of Himachal Pradesh. His objectives were on the structure and process of the formation of SMC, to study the roles and functions of SMC in school management and improvement. Tools used for data collection were interview schedule, and questionnaire. The study found out that the process of formation of SMC members were as per the RTE Act however most of the SMC were unaware about the purpose behind the formation of SMC. It also found that the SMC were negligible in School Development Plan and lack management skills which hamper the participation of SMC actively.

**Ahmad et al. (2016)** conducted a study on *A Comparative Study of Impact of No Detention Policy on Different School Boards in West Bengal* to assess the effect of No Detention Policy on schools under four major boards in West Bengal named, State Govt. School Board, State Govt. Madrasah Board, CBSE Board and ICSE Board. To perform the same, three unique sorts of Schedules to be specific as Schedule –T, Schedule –P and Schedule –S have been set up for instructors, Parents and Students respectively to assess

the effect of NDP by the relative investigation of these three schedules. The study found that ICSE board was slightest affected and WBMB are exceedingly affected by this policy, rest of boards were in the middle of these two boards.

**Gorain & Karan (2017)** in their article entitled *Twenty five percent reservation in private schools under RTE Act: Problems and priorities* attempted to highlight some major issues for which the private schools authority were reluctant to follow the 25% reservation of seats for weaker and disadvantage section of children. It also pointed out some suggestions for implementing this issue. Some of the issues were: lack of sufficient government financial help whereby many private schools does not receive any financial assistance on time for implementation of the act and thus create burden on the school. Another problem in implementing 25% reservation is difficulty in managing infrastructure expenses, teachers' salary and others. Some other striking problems brought out in this paper was the negative attitude of the authority, providing such reservation in schools to students of the weaker and disadvantage section, the quality of learning and result would be poor which in turn would have bad image of the school. Some suggestions provided were: government financial help, to reduce reservation from 25% to 15%, monitoring of private schools by government, promoting local management committee in admission, advertisement and selection procedures.

**Sethi & Muddgal (2017)** carried out *a study of role of SMC as mentioned in right to education act, 2009, at municipal cooperation primary school of Delhi*. The study was descriptive in nature and for data collection questionnaire was used as tools. The study found out that meetings were held by-monthly or on requirement basis and most SMC do not attend any function of the school. The study also found out that only 8% of SMC has undergone training related to SMC organized by NGO; moreover it was also found out that none of the SMC formulated SDP or was even aware about it.

**Sabharwal (2018)** in his article on *No detention policy: Rethinking education system of India* highlighted on 'No Detention Policy' (NDP) under Right to Education Act, 2009 which has had serious implication on the education system of India. The quality of education in India had been deteriorating since its inception. The policy was designed to

reduce school dropout rates and create stress free environment for students by removing the fear of being detained. However, students faced tough challenges when they reach class IX because safety net of no detention policy is till class VIII. The policy has lead to the development of lackadaisical attitude of stakeholders towards Indian education system. The paper provided the impact and consequences of the policy on the Indian education. A lot needs to be done and modification in the policy was required to improve the education system in the country and save the future of our country. Some impact highlighted were lower standard of education, casual attitude of students, lack of efforts from teachers, dark future of students.

**Anil & Renuga (2018)** carried out a study entitled *the accessibility of free and compulsory education by private institutions in Tamilnadu*. This paper aimed to study about the Right to free and compulsory education in private institutions with the reference to the 25% reservation quota of free and compulsory education. The study was empirical in nature. The process of data collection was done manually by the random sampling technique. The population size of approximately 12 million students in Tamilnadu whose parents are taken, the sampling size is limited to 300 people. The results showed that in male and female adults, whether they were residents of rural or urban area the awareness about Right to Education was low.

**Goud (2018)** conducted *a study on No-Detention Policy and its impact on the Quality Education in Government Schools of Sangareddy Mandal*. The present study focused on the No-Detention Policy and its impact on the quality Education in Government Schools. It was felt that findings of this study would have implication value in designing the curriculum. The type of the present research work was ‘Applied Research’ that used the ‘Survey Method’ of research. ‘Convenience Method’ was adopted for sampling. A self prepared and standardized questionnaire for teachers was used to collect the data. The study covered 105 government school teachers. No-Detention Policy had achieved its objectives up to maximum level. Teachers believed that there was some negative impact of No-Detention Policy on quality education. The study concluded that, No-Detention

Policy might be aiming to ensure universal enrolment and retention, but had certainly affected the quality of Education and aim of education, which cannot be ignored.

**Islam (2020)** a research article on challenges Right to Education Act 2009, among primary school teachers of Nagaon Municipality Area. The study was carried out using descriptive method and data was collected from teachers through questionnaire on challenges and suggestions in implementing RTE Act 2009. The study found out that most teachers were unclear about the act and provision of the Act. It also found out that lack of training and adequate information about the Act was a great drawback in successfully implementing the Act. The study also brought out that to provide quality education the pupil teacher plays a crucial role however many schools under study found that the numbers of students were high and that it was a challenge for teachers to give individual attention in a crowded class. The study also found out that due to improper physical infrastructure, human resource, and monetary issues it was becoming very challenging to implement the Act in true spirit.

### **2.3 Studies in abroad**

**Khan (2006)** studied on *Role of school management committee in strengthening relationships between the school and local community in a community based school in Pakistan*. The main objective of this study was to find out the role played by school management committee in strengthening relationships between the school and local community. This study employed qualitative method. The samples included for the study were principal, SMC members, and teachers. Interviews, observations and document analysis were used to collect the data for this study. The findings of the study revealed that through SMC strong linkages with school personnel can be built hence maximize physical and human resources. The findings also illustrated that awareness among parents, teachers, students and other key stakeholders on their roles as facilitators and supporters were there. SMC members believed in collaboration, mutual respect, discipline, commitment, and consensus as the key aspects for effectively working as an

SMC and also to bring positive changes in the school. However, the SMC faced various problems, such as poor socio-economic status of parents, low retention of teachers and unfavorable outside school environments.

**Parajuli (2007)** carried out a study on People's Participation in School Governance in Nepal. The study revealed that even though the existence of SMC were found in schools the community were unaware about the existence of SMC, its roles their rights towards financial matter. The study also found out that the community participation in school governance was not supported by the state policies and practices. The study was concluded that the awareness and participation of people in school management would help in understanding the decentralization of school governance.

**Murillo & Roman (2011)** investigated on *School infrastructure and resources do matter: analysis of the incidence of school resources on the performance of Latin American students School Effectiveness and School Improvement*. The purpose of this investigation was to determine the prevalence of school infrastructure and resources and its impact on the academic performance of primary education students in Latin America. Results showed that the availability of basic infrastructure and services (water, electricity, sewage), didactic facilities (sport installations, labs, libraries), as well as the number of books in the library and computers in the school do have an effect on the achievement of primary education students in Latin America, but their relative weight varies significantly from country to country. These results indicated the need to continue investment in resources and facilities and to incorporate this factor into school effectiveness models that are meant to become universal.

**Anero (2012)** conducted a study on *Continuous Promotion of primary school pupils in River state as a form of assessment in Nigeria*. The study described the on-going continuous promotion in the primary school system as a mal to any form of assessment. It x-rayed the assessment systems that had evolved since the commencement of primary education in Nigeria and found out that continuous promotion is the weakest among all. It rationalized the introduction of continuous promotion as a means of eliminating examination malpractice and that teacher' inputs in the assessment of pupil were crucial

and cannot be ignored. It established that continuous promotion was not an effective means of promotion because its practice neglects some assessment principles such as indiscriminate award of marks, none use of marking scheme and none attendance to assessment workshops. It went further to recommend that the continuous promotion should be abolished while the continuous assessment should be revived. It also submitted that the teachers who were the assessment officers need to undergo trainings while in teacher training institutions and as serving teachers.

**Fatima et al. (2012)** examined on *Attitudes and Opinions of Teachers towards Corporal Punishment in Pakistan*. This study was under taken to get the opinion of primary school teachers and their practical behaviors towards corporal punishment at primary level in the Government Schools of Rawalpindi and Islamabad. In order to collect data, a questionnaire containing 35 questions was developed in Urdu for seeking opinion of primary school teachers. The questionnaire had two parts; the first part pertained to information about different aspects related to the classroom situation while the second part contained an open-ended question asking for suggestions. Stratified random sample technique was used but only those school were selected which were willing to respond and easy to approach. Data collected through questionnaire were tabulated and analyzed. Although difference of opinion was found among the teachers on all issues yet an overall majority opined that corporal punishment must not be there as it was the greatest negative variable for creating a conducive environment for teaching learning process.

**Boore (2012)** conducted study on *Factors influencing effectiveness of head teachers in management of public primary schools in Magumoni division of Tharaka Nithi country, Kenya*. This study sought to establish the factors influencing effectiveness of head teachers in the management of public primary schools in Magumoni Division. The objectives of the study were: to establish the effectiveness of head teachers in school management, determine factors influencing management of public primary schools and identify strategies to mitigate the negative factors influencing management of schools. A descriptive survey research design was used for the study. The target population for this study was 620 subjects comprising of 34 head teachers, 280 teachers, 34 chairpersons of



school management committee and 272 school management committee members. The sample size for the study was 71 subjects comprising of 8 head teachers, 28 teachers, 8 chairperson of the school management committees and 27 school management committee members. Data was collected using questionnaire for head teachers, teachers and members SMC. An interview schedule was used to obtain information from the SMC chairpersons. The study found out that head teachers lacked competencies in management of physical and material resources, management of curriculum and instruction as well as management of human resources. However head teachers were competent in maintaining school community relationship. The study established factors that determine or hamper head teachers in the effective management of public primary school like inadequate management skills, indiscipline among staff members and students, political interference, frequent transfers of teachers, intermittent government funding, teacher-pupil ratio, teacher attrition, school infrastructure and social instability. The study recommended effective strategies that can be used to improve management of schools which include: increasing government funding and grants to schools, increasing the share of government infrastructure funds, minimum transfer of teachers, training head teachers to acquire financial and management skills.

**Abuya et al. (2013)** conducted a study on *why do pupils dropout when education is 'free'? Explaining school dropout among the urban poor in Nairobi*. The study determined the risk factors related with dropout among primary school children in the low-income areas of Nairobi. The study found various reasons for dropout of primary school children. The dumpsites children in the two slum sites of Korogocho and Viwandani were lured out of school, school still levied charges in schools which keep children out of school, and chronic poverty within families lured girls aged 14–16 into transactional sex. It was concluded that the declaration of free primary education was not realised as dropout after initial entry contradict the purpose for which it was introduced.

**Yusuph (2013)** reported on *Quality Primary Education in Tanzania: A Dream or Reality?* The study revealed that the government of Tanzania had made a significant effort to improve the educational system. The significant improvement observed in

primary schools were that the enrollment of primary students had increased to 95% in 2009 with the eradication of school fees, more classrooms were built, preprimary and secondary education had expanded. However, the quality of primary education was found to be still poor as students were lacking basic fundamental skills, basic numerical skills neither could write or read or speak correct English sentence. It raised the question as to whether primary education in Tanzania is an offence rather than a realization of human right. Decaying primary schools, inadequate facilities, poorly trained and under-motivated teachers, poor working environment, inadequate supplies of teaching-learning materials, and lack of libraries which undermined rather than nourishing the potential of primary education. All these issues made it clear that quality primary education was a dream rather than a reality.

## **2.4 Summary**

The ongoing survey of literature on Right to Education Act revealed that in India studies were done on various aspects of RTE Act, whereas in abroad since there was no such Act in abroad review of related studies was done.

The Indian elementary education system has been successful to some extent in achieving higher levels of funding, access, enrollment and infrastructure. However, high drop-out rates, low attendance, universal, equitable and quality elementary education for all continue to be a challenge. The RTE Act is a path breaking Act in the history of Indian Education towards providing quality elementary education to all; however, it is not without loopholes. A study conducted in India on implementation of RTE Act and quality issues showed that even after two years of implementation of the RTE Act in Haryana shows that so far there had been some progress only in terms of enrolment, basic infrastructure but towards guaranteeing quality education in terms of student learning the state had to go a long way. Another study in Tanzania also revealed that even though more classrooms had been built and the enrollment number reached 100%, many people claimed that the quality of education in primary school was still poor and that pupils were not learning fundamental skills they need. Two thirds of primary school leavers were

unable to read and write well. They also lack basic numerical skills and 85% neither were unable to neither construct nor speak correct English sentences.

Besides guaranteeing universal enrolment and retention, this Act also looks forward to ensure quality education. To ensure this, the RTE Act, 2009 makes provision for “No Detention” policy. A study in India was conducted on no detention policy and its reality. And it was found that though the Act had the best aims to curbed fear of failing in exam, stress free learning etc. but the reality was discouraging as there was fall in educational standards, irregularity in attendance, difficulties in maintaining discipline, non-serious attitude of the parents evaluation etc. A similar study in Nigeria on continuous promotion of students was also found where continuous promotion was the weakest among all. It established that continuous promotion was not an effective means of promotion because its practice neglects some assessment principles such as indiscriminate award of marks, none use of marking scheme and none attendance to assessment workshops. It went further to recommend that the continuous promotion should be abolished while the continuous assessment should be revived. It also submitted that the teachers who were the assessment officers need to undergo trainings while in teacher training institutions and as serving teachers.

RTE Act aims at providing free education to all including disadvantage children both in private and government schools, where it made obligatory for private schools to provide 25% free admission to children from disadvantaged and weaker sections of society in class 1st to 8<sup>th</sup> and where government would reimburse the expenses in this regard to private school on the basis of per per-child-expenditure in public school. A study conducted in Udaipur Districts Rajasthan showed that improper implementation, unclear provisions of RTE Act among government authorities, lack of awareness among target community and existing Caste discrimination it had not succeeded in achieving its aim. In rural areas, low budget schools tried to make illegitimate profit while charging fee from parents and also claiming from government, whereas some urban high budget schools segregate these children from upper strata children.

With non-detention there is no failing of students in any class till 8<sup>th</sup> standard, however, RTE Act imposed that there will be continuous assessment of students in all

aspect keeping in view the all round development of students. However, from a number of studies in India and abroad it was found that teachers were not so happy with the evaluation procedure given the reasons that most teachers find it difficult to execute CCE in large classes as they were not able to give individual attention in such classes. Other constraints for the smooth execution of CCE was stated as lack of appropriate training among the school teachers, lack of seriousness amongst the students regarding CCE as they were aware of the fact that they will pass without making enough efforts in academics. Likewise, many teachers also stated that CCE was time consuming and there were many financial constraints associated with it that does not suit the pocket of every student.

The RTE Act came into being in India on 2009; hence, the awareness on this Act was expected to be high. However studies on awareness of RTE Act were found to be low among teachers especially the non-government teachers. Another study also found that awareness among parents was found to be low.

One of the important provisions of the Act mentioned in the section 21 (1) is that every elementary school shall have to constitute a School Management Committee (SMC) consisting of elected local representatives, HM, teachers, parents/guardians. The SMC shall monitor working of the school, prepare and recommend school development plan and monitor utilization of funds. In fact, total functioning of a school is to be looked by the SMC. Studies showed that SMC discharged its role actively for achieving universal enrollment by checking the attendance and absenteeism of the learners. It also showed interest in developing the infrastructures by communicating the authorities regarding different avenues of infrastructures and the SMC had utilized the allotted funds in proper means so as to develop the system. However, a study in abroad showed that SMC faced many problems, such as poor socio-economic status of parents, low retention of teachers and unfavorable outside school environments. Even in India SMC also faced problems like lack of interest among parents, poor quality of teaching-learning process, lack of skill among teachers, interest among poor and illiterate parents was the main problem of participation in SMC meetings, lack of SMC members' awareness in

developing school, and lack of fund in developing school development plan were other issues.

Some similar studies done in India and abroad were- study on quality of primary education, continuous promotion of students or the no detention of students, continuous assessment of students, functioning of School Management Committees their roles, problems, universalization of primary education, school infrastructure, and corporal punishment. In India, studies on Implementation of RTE Act and awareness of RTE Act among parents, teachers, and students were also carried out.

In India the literature collected was from, Assam, Andhra Pradesh, Delhi, Rajasthan, Haryana, Odisha etc. In abroad majority of the literature collected was from African states like Kenya, Nigeria, and Tanzania. Besides that studies from Pakistan and America were also collected.

Universalization on primary education in India is far more advanced as compared to the African states and problems of poverty and socio-economic problems was not a serious hindrance in India. However, in Africa, problems of poverty still exist and thus the drop outs rate as well even after providing free education.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Introduction**

The present chapter covers the methodology and design which was followed by the researcher for the completion of the present research work. The present chapter gives detail information about the problem under study, method of the study, collecting and analyzing the data and generalization.

#### **3.2 Need and importance of the study**

The RTE Act 2010 is a recent and new Act that has been implemented all over the country. It is an education act that provides free education to all children from 6-14 years irrespective of caste, race, religion more so giving more opportunity to weaker and disadvantage children for education. To make education free for all children till elementary level and to ensure quality education is a great challenge before the country. For any plans or an Act to work out depends on the effective implementation keeping in view the practicality, feasibility, budget, finance, authorities etc. This study gives emphasized on the role of elementary school, as it is the school that will play the main role in implementing RTE Act. RTE act is mainly based for the benefits of education for children and for this the school plays an important role. Indeed when we say school it includes individuals like the head of school, teachers and other academic and physical materials that will enhance in providing quality education to children. It is the basic requirement of school to provide proper facilities, competent teachers, and more so with the advent of RTE Act new norms and standards have been laid down that has to be followed. Moreover, in schools, the SMCs including parents, guardians, local authorities, women representatives, teachers also play equal role in providing education. A school with community supervision and involvement surely transform the functioning of the school in a better way. SMC helps in mobilizing and facilitating communities to take an active role, in implementing and monitoring the development programmed for. However, this is not always the case, in most cases the school and SMC do not work hand- in- hand, some school could not even provide basic facilities in schools, while some SMC only

sign document when it is required and funds were also being utilize in the wrong way. Therefore the study is felt necessary and important to know whether schools, teachers, SMC are carrying out their responsibilities as per RTE Act, and how they are implementing it since it is almost nine years of implementation. With any new Act problems/ challenges are bound to arise and so it is also a concern to find out the problems in implementing RTE Act because unless problem/s are confronted and is brought to light for better understanding and pave the way for solving it, it will remain the same even though implemented for ten years or so. Though the RTE Act in Nagaland was implemented in the year 2012 there is no record of research done on it. Therefore, the study is felt needed and justified.

### **3.3 Statement of the problem**

*A study of the implementation of RTE Act 2009, vis a vis the role of elementary Schools in Nagaland.*

### **3.4 Objectives of the study**

1. To study the role of elementary school in implementing RTE Act 2009 in relation to admission, detention, infrastructure, administration and management.
2. To examine the co-ordination between elementary schools and School Management Committees or School Boards.
3. To study the role of teachers in implementing Continuous Comprehensive Evaluation under RTE Act.
4. To find out the challenges faced by Head teachers, teachers, students and School Management Committees or School Boards in implementing RTE Act 2009.
5. To suggest measures for effective implementation of RTE Act 2009.

### **3.5 Research questions:**

1. How schools are carrying out their roles and responsibilities in implementing RTE Act?
2. Whether schools are following the norms and standards as laid down in the Act?
3. What are the problems that the schools faced in implementing RTE Act?

4. What duties or work does the SMC carry out?
5. Is the SMC working effectively in Implementing RTE ACT?
6. What suggestion would be best for effective implementation of RTE Act?

### 3.6 Defining the operational terms

1. **Implementation:** Here it means the execution and achievement of the RTE Act 2009 in schools, by teachers and SMC's.
2. **Right to Education Act 2009:** It is an Act to provide free and compulsory education to all children from six to fourteen years of age.
3. **Elementary Schools:** Educational institutions run by both Government and Private schools that are having primary and middle school level.
4. **School Management Committee:** Will include VEC/WEC/TEC/ School boards comprising of parents and community representatives to monitor the functioning of schools.
5. **Disadvantaged group:** A child belonging to Schedule tribe, schedule caste, the socially and educationally backward class or such other group.
6. **Weaker section groups:** a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government.

### 3.7 Research method

The descriptive survey method has been used by the investigator for the study.

### 3.8 Population of the study

The total population of the present study consists of 895 schools of all the primary and middle schools of Kohima, Dimapur, Peren, Mon districts under Nagaland which includes both private and government schools. The total population of students from these schools is 190673, and the population of teachers is 12331.



**Table no. 3.1. Population of sample schools**

<b>District</b>	<b>Government</b>		<b>Private</b>		<b>Total</b>
	<b>P</b>	<b>M</b>	<b>P</b>	<b>M</b>	
<b>Dimapur</b>	138	125	9	48	<b>320</b>
<b>Kohima</b>	115	42	20	10	<b>187</b>
<b>Peren</b>	75	40	5	12	<b>132</b>
<b>Mon</b>	145	61	25	23	<b>256</b>
<b>Total</b>	<b>473</b>	<b>268</b>	<b>59</b>	<b>93</b>	<b>895</b>

**Abbreviation used: P: Primary, M: middle,**

The above table indicates the whole population of schools in district wise, level wise and the type of management. Government primary school consists of 473 and private primary school consists of 59. So, total number of primary schools is 532. Government middle school consists of 268 and private middle school consists of 93. So, the total number of middle schools is 361.

### **3.9 Sample of the study**

Thirty two elementary schools (primary and middle schools of both government and private schools) from the four districts was randomly selected and from within these schools 32 Head teachers, 160 teachers and 640 students was selected using convenience sampling technique. 32 SMC members of the selected school were also included in the sample. The four districts were selected purposively namely Kohima, Dimapur, Peren, Mon for the study keeping in view the geographical area in the form of east, west, north, and south.

Twenty experts/Officials from State Council of Educational Research and Training (SCERT), Sarva Shiksha Abhiyan (SSA), State Commission for Protection of Child Rights (SCPCR) and Directorate of School Education were interviewed.

**Table no. 3.2 Sample of the study**

District	Type of schools by no.			No. of Teachers			SMC/VE/ School board members	Students		
	Govt.	Pvt.	Total	Govt.	Pvt.	Total		Govt.	Pvt.	Total
Dimapur	4	4	8	20	20	40	8	80	80	160
Kohima	4	4	8	20	20	40	8	80	80	160
Peren	4	4	8	20	20	40	8	80	80	160
Mon	4	4	8	20	20	40	8	80	80	160
<b>Total</b>	16	16	32	80	80	160	32	320	320	640

### **3.10 Tools**

Three sets of Self-made questionnaires for Head of the school or Teacher in charge, teachers, and students of class seven and eight was used by the investigator and one interview schedule for SMC/VEC/ School Board members. One interview schedule was used for the experts in the field of elementary education.

Questionnaires consist of a set of questions prepared as per the objective of the study and design for each target groups. The questionnaires include closed ended, open ended, check list and also varies in length, focus and types of items. Pilot testing was done on two schools and the questionnaires and interview schedule were reviewed by four experts. Likewise, items were revised as per the feedback given by experts and the content validity was established and the final set was made ready for administration.

### **3.11 Administration of tools**

In order to collect the data, the researcher administered the questionnaire to Head teachers, teachers and students. Researcher covered 32 schools from four districts namely Kohima, Dimapur, Peren and Mon under Nagaland. Similarly, questionnaires were administered on 32 head teachers, 160 teachers and 640 students. The researcher visited

each school personally met the Head or Principal of the schools and explain the purpose of the visit and with due permission administered the questionnaire. A brief instruction was given to them and was ask to feel free to express their opinion and respond to all the questions given. They were also assured that their identity would be kept confidential and their responses would be meant for research purpose only. The questionnaires were distributed to them and stipulated time was given to the schools to respond. The researcher faced some difficulties in collecting the questionnaires back as some schools were not ready with all sets of questionnaire given to them. Therefore, the researcher had to revisit the schools to collect the questionnaires. To administer interview schedule to School Management Committees/ School Boards researcher randomly selected one member each from each schools preferably parents and requested to take out some time to attend the question and respond accordingly. Similarly, another 20 experts especially bureaucrats from various education offices and department were randomly selected and were apprised of the purpose and requested to attend the same.

### **3.12 Statistical techniques**

The study is descriptive in nature. Data were tabulated and converted into frequencies after which percentages were calculated.

### **3.13 Delimitation of the study**

The study is delimited to four districts and within these district's 32 elementary schools of both private and government in Nagaland.

### **3.14 Organization of the study**

The study comprises of five chapters which are as follows:

1. The first chapter include the conceptual framework of the study including the introduction of the topic under study, brief background of elementary education Nagaland and India.
2. The second chapter comprise of review of literature where studies done in India and abroad were compiled.

