

**CHAPTER – IV**  
**DATA ANALYSIS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

The chapter consists of the analysis and interpretation of the collected data. The analysis and interpretation part of the research can be called as the most important part of the research and it comes immediately after the collection of data. The data collected through questionnaires and discussions need to be processed into meaningful interpretation and results. Here, in the present chapter, the researcher first analyzed the data and did item wise presentation in the form of tables. The tables show the responses of the principals, teachers, students and parents. After this, each table is interpreted in words for easy understanding of the analysis being done by the researcher.

RTE Act comprises of seven chapters, 38 sections and one Schedule. The questionnaire prepared by the researcher also has five components, viz., availability of infrastructural facilities, awareness about the act, implementation, impact and issues and challenges related to it from the perspective of the Principals, teachers, students and parents. The data collected from the questionnaires was put to suitable statistical analysis in order to arrive at definite conclusions in the light of the proposed objectives. The data obtained through questionnaire and interview were analysed both in qualitative and quantitative forms. In this chapter, the researcher presented the analyzed data using various statistical techniques and its interpretation and discussion based on the result of analysis have been discussed.

#### **4.1 SCHEME OF ANALYSIS**

Analysis of data is the process of analytically applying statistical techniques to explain and evaluate data. “A vital component of ensuring data reliability is the accurate and suitable analysis of research findings. Inappropriate statistical analysis deform scientific findings, mislead casual readers.” (Shepard, 2002), and it may negatively manipulate the public perception of research. In the present study, both qualitative and quantitative techniques have been utilized to reach the conclusion. Quantitative analysis is the process of presenting and interpreting numerical data. Quantitative methods emphasis objective measurements and statistical, mathematical or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.”

(Babbie, Earl R 2010). It focuses on collecting statistical data and generalizing it across a group of people or to explain a particular phenomenon. On the other hand, qualitative techniques collect data primarily in the form of words rather than numbers. Qualitative study provides a detailed narrative description, analysis and interpretation of the phenomena. Observation, interview and discussions are the commonly used interactive quality research methods whereas non-interactive research primarily depend on documents. “Qualitative techniques provide verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participants’ perspectives. Once collected, the data are analysed inductively to generate findings.” (McMillan and Schumacher, 2001). In the present study, both qualitative and quantitative are used to analyse the data.

The data collected through documents, survey questionnaires, focus group discussions and interviews was triangulated to study the responses of the stakeholders to know the status of implementation of Right to Education (RTE) Act, 2009. A mixed methodology is used to analyze data, and it has been presented in different sections.

1. Section I – a detailed report of the profile of Principals, teachers, students and parents
2. Section II – The findings from the document analysis to critically examine the RTE Act, 2009 from the point of view of Universalization of Elementary Education.
3. Section III – Detailed report of the analysis obtained through data analysis
4. Section IV – triangulation of data collected through qualitative and quantitative analysis

## **SECTION I**

Data collected through survey administered to the principals, teachers, students and parents. A total of 35 principals, 308 teachers, 516 students and 411 parents responded to the survey. General data collected from the principals for the study included in the given table.

**Table: 4.1***General Data collected from the stakeholders*

<b>Sl.</b>	<b>Principals</b>	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
1	Gender of the respondents	Gender of the respondents	Gender of the respondents	Gender of the respondents
2	Experience in years-teaching and administrative	Experience in years-teaching and administrative	Type of school	Type of school
3	Type of school	Type of school	Class	Category in which they belong to– Gen/ SC/ST/SEBC
4	Educational qualification	Educational qualification	Joining Year	Gender of the respondents
5	Specialized training in leadership	Specialized training related to RTE	Gender of the respondents	

**SECTION 11**

The data collected from different sources on RTE Act, 2009 was analyzed from the point of view of Universalization of Elementary Education in Section 11.

Education was made a fundamental right in the 86th amendment to the constitution, in 2002 with the inclusion of the article 21A. Later, the union cabinet declared the Right to Education Bill in 2009. The key provisions of the bill include: 25% reservation in private schools for disadvantaged children from the neighborhood, at the entry level. The government would reimburse the expenditure incurred by the schools. No donation or capitation fee must be taken at the time of admission, no interviewing of the child or parents as a part of screening process. The bill also prohibits physical punishment, expulsion or detention of a child. It prohibits the deployment of teachers for non-educational purpose other than census or election duty and disaster relief. Running school without recognition is also considered as a punishable offence. The Act came into effect on 1 April 2010 and India became one of the 135 countries to make education a fundamental right. . The Supreme Court upheld the constitutional validity of the Right of Children to Free and Compulsory Act, 2009 on April 12, 2012. The passing of the Right to Free and Compulsory Education (RTE) Act 2009 is an act which ensure that every child has the right to get a quality elementary education. It says that every child of 6 to 14 years shall have the right to get free education at the neighborhood school. All the schools must comply with infrastructure and teacher norms for an effective learning environment. Central

and state government share the financial responsibility for the implementation of RTE. The National Commission for the Protection of Child Rights (NCPCR) shall review the safeguards for rights provided under this Act, investigate complaints and have the powers of a civil court in trying cases. The respective states have State Commission for the Protection of Child Rights (SCPCR) or the Right to Education Protection Authority (REPA) to deal with the grievances.

#### **4.2 IMPLEMENTATION OF RTE IN GUJARAT**

The Right to Education Act was implemented in Gujarat in the year 2012. The above table shows the total RTE seats allocated in Gujarat from the academic year 2013-14 till the year 2022-23. The table shows that there has been a steady increase in the RTE seats allotted in Vadodara, but from 2020-21, a decline is observed, which as per the government officials is due to the effect of corona pandemic happened during that time. This is exactly the way seen in the case of the entire state.

**Table: 4.2**

*The total RTE seats allotted in Gujarat from the year 2013-14 to 20122-23.*

<b>TOTAL RTE SEATS ALLOCATED IN GUJARAT</b>		
<b>Sl. No</b>	<b>Academic Year</b>	<b>Total allocated admission</b>
1	2013-14	432
2	2014-15	12,605
3	2015-16	27,929
4	2016-17	45,869
5	2017-18	55,277
6	2018-19	74,452
7	2019-20	94,163
8	2020-21	75,227
9	2021-22	62,290
10	2022-23	64,395
	<b>TOTAL</b>	<b>5,12,639</b>

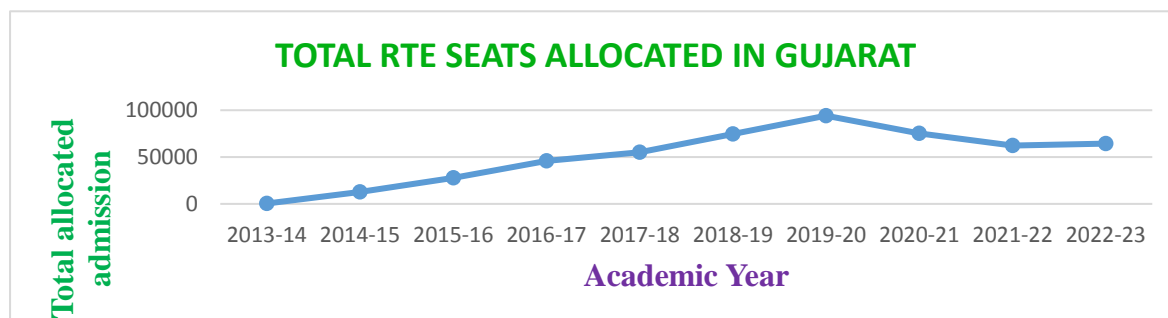
Source: Department of Education, RTE Section, Gandhinagar, Gujarat.

As seen in the table number 4.2, since the first year of implementation in Gujarat, there is increase in enrolment which is a good sign. This shows that more students are utilizing the

right of children to free and compulsory education. By the year 2022-23, more than five lac students got admission in the RTE seat. It is a sign of increase in awareness about RTE Seat.

**Figure 4.1**

The graph showing the total RTE seats allotted in Gujarat from the year 2013-14 to 2022-23.



Source: Department of Education, RTE Section, Gandhinagar, Gujarat

### The total RTE seats allocated to different categories in Gujarat

**Table: 4.3**

Total RTE seats allocated to different categories in Gujarat

Sl.	Category Name	2020-21	2021-22	2022-23
1	Orphan child	39	56	57
2	Child in need of care and protection	97	174	270
3	Children belonging to Child care institution	5	4	2
4	Child labour / children of migrating labourers	6	7	9
5	Mentally challenged/ child cerebral palsy/ CWSN	94	92	98
6	ART therapy treatment seeking children (HIV)	1	7	3
7	Children of martyr soldier	0	5	0
8	Single girl child category	851	1449	2632
9	Children studying in Anganwadi under state gov.	1,455	6113	15479
10	BPL children of given category (SC/ ST/SEBC/Gen)	3,640	3798	2729
11	SC/ST	17,511	15876	13837
12	SEBC/ OBC	34,443	23281	18259
13	General Category	17,085	11428	11020
	<b>TOTAL</b>	<b>75,227</b>	<b>62290</b>	<b>64395</b>

Source: Department of Education, Gandhinagar

The above table shows the list of thirteen categories as per which admission to RTE seats are allotted. The preference in the admission is based on this. The most preferred seats come first then the order of importance follows. That goes like this- Orphan child, Child in need of care and protection, Children belonging to Child care institution, Child labour / children of migrating labourers, Mentally challenged/ child cerebral palsy/ CWSN, ART therapy treatment seeking children (HIV), Children of martyr soldier, Single girl child category, Children studying in Anganwadi under state government authority, BPL children of given category (SC/ST/SEBC/Gen), SC/ST, SEBC/ OBC, and General Category.

#### 4.2.1 Grant allotted to the schools and students in Gujarat

The following table gives a detailed information on the grant allotted to the schools and students in Gujarat from the academic year 2013-14 till 2021-22.

**Table: 4.4**

*Grant allotted to the schools and students*

SL NO	Academic Year	Allotted Grant to schools (Fee of 10,000/- )	Allocated grant to students (student assistance Rs. 3000/- per child per annum)	Total Expenditure (in lacs)
1	2013-14	89.5	0	89.5
2	2014-15	1308.2	0	1308.2
3	2015-16	4090	1227	5317
4	2016-17	8694.9	2808.47	11503.37
5	2017-18	14246.7	4274.12	18520.82
6	2018-19	22246.7	6674.01	28920.71
7	2019-20	23734.69	9354.42	33089.11
8	2020-21	30145.37	10847.07	40992.42
9	2021-22	42409.57	12561.03	54970.6
	<b>Total</b>	<b>146965.63</b>	<b>47746.12</b>	<b>194711.73</b>

Source: Department of Education, RTE Section, Gandhinagar, Gujarat.

The schools were given a grant of rupees 10,000 and students were given a grant of rupees 3,000 for the purpose of purchasing uniform, bags etc. which was later increased time to time. The table shows that a total of rupees 146965.63 lac was allotted as grant to schools and a total of rupees 47746.12 lac was allotted to the students in Gujarat. Thus the total expenditure from the year 2013-14 to 2021-22 on the government came to 194711.73.

The following table gives the details about the number of schools in Vadodara where the admission as per the RTE Act was given. The first year, it started its implementation in 35 schools in Vadodara. Which increased with each academic year. By the year 2022-23, RTE Act got implemented in 301 schools.

### 4.3 IMPLEMENTATION OF RTE IN VADODARA

**Table: 4.5**

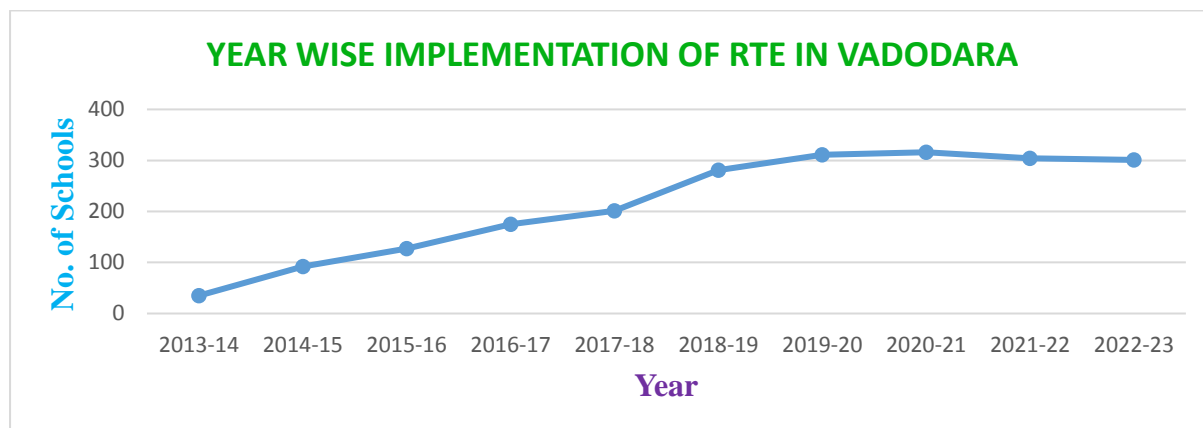
*Year wise implementation of RTE in the schools in Vadodara*

<b>YEAR WISE IMPLEMENTATION OF RTE IN VADODARA</b>		
<b>Sl. No.</b>	<b>Year</b>	<b>No. of Schools</b>
1	2013-14	35
2	2014-15	92
3	2015-16	127
4	2016-17	175
5	2017-18	201
6	2018-19	281
7	2019-20	311
8	2020-21	316
9	2021-22	304
10	2022-23	301

Source: Department of Education, RTE Section, Gandhinagar, Gujarat.

**Figure 4.2**

The graph showing the year wise implementation of RTE in the schools in Vadodara



Source: Department of Education, RTE Section, Gandhinagar, Gujarat

### RTE admission in Vadodara category wise

The following table shows the category wise RTE admission in Vadodara city. It shows that RTE admission is increasing each year in all the categories. Maximum numbers of students who took admission belong to SEBC category.

**Table: 4.6**

Category wise RTE admission in Vadodara city

RTE ADMISSION IN VADODARA CATEGORY WISE						
Sl. No.	Year	OPEN	SC	ST	SEBC	TOTAL
1	2013-14	8	21	7	32	68
2	2014-15	160	158	51	273	642
3	2015-16	519	417	113	663	1712
4	2016-17	913	663	207	1010	2793
5	2017-18	934	782	271	1350	3337
6	2018-19	1563	967	341	1277	4148
7	2019-20	1656	1116	453	1519	4744
8	2020-21	1539	831	259	1390	4019
9	2021-22	1526	852	261	1406	4045
10	2022-23	1090	978	304	1103	3475
	<b>Total</b>	<b>9908</b>	<b>6785</b>	<b>2267</b>	<b>10,023</b>	<b>28,983</b>

Source: Department of Education, Vadodara

#### 4.4 WHAT RTE ACT, 2009 MANDATES ABOUT INFRASTRUCTURE FACILITIES

The attempt to provide quality education has been the concern of the governments since independence. Providing quality education is the fundamental duty of the any government. The quality of the education provided in schools determine the achievements of the students the utilization of human resource. Thus many policies and programs were initiated by the Government of the country. Article 45 of the Indian constitution provided for free and compulsory education for children. The preamble stated that the state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years. The Right of Children to Free and Compulsory Education Act, 2009, also known as The Right to Education (RTE) Act, 2009 is also a great step which not only provide free and compulsory education, but stresses on providing quality education. It mandates minimum facilities to be provided in schools to ensure quality education. The present study was carried out in 35 elementary schools of Baroda which included both types of schools that follow Gujarat State Education Board as well as Central Board of Secondary Education.

The RTE Act mandates some physical facilities for each school. The time stipulated by the Act to achieve the infrastructure and other requirement was March 2013. The following are the basic facilities which are made mandatory by the RTE Act, 2009.

**Table: 4.7**

*Infrastructure facility*

<b>Infrastructure facilities</b>
1. School building in all weather( pucca building)
2. Separate classroom for every teacher
3. Library with newspaper, magazines of all languages, story books
4. Office –cum- store –cum – head teacher room
5. Availability of teaching-learning equipment as per requirement
6. Electricity connection in function condition
7. Computer lab with computers and other required materials/ facilities
8. Playground
9. Boundary wall
10. Play material, games and sports equipment
11. Safe drinking water
12. Toilet to boys and girls separately
13. Kitchen to cook mid-day meal
14. School management committee
15. Physical infrastructure for disabled children

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 stipulates the norms and standards for a recognized school imparting elementary education. During the present study, the researcher classified the facilities into three categories- physical facilities, educational facilities and basic facilities. The opinion of the stakeholders of the study like the principal, teachers, students and parents are collected to know the availability of these resources in the schools as infrastructure development has an important role in providing quality education in schools.

**SECTION 111:**

**4.5 QUANTITATIVE DATA ANALYSIS**

A quantitative data analysis technique is used to get the perception of the stakeholders on the various aspects of RTE Act, 2009. The researcher prepared questionnaire for the Principals, Teachers, students and Parents. The questionnaire was used to collect the general information of the stakeholders and the availability of infrastructure facility in the schools. The questionnaire reflects their inferences pertaining to their institution with regard to the provisions of RTE ACT, 2009 based on Awareness, Implementation, Impact of the act and the Issues and challenges related to it. The response given by the stakeholders were analysed statistically to form inferences.

**4.5.1 Profile of the Respondents (Principal Category)**

**Gender of the Principals:**

It was observed from the data that out of the 35 principals considered as the sample of study, majority were female principals (66%) and 34% were male principals.

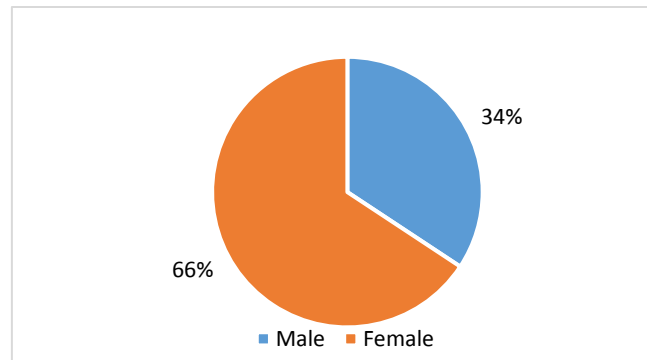
**Table: 4.8**

*Frequency distribution and percentage of gender (the number in the bracket shows %)*

<b>Gender</b>	<b>No. of Principals</b>
Male	12 (34)
Female	23 (66)

**Figure 4.3**

*Distribution of respondents with respect to gender*



Distribution of respondents with respect to gender

**Years of Teaching Experience:**

Out of the 35 principals, 17 principals had above 10 years of experience. And remaining 18 principals were having less than 10 years of teaching experience.

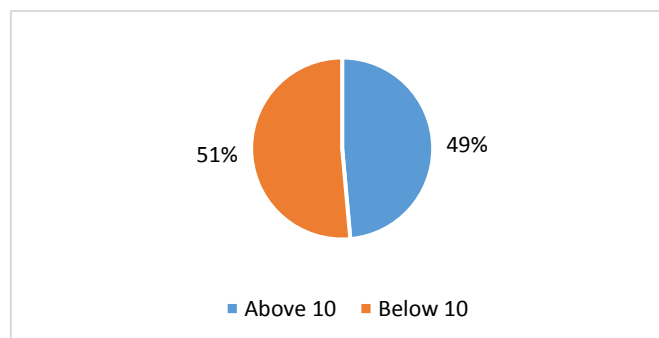
**Table: 4.9**

*Frequency distribution and percentage of teaching experience (the number in the bracket shows %)*

Teaching Experience	No. of Principals
Above 10	17 (49)
Below 10	18 (51)

**Figure 4.4**

*Distribution of respondents with respect to teaching experience*



### Years of Administrative Experience:

Out of the 35 principals, 15 principals had more than 5 years of administrative experience and 20 principals had less than 5 years administrative experience.

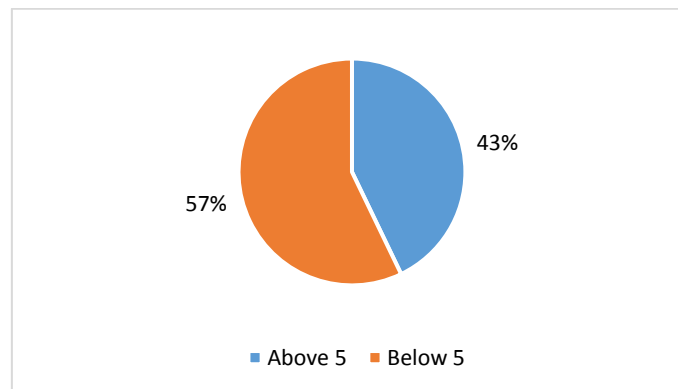
**Table: 4.10**

*Frequency distribution and percentage of administrative experience*

<b>Administrative Experience</b>	<b>No. of Principals</b>
Above 5	15 (43)
Below 5	20 (57)

**Figure 4.5**

*Distribution of respondents with respect to administrative experience (the number in the bracket shows %)*



### Qualification of the Principals

Out of the 35 principals selected as sample, 25 were with only basic qualification and 10 were having higher qualification.

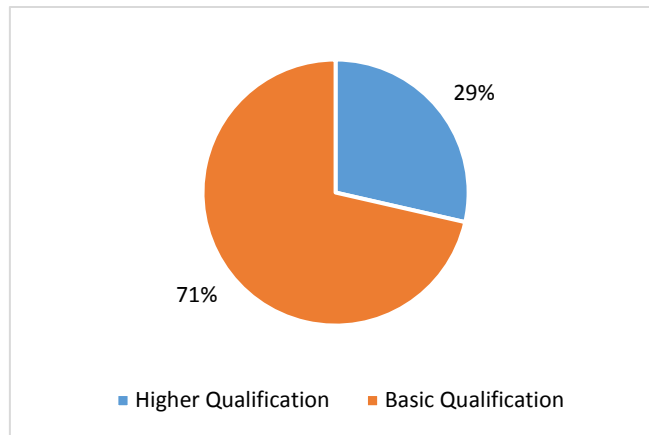
**Table: 4.11**

*Frequency distribution and percentage of qualification*

<b>Qualification</b>	<b>No. of Principals</b>
Higher Qualification	10 (29)
Basic Qualification	25 (71)

**Figure 4.6**

*Distribution of respondents with respect to qualification*



**Specialized Training Received by the Principals:**

30 out of the 35 principals (86%) said that they received specialized training in RTE whereas 5 principals (14%) responded negatively.

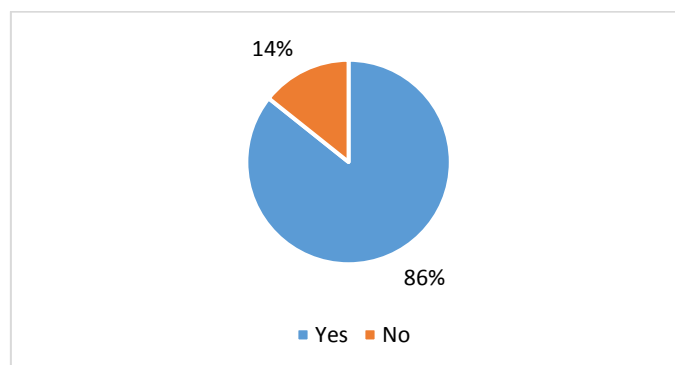
**Table: 4.12**

*Frequency distribution and percentage of specialized training*

Specialized Training	No. of Principals
Yes	30 (86)
No	5 (14)

**Figure 4.7**

*Distribution of respondents with respect to specialised training*



#### 4.5.2 Principals' Response on the Infrastructure Facilities

RTE Act, 2009 mandates minimum infrastructure norms for schools along with other provisions. Good infrastructure facilities in schools let the students to access the best possible resources and amenities that help them grow to the maximum potential, feel safe and grow in a healthy environment. It is also a major requirement in providing quality education. The researcher prepared a questionnaire which was used to collect the general information about the availability of infrastructure facility in the schools. The facilities mandatory in schools was divided into three categories- physical facilities, educational facilities and basic facilities.

##### Physical Facilities

The physical facilities made mandatory for the schools as per the RTE Act include, school building in all weather (pucca building), separate classroom for every teacher, Library with newspaper, magazines of all languages, office –cum- store –cum – head teacher room, Boundary wall and physical infrastructure for disabled children. The response of the principals about the availability of these facilities in their schools are given in the following table.

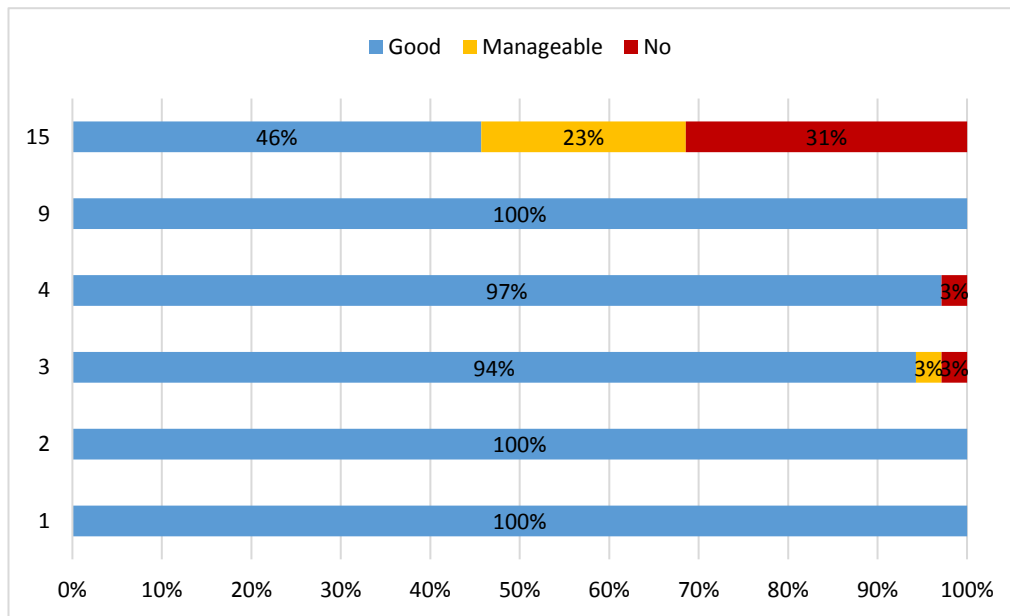
**Table: 4.13**

*Frequency distribution and percentage of Physical infrastructure facility. (Figures in bracket represent percentage)*

Sl. No.	Parameters	Good	Manageable	No
1	School building in all weather (pucca building)	35 (100)	0 (0)	0 (0)
2	Separate classroom for every teacher	35 (100)	0 (0)	0 (0)
3	Library with newspaper, magazines of all languages	33 (94)	1 (3)	1 (3)
4	Office –cum- store –cum – head teacher room	34 (97)	0 (0)	1 (3)
5	Boundary wall	35 (100)	0 (0)	0 (0)
6	Physical infrastructure for disabled children	16 (46)	8 (23)	11 (31)

**Figure 4.8**

*Distribution of Physical infrastructure facility*



The table shows that the physical facilities like school building in all weather (pucca building), separate classroom for every teacher, office –cum- store –cum – head teacher room and boundary wall are present in almost all schools. 94% pf the schools have library with newspaper, magazines of all languages. But in majority of schools, the physical infrastructure for disabled children is either lacking or only in a manageable form where as 31% don’t have that facility at all.

### **Educational Infrastructure facility**

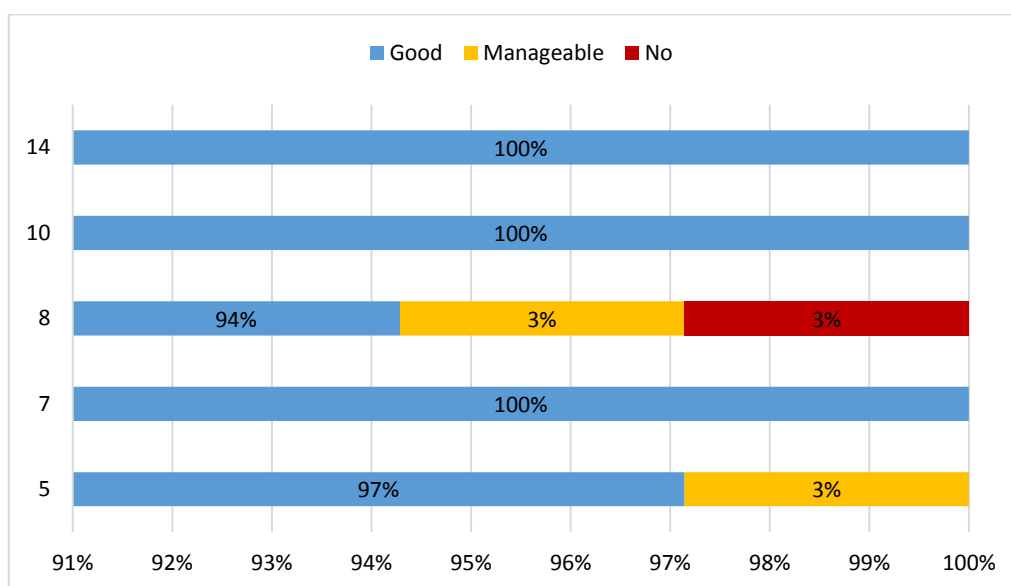
The educational facility made mandatory in schools by RTE Act include, Availability of teaching-learning equipment as per requirement, computer lab with other required materials/ facilities, Playground, Play material, games and sports equipment and School management committee. The response of the principals about the availability of these facilities in their schools are given in the following table. The table of response shows that educational facilities present in all the schools.

