

Implementation of the Provisions of RTE Act at Elementary schools of Imphal West District : A brief survey

Ranjana Heigrujam (Research Scholar)

Department of Education, Arunachal University of Studies
Namsai, Arunachal Pradesh.

Email: hranjana83@gmail.com

Guide

Dr. Philomina M.J,

Assistant Professor, Department of Education,
The Gandhigram Rural Institute (Deemed to be University),
Gandhigram, Tami Nadu, 624302, India

Abstract

Introduction - According to Article 21, Right to Education Act 2009 the childrens under the age group of 6 to 14 must have access to education without giving any fees under the Indian Constitution. The Act was passed in the year 2009 by the parliament and imposed in other states by the year of 2010.

Objective- The objective of the study is to evaluate whether the provision of free and compulsory education is implemented properly to the knowledge of the parents of the students studying in the elementary schools of Imphal West District of Mnaipur

Methodology -- The researcher has collected primary data has through online survey, performed random interview of parents. Secondary data was collected through relevant research papers, documents and used a mixed method for understanding whether the provision of the Right to Education is implemented adequately in government and government aided schools in Imphal West district of Manipur.

Keywords : RTE ACT- 2009, Free and Compulsory education

1. Introduction

Every child in India has the right to free and compulsory education for completing their elementary grades. According to Article 21, Right to Education Act 2009 the childrens under the age group of 6 to 14 must have access to education without giving any fees under the Indian Constitution (Radhanath, 2021). The Act was passed in the year 2009 by the parliament and imposed in other states by the year of 2010.

The RTE Act -2009 has the following component -

- Real discipline as well as psychological belligerence
- Assessing methodologies for child affirmation.
- Capitation costs.
- Teachers' private higher education costs
- The operation of schools without appreciation.

The act was introduced with an aim of providing the educational benefits to all the childrens along with that it provides the provision for enhancing the quality of education of government schools and setting up ideal guidelines for providing the transference of knowledge and building the future generation.

1.1 Background

The provision for RTE Act -2009 provides a complete set of guidelines, what are educational rights, the age verification process, the school infrastructural development process, funding etc. The important part of this act is to provide free education with compulsory criteria to the students with the age group of 6 to 14 years, therefore it would complete their elementary education and encourage them further to join higher studies (Dhillon, 2019). It makes arrangements and decides the student- teacher ratio for the classroom engagement. The policies need to be implemented in all the schools, however failing to do that would take away the recognition of the school. The paper

would study the features of the RTE Act that are to be followed by the school, it provides the primary report and along with an extensive reality check of the provision being implemented or not.

1.2 Literature Reviews

According to the views of Hoque et al., (2020) The RTE Act ensures youngsters the privileges of opportunity and required training in a nearby grade school until the finish of elementary school. It indicates that 'school educational program' alludes to the reasonable government's liability to simply give unlimited fundamental school and to ensure obligatory induction, class support, and conclusion of elementary school training for all youngsters matured six to fourteen. 'Freedom' suggests that neither one of the kids will be committed to pay any charge, or expenses that would keep the person in question from seeking after and finishing rudimentary training. It accommodates the affirmation of a non-conceded youngster to an age-fitting class.

Rose et al., (2021) defines the obligations of appropriate legislatures, neighborhood states, and guardians in offering free and obligatory education, as well as the information exchange of monetary and other commitments between both the Central and State states. It outlines the principles and assumptions for Pupil Teacher Ratios (PTRs), framework, school work weeks, and instructor working hours, among other things. It ensures that the predetermined student-teacher proportion is maintained for each school, rather than similarly as a standard for the State, District, or square, thereby ensuring that there is no metropolitan country irregularity in educator postings (Alcott et al., 2020). It additionally denies the utilization of educators for non-instructive purposes other than the decennial registration, races to neighboring states, state lawmaking bodies, and parliament, and catastrophe help. It requires the arrangement of suitably prepared instructors, for example, those with the essential section and scholarly qualifications. It precludes physical and mental provocation in evaluating techniques for affirmation of youngsters, capitation expenses for private educational cost by educators, and the activity of schools without acknowledgement.

1.3 Research Gap

RTE Act was introduced to provide free and compulsory education to childrens in the age group of 6 to 14. There are many researches for defining the purpose of RTE Act 2009. However here the researcher aims to provide an empirical study on the implementation of free and compulsory education in elementary schools of government and government aided schools of Imphal West district of Manipur. Along with that, a mixed method is used to find out the provision for free and compulsory education in non-government schools and the researcher highlights the conditions of Government Schools especially in the Rural Areas.

1.4 Research Question

1. How well the arrangement free of charge and mandatory instruction is carried out in elementary schools of government and government aided schools of Imphal West district of Manipur ?
2. What is the arrangement of the RTE ACT for non-public schools' execution of free and obligatory instruction and framework necessity for elementary schools of government and government aided schools of Imphal West district of Manipur?