3. The methodology of the study is presented in the third chapter including need and importance of the study, objectives of the study, research method, population, sample, tools, and statistical techniques etc.
4. The fourth chapter contain the analysis and interpretation which will be presented in tabular form with raw scores and percentages.
5. The fifth chapter will include the summary, findings, discussion, conclusion, educational implication or suggestion for effective implementation and suggestions for future research.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Introduction**

In this chapter, analysis of data, the results and interpretation of data are presented.

Analysis of data means studying the organized material in order to discover inherent facts. Data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. It is the process of systematically applying statistical and logical techniques to describe and illustrate data. Data interpretation refers to the implementation processes through which data is reviewed for the purpose of arriving at an informed conclusion. Data analysis is a method in which data is collected and organized so that one can derive helpful information from it in other words; the main purpose of data analysis is look at what the data is trying to tell us. It also means studying the materials in order to determine the inherent facts and meanings. It is the core of research study .Interpretation refers to the task of drawing internals from collected facts after and analytical or experimental study. It is through interpretation that the researcher can explore related and processes that underlie his/her findings.

For the present study the researcher has collected data from primary and secondary sources like field survey. The Data collected by the investigator through the questionnaires and interview schedule has been properly arranged, tabulated, analyzed and interpreted.

## 4.2 Back ground of the respondents

### 4.2.1 Profile of the Heads

**Table No. 4.1 Profile of Heads**

Sl.no.	Variable	Category	Private	Government	Total
1.	Gender	Male	(9) 56.25%	(9) 56.25%	32
		Female	(7) 43.75%	(7) 43.75%	
2.	Age	30-39	(9) 56.25%	(3) 18.75%	32
		40-49	(4) 25%	(9) 56.25%	
		50-59	(3) 18.75%	(4) 25%	
3.	Educational qualification	Matriculation	0	(2) 12.5%	32
		P.U	0	0	
		Graduate	(9) 56.25%	(8) 50%	
		Post Graduate	(7) 43.25%	(6) 37.5%	
4.	Training	Trained	(13) 81.25%	(10) 62.5%	32
		Untrained	(3) 18.75%	(6) 37.5%	
5.	Type of training	D.El.Ed	0	(2) 12.5%	23
		B.Ed	(13) 81.75%	(8) 50%	
6.	No. of years served as principal or head	1-10	(14) 87.5%	(12) 75%	32
		11-20	(2) 12.5%	(3) 18.75%	
		21-30	0	(1) 6.25%	
7.	Year of school establishment	1950-59	0	(2) 12.5%	28
		1960-69	0	(6) 37.5%	
		1970-79	(2) 12.5%	(3) 18.5%	

		1980-89	(1) 6.25%	(1) 6.25%	
		1990-99	(7) 43.75%	0	
		2000-09	(5) 31.25%	0	
		2010-19	(1) 6.25%	0	

Table No. 4.1 shows the profile of heads. 56.25% of private school and government school heads were male and 43.75% were female. Majority of private school heads were between the age group of 30-39 while majority of government school heads were between the age group of 40-49. 56.25% of private school heads were graduates and 43.75% were post graduates. 12.5% of government school heads were matriculate, 50% were graduate and 37.5% were post graduate. 81.25% of private school heads were trained and 18.75% were untrained. 62.5% of government school heads were trained and 37.5% were untrained. 81.25% of private school heads took B.Ed. 12.5% of government school heads took D.El.Ed. and 50% took B.Ed. In between one to ten years 87.5% of private school heads has been serving as principal, and 12.5% between 11-20 years serving as principal. 75% of government school heads falls between 1-10 years serving as head, 18.75% between 11-20 years and 6.25% between 21-30 years. Majority of the private schools were established during 1990-1999. While most government schools were established during 1960-1969.

#### 4.2.2 Profile of teachers

**Table No. 4.2 Profile of teachers**

Sl.no.	Variable	Category	Private	Government	Total
1.	Sex	Male	(35) 43.75%	(29) 36.25%	160
		Female	(45) 56.25%	(51) 63.75%	
2.	Age	25-34	(65) 81.25%	(40) 50%	160
		35-44	(10) 12.5%	(29) 36.25%	
		45-54	(5) 6.25%	(11) 13.75%	
3.	Educational qualification	Matriculation	(1) 1.25%	(4) 5%	160
		P.U	(4) 5%	(5) 6.25%	
		Graduate	(58) 72.5%	(57) 71.25%	
		Post Graduate	(17) 21.25%	(14) 17.5%	
4.	Training	Trained	(15) 18.75%	(41) 51.25%	160
		Untrained	(65) 81.25%	(39) 48.75%	
5.	Type of training	D.El.Ed	(6) 7.5%	(17) 21.25%	56/160
		B.Ed	(9) 11.25%	(24) 30%	
6.	No. of years served as teacher	1-5	(51) 63.75%	(31) 38.75%	160
		6-10	(12) 15%	(20) 25%	
		11-15	(10) 12.5%	(12) 15%	
		16-20	(4) 5%	(9) 11.25%	
		21-25	(3) 3.75%	(8) 10%	



7.	Locale	Rural	(30) 37.5%	(39) 48.75%	160
		Urban	(50) 62.5%	(41) 51.25%	

Table No. 4.2 shows the profile of teachers. 43.75% of private school teachers were male and 56.25% were female. 36.25% of government school teachers were male and 63.75% were female. 81.25% of private school teachers, age group were between 25-34 years, 12.5% between 35-44 years, 6.25% between 45-54 years. 50% of government school teachers were of the age group between 25-34 years, 36.35% between 35-44 years, and 13.75% between 45-54 years. Majority of private school teachers as well as government school teachers were graduates. Only 18.75% of private schools teachers were trained and 81.25% were untrained. 51.25% of government teachers were trained and 48.75% were untrained. 7.5% of private school teachers took D.El.Ed. while 11.25% took B.Ed. 21.25% of government school teachers took D.El.Ed. and 30% took B.Ed. Majority of private school and government school teachers falls between 1-5 years of serving as teachers. 37.5% of private school teachers were from rural areas and 62.5% from urban. 48.75% of government school teachers were from rural areas and 51.25% from urban.

### 4.2.3 Profile of students

**Table No. 4.3 Profile of students**

Sl.No.	Variable	Category	Private	Government	Total
1.	Standard	Class 7	(160) 50%	(135) 42.2%	640
		Class 8	(160) 50%	(185) 57.8%	
2.	Age	12	(40) 12.5%	(45) 14.1%	640
		13	(114) 35.6%	(65) 20.3%	
		14	(134) 41.8%	(80) 25%	
		15	(32) 10	(60) 18.7%	
		16	-	(40) 12.5%	
		17	-	(30) 9.4%	
3.	Gender	Male	(157) 49.1	(141) 44.1%	640
		Female	(163) 50.9%	(179) 55.9%	

Table No. 4.3 shows the profile of students. 50% of private school students were from class 7 and another 50% from class 8. 42.2% of government school students were from class 7 and 57.8% from class 8. In private school the age group of students from class 7 to 8 ranges from 12 to 15 years where, 12.5% were 12 years, 35.6% were 13 years, 41.8% were 14 years and 10% were 15 years. Whereas, in government school the age group of students in class 7 and 8 ranges from 12-17 years, where, 14.1% were 12 years, 20.3% were 13 years, 25% were 14 years, 18.7% were 15 years, 12.5% were 16 years, and 9.4% were 17 years. 49.1% of private school students were male and 50.9% were female. 44.1% of government school students were male and 55.9% were female.

### 4.3. Analysis and interpretation of responses from respondents in relation to admission, detention, infrastructure, management and administration

#### 4.3.1 Implementation of RTE Act in relation to Admission

**Table No. 4.4 Students on admission**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Screening before admission	111	34.6	209	65.4	67	20.9	253	79.1
2.	Denied admission	74	23.2	246	76.8	73	22.8	247	77.2

Table No. 4.4 shows the responses given by students on implementation of RTE Act in relation to admission. 65.4% of private school students and 79.1 % of government school students revealed that during admission screening test in the form of interview to the students as well as to their guardians were not done. However, few percentages of students in private as well as government schools reported for being screened before admission. It was also found out that 76.8% of private school students and 77.2% of government school students have had no experience of being denied for admission in any schools. Similarly, few percentages of students reported to have been denied admission in schools.

**Table No. 4.5 Heads of private schools in relation to admission.**

Sl.no.	Items	Private			
		Yes		No	
		Raw scores	%	Raw scores	%
1.	Reservation of 25% seats	0	0	16	100
2.	Provide free education	10	62.5	6	37.5
3.	Reimbursement of expenditure from government	0	0	16	100

Table No. 4.5 indicates the responses from head of private schools in relation to admission. 100% of private schools heads reported that the school does not reserve 25% of seats. 62.5% of the school heads revealed that the school provides free education to children as per the individual school norm and not based on the RTE Act reservation norm. 100% of the private school heads claim that the schools did not receive reimbursement of expenditure from Government for reservation of 25% seats.

**Table No. 4.6 Experts and School Boards in relation to 25% reservation of seats**

Items	Experts		School boards	
	Not implemented	Implemented	Not implemented	Implemented
Reserve 25% seats	100%	0	100%	0

Table No. 4.6 relates to the responses from experts and school boards in relation to 25% reservation of seats for disadvantage and weaker section children. 100% of the experts and school boards revealed that the 25% reservation of seats for disadvantage and weaker section children in private schools were not implemented so far.

**Table No. 4.7 Heads on procedure of admission**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw Scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Admit all children who seek admission	9	56.3	7	43.7	12	75	4	25
2.	Screening test for admission	13	81.3	3	18.7	4	25	12	75
3	Demand age proof document	16	100	0	0	4	25	12	75
4	Place students in age appropriate class	4	25	12	75	4	25	12	75
5	Deny admission due to lack of age proof	12	75	4	25	4	25	12	75
6	Collect any capitation fee	16	100	0	0	11	68.7	5	31.3

Table No. 4.7 indicates the responses of Heads on admission. 75% of the Government school Head teachers reported that they admitted all children who seek admission whereas 56.35% of private school heads reported to admit children who seek admission. Majority i.e. 81.3% of the private school heads said that they conducted screening test before admission whereas, only 25% of government school heads reported to have conducted screening test. 100% of private schools demand age proof document during admission while only 25% of government school demand age proof document of students during admission. 25% of private as well as government schools place students

in age appropriate class while 75% of government and private schools does not place students in age appropriate class, as students were placed in the class only as per their previous academic result and not as per their age during admission. 75% of private schools deny admission to student due to lack of age proof while only 25% of government school deny admission to students on ground of lack of age proof. 100% of private schools collect capitation fee during admission in the form of donation, contribution and other payment besides school fees while 68.7% of government schools also do the same.

#### 4.3.2. Implementation of RTE Act in relation to detention/ non detention

**Table No. 4.8 Heads on detention/ non detention**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Follow non-detention policy	2	12.5	14	87.5	5	31.25	11	68.75
2.	Expelled students before completing elementary education	3	18.75	13	81.25	3	18.75	13	81.25
3.	Any drop out in school	13	81.25	3	18.75	11	68.75	5	31.25

Table No. 4.8 shows the responses of heads on implementation of RTE Act in relation to detention. 12.5% of private school and 31.25% of government school heads reported that they followed the non detention policy. 81.25% of both private and

government school head revealed that they do not expel students before completing elementary education. 81.25% of private school heads reported to have drop outs and 68.75% of government school heads also reported to have drop outs.

**Table No. 4.9 Teachers on Non-detention**

Sl. no.	Items	Private					Government				
		SA	A	NA/D	D	SD	SA	A	NA/D	D	SD
1.	<b>A failed policy</b>	(12) 15 %	(48) 60	(10) 12.5	(6) 7.5	(4) 5	(25) 31.3	(50) 62.5	(4) 5	(1) 1.3	0
2.	<b>Failed in implementation</b>	(10) 12.5	(48) 60	(14) 17.5	(8) 10	0	(18) 22.5	(48) 60	(6) 7.5	(8) 10	0
3.	<b>Developed laziness in students.</b>	(50) 62.5	(25) 31.3	(1) 1.3	(4) 5	0	(37) 46.3	(43) 53.7	0	0	0
4.	<b>Non-detention policy till class 5.</b>	(3) 3.7	(30) 37.5	(22) 27.5	(23) 28.7	(2) 2.5	(9) 11.3	(23) 28.7	(13) 16.3	(3) 3.7	(6) 6.3

(Abbreviation: SA: Strongly agree, A: Agree, NA/D: Neither agree nor disagree, SD: Strongly Disagree)

Table No. 4.9 shows responses given by teachers on non-detention. 60% of private school and 62.5% of government school teachers agreed that prohibition of holding back students till class 8 was a failed policy. 60% of both private and government schools teachers also agreed that non detention policy failed in implementation. 62.5% of private schools strongly agree that with non detention policy students have developed laziness in study. 53% of government schools teachers agreed that students have developed laziness in study due to non detention policy. 37.5% of private school teachers and 28.7% of government schools teachers agreed that non detention only till class 5 will be better.

**Table no. 4.10 Students on non-detention**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Knowledge of promotion	156	48.7	164	51.3	140	43.7	180	56.3
2.	Detained in any class	81	25.4	239	74.6	93	29.1	227	70.9
3.	Detention is right	180	56.3	140	43.7	196	61.3	124	38.7
4.	Fear of failing in exam	213	66.5	107	33.5	248	77.5	72	22.5
5.	Parents help in studies	198	61.8	122	38.2	170	53.2	150	46.8

Table No. 4.10 shows responses given by students in non detention. 51.3% of private schools and 56.3% of government school students revealed that they do not have any knowledge about promotion to another class till class 8 without failing them. 74.6% of private school and 70.9% of government school students reported that they have not been detain in any class. 56.3% of private school students and 61.3% of government schools students' were of the opinion that detention in class should be there. 66.5% of private school students and 77.5% of government school students revealed that they have fear of failing in exam. 61.8% of private school students and 53.2% of government school students revealed that their parents help them in their studies.

**Table No. 4.11 Experts on non detention**

Item	Expert
Promoting students hamper quality education	(10) 50%



Table No. 4.11 shows responses of experts on non detention. 50% of the experts were of the opinion that for quality education at the elementary level, promoting students was not the solution and on the ground reality there were many practical problems.

### 4.3.3 Implementation of RTE Act in relation to infrastructure

**Table No. 4.12 Students on infrastructure**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw	%	Raw	%	Raw	%	Raw	%
1.	Adequate classroom	291	90.9	29	9.1	272	85	48	15
2.	Separate toilets for boys and girls	288	90	32	10	296	92.5	24	7.5
3.	Kitchen cum store room	248	77.5	72	22.5	269	84.1	51	15.9
4.	Safe drinking water	236	73.7	84	26.3	232	72.5	88	27.5
5.	Playground	290	90.6	30	9.4	265	82.8	55	17.2
6.	Teaching learning material	272	85	48	15	248	77.5	72	22.5
7.	Games and sports equipments	293	91.5	27	8.5	270	84.4	50	15.6
8.	Library	143	44.6	177	55.4	75	23.4	245	76.5
9.	Electricity	248	77.5	72	22.5	290	90.6	30	9.4
10.	Computer lab	112	35	208	65	67	20.9	253	79.1
11.	Boundary wall	281	87.8	39	12.2	188	58.7	132	41.3
12.	Ramp	127	39.6	193	60.4	190	59.4	130	40.6

Table No. 4.12 indicates the responses of students on school infrastructure. Majority (above 70%) of both private and government school students reported that they have adequate class rooms, separate toilets for girls and boys, kitchen cum store room, safe drinking water, playground, teaching learning materials, games and sports equipment, electricity, computer lab, boundary wall. On the other hand 44.6% of private school students revealed that they have library facility and only 23.4% of government school students reported to have library facility. 35% of private school students reported to have computer lab and 20.9% of government schools have computer lab. 60.4% of private school students revealed that they do not have ramp in school building whereas, 59.4% of government school students revealed that they have ramp in school building.

**Table No. 4.13 Heads on infrastructure**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw	%	Raw	%	Raw	%	Raw	%
1.	Class rooms	16	100	0	0	16	100	0	0
2.	Separate toilets for both boys and girls	16	100	0	0	15	93.7	1	6.3
3.	Kitchen cum store room	12	75	4	25	14	87.5	2	12.5
4.	Safe drinking water	15	93.7	1	6.3	8	50	8	50
5.	Playground	15	93.7	1	6.3	9	56.3	7	43.7
6.	Teaching learning equipment/ materials	16	100	0	0	11	68.7	5	31.3
7.	Games and sport equipments	16	100	0	0	12	75	4	25
8.	Library	10	62.5	6	37.5	5	31.3	11	68.7
9.	Electricity	15	93.7	1	6.3	14	87.5	2	12.5
10.	Computer lab	6	37.5	10	62.5	3	18.75	12	81.25

The Table No. 4.13 pertains to the responses of Heads on school infrastructure. 100% of private school heads revealed that the schools have classrooms, separate toilets for boys and girls, teaching learning materials, games and sports equipments. 93.7% of the Heads of private schools also revealed that the schools have electricity, safe drinking water, and playground. And 62.5% of the heads of private school agreed that they have library in schools. Only 37.5% of the heads of private schools claimed to have computer lab. The Table also revealed that 100% of government school heads claimed that the schools have adequate classrooms. More than 80% of government school heads also reported to have, kitchen cum store room, separate toilet for girls and boys, electricity. More than 50% of the heads were of the opinion that they have safe drinking water, playground, teaching learning materials, games and sports equipment. Only 31.3% of the heads stated that the schools have library in school. Another 18.75 % of the heads claimed to have computer lab.

**Table No.4.14 Experts on ensuring infrastructure**

Item	Experts	
	Raw scores	%
SSA ensuring infrastructure in schools	15	75%

The Table No. 4.14 shows responses of Experts on infrastructure. 75% of the experts were in support of the SSA work in providing infrastructure in government schools far and near. Whereas, 25% of the experts were of the opinion that though basic amenities were provided, periodic maintenance was very poor in government schools.

#### 4.3.4 Implementation of RTE Act in relation to administration and management

**Table no. 4.15 Heads on management and administration**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Conduct meeting with staff	16	100	0	0	16	100	0	0
2.	Conduct meeting with parent	16	100	0	0	16	100	0	0
3.	Set yearly calendar and time table	16	100	0	0	16	100	0	0
4.	Organize co-curricular activities	16	100	0	0	16	100	0	0
5.	Maintain and provide proper facilities	16	100	0	0	16	100	0	0
6.	Check on teacher regularity	16	100	0	0	16	100	0	0
7.	Prepare budget for the year	13	81.3	3	18.7	14	87.5	2	12.5
8.	Estimates school supplies	14	87.5	2	12.5	13	81.3	3	18.7
9.	Maintenance of account	13	81.3	3	18.7	14	87.5	2	12.5
10.	Conduct awareness programmes on RTE	10	62.5	6	37.5	8	50	8	50
11.	Invite eminent speakers to motivate students	12	75	4	25	6	37.5	10	62.5
12.	Attend meeting with superiors	13	81.3	3	18.7	14	87.5	2	12.5
13.	Conduct meeting with	6	37.5	10	62.5	16	100	0	0

	village pupils/community/VEC/S MC								
14.	Counseling to students	10	62.5	6	37.5	10	62.5	6	37.5

The Table No. 4.15 indicates the responses of Heads on administration and management. 100% of the heads of private schools as well government schools has expressed that they conduct meeting with staff, conduct meeting with parent, set yearly calendar and time table, organize co-curricular activities, check on teacher regularity. 100% of heads of government schools also stated that they conduct meeting with villagers. Whereas, only 37.5% of private school heads stated that they conduct meeting with village pupils/ community. Majority (above 80%) of the heads of private schools as well as government schools stated that they used to prepare budget for the year, estimates school supplies, maintain school account, attend meetings with superiors. 75% of the heads of private schools reported that eminent speakers were invited in school to motivate students. Whereas, only 37.5% of government school heads revealed that they took initiatives to invite eminent speakers. 62.5% of the head of government schools as well as private schools revealed that the school conduct counseling programme for students.

**Table No. 4.16 Existence of school board and school management committee**

Items	Private				Government			
	Yes		No		Yes		No	
	Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
School Management Committee / School Board in school	15	93.7	1	6.3	16	100	0	0

The Table No. 4.16 shows responses of Heads on the existence of School Board and School Management Committee or Village Education Committee. It revealed that majority of the heads of private schools as well as government schools stated that the schools consist of School Boards in private schools and School Management Committee in government schools who assist in the running of schools.

**Table no. 4.17 Functions of School Management Committees and School Boards**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Identifying the needs of the school	16	100	0	0	15	93.7	1	6.3
2.	Assisting in the transparent use of funds	13	81.3	3	18.7	13	81.3	3	18.7
3.	Supervising construction/maintenance projects	13	81.3	3	18.7	14	87.5	2	12.5
4.	Enrollment of all children in primary schools	7	43.7	9	56.3	12	75	2	25
5.	Monitoring student attendance	7	43.7	9	56.3	9	56.3	7	43.7
6.	Monitoring student academic performance	13	81.3	3	18.7	11	68.7	5	31.3
7.	Monitoring teacher absence	10	62.5	6	37.5	14	87.5	2	12.5
8.	Hiring a teacher	12	75	4	25	0	0	16	100

9.	Dismissing a teacher	12	75	4	25	0	0	16	100
10.	Recommending transfer of a teacher	0	0	16	100	0	0	16	100
11.	Conducting teacher training	0	0	16	100	0	0	16	100
12.	Supervising Mid-day Meal program	0	0	16	100	13	81.3	3	18.7
13.	Supervising class room teaching	7	43.7	9	56.3	6	37.5	10	62.5

The Table No. 4.17 shows responses of Heads on the functions of School Boards and School Management Committee. 100% private school heads reported that the school boards assist the schools in identifying the needs of the schools. 93.7% of government schools heads also reported that school committee members assist the schools in identifying the needs of the schools. Above 80% of private school as well as government school heads expressed that School Boards as well as the School Management Committees assist the schools in the utilization of school funds, supervise construction, monitor student's academic performance. About 70% of the heads of private schools were of the opinion that the School Boards have the authority to hire a teacher and also dismiss a teacher. Whereas, in the case of government schools 100% of the heads reported that the school management committee does not have the authority to do the same. 81.3% of the heads of government schools reveals that School Management Committee supervised in midday meal programme. 75% of the heads of the government schools were of the opinion that School Management Committee look into the matter of enrollment of all children in primary school.

#### 4.4 Analysis and interpretation of responses on coordination of elementary schools and School Management Committees or School Boards (SMC/SB)

##### 4.4.1 Co-ordination of School Heads with SMC/SB

**Table No. 4.18 Heads Co-ordination with SMC/ SB**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Communication with SMC/SB	16	100	0	0	16	100	0	0
2.	Invite them in school successes	16	100	0	0	13	81.3	3	18.7
3.	Listen to their recommendation/suggestions	16	100	0	0	16	100	0	0
4.	Use their expertise to enhance their curriculum	16	100	0	0	10	62.5	6	37.5
5.	SMC/SB helpful	16	100	0	0	16	100	0	0
6.	SMC/SB given training	0	0	16	100	3	18.7	13	81.3
7.	Any issue of misappropriation of funds by SMC/SB	0	0	16	100	0	0	16	100
8.	Satisfied with the work rendered by SMC/SB	13	81.3	3	18.7	14	87.5	2	12.5
9.	Inform parent about school	15	93.75	1	6.25	15	93.7	1	6.25



The Table No. 4.18 pertains to the coordination of Heads with School Board/ School Management Committee. It revealed that 100% of private school heads were of the opinion that they have good communication with the school boards, invites them in school programmes, take their recommendation, use their expertise to enhance curriculum and also were of the opinion that the school boards were helpful. On the other hand 100% of government school heads also stated that they have good communication with the School Management Committee, listen and take their recommendation, and that SMC were helpful in assisting the school. Majority of the heads of private and government schools stated that SB and SMC were not given any kind of training, however they are satisfied with the work rendered by the SMC and SB, and there were never an issue of misappropriation of funds by SMC and school boards.

#### 4.4.2 Coordination of teachers with heads and SMC/ SB

**Table No. 4.19 Teachers co-ordination with Head and SMC/SB**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Teachers part of SMC/SB	45	56.3	35	43.7	55	68.7	25	31.3
2.	Head takes decision individually	8	10	72	90	11	13.7	69	86.3
3.	Consult teacher in decision making	77	96.3	3	3.7	70	87.5	10	12.5
4.	Parents complaint on child matter	42	52.5	38	47.5	29	36.3	51	63.7
5.	SMC/SB keen for school improvement	74	92.5	6	7.5	68	85	12	15

The Table No. 4.19 indicates the co-ordination of teachers with Heads and SMC. 56.3% of the teachers of private revealed that some teachers are representatives of School board. While 68.7% of teachers of government school also claimed that teachers are part of School management committee. Majority of private as well as government school teachers were of the opinion that head does not take decision individually but consult teachers in decision making as well. 52.5% of teachers of private schools stated that parents do complaint on child related matter mostly on the academic performance of children.