**Table: 4.14**

*Frequency distribution and percentage of educational infrastructure facility. (Figures in bracket represent percentage)*

Sl No.	Parameters	Good	Manageable	No
1	Availability of teaching-learning equipment as per requirement	34 (97)	1 (3)	0 (0)
2	Computer lab with other required materials/ facilities	35 (100)	0 (0)	0 (0)
3	Playground	33 (94)	1 (3)	1 (3)
4	Play material, games and sports equipment	35 (100)	0 (0)	0 (0)
5	School management committee	35 (100)	0 (0)	0 (0)

**Figure 4.9**



### **Basic infrastructure facilities**

The basic facility made mandatory in schools by RTE Act include, electricity connection in function condition, safe drinking water, toilet to boys and girls separately and kitchen to cook mid-day meal.

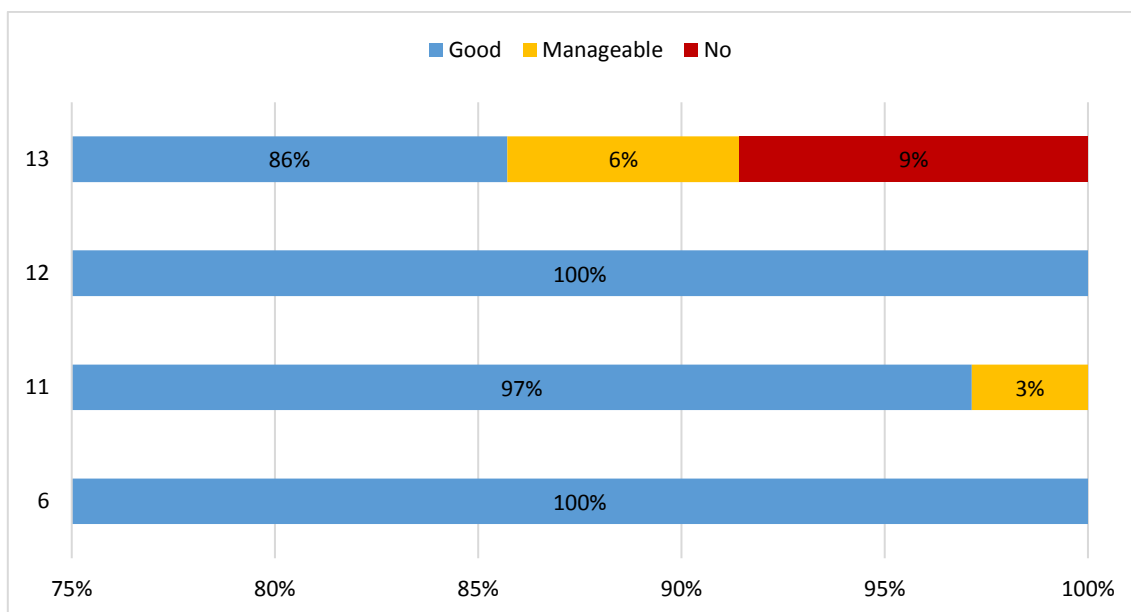
## Distribution of Basic infrastructure facility

**Table: 4.15**

*Frequency distribution and percentage of basic infrastructure facility. (Figures in bracket represent percentage)*

Sl. No.	Parameters	Good	Manageable	No
1	Electricity connection in function condition	35 (100)	0 (0)	0 (0)
2	Safe drinking water	34 (97)	1 (3)	0 (0)
3	Toilet to boys and girls separately	35 (100)	0 (0)	0 (0)
4	Kitchen to cook mid-day meal	30 (86)	2 (6)	3 (9)

**Figure 4.10**



The response of the principals about the availability of these facilities in their schools are given in the following table. The table of response shows that the basic facilities present in all the schools but kitchen for Mid-Day meal is not present in some schools.

## Interpretations of the Responses of the Principals on physical facilities

**Table: 4.16**

*Interpretations of the Responses of the Principals on infrastructure facilities*

Variables	Particular	Adequate	Inadequate
Gender	Female	4(12)	19(55)
	Male	2(5)	10(28)
Teaching Experience	Above 10	3(9)	14(40)
	Below 10	3(9)	15(42)
Administrative Experience	Above 5	3(9)	12(34)
	Below 5	3(9)	17(48)
Qualification	Basic Qualification	4(12)	21(60)
	Higher Qualification	2(6)	8(23)
Special Training in leadership	No	2(6)	3(9)
	Yes	4(12)	26(75)

The opinion of the principal about the availability of physical facilities is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that 55% female principals and 28% male principals said that physical facilities are available in the school. Whereas 12% females and 5% male principals had an opposite opinion. 40% of the principals with more than ten years of teaching experience and 42% principals with less than 10 years of teaching experience said that the physical facilities are there. At the same time 9% of the principals with more than 10 years of experience and 9% of principals with less than 10 years of experience said that enough facilities are not there. 34% of the principals with more than five years of administrative experience and 48% principals with less than five years of administrative experience said that the physical facilities are there. At the same time 9% of the principals with more than five years of administrative experience and 9% of principals with less than five years of administrative experience said that enough facilities are not there. 60% of the principals with basic qualification and 23% of principals with higher qualification said that the physical facilities are there. At the same time 12% of the principals with basic qualification and 6% of principals higher qualification said that enough facilities are not there. 9% of the principals without any special Training in leadership and 75% principals who

received Special Training in leadership said that the physical facilities are there. At the same time 6% of the principals with Special Training in leadership and 12% of principals with Special Training in leadership said that enough facilities are not there. Thus most of principals agree that physical facilities are available in the schools of Vadodara city.

**Table: 4.17**

*Interpretations of the Responses of the Principals on Educational facilities*

<b>Variables</b>	<b>Particular</b>	<b>Adequate</b>	<b>Inadequate</b>
Gender	Female	0(0)	23(66)
	Male	0(0)	12(34)
Teaching Experience	Above 10	0(0)	17(49)
	Below 10	0(0)	18(51)
Administrative Experience	Above 5	0(0)	15(43)
	Below 5	0(0)	20(57)
Qualification	Basic Qualification	0(0)	25(71)
	Higher Qualification	0(0)	10(29)
Special Training in leadership	No	0(0)	5(14)
	Yes	0(0)	30(86)

The opinion of the principal about the availability of educational facilities is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that all the principals that consists of 66% female principals and 34% male principals, regardless of their gender difference said that educational facilities are available in the school. All the principals regardless of teaching experience that included 49% of the principals with more than ten years of teaching experience and 51% principals with less than 10 years of teaching experience said that the educational facilities are there. All the principals that consisted of 43% of the principals with more than five years of administrative experience and 57% principals with less than five years of administrative experience said that the educational facilities are there. All the principals that consisted of 71% of the principals with basic qualification and 29% of principals with higher qualification said that the educational facilities

are available. All the principals that consisted of 14% of the principals without any special Training in leadership and 86% principals who received Special Training in leadership said that the physical facilities are there. Thus it is seen that principals were of the opinion that the schools have all the educational facilities mandated by the RTE Act, 2009 and the different variable used for study has not affected their opinion.

**Table: 4.18**

*Interpretations of the Responses of the Principals on Basic facilities*

<b>Variables</b>	<b>Particular</b>	<b>Adequate</b>	<b>Inadequate</b>
Gender	Female	0(0)	23(65)
	Male	1(3)	11(32)
Teaching Experience	Above 10	0(0)	17(48)
	Below 10	1(3)	17(49)
Administrative Experience	Above 5	0(0)	15(42)
	Below 5	1(3)	19(55)
Qualification	Basic Qualification	1(3)	24(69)
	Higher Qualification	0(0)	10(28)
Special Training in leadership	No	1(3)	4(12)
	Yes	0(0)	30(86)

The opinion of the principal about the availability of basic facilities is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that 65% female principals and 32% male principals said that the basic facilities needed and specified in the Act are available in the school, when only 3% male principals had an opposite opinion. 48% of the principals with more than ten years of teaching experience and 49% principals with less than 10 years of teaching experience said that the basic facilities are there when only 3% male principals had an opposite opinion. 42% of the principals with more than five years of administrative experience and 55% principals with less than five years of administrative experience said that the basic facilities are there when only 3% male principals had an opposite opinion. 69% of the principals with basic qualification and 28% of principals with higher qualification said that the basic facilities are there when only 3% female principals had an

opposite opinion. 12% of the principals without any special Training in leadership and 86% principals who received Special Training in leadership said that the basic facilities are there when only 3% female principals had an opposite opinion. Thus most of principals agree that basic facilities are available in the schools of Vadodara city.

#### 4.5.3 Awareness of Principals about the RTE Act, 2009

**Table 4.19**

*Frequency distribution and percentage related to the Awareness of Principals about the RTE Act, 2009 and its recommendations. (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am aware about all the provisions of RTE Act, 2009.	20 (58)	14 (40)	1 (3)	0 (0)	0 (0)
2	A copy of RTE Act is mandatory in every school.	20 (58)	14 (40)	1 (3)	0 (0)	0 (0)
3	I am given orientation about the provisions of RTE Act.	17 (49)	10 (29)	7 (20)	1 (3)	0 (0)
4	All the teachers of my school are also given orientation about RTE Act.	15 (43)	10 (29)	10 (29)	0 (0)	0 (0)
5	RTE Act, 2009 is a great step to ensure good quality elementary education for all children in India.	18 (52)	12 (35)	5 (15)	0 (0)	0 (0)
6	Proper pupil-teacher ratio is maintained in my school.	21 (60)	13 (38)	1 (3)	0 (0)	0 (0)
7	I am aware about the basic infrastructural facilities mandatory in school as per the RTE Act.	20 (58)	15 (43)	0 (0)	0 (0)	0 (0)
8	I am aware about the role of SMC (School Management Committee) in the development of education system in India.	22 (63)	12 (35)	1 (3)	0 (0)	0 (0)
9	Mid-Day Meal scheme increased attendance and reduced dropout.	4 (12)	18 (52)	12 (35)	1 (3)	0 (0)
10	I am aware about the Reservation of 25% of seats for children belonging to socially disadvantaged and economically weaker sections in private schools.	21 (60)	11 (32)	2 (6)	0 (0)	0 (0)
11	I think working hours required to be completed as per RTE Act is sufficient for the all-round development of children.	17 (49)	13 (38)	5 (15)	0 (0)	0 (0)
12	Screening of children is essential during admission as it brings quality.	9 (26)	12 (35)	11 (32)	3 (9)	0 (0)

13	Capitation fee can be charged at the time of admission.	3 (9)	6 (18)	12 (35)	14 (40)	0 (0)
14	Detaining the weak students is necessary to improve the quality of education.	8 (23)	16 (46)	6 (18)	5 (15)	0 (0)
15	I know that no child should be Physically punished or mentally harassed.	29 (83)	5 (15)	1 (3)	0 (0)	0 (0)
16	Teachers are allowed to take private tuitions.	1 (3)	11 (32)	11 (32)	12 (35)	0 (0)
17	I have good knowledge about Continuous and Comprehensive Evaluation.	24 (69)	8 (23)	2 (6)	1 (3)	0 (0)
18	Importance to mother tongue is a positive step towards culture inclusion.	17 (49)	15 (43)	3 (9)	0 (0)	0 (0)

97% of the principals agreed that they are aware about the provisions of RTE Act, 2009 and felt that they must have a copy of the Act mandatory in the school. Only 78% of the principals said that they were given orientation about the provisions of RTE Act. 87% felt that RTE Act, 2009 is a great step to ensure good quality elementary education for all children in India. 98% Principals said that proper pupil-teacher ratio is maintained in their school. Principals were aware about the basic infrastructural facilities mandatory in school as per the RTE Act and the role of the SMC (School Management Committee) in the development of education system in India. Only 62% thought that Mid-Day Meal scheme increased attendance and reduced dropout where as 35% kept a neutral view on it. They all were aware about the Reservation of 25% of seats for children belonging to socially disadvantaged and economically weaker sections in private schools and thought that working hours as per RTE Act is sufficient for the all-round development of children. Only 61% principals thought that screening of children is essential during admission. 27% said that capitation fee can be charged at the time of admission. 69% said that detaining the weak students is necessary to improve the quality of education. All the principals know that no child should be physically punished or mentally harassed. Only 35% of them know that teachers cannot take private tuitions. 92% had good knowledge about Continuous and Comprehensive Evaluation and all the principals agreed that giving importance to mother tongue is a positive step towards culture inclusion.

#### 4.5.4 Principals' Response on the Implementation of RTE Act, 2009

**Table 4.20**

*Frequency distribution and percentage related to the perception of the Principals on the Implementation of RTE Act, 2009 (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My school follows the norms of free and compulsory education.	22 (63)	12 (35)	0 (0)	1 (2)	0 (0)
2	In my opinion, maintaining proper pupil-teacher ratio is necessary for better learning outcome	23 (66)	12 (34)	0 (0)	0 (0)	0 (0)
3	Providing special training for children admitted in age appropriate class is not practical.	4 (12)	15 (43)	10 (29)	6 (16)	0 (0)
4	There is no provision for special training to drop out in my school.	4 (12)	12 (35)	10 (29)	9 (24)	0 (0)
5	Proper teacher- student ratio as prescribed by RTE Act, 2009, is followed in my school.	19 (55)	14 (40)	2 (5)	0 (0)	0 (0)
6	Teaching learning materials are provided in each class as per requirement.	20 (58)	13 (38)	2 (4)	0 (0)	0 (0)
7	Proper number of school working days, as prescribed by RTE Act, 2009, is followed	24 (69)	10 (29)	1 (2)	0 (0)	0 (0)
8	Proper number of teacher working hours as prescribed by RTE Act, 2009, is followed in school.	24 (69)	11 (31)	0 (0)	0 (0)	0 (0)
9	Curriculum of my school meets the prescribed RTE norms.	21 (60)	14 (40)	0 (0)	0 (0)	0 (0)
10	The school follows reservation policy prescribed in RTE Act while admitting students.	23 (66)	10 (29)	2 (5)	0 (0)	0 (0)
11	The school provide free textbooks, writing materials and uniforms to all the RTE students.	10 (29)	6 (18)	7 (20)	12 (33)	0 (0)
12	The school undertake CCE (Continuous and Comprehensive Evaluation)	20 (58)	13 (38)	1 (3)	1 (1)	0 (0)
13	The school provides Mid-day meal to all the children.	7 (20)	6 (18)	7 (20)	15 (42)	0 (0)
14	The basic infrastructural facilities mandatory as per the RTE Act are available in your school	19 (55)	15 (43)	1 (2)	0 (0)	0 (0)
15	Classrooms are equipped with all basic facilities as per requirement.	23 (66)	11 (32)	1 (2)	0 (0)	0 (0)

16	Screening procedure is followed in the school at the time of admission of children	10 (29)	9 (26)	12 (35)	4 (10)	0 (0)
17	We retain children in the same class for two or more years if they are found weak in studies.	3 (9)	12 (35)	9 (26)	11 (30)	0 (0)
18	There are special efforts taken for out of school children to be admitted in age appropriate class.	11 (32)	14 (40)	8 (23)	2 (5)	0 (0)
19	I think that students should be punished if they don't pay attention.	1 (2)	9 (26)	14 (40)	11 (32)	0 (0)
20	Provision for co-curricular and extracurricular activities are there in my school for the all-round development of children.	20 (58)	12 (35)	3 (7)	0 (0)	0 (0)
21	In my school, the teachers are qualified and trained as per the government norms.	21 (60)	9 (26)	5 (14)	0 (0)	0 (0)
22	The teachers working in my school are given in-service training programs at regular intervals.	21 (60)	12 (35)	2 (5)	0 (0)	0 (0)
23	SMC (School Management Committee) helps in the smooth functioning of the school.	22 (63)	10 (29)	3 (8)	0 (0)	0 (0)
24	Proper representation of parents is there in SMC	17 (49)	13 (38)	4 (12)	1 (1)	0 (0)
25	The SMC helps in monitoring the curricular and co-curricular activities of my school.	18 (52)	11 (32)	6 (16)	0 (0)	0 (0)
26	The school conduct PTA (Parent Teacher Association) meetings at regular basis.	21 (60)	10 (29)	2 (6)	2 (5)	0 (0)
27	Teachers are deputed/ assigned for such duties which are prohibited as per RTE Act.	9 (26)	8 (23)	7 (20)	11 (31)	0 (0)
28	There is a need to improve Mid-Day Meal system in the state.	9 (26)	9 (26)	15 (43)	2 (5)	0 (0)
29	The developmental plans of SMC helps me in the implementation of RTE Act, 2009	12 (35)	12 (35)	11 (30)	0 (0)	0 (0)
30	Representatives of State Advisory Council / National Commission for Protection of Child's Right (NCPCR) visits the school.	10 (29)	10 (29)	10 (29)	5 (13)	0 (0)
31	Working of commissions like NCPCR & SCPCR need to be improved for fulfilling universalization of education.	7 (20)	9 (25)	19 (55)	0 (0)	0 (0)
32	Amendments in No detention policy is highly appreciable.	12 (35)	15 (43)	7 (20)	1 (2)	0 (0)
33	Admitting children in age appropriate class is a positive step.	17 (49)	16 (46)	2 (5)	0 (0)	0 (0)

34	The school provides special training to teachers in the area of disabilities.	10 (29)	16 (46)	7 (20)	2 (5)	0 (0)
35	The prescribed syllabus in each class is helpful for the all-round development of the child.	18 (52)	15 (43)	2 (5)	0 (0)	0 (0)
36	I plan the academic activities of the school in the beginning of the academic year.	18 (52)	12 (35)	5 (13)	0 (0)	0 (0)
37	I believe that micro planning helped a lot in achieving the goal of Universalization of Elementary Education.	17 (49)	12 (35)	6 (16)	0 (0)	0 (0)
38	Participation of local community in the developmental plans of the school helps the school and teachers to become more functional.	17 (49)	8 (22)	10 (29)	0 (0)	0 (0)
39	I conduct health camps in my school every year.	16 (46)	11 (32)	8 (22)	0 (0)	0 (0)
40	All the teachers appointed in my school has required academic qualifications.	19 (55)	11 (32)	5 (13)	0 (0)	0 (0)

Almost all of the principals (98%) said that the school follows the norms of free and compulsory education. All the principals opined that maintaining proper pupil-teacher ratio is necessary for better learning outcome and that proper teacher- student ratio as prescribed by RTE Act, 2009, is followed in their schools. According to 55% of the principals providing special training for children admitted in age appropriate class is not practical. 47% said that there is no provision for special training to drop out in the school. The principals said that teaching learning materials are provided in each class as per requirement and proper number of school working days and teacher working hours as prescribed by RTE Act, 2009, are followed. The principals said that curriculum of my school meets the prescribed RTE norms and classrooms are equipped with all basic facilities as per requirement. Reservation policy prescribed in RTE Act is followed while admitting students. 47% said the school provide free textbooks, writing materials and uniforms to all the RTE students. CCE (Continuous and Comprehensive Evaluation) is followed in all schools. 38% school provides Mid-day meal to all the children. The basic infrastructural facilities mandatory as per the RTE Act are available in all the schools. 55% principals said that screening procedure is followed in the school at the time of admission of children where as 35% kept a neutral view. 44% said that they retain children in the same class for two or more years if they are found weak in studies. Schools take special efforts for out of school children to be admitted in age appropriate class. Only 10% said that the students should be punished if they don't pay attention. Provision for co-curricular and

extracurricular activities are there in all schools for the all-round development of children. The teachers are qualified and trained as per the government norms and the teachers are given in-service training programs at regular intervals. All felt that SMC (School Management Committee) helps in the smooth functioning of the school and SMC helps in monitoring the curricular and co-curricular activities of my school. The developmental plans of SMC helped them in the implementation of RTE Act, 2009. All the school conduct PTA (Parent Teacher Association) meetings at regular basis and proper representation of parents is there in SMC. 49% of teachers said that they are deputed/ assigned for such duties which are prohibited as per RTE Act. 52% said there is a need to improve Mid-Day Meal system in the state. 52% said that the representatives of State Advisory Council / National Commission for Protection of Child's Right (NCPCR) visits the school. 45% are of the opinion that the working of commissions like NCPCR & SCPCR need to be improved for fulfilling universalization of education. 78% appreciated that amendments in No detention policy. All thought that admitting children in age appropriate class is a positive step. 75% schools provides special training to teachers in the area of disabilities. All said that prescribed syllabus in each class is helpful for the all-round development of the child and the academic activities of the school are planned in the beginning of the academic year. They also believed that micro planning helped a lot in achieving the goal of Universalization of Elementary Education as they thought that Participation of local community in the developmental plans of the school helps the school and teachers to become more functional. 78% said that health camps are conducted in the schools every year.

#### 4.5.5 Principals' Response on the Impact of RTE implementation

**Table 4.21**

*Frequency distribution and percentage related to the perception of the Principals about impact of RTE implementation (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	RTE Act has increased the overall effectiveness of school education in India.	12 (35)	15 (43)	7 (20)	1 (2)	0 (0)
2	RTE Act has increased the overall enrolment in elementary level.	8 (23)	20 (58)	5 (15)	2 (4)	0 (0)
3	It's good that children can study in schools of better quality.	16 (46)	15 (43)	3 (9)	1 (2)	0 (0)
4	RTE Act helped to end child labor.	12 (35)	17 (49)	5 (15)	1 (1)	0 (0)
5	RTE Act helped to end child marriages	11 (32)	19 (55)	4 (12)	1 (1)	0 (0)
6	With the inclusion of 25% reservation, inclusiveness is brought in the education system.	12 (35)	19 (55)	3 (9)	1 (1)	0 (0)
7	Low income socio economic groups are the primary beneficiaries of RTE Act compared to middle income.	9 (26)	21 (60)	4 (12)	1 (2)	0 (0)
8	Students are treated at par with all the other children in the school which is a positive step towards social inclusion.	21 (60)	14 (40)	0 (0)	0 (0)	0 (0)
9	Changes brought by the act helped in improving the academic outcomes.	14 (40)	17 (49)	3 (9)	1 (2)	0 (0)
10	RTE Act enabled children from poor families' access quality education.	18 (52)	15 (43)	2 (5)	0 (0)	0 (0)
11	Working of SMC helped in improving the quality of education.	13 (38)	18 (52)	4 (10)	0 (0)	0 (0)
12	No detention policy effected the learning outcome.	5 (15)	12 (35)	12 (35)	6 (15)	0 (0)
13	The amendment in no detention policy improved the quality of education in schools.	6 (18)	11 (32)	16 (46)	2 (4)	0 (0)
14	Availability of physical features effected the education of children positively.	9 (26)	18 (52)	7 (20)	1 (2)	0 (0)
15	There are a good number of books on a variety of subjects available in the library.	17 (49)	16 (46)	1 (3)	1 (2)	0 (0)
16	Children are allowed to read newspaper during their library periods.	15 (43)	16 (46)	4 (11)	0 (0)	0 (0)
17	Books are issued to students at regular basis.	17 (49)	14 (40)	4 (11)	0 (0)	0 (0)

18	The Act made qualified teachers available in my school.	15 (43)	14 (40)	6 (17)	0 (0)	0 (0)
19	Government ensured the availability of neighborhood schools everywhere.	14 (40)	13 (38)	7 (20)	1 (2)	0 (0)
20	Teachers in the state are not given non educational work other than census, elections and disaster relief work.	6 (18)	12 (35)	11 (32)	6 (15)	0 (0)
21	Prescribed curriculum ensures all-round development of children.	17 (49)	16 (46)	2 (5)	0 (0)	0 (0)
22	Balanced pupil teacher ratio helped us to give personal attention to each child.	19 (55)	15 (43)	1 (2)	0 (0)	0 (0)
23	The classrooms have become child centric and child friendly.	14 (40)	19 (55)	2 (5)	0 (0)	0 (0)
24	Quality of students is found satisfactory after elementary education.	13 (38)	16 (46)	6 (16)	0 (0)	0 (0)
25	RTE Act led to social and cultural inclusion.	12 (35)	21 (60)	2 (5)	0 (0)	0 (0)
26	School Management Committee (SMC) is constituted in my school as per the requirement of RTE Act, 2009.	5 (15)	4 (10)	26 (75)	0 (0)	0 (0)
27	Parents also contribute in the development of my school through SMC	3 (9)	4 (11)	28 (80)	0 (0)	0 (0)
28	Micro planning helped me in fulfilling the needs of local requirement.	3 (9)	6 (18)	26 (73)	0 (0)	0 (0)

Majority of the principals (78%) agreed that RTE Act has increased the overall effectiveness of school education in India. Whereas 20% remained neutral. 81% of the principals said that RTE Act has increased the overall enrolment in elementary level and 89% said that due to the Act, children can study in schools of better quality. When 84% said that RTE Act helped to end child labor, 87% of the principal said RTE Act helped to end child marriages. 90% said that with the inclusion of 25% reservation, inclusiveness is brought in the education system. 86% believed that low income socio economic groups are the primary beneficiaries of RTE Act compared to middle income. All said Students are treated at par with all the other children in the school which is a positive step towards social inclusion. 89% of the principals said that changes brought by the act helped in improving the academic outcomes. 95% of the principals said that RTE Act enabled children from poor families' access quality education. 90% Working of SMC helped in improving the quality of education. 50% thought that no detention policy effected the learning outcome and the amendment in no detention policy improved the quality of education in schools. 78% felt that availability of physical features effected the education of children positively. 95% said there are a good number of books on a variety of subjects available in the library. 89% of the principals said that Children are allowed to read newspaper

during their library periods and books are issued to students at regular basis. 83% of the principals said that the Act made qualified teachers available in my school. 78% of the principals said that Government ensured the availability of neighborhood schools everywhere. 53% Teachers in the state are not given non educational work other than census, elections and disaster relief work. 32% of the principals kept a neutral view towards the statement. 95% said that prescribed curriculum ensures all-round development of children. 98% of the principals said that balanced pupil teacher ratio helped them to give personal attention to each child. Most of the principals agreed that the classrooms have become child centric and child friendly and quality of students is found satisfactory after elementary education. Majority of the principals said that RTE Act led to social and cultural inclusion. 25% School Management Committee (SMC) is constituted in my school as per the requirement of RTE Act, 2009 when 75% remained with neutral opinion. 20% of the principals said that parents also contribute in the development of the school through SMC. 27% of the principals said that Micro planning helped them in fulfilling the needs of local requirement. 27% neutral.

#### 4.5.6 Principals' Response on Issues and Challenges related to the RTE Act, 2009

**Table 4.22**

*Frequency distribution and percentage related to the perception of the Principals about the Issues and Challenges related to the RTE Act, 2009 (Figures in bracket represent percentage)*

Sl. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	There are enough number of teachers appointed in school as per requirement.	22 (63)	12 (35)	1 (2)	0 (0)	0 (0)
2	Teacher - student ratio as per RTE Act is followed in the schools.	20 (58)	14 (40)	1 (2)	0 (0)	0 (0)
3	Teachers are assigned for various other official duties.	10 (29)	10 (29)	12 (35)	3 (7)	0 (0)
4	Assigning teachers for various other official duties effect the completion of course.	5 (15)	19 (55)	9 (26)	2 (4)	0 (0)
5	Training programs are not arranged for teachers on regular basis.	3 (7)	6 (18)	8 (23)	18 (52)	0 (0)
6	In-service training programs are very effective in meeting the challenges faced by teachers.	14 (40)	18 (52)	3 (8)	0 (0)	0 (0)

7	Teachers are appointed specially for handling disabled children.	4 (10)	10 (29)	16 (46)	5 (15)	0 (0)
8	Special training is provided for teachers in handling disabled children.	6 (18)	12 (35)	14 (40)	3 (7)	0 (0)
9	It is difficult to admit students in age appropriate class as giving special training is not practical.	5 (13)	13 (38)	10 (29)	7 (20)	0 (0)
10	Students admitted as per reservation feel adjustment problem in school.	1 (2)	10 (29)	10 (29)	14 (40)	0 (0)
11	There are cases of schools having been closed owing to RTE Act.	1 (1)	5 (15)	23 (66)	6 (18)	0 (0)
12	Government fund reaches school on time.	9 (26)	17 (49)	8 (23)	1 (2)	0 (0)
13	The government fund provided the government is not enough to meet the expenses.	2 (5)	10 (29)	23 (66)	0 (0)	0 (0)
14	We need to charge fee from students as government reimbursement is not enough to meet the expenses.	4 (9)	6 (18)	19 (55)	6 (18)	0 (0)
15	Number of children seeking admission under the provision of RTE Act is very large.	2 (4)	12 (35)	13 (38)	8 (23)	0 (0)
16	Various documents needed for getting admission in schools under RTE Act comes in the way of universal education.	6 (16)	7 (20)	12 (35)	10 (29)	0 (0)
17	Free and compulsory education should not be limited to children of 6-14 years.	4 (12)	22 (63)	7 (20)	2 (5)	0 (0)
18	Government need to find new ways of reducing the number of out of school children.	10 (29)	19 (55)	6 (16)	0 (0)	0 (0)
19	The cases of dropout of girl child is very common in school.	2 (4)	11 (32)	9 (26)	13 (38)	0 (0)
20	The documents needed at the time of admission left out orphans from being beneficiaries of the act.	3 (8)	8 (23)	16 (46)	8 (23)	0 (0)
21	RTE Act is input oriented and less importance is given to outcome.	1 (2)	9 (26)	17 (49)	8 (23)	0 (0)
22	No detention policy effects outcome.	1 (2)	16 (46)	15 (43)	3 (9)	0 (0)
23	Due to the provision for age appropriate class in the Act, bridge courses are needed for such children.	4 (11)	24 (69)	7 (20)	0 (0)	0 (0)
24	Provision for bridge courses are not there in school.	2 (5)	15 (43)	11 (32)	7 (20)	0 (0)
25	Norms and standard set for private schools to get recognition is very difficult to meet.	3 (7)	11 (32)	15 (43)	6 (18)	0 (0)
26	Reservation of 25% seats in private schools destroy the autonomy of private schools.	1 (1)	4 (12)	18 (52)	12 (35)	0 (0)

27	Reservation of 25% seats in private schools makes it difficult for children to fit in with the different socio cultural	1 (2)	3 (9)	15 (43)	16 (46)	0 (0)
28	Working of SMC is difficult as parents don't take active interest in its working.	2 (4)	11 (32)	16 (46)	6 (18)	0 (0)
29	Minority religious schools also need to be brought under the RTE Act.	0 (0)	11 (32)	21 (60)	3 (8)	0 (0)
30	It is very difficult for the schools to meet the minimum basic facilities made mandatory in the Act.	1 (2)	10 (29)	15 (43)	9 (26)	0 (0)
31	There is huge gap between the cost of education per child and reimbursement by the government.	6 (18)	16 (46)	11 (32)	2 (4)	0 (0)
32	Due to different expenditure in private schools, parents feel intimidated to send their children to private schools.	3 (7)	12 (35)	14 (40)	6 (18)	0 (0)
33	Children admitted under RTE reservation are treated with dignity and equality by their peers and teachers.	16 (46)	13 (38)	5 (15)	1 (1)	0 (0)
34	Difficulty in getting necessary documents leads to poor response from parents.	4 (10)	11 (32)	15 (43)	5 (15)	0 (0)
35	No detention policy leads to insincerity and careless attitude in students.	4 (11)	16 (46)	14 (40)	1 (3)	0 (0)
36	There is no incentives for students to improve themselves due to no detention policy.	6 (15)	11 (32)	12 (35)	6 (18)	0 (0)

98% of the principals said that there are enough number of teachers appointed in school as per requirement and teacher - student ratio as per RTE Act is followed in the schools. 58% of the principals said that teachers are assigned for various other official duties. 35% neutral to this. 70% of the principals said that Assigning teachers for various other official duties effect the completion of course. 25% of the principals said that training programs are not arranged for teachers on regular basis. When 23% neutral, 52% disagreed to this statement. 92% said that In-service training programs are very effective in meeting the challenges faced by teachers. Only 39% said that teachers are appointed specially for handling disabled children. 53% of the principals said that Special training is provided for teachers in handling disabled children.40% neutral to this. 51% of the principals said that it is difficult to admit students in age appropriate class as giving special training is not practical. 31% said that the students admitted as per reservation feel adjustment problem in school. 29% neutral. 40% disagreed. 16% said there are cases of schools having been closed owing to RTE Act. 66% neutral. 75% of the principals said that Government fund reaches school on time. 23% neutral. 34% of the principals said that the government fund provided the government is not enough to meet the expenses. 66% neutral.

27% said that they need to charge fee from students as government reimbursement is not enough to meet the expenses. 55% neutral. 39% of the principals said that number of children seeking admission under the provision of RTE Act is very large. 38% neutral. 23 disagree. 36% said that various documents needed for getting admission in schools under RTE Act comes in the way of universal education. 35% neutral, 29% disagreed to this. 75% felt that free and compulsory education should not be limited to children of 6-14 years. 20% neutral. 84% said Government need to find new ways of reducing the number of out of school children. 36% said that the cases of dropout of girl child is very common in school. 46% neutral and 23% disagreed with the statement. 32% of the principals said that the documents needed at the time of admission left out orphans from being beneficiaries of the act. 28% thought that RTE Act is input oriented and less importance is given to outcome. 49% neutral and 23% disagreed to this. 48% said that no detention policy effects the outcome. 43% neutral to this. 80% of the principals said that due to the provision for age appropriate class in the Act, bridge courses are needed for such children. 20% neutral. 48% said that provision for bridge courses are not there in school. 32% neutral and 20% disagreed to the statement. 39% said that the norms and standard set for private schools to get recognition is very difficult to meet. 43% neutral and 18% disagreed to this. Only 13% believed that the reservation of 25% seats in private schools destroy the autonomy of private schools. 52% neutral in this and 35% disagreed to this. 11% said that reservation of 25% seats in private schools makes it difficult for children to fit in with the different socio cultural. 43% neutral. 46% disagreed. 36% said Working of SMC is difficult as parents don't take active interest in its working. 46% neutral to this and 18% disagreed. 32% of the principals said that Minority religious schools also need to be brought under the RTE Act. 60% remained neutral. 31% said that it is very difficult for the schools to meet the minimum basic facilities made mandatory in the Act. 43% neutral to the statement and 26% disagreed. 64% said that there is huge gap between the cost of education per child and reimbursement by the government. 32% remained neutral. 42% said that due to different expenditure in private schools, parents feel intimidated to send their children to private schools. 40% had neutral view towards this and 18% disagreed to this. 84% said that the children admitted under RTE reservation are treated with dignity and equality by their peers and teachers. 42% of the principals said that difficulty in getting necessary documents leads to poor response from parents. 43% of the principals had neutral view to this. When 57% thought that no detention policy leads to insincerity and careless attitude in students, 40% remained neutral. While 47% of the principals said that there is no incentives for students to improve themselves due to no detention policy, 35% kept a neutral attitude towards the statement.

#### 4.5.7 Interpretations of the Responses of the Principals on awareness, implementation, impact and issues and challenges of RTE Act, 2009

**Table: 4.23**

*Interpretations of the Responses of the Principals on awareness of RTE Act, 2009*

<b>Variables</b>	<b>Particular</b>	<b>Negative</b>	<b>Positive</b>
Gender	Female	1(3)	22(63)
	Male	0(0)	12(35)
Teaching Experience	Above 10	0(0)	17(49)
	Below 10	1(3)	17(49)
Administrative Experience	Above 5	0(0)	15(42)
	Below 5	1(3)	19(55)
Qualification	Basic Qualification	0(0)	25(72)
	Higher Qualification	1(3)	9(26)
Special Training in leadership	No	0(0)	5(15)
	Yes	1(3)	29(83)

The opinion of the principal expressed through questionnaire about their awareness about the RTE Act, 2009 is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that of all, 63% female principals and 32% male principals said that they are aware the RTE Act, when only 3% male principals had an opposite opinion. 49% of the principals with more than ten years of teaching experience said that they are aware about the Act, no one of the category denied that. And when 49% principals with less than 10 years of teaching experience said that they are aware about the Act, only 3% male principals had an opposite opinion. 42% of the principals with more than five years of administrative experience and 55% principals with less than five years of administrative experience said that

they have awareness about the Act, only 3% principals had an opposite opinion. 72% of the principals with basic qualification and 26% of principals with higher qualification said that awareness is there when only 3% principals with higher qualification had an opposite opinion. 15% of the principals without any special Training in leadership and 83% principals who received Special Training in leadership said that they are aware about the Act, when only 3% male principals had an opposite opinion. Thus most of principals were aware about the RTE Act, 2009. So there is no evidence to believe that gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their awareness about the Act.

**Table: 4.24**

*Interpretations of the Responses of the Principals on implementation of RTE Act, 2009*

<b>Variables</b>	<b>Particular</b>	<b>Negative</b>	<b>Positive</b>
Gender	Female	3(9)	20(58)
	Male	2(6)	10(29)
Teaching Experience	Above 10	0(0)	17(49)
	Below 10	5(15)	13(38)
Administrative Experience	Above 5	0(0)	15(43)
	Below 5	5(15)	15(43)
Qualification	Basic Qualification	3(9)	22(63)
	Higher Qualification	2(6)	8(23)
Special Training in leadership	No	0(0)	5(15)
	Yes	5(15)	25(72)

The opinion of the principal expressed through questionnaire about the implementation of the RTE Act, 2009 is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that of all, 58% female principals and 29% male principals said that the RTE Act and its provisions are implemented in the schools, when only 9% female principals and 6% male principals had an opposite opinion. 49% of the principals with more than ten years of teaching experience and 38% of principals with less than ten years of experience said that the Act is implemented in the schools, 15% of principals with less than ten years of experience denied that. 43% of the principals with more than five years of administrative experience and 43% principals with less than five years of administrative

experience said that that the RTE Act and its provisions are implemented in the schools, only 15% of principals with less than five years of administrative experience denied that. 63% of the principals with basic qualification and 23% of principals with higher qualification said that the Act is implemented properly in schools when only 9% principals with basic qualification and 6% principals with higher qualification had an opposite opinion. 15% of the principals without any special Training in leadership and 72% principals who received Special Training in leadership said that the Act is implemented properly in schools, when only 15% principals who received special training on RTE had an opposite opinion. Thus most of principals were positive about the implementation of RTE Act, 2009. So there is no evidence to believe that gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion about the implementation of the Act.

**Table: 4.25**

*Interpretations of the Responses of the Principals on impact of RTE Act, 2009*

<b>Variables</b>	<b>Particular</b>	<b>Negative</b>	<b>Positive</b>
Gender	Female	0(0)	23(66)
	Male	1(3)	11(32)
Teaching Experience	Above 10	1(3)	16(46)
	Below 10	0(0)	18(52)
Administrative Experience	Above 5	1(3)	14(40)
	Below 5	0(0)	20(58)
Qualification	Basic Qualification	0(0)	25(72)
	Higher Qualification	1(3)	9(26)
Special Training in leadership	No	0(0)	5(15)
	Yes	1(3)	29(83)

The opinion of the principal expressed through questionnaire on the impact of RTE Act, 2009 is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that of all, 66% female principals and 32% male principals said that the impact of the RTE Act is positive, when only 3% male principals had an opposite opinion. 46% of the principals with more than ten years of teaching experience and 52% of principals with

less than ten years of teaching experience said that the Act has a positive impact, 3% of principals with more than 10 years of experience denied that. 40% of the principals with more than five years of administrative experience and 58% principals with less than five years of administrative experience said that the impact is positive, Only 3% principals having more than 5 years of administrative experience had an opposite opinion. 72% of the principals with basic qualification and 26% of principals with higher qualification said that the impact of the RTE Act is positive, when only 3% principals with higher qualification had an opposite opinion. 15% of the principals without any special Training in leadership and 83% principals who received Special Training in leadership said that they are aware about the Act, when only 3% principals who received training had an opposite opinion. Thus most of principals were positive about the RTE Act, 2009. So there is no evidence to believe that gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in the opinion about the impact of the Act.

**Table: 4.26**

*Interpretations of the Responses of the Principals on the issues and challenges of implementations of RTE Act, 2009*

<b>Variables</b>	<b>Particular</b>	<b>Negative</b>	<b>Positive</b>
Gender	Female	9(26)	14(40)
	Male	3(9)	9(26)
Teaching Experience	Above 10	4(12)	13(38)
	Below 10	8(23)	10(29)
Administrative Experience	Above 5	2(6)	13(38)
	Below 5	10(29)	10(29)
Qualification	Basic Qualification	8(23)	17(49)
	Higher Qualification	4(12)	6(18)
Special Training in leadership	No	3(9)	2(6)
	Yes	9(26)	21(60)

The opinion of the principal expressed through questionnaire on the issues and challenges of RTE Act, 2009 is studied to see whether the gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any difference in their opinion. It is seen that of all, 40% female principals and 26% male principals were positive and that there are no issues related to RTE Act., when 26% of female principals and 9% of male principals had an opposite opinion. They pointed on certain issues related to the act and its implementation. 38% of the principals with more than ten years of teaching experience and 29% of principals with less than ten years of teaching experience said that matters related to the Act is positive, but 12% of the principals with more than ten years of teaching experience and 23% of principals with less than ten years of teaching experience denied that. 38% of the principals with more than five years of administrative experience and 29% principals with less than five years of administrative experience said that the the Act is positive and there no notable issues or challenges related to the Act, but 6% principals having more than 5 years of administrative experience and 29% of principals with below five years of experience had an opposite opinion. 49% of the principals with basic qualification and 18% of principals with higher qualification did not believe that there are some serious issues related to the Act, when 23% principals with basic qualification and 12% principals with higher qualification had an opposite opinion. 6% of the principals without any special Training in leadership and 60% principals who received Special Training in leadership said that they are no issues related to the Act, when only 9% principals without a training on RTE and 26% who received training had an opposite opinion. Thus it is found that most of principals were positive about the RTE Act, 2009. So there is no evidence to believe that gender, teaching experience of the teachers, administrative experience, qualification or the special training that they received makes any notable difference in the opinion about the issues and challenges related to the Act.

#### **4.5.8 Profile of the Respondents (Teacher Category)**

A total of 308 teachers were selected randomly as sample of study which consists of teachers from both Male and female teachers, teachers from both GSEB and CBSE schools, teachers with basic qualifications and teachers with higher qualifications and teachers with less teaching experience and teachers with more teaching experience. It was observed that most of the respondents were females (96%) and male teachers were only 12%.

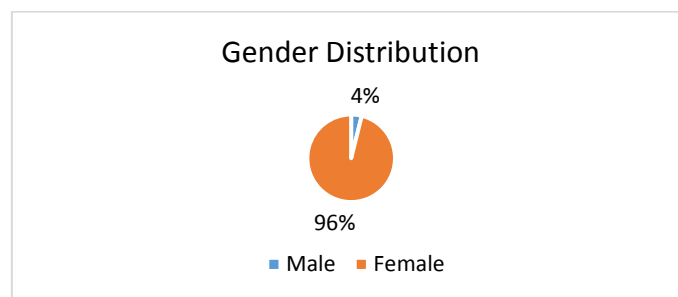
**Table: 4.27**

Frequency distribution and percentage of gender (Figures in bracket represent percentage)

<b>Gender</b>	<b>No. of Teachers</b>
Male	12 (4)
Female	296 (96)

**Figure 4.11**

*Distribution of respondents with respect to gender*



Out of the total 308 teachers selected randomly as sample of study, 296 (96%) teachers were females and 12 (4%) were male teachers.

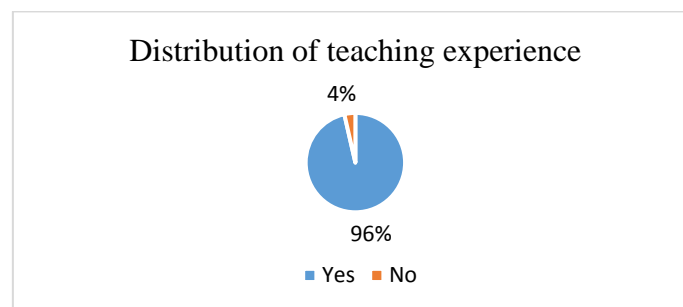
**Table: 4.28**

*Frequency distribution and percentage of teaching experience*

<b>Teaching Experience</b>	<b>No. of Teachers</b>
Yes	297 (96)
No	11 (4)

**Figure 4.12**

*Distribution of respondents with respect to teaching experience*



Out of the 308 teachers 96% of teachers were experienced and only 4% were not having experience, means that most of the teachers are experienced.

## Type of Schools

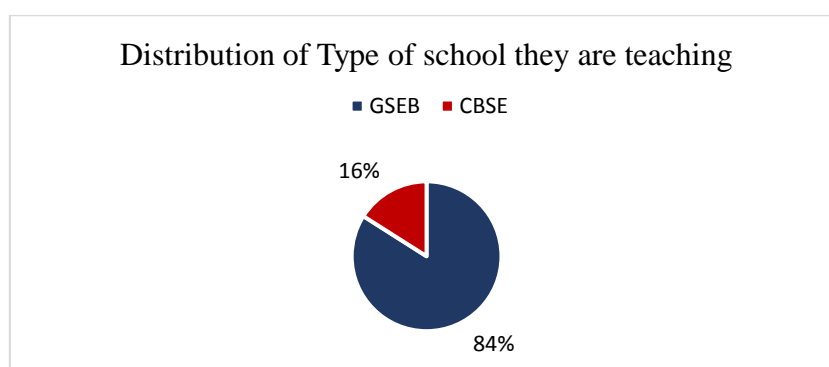
**Table: 4.29**

*Frequency distribution and percentage of the type of school in which teachers are teaching*

Type of School	No. of Teachers
GSEB	258(84)
CBSE	50(16)

**Figure 4.13**

*Distribution of respondents with respect to type of School in which the teachers are teaching*



The 308 teachers selected randomly as sample consisted of teachers from both GSEB and CBSE. 258 (84%) teachers were from GSEB schools and 50 (16%) were from CBSE schools of Vadodara.

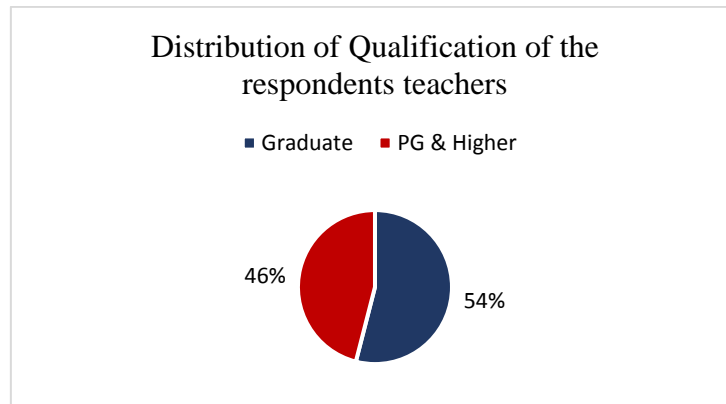
**Table: 4.30**

*Frequency distribution and percentage of qualification of the teachers*

Qualification of teachers	No. of Teachers
Graduate	165(54)
PG & Higher	143(46)

**Figure 4.14**

*Distribution of respondents with respect to qualification*



Out of the 308 teachers who were selected as sample, 54% were having basic qualification only and 46% had higher qualifications like post-graduation, M. Phil and Ph. D

#### **4.5.9 Teachers' Response on the Infrastructure Facilities**

RTE Act, 2009 mandates minimum infrastructure norms for schools along with other provisions. Good infrastructure facilities in schools let the students to access the best possible resources and amenities that help them grow to the maximum potential, feel safe and grow in a healthy environment. It is also a major requirement in providing quality education. The researcher prepared a questionnaire which was used to collect the general information about the availability of infrastructure facility in the schools. The facilities mandatory in schools was divided into three categories- physical facilities, educational facilities and basic facilities.

##### **Physical Facilities**

The physical facilities made mandatory for the schools as per the RTE Act include, school building in all weather (pucca building), separate classroom for every teacher, Library with newspaper, magazines of all languages, office –cum- store –cum – head teacher room, Boundary wall and physical infrastructure for disabled children. The response of the principals about the availability of these facilities in their schools are given in the following table.

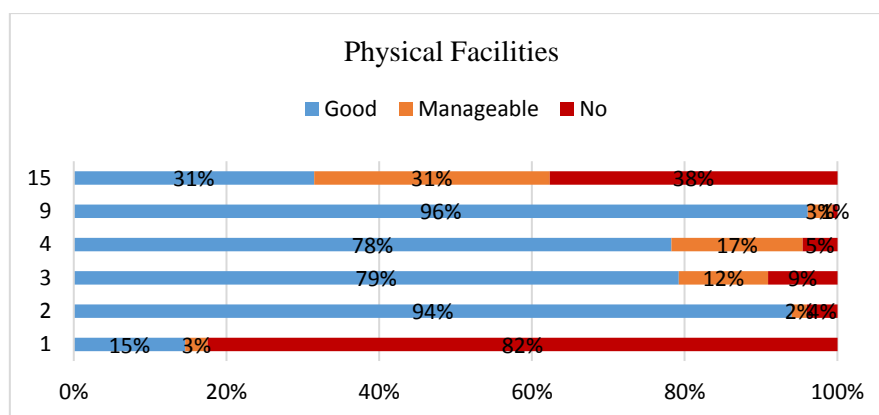
**Table: 4.31**

*Frequency distribution and percentage of Physical infrastructure facility. (Figures in bracket represent percentage)*

Sr. No.	Statements	Good	Manageable	No
1	School building in all weather ( pucca building)	45 (15)	9 (3)	254 (82)
2	Separate classroom for every teacher	288 (94)	6 (2)	14 (4)
3	Library with newspaper, magazines of all languages	244 (79)	36 (12)	28 (9)
4	Office –cum- store –cum – head teacher room	241 (78)	53 (17)	14 (5)
5	Boundary wall	296 (96)	10 (3)	2 (1)
6	Physical infrastructure for disabled children	97 (31)	95 (31)	116 (38)

**Figure 4.15**

*Distribution of Physical infrastructure facility*



The response of the teachers shows that physical facilities are there in most schools. 82% said that school building in all weather (pucca building) is there. 94% said that separate classroom for every teacher is there. When 79% of teachers said that there is library with newspaper, magazines of all languages, 21% responded that it's not in a satisfactory manner. Only 78% said that there is office –cum- store –cum – head teacher room. 96% said that schools have boundary wall. But only 31% said that there is physical infrastructure for disabled children, 31% said that it is in a manageable form and 38% clearly said that it is not there.

## Educational Infrastructure Facility

The educational facility made mandatory in schools by RTE Act include, Availability of teaching-learning equipment as per requirement, computer lab with other required materials/ facilities, Playground, Play material, games and sports equipment and School management committee. The response of the principals about the availability of these facilities in their schools are given in the following table.

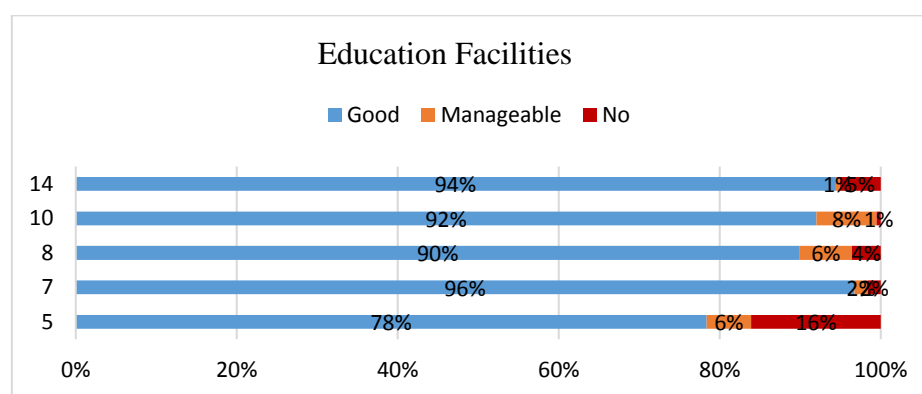
**Table: 4.32**

*Frequency distribution and percentage of educational infrastructure facility (Figures in bracket represent percentage)*

Sr. No.	Statements	Good	Manageable	No
1	Availability of teaching-learning equipment as per requirement	240 (78)	17 (6)	51 (16)
2	Computer lab with other required materials/ facilities	298 (96)	5 (2)	5 (2)
3	Playground	277 (90)	20 (6)	11 (4)
4	Play material, games and sports equipment	284 (92)	23 (7.5)	1 (0.5)
5	School management committee	288 (94)	2 (1)	18 (5)

**Figure 4.16**

*Distribution of Educational facility*



The response of the teachers shows that educational facilities like computer lab with other required materials/ facilities, Playground, Play material, games and sports equipment and School management committee are present in schools. Availability of teaching-learning equipment as per requirement needs improvement.

## Basic infrastructure facilities

The basic facility made mandatory in schools by RTE Act include, electricity connection in function condition, safe drinking water, toilet to boys and girls separately and kitchen to cook mid-day meal. The response of the principals about the availability of these facilities in their schools are given in the following table.

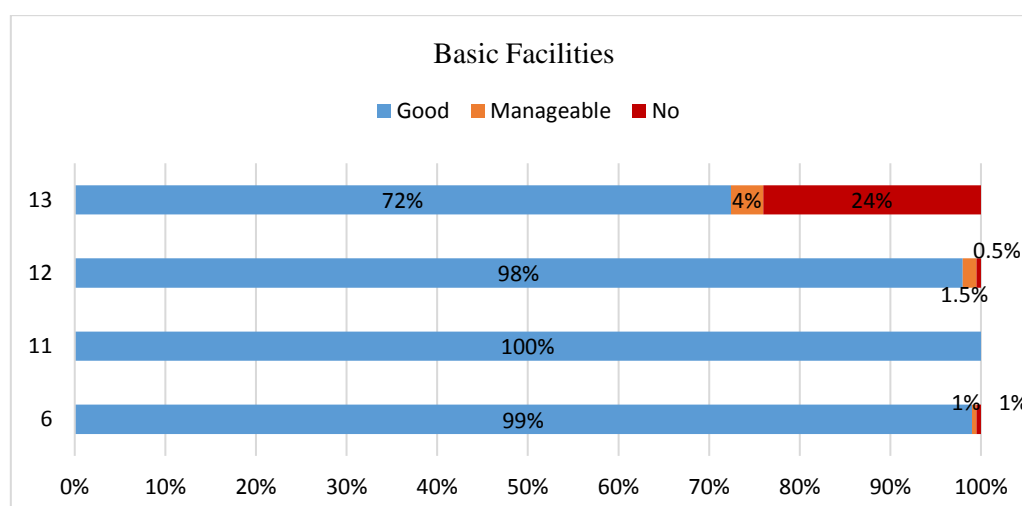
**Table: 4.33**

*Frequency distribution and percentage of basic infrastructure facility. (Figures in bracket represent percentage)*

Sr. No.	Statements	Good	Manageable	No
1	Electricity connection in function condition	306 (99)	1 (0.5)	1 (0.5)
2	Safe drinking water	308 (100)	0 (0)	0 (0)
3	Toilet to boys and girls separately	302 (98)	5 (1.5)	1 (0.5)
4	Kitchen to cook mid-day meal	223 (72)	11 (4)	74 (24)

**Figure 4.17**

Distribution of basic infrastructure facility



The response of the teachers shows that basic facilities like electricity connection in function condition, safe drinking water and toilet to boys and girls separately are available. But facility of kitchen to cook mid-day meal needs improvement.

**Table: 4.34**

*Frequency distribution and percentage of infrastructure facility with respect to Gender. (Figures in bracket represent percentage)*

Facilities	Female		Male	
	Adequate	Inadequate	Adequate	Inadequate
Physical	29 (9)	267 (87)	2 (1)	10 (3)
Education	1 (0.5)	295 (96)	12 (3.5)	0 (0)
Basic	71 (23)	225 (73)	3 (1)	9 (3)

The result of the Gender wise analysis shows that 90% of the teachers (87% female and 3% male teachers) said that physical facilities are available in the schools. 96% of the teachers (all female teachers) said that educational facilities are available. 76% of the teachers (73% female and 3% male teachers) said that basic facilities are available.