#### 4.4.3 Co-ordination of SMC and SB with schools

**Table No. 4.20 Involvement of parents in school**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Parents meeting	231	72.2	89	27.8	223	69.6	97	30.4
2.	Invite parents for school event	209	65.4	111	34.6	158	49.4	162	50.6
3.	Parents informed about your progress in school	224	70	96	30	195	60.9	125	39.1

The Table No. 4.20 indicates the responses given by students on parents' involvement in schools. 72.2% of private school students revealed that parents meeting were conducted in school. 65.4% of private school students also revealed that the school invites parents in every school event. 70% of private school students claimed that parents were informed about their progress in school. On the other hand 69.6% of government

students revealed that parents were called for meeting. 60.9% of students also claimed that parents were informed about their progress in school. However, only 49.4% of government school students claimed that parents were invited for any events conducted in school.

**Table No. 4.21 SMC on co-ordination with schools**

Items	SMC	
	Raw scores	%
Conduct parents teachers meeting	14	87.5
Community participation in school	5	31.25
Monitor school working hours, regularity of teachers	13	81.35

The Table No. 4.21 shows responses of SMC on co-ordination with schools. 87.5% of the management committee reported that they conduct parents' teachers meeting to discuss issues related to teachers, students and school. 31.25% of the management committee reported that they involve the community in schools through community participation in school programmes like sports, cultural programme children's day. 81.25% of the managing committee revealed that they monitor the school on roaster wise, surprise visit on the working hours, regularity of teachers, students, head etc.

**Table No 4.22 School Boards on co-ordination with schools**

Sl. No.	Items	School Boards	
		Raw scores	%
1.	Assist the school in management	7	43.75%
2.	Involve community	8	50%
3.	Parents teacher meeting	4	25%

The Table No. 4.22 indicates responses of School Boards on coordination with school. 43.75% of the school boards assist the school in supervising and giving suggestion to the school for improvement, assist the school in recruitment of teachers, and in solving school related issues. 50% of the school board revealed that they involve the community in the school during any school events especially parents. 25% of the school boards reported that they conduct parents' teacher meeting to solicit their suggestion for development of school.

**Table No. 4.23 Experts on effectiveness of SMC in school**

Item	Experts	
	Raw scores	%
Effectiveness of SMC	8	50

The Table No. 4.23 indicates the responses of expert on the effectiveness of SMC in school. 50% of the experts were of the opinion that the school management committees were effective in performing their roles.

#### **4.4.4 Right to Education norms**

**Table No. 4.24 Frequency of meeting held in school**

Sl.no.	Items	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	Once in a month	4	25	6	37.5
2.	Twice in a month	1	6.3	1	6.3
3.	Once in a year	11	68.7	6	37.5
4.	Twice in a year	0	0	3	18.7
5.	None	0	0	0	0

The Table No. 4.24 shows the responses of Heads on frequency of meeting held in schools with SMC/SB. 25% of the heads of private school stated that they held meeting with school boards once in a month, 6.3% twice in a month, and 68.7% once in a year. On the other hand 37.5% of the heads of government school stated that they conduct meeting with SMC every once in a month, 6.3% of heads stated twice in a month, 37.5% of heads stated once in a year while 18.7% of heads stated twice in a year.

**Table No. 4.25 SMC's on RTE norms**

Sl. No.	Items	SMC			
		Yes		No	
		Raw scores	%	Raw scores	%
1.	Conduct election	4	25	14	75
2.	Prepare school development plan	13	81.25	3	18.75

The Table No. 4.25 shows responses of SMC on RTE norms. 75% of the committee members stated that there was no election conducted for selection of the education committee rather it was selected by the village council. Whereas, 25% of the education committee reported that election was done for selection of education committee. 81.25% of the management committee reported that they prepare school development plan however majority of them have a different concept of school development plan.

**Table No. 4.26 Number of School Management Committee members**

Sl. No.	Items	SMC	
		Raw scores	%
1.	1-10	3	18.75
2.	11-20	13	81.75
3.	21-30	0	0

Table No. 4.26 pertains to the responses given by SMC on the numbers of committee members. The study found that the total number of education committee members varied from school to school. However, majority of the number of SMC falls under 11-20 members where majority have 14 members in the management committee. The representatives include parents, teachers, women, local authority, and retired government official, whereby the numbers of parents and women were not much.

**Table no. 4.27 SMC on frequency of meeting**

Sl. No.	Items	SMC	
		Raw scores	%
1.	Once in a month	4	25
2.	Twice in a month	0	0
3.	Once in a year	4	25
4.	Twice in a year	8	50
5.	Any other	4	25

The Table No. 4.27 indicates the responses of SMC on frequency of meeting held or attended. 25% of the education committee reported that meetings were conducted once in a year, another 25% of the reported that meetings were held every month, where another 50% of the committee reported that meeting were held twice in a year and 25% of committee reveal that usually meeting were conducted only when need arises

**Table No. 4.28 Utilization of funds**

Sl. No.	Item	SMC	
		Raw scores	%
1.	Monitoring of funds	11	68.75

Table No. 4.28 showing responses from SMC on utilization of funds. 68.75% that the money received from the government were solely utilized for school purpose only

and audit were conducted yearly and utilization certificate were submitted to the government.

**Table No. 4.29 Ensuring enrollment of students**

Sl. No.	Item	SMC					
		Yes		No		Other	
		Raw scores	%	Raw scores	%	Raw scores	%
1.	Visit household	2	12.5	6	37.5	8	50

The Table No. 4.29 shows responses of SMC on ensuring enrolment of students. 12.5% of the managing committee revealed that they pay visit to every household in the neighborhood to ensure the enrolment of children in schools. Where, 50% of SMC reported that majority of the parents send their children to schools so, situation does not arise for enrollment drive. Whereas 37.5 % of SMC reported that they did not try to ensure the enrolment of children in schools.

#### **4.5. Analysis and interpretation of responses from respondents on implementation of Continuous Comprehensive Evaluation (CCE)**

##### **4.5.1 Scholastic assessment**

**Table no. 4.30 Heads on scholastic assessment**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	Teachers carry out CCE properly	16	100	0	0	16	100	0	0
2.	Conduct re-	16	100	0	0	16	100	0	0

	teach								
3.	Conduct re-test	16	100	0	0	16	100	0	0
4.	Work load of teacher is too heavy	12	75	4	25	7	43.7	9	56.3
5.	Are teacher regular	16	100	0	0	16	100	0	0
6.	CCE keep teacher more active	16	100	0	0	14	87.5	2	12.5
7.	Teacher prepare daily lesson plan	14	87.5	2	12.5	11	68.7	5	31.3
8.	Any issues of teachers negligence on student performance	2	12.5	14	87.5	2	12.5	14	87.5

The Table No. 4.30 shows the responses of heads on scholastic assessment. Majority (100%) of private school heads as well as government school heads were of the opinion that teacher carry out CCE properly, conduct re-test and re-teach as well, teachers are regular in school and that teachers are kept more active with CCE. 75% of private school heads were of the opinion that work of teachers is too heavy while 56% of government school heads were of the opinion that work load of teachers is not too heavy. 87.5% of private school and 68.7% of government schools heads reported that teachers prepare their lesson daily. 87.5% of private schools heads as well as government heads were of the opinion that there were no negligence of teachers on students performance.



**Table No. 4.31 Students on scholastic assessment**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw	%	Raw	%	Raw	%	Raw	%
1.	Heard of CCE	175	54.6	145	45.4	136	42.5	184	57.5
2.	Conduct class test for every subject	255	79.6	65	20.4	249	77.8	71	22.2
3.	Retest if failed	188	58.7	132	41.3	227	70.9	93	29.1
4.	Teacher give home tuition	132	41.3	168	58.7	114	35.6	206	64.3
5.	Go for field trips and tour	114	35.6	206	64.4	85	26.5	235	73.5
6.	Teachers uses teaching aids	160	50	160	50	162	50.6	158	49.4
7.	Teacher rush to complete syllabus	159	49.6	161	50.4	150	46.8	170	53.2

The Table No. 4.31 indicates the responses of students in relation to scholastic assessment. 54.6% of private school students and 57.5% of government school students stated that they have heard of CCE. 79.6% of private school students and 77.8% of government school students also revealed that class test for every subject were conducted by teachers. Only 58.7% of students from private school and 70.9% of students from government schools reported that retest were conducted for the subjects they fail. 58.7% of private schools students and 64.3% of students from government school revealed that their teachers do not give home tuition. 50% of private school students and 50.6% of students from government school reported that their teacher uses teaching aids. 50.4% of private school students and 53.2% of students from government school reported that their teachers do not rush to complete the syllabus at the end of annual session.

**Table No. 4.32 Teachers on scholastic assessment**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	School follow CCE	80	100	0	0	80	100	0	0
2.	Conduct class test	80	100	0	0	80	100	0	0
3.	Give remedial measures in the form of re-teach	74	92.5	6	7.5	58	72.5	22	27.5
4.	Remedial measures in the form of re-test	74	92.5	6	7.5	80	100	0	0
5.	Identify learning disabilities	50	62.5	30	37.5	80	100	0	0
6.	Evaluate students performance in all aspects	74	92.5	6	7.5	65	81.25	15	17.5
7.	Equal importance to all subjects	80	100	0	0	80	100	0	0

The Table No. 4.32 indicates the responses from teachers on scholastic assessment. Majority (100%) of both private and government teachers reported that they follow CCE, conduct class test, give remedial measures in the form of re-teach and retest, evaluate students' performance in all aspects, and give equal importance to all subjects.

However, in relation to identifying learning disabilities it was found that 100% of government teachers revealed that they identify learning disabilities of their students, while only 62.5% of private teachers reported that they identify learning disabilities of their students.

**Table No. 4.33 Teachers on Frequency of class test.**

Sl.no.	Number of class test conducted in an academic year	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	5	2	2.5	0	0
2.	6	10	12.5	11	13.7
3.	7	3	3.7	8	10
4.	8	15	18.7	13	16.3
5.	More than 8	50	62.5	48	60

The Table No. 4.33 shows responses of teachers on frequency of class test. 62.5% of private school teachers and 60% of government schools teachers reported that they conduct class test more than 8 times in an academic year.

**Table No. 4.34 Teachers on formative Assessment**

Sl.no.	Formative assessment carried out	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	Quizzes	20	25	21	26.3
2.	Assignments	60	75	74	92.5
3.	Oral questions	44	55	54	67.5
4.	Academic projects	25	31.3	42	52.5

The Table No. 4.34 shows responses of teachers on formative assessment. 75% of private school teachers and 92.5% of government school teachers reported to be using

assignment for assessment. While only 25% of private school teachers and 26.3% of government schools teachers reported to be using quizzes as a form of assessment. Thus, the most used form of assessment was assignment and the least used form was quizzes.

**Table No. 4.35 Students on teaching method employed by teachers**

Sl.no.	Items	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	Lecture method	259	80.9	95	29.6
2.	Play way method	153	47.8	32	10
3.	Discussion method	162	50.4	85	26.5
4	Group activity	149	46.5	36	11.25
5.	Lecture cum demonstration	145	45.4	26	8.2
6.	By doing experiment	145	45.4	46	14.4

The Table No. 4.35 shows responses of students on the teaching method employed by teachers. 80.9% of private school students and 29.6% of government school students were of the opinion that their teachers adopt lecture method.

#### **4.5.2 Co-scholastic assessment**

**Table No. 4.36 Teachers on assessment of Co-scholastic aspects**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	(%)	Raw scores	(%)	Raw scores	(%)	Raw scores	(%)
1.	Get free period for co-curricular activities	33	41.3	47	58.7	39	48.7	41	51.3
2.	Any formal	8	10	72	90	26	32.5	54	67.5

	evaluation procedure								
3.	Assess co-curricular activities	74	92.5	6	7.5	67	83.7	13	16.3
4.	Maintain record book	65	81.3	15	18.7	50	62.5	30	37.5

The Table No. 4.36 indicates the responses of teachers on assessment of co-scholastic aspects. 41.3% of private school teachers reported that they get free period for co-curricular activities while 51.3% of private school teachers reported that they do not get free period for co-curricular activities. 48.7% of government schools teachers reported that they get free period for co-curricular activities while 51.7% of teachers reported that they do not get free period for co-curricular activities. 90% of private schools teachers and 67.5% of government schools teachers revealed that there is no formal evaluation procedure to assess co-scholastic aspects. 92.5% of private schools teachers and 83.7% of government schools teachers reported that they assess the co-curricular activities of students. 81.3% of private school teachers and 62.5% of government school teachers reported that they maintain record book of each children.

**Table No. 4.37 Teachers on practical activities**

Sl.no.	Items	Private		Government	
		Raw	(%)	Raw	(%)
1.	Craft work	45	56.3	29	36.3
2.	Physical exercise	31	38.7	24	30
3.	Tree plantation	56	70	40	50
4.	Music course	20	25	0	0
5.	Games and sports	77	96.3	69	86.3
6.	Cultural activities	41	51.3	43	53.7
7.	Beautification of school	51	63.7	33	41.3

8.	Cleanliness drive	67	83.7	58	72.5
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The Table No. 4.37 indicates responses of teachers on practical activities conducted in intervals. 96.3% of private school teachers and 86.3% of government school teachers reported that games and sports were carried out every year. 83.7% of private school and 72.5% of government school also reported that cleanliness drives in school were carried out. 70% of private school and government school teachers revealed that tree plantation in school were also carried out in school. Above 40% of both school teachers also revealed that Cultural activities, beautification of schools, craft work were also carried out in school. Only 25% of private school claim to carry out music classes as practical activities, but government schools teachers reported that there is no provision of music class particularly, nor do the schools have musical instruments.

**Table No. 4.38 Students on practical activities in schools**

Sl.no.	Items	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	Craft work	226	70.6	262	81.8
2.	Physical exercise	182	56.8	194	60.6
3.	Tree plantation	269	84.1	278	86.8
4.	Music course	167	52.2	0	0
5.	Games and sports	311	97.2	299	93.5
6.	Cultural activities	217	67.8	223	69.6
7.	Beautification of school	224	70	225	70.4

Table No. 4.38 pertains to the responses of students on the practical activities carried out by school. 70.6% of students from private school and 81% of government schools reported that the school included craft work like handicraft as part of practical activities. 84.1% of private school students and 86.8% of government school students reported that they plant trees in schools. Majority of private as well as government schools students reported that they have games and sports once in a year as part of

practical activities. 67.8% of private school students and 69.6% of government schools students also reported that they have cultural activities also. 70% of private school students and 70.4% of government school students reported to have carried out beautification of schools like planting flowers, cleaning surrounding, painting wall etc.. 52.2% of private school students reveal that music courses were given in schools.

**Table No. 4.39 Heads on practical activities**

Sl.no.	Items	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	Craft work	9	56.3	8	50
2.	Physical exercise	8	50	10	62.5
3.	Tree plantation	6	37.5	15	93.7
4.	Music course	5	31.25	0	0
5.	Games and sports	16	100	16	100
6.	Cultural activities	6	37.5	10	68.7
7.	Beautification of school	7	43.7	15	93.7

The Table No. 4.39 shows responses from heads on practical activities carried out in school. 100% of private school heads as well as government school heads reported that games and sports were carried out as practical activity. Only 37.5% of private school heads and 93.75% of government school heads reported that tree plantation were part of practical activity. 31.25% of private school heads reported that music classes were given as extracurricular activity but government school heads reported that there is no provision of music class particularly. Only 43.75% of private school heads and 93.75% of government school heads reported that beautification of school were usually carried out as part of practical activity.

#### 4.5.3 Assessment for both scholastic and co-scholastic

**Table no. 4.40 Teachers on tools and techniques used in assessing students**

Sl.no.	Tools and technique	Private		Government	
		Raw scores	(%)	Raw scores	(%)
1.	Written test	74	92.5	78	97.5
2.	Oral test	64	80	73	91.3
3.	Observation schedule	28	35	29	36.3
4.	Check list	1	1.3	29	36.3
5.	Rating scale	13	16.3	27	33.7
6.	Interview	14	17.5	31	38.7

The Table No. 4.40 shows responses of teachers on tools and techniques in assessing students. 92.5% of private school teachers and 97.5% of government schools teachers revealed that they adopt written test as a tools and technique to test students' knowledge. 80% of private school teachers and 91.3% of government school teachers revealed that besides written test they also adopt oral test by asking questions orally to test the students' knowledge. Other than these two techniques it may be seen from the table that observation schedule, checklist, rating scale and interview were used very sparingly.

**Table No. 4.41 Heads on Assessment of students**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1	Any format or indicator for grading of students for co-	16	100	0	0	11	68.7	5	31.3



	scholastic areas								
2	Maintain record book of every child	16	100	0	0	13	81.3	3	18.7

The Table No. 4.41 shows responses of heads on assessment of students. 100% of private school heads and 68.75% of government school heads reported that there is format for grading of students. 100% of private school heads and 81.25% of government schools head reported that they maintain record book of every child in the form of cumulative report card.

#### 4.5.4 Training

**Table No. 4.42 Heads on teacher training on CCE**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1	Send teacher for training	11	68.75	5	31.25	14	87.5	2	12.5
2	Orientation on CCE	16	100	0	0	13	81.25	3	18.75
3	Training on evaluation process of scholastic aspect	16	100	0	0	13	81.25	3	18.75
4	Training on evaluation process of co-scholastic aspect	16	100	0	0	10	62.5	6	37.5

The Table No. 4.42 shows the responses of heads in relation to training of teachers on CCE. 68.75% of private school heads and 87.5% of government school heads reported that they send teachers for training. 100% of private school heads and 81.25% of government schools heads were of the opinion that teachers were given proper orientation on CCE, and that teachers were given training on evaluation process of scholastic aspects. 100% of private schools heads and 62.5% of government school heads reported that teachers were given training on evaluation process of co-scholastic aspect.

**Table No. 4.43 Teachers on Training of teachers in implementing CCE**

Sl.no.	Items	Private			Government		
		Yes	No	TSE	Yes	No	TSE
1.	Given training on CCE	(30) 37.5	(50) 62.5	0	(60) 75	(20) 25	0
2.	Training adequate/ helpful	(20) 25	(20) 25	(40) 50	(18) 22.5	(19) 23.75	(43) 53.75
3.	Any guidelines from the state authority on CCE	(45) 56.25	(35) 43.75	0	(59) 73.75	(21) 26.25	0

(Abbreviation used TSE: To Some Extent) numbers in bracket are raw scores and without bracket are percentages.

The Table No. 4.43 shows responses of teachers on training. 37.5% of the private school teachers reported that they were given training on CCE. 75% of government schools teachers reported that they were given training on CCE. 50% of private school teachers were of the opinion that the training was helpful to some extent. 53.75% of government schools teachers also reported that the training given to them on CCE was helpful to some extent. 56.25% of private schools teachers and 73.75% of government school teachers reveals that they were given guidelines from State Authority on CCE.

#### 4.5.5 Teacher-pupil ratio

**Table No. 4.44 Heads on teacher pupil ratio**

Sl.no.	Ratio	Private				Government			
		Primary		Upper primary		Primary		Upper primary	
		Raw scores	%	Raw scores	%	Raw scores	%	Raw scores	%
1.	30:1	2	12.5	3	18.7	9	56.3	11	68.7
2.	35:1	3	18.7	4	25	2	12.5	2	12.5
3.	40:1	5	31.3	1	6.3	5	31.3	5	31.5
4.	45:1	4	25	4	25	2	12.5	0	0
5.	50:1	2	12.5	4	25	0	0	4	25

The Table No. 4.44 shows responses of heads on pupil teacher ratio. 31.3% of private school heads reported that the ratio for primary level is 40:1. 25% of private school heads reported that the ratio for upper primary level is 35:1, 45:1 and 50:1. On the other hand 56.3% of government school heads reported that the ratio for primary level is 30:1. 68.7% of the government schools heads reported that the ratio of upper primary level is also 30:1.

#### 4.5.6 Problems in implementing CCE

**Table No. 4.45 Problems faced by Teachers in implementing CCE**

Sl.no	Items	Private			Government		
		Yes	No	TSE	Yes	No	TSE
1.	Large no. of students in class	(32) 40	(12) 15	(36) 45	(45) 56.3	(14) 17.5	(21)26.3
2.	Lack of training on CCE	(30) 37.5	(38) 47.5	(12) 15	(21) 26.3	(32)40	(27 )33.7
3.	Lack of seriousness	(40) 50	(30) 37.5	(10) 12.5	(45) 56.3	(12)15	(23)28.7

	among students						
4.	Increase volume of work	(40) 50	(12) 15	(28) 35	(48) 60	(14)17.5	(18)22.5
5.	Cost factor	(9) 11.3	(31) 38.7	(40) 50	(22) 27.5	(25)31.3	(33)41.3
6.	Time consuming	(46) 57.5	(24) 30	(11) 13.7	(52) 65	(8) 10	(20)25
7.	Unawareness of the act	(16) 20	(29) 36.3	(35) 43.7	(12) 15	(35)43.7	(33)41.3
8.	Absenteeism of students	(10) 12.5	(32) 40	(38) 47.5	(32) 40	(19)23.7	(29)36.3
9.	Maintaining record book	(30) 37.5	(20) 25	(30) 37.5	(37) 46.3	(20)25	(23)28.7
10.	Assessing behavioral outcome	(17) 21.3	(25) 31.3	(38) 47.5	(40) 50	(14)17.5	(26 )32.5
11.	Carrying out practical activities	(25) 31.3	(20) 25	(35) 43.7	(36) 45	(15)18.7	(29 )36.3
12.	Vast syllabus	(18) 22.5	(20) 25	(42) 52.5	(33) 41.3	(20)25	(27 )33.7

(Abbreviation used TSE: To Some Extent) Numbers in bracket are raw scores and numbers without bracket are percentages.

The Table No. 4.45 shows the problems faced by teachers in implementing CCE. 57.75% of the private school teachers and 65% of government schools teachers were of the opinion that CCE is time consuming and hectic. 50% of private schools and 56.25% of government schools teachers were also of the opinion that with CCE it has created lack of seriousness among students. 50% of private schools as well as government schools teachers were of the opinion that CCE has increased the work load of teachers. 50% of government school teachers were of the opinion that assessing behavioral outcomes of students is a problem in implementing CCE. Besides these more than 40% of the private schools teachers were of the opinion that, large number of students in class, unawareness

of the act, absenteeism of students, assessing behavioral out comes, carrying out practical activities, vast syllabus also to some extent create problem in implementing CCE properly. On the other hand more than 40% of the government schools teachers were of the opinion that to some extent cost factor and unawareness of the act hinder in the proper implementation of CCE.

#### **4.6 Analysis and interpretation of responses from respondents on challenges Faced in implementing RTE Act 2009**

##### **4.6.1 Challenges faced by Heads**

**Table No. 4.46. Heads on teacher related challenges**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	(%)	Raw scores	(%)	Raw scores	(%)	Raw scores	(%)
1.	High absenteeism of teachers	2	12.5	14	87.5	14	87.5	2	12.5
2.	Quality education	10	62.5	6	31.3	7	43.7	9	56.3
3.	Proxy teacher	0	0	16	100	13	81.3	3	18.7
4.	Lack of trained teacher	13	81.3	3	18.7	10	62.5	6	37.5
5.	Shortage of teacher	0	0	16	100	8	50	8	50
6.	Low teacher motivation	3	18.7	13	81.3	12	75	4	25
7.	Use of technology	12	75	4	25	8	50	8	50
8.	Too vast curriculum	2	12.5	14	87.5	11	68.7	5	31.3

9.	Flawed teaching methodology	3	18.7	13	81.3	10	62.5	6	37.5
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The Table No. 4.46 indicates the responses of Heads on teacher related challenges. 12.5% of private school heads reported that there is high absenteeism of teachers. Whereas, 87.5% of government teachers reported that there is high absenteeism of teachers. It also found out that there is no proxy teachers in private schools. However, 81.3% of government school heads reported that there is proxy teachers. 81.25% of private school heads were of the opinion that there is lack of trained teachers. 62.5% of government school heads were of the opinion that there is lack of trained teachers. 81.3% of government schools heads revealed that there is shortage of government teachers in schools. 75% of government school heads also were of the opinion that low teacher motivation to teach is a challenge. 68.75% of government school heads were of the opinion that the school curriculum is too vast. Whereas only 12.5% of private school heads were of the opinion that the school curriculum is too vast to cover in a stipulated time.

**Table No. 4.47 Heads on student related challenges**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	(%)	Raw scores	(%)	Raw scores	(%)	Raw scores	(%)
1.	Low performance of students	7	43.7	9	56.3	8	50	8	50
2.	Low quality of learning	6	37.5	10	62.5	10	62.5	6	37.5
3.	Lack of interest in studies	10	62.5	6	37.5	9	56.3	7	43.7

The Table No. 4.47 shows the responses of Heads on student related challenges. 43.75% of private school heads and 50% of government school heads were of the opinion that low performance of students is a challenge. 37.5% of private school heads and 62.5% of government school heads were of the opinion that low quality of learning is a great challenge. 62.5% of private school heads and 56.25% of government school heads were of the opinion that the students are lacking interest in studies which is a great challenge in implementing RTE Act.

**Table No. 4.48 Heads on parent related challenges**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	(%)	Raw scores	(%)	Raw scores	(%)	Raw scores	(%)
1.	Illiteracy of parents	4	25	12	75	15	93.7	1	6.5
2.	Non co-operative with school	8	50	8	50	4	25	12	75
3.	Not interested in child progress	10	62.5	6	37.5	11	68.7	5	31.3

The Table No. 4.48 indicates the responses of Heads on parent related challenges. 25% of private schools heads reported that illiteracy of parents becomes a hinder in the child's progress. 93.75% of government school heads reported that illiteracy of parents becomes a great problem in the progress of the child as well as a great challenge in implementing RTE Act. 50% of private school heads and 25% of government school heads reported that parents were non co-operative with the school. 62.5% of private school heads and 68.75% of government school heads were of the opinion that parents do not give interest in their child progress which becomes a great challenges for the school to handle.

**Table No. 4.49 Heads on management related challenges**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	(%)	Raw scores	(%)	Raw scores	(%)	Raw scores	(%)
1.	Inadequate training of SMC/SB	8	50	8	50	11	68.7	5	31.3
2.	Irresponsibility of SMC/SB	3	18.7	13	81.3	8	50	8	50
3.	Administrative workload	6	37.5	10	62.5	14	75	2	25
4.	Irregular payment of fees	10	62.5	6	37.5	13	81.3	3	18.7
5.	Less funds	8	50	8	50	5	31.3	11	68.7

The Table No. 4.49 shows responses of heads on management related challenges. 50% of private school heads were of the opinion that due to inadequate training of school boards it becomes a challenge for the functioning of schools. 68.7% of government school heads were also of the opinion that due to inadequate training of school Management Committee it becomes a challenges in the management and functioning of schools.75% of government school heads and 37.5% of private schools heads claim that there is administrative workload besides teaching. 62.5% of private school heads and 81.3% of government school heads reported that irregular payment of fees or untimely payment of fees becomes a great challenge.



#### 4.6.2 Challenges faced by students

**Table No. 4.50 Student on challenges they faced**

Sl.no.	Items	Private				Government			
		Yes		No		Yes		No	
		Raw scores	(%)	Raw scores	(%)	Raw scores	(%)	Raw scores	(%)
1.	Lazy to study	154	48.2	166	51.8	163	50.9	157	49.1
2.	Feel excited to go to school	232	72.5	88	27.5	234	73.2	86	26.8
3.	School far from home	127	39.6	193	60.4	176	55	144	45
4.	Parents illiteracy affects study	116	36.3	204	63.7	164	51.3	156	48.7
5.	School bag too heavy	176	55	144	45	145	45.4	175	54.6
6.	Lack of study materials	147	45.9	173	54.1	183	57.2	137	42.8
7.	Untimely distribution of books, uniforms	164	51.3	156	48.7	190	59.4	130	40.6
8.	Lack of sports facilities	147	45.9	173	54.1	166	51.8	154	48.2
9.	Irregularity of teachers	153	47.8	167	52.2	147	45.9	173	54.1

The Table No. 4.50 indicates the responses of students on the challenges faced by them. 50.9% of government school students reported that they feel lazy to study. 55% of government school students reported that their school is far from home. 51.3% of government school students were of the opinion that their parent's illiteracy affects their

study. On the other hand 63.7% of private school students were of the opinion that their parent's illiteracy does not affect their study. 55% of private school students and 45% of government school students' complaint that their school bag is too heavy. 51.3% of private school students and 59.4% of government school students reported that they face problem due to untimely distribution of books and uniforms. 45.9% of private school students and 51.8% of government school students reported that there is lack of sports facilities in the school. 52.2% of private school students and 45% of government school students reported on the irregularity of teachers.

#### 4.6.3 Challenges faced by teachers in implementing RTE Act 2009

**Table no. 4.51 Teachers on challenges they faced**

Sl.no.	Challenges	Private		Government	
		Raw scores	%	Raw scores	%
1.	Work overload	46	57.5	18	22.5
2.	Lack of seriousness in studies	59	73.7	52	65
3.	Lack of parents co-operation	49	61.3	16	20
4.	Poor infrastructure	25	31.3	64	80
5.	Non placement of students in age appropriate class	20	25	49	61.3
6.	Over- crowded class	25	31.3	20	25
7.	Lack of proper training/ orientation on the Act	25	31.3	9	11.3
8.	Restriction on corporal punishment	20	25	9	11.3

The Table No. 4.51 shows the responses of teachers on the challenges faced by them. 57.5% of private school teachers and 22.5 % of government school teachers were of the opinion that with the intervention of RTE Act the work load of teachers has drastically increased with continuous evaluation. 73.7% of private school teachers and

65% of government schools teachers observed that students were disinterested in their studies knowing that there is no detention till class 8 as per the Act. 61.3% of private school teachers and 20% of government school teachers were of the opinion that parent's co-operation in their child's progress was very low. 31.3% of private school teachers and 80% of government school teachers were of the opinion that the school infrastructure is poor. 25% of private school teachers and 61.3% of government school teachers reveal that placing of students in age appropriate class is a great challenge. 31.3% of private school teachers and 25% of government school teachers reported of over crowing of class. 31.3% of private school teachers and 11.3% of government school teachers were of the opinion that proper training and orientation on the act is not adequate therefore is a challenge in implementing it properly. 25% of private school teachers and 11.3% of government school teachers reported that it is difficult to control students by not using stick at all or giving punishment.

#### **4.6.4 Challenges faced by SMCs in implementing RTE Act 2009**

- a) 62.5% of the SMC's were of the opinion that gap in provision of quality infrastructure in government schools is one hurdle in successfully implementing RTE Act.
- b) 18.75% poor financial support from government for exam paper fee which compelled the school to collect few amount of money from students during admission.
- c) 12.5% of SMC's revealed that convincing parents with poor economic condition for education of their children is a challenge in implementing this act.
- d) 12.5% of SMC's reported that overcrowded classrooms especially in the high school level where a class had to be divided into section yet the enrolment is still high for a teacher to handle a section is a challenge thereby compromising the student teacher ratio.
- e) 12.5% of SMC's reported that insufficiency of teachers especially for mathematics and science subjects compromising quality education.

- f) 75% of the SMC's members were of the opinion that lack of awareness about the Act and the rights is the biggest problem in implementing this act.
- g) 9.37 % of SMC's reported of high drop out of girl child in schools due to early marriage which hinder the education of girl child.

#### **4.7 Suggestions given by respondents for effective implementation of RTE Act 2009 in Nagaland**

##### **I. Suggestions given by Heads of government school**

1. 30% of the heads suggested for appointment of sufficient teachers in schools as there is shortage of teachers in schools.
2. 65.25% of heads suggested for active community participation from parents, local bodies; NGO's is needed as they are also agent in mobilizing children to attend school.
3. 50% of the heads suggested that RTE Act with detention is better and more effective than the non detention of students.
4. 43.75% of heads suggested that proper knowledge about RTE Act to institutions and parents should be imparted through various means.
5. 37.5% of heads also suggested that for effective implementation of RTE Act Awareness on RTE Act should be given to parent, community, and teachers.
6. 25% of heads suggested that teachers being an agent of implementing RTE Act must be sincere in their duties.
7. 25% of the head also suggested for proper infrastructure in schools along with timely provision of incentives as there are still considerable gaps in quality infrastructure that need to be filled.

##### **II. Suggestions given by Heads of private schools**

1. 62.5% the head suggested that revoking non detention policy will make implementation of RTE Act more effective because of the many drawbacks it has on children education.

2. 43.75% of heads suggested that teacher training programs at different level should be given prior importance to ensure children right to quality education.
3. 43.75% suggested for availability of making private schools government aided so that students in need with poor economical background can get free education even in private schools.
4. 43.75% of the head suggested that for effective implementation of RTE Act 2009 active community participation from parents, local bodies; NGO's is needed as they agent in mobilizing children to school.
5. 37.5% of the Head also suggested that awareness on RTE Act through workshop, seminar to parents, teachers, and students should be given as many are still unaware of the act.
6. 25% of the head suggested that for effective implementation of RTE Act proper school infrastructure must be provided by school authority or by the Government.

### **III. Suggestions given by government school teachers**

1. 66.25% of government school teachers suggested awareness campaign, sensitization programme, orientation to parents, teachers, community, in relation to RTE Act especially in rural areas should be conducted.
2. 65% of teachers suggested that infrastructure in government school should be improved.
3. 40% of the government teachers suggested to strictly maintain student:teachers ratio in class so that every child gets equal attention from teachers which will allow students to learn better.
4. Another 40% of teachers suggested that Government should provide adequate incentives or funds to school for maintenance of the minimal infrastructure.
5. 33.75% of teachers suggested for appointment of sufficient teachers in Government Schools as shortage of teachers still exist despite of mass recruitment.
6. 27.5% of teachers suggested for removal of bogus teachers or substitute teachers who are in school without training and to recruit qualified trained teachers.

7. 26.25% of teachers suggested for detention of weak students for quality learning and to revoke the non detention policy.
8. 26.25% of teachers suggested that compulsory education of children till the age of 14 years can only be achieved if enrolment and retention of children be checked through proper survey.
9. 23.75% of teacher suggested that proper training in relation to Continuous Comprehensive Evaluation must be conducted.
10. 20 % to provide timely incentives like textbooks, uniforms before the academic session begins.
11. 20% suggested for recruitment of special teacher separately meant for students placed in age appropriate class.
12. Another 20% of teachers suggested for timely inspection in schools by the higher authority to check on the overall functioning of schools related to teachers, students, community, and infrastructure.
13. 13.75% of teachers suggested for improved curriculum which emphasize on skill based job oriented curriculum.

#### **IV. Suggestions given by private school teachers**

1. 50% of the teachers suggested for availability of making private school to government aided school so as to provide free education to some exceptional children.
2. 46.25% of the teachers suggested for providing training from time to time in relation to Continuous Comprehensive Evaluation.
3. 46.25% of teachers suggested awareness programme on Right to Education Act be given to all the parents as many are ignorant about child education rights.
4. 40% of the teacher also suggested that the higher authorities must take stringent measures for implementation of RTE Act.
5. 40% of teachers suggested for detention of students who are weak in studies as randomly promoting children affect both teachers and students.
6. 33.75% of teachers suggested for trained teachers who are qualified in the teaching field.

7. 26.25% of the teachers suggested reducing the syllabus and working load of teachers.
8. 15% of the teacher suggested that pupil teacher ratio be maintained as it is difficult to control the students in a class.
9. 13.75% of the teachers suggested that for effective implementation of RTE Act annual inspection should be carried out both in Government school as well as private school.

**V. Suggestions given by School Management Committees**

1. 50% of SMC suggested for better co-ordination among the committee members to work for the welfare of school.
2. 40% of the SMC suggested for proper allotment of funds in Government schools.
3. 40% of SMC suggested for better co-operation from community, parents, schools in implementing RTE Act.
4. 40% of the SMC also suggested that the Government should banned proxy teachers or substitute teachers in schools with exception for those going for further studies.
5. 25% of the SMC suggested that teachers who play the main role in school should serve sincerely with dedication as per what they are paid for.
6. 25% of SMC also suggested that workshop for the School Management Committees about the roles and responsibilities as per the norms of RTE Act should be conducted.
7. 10% of the SMC also suggested that Government should give importance to raise the standards of government schools especially in rural areas.

**VI. Suggestions given by School Boards**

1. 65% of the school boards suggested for Government support in private schools as most children are deprived from going to private schools due to payment of fees.
2. 50% of the School boards suggested that the non detention of students had negative impact on the quality education of children and therefore has to be reformed.

3. 20% of the school boards suggested doing away with communitization as many funds meant for the school in Government schools used to be mishandled.
4. 5% of the school boards Suggested for strict implementation of RTE Act by the higher authorities.

## **VII. Suggestion given by Experts**

1. 50% of the experts suggested for conducting seminars again in every schools with parents on rights of children, about the act etc. as people seem to have forgotten about the RTE Act.
2. Another 30% of the expert suggested that infrastructure in government schools needs to be updated from time to time.
3. 35% of expert also suggested that proper coordination among the stakeholders must be there for effective implementation of the Act.
4. 20% of the expert suggested that school funds meant for schools be given in full amount without being mishandled and therefore the concerning authorities need to be transparent to the school as well.
5. 50% of the experts also suggested that the School Management Committee and school should co-ordinate well for proper management.
6. 20% of the expert suggested for non involvement of community in school as most of the SMC divert their attention towards corruption.
7. 40% of the experts also suggested that parents avail the right help for any violation of child's right through the office of SCPC.



## **CHAPTER V**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, SUGGESTIONS FOR EFFECTIVE IMPLEMENTATION OF RTE ACT 2009 AND SUGGESTIONS FOR FUTURE RESEARCH**

#### **5.1 Introduction**

Right to education was recognized as a human right with the Universal Declaration of Human rights in 1948 by the United Nations general assembly. Where, article 26 states that everyone has the right to education and that education shall be free at least at the elementary level and fundamental stages. Elementary education shall be compulsory.

The Right to Education Act 2009 or the Right of Children to Free and Compulsory Education is a historic and significant step towards the universalisation of elementary education throughout the country. Since time immemorial the aim for universalization of elementary education and provision of free and compulsory children from 6 to 14 years has been emphasized time and again. In 1911, Gopal Krishna Gokhale unsuccessfully moved a Bill for compulsory education in the Imperial Legislative Council. After independence efforts were made through various policies for universalization of education like National Policy on Education 1968, 1986, 1992, Archarya Rama Murti report 1990 etc.

In fact, Government of India has launched many of programmes for strengthening elementary education in the country. Prominent amongst them are Operation Blackboard 1987-88, Shiksha Karmi Project 1987, District Primary Education Programme (DPEP) of 1994, Midday meal scheme 1995, Sarva Shiksha Abhiyan programme 2001etc. In 2002, through the Eighty sixth Amendment Act of the Indian constitution article 21-A was inserted which states that the state shall provide free and compulsory education to all children of the age of six to fourteen years as a fundamental right.

In 2005, a draft Right to Education Bill was circulated but could not get its final shape because of the apprehension that Government may not be able to bear the high

financial costs involved in implementing the act all throughout the country. Later on the bill was placed before the Rajya Sabha in December, 2008. The Bill was then returned to a Standing Committee on Human Resource Development. After the formation of UPA II Government, the bill was finally passed by the Rajya Sabha on 20<sup>th</sup> June, 2009 and by the Lok Sabha on 4<sup>th</sup> August, 2009.

The Right of children to Free and Compulsory Education Act, 2009 received assent of the President of India on 26 August 2009. The Right to Education Act 2009 is an act to provide free and compulsory education to all the children between the ages of 6-14 years. Here, “free” means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing Elementary education. “Compulsory” means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age groups. This act therefore bounds all the stakeholders like parents, schools, society, states as well as government to play their roles in order to provide free and compulsory education to the children between 6-14 years of age.

### **Main features of RTE Act 2009**

1. Every child of India in the 6-14 years group has the right to free and compulsory education in the neighbourhood school till the completion of elementary education.
  - a) The appropriate government shall provide free and compulsory elementary education to every child.
  - b) Ensure compulsory admission, attendance, and completion of elementary by every child.
  - c) Ensure availability of neighbourhood school.
  - d) Ensure that child belonging to disadvantage and weaker sections children are not being discriminated and prevented from completing the elementary education on any grounds.
  - e) Provide infrastructure including school building, teaching staff, and learning equipment.

- f) Provide special training facility to students placed in appropriate age class.
- 2. No capitation fees and screening procedure for admission
  - a) While admitting a child, no school or person shall collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.
  - b) Any school found receiving capitation fees and conducting screening shall be punishable with fine.
- 3. Proof of age for admission
  - a) The age of a child shall be determined on the basis of birth certificate or on the basis of such other document.
  - b) No child shall be denied admission in a school for lack of age proof.
- 4. No child shall be denied admission in a school.
- 5. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.
- 6. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- 7. No child shall be subjected to physical punishment or mental harassment.
- 8. No school or the local authority shall after the commencement of the act established or function without obtaining a recognition certificate.
- 9. Private and unaided educational institution will have 25% reservation of seats for the students belonging to economically weaker section and disadvantage section of the society in admission to first class.
- 10. All schools except Government schools are required to be recognized by meeting the specified norms and standards within 3 years.
- 11. All schools except private unaided schools are to be managed by School Managing Committees consisting of the local authority, parents or guardians, teachers as members to monitor the functioning of the school.
  - a) At least three-fourth of the members of such committees shall be parents or guardians.

- b) Proportionate representation shall be given to the parents or guardians of children belonging to disadvantage and weaker section.
  - c) Fifty percent of members of such committees shall be women.
  - d) The school committee shall monitor the working of the school.
  - e) Prepare and recommend school development plan.
  - f) Monitor the utilization of the grants received from the government or local authority or any other source.
12. It provides for appointment of appropriate trained teachers, however if the minimum qualification required for appointment of teachers is not available then it may be relaxed for such period of not more than five years.
13. It prescribes that the Pupil Teacher Ratio to be maintained at school level should be 30:1 and 35:1 at the primary and upper primary level.
14. For monitoring of child's right to education State commission for Protection of Child Right will address any grievances on child's right to education.
15. The academic authority shall lay down curriculum and evaluation procedure.

## **5.2 Need and significance of the study**

The RTE Act 2010 is a recent and new Act that has been implemented all over the country. It is an education act that provides free education to all children from 6-14 years irrespective of caste, race, religion more so giving more opportunity to weaker and disadvantage children for education. To make education free for all children till elementary level and to ensure quality education is a great challenge before the country. For any plans or an Act to work out depends on the effective implementation keeping in view the practicality, feasibility, budget, finance, authorities etc. This study gives emphasis on the role of elementary school, as it is the school that will play the main role in implementing RTE Act. RTE act is mainly based for the benefits of education for children and for this the school plays an important role. Indeed when we say school it includes individuals like the head of school, teachers and other academic and physical materials that will enhance in providing quality education to children. It is the basic requirement of school to provide proper facilities, competent teachers, and more so with

the advent of RTE Act new norms and standards have been laid down that has to be followed. Moreover, in schools, the SMCs including parents, guardians, local authorities, women representatives, teachers also play equal role in providing education. A school with community supervision and involvement surely transform the functioning of the school in a better way. SMC helps in mobilizing and facilitating communities to take an active role, in implementing and monitoring the development programmed for. However, this is not always the case, in most cases the school and SMC do not work hand- in- hand, some school could not even provide basic facilities in schools, while some SMC only sign document when it is required and funds were also being utilize in the wrong way. Therefore the study is felt necessary and important to know whether schools, teachers, SMC are carrying out their responsibilities as per RTE Act, and how they are implementing it since it is almost nine years of implementation. With any new Act problems/ challenges are bound to arise and so it is also a concern to find out the problems in implementing RTE Act because unless problem/s are confronted and is brought to light for better understanding and pave the way for solving it, it will remain the same even though implemented for ten years or so. Though the RTE Act in Nagaland was implemented in the year 2012 there is no record of research done on it. Therefore, the study is felt needed and justified.

### **5.3 Statement of the problem**

*A study of the implementation of RTE ACT 2009, vis a vis the role of Elementary Schools in Nagaland*

### **5.4 Objectives of the study**

1. To study the role of elementary school in implementing RTE Act 2009 in relation to admission, detention, infrastructure, administration and management.
2. To examine the co-ordination between elementary schools and School Management Committees or School Boards.
3. To study the role of teachers in implementing Continuous Comprehensive Evaluation under RTE Act.

4. To find out the challenges faced by Head teachers, teachers, students and School Management Committees or School Boards in implementing RTE Act 2009.
5. To suggest measures for effective implementation of RTE Act 2009.

### 5.5 Research questions

1. How schools are carrying out their roles and responsibilities in implementing RTE Act?
2. Whether schools are following the norms and standards as laid down in the Act?
3. What are the problems that the schools faced in implementing RTE Act?
4. What duties or work does the SMC carry out?
5. Is the SMC working effectively in Implementing RTE ACT?
6. What suggestion would be best for effective implementation of RTE Act?

### 5.6 Defining the operational terms

1. **Implementation:** Here it means the execution and achievement of the RTE Act 2009 in schools, by teachers and SMC's.
2. **Right to Education Act 2009:** It is an Act to provide free and compulsory education to all children from six to fourteen years of age.
3. **Elementary Schools:** Educational institutions run by both Government and Private schools that are having primary and middle school level.
4. **School Management Committee:** Will include VEC/WEC/TEC/ School boards comprising of parents and community representatives to monitor the functioning of schools.
5. **Disadvantaged group:** A child belonging to Schedule tribe, schedule caste, the socially and educationally backward class or such other group.
6. **Weaker section groups:** A child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government.

### 5.7 Delimitation of the study

The study is delimited to four districts and within these district 32 elementary schools of both private and government in Nagaland.

## **5.8 Design of the study**

### **5.8.1 Research Method**

The descriptive survey method has been used by the investigator for the study.

### **5.8.2 Population of the study**

The total population of the present study consists of 895 schools of all the primary and middle schools of Kohima, Dimapur, Peren, Mon district under Nagaland which includes both private and government schools. The total population of elementary students from these districts is 190673, and total population of teachers is 12331.

### **5.8.3 Sample of the study**

Thirty two elementary schools (primary and middle schools of both government and private schools) from the four districts was randomly selected and from within these schools 32 Head teachers, 160 teachers and 640 students was selected using convenience sampling technique. 32 SMC members of the selected school were included in the sample. The four districts were selected purposively namely Kohima, Dimapur, Peren, Mon for the study keeping in view the geographical area in the form of east, west, north, and south.

Twenty experts/Officials from State Council of Educational Research and Training (SCERT), Sarva Shiksha Abhiyan (SSA), State Commission for Protection of Child Rights (SCPCR) and Directorate of School Education were interviewed.

### **5.8.4 Tools**

Three sets of Self-made questionnaires for head of the school or Teacher in charge, teachers, and students of classes seven and eight was used by the investigator and one interview schedule for SMC/VEC/ School Board members. One interview schedule was used for the experts in the field of elementary education.

Questionnaires consist of a set of questions prepared as per the objectives of the study and design for each target groups. The questionnaires include closed ended, open ended, check list and also varies in length, focus and types of items. Pilot testing was done on

two schools and the questionnaires and interview schedule were reviewed by four experts. Likewise, items were revised as per the feedback given by experts and the final set was made ready for administration.

#### **5.8.5 Administration of tools**

In order to collect the data, the researcher administered the questionnaire to Head teachers, teachers and students. Researcher covered 32 schools from four districts namely Kohima, Dimapur, Peren and Mon under Nagaland. Similarly, questionnaires were administered on 32 head teachers, 160 teachers and 640 students. The researcher visited each school personally met the head or Principal of the schools and explain the purpose of the visit and with due permission administered the questionnaire. A brief instruction was given to them and was ask to feel free to express their opinion and respond to all the questions given. They were also assured that their identity would be kept confidential and their responses would be meant for research purpose only. The questionnaires were distributed to them and stipulated time was given to the schools to respond. The researcher faced some difficulties in collecting the questionnaires back as some schools were not ready with all sets of questionnaire given to them. Therefore, the researcher had to revisit the schools to collect the questionnaires. To administer interview schedule to School Management Committees/ School Boards researcher randomly selected one member each from each schools preferably parents and requested to take out some time to attend the question and respond accordingly. Similarly, another 20 experts especially bureaucrats from various education offices and department were randomly selected and were apprised of the purpose and requested to attend the same.

#### **5.8.6 Statistical techniques**

The study is descriptive in nature. Data were tabulated and converted into raw scores after which percentages were calculated.