**Table: 4.35**

*Frequency distribution and percentage with respect to teaching experience. (Figures in bracket represent percentage)*

Facilities	Yes		No	
	Negative	Positive	Negative	Positive
Physical	31 (10)	266 (86)	0 (0)	11 (4)
Education	1 (0.5)	296 (96)	0 (0)	11 (4)
Basic	72 (23)	225 (73)	2 (1)	9 (3)

The sample consisted of 96% teachers having experience and 4% teachers without experience. The result of the analysis based on their teaching experience shows that 86% of the teachers with teaching experience said that physical facilities are available in the schools. 96% of the teachers with experience said that educational facilities are available. 73% of the teachers with experience and 3% teachers without experience said that basic facilities are available. Whereas 23% of the teachers with experience responded negatively. Teachers were highly positive about teaching physical and educational facilities in their schools.

### Distribution with respect to Qualification

**Table: 4.36**

*Frequency distribution and percentage with respect to qualification. (Figures in bracket represent percentage)*

Facilities	No		Yes	
	Negative	Positive	Negative	Positive
Physical	29 (9)	236 (77)	2 (1)	41 (13)
Education	1 (0.5)	0 (0)	264 (85.5)	43 (14)
Basic	66 (21)	199 (65)	8 (3)	35 (11)

The result of the analysis based on their qualification shows that 77% of the teachers with less than 10 years of experience said that physical facilities are available in the schools. 86% of the teachers with more than 10 years of experience said that educational facilities are available. 76% of the teachers which included 65% of teachers with less than 10 years of experience and 11% teachers with more than 10 years of experience said that basic facilities are available.

#### 4.5.10 Awareness of the Teachers about the RTE Act, 2009

**Table: 4.37**

*Frequency distribution and percentage related to the Awareness of the teachers about the RTE Act, 2009 (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am aware about all the provisions of RTE Act, 2009.	86 (28)	171 (56)	47 (15)	4 (1)	0 (0)
2	I am given orientation about the provisions of RTE Act.	40 (13)	98 (32)	115 (37)	55 (18)	0 (0)
3	RTE Act, 2009 is a great step to ensure good quality elementary education for all children in India.	117 (38)	173 (56)	16 (5)	2 (1)	0 (0)
4	I think working hours required to be completed as per RTE Act is sufficient for the all-round development of children.	133 (43)	134 (44)	38 (12)	3 (1)	0 (0)
5	Detaining the weak students is necessary to improve the quality of education.	86 (28)	107 (35)	99 (32)	16 (5)	0 (0)
6	I know that no child should be Physically punished or mentally harassed.	184 (60)	100 (32)	21 (7)	3 (1)	0 (0)
7	Teachers are allowed to take private tuitions.	20 (7)	83 (27)	102 (33)	103 (33)	0 (0)
8	I have good knowledge about Continuous and Comprehensive Evaluation.	145 (47)	142 (46)	21 (7)	0 (0)	0 (0)

84% of the teachers said that they were aware about all the provisions of RTE Act, 2009. 45% said they were given orientation about the provisions of RTE Act. 37% remained neutral to the statement. 94% believed that RTE Act, 2009 were a great step to ensure good quality elementary education for all children in India. 87% thought that working hours required to be completed as per RTE Act is sufficient for the all-round development of children. 63% felt that detaining the weak students is necessary to improve the quality of education. 92% of the teachers said that know that no child should be physically punished or mentally harassed. 34% thought that teachers are allowed to take private tuitions. 33% neutral and 33% disagreed to the statement. 93% I have good knowledge about Continuous and Comprehensive Evaluation.

#### 4.5.11 Teachers' Response on the Implementation of the RTE Act, 2009

**Table: 4.38**

*Frequency distribution and percentage related to the Implementation of the RTE Act, 2009  
(Figures in bracket represent percentage)*

Sl. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Providing special training for children admitted in age appropriate class is not practical.	29 (10)	133 (43)	100 (32)	46 (15)	0 (0)
2	There is no provision for special training to drop out in my school.	23 (7)	100 (32)	94 (31)	91 (30)	0 (0)
3	Teaching learning materials are provided in each class as per requirement.	123 (40)	115 (38)	66 (21)	4 (1)	0 (0)
4	Proper number of school working days, as prescribed by RTE Act, 2009, is followed i	179 (58)	109 (35)	20 (7)	0 (0)	0 (0)
5	Proper no of teacher working hours as prescribed by RTE Act, 2009, is followed in school.	176 (57)	107 (35)	24 (8)	1 (0)	0 (0)
6	Curriculum of my school meets the prescribed RTE norms.	151 (49)	125 (40)	30 (10)	2 (1)	0 (0)
7	The school follows reservation policy prescribed in RTE Act while admitting students.	133 (43)	156 (51)	15 (5)	4 (1)	0 (0)
8	The school provide free textbooks, writing materials and uniforms to all the students.	25 (8)	77 (25)	81 (26)	125 (41)	0 (0)
9	The school undertake CCE (Continuous and Comprehensive Evaluation)	91 (30)	168 (54)	34 (11)	15 (5)	0 (0)
10	The school provides Mid-day meal to all the children.	39 (13)	62 (20)	112 (36)	95 (31)	0 (0)
11	The basic infrastructural facilities mandatory as per the RTE Act are available in your school	148 (48)	124 (40)	35 (12)	1 (0)	0 (0)
12	Classrooms are equipped with all basic facilities as per requirement.	166 (54)	118 (38)	19 (6)	5 (2)	0 (0)
13	We retain children in the same class for two or more years if they are found weak in studies.	13 (4)	98 (32)	128 (42)	69 (22)	0 (0)
14	There are special efforts taken for out of school children to be admitted in age appropriate class.	51 (17)	163 (53)	74 (24)	20 (6)	0 (0)

15	I think that students should be punished if they don't pay attention.	12 (4)	85 (28)	82 (27)	129 (42)	0 (0)
16	Provision for co-curricular and extracurricular activities are there in my school for the all-round development of children.	163 (53)	125 (41)	19 (6)	1 (0)	0 (0)
17	The teachers working in my school are given in-service training programs at regular intervals.	144 (47)	131 (43)	25 (8)	8 (3)	0 (0)
18	SMC (School Management Committee) helps in the smooth functioning of the school.	142 (47)	143 (46)	22 (7)	1 (0)	0 (0)
19	The school conduct PTA (Parent Teacher Association) meetings at regular basis.	139 (45)	145 (47)	22 (7)	2 (1)	0 (0)
20	Teachers are deputed/ assigned for such duties which are prohibited as per RTE Act.	32 (10)	78 (25)	122 (40)	76 (25)	0 (0)
21	Amendments in No detention policy is highly appreciable.	32 (10)	163 (54)	81 (26)	32 (10)	0 (0)
22	Admitting children in age appropriate class is a positive step.	121 (39)	165 (54)	21 (7)	1 (0)	0 (0)
23	The school provides special training to teachers in the area of disabilities.	37 (12)	104 (34)	133 (43)	34 (11)	0 (0)

53% of the teachers said that providing special training for children admitted in age appropriate class is not practical. 32% kept a neutral view. 39% of the teachers said that there is no provision for special training to drop out in their school. 30% disagreed and 31% remained neutral. 78% said that teaching learning materials are provided in each class as per requirement. 93% of the teachers said that proper number of school working days, as prescribed by RTE Act, 2009, is followed. 92% said that proper no of teacher working hours as prescribed by RTE Act, 2009, is followed in school. 89% agreed that the curriculum of the school meets the prescribed RTE norms. 94% said that the school follows reservation policy prescribed in RTE Act while admitting students. 33% of the teachers said that the school provide free textbooks, writing materials and uniforms to all their students. 41% disagree and 26% remained neutral. 84% said that the school undertake CCE (Continuous and Comprehensive Evaluation). 33% said that the school provides Mid-day meal to all the children. 36% remained neutral and 31 disagreed. 48% said that the basic infrastructural facilities mandatory as per the RTE Act are available in the school. Others kept a neutral view. 92% Classrooms are equipped with all basic facilities as per requirement. 36% said that they retain children in the same class for two or more years if they are found weak in studies. 22% disagreed and 42% remained neutral. 70%

of the teachers said that there are special efforts taken for out of school children to be admitted in age appropriate class. 24% were neutral. Only 32% teachers thought that students should be punished if they don't pay attention. 42% disagreed. 94% said that the provision for co-curricular and extracurricular activities are there in the school for the all-round development of children. 80% said that teachers working in the school are given in-service training programs at regular intervals. 93% felt that SMC (School Management Committee) helps in the smooth functioning of the school. 92% said that school conduct PTA (Parent Teacher Association) meetings at regular basis.

35% teachers are deputed/ assigned for such duties which are prohibited as per RTE Act. 25% disagreed, 40% remained neutral. 64% said amendments in No detention policy is highly appreciable. 26% were neutral to this view. 93% thought that admitting children in age appropriate class is a positive step. 46% teachers said that the school provides special training to teachers in the area of disabilities. 43% remained neutral.

#### 4.5.12 Teachers' Response on the Impact of the Implementation of RTE Act, 2009

**Table: 4.39**

*Frequency distribution and percentage related to the impact of the RTE Act' 2009 (Figures in bracket represent percentage)*

Sl. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The prescribed syllabus in each class is helpful for the all-round development of the child.	180 (58)	110 (36)	17 (6)	1 (0)	0 (0)
2	RTE Act has increased the overall effectiveness of school education in India.	138 (45)	114 (37)	53 (17)	3 (1)	0 (0)
3	RTE Act has increased the overall enrolment in elementary level.	119 (39)	126 (40)	51 (17)	12 (4)	0 (0)
4	RTE Act helped to end child labor.	154 (50)	101 (32)	39 (13)	14 (5)	0 (0)
5	RTE Act helped to end child marriages	147 (48)	104 (34)	37 (12)	20 (6)	0 (0)
6	Students are treated at par with all the other children in the school.	173 (56)	99 (32)	24 (8)	12 (4)	0 (0)
7	Changes brought by the act helped in improving the academic outcomes.	125 (41)	139 (44)	33 (11)	11 (4)	0 (0)
8	RTE Act enabled children from poor families' access quality education.	149 (48)	124 (40)	27 (9)	8 (3)	0 (0)

9	Mid-Day Meal scheme increased attendance and reduced dropout.	37 (12)	152 (49)	82 (27)	37 (12)	0 (0)
10	No detention policy effected the learning outcome.	33 (11)	178 (58)	72 (23)	25 (8)	0 (0)
11	The amendment in no detention policy improved the quality of education in schools.	40 (13)	147 (48)	83 (27)	38 (12)	0 (0)
12	Availability of physical features effected the education of children positively.	49 (16)	196 (63)	49 (16)	14 (5)	0 (0)
13	There are a good number of books on a variety of subjects available in the library.	128 (42)	148 (48)	32 (10)	0 (0)	0 (0)
14	Children are allowed to read newspaper during their library periods.	87 (28)	181 (59)	40 (13)	0 (0)	0 (0)
15	Books are issued to students at regular basis.	105 (34)	164 (53)	30 (10)	9 (3)	0 (0)
16	The Act made qualified teachers available in my school.	115 (37)	124 (40)	67 (22)	2 (1)	0 (0)
17	The classrooms have become child centric and child friendly.	168 (54)	119 (39)	19 (6)	2 (1)	0 (0)
18	Quality of students is found satisfactory after elementary education.	83 (27)	195 (64)	29 (9)	1 (0)	0 (0)
19	RTE Act led to social and cultural inclusion.	111 (36)	132 (43)	55 (18)	10 (3)	0 (0)

94% teachers said that the prescribed syllabus in each class is helpful for the all-round development of the child. 82% agreed that RTE Act has increased the overall effectiveness of school education in India. 79% said RTE Act has increased the overall enrolment in elementary level. 82% thought that RTE Act helped to end child labour and child marriages. 88% of the teachers said that the students are treated at par with all the other children in the school. 85% said changes brought by the act helped in improving the academic outcomes. 88% believed that RTE Act enabled children from poor families' access quality education. 61% are of the opinion that Mid-Day Meal scheme increased attendance and reduced dropout. 69% felt that No detention policy effected the learning outcome. 61% said the amendment in no detention policy improved the quality of education in schools. 79% said that the availability of physical features effected the education of children positively. 90% said that there are a good number of books on a variety of subjects available in the library. 87% of the teachers said that children are allowed to read newspaper during their library periods and books are issued to students at regular basis. 77% felt that the Act made qualified teachers available in my school. 93% said that the classrooms have become child centric and child friendly. 91% said that the quality of students is found satisfactory after elementary education. 79% said that RTE Act led to social and cultural inclusion.

#### 4.5.13 Teachers' Response on the Issues and Challenges Related to the RTE Act, 2009

**Table: 4.40**

*Frequency distribution and percentage related to the Issues and Challenges of implementation of the RTE Act' 2009 (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	There are enough number of teachers appointed in school as per requirement.	188 (61)	97 (31)	17 (6)	6 (2)	0 (0)
2	Teacher - student ratio as per RTE Act is followed in the schools.	162 (52)	117 (38)	24 (8)	5 (2)	0 (0)
3	Teachers are assigned for various other official duties.	51 (17)	130 (42)	103 (33)	24 (8)	0 (0)
4	Assigning teachers for various other official duties effect the completion of course.	59 (19)	88 (29)	121 (39)	40 (13)	0 (0)
5	Training programs are not arranged for teachers on regular basis.	16 (5)	120 (39)	61 (20)	111 (36)	0 (0)
6	In-service training programs are very effective in meeting the challenges faced by teachers.	107 (35)	171 (55)	24 (8)	6 (2)	0 (0)
7	Teachers are appointed specially for handling disabled children.	21 (7)	180 (58)	42 (14)	65 (21)	0 (0)
8	Special training is provided for teachers in handling disabled children.	2 (1)	118 (38)	136 (44)	52 (17)	0 (0)
9	It is difficult to admit students in age appropriate class as giving special training is not practical.	32 (10)	65 (21)	169 (55)	42 (14)	0 (0)
10	Students admitted as per reservation feel adjustment problem in school.	25 (8)	68 (22)	134 (44)	81 (26)	0 (0)
11	The cases of dropout of girl child is very common in school.	14 (5)	62 (20)	118 (38)	114 (37)	0 (0)
12	RTE Act is input oriented and less importance is given to outcome.	14 (5)	64 (21)	101 (33)	129 (41)	0 (0)
13	No detention policy effects outcome.	17 (6)	107 (35)	156 (50)	26 (8)	2 (1)
14	Classroom management issues increased after the implementation of RTE Act as punishment is banned.	34 (11)	89 (29)	131 (42)	54 (18)	0 (0)
15	Due to the provision for age appropriate class in the Act, bridge courses are needed for such children.	40 (13)	151 (50)	97 (31)	20 (6)	0 (0)

16	Norms and standard set for private schools to get recognition is very difficult to meet.	13 (4)	79 (26)	101 (33)	115 (37)	0 (0)
17	Children admitted under RTE reservation are treated with dignity and equality by their peers and teachers.	152 (49)	128 (42)	26 (8)	2 (1)	0 (0)
18	No detention policy leads to insincerity and careless attitude in students.	29 (9)	160 (52)	80 (26)	39 (13)	0 (0)
19	I believe that micro planning helped a lot in achieving the goal of Universalization of Elementary Education.	73 (24)	191 (61)	36 (12)	8 (3)	0 (0)
20	Participation of local community in the developmental plans of the school helps the school and teachers to become more functional.	44 (14)	146 (48)	109 (35)	9 (3)	0 (0)

92% of the teachers said that there are enough number of teachers appointed in school as per requirement. 90% said that teacher - student ratio as per RTE Act is followed in the schools. 57% teachers are assigned for various other official duties. 48% said that assigning teachers for various other official duties effect the completion of course. 39% disagreed to this statement. 44% said that training programs are not arranged for teachers on regular basis. 36% disagreed to this. 90% teachers said that In-service training programs are very effective in meeting the challenges faced by teachers. 65% said Teachers are appointed especially for handling disabled children. 21 disagreed. 39% teachers said that special training is provided for teachers in handling disabled children. 44% remained neutral. 31% said that it is difficult to admit students in age appropriate class as giving special training is not practical. 55% kept a neutral view. 30% said that students admitted as per reservation feel adjustment problem in school. 44% were neutral. 25% thought that the cases of dropout of girl child is very common in school. 38% neutral. 37% disagreed to this. 26% said that RTE Act is input oriented and less importance is given to outcome. 41 disagreed and 33 remained neutral. 41% felt that No detention policy effects outcome. 50% were neutral. 40% agreed that classroom management issues increased after the implementation of RTE Act as punishment is banned. 42% remained neutral. 63% shared that due to the provision for age appropriate class in the Act, bridge courses are needed for such children. 31% were .neutral. 30% agreed that Norms and standard set for private schools to get recognition is very difficult to meet. 33% neutral and 37% disagreed. 91% said that children admitted under RTE reservation are treated with dignity and equality by their peers and teachers. 61% said that No detention policy leads to insincerity and careless attitude

in students. 85% believed that micro planning helped a lot in achieving the goal of Universalization of Elementary Education. 62% said that participation of local community in the developmental plans of the school helps the school and teachers to become more functional.

Analysis is done on the responses of the teachers to see if the factors like gender, teaching experience and qualification effect the result on the availability of infrastructure facilities.

#### 4.5.14 General Profile of the Respondents (Students Category)

A total of 516 students were selected as sample. The sample students were from both GSEB and CBSE schools. Out of the 516 students, 281 were boys and 235 were girls.

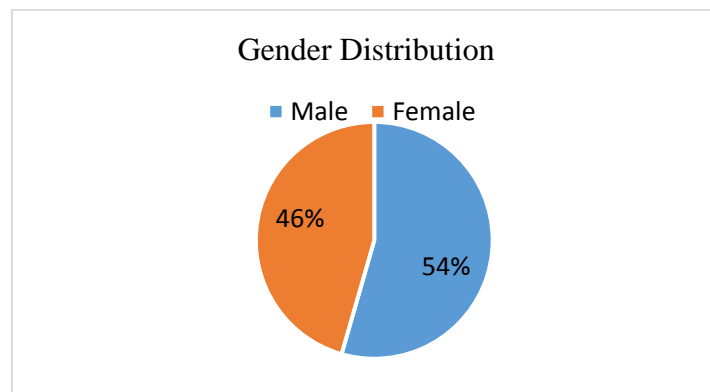
**Table: 4.41**

*Distribution of gender (Figures in bracket represent percentage)*

Sr. No.	Gender	No.
1	Boys	281 (54)
2	Girls	235 (46)

**Figure 4.18**

*Distribution of gender*



#### 4.5.15 Students' Response on the Infrastructure Facilities

RTE Act, 2009 mandates minimum infrastructure norms for schools along with other provisions. Good infrastructure facilities in schools let the students to access the best possible resources and amenities that help them grow to the maximum potential, feel safe and grow in

a healthy environment. It is also a major requirement in providing quality education. The researcher prepared a questionnaire which was used to collect the general information about the availability of infrastructure facility in the schools. The facilities mandatory in schools was divided into three categories- physical facilities, educational facilities and basic facilities.

### **Physical Facilities**

The physical facilities made mandatory for the schools as per the RTE Act include, school building in all weather (pucca building), separate classroom for every teacher, Library with newspaper, magazines of all languages, office –cum- store –cum – head teacher room, Boundary wall and physical infrastructure for disabled children. The response of the principals about the availability of these facilities in their schools are given in the following table.

### **Distribution of Physical infrastructure facility**

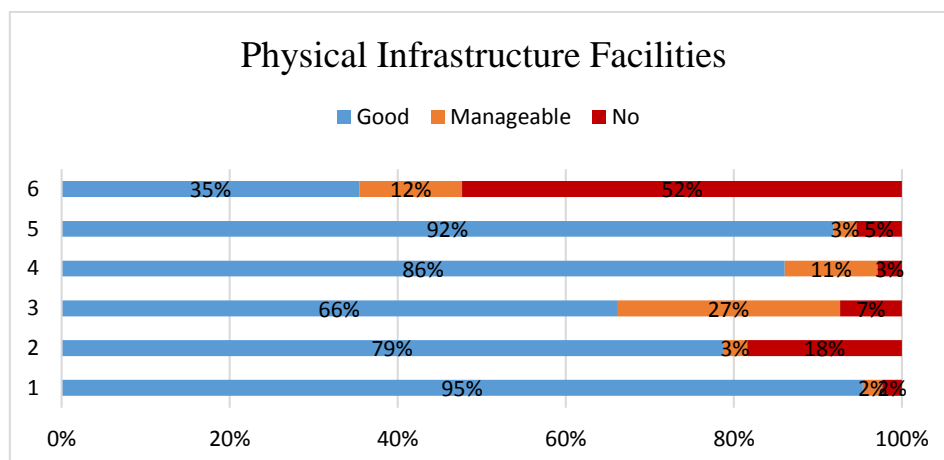
**Table: 4.42**

*Frequency distribution and percentage of Physical infrastructure facility (Figures in bracket represent percentage)*

<b>SrNo</b>	<b>Statements</b>	<b>Good</b>	<b>Manageable</b>	<b>No</b>
1	School building in all weather ( pucca building)	492 (95)	12 (2)	12 (2)
2	Separate classroom for every teacher	406 (79)	15 (3)	95 (18)
3	Library with newspaper, magazines of all languages	341 (66)	137 (27)	38 (7)
4	Office –cum- store –cum – head teacher room	444 (86)	57 (11)	15 (3)
5	Boundary wall	474 (92)	14 (3)	28 (5)
6	Physical infrastructure for disabled children	183 (35)	63 (12)	270 (52)

**Figure 4.19**

*Physical Infrastructure Facilities*



**Educational Infrastructure Facility**

The educational facility made mandatory in schools by RTE Act include, Availability of teaching-learning equipment as per requirement, computer lab with other required materials/ facilities, Playground, Play material, games and sports equipment and School management committee. The response of the principals about the availability of these facilities in their schools are given in the following table.

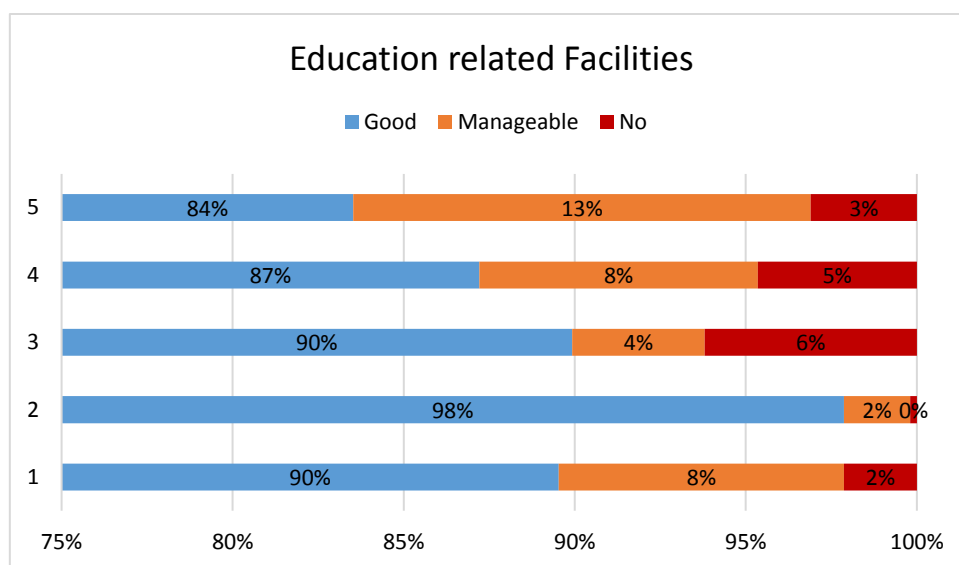
**Table: 4.43**

*Frequency distribution and percentage of educational infrastructure facility (Figures in bracket represent percentage)*

Sr. No.	Statements	Good	Manageable	No
1	Availability of teaching-learning equipment as per requirement	462 (90)	43 (8)	11 (2)
2	Computer lab with other required materials/ facilities	505 (98)	10 (2)	1 (0.2)
3	Playground	464 (90)	20 (4)	32 (6)
4	Play material, games and sports equipment	450 (87)	42 (8)	24 (5)
5	School management committee	431 (84)	69 (13)	16 (3)

**Figure 4.20**

*Distribution of Educational infrastructure facility*



### Basic Infrastructure Facilities

The basic facility made mandatory in schools by RTE Act include, electricity connection in function condition, safe drinking water, toilet to boys and girls separately and kitchen to cook mid-day meal. The response of the principals about the availability of these facilities in their schools are given in the following table.

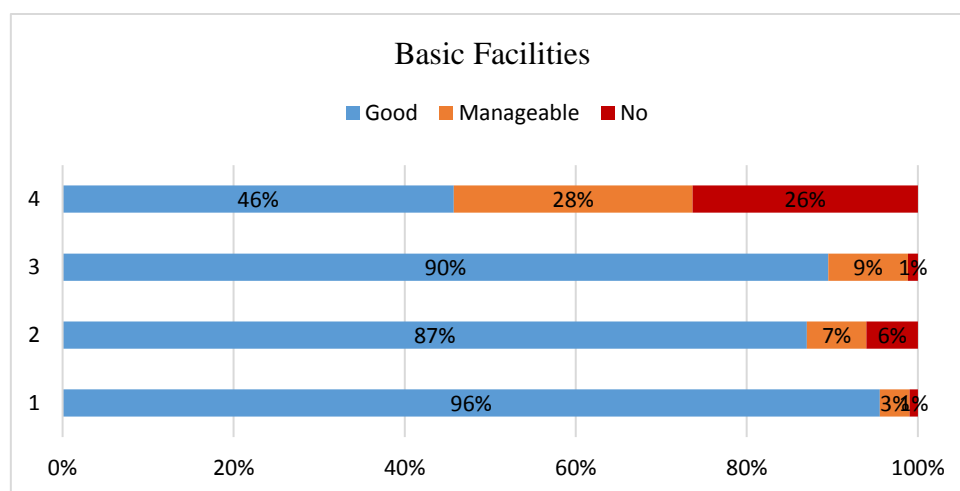
**Table: 4.44**

*Frequency distribution and percentage of basic infrastructure facility (Figures in bracket represent percentage)*

Sr. No	Statements	Good	Manageable	No
1	Electricity connection in function condition	493 (96)	18 (3)	5 (1)
2	Safe drinking water	449 (87)	36 (7)	31 (6)
3	Toilet to boys and girls separately	462 (90)	48 (9)	6 (1)
4	Kitchen to cook mid-day meal	236 (46)	144 (28)	136 (26)

**Figure 4.21**

*Distribution of basic infrastructure facility*



#### 4.5.16 Students' Response on the Awareness and Implementation of the RTE Act, 2009

**Table: 4.45**

*Frequency distribution and percentage related to the awareness and Implementation of RTE Act, 2009 (Figures in bracket represent percentage)*

Sl. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have heard about RTE Act, 2009.	228 (44)	42 (8)	238 (46)	7 (1)	1 (0.2)
2	The basic infrastructural facilities needed for the development of children are available in your school.	212 (41)	40 (8)	249 (48)	12 (2)	3 (1)
3	Classrooms are equipped with all basic facilities as per requirement.	260 (50)	27 (5)	215 (42)	11 (2)	3 (1)
4	My school provide free textbooks, writing materials and uniforms to all the students.	46 (9)	172 (33)	40 (8)	182 (35)	76 (15)
5	My school provides Mid-day meal to all the children.	82 (16)	179 (35)	64 (12)	152 (29)	39 (8)

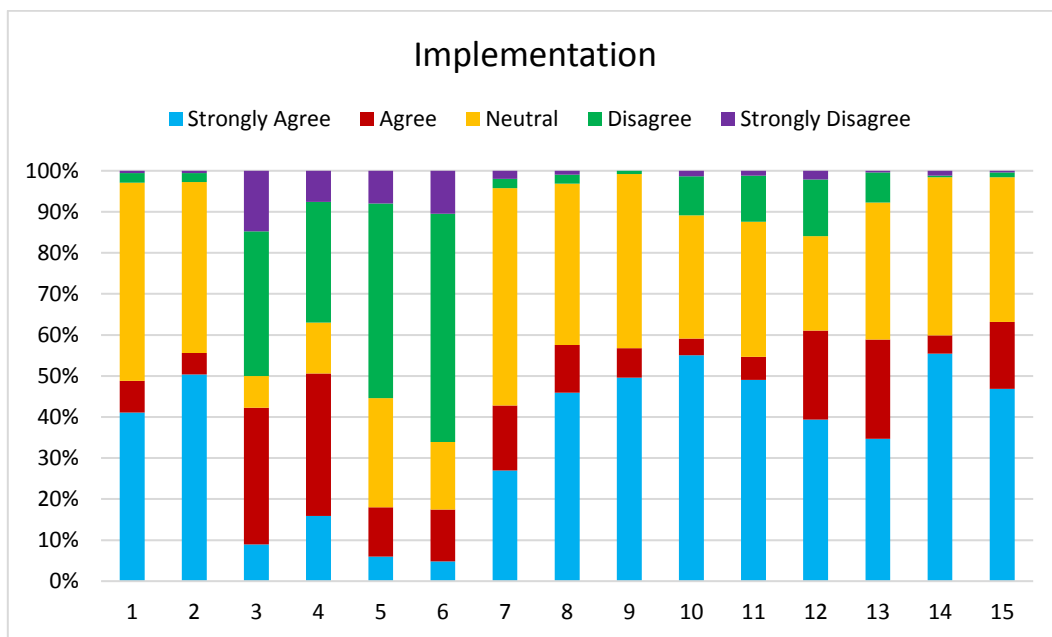
6	Students are punished if they don't pay attention.	31 (6)	62 (12)	137 (27)	245 (47)	41 (8)
7	In my school, children are retained in the same class for two or more years if they are found weak in studies.	25 (5)	65 (13)	85 (16)	287 (56)	54 (10)
8	Children are admitted in age appropriate class.	139 (27)	82 (16)	273 (53)	12 (2)	10 (2)
9	Students are treated at par with all the other children in the school.	237 (46)	60 (12)	203 (39)	11 (2)	5 (1)
10	Provision for co-curricular and extracurricular activities are there in my school for the all-round development of children.	256 (50)	37 (7)	219 (42)	4 (1)	0 (0)
11	The school conduct PTA (Parent Teacher Association) meetings at regular basis.	284 (55)	21 (4)	155 (30)	49 (9)	7 (1)
12	There are a good number of books on a variety of subjects available in the library.	253 (49)	29 (6)	170 (33)	58 (11)	6 (1)
13	We are allowed to read newspaper during their library periods.	203 (39)	112 (22)	119 (23)	71 (14)	11 (1)
14	Books are issued to students at regular basis.	179 (35)	125 (24)	172 (33)	38 (7)	2 (0.4)
15	I am enjoying all the facilities in the school just like any other student of the school.	286 (55)	23 (4)	199 (39)	2 (0.4)	6 (1)
16	My parents attend the parent teacher meetings regularly.	242 (47)	84 (16)	182 (35)	6 (1)	2 (0.4)

Only 50% students said that have heard about RTE Act, 2009, while 46% were neutral to the statement. 49% of the students are of the opinion that the basic infrastructural facilities needed for the development of children are available in your school. 48% remained neutral to the statement. 55% said that their classrooms are equipped with all basic facilities as per requirement. 48% were neutral. 42% said that school provide free textbooks, writing materials and uniforms to all the students. 35% disagreed. 51% said that school provides Mid-day meal to all the children. 12% neutral and 29% disagreed to this statement. 18% agreed that students are punished if they don't pay attention and 47% disagreed. 18% said that in their school, children are retained in the same class for two or more years if they are found weak in studies. 56% disagreed to this. 43% said that the children are admitted in age appropriate class. 53%

were neutral. 58% said that students are treated at par with all the other children in the school. 39% remained neutral. 57% said the provision for co-curricular and extracurricular activities are there in school for the all-round development of children. 42% were neutral to this view. 59% said that the school conduct PTA (Parent Teacher Association) meetings at regular basis. 30% kept a neutral attitude. 55% said that there are a good number of books on a variety of subjects available in the library. 33% were neutral. 61% students agreed that they are allowed to read newspaper during their library periods. 23% were neutral. 59% said that books are issued to students at regular basis. 33% remained neutral. 59% of RTE students said that they enjoy all the facilities in the school just like any other student of the school. 39% remained neutral. 63% of the students said that their parents attend the parent - teacher meetings regularly. 35% were neutral to this statement.