## **5.9 FINDINGS**

### **Major findings of the study**

#### **Profile of Heads, teachers, and students**

1. Majority of the heads both in private and Government schools were male.
2. The age group of private schools heads fall between 30-39 and 40-49 years age group in Government schools.
3. The study also found out that the number of trained Head teachers were more (81.25%) in private schools as compared to Government schools (62.5%).
4. Majority of the private schools were established during 1990-1999. While most government schools were established during 1960-1969.
5. Majority of teachers in both private and government schools were female.
6. Most of the age group of teachers falls between the 25-35.
7. Majority (81.25%) of private school teachers were untrained however, more than half (51.25%) of the teachers in government schools were trained.
8. The training programme undertaken by majority of teachers in both private and government schools were B.Ed.
9. The age group of students in private schools for class 7 and 8 were from 11-15 years where majority students falls under the age group of 14 years.
10. The age group of students in Government schools for classes 7 and 8 were from 11- 17 years where majority students falls under the age group of 14 years.

#### **Objective 1: To study the role of elementary school in implementing RTE Act 2009 in relation to admission, detention, infrastructure, administration and management**

##### **a) Admission**

1. The study found out that 100% of the private schools do not reserve 25% of the seats for the weaker section or disadvantage children.
2. The study found out private schools carry out screening test to children and guardians who seek admission.
3. It was found out that private school collect miscellaneous fees besides admission fees and tuition fees.

4. It also found out that even Government schools collect admission fees and other fees as well.
5. The study found out that private schools as well as government school does not place students in age appropriate class, but were place in a class as per their previous result.
6. The study revealed that private schools deny admission to students due to lack of age proof documents.

b) Detention

1. It was found that both private and government school does not follow the non-detention policy.
2. It was also found out that majority of both private and government school teachers agreed upon the fact that non-detention policy was a failed policy as it could not be successfully implemented.
3. The study also revealed that non-detention policy has de-motivated the students in their studies.
4. The study revealed that students were not detained in class. However, majority of the students were in support of detention.
5. The study also found out that students still have fear psychosis of failing in exam.

c) Infrastructure

1. The study also found out that both private schools and government schools have basic amenities.
2. The study found out that in both private and government schools the facilities of library and computer lab were low.
3. The study also found that in government schools the construction of ramp for differently able children were higher (59.4%) as compared to private schools (39.6%).

d) Administration and management

1. The study found out that private schools have School Boards and Government schools have School Education Committee.

2. The study found out that majority of the Heads of both private and government schools carry out their role keeping in view of the physical and human resource, academic programme as an administrator.
3. It was found that the role of School Boards in private schools and School Management Committee in government schools slightly differs in terms of ensuring enrolment of all children in schools, dismissing a teacher, hiring a teacher, supervising mid day meal etc.

**Objective 2: to examine the co-ordination between elementary schools and School Management Committees or School Boards**

**a) Co-ordination of Heads with SMC/ SB**

1. The study found out that heads of both private and Government schools communicate with the School Boards as well as School Management Committee for any school related matters concerning them.
2. The study found that School Boards and School Management Committee were invited in every programmes of the schools.
3. The study found out that School boards and School Management Committee were helpful in assisting the schools.
4. The study also found out that School boards and School Management committee did not have any issues in inappropriate use of school funds.
5. The study also found out that School Boards and School Management Committee were not trained nor given any training.

**b) Co-ordination of teachers with Heads and SMC/SB**

1. The study found out that teacher representatives were inducted as members of School Boards and School Management committee.
2. The study revealed that the Head of the School do not take decisions at his own discretion.
3. The study revealed that teachers were consulted by Head in any decision making process.
4. The study found out that parents were informed about their children progress in their academic field.

5. The study revealed that consultation of parents on child related issues, complaints on teaching learning are neglected in government schools as compared to private schools.
6. The study found out that School Boards and School Management committee were devoted for school development.

**c) Co-ordination of SMC's and School Boards with schools**

1. The study reveals that parents meeting in schools were conducted to discuss issues related to teachers, students and school.
2. The study also found out that SMC's monitor the school on roaster wise, surprise visit on the working hours, regularity of teachers, students, head etc.
3. The study also found out that community participation in school programmes like sports, cultural programme, children's day were discouraging in government schools.

**d) RTE Norms on SMC**

1. The study found out that the frequency of parent, teacher, SMC meeting were conducted very irregularly where 37.5% of the head pointed out to have conducted once in a month while 37.5% only once in a year.
2. The study also found out that was no election done for selection of SMC members.
3. The study revealed that there are no uniform numbers of SMC members in schools however majority of the SCM members in school consist of fourteen members.
4. The study found out that representatives include parents, teachers, women, local authority, and retired government official.
5. The study also found out that there was no criteria on the proportion of how many parents, teachers, women, should be a member of the SMC.
6. The study found out that 50% of the SMC members reported that meetings were usually conducted twice in a year.
7. The study also found out that 81.25% SMC members claim that they prepare school development plans however majority of them were unaware and did not follow as per norm.

8. The study also found out that very less effort was put forward by SMC in ensuring enrolment of children in schools.
9. The study also found out that in order to have a clear account on utilization of government fund audit was conducted yearly.

**Objective 3: To study the role of teachers in implementing Continuous Comprehensive Evaluation under RTE Act**

**a) Scholastic assessment**

1. The study found out that Continuous Comprehensive Evaluation is followed in all the schools in-order to assess the students.
2. The study also found out that teachers conduct class test to assess the scholastic aspects of students.
3. The study found out that students were made to give re-test if the performance were not up to the mark.
4. The study also found out that teachers also carry out re-teach if the students were unable to grasp the lesson.
5. The study also found out that teachers conduct class test more than 8 times in an academic year.
6. The study found out that majority of teachers give assignments in the form of home work to students, followed by oral questions in class, and academic projects.
7. The study also found out that teacher usually adopts lecture method of teaching a lesson.

**b) Co-scholastic assessment**

1. The study found out that teachers get free period for co-curricular activities more so in government school as compared to private schools.
2. The study also found out that in-order to assess the students in co-scholastic aspects there is no formal evaluation procedure or parameter followed by the schools.
3. The study found out that schools carried out various activities that focus on health and physical wellness as well as on art education.

4. The study found out that music related class or activities in government schools provision were not there whereas, private school provides music class as co-curricular activities.

**c) Assessment of both scholastic and co-scholastics aspect**

1. The study revealed that majority of teachers in-order to assess the students used written test. Observation schedule, checklist, rating scale and interview were used very sparingly.
2. The study also found out that grading is given to all children on overall co-scholastic areas.
3. The study also found out record book of all students in the form of cumulative record was maintained in schools.

**d) Training on CCE**

1. The study found out that teachers were sent for teacher training conducted by the concerning authorities.
2. The study also found out that teachers were given proper orientation on CCE by schools or by concerning authorities.
3. The study found out that teachers were given training on how to go about with the evaluation process in CCE.
4. The study reveal that imparting training on teachers on CCE in private schools were less (37.5%) as compared to government schools (75%).
5. The study also revealed that government schools received guidelines from the state authority on CCE, whereas it was not the case for private schools.
6. The study also found out that training given on CCE was adequate and helpful to some extent.

**e) Teacher pupil ratio**

1. It was found out that majority (56.3%) of the teacher pupil ratio in government schools at the primary level falls at 30:1. 31.3% of private schools fall under 40:1.
2. It was found out that in government school the teacher pupil ratio at the upper primary level falls mostly (68.7%) at 30:1, whereas in private schools the ratio falls under 35:1, 45:1, 50:1 (25%).

**Objective 4: To find out the challenges faced by Head teachers, teachers, students and School Management Committees or School Boards in implementing RTE**

**I. Challenges faced by Head**

1. The study revealed that the main challenges concerning Heads on teacher related issues in private schools were the concern over providing quality education to students, lack of trained teachers, and non utilization of ICT in classroom by teachers.
2. The study found out that in Government schools teacher related issue like high absenteeism of teachers, proxy teachers, low teaching motivation, flawed teaching method, too vast curriculum.
3. The study also found out that students' lack of interest in studies creates a big challenge in the implementation of RTE Act 2009.
4. The study found out that Low quality of learning and performance is a big challenge for the heads in government schools.
5. The study found out that challenges like, parents unconcerned for their child studies, parents non co-operation with the schools creates hurdle for proper implementation of RTE Act in private schools.
6. The study found out that illiteracy of parents leading to negligence of their children education as the main challenge on the part of parents in implementing RTE Act in government schools.
7. The study found out that lack of payment of school fees; inadequate training of SMC in management related matter, school administration work load, irresponsibility of SMC are some of the challenges on management related in government schools.
8. The study found that inadequate training of school boards in management related matter, irregular payment of school fees and lack of adequate fund are some of the challenges in private schools.

**II. Challenges faced by students**

1. The study found that students of government schools feels lazy to study though they love going to school which affect their academic performance.

2. The study also found out that the location of government school are far from the students residence which pose great challenge to reach the school on time.
3. The study reveals that due to illiteracy of parents most government students had to study on their own or don't study at all as there is no one to guide them at home.
4. The study also found out that carrying of heavy school bags by private schools students to schools makes them exhausted.
5. It also found out that government schools lack study materials like note books, textbooks, school office stationeries.
6. The study found out that lack of proper sports equipments like football, volley ball, also pose great challenge for government schools.

### **III. Challenges faced by teachers**

1. The study found out that overcrowded classroom is the main challenge faced by government school teachers.
2. The study also found out that poor infrastructure is another great challenge for the government school teachers.
3. The study reveals that lack of seriousness among students in their studies also pose great challenge for the government teachers as well as private school teachers.
4. The study found out that lack of co-operation from parents, overload work creates big challenge before the private school teachers.

### **IV. Challenges faced by SMC**

1. The study found out that Lack of awareness about the Act and the rights is the biggest problem in implementing this act.
2. The study found out that gap in provision of quality infrastructure in government schools is one hurdle in successfully implementing RTE Act.
3. The study also found out that school grants received in government schools are insufficient for the schools maintenance which made the school to collect few amounts from students for stationeries, sports, uniform etc.



4. The study also found out that overcrowded classrooms especially in the high school level where a class had to be divided into section yet the enrolment is still high for a teacher to handle a section is a challenge thereby compromising the student teacher ratio.
5. The study also found out that convincing parents' with poor economic condition for education of their children is a challenge in implementing this act.

**Objective 5: To suggest measures for effective implementation of RTE Act 2009**

**I. Suggestion given by Heads**

1. The heads of government school and private school heads suggested for active Community participation from parents, local bodies; NGO's is needed as they are also agent in mobilizing children to attend school.
2. The heads of both government and private school heads suggested that RTE Act without no detention is better and more effective than the non detention of students because of the many drawbacks it has on children education.
3. The heads of both government and private school heads suggested that awareness on RTE Act through workshop, seminar to parents, teachers, and students should be given as many are still unaware of the act.
4. The heads of Private schools suggested for provision of government grant in aid so that even the economically weaker section can be enrolled in schools
5. The heads of government school suggested for proper infrastructure in schools along with timely provision of incentives as there is still considerable gap in quality infrastructure that need to be filled.
6. The private school heads suggested that teacher training programs at different level should be given prior importance to ensure children right to quality education.

**II. Suggestions given by teachers**

1. The government school and private school teachers suggested that awareness campaign, sensitization programme, orientation to parents, teachers, community, in relation to RTE Act especially in rural areas should be conducted.

2. The government school and private school teachers suggested for detention of students who are weak in studies as randomly promoting children affect both teachers and students.
3. The government school and private school teachers suggested that pupil teacher ratio be maintained as it is difficult to control the students and give individual attention.
4. The government school and private school teachers suggested providing training from time to time in relation to Continuous Comprehensive evaluation.
5. The government school and private school teachers suggested for timely inspection in schools by the higher authority to check on the overall functioning of schools related to teachers, students, community, and infrastructure.
6. The government school teachers suggested for bridging the gaps of quality infrastructure.
7. The government school teachers suggested for appointment of sufficient teachers in Government Schools as shortage of teachers still exist despite of mass recruitment.
8. The government school teachers suggested for removal of bogus teachers or substitute teachers who are in school without training and recruit qualified teachers.
9. The government school teachers suggested for recruitment of special teacher separately meant for weaker students in class.
10. The government school teachers suggested for improved curriculum which emphasize on skill based job oriented curriculum.
11. The private school teachers suggested reducing the syllabus and working load of teachers.

### **III. Suggestion given by SMC's and School Boards**

1. SMC suggested for better co-ordination among the committee members to work for the welfare of school.
2. The SMC suggested for proper allotment of funds in Government schools as the funds received for the school are inadequate.

3. The SMC suggested for better co-operation from community, parents, schools in implementing RTE Act.
4. SMC's also suggested that the Government should check proxy/substitute teachers in schools as this will hamper the quality education.
5. The SMC suggested that teachers who play the main role in school should serve sincerely with dedication as per what they are paid for.
6. SMC also suggested that workshop for the School Management committees about the roles and responsibilities as per the norms of RTE Act should be conducted.
7. SMC also suggested that Government should give importance to raise the standards of government schools especially in rural areas.
8. The School Boards suggested for Government support in private schools as most children are deprived from going to private schools due to payment of fees.
9. The School Boards suggested doing away with communitization as many funds meant for the school in Government schools used to be mishandled.
10. The School Boards Suggested for strict implementation of RTE Act by the higher authorities.

#### **IV. Suggestion given by Experts**

1. The Experts suggested for conducting seminars again in every schools with parents on rights of children, about the act etc. as people seem to have forgotten about the RTE Act.
2. The Experts also suggested that the school management committee and school should co-ordinate well.
3. The Experts suggested that infrastructure in government schools needs to be updated from time to time.
4. The Experts suggested that school funds meant for schools be given in full amount without being mishandled and therefore the concerning authorities need to be transparent to the school as well.
5. The Experts also suggested that proper coordination among the stakeholders must be there for effective implementation of the Act.

6. The Experts suggested for non involvement of community in school as most of the SMC divert their attention towards corruption.
7. The Experts also suggested that parents avail the right help for any violation of child's right through the office of SCPC.
8. 50% of the experts were of the opinion that the school management committee are effective in performing their roles.

## **5.10 DISCUSSION**

### **5.10.1 Introduction**

The present study on the Implementation of RTE Act 2009 in elementary schools has brought out various findings. The study revealed that schools are implementing RTE Act however the implementations as per the Act norms were neglected in some areas. Nevertheless, in every policy the presence of flaws is expected which need to be rectify, improved upon. As such, the discussion for the present study is discussed below.

### **5.10.2 Admission**

As per the Right to Education Act 2009, there is prohibition of screening test upon the students and guardians in the form of interview and entrance exam for admission into the school, each and every children have the right to get education wherever they want and the school authority were not given the right to do selection especially at the elementary level. However the study found out that most of the private school does screening test may be because they want only the best students in their school and eliminate those who are less intelligent. It would be like teaching only the bright students and discriminating the less bright students which violates the rights of children for access of education. In continuum with the present study Zorinsangi (2012) in her study found that in private schools following RTE Act is a challenge in relation to no screening test as the application exceeds more than the available seats and that giving admission on first come first basis will affect the quality of education as well as the reputation of the school. No, doubt for individual interest and other concerns screening test is being conducted however, screening test at an early stage do not seem to be

positive for the children. Putting too much of pressure on children may impact them psychologically especially at a very young stage and the feeling of not being selected, their self esteem, confidence may be affected. It is a form of discrimination where equality of educational opportunities is distorted at a very early stage or at the beginning itself. It is therefore, important that parents or guardians are aware of such violation against the right of children.

Moreover most of the government schools in the present study were found to be collecting fee in the pretext of school stationeries, sports fee with varying amount depending on the school like 200 or 500 rupees for each child at the time of admission, which is prohibited as per the RTE Act, whereby no child or parents need to pay anything and that children should receive free education until the completion of elementary level. The allocation of funds in government school seem to be inadequate as many heads, teachers, SMC suggested for allocation of more funds in school which led the school to collect certain amount of money. It may not be a problem for a daily wage earner to manage the education of one child or two but when it goes more than that, to manage the fees, note books, bags, uniform it becomes a great problem financially which may compelled the parents to let their children leave school before completing elementary schools.

On the other hand, sec (12) (c) of the RTE Act set aside at least 25% of reservation of seats for the economically weaker and disadvantaged sections in unaided private schools for free education. The unaided private schools that admit children through this section are reimbursed a stipulated amount based on the comparison between actual amount charged by the school and recurring per student expenditure incurred by the government. However, the present study found out that none of the private sample schools followed this norm. Nayak (2012) in his study found that due to improper implementation, unclear provisions of RTE Act among government authorities, lack of awareness among target community and existing Caste discrimination it has not succeeded in achieving its aim to provide 25% free admission to children from disadvantaged and weaker sections of society in class 1st to 8<sup>th</sup>. Majority of the reasons mentioned in the present study was also that no official notification or guidelines was

provided to the schools by the state Government for implementation and as such there was no issue of reimbursement. Many private schools also mentioned about providing free education to some children in their schools but not on the basis of 25% reservation of seats but based on their own school norms. If more than three children were studying in the same school one child will be given free education. So, the implementation of reservation of 25% seats seems to be difficult as the fees in private school is exorbitantly high. Gorian & Karan (2017) in their article, highlighted some major issues for which the private schools authority were reluctant to follow the 25% reservation of seats for weaker and disadvantage section of children. Issues mentioned were lack of sufficient government financial help, in managing infrastructure expenses, teachers' salary and others, negative attitude of the authority.

Thus, due to improper guidelines from the authority on the reservation as well as unclear provisions of RTE Act among government authorities and not compelling the private schools to follow this norm, most of the private schools were running without implementing this norm.

### **5.10.3 Non Detention**

Section 16 of the Right to Education ACT 2009 stipulates that “no child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education that is from classes 1-8”. Even in Nagaland with effect from the implementation of the Act the non detention policy was followed. However due to skewed performance of students undermining the quality of education, high dropout rates in class IX, overcrowded classroom etc. the Academic Authority of the State of Nagaland (SCERT) under the RTE ACT 2009 drafted new guidelines for the Non detention policy 2015 whereby students would be declared either as qualified or needs improvement which in others words means that a student can be detained in the class if the school feels he is not qualified for promotion. Continuous comprehensive evaluation continued with three times evaluation or examination in a year with existing pattern of 40 per cent internal and 60 per cent external. From then on most schools followed the revised guidelines of Non detention policy. Recent amendment bill 2019 to the Right to Education Act permits schools to detain children in class 5 and class 8 if they fail an

annual exam twice. Due to criticism from various sectors of the states over the Non detention of student owing to low quality performance, disinterest in studies, high dropout rates and other related issues the central government had scrapped the Non detention policy. Ghosh (2015) in his study highlighted that teachers, academicians, students and parents had blamed the policy for bringing down the quality of education in the country. Goud (2018) also found out that, No-Detention Policy has certainly affected the quality of Education and aim of education. Anero (2012) established that continuous promotion is not an effective means of promotion because its practice neglects some assessment principles such as indiscriminate award of marks, none use of marking scheme and none attendance to assessment workshops. Thus, seeing the deteriorating condition of education and through many studies this policy could not succeed in its implementation.

#### **5.10.4 Infrastructure**

The study found out that government schools and private schools have all basics amenities like school building, classroom, drinking water, toilets etc. No doubt the SSA in the state had also initiated and established schools and provided infrastructure. However, there are gaps between government school and private school infrastructure. Many government schools had basic amenities but the condition of the infrastructure was poor, there was laxity in maintenance of government school infrastructure. Unless the gaps are bridged through periodic maintenance and provision of quality infrastructure the condition or the standard of government schools will be substandard. Gouda et.al (2013) in their study found out that in three areas the private school physical infrastructure is much better than the government schools and private school outperform the government schools and even the schooling cost is higher than the government schools. School infrastructure has great impact on the education of children, it not only ensures a comfortable place for study but also enhance in the achievement, performance of class activity as well as co-curricular activities. Therefore it is important that Government invest in providing proper infrastructure in schools. Murillo & Roman (2011) in their studies also showed that the availability of basic infrastructure and services (water, electricity, sewage), didactic facilities (sport installations, labs, libraries), as well as the

number of books in the library and computers in the school do have an effect on the achievement of primary education students in Latin America.

#### **5.10.5 Co-scholastic aspects**

In continuous comprehensive evaluations there are two aspects where assessments were to be done. One aspect is scholastic aspect where assessment is to be done mostly on academic areas. The other aspect is the co-scholastic aspect where students will be assessed on social, emotional, physical etc. The study found out that most school were assessing on health and fitness like games and sports, art education like craft work, cultural activities, music etc. It was also found out that record of every student were maintained in the form of cumulative record where students academic marks were given and grades were given for extracurricular activities. Moreover, continuously students were assessed academically through class test, assignment etc. With regard to assessing the co-scholastic aspects like games and sport or craft work etc they were assessed through their performance but when it come to the social, emotional aspects it seemed to have been neglected. It was found that for accessing co-scholastic aspects no formal evaluation procedures were adopted in any schools seriously to assess the social, emotional, physical, creativity etc of students. Grades were given as per the performance in academic. Collaboration to the present study findings Bhattacharjee & Sarma (2009) in their study revealed that co-scholastic activities had not earned a proper place in the school routine. The teachers did not have any kind of formal training to handle the co-scholastic activities. There was also no evaluation of these activities either half yearly or annually. Co-scholastic part of the curriculum was totally ignored in the school programme.

#### **5.10.6 Problems in Implementation of CCE**

It is also evidenced from the present study that proper implementation of RTE Act 2009 becomes very challenging for Head teacher as well as teachers. Most of the teachers reported that class rooms were overcrowded and that giving of individual attention to each child was not possible. Moreover, the teacher-students ratios were also found to be not uniform in primary as well as upper primary level. Each school had different student's teacher ratio. Some schools had 80 students in a class especially in higher class



with one teacher even when there was division of class into sections which again leads to shortage of teachers especially in government run school. Whereas, the RTE Act enforces teachers to give individual attention to students and to maintain record of every child. No doubt, record book of each students were maintained in the form of cumulative book where students academic performance were mentioned and grade given for other co-curricular activities. As such, with the present situation of high student-teacher ratio, lack of teachers, assessing co-scholastics aspects implementation of this Act becomes not only challenging but impractical for teachers as well. Mishra & Malik (2014) found out that lack of adequate teachers is one of the major reasons for not implementing CCE scheme in true spirit. Singhal (2012) in his study found out that most teachers found it difficult to execute CCE in large classes, to give individual attention, lack of appropriate training among teacher, lack of seriousness amongst the students regarding CCE as they were aware of the fact that they will pass without making enough efforts in academics. Likewise, many teachers also stated that CCE was time consuming and there were many financial constrains associated with it that does not suit the pocket of every student. Chopra (2014) in a similar study found out that teachers were not happy with the introduction of Continuous and comprehensive evaluation at secondary level in 2009 and shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas. Unless all these problems are work out successful implementation can be very challenging for the schools.

#### **5.10.7 Teacher**

Teachers are the main implementer of this Act since they are the one who is the overall guide, facilitator of children in school. As such to be an effective teacher besides having the qualities of a good teacher they also need to possess certain teaching skills so that teaching can be more effective. Therefore, with the change of time training of teachers is the need of the hour and like other profession that undergoes training to master the skills, teachers training also is a must today. The RTE Act recommended training of every teachers, and to be trained within a specific time frame for those who are untrained. Yet, still there are many teachers who are not trained and teaching in private and government run schools. The profile of teachers and head teachers in this

study also revealed that trained teachers were very less as compared to untrained teachers. Nevertheless, the Centre and State government has taken up the step to make every teacher compulsory to be trained. The State government also has given a time frame for those untrained teachers to be trained by 2019, however it could not be achieved therefore the time is extended till 2021. Such effort to curb untrained teachers throws a ray of hope for better education, quality education and effective teachers.

#### **5.10.8 School Education Committee**

School Education Committee plays a very pivotal role in successfully implementing RTE Act. They are indeed the guardian of schools. They are to look into every needs of the neighboring school with regard to infrastructure, students' enrolment, community participation, teacher's performance etc. Every government run school has education committees consisting of representative from parents, teachers, women, local authority etc. Rai (1987) in his study revealed that all primary schools functions under the administration of basic education council and every primary school has a village committee in every village. So, even before the RTE Act 2009 community participation was encouraged where education was decentralized and controlled by local authorities. RTE Act re-emphasized on community participation whereby as per the RTE norm every government schools should constitute School Management Board and the representative for SMC should consist of 75% of parents or guardians and within this 50% must be women, and other 25% should consists of teachers, local authorities. One reason for having a higher percent of parents and guardian in SMC was that parent would be able to involve themselves actively in the welfare of the school and their children's education and that the school and parents have a better relationship. Kumar (2016) in his study found out that the process of formation of SMC members were as per the RTE Act. However, the present study found that there were no uniform representatives, as per the RTE norms. On the other hand no elections were conducted for formation of SMC. With communitization of education in the State since 2002 the government schools already consist of VEC/WEC and they are still using the nomenclature and therefore maybe the need to form again SMC was not felt needed as the functions are almost similar. However, in contrast to that, with the commencement of the Act new members must be

elected as per norms with equal representation so that most parents are inducted as members and be benefitted.

An important role of SMC is to prepare developmental plan which include school access, school coverage, physical infrastructure, teachers, retention, promotion and learning of students. However, the study found out that the SMC were not so familiar with the development plan, as they were not able to give a clear account of how they prepare an institutional plan. One of the reasons for this could be lack of training of the SMC. They were not even aware that schools require a developmental plan. The study revealed that SMC were not given any training on how to carry out, about the function and roles of SMC. However, the one thing they mentioned was that they do audit every year and keep clear account of the utilization of school funds they received from the Government. To strengthen the school community relationship the SMC role is very important and should not be neglected. They must be welcomed and motivated so that they become a part of the school as well. Moreover, for not having the knowledge to prepare school developmental plan, the SMC cannot be blamed alone but the State authority must strengthen community participation firstly by giving them proper training or orientation, organize programme for SMC on the importance of community participation in school, their roles, function and strategies to let school and SMC be in constant touch. The study conducted by Sethi & Alka (2017) also found out that only 8% of SMC had undergone training related to SMC organized by NGO; moreover it was also reported that none of the SMC formulated SDP or were even aware about it. Similarly Kumar (2016) in his study also found out that SMC were negligent in School Development Plan and lack of management skills which hamper the participation of SMC actively.

The ultimate goal of community involvement will be achieved only if the school and SMC work together and are in constant touch to solve problem together. Therefore, conducting meeting to discuss and solve teacher, student problem or improvement of school is one way to involve community. The RTE Act emphasize on constant in touch between school and community by conducting meeting twice a month. Sethi & Alka (2017) study found out that meetings were held by-monthly or on requirement basis.

However, in contrast the present study found that conducting of meeting were done only twice in a year. Such, lackadaisical attitude of the school as well as SMC is lamentable. Community involvement in its real sense was found to be absent.

It can be said that participation of SMC with regard to conducting election, proportionate representatives, school development plans, conducting meetings were found to be inconsistency with RTE norms. Merely having a committee will not bring any good to the school unless the members work effectively. Therefore awareness of their roles and responsibilities, communication with schools, monitoring not only regularity of teachers but their performance, students learning must also be effectively assessed. Manju (2015) in her paper found out that the levels of awareness about RTE Act among these parents were low. Bhattacharya (2015) in his study suggested that awareness needs to be created among SMC members as well as parents/guardians regarding different aspects of the RTE Act, 2009. Boore (2012) in his study found that head teachers lacked competencies in management of physical and material resources, management of curriculum and instruction as well as management of human resources. The study recommended training of head teachers and SMC on management, mandatory training course of head teachers and SMC after inauguration, increased budgetary allocation by the government and increased involvement of SMCs in management. On the other hand Rout (2014) in his case study revealed that the SMC discharged its role actively for achieving universal enrolment by checking the attendance and absenteeism of the learners and that the SMC showed interest in developing the infrastructure by communicating to the authorities at different avenues of infrastructure and that the SMC had utilized the allotted funds in proper means so as to develop the system.

#### **5.10.9 Challenges in Implementing RTE Act 2009**

Some of the major challenges that the heads faced in implementing RTE Act were provision of quality education, untrained teachers, use of ICT in schools where many government schools had minimal infrastructure only. Ojha (2013), Yasuph (2013), have also raised issues on quality education. Islam (2020) found out that lack of training among the teachers and adequate information about the Act was a great drawback in successfully implementing the Act.

Some other challenges in government school were proxy teachers, substitute teachers, negligence of parents towards their children studies, low motivation of students towards their studies, lack of training of SMC members. Zorinsangi (2012) also mentioned that provision of not holding back students were another challenge faced by both private school and government school as students neglected the studies.

The major challenges that students faced in school found in the present study were laziness in studying, illiteracy of parents, heavy school bags which made them exhausted after school, lack of notebook, textbook in government schools and improper sports equipment in schools. While, the major challenges faced by teachers were poor infrastructure in government school, overcrowded class room especially in high school section, lack of seriousness among the students towards their studies, lack of cooperation from parents, work load etc. Islam (2020) in his study revealed that to provide quality education the pupil and teacher plays a crucial role, however many schools under study found that the number of students were high and that it was a challenge for teachers to give individual attention in a crowded class. His study also found out that due to improper physical infrastructure, human resource, and monetary issues it was very challenging to implement the Act in true spirit. Another study by Singhal (2012) found that major problem faced by teachers in implementing CCE were over crowded students in a class, inability to give individual attention. Abhijit (2015), Sabharwal (2018), in their study also highlighted on negligence of students in their studies, non serious attitude of teachers especially due to non-detention policy.

The major challenges faced by SMC were lack of awareness about the RTE Act, poor infrastructure, inadequate grant received by school, lack of co-ordination. Zorinsangi, (2012), reported that the main challenge of SMC was lack of cooperation and interest among the members, no awareness about the roles and function. Another study by Singh & Sood (2015) also highlighted that the problem faced by SMC were non co-operation of administration, lack of awareness among the SMC members, financial issues. Bhattacharya (2015) examined the problems faced by the SMC members in implementing the RTE Act, 2009 and found that lack of SMC member's awareness and lack of fund in developing 'School Development Plan', lack of interest among parents to

send their children to schools in enhancement of enrolment were the main constraints in implementing RTE Act 2009”.

Thus from the above discussion it may be concluded that implementation of RTE Act in Nagaland still need so much effort from all sides to successfully implement it. No doubt for so many years it was implemented in the state yet the awareness level of RTE Act, provision of the Act, the do's and don't's of the Act were seen to be neglected and overlooked. For successful implementation of this Act the concerned authority must take appropriate stern action against the violator of this Act. People and community should be given awareness about the right of children to get free education till the age of 18 with the NEP 2020.

## **5.11 CONCLUSION**

The findings and discussion of the present study leads to the following conclusions

1. Implementation of RTE Act 2009 in relation to admission, detention, infrastructure, management and administration

In relation to implementation of RTE Act in relation to admission, through the finding of the study it can be said that schools of both government and private schools are not implementing as per RTE norms where 25% reservation of the seats for the weaker section or Disadvantage children in private schools were to be allotted however due to improper guidelines from the authority it was not implemented. On the other hand many private schools still conduct screening test to parents and guardians. Free and compulsory education is not fully free in government school as in all government school charges nominal fees from guardians like admission fees, uniform fees, stationeries etc.

With the change in system in the evaluation and removal of non-detention policy many schools are glad about it as the non-detention policy has many negative impacts on the quality of education. It not only makes the student lazy but also compromised the overall quality of education. Even though non-detention is removed continuous comprehensive evaluation is being carried out in school.

When it comes to infrastructure both private and government schools have basic amenities but it may be said that in both private and government schools facilities like computer lab, library were found to be low. One encouraging factor of government schools is the provision of ramp in some school making education accessible for differently able children. On the other hand the government schools were found to have poor infrastructure. No doubt now government schools have basics amenities however, there are still gaps in the provision of quality infrastructure, and periodic maintenance, up gradation of facilities remain poor.

The role of heads or principals in administration and managing the school is vital. The duties of Head as an administrator, be it in private or government school is the same and all the required duties were performed by the heads or principals of the schools. All government and private schools were assisted by School Management Committee and School Boards in managing the school although their role differs in terms of ensuring enrollment of all children in schools, dismissing a teacher, hiring a teacher, supervising mid day meal etc.

## 2. Co-ordination of schools and SMC's

The schools have SMC's where by every government school are supposed to consist of SMC so that community can participate for the welfare of the school and no doubt the schools had SMC however the co-ordination and working of school and SMC's were found to be unsatisfactory as many norms were not implemented. The heads coordinated with schools by conducting meeting once in a year and invited SMC in school programs. The schools also gave information to parents on how their children were doing academically in school but parents' participation towards their children studies were found to be discouraging. The meeting were conducted once or twice in a year only, election were not held, representatives of members were not proportionate, school development plan were prepared but no details were given on how they do it. So, there were many lapses in the co-ordination of school and SMC, which needs to be addressed and strengthened.

3. Teacher in implementing CCE , Scholastic assessment, co-scholastic assessment, training,

In the implementation of CCE in the scholastic areas all schools were following CCE and that class test, re-teach retests were usually conducted. In an annual year it was found that class test were conducted by teachers more than eight times. In order to assess the students, teacher usually give assignment to students in the form of home work, class work and most teacher adopted lecture method of teaching meaning giving explanations.

To assess the scholastic areas class test, assignments were given and through that the students were assessed academically. When it came to co-scholastic areas, activity like games and sports for health and fitness, craft work, cultural events, for art education etc were organized and grades were given maybe as per their performance but there was no evaluation techniques adopted by teachers to assess other aspect like social, emotional development.

Assessing students is not something new for teacher it has been there since long time back but in CCE students are continuously assess not only in academic but in other aspect as well. And therefore every teacher needs to have knowledge on how to assess both aspects however more focus was given towards academic than the co-scholastic aspect. It can see that written test is usually adopted rather than observation schedule or rating scale etc. Intriguingly, it was found that teachers were given training and guidelines were also given by the concern authorities on how to go about with CCE in scholastic as well as co-scholastic aspect.

4. Challenges faced in implementing RTE Act 2009

Some of the major challenges that the heads faced in implementing RTE Act were provision of quality education, untrained teachers, use of ICT in schools where many government schools had minimal infrastructure only.

Another challenge in government school was proxy teachers, substitute teachers, negligence of parents towards their children studies, low motivation of students towards their studies, lack of training of SMC members.



The major challenges that students faced in school were laziness in studying, illiteracy of parents, heavy school bags which make them exhausted after school, lack of notebook, textbook in government schools and improper sports equipment in schools

The major challenges faced by teachers were the poor infrastructure in government school, overcrowded class room especially in high school section, lack of seriousness among the students towards their studies, lack of cooperation from parents, work load etc.

The major challenges faced by SMC were lack of awareness about the RTE Act, poor infrastructure, inadequate grant received by school, and lack of co-ordination.

## **5.12 EDUCATIONAL IMPLICATION AND SUGGESTIONS FOR EFFECTIVE IMPLEMENTATION OF RTE ACT 2009 IN NAGALAND**

### **1. Admission**

- a) The prohibition on screening test, denial of admission, denial of admission due to lack of age proof should be strictly checked by the concerned authority as violation of norms as per the Act is punishable.
- b) As it is said in the Act that there will be free and compulsory education of children from age 6-14 years therefore the education of children should be made completely free in Government schools without the need of schools to collect even small amount of fees from children. Government must therefore give adequate grants in schools.
- c) The State Government should have to work out on the 25% reservation of seats for disadvantage and weaker section children in private schools by providing clear guidelines.

### **2. Infrastructure**

- a) Periodical regular maintenance work and up gradation of facilities in Government schools should be ensured by concerned authorities.
- b) Timely distribution of uniforms, textbooks, mid meals in schools should be checked by SMC.

- c) More libraries and computer laboratories have to be installed and set up in schools so that children can access more information and broaden their knowledge.
- d) Adequate Funds should have to be allocated in school so that the school need not have to collect money from guardians or provision of giving free education to students where sibling of more than two studying in same school.

### 3. CCE

- a) Training of teachers must be given due emphasis by establishing more Government run teacher institution in the State.
- b) Maintenance of uniform teacher pupil ratio in class must be followed at every level so that individual attention can be given to children.
- c) A proper procedure for evaluating the co-scholastic aspect must be framed by the Government so that the growth and development of each child emotional, social, physical is taken care. The general well being of the child is not neglected.
- d) Refresher course on CCE must have to be conducted at least once in a year especially to update teachers on evaluation area as well as equipped teachers to adopt variety of assessing tools and techniques which are neglected by many teachers.

### 4. SMC

- a) The SMC must be given proper orientation or training on how to work out with the RTE norms with regard to election of members, preparing development plan, representative of members etc.
- b) Giving honorarium or certificate to the best performing SMC in terms of record keeping, ensuring enrolment, coordination with school etc. may act as an encouragement for active involvement.
- c) The government should make it compulsory for school and SMC to conduct meeting at least once in a month.
- d) The higher authority of concern districts must check the functioning of SMC and must have interaction with SMC not necessarily to question their work but to motivate and encourage them, to update them with new norms etc.

5. Awareness programme on RTE Act should be carried out as many people are still unaware of the right to education. From the higher authority to the parents there is no clear concept about RTE Act 2009.
6. Training of teachers not only on professionalism but also on important education Act like RTE Act 2009, NEP 2020, and CCE etc. must be given from time to time.
7. Quality of education must be raised in government run schools by removing substitute teachers, proxy teachers as these are the main hindrance that pose a threat to quality education.
8. Schools must give equal emphasis on both academics and co-curricular activities by including co-curricular periods in the daily school routine so that students get a platform, an opportunity to explore talents, abilities.
9. Trained teachers should be recruited in both government and private schools so that the consequences of untrained teachers, proxy/substitute teachers is minimised.
10. More teacher training institute should be set up in the State as there is only nine B.Ed training institute and ten D.El.Ed training institute which make it difficult for the aspiring or in-service teachers to get training.

### **5.13 SUGGESTIONS FOR FURTHER STUDY**

1. A study can be conducted on the awareness level of people on Right to Education Act 2009.
2. A case study can be carried out on the working of SMC in schools.
3. An in depth study can be carried out in schools in rural villages on RTE Act 2009.
4. A comparative study can be undertaken on the functioning of CBSE schools and Government schools.
5. A study on the issues and challenges faced in implementing RTE Act in North Eastern States.
6. A study on the National Education Policy 2020 and RTE Act 2009.
7. A critical analysis of RTE Act 2009 on quality Education.
8. A study on the effectiveness of concerned authorities DEO, SDEO, School Inspectors etc.

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## **APPENDICES**

**DEPARTMENT OF EDUCATION  
NAGALAND UNIVERSITY, MERIEMA CAMPUS  
KOHIMA, NAGALAND**

Dear sir/ Madam,

I am undertaking a research on “ A study of the implementation of Right to Education Act 2009 vis a vis the role of Elementary schools in Nagaland”, for the degree of Ph.D. N.U, under the supervision of Prof. Buno Liegise. In this regard your valuable responses are needed for carrying out my study.

The objective of the research is to find out the implementation of RTE Act in schools, the challenges faced by those involved in schools and to what extent or how the act is being implemented. Studying this will have an impact in the framing of future education policy. Therefore, this research is not for the benefit of the investigator alone but for the general people and for the better future of Nagaland.

The purpose of this questionnaire or interview schedule is not to test your ability, but the information is being collected for the use in my research only. Therefore, kindly answer all the questions freely and frankly and do not leave any item unanswered. Your responses will be kept confidential and used only for the research purpose. Kindly return the questionnaire after filling up the same at the earliest. Your kind co-operation is highly solicited.

Thanking you

Supervisor  
Prof. Buno Liegise  
Department of Education.

Investigator  
Sibuile

## APPENDIX I

### QUESTIONNAIRE FOR HEAD/ PRINCIPAL

#### Profile of Head

1. Name :
2. Gender : a) male b) female
3. Age :
4. Educational qualification :
5. Whether trained or not : yes / no
6. If yes mention type of training :
7. No. of years served as principal :
8. Locale : Rural / urban
9. Year of school establishment :
10. Type of institution : a) government b) private

#### Status of RTE implementation Admission related

1. Do the school reserve 25% seats for disadvantage and weaker section children in the school? (Only for pvt. School)
  - a) Yes
  - b) NoIf no, give reasons.....  
.....  
.....
2. Does the school provide free education to the disadvantage and weaker section children (only for pvt. School )
  - a) Yes
  - b) NoIf no, why?.....  
.....  
.....

3. Does the government reimburse the expenditure for the disadvantage and weaker section children? (Only for private school)
  - a) Yes
  - b) No

Please  
comment.....  
.....  
.....
4. Do you admit all the children who seek admission?
  - a) Yes
  - b) No

If no, give  
reasons.....  
.....  
.....
5. Does the school conduct any screening test for admission to children or parents/  
guardians
  - a) Yes
  - b) No
6. Do the school demand age proof document during admission?
  - a) Yes
  - b) No
7. Do the school place students in age appropriate class?
  - a) Yes
  - b) No

If no,  
why?.....  
.....  
.....
8. Does the school deny admission due to lack of age proof?
  - a) Yes
  - b) No

9. Does the school collect any capitation fee?

- a) Yes
- b) No

### **Detention**

10. Does the school follow non-detention policy?

- a) Yes
- b) No

If no,

why?.....  
.....  
.....

11. Do the school expelled students before completion of elementary education?

- a) Yes
- b) No

If yes, because

of.....  
.....  
.....

12. Does the school have any drop outs?

- a) Yes
- b) No

If yes, for what

reasons.....  
.....  
.....

### **Infrastructure**

13. Please put a tick mark on the available facilities in your school

- a) Class rooms (      )
- b) Separate toilets for both boys and girls (      )
- c) Kitchen cum store room (      )
- d) Safe drinking water (      )
- e) Playground (      )

- f) Teaching learning equipment/ materials (       )
- g) Games and sport equipments (       )
- h) Library (       )
- i) Electricity (       )
- j) Computer lab (       )

Mention if any

others.....  
 .....  
 .....  
 .....

### **Administration and management**

14. Being an administrator do you carry out the following work? Please tick those that you carry out.

- a) Conduct meeting with staff
- b) Conduct meeting with parent
- c) Set yearly calendar and time table
- d) Organize co-curricular activities
- e) Maintain and provide proper facilities
- f) Check on teacher regularity
- g) Prepare budget for the year
- h) Estimates school supplies
- i) Maintenance of account
- j) Conduct awareness programmes on RTE
- k) Invite eminent speakers to motivate students
- l) Attend meeting with superiors
- m) Conduct meeting with village pupils/community/VEC/SMC

Mention other work, if

any.....  
 .....  
 .....  
 .....



15. Is there school management committee OR school board in your school?

- a) Yes
- b) No

If yes, how many?

- a) Parents :
- b) Teachers :
- c) Local authority :
- d) Alumni :
- e) Officers :
- Any other :

16. What are the roles of SMC/ school board in your school? Please put a tick mark on the space given below

- a) Identifying the needs of the school ( )
- b) Assisting in the transparent use of funds ( )
- c) Supervising construction/maintenance projects ( )
- d) Enrolment of all children in primary schools ( )
- e) Monitoring student attendance ( )
- f) Monitoring student academic performance ( )
- g) Monitoring teacher absence ( )
- h) Hiring a teacher ( )
- i) Dismissing a teacher ( )
- j) Recommending transfer of a teacher ( )
- k) Conducting teacher training ( )
- l) Supervising Mid-day Meal program ( )
- m) Supervising class room teaching ( )

17. Mention any other roles of SMC/ school board, if there are.

.....  
.....  
.....  
.....

**Co-ordination between elementary schools and School Management Committees/ School Boards**

18. Do you communicate regularly to the SMC member/ school boards so that they feel part of the community
- a) Yes
  - b) No
19. Do you invite them into school in order to celebrate successes?
- a) Yes
  - b) No
- If yes, in which aspect.....  
.....
20. Do you listen carefully to their advice?
- a) Yes
  - b) No
21. Do you use their expertise to enhance the curriculum
- a) Yes
  - b) No
22. Are the SMC/ SB helpful for the school?
- a) Yes
  - b) No
23. Do you inform parents about what is going on in the school?
- a) Yes
  - b) No
- If yes,  
how.....  
.....  
.....
24. What is the frequency of SMC/ SB meeting?
- a) Once in a month
  - b) Twice in a month
  - c) Once in a year
  - d) None

25. Rate the Attendance of the meeting

- a) Excellent
- b) Good
- c) Average
- d) Poor
- e) Below average

26. Are the SMC/ SB given training?

- a) Yes
- b) No

If yes, what type of training?

.....

.....

.....

27. Has there been an issue of misappropriation of funds by the SMC/ SB?

- a) Yes
- b) No.

28. Are you satisfied with the work rendered by SMC/SB for the school?

- a) Yes
- b) No

**Role of teachers in implementing Continuous Comprehensive Evaluation under RTE Act**

29. Do the teachers carry out Continuous Comprehensive Evaluation properly?

- a) Yes
- b) No

30. Does the teacher give remedial measures in the form of re-teach?

- a) Yes
- b) No

31. Does the teacher conduct re-test to weak students?

- a) Yes
- b) No

32. What is the medium of instruction in your school?
- a) English
  - b) Hindi
  - c) Mother tongue
  - d) All of the above
33. Does the school carry out other co-curricular activities besides class room teaching?
- If yes, kindly  
mention.....  
.....  
.....
34. Do you think with the RTE act 2009 the work load of teachers is too much?
- a) Yes
  - b) No
- If yes, in what  
way?.....  
.....  
.....
35. Are the teachers regular?
- a) Yes
  - b) No
36. Does the school send teacher for training?
- a) Yes
  - b) No
- If yes, kindly mention the  
details.....  
.....
37. Are you satisfied with the student performance?
- a) Yes
  - b) No
- If yes (or ) no, kindly  
coment.....  
.....  
.....

38. What is the student teacher ratio in the primary class?

- a) 30:1
- b) 35:1
- c) 40:1
- d) 45:1
- e) 50

Any other.....

39. What is the student teacher ratio in the upper primary class?

- f) 30:1
- g) 35:1
- h) 40:1
- i) 45:1
- j) 50

Any other.....

40. With CCE does it keep the teacher more active?

- a) Yes
- b) No

41. Does the teachers prepare lesson plan on a daily basis?

- a) Yes
- b) No

42. Had there been any issues of teachers' negligence on student performance?

- a) Yes
- b) No

If yes, on what

area.....

.....

43. Are the teachers given proper orientations to carry out CCE?

- a) Yes
- b) No

If yes,

comment.....

.....

44. Were the teachers given training on the evaluation process of scholastic as well as co-scholastics aspects?
- a) Yes
  - b) No
45. Do you give any kind of format or indicators of assessment to the teachers for grading the students in co-scholastic aspects?
- a) Yes
  - b) No
46. Tick the practical activities they carry out in school
- a) Craft work (       )
  - b) Physical exercise (       )
  - c) Tree plantation (       )
  - d) Music (       )
  - e) Games and sports (       )
  - f) Cultural activities (       )
  - g) Beautification of school (       )
- Any  
other.....  
.....
47. Does the teachers maintain record book of every child?
- a) Yes
  - b) No
48. How are the teachers instructed to assess the co-scholastic aspect (attitudes and values, life skills, health and physical fitness? kindly mention

### Challenges faced by Head teachers in implementing RTE

49. Please tick the related challenges that you faced in implementing RTE ACT in your school

Teacher related challenges	YES	NO
a) High absenteeism of teachers	(      )	(      )
b) Quality education	(      )	(      )
c) Proxy teacher	(      )	(      )
d) Lack of trained teacher	(      )	(      )
e) Shortage of teacher	(      )	(      )
f) Low teacher motivation	(      )	(      )
g) Use of technology	(      )	(      )
h) Too vast curriculum	(      )	(      )
i) Flawed teaching methodology	(      )	(      )
<b>Student related</b>		
j) Low performance of students	(      )	(      )
k) Low quality learning	(      )	(      )
l) Lack of interest in studies	(      )	(      )
<b>Parents related</b>		
m) Illiteracy of parents	(      )	(      )
n) Non cooperative with school	(      )	(      )
o) Don't take interest in their child progress	(      )	(      )
<b>Management related</b>		
p) Inadequate training of SMC	(      )	(      )
q) irresponsibility of SMC	(      )	(      )
r) administrative workload	(      )	(      )

Mentions other related problems, if any.

.....  
.....  
.....

50. Suggest measures for effective implementation of RTE Act 2009

.....  
.....  
.....  
.....



## APENDIX II

### Questionnaire for Teachers

#### Profile of teacher

11. Name :
12. Gender : a) male b) female
13. Age :
14. Educational qualification :
15. Whether trained or not : yes/ no
16. If yes mention type of training:
17. No. of years served as teacher:
18. Type of institution : a) government b) private
19. Locale : Rural/Urban

#### A. Detention related

Rate the question based on non-detention policy

Sl. no	Questions	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1.	Prohibition of holding back student till class 8 was a failed policy					
2.	Non detention policy failed in implementation					
3.	With non detention policy students have developed laziness in study					
4.	Non detention only till class 5 is better					

### **Management related**

5. Are teachers' parts of SMC or school Board?
- a) Yes
  - b) No
6. Does the Head of school take decision individually?
- a) Yes
  - b) No
7. Does the head of school consult teacher in decision making?
- a) Yes
  - b) No
- If no,  
why?.....  
.....  
.....
8. During parents meeting does parents complaint about child related matter?
- a) Yes
  - b) No
- If yes, mostly related  
to.....  
.....
9. Does the SMC or School boards keen about the school improvement?
- a) Yes
  - b) No

### **Role of teachers in implementing Continuous Comprehensive Evaluation**

10. Does your school follow CCE pattern?
- a) Yes
  - b) No
11. Do you conduct class test?
- a) Yes
  - b) No

12. How many times do you conduct class test in an academic year?

- a) 5
- b) 6
- c) 7
- d) 8
- e) More than 8

13. Do you identify learning disabilities of students?

- a) Yes
- b) No

If yes, particularly what type of learning disabilities.....