**Figure 4.22**

*Distribution of implementation statements*



#### 4.5.17 Students' Response on the Impact of the RTE Act, 2009

**Table: 4.46**

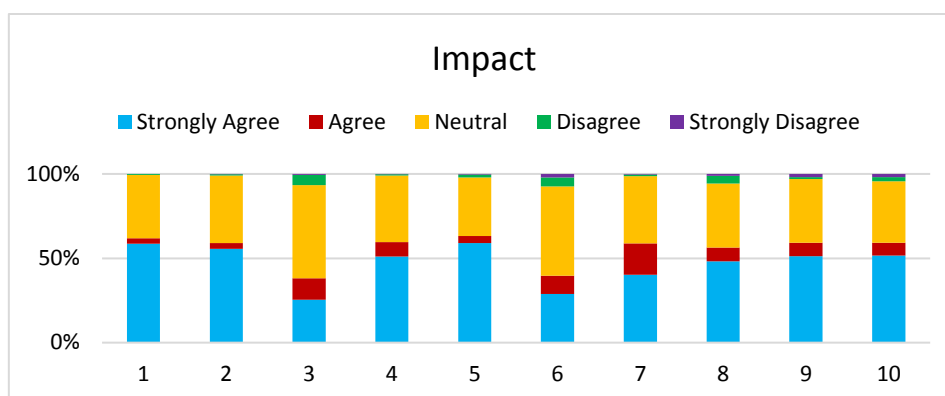
*Frequency distribution and percentage related to the Impact of Students about the RTE Act, 2009 (Figures in bracket represent percentage)*

SlNo	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am very happy to get an opportunity to study in this school.	303 (59)	16 (3)	194 (38)	3 (1)	0 (0)
2	I understand what is taught in the class.	287 (56)	18 (3)	206 (40)	4 (1)	1 (0.2)
3	I am able to complete my homework without anyone's help.	131 (25)	66 (13)	285 (55)	31 (6)	3 (1)
4	Class rooms are child centric and child friendly.	263 (51)	45 (9)	203 (39)	4 (1)	1 (1)
5	Teachers create a friendly atmosphere in the classroom.	305 (59)	21 (4)	179 (35)	9 (2)	2 (0.4)
6	There is no atmosphere of fear in school	149 (29)	56 (11)	273 (53)	27 (5)	11 (2)
7	Availability of physical features helps me to learn easily.	208 (40)	96 (19)	205 (40)	5 (1)	2 (0.4)
8	I participate in the sports activities at your school.	249 (48)	42 (8)	196 (38)	23 (4)	6 (1)
9	Children admitted under RTE reservation are treated with dignity and equality by their peers and teachers.	264 (51)	42 (8)	194 (38)	6 (1)	10 (2)
10	All the students in the class get a fair chance to be the monitor of the class.	266 (52)	40 (8)	188 (36)	12 (2)	10 (2)

62% of the students said that they are very happy to get an opportunity to study in that school. 38% remained neutral. 59% said they understand what is taught in the class. 40% were neutral to the statement. 38% said that they were able to complete homework without anyone's help. 55% were neutral. 60% said that class rooms are child centric and child friendly. 39% remained neutral. 63% felt that the teachers create a friendly atmosphere in the classroom. 35% kept a neutral view to this. 40% shared that there is no atmosphere of fear in school. 53% were neutral. 59% said that the availability of physical features helped them to learn easily. 40% remained neutral. 56% of the students said that they participate in the sports activities at your school. 38% remained neutral. 59% said that the children admitted under RTE reservation are treated with dignity and equality by their peers and teachers. 38% kept neutral view. 60% said that the students in the class get a fair chance to be the monitor of the class. 36% remained neutral to the statement.

**Figure 4.23**

*Distribution of impact statements*



**4.5.18 Students’ Response on the Issues and Challenges Related to the RTE Act, 2009**

**Table: 4.47**

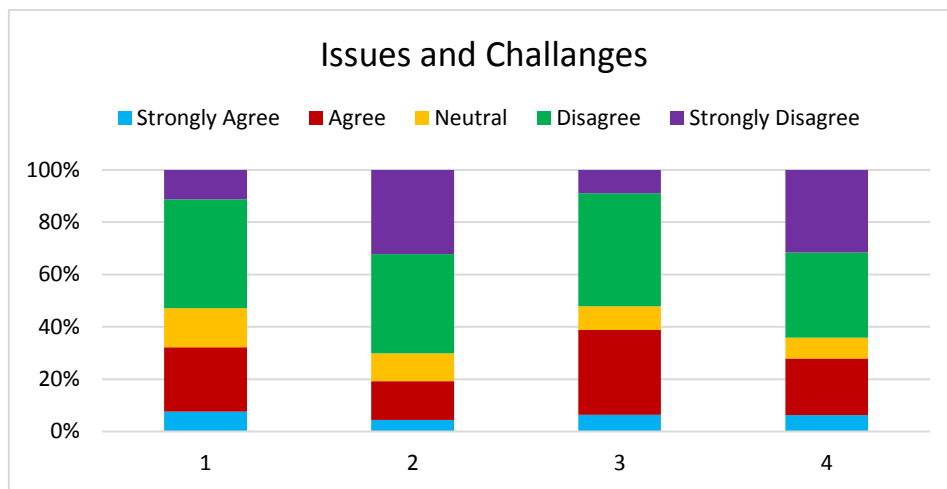
*Frequency distribution and percentage related to the Issues and challenges of Students about the RTE Act, 2009 (Figures in bracket represent percentage)*

Sl. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Sometimes I feel left out or sad in school.	39 (8)	127 (25)	77 (15)	215 (42)	58 (11)
2	I have a careless attitude as nobody is detained in the class.	23 (4)	76 (15)	55 (11)	196 (38)	166 (32)
3	I feel adjustment problem in school.	33 (6)	167 (32)	47 (9)	223 (43)	46 (9)
4	The cases of dropout of girl child is very common in school.	32 (6)	112 (22)	41 (8)	168 (33)	163 (32)

33% of the students said that sometimes they felt left out or sad in school. 42% disagreed to this statement. 19% said that they have a careless attitude as nobody is detained in the class. 70% disagreed to this. 38% felt adjustment problem in school. 52% disagree to the statement. 28% said that cases of dropout of girl child is very common in school. 65% disagreed to the statement.

**Figure 4.24**

*Distribution of issues and challenges statements*



#### 4.5.19 Interpretations of the Responses of the Students

**Table: 4.48**

Gender	Female		Male	
	Mean	SD	Mean	SD
<b>Response</b>				
<b>Physical</b>	5.15	0.92	5.08	0.85
<b>Education Facilities</b>	3.64	0.52	3.67	0.51
<b>Basic</b>	4.82	0.41	4.85	0.38
<b>Awareness</b>	0.90	0.30	0.91	0.29
<b>Implementation</b>	10.28	1.99	9.97	2.53
<b>Impact</b>	8.80	1.50	8.83	1.71
<b>Issues and Challenges</b>	0.69	1.01	0.66	1.00

H<sub>01</sub>: Gender and Facilities parameters are independent

H<sub>11</sub>: Gender and Facilities parameters are dependent

H<sub>02</sub>: Gender and RTE parameters are independent

H<sub>12</sub>: Gender and RTE parameters are dependent

**Table: 4.49**

*Gender and awareness had association as p-value is less than 0.05.*

Sr. No.	Parameter	Attributes under study	p-value
1	Facilities	Gender Vs Physical	0.964
2		Gender Vs Education	0.947
3		Gender Vs Basic	0.857
4	RTE	Gender Vs Awareness	0.714
5		Gender Vs Implementation	0.021
6		Gender Vs Impact	0.213
7		Gender Vs Issues & Challenges	0.682

Gender wise Response of the students regarding the infrastructure & Awareness, implementation, impact and issues and challenges shows that gender did not have any influence on the opinion of students regarding the physical facilities, awareness, impact and issues and challenges. Whereas Gender and Implementation has association. This was based on the p-value. If it is less, then 0.05 we reject null hypothesis which means there is association between two categorical variables under study.

#### **4.5.20 Profile of the Respondents (Parents Category)**

Some of the parents of the sample students were also taken as sample to know their opinion about RTE Act, 2009. There were a total of 411 parents selected as sample. Out of that 247 were males and 164 were females. Ratio of female and male is 2:3 as male as the respondent are more than that of female.

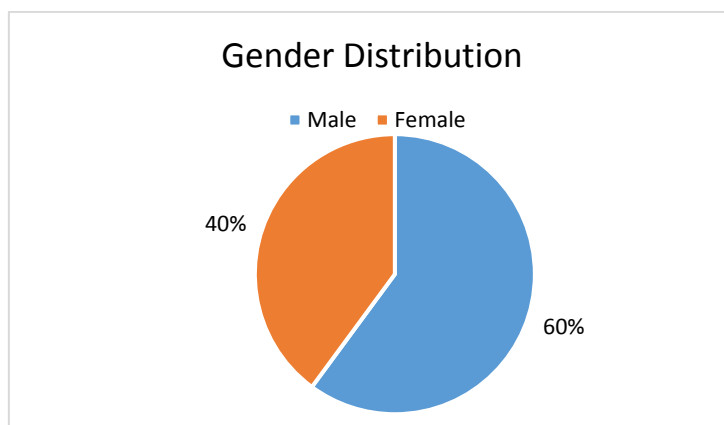
**Table: 4.50**

*Frequency distribution and percentage of gender. (Figures in bracket represent percentage)*

Sr.No.	Gender	Number
1	Male	247(60)
2	Female	164(40)

**Figure 4.25**

*Distribution of gender*



Category of sample Parents of RTE students were also collected to know the distribution of students who are getting admission under the provisions of RTE. They were classified into four sections—General, SC, ST, SEBC. The following table shows the category of the sample parents, caste wise.

**Table: 4.51**

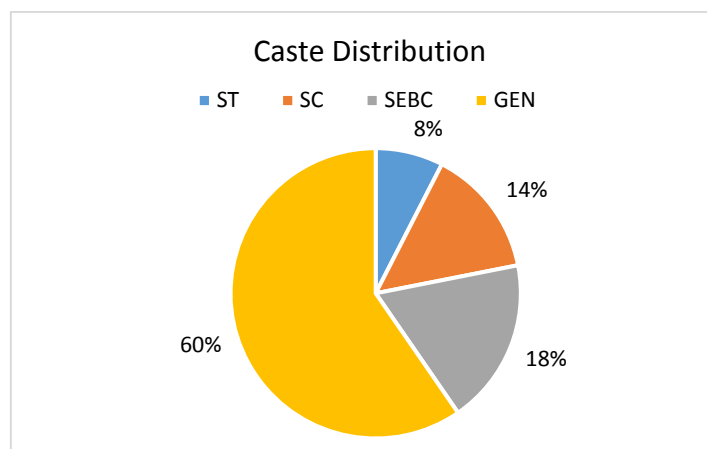
*Frequency distribution and percentage of caste (Figures in bracket represent percentage)*

Sr. No	Caste	Number
1	SEBC	76 (18)
2	SC	59 (14)
3	ST	31 (8)
4	GEN	245 (60)

The table shows that 245 parents belong to general category. 18% belong to SEBC, 14% belong to SC, and 8% of the parents belong to ST category. Thus, maximum number of respondents that is around 60% of belong to general caste while least is from ST (8%)

**Figure 4.26**

*Caste wise distribution of the respondents*



The above chart represents the distribution of respondent parents with respect to cast. In which it is observed that around 60% of respondents belong to unreserved category i.e. general category while remaining are from reserved category i.e. ST, SC and SEBC category.

#### **4.5.21 Parents' Response on the Infrastructure Facilities**

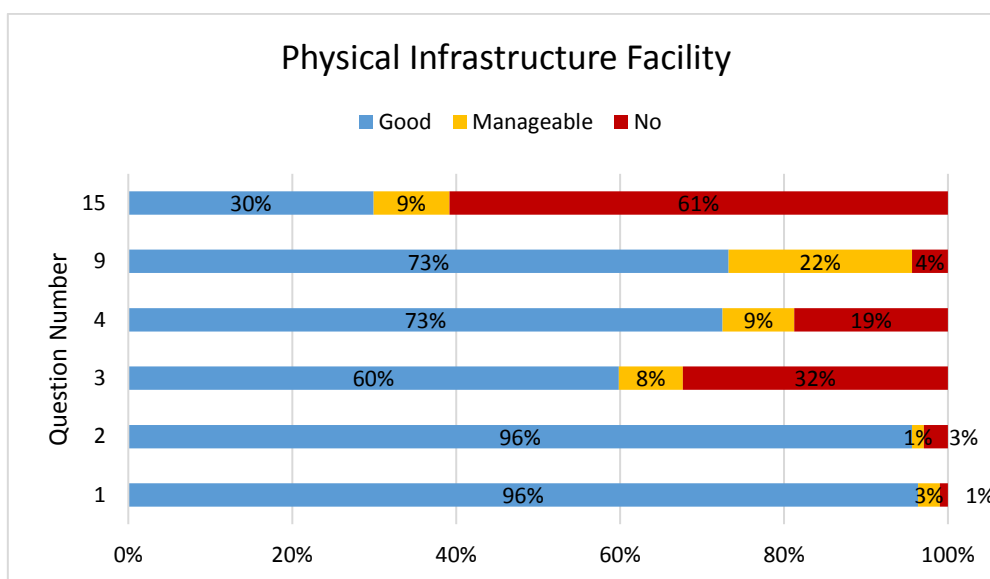
**Table: 4.52**

*Frequency distribution and percentage of Physical infrastructure facility (Figures in bracket represent percentage)*

Sr. No	Statements	Good	Manageable	No
1	School building in all weather ( pucca building)	396 (96)	11 (3)	4 (1)
2	Separate classroom for every teacher	393 (96)	6 (1)	12 (3)
3	Library with newspaper, magazines of all languages	246 (60)	32 (8)	133 (32)
4	Office –cum- store –cum – head teacher room	298 (73)	36 (9)	77 (19)
5	Boundary wall	301 (73)	92 (22)	18 (4)
6	Physical infrastructure for disabled children	123 (30)	38 (9)	250 (61)

**Figure 4.27**

*Distribution of Physical infrastructure facility*



The opinion of parents on the availability of various physical facilities in the schools in Vadodara city, revealed that most of the physical, educational and basic facilities are present in their schools. But 32% parents said that library with newspaper, magazines of all languages is not available. Only 30% of the teachers said that the physical infrastructure for disabled children are there while 61% of the parents said that it is not available.

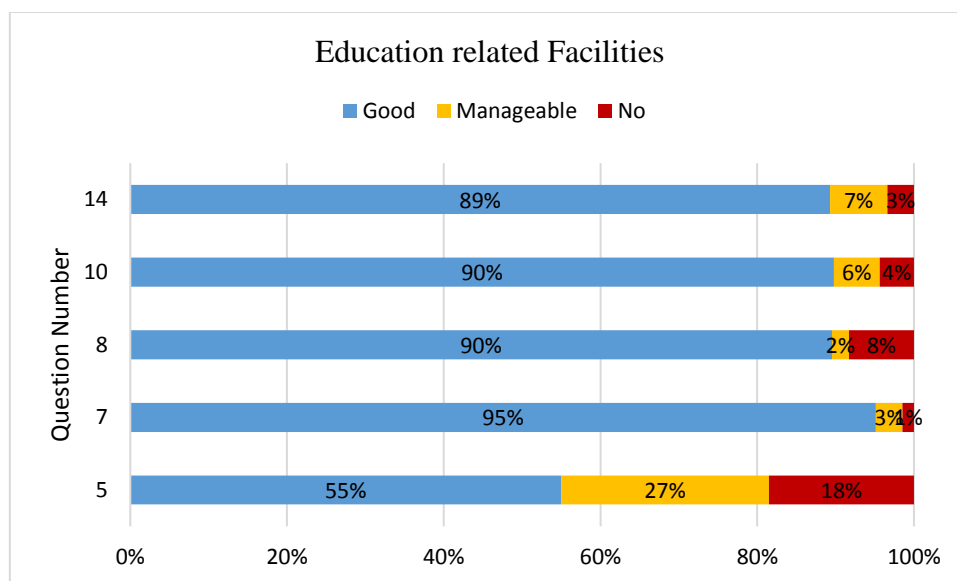
**Frequency distribution and percentage of educational infrastructure facility**

**Table: 4.53**

*Distribution of educational infrastructure facility (Figures in bracket represent percentage)*

Sr. No.	Statements	Good	Manageable	No
1	Availability of teaching-learning equipment as per requirement	226 (55)	109 (27)	76 (18)
2	Computer lab with other required materials/ facilities	391 (95)	14 (3)	6 (1)
3	Playground	368 (90)	9 (2)	34 (8)
4	Play material, games and sports equipment	369 (90)	24 (6)	18 (4)
5	School management committee	367 (89)	30 (7)	14 (3)

**Figure 4.28**



The response of the parents shows that educational facilities like computer lab with other required materials/ facilities, Playground, Play material, games and sports equipment and School management committee are present in schools. But only 55% said that availability of teaching-learning equipment is good.

**Frequency distribution and percentage of basic infrastructure facility**

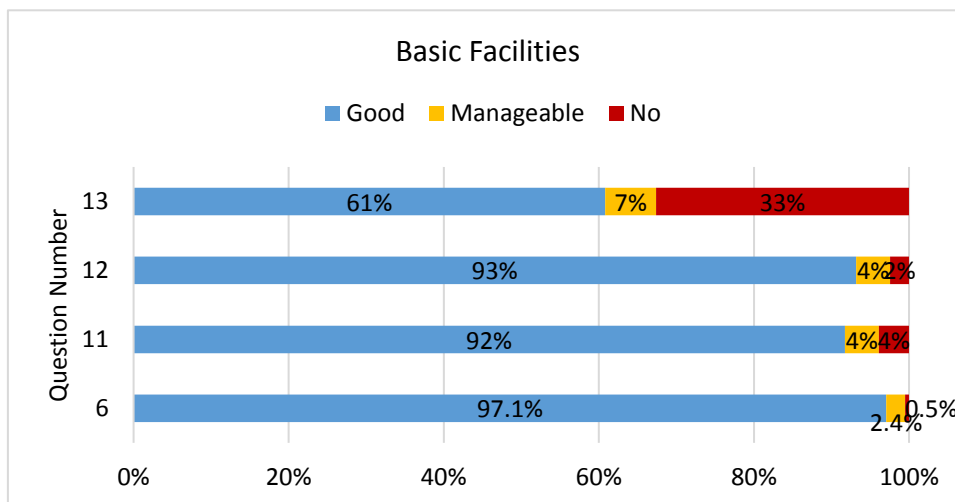
**Table: 4.54**

*Distribution of basic infrastructure facility (Figures in bracket represent percentage)*

Sr. No.	Statements	Good	Manageable	No
1	Electricity connection in function condition	399 (97)	10 (2)	2 (0.004)
2	Safe drinking water	377 (92)	18 (4)	16 (4)
3	Toilet to boys and girls separately	383 (93)	18 (4)	10 (2)
4	Kitchen to cook mid-day meal	250 (61)	27 (7)	134 (33)

**Figure 4.29**

*Basic Facilities*



The response of the teachers shows that basic facilities like electricity connection in function condition, safe drinking water and toilet to boys and girls separately are available. But facility of kitchen to cook mid-day meal needs improvement.

Data was collected on Likert scale which was later converged into coding and scores were computed for respective factors i.e awareness, implementation, impact, and challenges-issues. Further from this score based on the median point the scores were divided into two classes, positive and negative. For further analysis such as chi-square test of association the transformed data was used.

**Table: 4.55**

*P-value of chi-square test of association between demographical vs facilities and demographical vs RTE*

Sr. No.	Parameter	Attributes under study	p-value
1	Facilities	Gender Vs Physical	0.877
2		Gender Vs Education	0.347
3		Gender Vs Basic	0.899

4	RTE	Gender Vs Awareness	0.017
5		Gender Vs Implementation	0.862
6		Gender Vs Impact	0.167
7		Gender Vs Issues & Challenges	0.120
8	Facilities	Caste Vs Physical	0.034
9		Caste Vs Education	0.64
10		Caste Vs Basic	0.112
11	RTE	Caste Vs Awareness	0.102
12		Caste Vs Implementation	0.001
13		Caste Vs Impact	0.022
14		Caste Vs Issues & Challenges	0.001

Chi-square test has numerous applications in inferential statistics one of them is in test of association also known as test of independence. This test is used when a researcher/individual is interested in knowing the association between two categorical variables. In this study our interest was to know the association between socio-demographical variables and facilities and factors of RTE.

Based on the above table it is observed that gender has association with awareness moderately and caste had association with physical parameter of facilities and with implementation, impact, and issues % challenges of RTE parameters. The association between caste and implementation is considerably strong. This was based on the p-value. If it is less, then 0.05 we reject null hypothesis which means there is association between two categorical variables under study.

#### 4.5.22 Awareness of the Parents about the RTE Act, 2009

**Table: 4.56**

*Frequency distribution and percentage related to the Awareness of Parents about the RTE Act, 2009 (Figures in bracket represent percentage)*

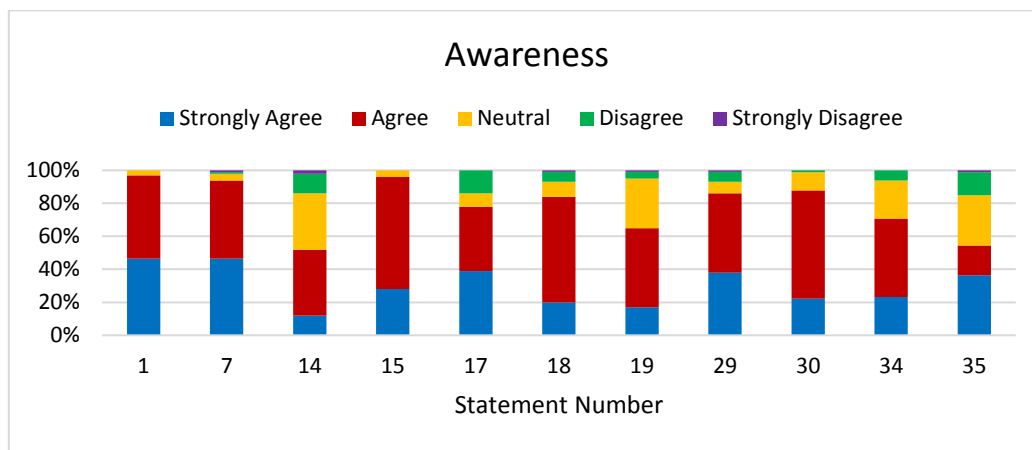
SINo	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have heard about RTE Act, 2009 and its provisions.	189 (46)	207 (50)	12 (3)	2 (0.004)	1 (0.2)
2	Exams are necessary at every level in school.	191 (46)	195 (47)	18 (4)	4 (1)	3 (1)
3	I think that there is lack proper awareness about RTE Act among people.	49 (12)	165 (40)	140 (34)	50 (12)	7 (2)
4	RTE Act, 2009 is a great step to ensure good quality elementary education for all children in India.	117 (28)	278 (68)	15 (4)	0 (0)	1 (0.2)
5	I know that no child should be Physically punished or mentally harassed.	159 (39)	160 (39)	33 (8)	57 (14)	2 (0.4)
6	25% reservation as per the Provisions in the RTE Act provided equal opportunity for development for all sections of society.	81 (20)	265 (64)	36 (9)	24 (6)	5 (1)
7	25% reservation as per the Provisions in the RTE Act would remove poverty in the long run.	70 (17)	198 (48)	123 (30)	16 (4)	4 (1)
8	I attend PTM regularly.	157 (38)	196 (48)	29 (7)	26 (6)	3 (1)
9	Working of SMC (School Management Committee) helps in improving the quality of education.	92 (22)	267 (65)	46 (11)	5 (1)	1 (0.2)
10	Teaching in mother tongue in the class is very important.	95 (23)	194 (47)	94 (23)	26 (6)	2 (0.4)
11	I think private schools are better than government schools in providing quality education.	150 (36)	75 (18)	124 (30)	59 (14)	3 (1)

96% of parents agreed that have heard about RTE Act, 2009 and its provisions.93% parents have the opinion that exams are necessary at every level in school. Only 52% of parents thought that there is lack proper awareness about RTE Act among people. Whereas 34% of parents

remained neutral. 96% thought that RTE Act, 2009 is a great step to ensure good quality elementary education for all children in India. 78% of the parents believed that no child should be physically punished or mentally harassed. 84% of parents believed that 25% reservation as per the Provisions in the RTE Act would remove poverty in the long run. 86% agreed that they attend PTM regularly. 97% thought that working of SMC (School Management Committee) helps in improving the quality of education. 70% felt that teaching in mother tongue in the class is very important. 23% remained neutral. 54% think private schools are better than government schools in providing quality education whereas 30% remained neutral.