.....  
.....

14. Do you give remedial measures in the form of re-teach?

- a) Yes
- b) No

15. Do you give re-test to weak students?

- c) Yes
- d) No

If yes, what is the outcome of the student's performance after re-test?

- a) Excellent
- b) Good
- c) Average
- d) Below average

16. How is the overall attendance of student in school?

- a) High
- b) Average
- c) Low

In case of low attendance, the probable reasons

maybe.....  
.....  
.....

17. Do you evaluate students' performance in various areas?

- a) Yes
- b) No

If yes, kindly mention the

areas.....

.....

18. Do you give equal importance to all the examinations?

- a) Yes
- b) No

19. Tick the formative scholastic assessment you carry out

- a) Quizzes
- b) Assignments
- c) Oral questions
- d) Academic Projects

20. Tick the tools and techniques that you usually adopt to assess students

- a) Written test ( )
- b) Oral test ( )
- c) Observation schedule ( )
- d) Check list ( )
- e) Rating scale ( )
- f) Interview ( )

21. Tick the practical activities that you carry out in school

- h) Craft work ( )
- i) Physical exercise ( )
- j) Tree plantation ( )
- k) Music ( )
- l) Games and sports ( )
- m) Cultural activities ( )
- n) Beautification of school ( )
- o) Cleanliness drive ( )

Any other:

22. Do you get free periods in class for co-curricular activities?
- a) Yes
  - b) No
- If yes how many periods for  
week.....  
.....
23. Is there any formal evaluation procedure to assess co-scholastic aspects?
- a) Yes
  - b) No
- If yes mention briefly  
.....  
.....
24. Do you assess co-curricular activities of students in school?
- a) Yes
  - b) No
25. Do you maintain record book of each children, on their behavior, relationship with friends, equation with teachers, and performance in any activities?
- a) Yes
  - b) No
26. Are the teachers given any directives or guidelines from the state authority in relation to CCE?
- a) Yes
  - b) No
- If yes, please  
mention.....  
.....
27. Were you given training on how to go about with CCE pattern?
- a) Yes
  - b) No
28. If yes was the training adequate?
- a) Yes
  - b) No
  - c) To some extent

If yes, please comment on

training.....

.....

.....

### Problems

#### 29. Problems encountered in implementing CCE

(Please tick as per the option given)	Yes	To some extent	No
a) Large no. of students in class	( )	( )	( )
b) Lack of training on CCE	( )	( )	( )
c) Lack of seriousness among students	( )	( )	( )
d) Increase volume of work	( )	( )	( )
e) Cost factor	( )	( )	( )
f) Time consuming	( )	( )	( )
g) Unawareness among	( )	( )	( )
h) Absenteeism of students	( )	( )	( )
i) Maintaining record book	( )	( )	( )
j) Assessing behavioral outcome	( )	( )	( )
k) Carrying out practical activities	( )	( )	( )
l) Vast syllabus	( )	( )	( )

#### 30. Mention the challenges you faced in implementing RTE act 2009

.....

.....

.....

.....

### Suggestions

#### 31. Kindly give your valuable suggestions for improvement or for better execution of RTE Act in school?

.....

.....

.....

## APPENDIX III

### QUESTIONNAIRE FOR STUDENTS

#### Student profile

1. Name of the student :
2. Class with section :
3. Age :
4. Gender :
  - a) Male
  - b) Female
5. Institution :
  - a) Government
  - b) Private

#### Admission

1. Before taking admission in this school were you/ guardian called for interview?
  - a) Yes
  - b) No
2. Were you denied admission in any other school before taking admission in this school?
  - a) Yes
  - b) No

If yes, mention the reasons.....

.....

#### Detention

3. Do you know that all students will be promoted to another class till class 8?
  - a) Yes
  - b) No
4. Were you been detained in any class for more than one year?
  - a) Yes
  - b) No

If yes, mention the reason.....

5. Have you felt that this detention is right?

a) Yes

b) No

If yes/no, please

comment.....

.....

6. Do you have fear of failing in exam?

a) Yes

b) No

7. Do your parents help you in your studies?

a) Yes

b) No

c) Sometimes

Please mention your parents education and

occupation.....

.....

8. Rate what education is for you

a) Extremely Important

b) Very important

c) Somewhat important

d) Not very important

e) Not at all important

### Infrastructure

9. Please put a tick mark on the available facilities in your school

k) Adequate Class rooms ( )

l) Separate toilets for both boys and girls ( )

m) Kitchen cum store room ( )

n) Safe drinking water ( )

o) Playground ( )

p) Teaching learning equipment ( )

q) Games and sport equipments ( )

r) Library ( )



- s) Electricity (       )
- t) Computer lab (       )
- Any other:

### **School management**

10. Were your parents informed about your progress in school?

- a) Yes
- b) No

If yes, always or

sometimes?.....

11. Does the school called your parents for meeting in school?

- a) Yes
- b) No

12. Does the school invite your parents during any school event?

- a) Yes
- b) No

### **Continuous Comprehensive Evaluation**

13. Have you heard of CCE in RTE act 2009?

- a) Yes
- b) No

14. Do you have class test for every subject?

- a) Yes
- b) No

15. If you fail in class test, do you write re-test again?

- a) Yes
- b) No

If no,

why?.....

.....

16. Tick the practical activities organized in your school

- a) Craft work
- b) Physical exercise

- c) Tree plantation
- d) Music
- e) Games and sports
- f) Cultural activities
- g) Beautification of school

Any

other.....

17. Do you go for field trips and tour?

- a) Yes
- b) No

18. Do your teachers give home tuition?

- a) Yes
- b) No

19. How do you find learning in school?

- a) Interesting
- b) Boring
- c) Neither interesting nor boring

If any, please mention the

reasons.....

.....

20. Do your teacher use pictures, images, model while teaching?

- a) Yes
- b) No

21. Which teaching methods do your teachers usually adopt?

- a) Lecture method
- b) Play way method
- c) Discussion method
- d) Group activity
- e) Lecture cum demonstration
- f) By doing experiment

22. Do your teachers rush to complete the syllabus at the end, before exam?

- a) Yes
- b) No

23. Rate the teaching of your teachers

- a) Very good
- b) Good
- c) Fair
- d) Poor
- e) Very poor

**Challenges faced by students**

24. Do you feel lazy to study?

- a) Yes
- b) No

25. Do you feel excited to go to school?

- a) Yes
- b) No

26. Is your school far from your home?

- a) Yes
- b) No

27. Do your parents' illiteracy/ literate affect your study?

- a) Yes
- b) No

28. Is your school bag too heavy to carry that you feel exhausted?

- a) Yes
- b) No

29. Lack of study material hampers your study?

- a) Yes
- b) No

30. Untimely distribution of textbook, uniform is a problem?

- a) Yes
- b) No

31. Lack of sports facilities is a problem

- a) Yes
- b) No

32. Irregularity of teacher a problem

a) Yes

b) No

Do you face any other problem? If yes mention

.....  
.....  
.....

## **APPENDIX IV**

### **INTERVIEW SCHEDULE FOR SMC'S**

- 1. What is your opinion on the awareness of RTE act 2009 among the community members?**
- 2. When was the School Management Committee formed?**
- 3. Was the election of SMC member done as per the RTE norms? If so please mention the total number of members, parents , teachers , women, local authority in the committee.**
- 4. How do you monitor the working of school?**
- 5. How do the school and SMC involve the community participation in school?**
- 6. Do the SMC prepare School Development plan? If yes, what are the things to be considered while school development plan. If no, why? Is it because of lack of training, improper guidelines.**
- 7. Do the SMC monitor the working hours, regularity, punctuality, vacancy of teacher in school? If yes, how do you work it out? If no, give reasons.**

- 8. Can you briefly highlight the monitoring of utilization of funds from the government?**
- 9. How do you ensure the enrolment of children in school from your neighborhood?**
- 10. How frequent does the school provides mid-day meal?**
- 11. What are the major challenges you faced in implementing RTE Act?**
- 12. Give your valuable suggestions for the effective and smooth functioning of SMC for school development?**

## **APPENDIX V**

### **INTERVIEW SCHEDULE FOR SCHOOL BOARDS**

- 1. Kindly provide the structure of the school board?**
  
  
  
  
  
  
  
  
  
  
- 2. Does the school board assist the school in financial matter? If yes, how?**
  
  
  
  
  
  
  
  
  
  
- 3. What are the roles of school board? Kindly mention them**
  
  
  
  
  
  
  
  
  
  
- 4. How do the school and school boards involve the community in the school?**
  
  
  
  
  
  
  
  
  
  
- 5. As per RTE Act there is 25% reservation of seats for disadvantage and weaker section students for free, how do you do the selection?**
  
  
  
  
  
  
  
  
  
  
- 6. What would you say about the reimbursement of expenditure per child by the government for those disadvantage and weaker section students?**
  
  
  
  
  
  
  
  
  
  
- 7. Does the school generate funds from the community or other sources?**

- 8. What are the challenges you faced as a school board member in managing the school?**
  
- 9. Give your suggestion for better implementation of RTE act in private schools?**



## **APPENDIX VI**

### **INTERVIEW SCHEDULE FOR EXPERTS**

- 1. What is the status of implementation of RTE Act 2009 in the state?**
- 2. How far the state government is doing to provide free education by ensuring availability of a neighbourhood school?**
- 3. To ensure the availability of infrastructure in schools far and near, comment on the work of SSA in the state.**
- 4. Is 25% reservation of seats for weaker and disadvantage children in private schools being implemented in school? If no, why?**
- 5. The State Commission for Protection of Child right is to ensure the child right to education. How effective are the department carrying out their task according to your knowledge?**
- 6. In view of the curriculum construction as per the act, what need to be kept into consideration? Comment whether the state is fulfilling the criteria.**
- 7. Comment on untrained teachers in many schools even after three years of RTE implementation in the State?**
- 8. Is the community participation in the form of State Management Committee effective?**
- 9. Is quality education compromise with quantity? Comment**

**10. As per your experience what are the major problems you face in your concerned department to fulfill the RTE act 2009 norms**

**11. What are the major challenges you faced in implementing RTE Act in the State?**

**Give comment on:**

**a) RTE Act:**

**b) Untrained teachers:**

**c) Infrastructure :**

**d) Funds :**

**e) Unawareness about the Act:**

**Any others:**

**12. Suggest measures for better implementation of RTE Act in schools?**










## APPENDIX VII



### Document Information

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## APPENDIX VIII

—(111111) YEAR 2009 PART 2 NO. 39

रजिस्ट्री नं० डी० एल—(एन)04/0007/2003—09 REGISTERED NO. DL—(N)04/0007/2003—09



**भारत का राजपत्र**  
**The Gazette of India**

असाधारण  
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PART II — Section 1  
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PUBLISHED BY AUTHORITY

सं० 39] नई दिल्ली, बुधवार, अगस्त 27, 2009/भाद्र 5, 1931  
No. 39] NEW DELHI, THURSDAY, AUGUST 27, 2009 / BHADRA 5, 1931

इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।  
Separate paging is given to this Part in order that it may be filed as a separate compilation.

MINISTRY OF LAW AND JUSTICE  
(Legislative Department)  
New Delhi, the 27th August, 2009/Bhadra 5, 1931(Saka)

The following Act of Parliament received the assent of the President on the 26th August, 2009, and is hereby published for general information:—

**THE RIGHT OF CHILDREN TO FREE AND COMPULSORY  
EDUCATION ACT, 2009**  
No. 35 OF 2009  
[26th August, 2009.]

An Act to provide for free and compulsory education to all children of the age of six to fourteen years.

Be it enacted by Parliament in the Sixtieth Year of the Republic of India as follows:—

CHAPTER I  
PRELIMINARY

1. (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009.  
(2) It shall extend to the whole of India except the State of Jammu and Kashmir.  
(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Short title,  
extent and  
commence-  
ment.

## Definitions

2. In this Act, unless the context otherwise requires,—

(a) "appropriate Government" means—

(i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;

(ii) in relation to a school, other than the school referred to in sub-clause (i), established within the territory of—

(A) a State, the State Government;

(B) a Union territory having legislature, the Government of that Union territory;

(b) "capitation fee" means any kind of donation or contribution or payment other than the fee notified by the school;

(c) "child" means a male or female child of the age of six to fourteen years;

(d) "child belonging to disadvantaged group" means a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

(e) "child belonging to weaker section" means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;

(f) "elementary education" means the education from first class to eighth class;

(g) "guardian", in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;

(h) "local authority" means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

(i) "National Commission for Protection of Child Rights" means the National Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005;

4 of 2006.

(j) "notification" means a notification published in the Official Gazette;

(k) "parent" means either the natural or step or adoptive father or mother of a child;

(l) "prescribed" means prescribed by rules made under this Act;

(m) "Schedule" means the Schedule annexed to this Act;

(n) "school" means any recognised school imparting elementary education and includes—

(i) a school established, owned or controlled by the appropriate Government or a local authority;

(ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;

(iii) a school belonging to specified category; and

(iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

(o) "screening procedure" means the method of selection for admission of a child, in preference over another, other than a random method;



(p) "specified category", in relation to a school, means a school known as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;

(q) "State Commission for Protection of Child Rights" means the State Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005.

4 of 2006.

## CHAPTER II

### RIGHT TO FREE AND COMPULSORY EDUCATION

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

Right of child to free and compulsory education.

(2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:

Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

1 of 1996.

4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age:

Special provisions for children not admitted to, or who have not completed, elementary education.

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

5. (1) Where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.

Right of transfer to other school.

(2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.

(3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate:

Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school:

Provided further that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

## CHAPTER III

### DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.

Duty of appropriate Government and local authority to establish school.

Sharing of  
financial and  
other  
responsibilities.

7. (1) The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

(2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.

(3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues, such percentage of expenditure referred to in sub-section (2) as it may determine, from time to time, in consultation with the State Governments.

(4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.

(5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sums provided by the Central Government to a State Government under sub-section (3), and its other resources, be responsible to provide funds for implementation of the provisions of the Act.

(6) The Central Government shall—

(a) develop a framework of national curriculum with the help of academic authority specified under section 29;

(b) develop and enforce standards for training of teachers;

(c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.

Duties of  
appropriate  
Government.

8. The appropriate Government shall—

(a) provide free and compulsory elementary education to every child:

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

*Explanation.*—The term "compulsory education" means obligation of the appropriate Government to—

(i) provide free elementary education to every child of the age of six to fourteen years; and

(ii) ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;

(b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) provide infrastructure including school building, teaching staff and learning equipment;

(e) provide special training facility specified in section 4;

(f) ensure and monitor admission, attendance and completion of elementary education by every child;

(g) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(h) ensure timely prescribing of curriculum and courses of study for elementary education; and

(i) provide training facility for teachers.

9. Every local authority shall—

Duties of local authority

(a) provide free and compulsory elementary education to every child:

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

(b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed;

(e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;

(f) provide infrastructure including school building, teaching staff and learning material;

(g) provide special training facility specified in section 4;

(h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(i) ensure timely prescribing of curriculum and courses of study for elementary education;

(j) provide training facility for teachers;

(k) ensure admission of children of migrant families;

(l) monitor functioning of schools within its jurisdiction; and

(m) decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Duty of parents and guardian

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

Appropriate Government to provide for pre-school education.

#### CHAPTER IV

##### RESPONSIBILITIES OF SCHOOLS AND TEACHERS

12. (1) For the purposes of this Act, a school,—

(a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;

(b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent.;

(c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the

Extent of school's responsibility for free and compulsory education.



neighbourhood and provide free and compulsory elementary education till its completion:

Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2:

Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

No capitation fee and screening procedure for admission.

13. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.

(2) Any school or person, if in contravention of the provisions of sub-section (1),—

(a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;

(b) subjects a child to screening procedure, shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contraventions.

Proof of age for admission.

14. (1) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed.

(2) No child shall be denied admission in a school for lack of age proof.

No denial of admission.

15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed:

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period:

Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

Prohibition of holding back and expulsion.

16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Prohibition of physical punishment and mental harassment to child.

17. (1) No child shall be subjected to physical punishment or mental harassment.

(2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

No School to be established without obtaining certificate of recognition.

18. (1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:

6 of 1886.

Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition:

Provided that such order shall contain a direction as to which of the neighbourhood school, the children studying in the derecognised school, shall be admitted:

Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

(4) With effect from the date of withdrawal of the recognition under sub-section (3), no such school shall continue to function.

(5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school after withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

19. (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified in the Schedule.

Norms and standards for school.

(2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule, it shall take steps to fulfil such norms and standards at its own expenses, within a period of three years from the date of such commencement.

(3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.

(4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.

(5) Any person who continues to run a school after the recognition is withdrawn, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

20. The Central Government may, by notification, amend the Schedule by adding to, or omitting therefrom, any norms and standards.

Power to amend Schedule.

21. (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

School Management Committee.

Provided that atleast three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provided also that fifty per cent. of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following functions, namely:—

(a) monitor the working of the school;

(b) prepare and recommend school development plan;

(c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and

(d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

School Development Plan.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

Qualifications for appointment and terms and conditions of service of teachers.

23. (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher.

(2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification.

Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

(3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

Duties of teachers and redressal of grievances.

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely:—

- (a) maintain regularity and punctuality in attending school;
- (b) conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- (c) complete entire curriculum within the specified time;
- (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
- (e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- (f) perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

Pupil-Teacher Ratio.

25. (1) Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

(2) For the purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.

Filling up vacancies of teachers.

26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent. of the total sanctioned strength.

Prohibition of deployment of teachers for non-educational purposes.

27. No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be.

Prohibition of private tuition by teacher.

28. No teacher shall engage himself or herself in private tuition or private teaching activity.



## CHAPTER V

## CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION

29. (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. Curriculum and evaluation procedure.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:—

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;

(g) making the child free of fear, trauma and anxiety and helping the child to express views freely;

(h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pass any Board examination till completion of elementary education. Examination and completion certificate.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

## CHAPTER VI

## PROTECTION OF RIGHT OF CHILDREN

31. (1) The National Commission for Protection of Child Rights constituted under section 3, or, as the case may be, the State Commission for Protection of Child Rights constituted under section 17, of the Commissions for Protection of Child Rights Act, 2005, shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely:— Monitoring of child's right to education.

(a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;

(b) inquire into complaints relating to child's right to free and compulsory education; and

(c) take necessary steps as provided under sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

(2) The said Commissions shall, while inquiring into any matters relating to child's right to free and compulsory education under clause (c) of sub-section (1), have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Rights Act.

(3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for the purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.

32. (1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction. Redressal of grievances.

(2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties concerned.

(3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be.

(4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be, as provided under clause (c) of sub-section (1) of section 31.

Constitution  
of National  
Advisory  
Council.

33. (1) The Central Government shall constitute, by notification, a National Advisory Council, consisting of such number of Members, not exceeding fifteen, as the Central Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of the appointment of Members of the National Advisory Council shall be such as may be prescribed.

Constitution of  
State Advisory  
Council.

34. (1) The State Government shall constitute, by notification, a State Advisory Council consisting of such number of Members, not exceeding fifteen, as the State Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the State Advisory Council shall be to advise the State Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of appointment of Members of the State Advisory Council shall be such as may be prescribed.

#### CHAPTER VII

##### MISCELLANEOUS

Power to issue  
directions.

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purposes of implementation of the provisions of this Act.

(2) The appropriate Government may issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

(3) The local authority may issue guidelines and give such directions, as it deems fit, to the School Management Committee regarding implementation of the provisions of this Act.

Previous  
sanction for  
prosecution.

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorised in this behalf, by the appropriate Government, by notification.

Protection of  
action taken in  
good faith.

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the State Commission for Protection of Child Rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules or order made thereunder.

Power of  
appropriate  
Government  
to make rules.

38. (1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:—

(a) the manner of giving special training and the time-limit thereof, under first proviso to section 4;

(b) the area or limits for establishment of a neighbourhood school, under section 6;

(c) the manner of maintenance of records of children up to the age of fourteen years, under clause (d) of section 9;

(d) the manner and extent of reimbursement of expenditure, under sub-section (2) of section 12;

(e) any other document for determining the age of child under sub-section (1) of section 14;

(f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;

(g) the authority, the form and manner of making application for certificate of recognition, under sub-section (1) of section 18;

(h) the form, the period, the manner and the conditions for issuing certificate of recognition, under sub-section (2) of section 18;

(i) the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;

(j) the other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;

(k) the manner of preparing School Development Plan under sub-section (1) of section 22;

(l) the salary and allowances payable to, and the terms and conditions of service of, teacher, under sub-section (3) of section 23;

(m) the duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;

(n) the manner of redressing grievances of teachers under sub-section (3) of section 24;

(o) the form and manner of awarding certificate for completion of elementary education under sub-section (2) of section 30;

(p) the authority, the manner of its constitution and the terms and conditions therefor, under sub-section (3) of section 31;

(q) the allowances and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33;

(r) the allowances and other terms and conditions of appointment of Members of the State Advisory Council under sub-section (3) of section 34.

(3) Every rule made under this Act and every notification issued under sections 20 and 23 by the Central Government shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made, before the State Legislatures.



## THE SCHEDULE

(See sections 19 and 25)

## NORMS AND STANDARDS FOR A SCHOOL

Sl. No.	Item	Norms and Standards
1.	Number of teachers:	
	(a) For first class to fifth class	Admitted children      Number of teachers Up to Sixty      Two Between sixty-one to ninety      Three Between Ninety-one to one hundred and twenty      Four Between One hundred and twenty-one to two hundred      Five Above One hundred and fifty children      Five plus one Head-teacher Above Two hundred children      Pupil-Teacher Ratio (excluding Head-teacher) shall not exceed forty.
	(b) For sixth class to eighth class	(1) At least one teacher per class so that there shall be at least one teacher each for— (i) Science and Mathematics; (ii) Social Studies; (iii) Languages. (2) At least one teacher for every thirty-five children. (3) Where admission of children is above one hundred— (i) a full time head-teacher; (ii) part time instructors for— (A) Art Education; (B) Health and Physical Education; (C) Work Education.
2.	Building	All-weather building consisting of— (i) at least one class-room for every teacher and an office-cum-store-cum-Head teacher's room; (ii) barrier-free access; (iii) separate toilets for boys and girls; (iv) safe and adequate drinking water facility to all children; (v) a kitchen where mid-day meal is cooked in the school; (vi) Playground;

Sl. No.	Item	Norms and Standards
		(vi) arrangements for securing the school building by boundary wall or fencing.
3.	Minimum number of working days/instructional hours in an academic year	(i) two hundred working days for first class to fifth class; (ii) two hundred and twenty working days for sixth class to eighth class; (iii) eight hundred instructional hours per academic year for first class to fifth class; (iv) one thousand instructional hours per academic year for sixth class to eighth class.
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.
7.	Play material, games and sports equipment	Shall be provided to each class as required.

T.K. VISWANATHAN,  
*Secretary to the Govt. of India.*

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## APPENDIX IX



सत्यमेव जयते

Registered No. NE/RN-646

### THE NAGALAND GAZETTE EXTRAORDINARY PUBLISHED BY AUTHORITY

No. 16 Kohima, Monday, March 21, 2011, Phalguna 30, 1932 (Saka)

#### GOVERNMENT OF NAGALAND SCHOOL EDUCATION DEPARTMENT

##### NOTIFICATION

**NO.EDS/16-34/2009 ( Pt- III )**

Dated Kohima, the 21<sup>st</sup> March 2011

In exercise of the powers conferred by section 38 of the Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009), the State Government hereby makes the following rules, namely:-

##### 1. Short title, extent and commencement.-

- (1) These rules shall be called the Nagaland Right of Children to Free and Compulsory Education Rules, 2010.
- (2) They shall come into force from the date of publication in the official Gazette
- (3) They shall extend to the whole State of Nagaland.

##### 2. Definitions:- (1) In these rules, unless the context otherwise requires:-

- a "Act" means the Right of Children to Free and Compulsory Education Act, 2009;
- b "Anganwadi" means an Anganwadi Centre established under the Integrated Child Development Scheme of the Ministry of Women and Child Development of the Government of India;
- c "child" means any child of the age of 6 to 14 years and includes a child who will complete five years of age as on 1<sup>st</sup> September of the year of admission.
- d "Pupil Cumulative Record" means record of the progress of a child based on comprehensive and continuous evaluation;
- e "School Mapping" means planning of school locations for the purpose of section 6 of the Act to overcome social barriers and geographical distance;
- f "section" means a section of the Act.

(2) All references to "forms" in these Rules shall be construed as reference to forms set out in Appendix hereto.

(3) 'Free Education' means no child shall be liable to pay admission, tuition, examination and any other fees which may prevent him or her from pursuing and completing elementary education and includes providing Text Books, one time Writing materials with minimum requirement in an academic year and uniforms as prescribed by the implementing authority from time to time.

(4) 'Implementing Authority of the Act' means department of School Education, Government of Nagaland including Nagaland State Project Office, Sarva Shiksha Abhiyan.

(5) 'A child belonging to weaker sections' means a child belonging to such parents' or guardians whose income does not exceed Rs.40000/-per annum.

(6) 'child belong to Disadvantaged group' means educationally backward tribes prescribed by the State Government/ HIV affected/infected children/ orphan.

(7). 'Walking Distance' means the distance covered by a child on foot from centre of his/her habitation to the school on the socially accepted path.

(8). 'Out of School Child' means a child in the age group of 6-14 who has not completed elementary education (who has either never been enrolled in a school or dropped out without completing elementary education). A student of an elementary school absent for more than one month shall also be considered to be an out of school child.

(9). All other words and expressions used herein and not defined but defined in the Act shall have the same meanings as assigned to them in the Act.

**3. Special Training.** (1) The School Management Committee/Village Education Committee of a school owned and managed by the appropriate or local authority shall identify children requiring special training and organize such training in the following manner, namely:

- a The special training shall be based on specially designed, age appropriate learning material, approved by the Academic Authority specified in section 29(1).
- b the said training shall be provided in classes held on the premises of the school or through classes organized in safe residential facilities.
- c the said training shall be provided by teachers working in the school, or by teachers specially appointed/ engaged for the purpose.
- d The duration of the said training shall be for a minimum period of three months which may be extended based on periodical assessment of learning progress.

(2). The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

**4. Areas or limits of neighbourhood:** (1) The areas or limits of neighbourhood within which a school has to be established shall be as under:-

- a More primary school(s) shall be established as per consideration of the State Government on need basis, taking into consideration the RTE Act, 2009.
- b Wherever required, the existing schools with classes I to V will be upgraded to include classes VI to VIII. In respect of schools which start from class VI onwards, endeavor will be made to add classes I to V, wherever required.
- c For children from small hamlets, as identified by the State Government, where no school exists within the area or limits of neighbourhood, adequate arrangements such as residential facilities/transportations shall be made, for providing elementary education in a school.
- d Local authority shall be responsible to relocate the school if school happens to be on the disaster prone area such as landslides, flood, difficult terrain etc which may endanger the life of the children.
- e In areas with high population density, establishment of more than one neighbourhood school may be considered, with regard to the number of children in the age group of 6-14 years in such areas.
- f Local authority shall be responsible for providing free land for establishment of schools.



- (2) The State Government/Local Authority shall identify the neighbourhood school(s) where children can be admitted and make such information public to each habitation within its jurisdiction.
- (3) In respect of children with disabilities, which prevent them from accessing the school, the government shall endeavor to make appropriate and safe transportation arrangement to enable them to attend school and complete elementary education.
- (4) No child shall be barred from attending school on account of social and cultural factors.

5. **Duties of State Government /Local Authority and Schools** (1) A child attending a school of the State Government or the Local Authority referred to in sub-clause (i) of clause (n) of section 2, a child attending a school referred to in sub-clause (ii) of clause (n) of section 2 in pursuance of clause (b) of sub section (1) of section 12, and a child attending a school referred to in sub-clause (iii) and (iv) of clause (n) of section 2 in pursuance of clause (c) of sub section (1) of section 12 shall be entitled to free education.

Provided that a child with disabilities shall also be provided free special learning and support material;

*Explanation : In respect of the child admitted in pursuance of clause (b) of sub-section (1) of section 12 and a child admitted in pursuance clause (c) of sub-section (1) of section 12, the responsibility of providing the free entitlement shall be of the school referred to in sub-clause (ii) of clause (n) of section 2 and of sub-clauses (iii) and (iv) of clause (n) of section 2, respectively.*

- (2) For the purpose of determining and for establishing neighbourhood schools, the school mapping exercise and identification of all school children & out of school children, including children in remote areas, children with disabilities, children belonging to disadvantaged groups, children belonging to weaker sections shall be undertaken, within a period of one year from the appointed date, and every year thereafter updated as on 30<sup>th</sup> October of each year.
- (3) The State Government/Local Authority/School shall ensure that no child is subjected to caste, class, religious or gender abuse in the school and that no child is denied admission into any school public or private on the basis of caste/class/religion and gender.
- (4) No child belonging to a weaker section and/or disadvantaged group shall be segregated or discriminated against in the classroom, during mid day meals, in the play grounds, in the use of common drinking water and toilet facilities, and in the cleaning of toilets or classrooms.
- (5) Admission of children belonging to weaker section and disadvantaged group;
  - (a) The school referred to in clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in pursuance of clause (c) to section 12 (1) shall not be segregated from the other children in the classrooms nor shall their classes be held at places and timings different from the classes held for the other children.

(b) The school referred to in clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in pursuance of clause (c) to section 12 (1) shall not be discriminated from the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, library and Information Communication and Technology (ICT) facilities, extra-curricular and sports.

Provided that the school may, for the purposes of filling up the requisite percentage of seats for children referred to in clause (c) to section 12 (1), extend these limits with the prior approval of the State Government.

Provided that seventy five per cent of clause (c) to section 12 (1) shall reserve for weaker section and remaining twenty five per cent for disadvantage group.

**6. Maintenance of records of children by Local Authority:** 1) The Local Authority shall maintain a record of all children, in its jurisdiction, through a household survey, from their birth till they attain 14 years.

(2) The record, referred to in sub-rule (1) of the above, shall be updated each year.

(3) The record, referred to in sub-rule (1) of the above, shall be maintained transparently, in the public domain, and used for the purposes of clause (e) of section 9.

(4) The record, referred to in sub-rule (1) of the above, shall, in respect of every child, include-

- (a) name, sex, date of birth, (Birth Certificate Number), place of birth;
- (b) parents' / guardians' names, address, occupation;
- (c) pre-primary school/Anganwadi centre that the child has attended (up to age 6) or attending;
- (d) elementary school where the child is admitted;
- (e) present address of the child;
- (f) class in which the child is studying (for children between age 6 to 14 years), and if education is discontinued in the territorial jurisdiction of the Local Authority, the cause of such discontinuance;
- (g) whether the child belongs to the weaker section within the meaning of clause 2(6) of this rule;
- (h) whether the child belongs to a disadvantaged group within the meaning of clause 2(5) of this rule;
- (i) details of children requiring special facilities / residential facilities on account of migration and sparse population; age appropriate admission; disability.

(5) The Local Authority shall ensure that the names of all children enrolled in the school(s) under its jurisdiction are publicly displayed in each school.

(6) The Implementing authority of the act shall implement a child tracking system so as to monitor not only the academic progress of children in the schools but also their retention and transition. Appropriate arrangements for tracking children migrating from one district to another within the State or from/to other States shall be incorporated.



**7. Reimbursement of per-child expenditure by the State Government:**

(1) The total annual recurring expenditure incurred by the State Government, whether from its own funds or funds provided by the Central Government or by any other authority, on elementary education in respect of all schools referred to in sub-clause (i) of clause (n) of section 2, divided by the total number of children enrolled in all such schools, shall be the per-child expenditure incurred by the State Government.

*Explanation* - For the purpose of determining the per-child expenditure, the expenditure incurred by the State Government or local authority on schools referred to in sub-clause (ii) of clause (n) of section 2 and the children enrolled in such schools shall not be included.

The expenditure incurred in pursuance to clause (c) of sub-section (1) of section 12 shall be reimbursed to the extent of per-child-expenditure incurred by the State, or the actual amount charged from a child in the school, which ever is lower.

(2) Every school referred to in clauses (iii) and (iv) of clause (n) of section 2 shall maintain a separate bank account in respect of the amount received by it as reimbursement under subsection (2) of section 12.

(3) There shall be a committee at the state level comprising of Secretary (Finance), Government of Nagaland, Secretary, School Education, Government of Nagaland, Secretary (Planning), Government of Nagaland, Director, School Education, Nagaland and State Mission Director (Sarva Shiksha Abhiyan), Nagaland; for the purpose of assessing per child expenditure incurred by the state and the local authority for reimbursement of expenditure to the schools under section 12(2) of the Act.

(4) The Committee shall meet within six months after the commencement of the Act and thereafter every year in December to assess per child expenditure for the next academic session.

(5) The Director, School Education, Nagaland, on the basis of the decision of the Committee, shall communicate to the District Educational Officer of the District for the reimbursement of the expenditure against the reservation of child in the schools in accordance with sub-section (2) of section 12 of the RTE Act.

Provided that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment, or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(6) The reimbursement will be made directly in the separate bank account maintained by the school in two installments during the academic year. First installment of 50% will be reimbursed in the month of September and balance will be reimbursed in the month of January.

(7) The school, shall in the month of July, submit the list of the students admitted in the school to the District Educational Officer for reimbursement to the school under section 12(2) of the Act. The District Educational Officer of the District shall verify or cause to be verified the enrolment of the children before making the

reimbursement of the first installment. He/she shall reimburse the final installment in the coming January again after verification of the enrolment of children and attendance of every child subject to a minimum of 80% attendance every month.

(8) The school wise names of the students admitted in the private schools and the specified schools under section 12 shall also be maintained in the electronic form and will be displayed in a manner as determined by the Committee constituted under sub-rule 7 (3) above.

**8. Documents as age proof:** Wherever a birth certificate under the Births, Deaths and Marriages Certification Act, 1886 (6 of 1886) is not available, any one of the following documents shall be deemed to be proof of age of the child for the purpose of admission in schools-

- (a) Hospital / Auxiliary Nurse and Midwife (ANM) register record;
- (b) Anganwadi record;
- (c) Village / Ward / Churches register record duly signed by the head of the organization;
- (d) Declaration of the age of the child by the parent or guardian.

**9. Period of admission:** (1) Normal period of Admission into any school, for the purposes of this Act, shall be from January to April of each year.

(2) Extended period of admission shall be five months from the date of commencement of the academic year of a school.

(3) Where a child is admitted in a school after the extended period, he or she shall be eligible to complete studies with the help of special training, as determined by the head of the school.

**10. Recognition of schools:** 1) Every school, other than a school established, owned or controlled by the State Government or Local Authority, established before the commencement of this Act shall make a self declaration within a period of one year of the commencement of the Act, in Form No.1 to the Director of School Education, Nagaland, regarding its compliance or otherwise with the norms and standards prescribed in the Act and the fulfilment of the following conditions, namely:-

- (a) The school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force.
- (b) The school is not run for profit to any individual, group or association of individuals or any other persons;
- (c) The school conforms to the values enshrined in the Constitution;
- (d) The school buildings or other structures or the grounds are used only for the purposes of education and skill development;
- (e) The school is open to inspection by any officer authorized by the State Government;
- (f) the school furnishes such reports and information as may be required from time to time and complies with such instructions of the State Government as may be issued to secure the continued fulfilment of the condition of recognition or the removal of deficiencies in working of the school;

(2) Every self-declaration received in Form No.1 shall be placed by the Director of School Education, Nagaland, in public domain within 30 days of its receipt.

(3) The Director of School Education, Nagaland or his authorized agent shall conduct



on-site inspection of such schools which claim in Form No.I to fulfill the norms and standards mentioned in sub- rule (1) within three months of the receipt of the self declaration.

- (4) After the inspection referred to in sub-rule (3) is carried out, the report shall be placed in public domain within a period of three months and schools found to be conforming to the norms, standards and the conditions shall be granted recognition by the Director of School Education, Nagaland in Form No.II within a period of 45 days from the date of inspection.
- (5) Schools that do not conform to the norms, standards and conditions mentioned in sub rule (1) shall be listed by the Director of School Education, Nagaland, through a public order to this effect and any time within the next two and a half years, such schools may request the Director of School Education, Nagaland for an on-site inspection for grant of recognition.
- (6) Schools which do not conform to the norms, standards and conditions mentioned in sub Rule (1) after three years from the commencement of the Act, shall cease to function.
- (7) Every school, other than a school established, owned or controlled by the State Government or local authority established after the commencement of this Act shall conform to the norms and standards and conditions mentioned in sub-rule (1) in order to qualify for recognition.

Explanation: Recognition shall be granted as per provision laid down under State Recognition Rules to be framed within three months of this notification.

**11. Withdrawal of recognition to schools:** (1) Where the Director of School Education, Nagaland on his own motion, or on any representation received from any person, has reason to believe, to be recorded in writing, that a school recognized under rule 10, has violated one or more of the conditions for grant of recognition or has failed to fulfill the norms and standards prescribed in the Schedule, the Director of School Education, Nagaland shall act in the following manner:-

- (a) Issue a notice to the school specifying the violations of the condition of grant of recognition and seek its explanation within one month;
- (b) In case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the Director of School Education, Nagaland, may cause an inspection of the school which is to be conducted by a Committee of three to five members comprising of educationists, civil society representatives, media, and government representatives, which shall make due inquiry and submit its Report, along with its recommendations for continuation of recognition or its withdrawal, to the Director of School Education, Nagaland.
- (c) On receipt of the report and recommendations of the Committee, the Director of School Education, Nagaland may pass order for withdrawal of recognition. The order of de-recognition shall be operative from the immediately succeeding academic year and shall specify the neighborhood schools to which the children of the de-recognized schools shall be admitted:

Provided that the Director of School Education, Nagaland without giving the school adequate opportunity of being heard, shall pass no order for withdrawal of recognition.

Provided further that the Director of School Education, Nagaland without prior approval of the Nagaland Government, School Education, shall pass no such order.

**12. Composition and functions of the School Management Committee:** (1) A School other than an unaided school, shall be managed by the existing Village Education Committee (VEC) / Ward Education Committee (WEC) / Town Education Committee (TEC) / Common Education Committee (CEC) constituted under Nagaland Communitisation Act, 2002, where composition of its members shall be reviewed in line with the RTE Act. 2009.

(2) The VEC/WEC/TEC/CEC shall, in addition to the functions specified in clauses (a) to (d) of sub-section (2) of section 21, shall perform the following functions, for which it may constitute smaller working groups from amongst its Members:

- (a) Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act; as also the duties of the State Government, Local Authority, school, parent and guardian;
- (b) Ensure the implementation of clauses (a) and (e) of sub-section (1) of section 24;
- (c) Monitor that teachers are not burdened with non-academic duties other than those specified in section 27;
- (d) Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;
- (e) Monitor the maintenance of the norms and standards prescribed in the Schedule;
- (f) Bring to the notice of the Education Department, Nagaland if any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as per section 3(2);
- (g) Identify the needs, prepare a Plan, and monitor the implementation of the provisions of Section 4;
- (h) Monitor the identification and enrolment of, and facilities for learning by disabled children, and ensure their participation in, and completion of elementary education;
- (i) Monitor the implementation of the Mid-Day Meal in the school;
- (j) Monitor and implement the school development scheme or schemes for the welfare of the students as notified by the State Government from time to time.
- (k) Prepare an annual account of receipts and expenditure of the school.

(3) The VEC/WEC/TEC/CEC shall meet at least once in three months and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

(4) Any money received by the VEC/WEC/TEC/CEC for the discharge of its functions under the Act, shall be kept in a separate account, to be made available for audit every year.



- (5) The accounts referred to in clause (k) to sub-rule (6) and sub-rule (4) should be signed by the Chairperson/ Vice-Chairperson and Convener of the VEC/WEC/TEC/CEC and made available to the local authority within one month of their preparation.

*Sl.No12 of the above is subject to obtain approval from Govt. Of India*

**13. Preparation of School Development Plan:** (1) The VEC/WEC/TEC/CEC shall prepare a School Development Plan at least three months (Nov/Dec) before the end of the financial year.

- (2) The School Development Plan shall be a three-year plan comprising three annual sub-plans.

- (3) The School Development Plan shall contain the following details, namely:

- (a) Estimates of class-wise enrolment for each year;
- (b) Requirement, over the three year period, of the number of additional teachers, including Head Teachers, subject teachers and part time instructors, separately for Classes I to V and classes VI to VIII, calculated, with reference to the norms specified in the Schedule;
- (c) Physical requirement of additional infrastructure and equipments, calculated with reference to the norms and standards specified in the Schedule;
- (d) Financial requirement over the three year period, year-wise, in respect of (b) and (c) above, including providing special training facility specified in section 4, entitlements of children such as free text books and uniforms, and any other additional financial requirement for fulfilling the responsibilities of the school under the Act.

- (4) The School Development Plan should be signed by the Chairperson/Vice-Chairperson and Convener of the VEC/WEC/TEC/CEC and submitted to the local authority before the end of the financial year in which it is to be prepared.

- (5) Out-line for preparation of School Development Plan is provided in the **Annexure** for reference.

**14. Minimum Qualification for appointment as a teacher & recruitment policy:** 1) The Academic Authority notified in pursuance of sub-section (1) of section 23, shall, within three months of such notification, lay down the minimum qualifications for persons to be eligible for appointment as a teacher in an elementary school.

- (2) The minimum qualifications laid down by the Academic Authority referred to in sub-rule (1) of the above, shall be applicable for every school referred to in clause (n) of section 2.

- (3) Teacher Eligibility Test shall be conducted by the Academic Authority of the State in pursuance to clause b of sub-section II of section 1 of the NCTE Notification of clause.

- (4) Recruitment policy;

- (a) No teacher shall be appointed on adhoc/temporary basis for school specified in sub-clause (i) of clause (n) of section 2, after the commencement of this Act. All appointment shall be done through the

recommendation of the teacher recruitment board as notified by the Government.

(b) Teacher appointed on adhoc/temporary basis prior to this Act, shall be regularised as notified by the P&AR, Government of Nagaland from time to time with effect from the date of the first appointment.

**15. Relaxation of minimum qualification appointment as a teacher:** (1) The teacher requirement shall be estimated as per the norms in the Schedule for all schools referred to in clause (n) of section 2 within the State, within nine months from the commencement of the Act.

(2) In case the State does not have adequate institutions offering courses or training in teacher education, or persons possessing minimum qualifications as laid down under sub-rule (2) of rule 14 are not available in sufficient numbers in relation to the requirement of teachers estimated under sub-rule (1), the State shall request, within one year of the commencement of the Act, the Central Government for relaxation of the prescribed minimum qualification.

(3) If the Central Government issues the Notification specifying the nature of relaxation and the time period, the teachers appointed under the relaxed conditions should acquire the minimum qualifications prescribed by the academic authority notified under sub-section (1) of section 23 within the time period specified in the Notification, but not beyond five years from the commencement of the Act.

(4) After issue of notification indicating minimum qualification as prescribed under rule 14(1), no appointment of teacher for any school can be made in respect of any person not possessing the minimum qualifications prescribed by the academic authority notified under sub-section (1) of section 23 without the notification from the Central Government for relaxation of minimum qualifications.

(5) A person appointed as a teacher within six months of the commencement of the Act, must possess at least the academic qualifications not lower than higher secondary school certificate or equivalent.

**16. Acquiring minimum qualifications:** 1) Adequate teacher education facilities shall be provided to ensure that all teachers in schools referred to in sub-clauses (i) and (iii) of clause (n) of section 2, who do not possess the minimum qualifications laid down under sub-rule (2) of rule 15 of the above, at the time of commencement of the Act, to acquire such minimum qualifications within a period of five years from the commencement of the Act.

(2) For a teacher, of any school referred to in sub-clause (ii) and (iv) of clause (n) of section 2, who does not possess the minimum qualifications laid down under sub-rule (2) of rule 15 at the time of commencement of the Act, the management of such school(s) shall enable such teacher(s) to acquire such minimum qualifications within a period of five years from the commencement of the Act.

**17. Salary and allowances and conditions of service of teachers:** (1) The State Government shall notify terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers.

(2) In particular and without prejudice to sub-rule (1), the terms and conditions of



service shall take into account the following, namely –

- (a) accountability of teachers to the VEC/WEC/TEC/CEC constituted under sub-section (1) of section 13 of the above;
  - (b) provisions enabling long term stake of teachers in the teaching profession.
- (3) The scales of pay and allowances, medical facilities, pension, gratuity, provident fund, and other prescribed benefits of teachers, including those of teachers appointed on adhoc/temporary basis prior to this notification and those employed for the purpose of imparting special training shall be that of regular teachers, and at par for similar works and experience.

In case of teachers of private schools, salary and allowances and their terms and conditions of service shall be decided by the school management subject to regulations, if any, being in force.

**18. Duties to be performed by teachers:** (1). In performance of the functions specified in sub-section (1) of section 24 and in order to fulfill the requirements of clause (h) of sub-section (2) of section 29, the teacher shall maintain a file containing the pupil cumulative record for every child including the record maintained while implementing the Learning Enhancement Programme or any other Programme that may be in force, which will be the basis for awarding the completion certificate specified in sub-section(2) of section 30.

(2) In addition to the functions specified in clauses (a) to (e) of sub-section (1) of section 24, a teacher may perform the following duties assigned to him or her, without interfering with regular teaching:

- (a) Maintain a separate file for all his/her student containing the cumulative record like progress in academic performance, extra curricular activities, conduct or discipline.
- (b) Participate in any teacher-oriented program called by the Government.
- (c) Participate in curriculum formulation, development of syllabi, training modules and textbook development if called by the Government.
- (d) Perform all additional duties notified by the Government from time to time.

**19. Manner of redressing grievances of teachers:** (1) The School Managing Committee shall be the first level of grievance redress of teachers. The grievances of teachers which can not be redressed in this committee shall be placed before the District level committee for redressal of teachers' grievances along with the committee report and recommendation.

(2) The district level committee for redressal of teacher's grievances shall be constituted comprising of five or seven members. District Education Officer shall act as convener cum member secretary, concerned Nodal Officer of the Directorate, concerned Deputy Inspector of Schools, concerned Sub-inspector of schools, and other members nominated by the convener cum member secretary. All cases which can not be redressed in the District Level Committee shall be forwarded to State Level Committee alongwith the report of School Managing Committee and the report and recommendation of District Level Committee.

(3) The State Level Committee for redressal of Teachers grievances shall be constituted under the Director or head of the Department (HoD) and Chairman and at least five to nine members comprising of Joint Directors, Nodal Officer of the particular district and other member(s) nominated by the Chairman. The State Level Committee for redressal of teacher's grievances shall be the highest and all decision taken by this committee shall be abided by one and all.

(4) Where the committee of any level on its own motion or reported by the concerned officer or on any representation received from any person, has reason to believe, to be recorded in writing, has violated or not performed one or more duties specified under sub-section (1) of section 24 of the RTE Act, 2009, shall act prompt to redress the grievances.

**20. Maintaining Pupil-Teacher Ratio in each school:**

(1) Sanctioned strength of teachers in every school shall be notified by the State Government and shall, within three months of such notification, redeploy teachers from schools having strength in excess of the sanctioned strength prior to the notification.

(2) If any person of the State Government or the local authority violates the provisions of sub-section (2) of section 25, he or she shall be personally liable for disciplinary action.

**21. Award of certificates:** (1) The head teachers or the teacher in-charge of the school shall issue the certificate of completion of elementary education within one month of the completion of elementary education.

(2) The certificate for completion of elementary education shall be duly filled up and signed by the concerned class teacher based on the student's cumulative record like progress in academic performance, extra curricular activities, conduct or discipline and submit to the Head Teacher for verification and signature within ten days of the completion of elementary education.

(3) The Certificate referred to in sub-rule (1) shall—

(a) certify that the child has completed all courses of study prescribed under section 29.

(b) contain the Pupil Cumulative Record of the child and also specify achievements of the child in areas of activities beyond the prescribed course of study and may include music, dance, literature, sports, etc.

Provided that school referred in sub-clause (iv) of clause (n) of section 2 shall prominently stamp the school recognition number issued by the competent authority on the certificate of completion of elementary education.

**22 State Commission for Protection of Child Rights:** (1) The State Government shall constitute State Commission for Protection of Child Rights, within a period of six months from the commencement of the Act.

(a) State Commission for Protection of Child Rights, shall set up a child help line, accessible by SMS, telephone and letter, which would act as the forum for aggrieved child/guardian to register complaint regarding violation of rights under the Act, in a manner that records his/ her



identity but does not disclose it.

(b) All complaints to the helpline should be monitored through a transparent 'alert and action' online mechanism by the State Commission for Protection of Child Rights.

**23. The State Government may, by notification, amend the rules by adding to, or omitting there from any norms and standards.**

Sd/-

**IMKONGLEMBIA IAS.**

Commissioner & Secretary to the Govt. of Nagaland.