**Figure 4.30**

*Distribution of awareness statements*



#### 4.5.23 Parents' Response on the Implementation of the RTE Act, 2009

**Table: 4.57**

*Frequency distribution and percentage related to the Implementation of the RTE Act, 2009 (Figures in bracket represent percentage)*

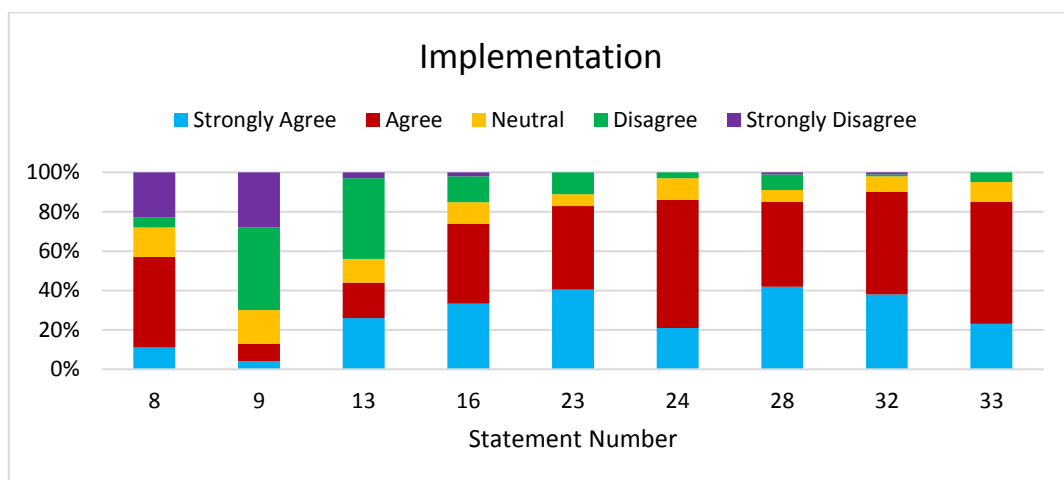
Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Screening procedure is there during admission.	47 (11)	189 (46)	63 (15)	19 (5)	93 (23)
2	Capitation fee/ donation is taken during admission of children in school.	18 (4)	39 (9)	68 (17)	171 (42)	115 (28)
3	Mid-Day Meal is provided in school.	107 (26)	75 (18)	48 (12)	168 (41)	13 (3)
4	Detaining the weak students is necessary to improve the quality of education.	137 (33)	166 (40)	47 (11)	53 (13)	8 (2)

5	There are enough number of qualified teachers in the school for curricular and co-curricular activities in the school.	164 (40)	172 (42)	26 (6)	47 (11)	2 (0.4)
6	It is easy to find schools in the neighborhood.	85 (21)	266 (65)	47 (11)	12 (3)	1 (0.2)
7	Parent Teacher Meeting is conducted in the school at regular intervals.	173 (42)	178 (43)	26 (6)	31 (8)	3 (1)
8	Provision for co-curricular and extracurricular activities are there in my school for the all-round development of children.	157 (38)	213 (52)	31 (8)	5 (1)	5 (1)
9	Parents also get opportunities to give their suggestions through SMC	93 (23)	256 (62)	42 (10)	19 (5)	1 (0.2)

57% of the parents said that screening procedure is there during admission. 70% said that capitation fee/ donation is not taken during admission of children in school. 44% said that Mid-Day Meal is provided in school. Whereas 44% said Mid-Day Meal is not provided in school. 73% felt that detaining the weak students is necessary to improve the quality of education. 82% said there are enough number of qualified teachers in the school for curricular and co-curricular activities in the school. 86% said it is easy to find schools in the neighborhood. 85% parents said Parent Teacher Meeting is conducted in the school at regular intervals. 90% agreed that Provision for co-curricular and extracurricular activities are there in my school for the all-round development of children. 85% Parents said that they get opportunities to give their suggestions through SMC

**Figure 4.31**

*Distribution of implementation statements*



#### 4.5.24 Parents' Response on the Impact of the RTE Act, 2009

**Table: 4.58**

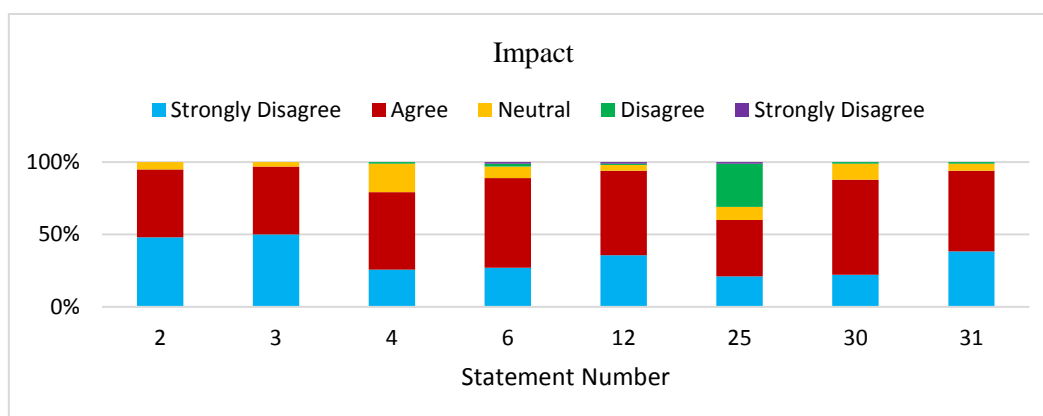
*Frequency distribution and percentage related to the Impact of RTE Act, 2009 (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am happy that my child got admission in a good school through RTE Act,2009	198 (48)	194 (47)	17 (5)	2 (0.4)	0 (0)
2	My child feels happy and safe in school.	205 (50)	192 (47)	11 (3)	1 (0.2)	2 (0.4)
3	My child is getting good marks and progressing academically.	105 (26)	221 (54)	81 (20)	4 (1)	0 (0)
4	My child can complete homework without anybody's help.	112 (27)	255 (62)	33 (8)	8 (2)	3 (1)
5	According to me, the school has improved the skills of my child.	148 (36)	241 (59)	15 (4)	3 (1)	4 (1)
6	Ban on punishment of children is a good step.	85 (21)	160 (39)	37 (9)	123 (30)	6 (1)
7	Working of SMC (School Management Committee) helps in improving the quality of education.	92 (22)	267 (65)	46 (11)	5 (1)	1 (0.2)
8	Students are treated at par with all the other children in the school.	156 (38)	227 (55)	21 (5)	5 (1)	2 (0.4)

95% parents said that they were happy that their child got admission in a good school through RTE Act, 2009. 97% parents said their child is happy and safe in school. 20% remained neutral to the statement. 80% said child is getting good marks and progressing academically. 89% said that the child can complete homework without anybody's help. According to 95% parents, the school has improved the skills of my child. 60% said ban on punishment of children is a good step, but 30% parents did not agree to it. 87% said working of SMC (School Management Committee) helps in improving the quality of education. 93% said students are treated at par with all the other children in the school.

**Figure 4.32**

*Distribution of impact statements*



**4.5.25 Response on the Issues and Challenges Related to Implementation of the RTE Act, 2009**

**Table: 4.59**

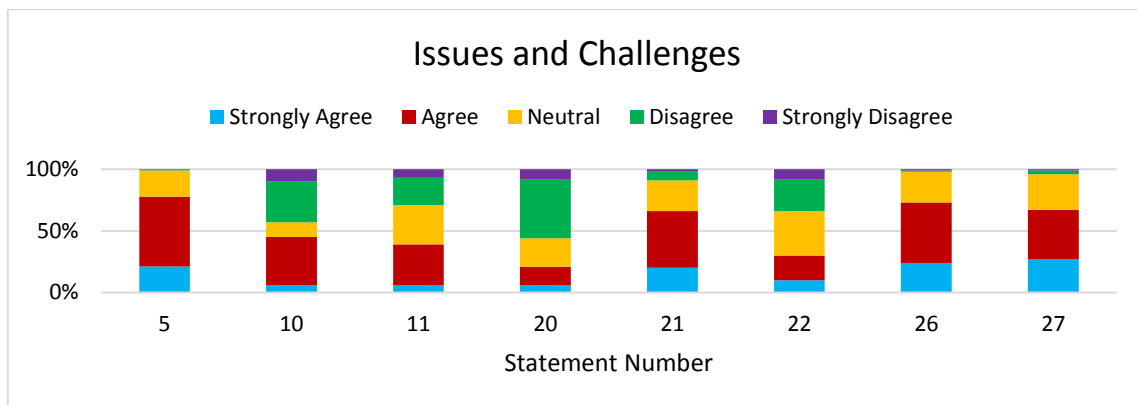
*Frequency distribution and percentage related to the perception of parents on the Issues and Challenges of the RTE Act, 2009 (Figures in bracket represent percentage)*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I discuss with my child and understand the child's emotional and academic needs regularly.	85 (21)	232 (56)	86 (21)	6 (1)	2 (0.4)
2	It is difficult to submit the necessary documents during admission.	26 (6)	159 (39)	50 (12)	136 (33)	40 (10)
3	Difficulty in submitting documents can be a reason for poor response from parents to get admission through RTE Act,2009	24 (6)	137 (33)	131 (32)	90 (22)	29 (7)
4	My child face adjustment problem in private school as majority of children in the class are from elite category of society.	24 (6)	60 (15)	96 (23)	199 (48)	32 (8)
5	Government grant to buy uniform, textbook etc reaches on time.	82 (20)	191 (46)	102 (25)	27 (7)	8 (2)
6	Different other expenses in school makes it difficult for me to continue my child's education in Private school.	41 (10)	82 (20)	148 (36)	106 (26)	34 (8)
7	Free education must start from preprimary section onwards.	97 (24)	202 (49)	102 (25)	6 (1)	4 (1)
8	Free education must be extended to higher classes too.	109 (27)	166 (40)	120 (29)	12 (3)	4 (1)

76% said that they discuss with the child and understand the child’s emotional and academic needs regularly. 21% were neutral to the statement. 45% said that it is difficult to submit the necessary documents during admission. 43% remained neutral. 39% believed that difficulty in submitting documents can be a reason for poor response from parents to get admission through RTE Act, 2009. 29% disagreed to this statement and 32% remained neutral. 21% said that the child face adjustment problem in private school as majority of children in the class are from elite category of society. 56% disagreed. 66% said that Government grant to buy uniform, textbook etc reaches on time.25% remained neutral. 30% said different other expenses in school makes it difficult for me to continue my child’s education in Private school. 34% disagreed to this and 36% were neutral. 73% felt that free education must start from preprimary section onwards. 25% were neutral to this. 40% said free education must be extended to higher classes too. 29% remained neutral.

**Figure 4.33**

*Distribution of issues and challenges statements*



#### 4.5.26 Interpretations of the Responses of the Parents

**Table: 4.60**

*Frequency distribution and percentage of respondents with respect to gender and facilities and gender and other variables. (Figures in bracket represent percentage)*

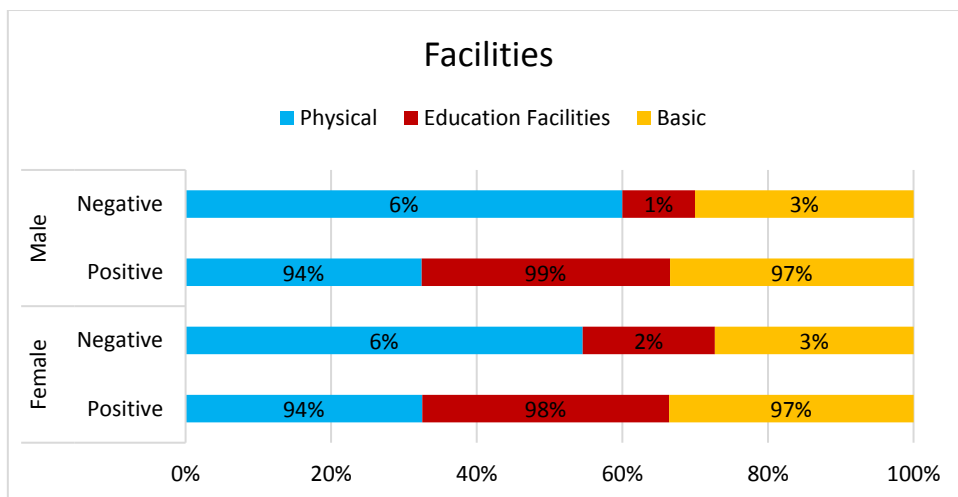
Gender	Female		Male	
	Positive	Negative	Positive	Negative
Physical	154	10	231	16
	94%	6%	94%	6%
Education Facilities	160	4	244	3
	98%	2%	99%	1%
Basic	159	5	240	7
	97%	3%	97%	3%

Gender	Female		Male	
	Positive	Negative	Positive	Negative
Awareness	157	7	231	16
	96%	4%	94%	6%
Implementation	146	18	217	30
	89%	11%	88%	12%
Impact	159	5	236	11
	97%	3%	96%	4%
Issues and Challenges	81	83	147	100
	49%	51%	60%	40%

Irrespective of gender it was found that majority of parents had a positive feedback for all the three facilities such as physical, educational and basic facilities while in RTE Awareness, Implementation and Impact, had clear and positive feedback. But when it comes to issues and challenges, they split out in the ratio of 49% and 51% for females and 60% and 40% for males. This shows there is an influence of gender in the way they perceived the issues and challenges related to the implementation of RTE Act.

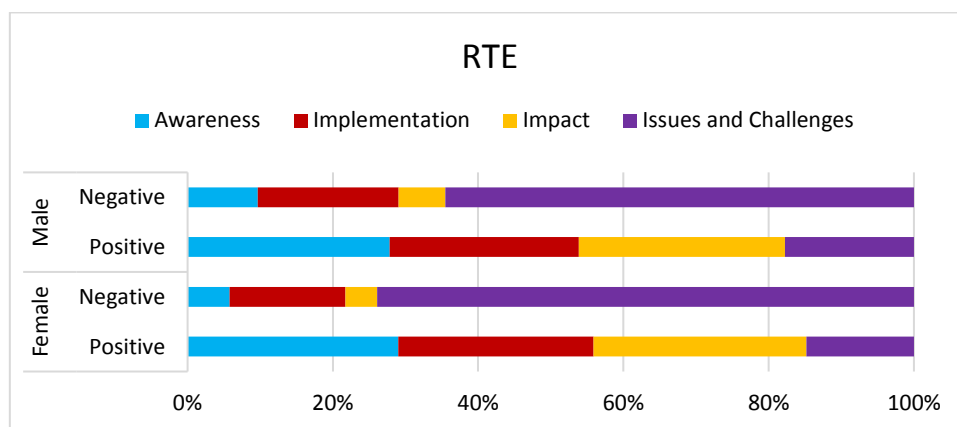
**Figure 4.34**

*Distribution of physical, educational and basic facilities with respect to gender*



**Figure 4.35**

*Distribution of perspective on awareness, implementation. Impact and issues and challenges with respect to gender*



**Table: 4.61**

*Frequency distribution and percentage of respondents with respect to caste and facilities (Figures in bracket represent percentage)*

Caste	GEN		SC		ST		SEBC	
	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
<b>Physical</b>	223 (91)	22 (9)	59 (100)	0 (0)	29 (94)	2 (6)	74 (97)	2 (3)
<b>Education Facilities</b>	240 (98)	5 (2)	59 (100)	0 (0)	30 (97)	1 (3)	75 (99)	1 (1)
<b>Basic</b>	238 (97)	7 (3)	58 (98)	1 (2)	28 (90)	3 (10)	75 (99)	1 (1)
<b>Awareness</b>	228 (93)	17 (7)	58 (98)	1 (2)	30 (97)	1 (3)	72 (95)	4 (5)
<b>Implementation</b>	214 (87)	31 (13)	56 (95)	3 (5)	26 (84)	5 (16)	67 (88)	9 (12)
<b>Impact</b>	237 (97)	8 (3)	58 (98)	1 (2)	29 (94)	2 (6)	71 (93)	5 (7)
<b>Issues and Challenges</b>	141 (58)	104 (42)	24 (41)	35 (59)	19 (61)	12 (39)	44 (58)	32 (42)

Irrespective of gender it was found that majority of respondents had a positive feedback for all the three facilities such as physical, educational and basic facilities while in RTE Awareness, Implementation and Impact, had clear and positive feedback. But when it comes to issues and challenges, they split out in the satisfied and positive response but opinion on issues and challenges is negative.

**Table: 4.62***Mean and SD with respect to gender and facilities*

Gender	Female		Male	
	Mean	SD	Mean	SD
Response				
Physical	4.89	0.96	4.74	1.00
Education Facilities	3.63	0.53	3.59	0.59
Basic	4.63	0.64	4.64	0.55
Awareness	8.48	1.56	8.74	1.79
Implementation	6.16	1.51	6.18	1.44
Impact	6.84	1.16	7.03	1.14
Issues and Challenges	4.04	2.29	4.27	2.43

**Table: 4.63***Mean and SD with respect to caste and facilities*

Gender	GEN		SC		ST		SEBC	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Physical	4.5	0.969	5.14	0.753	5.26	0.965	5.32	0.852
Education Facilities	3.51	0.61	3.85	0.36	3.65	0.55	3.71	0.48
Basic	4.62	0.56	4.64	0.58	4.48	0.96	4.78	0.45
Awareness	8.68	1.81	8.88	1.45	8.58	1.65	8.34	1.34
Implementation	6.15	1.48	6.53	1.28	6.23	1.88	5.93	1.32
Impact	7.01	1.14	6.90	0.96	6.84	1.44	6.86	1.21
Issues and Challenges	4.16	2.56	3.44	2.69	4.84	1.75	4.54	1.42

Chi square of association was applied to know if gender and caste had any association with parameters of facilities and RTE. Which is summarized below, and conclusion is based on the p-value. Hypotheses inferred here are stated as below.

H<sub>01</sub>: Gender and Facilities parameters are independent

H<sub>11</sub>: Gender and Facilities parameters are dependent

H<sub>02</sub>: Gender and RTE parameters are independent

H<sub>12</sub>: Gender and RTE parameters are dependent

H<sub>03</sub>: Caste and Facilities parameters are independent

H<sub>13</sub>: Caste and Facilities parameters are dependent

H<sub>04</sub>: Caste and RTE parameters are independent

H<sub>14</sub>: Caste and RTE parameters are dependent

**Table: 4.64**

*P-value of chi-square test of association between geographical vs facilities and geographical vs RTE*

<b>Sr.No</b>	<b>Parameter</b>	<b>Attributes under study</b>	<b>p-value</b>
1	Facilities	Gender Vs Physical	0.877
2		Gender Vs Education	0.347
3		Gender Vs Basic	0.899
4	RTE	Gender Vs Awareness	0.017
5		Gender Vs Implementation	0.862
6		Gender Vs Impact	0.167
7		Gender Vs Issues & Challenges	0.120
8	Facilities	Caste Vs Physical	0.034
9		Caste Vs Education	0.64
10		Caste Vs Basic	0.112
11	RTE	Caste Vs Awareness	0.102
12		Caste Vs Implementation	0.001
13		Caste Vs Impact	0.022
14		Caste Vs Issues & Challenges	0.001

Based on the above table it is observed that gender has association with awareness moderately and caste had association with physical parameter of facilities and with implementation, impact, and issues and challenges of RTE parameters. Thus, we reject null hypothesis which means there is association between two categorical variables. P-values show that there is no association between facilities and gender, thus accept the null hypothesis. The association between caste and implementation is considerably strong. Caste has association with physical facilities, thus reject hypothesis but caste has no association with education and basic facilities, thus null hypothesis is accepted. Caste has no association with awareness but has association with implementation, impact and challenges thus reject the null hypothesis.

#### 4.5.27 A comparative study of the responses of the four stakeholders

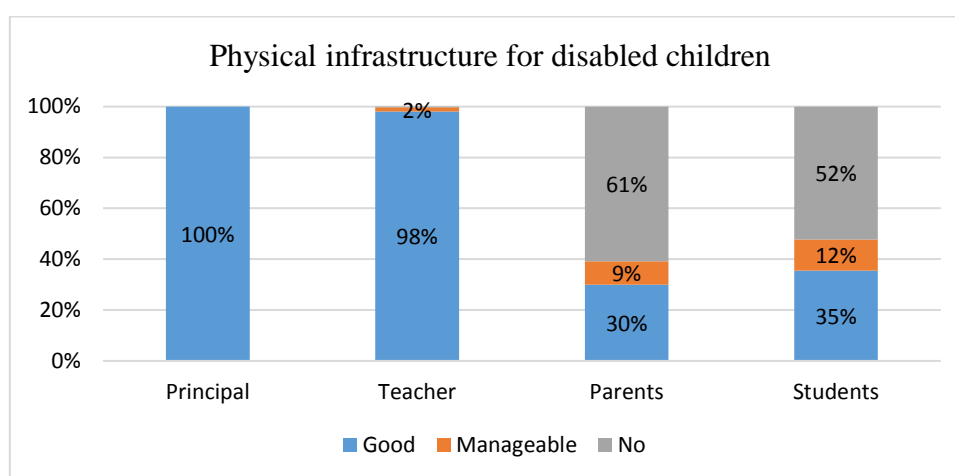
**Table: 4.65**

*A comparative study of the responses of the stakeholders on Physical infrastructure for disabled children*

Physical infrastructure for disabled children				
Stake Holders	Good	Manageable	No	Total
Principal	100%	0%	0%	35
Teacher	98%	2%	0%	308
Parents	30%	9%	61%	411
Students	35%	12%	52%	516

**Figure 4.36**

A comparative study of the responses of the four stakeholders



From above charts it is observed that perception about the infrastructure for the disabled children varies among all the stack holders. Principal and teacher says that facilities are present while looking at the other two stack holder, scenario gets reversed only 30% of parents while 35% of students agrees with the statement. Otherwise more than 50% parents and students disagree with the statement that physical infrastructure for disabled children is present. The result of the analysis shows that there is a need of improvement in the case of the facilities for disabled in schools.

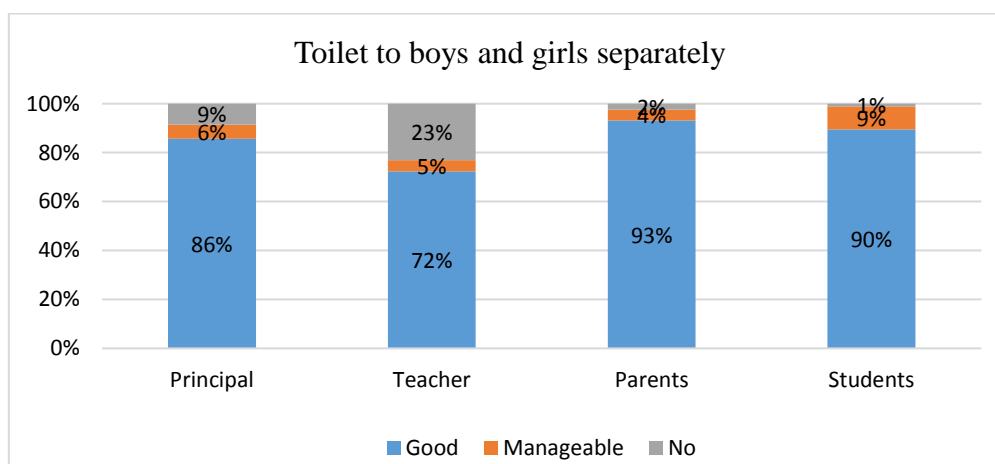
**Table: 4.66**

*A comparative study of the responses of the stakeholders on availability of toilet to boys and girls separately*

Toilet to boys and girls separately				
Stack Holders	Good	Manageable	No	Total
Principal	86%	6%	9%	35
Teacher	72%	5%	23%	308
Parents	93%	4%	2%	411
Students	90%	9%	1%	516

**Figure 4.37**

*Availability of toilet to boys and girls separately*



A comparative study of the perception of the stakeholders on availability of toilet to boys and girls separately shows that all the four stakeholders that is Principal, Teacher, Parents and Students expressed that the toilet to boys and girls separately is available and is in good condition though 23% of teachers said that it's not available in their school.

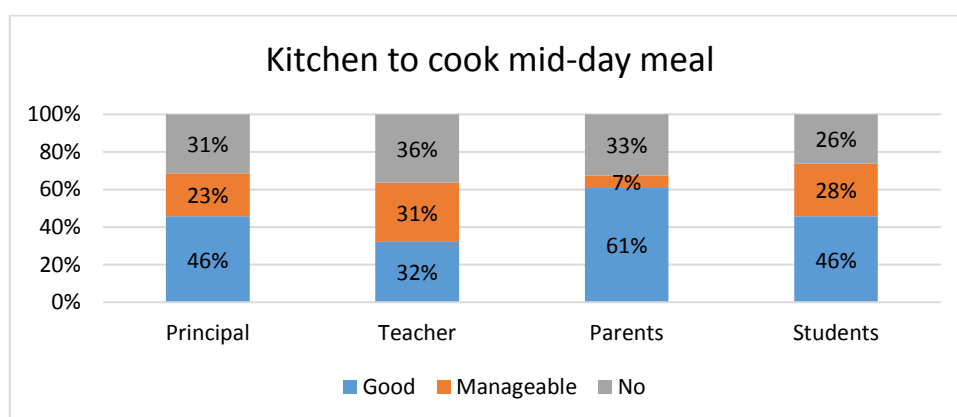
**Table: 4.67**

*A comparative study of the responses of the stakeholders on availability of Kitchen to cook Mid-day meal*

Kitchen to cook mid-day meal				
Stack Holders	Good	Manageable	No	Total
Principal	46%	23%	31%	35
Teacher	32%	31%	36%	308
Parents	61%	7%	33%	411
Students	46%	28%	26%	516

**Figure 4.38**

*Availability of Kitchen to cook Mid-day meal*



When the responses of the four stakeholders are compared, it is seen that only half of them agree that they have a kitchen to cook mid-day meal in their school. Half of them shared that such a facility is not there or it's in a manageable form. Thus the researcher felt that there is a need to improve the facility.

#### **Comparison of Principal and teachers responses with respect to RTE (Awareness, Implementation, Impact and issues and challenges)**

The sample consists of 34% male principals and 66% were female principals. 80% of the principals and 96% teachers who were experienced were aware about RTE Act, 2009. Among the less experienced, 17% principals and 4% of the teachers were had awareness about RTE. Based on qualification, 71% of the principals and 55% of the teachers with basic qualification were aware about RTE. 26% principals with higher qualification and 45% of the teachers who

had higher qualification were also aware. 83% principals who received training in RTE and 86% of the teachers had received RTE training were also aware. 14% principals who had not received any specialized training in RTE and 14% teachers who had not received any specialized training in RTE were also aware about the RTE Act, 2009.

**Table: 4.68**

*A comparative study on the awareness of the Principals and Teachers on RTE Act based on Gender, Experience, Qualification and Special training received on RTE*

Awareness					
Variables	Particulars	Principal		Teacher	
		Positive	Negative	Positive	Negative
Gender	Male	12 (34)	0 (0)	12 (4)	0 (0)
	Female	22 (63)	1 (3)	296 (96)	0 (0)
Experience	Yes	28 (80)	0 (0)	297 (96)	0 (0)
	No	6 (17)	1 (3)	11 (4)	0 (0)
Qualification	Basic	25 (71)	0 (0)	168 (55)	0 (0)
	Higher	9 (26)	1 (3)	140 (45)	0 (0)
RTE training	Yes	29 (83)	1 (3)	265 (86)	0 (0)
	No	5 (14)	0 (0)	43 (14)	0 (0)

The above table shows that the principals and teachers are aware about the provisions of Right to Education (RTE) Act, 2009. There is no difference in the awareness of the principals and teachers based on gender. To know that if there is any difference in the level of awareness of the principals and teachers on the basis of experience, information was collected from the principals and teachers. There was no notable difference found in the awareness of the principals and teachers based on experience.

**Table: 4.69**

*A comparative study on the perception of the Principals and Teachers on implementation of RTE Act based on Gender, Experience, Qualification and Special training received on RTE*

<b>Implementation</b>					
<b>Variables</b>	<b>Particulars</b>	<b>Principal</b>		<b>Teacher</b>	
		<b>Positive</b>	<b>Negative</b>	<b>Positive</b>	<b>Negative</b>
<b>Gender</b>	Male	10(29)	2(6)	296(96)	0(0)
	Female	20(57)	3(9)	12(4)	0(0)
<b>Experience</b>	Yes	25(71)	3(9)	297(96)	0(0)
	No	5(14)	2(6)	11(4)	0(0)
<b>Qualification</b>	Basic	22(63)	3(9)	168(55)	0(0)
	Higher	8(23)	2(6)	140(45)	0(0)
<b>RTE training</b>	Yes	25(71)	5(14)	265(86)	0(0)
	No	5(14)	0(0)	43(14)	0(0)

Details collected from the principals and teachers showed that all the teachers regardless of gender, experience, qualification and RTE training were all positive about the implementation of provisions of RTE in their schools. Majority of the principals were also positive. Among the principals, 6% of the male principals and 9% of the female principals have responded negatively about implementation. 9% of the principals with higher number of years of experience and 6% of the principals with less experience have responded negatively about implementation. 9% of the principals with basic qualification and 6% of the principals with higher qualification have responded negatively about implementation. Based on training in RTE, 14% of the principals who received training responded negatively. Negative response is comparatively higher implementation. Still, it can be concluded that there is no notable difference between the opinion of principals and teachers regarding the impact of RTE Act.

**Table: 4.70**

*A comparative study on the perception of the Principals and Teachers on impact of RTE Act based on Gender, Experience, Qualification and Special training received on RTE*

<b>Impact</b>					
<b>Variables</b>	<b>Particulars</b>	<b>Principal</b>		<b>Teacher</b>	
		<b>Positive</b>	<b>Negative</b>	<b>Positive</b>	<b>Negative</b>
<b>Gender</b>	Male	11 (31)	1 (3)	296 (96)	0 (0)
	Female	23 (66)	0 (0)	12 (4)	0 (0)
<b>Experience</b>	Yes	27 (77)	1 (3)	297 (96)	0 (0)
	No	7 (20)	0 (0)	11 (4)	0 (0)
<b>Qualification</b>	Basic	25 (71)	0 (0)	168 (55)	0 (0)
	Higher	9 (26)	1 (3)	140 (45)	0 (0)
<b>RTE training</b>	Yes	29 (83)	1 (3)	265 (86)	0 (0)
	No	5 (14)	0 (0)	43 (14)	0 (0)

Details collected from the principals and teachers showed that all the teachers regardless of gender, experience, qualification and RTE training were all positive about the impact of implementation of RTE Act in their schools. Majority of the principals were also positive. Among the principals, 3% of the male principals 3% of the principals with higher number of years of experience have responded negatively about implementation. 3% of the principals with higher qualification have responded negatively about implementation. Based on RTE training, 3% of the principals who received training responded negatively. It can be concluded that there is no notable difference between the opinion of principals and teachers regarding the impact.

**Table: 4.71**

*A comparative study on the perception of the Principals and Teachers on issues and challenges of RTE Act based on Gender, Experience, Qualification and Special training received on RTE*

<b>Issues and Challenges</b>					
<b>Variables</b>	<b>Particulars</b>	<b>Principal</b>		<b>Teacher</b>	
		<b>Positive</b>	<b>Negative</b>	<b>Positive</b>	<b>Negative</b>
<b>Gender</b>	M	9 (26)	3 (9)	296 (96)	0 (0)
	F	14 (40)	9 (26)	12 (4)	0 (0)
<b>Experience</b>	Yes	20 (57)	8 (23)	297 (96)	0 (0)
	No	3 (9)	4 (11)	11 (4)	0 (0)
<b>Qualification</b>	Basic	17 (49)	8 (23)	168 (55)	0 (0)
	Higher	6 (17)	4 (11)	140 (45)	0 (0)
<b>RTE training</b>	Yes	21 (60)	9 (26)	265 (86)	0 (0)
	No	2 (6)	3 (9)	43 (14)	0 (0)

Details collected from the principals and teachers showed that all the teachers regardless of gender, experience, qualification and RTE training were all positive about the response on the issues and challenges faced by them related to RTE Act in their schools. Majority of the principals were also positive. Among the principals, 9% of the male principals and 26% of the female principals have responded negatively about impact. 23% of the principals with higher number of years of experience and 11% of the principals with less experience have responded negatively about impact. 23% of the principals with basic qualification and 11% of the principals with higher qualification have responded negatively about implementation. .Based on RTE training, 26% of the principals who received training and 9% who did not receive training also responded negatively. Negative response is comparatively higher issues and challenges. Still, it can be concluded that there is no notable difference between the opinion of principals and teachers regarding the issues and challenges related to RTE Act.

## 4.6 QUANTITATIVE DATA ANALYSIS II

A quantitative study was conducted to know the perception of the principals, teachers, students and parents on the various aspects like admission, pedagogical practices, infrastructure and other facilities, equity and inclusiveness and monitoring mechanism in schools.

### 4.6.1 The Principals' perceptions on the admission process under RTE Act, 2009

Table 4.72 summarizes the data related to the perception of the principals on the admission process under RTE Act 2209. Eight statements were included in this section included the perception of the principals on various provisions like screening process, capitation fee, age appropriate class, and availability of neighbourhood schools. The results are given in the table.

**Table: 4.72**

*The Principals' perceptions on the Admission Process*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Screening of children is essential during admission as it brings quality.	9 (26)	12 (35)	11 (32)	3 (9)	0 (0)
2	Capitation fee can be charged at the time of admission.	3 (9)	6 (18)	12 (35)	14 (40)	0 (0)
3	Screening procedure is followed in the school at the time of admission of children	10 (29)	9 (26)	12 (35)	4 (10)	0 (0)
4	There are special efforts taken for out of school children to be admitted in age appropriate class.	11 (32)	14 (40)	8 (23)	2 (5)	0 (0)
5	Admitting children in age appropriate class is a positive step.	17 (49)	16 (46)	2 (5)	0 (0)	0 (0)
6	Government ensured the availability of neighborhood schools everywhere.	14 (40)	13 (38)	7 (20)	1 (2)	0 (0)
7	It is difficult to admit students in age appropriate class as giving special training is not practical.	5 (13)	13 (38)	10 (29)	7 (20)	0 (0)
8	Changes brought by the act helped in improving the academic outcomes.	14 (40)	17 (49)	3 (9)	1 (2)	0 (0)

More than half of the principals (61%) considered screening of children is essential during admission as it brings quality. 55% said screening procedure is followed in the school at the time of admission of children. 40% disagreed to the statement that capitation fee can be charged

at the time of admission. Most of the respondents (72%) said that there are special efforts taken for out of school children to be admitted in age appropriate class. Respondents strongly expressed (95%) that admitting children in age appropriate class is a positive step. Half of the respondents (51%) shared their view that it is difficult to admit students in age appropriate class as giving special training is not practical. Around half of the principals said that Government ensured the availability of neighborhood schools everywhere. And almost all believed that the changes brought by the act helped in improving the academic outcomes.

#### 4.6.2 The Principals' perceptions on the pedagogical practices under RTE Act, 2009

Table 4.73 summarizes the data related to the perception of the principals on the pedagogical practices under RTE Act 2009. Eighteen statements were included in this section included the perception of the principals on various factors like curriculum, teachers, teaching learning process, classroom environment, evaluation system and implementation of RTE Act, 2009 in the classrooms. The results are given in the table.

**Table: 4.73**

*The Principals' perceptions on the pedagogical practices*

SINo	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Prescribed curriculum ensures all-round development of children.	17 (49)	16 (46)	2 (5)	0 (0)	0 (0)
2	Proper pupil-teacher ratio is maintained in my school.	21 (60)	13 (38)	1 (3)	0 (0)	0 (0)
3	Importance to mother tongue is a positive step towards culture inclusion.	17 (49)	15 (43)	3 (9)	0 (0)	0 (0)
4	Providing special training for children admitted in age appropriate class is not practical.	4 (12)	15 (43)	10 (29)	6 (16)	0 (0)
5	There is no provision for special training to drop out in my school.	4 (12)	12 (35)	10 (29)	9 (24)	0 (0)
6	Proper teacher- student ratio as prescribed by RTE Act, 2009, is followed in my school.	19 (55)	14 (40)	2 (5)	0 (0)	0 (0)
7	We retain children in the same class for two or more years if they are found weak in studies.	3 (9)	12 (35)	9 (26)	11 (30)	0 (0)
8	Detaining the weak students is necessary to improve the quality of education.	8 (23)	16 (46)	6 (18)	5 (15)	0 (0)
9	I think that students should be punished if they don't pay attention.	1 (2)	9 (26)	14 (40)	11 (32)	0 (0)

10	The school provides special training to teachers in the area of disabilities.	10 (29)	16 (46)	7 (20)	2 (5)	0 (0)
11	The prescribed syllabus in each class is helpful for the all-round development of the child.	18 (52)	15 (43)	2 (5)	0 (0)	0 (0)
12	No detention policy effected the learning outcome.	5 (15)	12 (35)	12 (35)	6 (15)	0 (0)
13	The amendment in no detention policy improved the quality of education in schools.	6 (18)	11 (32)	16 (46)	2 (4)	0 (0)
14	The classrooms have become child centric and child friendly.	14 (40)	19 (55)	2 (5)	0 (0)	0 (0)
15	Quality of students is found satisfactory after elementary education.	13 (38)	16 (46)	6 (16)	0 (0)	0 (0)
16	RTE Act has increased the overall effectiveness of school education in India.	12 (35)	15 (43)	7 (20)	1 (2)	0 (0)
17	RTE Act is input oriented and less importance is given to outcome.	1 (2)	9 (26)	17 (49)	8 (23)	0 (0)
18	RTE Act has increased the overall effectiveness of school education in India.	12 (35)	15 (43)	7 (20)	1 (2)	0 (0)

Respondents strongly indicated that (95%) prescribed curriculum ensures all-round development of children and importance to mother tongue is a positive step towards culture inclusion. 55% said providing special training for children admitted in age appropriate class is not practical. About half of the principals (47%) said there is no provision for special training to drop out in the school. 95% respondents said that proper teacher- student ratio as prescribed by RTE Act, 2009, is followed in their school. 44% said they retain children in the same class for two or more years if they are found weak in studies which does not align with the provisions under RTE Act. 69% said detaining the weak students is necessary to improve the quality of education. Only 28% thought that students should be punished if they don't pay attention when 32% strongly disagreed. 75% the school provides special training to teachers in the area of disabilities. Most of the principals reported (95%) that the prescribed syllabus in each class is helpful for the all-round development of the child. Half of the principals (50%) agreed that no detention policy effects outcome. 50% respondents agreed that amendment in no detention policy improved the quality of education in schools. The classrooms have become child centric and child friendly. Almost all the principals (95%) agreed the classrooms have become child centric and child friendly. Most respondents (84%) thought quality of students was found satisfactory after elementary education. Most of the respondents (72%) did not agree to the statement that RTE Act is input oriented and less importance is given to outcome.

### 4.6.3 The Principals' perceptions on the Equity and Inclusiveness under RTE Act, 2009

Table 4.74 summarizes the data related to the perception of the principals on the Equity and inclusiveness under RTE Act, 2009. Sixteen statements were included in this section which included the perception of the principals on various factors like reservation, effect on social issues, classroom environment and micro planning in the schools. The results are given in the table.

**Table: 4.74**

The Principals' perceptions on the Equity and Inclusiveness

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The school follows reservation policy prescribed in RTE Act while admitting students.	23 (66)	10 (29)	2 (5)	0 (0)	0 (0)
2	RTE Act helped to end child labor.	12 (35)	17 (49)	5 (15)	1 (1)	0 (0)
3	RTE Act helped to end child marriages	11 (32)	19 (55)	4 (12)	1 (1)	0 (0)
4	With the inclusion of 25% reservation, inclusiveness is brought in the education system.	12 (35)	19 (55)	3 (9)	1 (1)	0 (0)
5	Low income socio economic groups are the primary beneficiaries of RTE Act compared to middle income.	9 (26)	21 (60)	4 (12)	1 (2)	0 (0)
6	Students are treated at par with all the other children in the school which is a positive step towards social inclusion.	21 (60)	14 (40)	0 (0)	0 (0)	0 (0)
7	RTE Act enabled children from poor families' access quality education.	18 (52)	15 (43)	2 (5)	0 (0)	0 (0)
8	RTE Act led to social and cultural inclusion.	12 (35)	21 (60)	2 (5)	0 (0)	0 (0)
9	Minority religious schools also need to be brought under the RTE Act.	0 (0)	11 (32)	21 (60)	3 (8)	0 (0)
10	Teachers are appointed specially for handling disabled	4 (10)	10 (29)	16 (46)	5 (15)	0 (0)
11	Special training is provided for teachers in handling disabled children.	6 (18)	12 (35)	14 (40)	3 (7)	0 (0)
12	Students admitted as per reservation feel adjustment problem in school.	1 (2)	10 (29)	10 (29)	14 (40)	0 (0)

13	Government need to find new ways of reducing the number of out of school children.	10 (29)	19 (55)	6 (16)	0 (0)	0 (0)
14	Children admitted under RTE reservation are treated with dignity and equality by their peers and teachers.	16 (46)	13 (38)	5 (15)	1 (1)	0 (0)
15	Participation of local community in the developmental plans of the school helps the school and teachers to become more functional.	17 (49)	8 (22)	10 (29)	0 (0)	0 (0)
16	I believe that micro planning helped a lot in achieving the goal of Universalization of Elementary Education.	17 (49)	12 (35)	6 (16)	0 (0)	0 (0)

Most of the respondents (95%) reported that the school follows reservation policy prescribed in RTE Act while admitting students. Almost all the respondents felt that RTE Act helped to end child labor and child marriages. Most (90%) principals said that with the inclusion of 25% reservation, inclusiveness is brought in the education system. and low income socio economic groups are the primary beneficiaries of RTE Act compared to middle income groups. Almost all the respondents said that students are treated at par with all the other children in the school which is a positive step towards social inclusion and RTE Act enabled children from poor families' access quality education. Some of them said Minority religious schools also need to be brought under the RTE Act for which 60% remained neutral. Only 39% said Teachers are appointed specially for handling disabled. Half of the principals claimed that special training is provided for teachers in handling disabled children. Around 31% said that students admitted as per reservation felt adjustment problem in school but 40% of the respondents disagreed and 29% remained neutral to the statement. 84% were of the opinion that Government need to find new ways of reducing the number of out of school children and children admitted under RTE reservation are treated with dignity and equality by their peers and teachers. 71% said participation of local community in the developmental plans of the school helps the school and teachers to become more functional. Most of the principals believed that micro planning helped a lot in achieving the goal of Universalization of Elementary Education.

#### 4.6.4 The Principals' perceptions on the Monitoring Mechanism under RTE Act, 2009

Table 4.75 summarizes the data related to the perception of the principals on the Monitoring Mechanism under RTE Act 2209. Ten statements were included in this section included the perception of the principals on various factors like, effect on School Management Committee (SMC), involvement of parents and Working of commissions like NCPCR & SCPCR. The results are given in the table.

**Table: 4.75**

*The Principals' perceptions on the Monitoring Mechanism*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	School Management Committee (SMC) is constituted in my school as per the requirement of RTE Act, 2009.	5 (15)	4 (10)	26 (75)	0 (0)	0 (0)
2	Working of SMC helped in improving the quality of education.	13 (38)	18 (52)	4 (10)	0 (0)	0 (0)
3	Working of SMC is difficult as parents don't take active interest in its working.	2 (4)	11 (32)	16 (46)	6 (18)	0 (0)
4	SMC (School Management Committee) helps in the smooth functioning of the school.	22 (63)	10 (29)	3 (8)	0 (0)	0 (0)
5	Parents also contribute in the development of my school through SMC	3 (9)	4 (11)	28 (80)	0 (0)	0 (0)
6	The SMC helps in monitoring the curricular and co-curricular activities of my school.	18 (52)	11 (32)	6 (16)	0 (0)	0 (0)
7	The school conduct PTA (Parent Teacher Association) meetings at regular basis.	21 (60)	10 (29)	2 (6)	2 (5)	0 (0)
8	The developmental plans of SMC helps me in the implementation of RTE Act, 2009	12 (35)	12 (35)	11 (30)	0 (0)	0 (0)
9	Representatives of State Advisory Council / National Commission for Protection of Child's Right (NCPCR) visits the school.	10 (29)	10 (29)	10 (29)	5 (13)	0 (0)
10	Working of commissions like NCPCR & SCPCR need to be improved for fulfilling universalization of education.	7 (20)	9 (25)	19 (55)	0 (0)	0 (0)

Surprisingly only 25% of the principals said that School Management Committee (SMC) is constituted in my school as per the requirement of RTE Act, 2009 and ironically, 75% respondents remained neutral to the statement. But 90% agreed to the role of working of SMC in improving the quality of education and smooth functioning of the school. But some (36%)

shared working of SMC is difficult as parents don't take active interest in its working. 20% principals said that parents also contribute in the development of the school through SMC but 80% were neutral in their attitude. Most respondents (84%) said SMC helped in monitoring the curricular and co-curricular activities of the school and the school conduct PTA (Parent Teacher Association) meetings at regular basis. 70% principals said that the developmental plans of SMC helped them in the implementation of RTE Act, 2009. Around half of the respondents (58%) said that representatives of State Advisory Council / National Commission for Protection of Child's Right (NCPCR) visits the school but working of commissions like NCPCR & SCPCR need to be improved for fulfilling universalization of education.

#### 4.6.5 The Teachers' perceptions on the admission process under RTE Act, 2009

Table 4.76 summarizes the data related to the perception of the teachers on the admission process under RTE Act 2209. Three statements were included in this section included the perception of the teachers on various provisions related to admission like, age appropriate class, though teachers are not directly involved in the admission process. The results are given in the table.

**Table: 4.76**

*The Teachers' perceptions on the Admission Process*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	There are special efforts taken for out of school children to be admitted in age appropriate class.	51 (17)	163 (53)	74 (24)	20 (6)	0 (0)
2	Admitting children in age appropriate class is a positive step.	121 (39)	165 (54)	21 (7)	1 (0)	0 (0)
3	It is difficult to admit students in age appropriate class as giving special training is not practical.	32 (10)	65 (21)	169 (55)	42 (14)	0 (0)

Most of the teachers (70%) of the teachers said that there are special efforts taken for out of school children to be admitted in age appropriate class and 93% said admitting children in age appropriate class is a positive step. But 55% teachers remained neutral to the statement that it is difficult to admit students in age appropriate class as giving special training is not practical and 31% teachers agreed to the statement.

#### 4.6.6 The Teachers' perceptions on the pedagogic practices under RTE Act, 2009

Table 4.77 summarizes the data related to the perception of the teachers on the Pedagogic process followed in schools under RTE Act 2009. Ten statements were included in this section included the perception of the teachers on various provisions related to pedagogic practices like, availability of teachers, no detention policy, corporal punishment and providing special training age appropriate class. The results are given in the table.

**Table: 4.77**

*The Teachers' perceptions on the Pedagogic Practices*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Providing special training for children admitted in age appropriate class is not practical.	29 (10)	133 (43)	100 (32)	46 (15)	0 (0)
2	There is no provision for special training to drop out in my school.	23 (7)	100 (32)	94 (31)	91 (30)	0 (0)
3	We retain children in the same class for two or more years if they are found weak in studies.	13 (4)	98 (32)	128 (42)	69 (22)	0 (0)
4	I think that students should be punished if they don't pay attention.	12 (4)	85 (28)	82 (27)	129 (42)	0 (0)
5	The school provides special training to teachers in the area of disabilities.	37 (12)	104 (34)	133 (43)	34 (11)	0 (0)
6	No detention policy effected the learning outcome.	33 (11)	178 (58)	72 (23)	25 (8)	0 (0)
7	The Act made qualified teachers available in my school.	115 (37)	124 (40)	67 (22)	2 (1)	0 (0)
8	The classrooms have become child centric and child friendly.	168 (54)	119 (39)	19 (6)	2 (1)	0 (0)
9	Classroom management issues increased after the implementation of RTE Act as punishment is banned.	34 (11)	89 (29)	131 (42)	54 (18)	0 (0)
10	Changes brought by the act helped in improving the academic outcomes.	125 (41)	139 (44)	33 (11)	11 (4)	0 (0)

RTE Act gives a clear direction regarding the pedagogical practices to be followed to bring good results in the students. But 53% teachers thought providing special training for children admitted in age appropriate class is not practical and 39% teachers said there is no provision for special training to drop out in my school. 36% said retain children in the same class for two or more years if they are found weak in studies for which 42% neutral and 22% disagreed to this. 69% expressed that detention policy effected the learning outcome. Moreover, 32%

thought that students should be punished if they don't pay attention. 46% said school provides special training to teachers in the area of disabilities. Most of them said that the Act made qualified teachers available in my school. 93% teachers agreed that the classrooms have become child centric and child friendly. Around 40% shared that classroom management issues increased after the implementation of RTE Act as punishment is banned. Teachers who participated in the survey strongly showed that the changes brought by the act helped in improving the academic outcomes and RTE Act has increased the overall effectiveness.

#### 4.6.7 The Teachers perceptions on the Equity and Inclusiveness under RTE Act, 2009

Table 4.78 summarizes the data related to the perception of the teachers on the equity and inclusiveness under RTE Act 2209. Ten statements were included in this section which included the perception of the teachers on various provisions like, reservation policy, equality, social inclusion. The results are given in the table.

**Table: 4.78**

*The Teachers perceptions on the Equity and Inclusiveness*

Sl.No	Statements	Stro ngly Agr	Agr ee	Neu tral	Disa gree	Stro ngly Disa
1	The school follows reservation policy prescribed in RTE Act while admitting students.	133 (43)	156 (51)	15 (5)	4 (1)	0 (0)
2	RTE Act enabled children from poor families' access quality education.	149 (48)	124 (40)	27 (9)	8 (3)	0 (0)
3	RTE Act helped to end child labor.	154 (50)	101 (32)	39 (13)	14 (5)	0 (0)
4	RTE Act helped to end child marriages	147 (48)	104 (34)	37 (12)	20 (6)	0 (0)
5	Students are treated at par with all the other children in the school.	173 (56)	99 (32)	24 (8)	12 (4)	0 (0)
6	RTE Act led to social and cultural inclusion.	111 (36)	132 (43)	55 (18)	10 (3)	0 (0)
7	Teachers are appointed specially for handling disabled children.	21 (7)	180 (58)	42 (14)	65 (21)	0 (0)
8	Special training is provided for teachers in handling disabled children.	2 (1)	118 (38)	136 (44)	52 (17)	0 (0)
9	Students admitted as per reservation feel adjustment problem in school.	25 (8)	68 (22)	134 (44)	81 (26)	0 (0)
10	Children admitted under RTE reservation are treated with dignity and equality by their peers and teachers.	152 (49)	128 (42)	26 (8)	2 (1)	0 (0)

The teachers who participated in the survey said the school follows reservation policy prescribed in RTE Act while admitting students. Majority of the teachers (64%) said amendments in No detention policy was highly appreciable. Most of the teachers (82%) said RTE Act helped to end child labor and child marriages and believed that RTE Act enabled children from poor families' access quality education and Students are treated at par with all the other children in the school which leads to social and cultural inclusion. 65% said teachers are appointed specially for handling disabled children where as 39% teachers said special training is provided for teachers in handling disabled children. To the statement, students admitted as per reservation feel adjustment problem in school, 30% teachers agreed and 44% remained neutral. Teachers said that children admitted under RTE reservation are treated with dignity and equality by their peers and teachers

#### 4.6.8 The Teachers' perceptions on the Monitoring Mechanism under RTE Act, 2009

Table 4.79 summarizes the data related to the perception of the teachers on the monitoring mechanism under RTE Act 2209. Three statements were included in this section included the perception of the teachers on various provisions like, formulation of SMC, PTA and micro planning. The results are given in the table.

**Table: 4.79**

*The Teachers perceptions on the Monitoring Mechanism*

Sl.No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	SMC (School Management Committee) helps in the smooth functioning of the school.	142 (47)	143 (46)	22 (7)	1 (0)	0 (0)
2	The school conduct PTA (Parent Teacher Association) meetings at regular basis.	139 (45)	145 (47)	22 (7)	2 (1)	0 (0)
3	Participation of local community in the developmental plans of the school helps the school and teachers to become more functional.	44 (14)	146 (48)	109 (35)	9 (3)	0 (0)

Teachers felt that SMC (School Management Committee) helped in the smooth functioning of the he school. Most of the teachers (92%) said the school conduct PTA (Parent Teacher Association) meetings at regular basis.62% of the teachers said that participation of local community in the developmental plans of the school helps the school and teachers to become more functional.

#### 4.6.9 The Students' perceptions on the admission and pedagogic practices under RTE Act, 2009

Table 4.80 summarizes the data related to the perception of the students on the Pedagogic process followed in schools under RTE Act 2209. Five statements were included in this section included the perception of the students on various provisions related to pedagogic practices like, no detention policy, corporal punishment and classroom atmosphere. The results are given in the table.

**Table: 4.80**

*The students' perceptions on the Pedagogic Practices*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Children are admitted in age appropriate class.	139 (27)	82 (16)	273 (53)	12 (2)	10 (2)
2	In my school, children are retained in the same class for two or more years if they are found weak in studies.	25 (5)	65 (13)	85 (16)	287 (56)	54 (10)
3	I understand what is taught in the class.	287 (56)	18 (3)	206 (40)	4 (1)	1 (0.2)
4	I am able to complete my homework without anyone's help.	131 (25)	66 (13)	285 (55)	31 (6)	3 (1)
5	Class rooms are child centric and child friendly.	263 (51)	45 (9)	203 (39)	4 (1)	1 (1)
6	Teachers create a friendly atmosphere in the classroom.	305 (59)	21 (4)	179 (35)	9 (2)	2 (0.4)

43% students shared that children are admitted in age appropriate class in which 53% remained neutral. Only 18% RTE students said that children are retained in the same class for two or more years if they are found weak in studies. 66% disagreed to this. 59% said that they understand what is taught in the class 40% didn't comment on this by staying neutral. 38% said they are able to complete homework without anyone's help. 60% said class rooms are child centric and child friendly and teachers create a friendly atmosphere in the classroom.

#### 4.6.10 The Students perceptions on the Equity and Inclusiveness under RTE Act, 2009

Table 4.81 summarizes the data related to the perception of the students on the equity and inclusiveness under RTE Act 2209. Eight statements were included in this section which included the perception of the students on various provisions based on, reservation policy, equality, social inclusion. The results are given in the table.

**Table: 4.81**

*The Students' perceptions on the Equity and Inclusiveness*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Students are treated at par with all the other children in the school.	237 (46)	60 (12)	203 (39)	11 (2)	5 (1)
2	I am enjoying all the facilities in the school just like any other student of the school.	286 (55)	23 (4)	199 (39)	2 (0.4)	6 (1)
3	My parents attend the parent teacher meetings regularly.	242 (47)	84 (16)	182 (35)	6 (1)	2 (0.4)
4	I am very happy to get an opportunity to study in this school.	303 (59)	16 (3)	194 (38)	3 (1)	0 (0)
5	There is no atmosphere of fear in school	149 (29)	56 (11)	273 (53)	27 (5)	11 (2)
6	I participate in the sports activities at your school.	249 (48)	42 (8)	196 (38)	23 (4)	6 (1)
7	Children admitted under RTE reservation are treated with dignity and equality by their peers and teachers.	264 (51)	42 (8)	194 (38)	6 (1)	10 (2)
8	All the students in the class get a fair chance to be the monitor of the class.	266 (52)	40 (8)	188 (36)	12 (2)	10 (2)

58% Students admitted that they are treated at par with all the other children in the school and they enjoy all the facilities in the school just like any other student of the school. 63% students said their parents get a chance to attend the parent teacher meetings regularly. 62% RTE students said that they are very happy to get an opportunity to study in that school. 40% said there is no atmosphere of fear in school for which 53% remained neutral. 56% said they participate in the sports activities at your school. 59% children admitted under RTE reservation are treated with dignity and equality by their peers and teachers. 60% said all the students in the class get a fair chance to be the monitor of the class.

#### 4.6.11 The Students' perceptions on the Monitoring Mechanism under RTE Act, 2009

Table 4.82 summarizes the data related to the perception of the students on the monitoring mechanism under RTE Act 2209. Three statements were included in this section included the perception of the students on various provisions like, formulation of SMC, PTA and micro planning. The results are given in the table.

**Table: 4.82**

*The Students' perceptions on the Monitoring Mechanism*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The school conduct PTA (Parent Teacher Association) meetings at regular basis.	284 (55)	21 (4)	155 (30)	49 (9)	7 (1)

Majority of the RTE students said the school conduct PTA (Parent Teacher Association) meetings at regular basis.

#### 4.5.12 The Parents' perceptions on the admission process under RTE Act, 2009

Table 4.83 summarizes the data related to the perception of the parents on the admission process under RTE Act 2209. Three statements were included in this section included the perception of the parents on various provisions related to admission like, screening procedure and capitation fee. The results are given in the table.

**Table: 4.83**

*The Parents' perceptions on the Admission Process*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Screening procedure is there during admission.	47 (11)	189 (46)	63 (15)	19 (5)	93 (23)
2	Capitation fee/ donation is taken during admission of children in school.	18 (4)	39 (9)	68 (17)	171 (42)	115 (28)
3	I am happy that my child got admission in a good school through RTE Act,2009	198 (48)	194 (47)	17 (5)	2 (0.4)	0 (0)

57% of the parents said that screening procedure is there in schools during admission. Only 28% denied this and 15% remained neutral. 70% of the parents said that capitation fee/ donation is not taken during admission of children in school. 95% of the parents shared that they feel happy as the child got admission in a good school through RTE Act, 2009.

#### 4.6.13 The Parents' perceptions on the pedagogic practices under RTE Act, 2009

Table 4.84 summarizes the data related to the perception of the parents on the Pedagogic process followed in schools under RTE Act 2009. Eleven statements were included in this section included the perception of the parents on various provisions related to pedagogic practices like, availability of teachers, no detention policy, corporal punishment and learning outcome. The results are given in the table.

**Table: 4.84**

*The Parents' perceptions on the Pedagogic Practices*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teaching in mother tongue in the class is very important.	95 (23)	194 (47)	94 (23)	26 (6)	2 (0.4)
2	I think private schools are better than government schools in providing quality education.	150 (36)	75 (18)	124 (30)	59 (14)	3 (1)
3	Exams are necessary at every level in school.	191 (46)	195 (47)	18 (4)	4 (1)	3 (1)
4	Detaining the weak students is necessary to improve the quality of education.	137 (33)	166 (40)	47 (11)	53 (13)	8 (2)
5	There are enough number of qualified teachers in the school for curricular and co-curricular activities in the school.	164 (40)	172 (42)	26 (6)	47 (11)	2 (0.4)
6	My child is getting good marks and progressing academically.	105 (26)	221 (54)	81 (20)	4 (1)	0 (0)
7	My child can complete homework without anybody's help.	112 (27)	255 (62)	33 (8)	8 (2)	3 (1)
8	According to me, the school has improved the skills of my child.	148 (36)	241 (59)	15 (4)	3 (1)	4 (1)
9	Ban on punishment of children is a good step.	85 (21)	160 (39)	37 (9)	123 (30)	6 (1)
10	Free education must start from preprimary section onwards.	97 (24)	202 (49)	102 (25)	6 (1)	4 (1)
11	Free education must be extended to higher classes too.	109 (27)	166 (40)	120 (29)	12 (3)	4 (1)

70% parents said that teaching in mother tongue in the class is very important. 54% thought that private schools are better than government schools in providing quality education where as 30% remained neutral. 93% said exams are necessary at every level in school and 73% shared that detaining the weak students is necessary to improve the quality of education. 82% said there are enough number of qualified teachers in the school for curricular and co-curricular activities in the school. 80% said that the child is getting good marks and progressing academically after joining that school when 89% said that their children complete homework without anybody's help. Moreover 95% parents said that the school improved the skill of the child. Majority of the parents felt that ban on punishment is a great step. 73% said free education must start from preprimary section onwards and free education must be extended to higher classes too.

#### 4.6.14 The Parents' perceptions on the Equity and Inclusiveness under RTE Act, 2009

Table 4.85 summarizes the data related to the perception of the parents on the equity and inclusiveness under RTE Act 2009. Ten statements were included in this section which included the perception of the parents on various provisions like, reservation policy, equality, social inclusion. The results are given in the table.

**Table: 4.85**

*The parents' perceptions on the Equity and Inclusiveness*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	25% reservation as per the Provisions in the RTE Act provided equal opportunity for development for all sections of society.	81 (20)	265 (64)	36 (9)	24 (6)	5 (1)
2	It is easy to find schools in the neighborhood.	85 (21)	266 (65)	47 (11)	12 (3)	1 (0.2)
3	Parents also get opportunities to give their suggestions through SMC	93 (23)	256 (62)	42 (10)	19 (5)	1 (0.2)
4	My child feels happy and safe in school.	205 (50)	192 (47)	11 (3)	1 (0.2)	2 (0.4)
5	Students are treated at par with all the other children in the school.	156 (38)	227 (55)	21 (5)	5 (1)	2 (0.4)
6	My child face adjustment problem in private school as majority of children in the class are from elite category of society.	24 (6)	60 (15)	96	199 (48)	32 (8)

84% parents claimed that 25% reservation as per the Provisions in the RTE Act provided equal opportunity for development for all sections of society. 86% said that it is easy to find schools in the neighborhood. 85% parents said they get opportunities to give their suggestions through SMC. Parents of RTE children strongly said that their children feel happy and safe in school and the children are treated at par with all the other children in the school. 56% parents denied the statement that the children face adjustment problem in private school as majority of children in the class are from elite category of society.

#### **4.6.15 The Parents' perceptions on the Monitoring Mechanism under RTE Act, 2009**

Table 4.86 summarizes the data related to the perception of the parents on the monitoring mechanism under RTE Act, 2009. Three statements were included in this section included the perception of the parents on various provisions like, formulation of SMC, PTA and micro planning. The results are given in the table.

**Table: 4.86**

*The Parents' perceptions on the Monitoring Mechanism*

Sl.No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I attend PTM regularly.	157 (38)	196 (48)	29 (7)	26 (6)	3 (1)
2	Parent Teacher Meeting is conducted in the school at regular intervals.	173 (42)	178 (43)	26 (6)	31 (8)	3 (1)
3	Working of SMC (School Management Committee) helps in improving the quality of education.	92 (22)	267 (65)	46 (11)	5 (1)	1 (0.2)

Majority of parents (86%) attend PTM regularly and shared that Parent Teacher Meeting is conducted in the school at regular intervals. Around 87% said Working of SMC (School Management Committee) helps in improving the quality of education.

Thus while discussing with the stakeholders, it showed the general acceptance the stakeholders had about the provisions of RTE Act, 2009. The opinion of the principals showed that half of the principals were in favour of screening procedure during admission to ensure quality in the students but principals had diverse opinion regarding capitation fee. The respondents said that schools were equipped with infrastructure facilities but MDM system needed to be improved. The monitoring mechanism also needed to be more efficient. As per majority of the principals,

RTE Act has increased the overall effectiveness of school education in India. Overall, the principals opined that changes brought by the act helped in improving the academic outcomes. Teachers shared a positive attitude towards the idea of admitting students in age appropriate classes but opined that providing age appropriate learning experiences might not be feasible. . As per the opinion of the teachers, a situation of equity and social inclusion is created to an extent with the introduction of RTE Act, 2009. It could bring an end to social evils like child labour and child marriages and the children are treated with dignity and respect in schools. Opinion of the teachers show that micro planning is successfully working with the schools. RTE Act has increased the overall effectiveness of school education in India. Students expressed their happiness in getting admission in better schools and shared that they don't feel any kind of discrimination in schools. But the researcher could draw out that there is a need to ensure better MDM system and availability of free textbooks. Majority of parents admitted that screening procedure is still there in schools. But they were happy that their children got an opportunity to study in good schools due to RTE Act.

## 4.7 QUALITATIVE ANALYSIS

As part of the data collection process the researcher interacted with various government authorities and collected qualitative data, which are presented below.

### 4.7.1 Interview schedule with the officer, Primary Shikshan, Gandhinagar

1. RTE ના અમલીકરણની સ્થિતિ શું છે, જ્યારે તે 10 વર્ષ પૂર્ણ કરે છે?

- RTE એક્ટ-૨૦૦૯ના અનુસંધાને ગુજરાત રાજ્ય દ્વારા તા. ૧૮/૦૨/૨૦૧૨ના જાહેરનામા થી ગુજરાત આર.ટી.ઈ રૂલ્સ-૨૦૧૨ જાહેર કરી સમગ્ર રાજ્યમાં તેની અમલવારી શરૂ કરવામાં આવેલ હતી
- RTE એક્ટ-૨૦૦૯ની કલમ ૧૨.૧.સી હેઠળ નબળા અને વંચિત જૂથના બાળકોને ધોરણ-૧માં વિનામૂલ્યે રાજ્યની બિન અનુદાનિત ખાનગી પ્રાથમિક શાળાઓમાં પ્રવેશની તક મળી શકે તે માટે રાજ્ય સરકાર દ્વારા શૈક્ષણિક વર્ષ ૨૦૧૩-૧૪ થી પ્રવેશ પ્રક્રિયા હાથ ધરવામાં આવે છે.
- સદર યોજના હેઠળ શૈક્ષણિક વર્ષ ૨૦૧૩-૧૪ થી શૈક્ષણિક વર્ષ ૨૦૨૩-૨૪ સુધીમાં એકંદરે કુલ ૫,૬૪,૯૯૫ નબળા અને વંચિત જૂથના બાળકોને ખાનગી પ્રાથમિક શાળાઓમાં વિનામૂલ્યે પ્રવેશ આપી ગુણવત્તા યુક્ત શિક્ષણનો લાભ રાજ્ય સરકાર દ્વારા આપવામાં આવેલ છે.

2. RTE એક્ટ, 2009 ના અમલીકરણમાં કયા મુદ્દાઓ અને પડકારો હતા/છે?

- RTE એક્ટ-૨૦૦૯ની કલમ ૧૨.૧.સી હેઠળ રાજ્યમાં આવેલ તમામ બિન અનુદાનિત ખાનગી પ્રાથમિક શાળાઓમાં ધોરણ-૧માં ૨૫% મુજબ ઉપલબ્ધ સિટો પર પ્રવેશ ફાળવવા અર્થેની કામગીરી શૈક્ષણિક વર્ષ ૨૦૧૩-૧૪માં પ્રથમ વર્ષે પ્રાયોગિક ધોરણે ૭ મહાનગર પાલિકા વિસ્તાર માટે અમલમાં લાવવામાં આવેલ.
- શૈક્ષણિક વર્ષ ૨૦૧૩-૧૪ થી શૈક્ષણિક વર્ષ ૨૦૧૬-૧૭ સુધી આ કાર્યવાહી જિલ્લા કક્ષાએ જિલ્લા કચેરી ખાતે કેમ્પ યોજી પ્રવેશ મેળવવા ઈચ્છુક વાલીઓ પાસેથી આનુસાંગિક આધારો ની ચકાસણી કરી ઓફલાઈન પ્રવેશ આપવામાં આવતો હતો. સમયાંતરે અરજદારશ્રીઓમાં જાગૃતી આવતા જિલ્લા કક્ષાએ ઓફલાઈન પ્રવેશ પ્રક્રિયા યોજવી પડકાર જનક થવા પામેલ.
- આથી, શૈક્ષણિક વર્ષ ૨૦૧૭-૧૮થી RTE પ્રવેશ પ્રક્રિયા અન્વયે રાજ્ય કક્ષાએ ઓનલાઈન વેબપોર્ટલ ડેવલપ કરી અરજદારશ્રીઓ પાસેથી ઓનલાઈન ફોર્મમાં માંગણી કરેલ શાળાઓમાં શિક્ષણ વિભાગ દ્વારા વખતોવખત નિયત કરવામાં આવેલ નિયમો/જોગવાઈના અનુસંધાને ઓનલાઈન RTE પ્રવેશ પ્રક્રિયાનો સાર્વજનિક જનરેટ કરી સંપૂર્ણ પારદર્શિતા અને સમયમર્યાદામાં પ્રવેશ પ્રક્રિયા પૂર્ણ કરવાના પ્રયત્નો હાથ ધરવામાં આવ્યા છે.

3. સુધારણા માટે તમારા સૂચનો શું છે?

- હાલ કોઈ સૂચન નથી.

4. તે ક્યાં સુધી સફળ છે?

- RTE એક્ટ-૨૦૦૯ની કલમ ૧૨.૧.સી હેઠળ નબળા અને વંચિત જૂથના બાળકોને વિનામૂલ્યે ધોરણ-૧માં બિન અનુદાનિત ખાનગી પ્રાથમિક શાળાઓમાં અભ્યાસ નો લાભ આપવા અંગેની યોજના અન્વયે પ્રતિવર્ષ ઉત્તરોત્તર પ્રવેશની સંખ્યામાં વધારો થયેલ છે. અને શિક્ષણ વિભાગ દ્વારા વખતોવખત ઉમેરવામાં આવેલ પ્રવેશની કેટેગરી તથા અન્ય કરવામાં આવેલ સુધારાઓના પગલે સાચા અને જરૂરીયાતમંદ બાળકોને જ આ યોજના હેઠળ પ્રવેશ આપવા અંગે લેવામાં આવેલ પગલાઓને કારણે આ યોજના સફળ થવા પામેલ છે.

5. શિક્ષણના સાર્વત્રિકરણની અનુભૂતિમાં તે આપણને કેવી રીતે મદદ કરશે?

- RTE એક્ટ-૨૦૦૯ની કલમ ૧૨.૧.સી હેઠળ નબળા અને વંચિત જૂથના બાળકોને વિનામૂલ્યે ધોરણ-૧માં બિન અનુદાનિત ખાનગી પ્રાથમિક શાળાઓમાં અભ્યાસ નો લાભ આપવા અંગેની યોજના અન્વયે ગરીબ વર્ગના બાળકોને પણ સારી અને ઉચ્ચ ગુણવત્તાયુક્ત ખાનગી પ્રાથમિક શાળાઓમાં રાજ્ય સરકાર દ્વારા પ્રવેશ આપી ખાનગી શાળાઓમાં અન્ય સામાન્ય વિદ્યાર્થીઓની જેમ અભ્યાસની તક આપી બાળકોના સર્વાંગી વિકાસ તથા સારા શૈક્ષણિક વાતાવરણમાં બાળક અભ્યાસ મેળવી શકે તે માટે રાજ્ય સરકાર અગ્રેસર છે.

6. NEP 2020 નું અમલીકરણ RTE 2009 ના અમલીકરણ પર કેવી અસર કરશે?

- રાષ્ટ્રીય શિક્ષણ નીતિ, ૨૦૨૦ અન્વયે તા. ૧૬/૦૬/૨૦૨૧નાં રોજ માન. શિક્ષણમંત્રીશ્રીની અધ્યક્ષતામાં યોજાયેલ ટાસ્ક ફોર્સની પાંચમી બેઠકમાં લેવાયેલ નિર્ણય મુજબ ગુજરાતમાં હાલના ૧૦+૨ના શાળાકીય માળખામાં NEP 2020 મુજબ ફેરફાર કરી ૫+૩+૩+૪ અનુસાર કરવાનો નિર્ણય થયેલ છે.
- પ્રથમ ૨ વર્ષ (એટલે કે, બાળકની ઉંમરના ૩+ વર્ષથી) – આંગણવાડી (પૂર્વ પ્રાથમિક – શિશુકક્ષા-૧ અને શિશુકક્ષા-૨) માં રહેશે.
- ત્યારપછીનું ૧ વર્ષ (એટલે કે, બાળકની ઉંમરના ૫+ વર્ષથી) – બાલવાટીકા તરીકે ઓળખાશે, જે સરકારી પ્રાથમિક શાળા સાથે જોડાશે.
- જ્યારે બાળકની ઉંમરના ૬+ વર્ષથી ધોરણ-૧ના શિક્ષણની શરૂઆત કરવામાં આવશે.
- બાલવાટીકાનો ફરજિયાત સાર્વત્રિક અમલ વર્ષ ૨૦૨૩-૨૪ થી કરવાનો નિર્ણય કરવામાં આવેલ છે. જેના કારણે હકારાત્મક અસરો આવનારા વર્ષોમાં જોવા મળશે.

The above response can be translated to English as follows.

1. What is the status of implementation of RTE, when it completes 10 years?

→Pursuant to RTE Act-2009 by the notification dated 18/02/2012 From the State of Gujarat - Gujarat RTE Rules-2012 was announced and its implementation started in the entire state.

→Under Section 12.1.C of RTE Act-2009, the admission process is being conducted by the State Government from the academic year 2013-14 to enable the children of the weaker and disadvantaged groups to get admission in the state's unaided private primary schools free of cost in class-1.

→Under Sadar Yojana, from the academic year 2013-14 to the academic year 2023-24, a total of 5,64,995 children from weak and disadvantaged groups have been given the benefit of quality education by giving free admission to private primary schools.

2. What were/are the issues and challenges in the implementation of the RTE Act, 2009?

→Under Section 12.1.C of RTE Act-2009, the operation of allocating admissions to 25% of the available seats in all the unaided private primary schools in the state in the first year in the academic year 2013-14 on a pilot basis for 7 metropolitan areas implemented.

→From the academic year 2013-14 to the academic year 2016-17, this procedure was conducted at the district level by conducting a camp at the district office, after verifying the relevant documents from the parents who wanted to get admission, offline admission was given. With the awareness among the applicants from time to time, it becomes challenging to conduct offline admission process at the district level.

→Hence, from the academic year 2017-18, the state level has developed an online web portal for the RTE admission process to generate a round of online RTE admission process in accordance with the rules/provisions laid down by the Education Department from time to time in the schools that have requested the applicants in the online form and complete the admission process within the time limit.

3. What are your suggestions for improvement?

There are currently no suggestions.

4. How successful is RTE implementation in Gujarat?

→Under Section 12.1.C of the RTE Act-2009, the number of admissions has been progressively increased every year. Under this scheme, the children belonging to the weaker and disadvantaged groups are provided the benefit of studying in unaided private primary schools in class-1 free of cost. Steps are taken by the Education Department to admit only the genuine and needy children under the scheme, both by the addition of admission category and other reforms made from time to time, this scheme has become successful.

5. How will the RTE Act help us in realizing universalization of education?

→Under Section 12.1.C of the RTE Act-2009, under the scheme to provide the benefit of studying in unaided private primary schools in class-1 free of charge to the children of the weak and disadvantaged groups, the state government also admitted the children of the poor families to good and high quality private primary schools. The state government is a pioneer in providing the opportunity to study like other normal students in schools for the overall development of children and for the child to study in a good educational environment.

6. How will the implementation of NEP 2020 affect the implementation of RTE 2009?
- As per National Education Policy, 2020 dt. On 16/06/2021 - According to the decision taken in the fifth meeting of the task force held under the chairmanship of the Hon. Minister of Education, it has been decided to change the current school structure of 10+2 in Gujarat as per NEP 2020 to 5+3+3+4.
  - First 2 years (ie, 3+ years of child's age) – will be in Anganwadi (pre-primary – Shishuksha-1 and Shishuksha-2).
  - 1st year thereafter (ie, 5+ years of child's age) – will be known as Balwatika, which will be attached to a Government Primary School.
  - When the child is 6+ years of age, the education of class-1 will be started.
  - It has been decided to make compulsory universal implementation of Balwatika from the year 2023-24. Due to which positive effects will be seen in the coming years.

#### **4.7.2 Interview with the DEO, Vadoadara**

1. What is the status of implementation of RTE, on its completion of 10 years?  
During the interview, the District Education Officer, Vadodara shared that implementation of RTE act is 100% in Vadodara, except in the matters like, a) School Recognition, b) Not adding preprimary under the Act and 25% seat allocation in schools. c) Digitalization of school Records is going on, not yet completed. It gave the parents and students the right to get good quality education in the school that they like without any financial constraints.
2. What are the issues and challenges in the implementation of RT Act, 2009?  
There are certain issues and challenges in the implementation of the RTE Act, 2009. They are, a) 25% seat allocation in private schools for the students was the biggest challenge. b) Recognition of Primary Education: Earlier primary education recognition was according to Bombay Primary Education Rules, 1949, rule 106. RTE Act is demanding the schools to get recognition, Act 14. But permanent recognition is not sought by many schools. Recognition is given to only those schools which satisfy the requirements in the Act. And provisional recognition is given for three years. The three years given for fulfilling the requirements in the Act. Many schools have not renewed the provisional recognition. Authorities, when they want to withdraw the recognition, are not sure whether to follow the conditions/ requirements in the Bombay Primary

Education Rules, 1949, rule 106 or RTE Act, 2009. c) Teacher Pupil Ratio: Teacher Pupil Ratio was not proper. To arrange enough teachers was a challenge. d) SMC constitution not in rural: SMC was not constituted in the proper way especially in rural/village areas, instead village education committee was there. So constitution of the SMC in schools was a challenge. The principals controlled everything. e) Related to Physically Challenged: Disability maybe of various types, it's not possible to appoint more special teachers in a school as per the disability, for one or two special students. And if he students transfer, the teacher's job will be in question. So, special teachers appointed commonly for a cluster can be utilized by all schools in the cluster. These special children cannot be made to sit with other students, at the same time, if made to sit separately, other teachers cannot handle them properly. Thus, to bring such children to the mainstream is also a challenge.

3. What are your suggestions for the improvement?

According to the District Education Officer, Vadodara, Act is perfect. Rules need changes. Some of them can be listed as, Preprimary must be added for which constitution amendment is needed. Right to education mentions only 6-14 years.

25% of intake for uniformity: number of students admitted under RTE must be fixed so that data need not be taken every time.

Teachers training can include special training for teachers in handling disabled students  
Recognition of schools and withdrawal power must with the same agency/ authority.

4. To what extent RT Act, 2009 is successful?

RTE Act, 2009 is successful in the district to a great extent. Section 12 of RT Act, 2009 is successful. Section 12 of the Act fixes the responsibility of private unaided schools to provide free and compulsory education to children from weaker and disadvantaged sections by admitting 25% of the total strength of class 1. 25% admission is ensured in the private schools in the state. TPR is also improved as teacher appointment in schools is regularized. RTE Act mandates the minimum infrastructural facilities in the schools to get recognition. As a result of this, Infrastructure facilities are better now. No child who is eligible to get admission under the Act is denied admission due to the lack of proof of age. These guaranteed the success of the Act to an extent. RTE students fulfil the universalisation of elementary education. No detention is good, to retain students in school. After failing, students may dropout and they may involve in antisocial activities.

That can be avoided. When they complete the elementary level, it will definitely add to his personality. Age appropriate admission is also a good idea.

5. How would it help in the realization of Universalisation of elementary education?  
Section 12, providing equal right will definitely bring equality in education. All the sections of the society study together, so no discrimination would be there and no one would be denied education on any basis. When they study together, children get an opportunity to understand other classes of society (Real education). SMC also ensure the involvement of society where everybody's opinion is heard. All these promote the universalization of elementary education.
6. How would the implementation of NEP 2020 effect the implementation of RTE Act, 2009?  
Adding Preprimary would make it more effective that would bring the children to the same level when in std-1. Proper formal school system would come in preprimary level also. Recognition must be given as per Section 14.

As far as Vadodara district is concerned, seats are filled, finance is not a problem (second largest finance allocation in Gujarat is in Vadodara). More awareness is needed in all the sections of the society, then only all deserving children get the benefit. Otherwise it is limited to some communities. Effort is needed in society to give the awareness to the needy.

#### **4.7.3 Interview with the Principals and Teachers**

Most of the principals appreciated the idea and said that the Act was the best attempt for the children by the government. But they opined that it has to reach the right student, otherwise a deserving student would lose the chance. In some schools the Principals appointed separate teachers to provide necessary support to the weak students, (RTE students as well as others) to upgrade them to the level of other students. Extra coaching is provided to them when teachers were free. Once they showed improvement and they reached the level of others, they were left with other students. The teachers selected for the extra coaching discussed with the researcher on how they helped the students. A separate WhatsApp group was created for weak students to be in touch with students and parents. Necessary instructions were given time to time along with extra practice. Worksheets were sent which they had to solve. Parents were asked to help the children.

With the combined effort of the teachers and parents, students were brought to the mainstream. After the necessary improvement they join the rest of the class.

There were cases that the children come from sound background and thus are not eligible to get RTE admission. To check such cases, the principals sent teachers for inspection. It was found that some of them even lived in double story houses and own vehicles. They claimed that it was hereditary property gifted to them. Such cases were reported to the DEO's office. Some principals said that DEO also took necessary action by sending officials for inspection and that if they proved right, they are removed from the RTE seat. At the same time, some principals said that there was a huge difference between RTE students and other students in the class when they join the school. Other students joined the school after three years preprimary education and RTE students come directly to std 1. Most of them didn't even know alphabets. After corona pandemic, the situation became severe as the students could not attend the regular classes during their class 1 and class2 also. Thus, teachers had to start from the basics. As per some principals, discipline was also a problem in the class due to RTE students. They used abusive language in the class that make other students to complain.

One of the principals shared his experience that the RTE students didn't buy the school uniform and didn't follow other rules and regulations of the school. If the schools complained, they complained to the DEO and the officials supported the parents and the students only, considering it as an attack on weaker section. All these create an uneasy situation. One of the private management school principals supported the Act saying that they even help the children of the nearby government school by sharing the large playground and sending notebooks and other necessary things. Some principals said that the students those who are from poor background, take admission and then stop coming. They get the amount given by the government and are happy. Most of the principals agreed that there was no issues regarding government funds though some said that the funds come in portions only and it takes time. He further said that the amount is small and comes after many follow ups. Whereas most of the principals don't give importance to the fund considering it as charity. Some teachers shared that as the RTE students come from such backgrounds where the parents can't help the children in studies due to the language barrier, teachers face problems in the class when it comes to learning and doing homework. When the parents of non RTE students show

continuous monitoring of the children at home, the parents of RTE students would not involve in such matters and thus no support was provided by the parents.

One of the principals expressed that though inclusive education is promoted, trained teachers are not appointed in schools because of which special care is not provided. They also agree that the infrastructure is not disabled friendly. Teachers shared their concern if the RTE seats go to the deserving students or not. There were instances of well to do families making fake income certificate to get the seat. Teachers said that during corona pandemic, very few children faced the problem during online class. Majority of them managed to have mobile with them.

Parents in general were happy about the system. They shared their happiness in getting an opportunity for their children to study in good schools. They expressed that as their children get such an opportunity to be with other students. The parents felt that the children learn good manners and disciplined way of life. Sometimes parents faced problems when they shift their residence, but presently there were provision for the transfer of children. Some parents expressed their concern on what would happen to the children after std 8 as the financial support from the government stops as they wouldn't be able to continue in the same school paying fee as per the normal fee structure of the school. Thus principals and teachers expressed their diverse opinion about the Act.

Focus group discussion with the parents and the RTE students of the selected schools was conducted after taking prior appointment and fixing the date and time with the principals and teachers of different schools. The parents were very enthusiastic about the entire process and they clarified their doubts before marking their answers in the questionnaire given to them. Parents in general were happy about the system. They shared their happiness in getting an opportunity for their children to study in good schools. They expressed that as their children get such an opportunity to be with other students which would help them for a better future. They felt that the children learn good manners and disciplined way of life. Sometimes parents faced problems when they shift their residence. (But as per the recent arrangement, there are provision for the transfer of children). Some parents expressed their concern on what would happen to the children after std 8 as the financial support from the government stops. They wouldn't be able to continue in the same school paying fee as per the normal fee

structure of the school. Students also showed their happiness. Generally they were not aware of the RTE Act or that they were in any way different from others. Students got support from the teachers in the class, so they did not have any issue in understanding the concepts.

The interview with the officers at the state and district level showed that the officers were quite satisfied with the progress and implementation of the Act. Since its inception in 2013, the Act was contributing in bringing quality in the educational sector. Weaker sections get the advantage of the act and were able to get admission in good schools. Awareness is given to the public about the act so that they can make use of the available facilities for their children. There is a need for more awareness to all sections of the society as it was found that some particular categories are in dominance in the list of admitted children. There were some suggestions like bringing uniformity in the admission of RTE students and providing special training to teachers in handling the disabled children. Introduction of National Education Policy would also enhance working of RTE Act as NEP plans to include preprimary schooling also to be brought under formal education. RTE Act would bring equality in the society as they get equal opportunity to grow. Some challenges that still exist in the implementation was also discussed in detail by the officials. Principals and teachers also expressed their diverse opinion about the RTE Act and its implementation. They expressed their view that there were some challenges existing in the implementation of the act, but they all welcomed it considering the purpose it can serve to the society.

## **CONCLUSION**

This chapter presented analysis of the data collected by the researcher during different phases of the study. The data collected by the researcher included both qualitative and quantitative data. Quantitative data analysis presented in the first part and qualitative analysis is shown in the second part. The quantitative analysis is done in two ways to get a comprehensive output. Several findings emerged from the analysis, both from quantitative and qualitative analysis. The data obtained then interpreted through triangulation process following a mixed methodology design. The findings of the study showed the perception of the respondents on various aspects related to school. The various findings drawn from the study are presented in the next chapter.