1.5 Importance of Study

All people are conceived free and with equivalent nobility and privileges. As indicated by the revelation, common freedoms start upon entering the world, and youth is when unique consideration and help are required. It clarifies that 'essential guidance' means the responsibility of the suitable government to give free simple tutoring and to guarantee required confirmation, support, and culmination of simple tutoring to all kids matured six to fourteen. 'Free' suggests that no kid will be expected to pay any kind of cost, charges, or costs that might keep the person being referred to from chasing after and finishing fundamental training.

1.6 Research Objectives

- To evaluate whether the provision of free and compulsory education is implemented properly of government and government aided elementary schools of Imphal West district , Manipur.
- To evaluate the infrastructural conditions of the elementary schools of government and government aided schools of Imphal West district of Manipur .
- To find out the conditions of the school in the rural areas of government and government aided elementary schools of Imphal West district , Manipur

Hypothesis -

H₀–The provision of free and compulsory education under the RTE ACT is not implemented well in elementary schools of government and government aided schools of Imphal West district of Manipur.

H₁--The provision of free and compulsory education under the RTE ACT is implemented well in elementary schools of government and government aided schools of Imphal West district of Manipur.

1.7 Scope and Limitation

The researcher adhered to the ethical standards outlined in the principles that govern. The data gleaned or research papers used during research are only used to look for evidence to answer the research questions. The scope of the study provides the importance of the right to education for the student's in elementary schools of government and government aided schools of Imphal West district of Manipur . The study focuses on the rural childrens, as there is lack of facilities and mostly they are unaware about their rights(Synder,2019).There is a limitation of the study as the research area is very broad and there are numerous schools in elementary schools of government and government aided schools of Imphal West district of Manipur and the population is very high. So from the larger population we took the 100 samples just to have an idea about the scenario of elementary schools of government and government aided schools of Imphal West district of Manipur and whether provisions are actually implemented or not. The results have less accuracy and could be used for generalization. However it would provide information about the research area. The researcher's knowledge was used to create the study results.

2. Research Methodology

The Methodology Section provides the tools and techniques used in the research paper to investigate the research findings or solutions to the research problems. The researcher has used a mixed method for understanding whether the provision of the Right to Education is implemented well in Indian schools or not(Mohajan,2018).The primary method used to provide the responses of students and their parents regarding 10 different factors that has the relevance with the RTE Act 2009 features. The secondary study provides a reality check of the elementary schools of government and government aided schools of Imphal West district of Manipur l. The researcher gathered information from 50 students and their parents randomly selected.

2.1 Research Method and Design

The Researcher has used the Quantitative and Qualitative method in the study. The researcher provides the primary analysis using 10 factors - Hygiene, Regularity of classes, Teacher's engagement, free distribution provision, drinking and sanitization, quality of education, infrasturucal development , zero tolerance of discrimination and school management. The necessary data for this study will be collected through research of all the relevant articles related to the research question. The researcher uses a descriptive design and explanatory research design to highlight the measure findings.

2.2 Research Approach

The research approach is the blueprint of research methodology and design. The research approach includes a collection of assumptions that guide the research to meet the requirement of the research and show a direction to the research. Here, based upon the requirements of research problems, the researcher has undertaken a mixed method; the primary approach is undertaken to provide a survey of the provision and scenario of elementary schools of government and government aided schools of Imphal West district of Manipur and the secondary approach provides the reality check of the provision of the right to education.

3. Analysis of Study

How well the arrangement free of charge and mandatory instruction is carried out in schools of government and government aided elementary schools of Imphal West district , Manipur ?

To get the answer to the above research question, the researcher conducted a primary study and collected data from 50 students and their parents. The students were randomly selected from different Indian schools of the rural belt. The students and parents of rural schools were taken for the study as these areas remain usually ignored. A questionnaire was developed using 10 basic questions asked regarding the quality of education, teaching facilities, and infrastructural development. Responses were collected through an online survey and a t-test was implemented to evaluate the hypothesis (Mehendale et al., 2021).

Difference Scores Calculations

Treatment 1- Parents

$N_1: 47$

$df_1 = N - 1 = 47 - 1 = 46$

$M_1: 61.94$

$SS_1: 8400.81$

$s^2_1 = SS_1/(N - 1) = 8400.81/(47-1) = 182.63$

Treatment 2- Students

$N_2: 50$

$df_2 = N - 1 = 50 - 1 = 49$

$M_2: 38.1$

$SS_2: 978.5$

$s^2_2 = SS_2/(N - 1) = 978.5/(50-1) = 19.97$

T-value Calculation

$s^2_p = ((df_1/(df_1 + df_2)) * s^2_1) + ((df_2/(df_2 + df_2)) * s^2_2) = ((46/95) * 182.63) + ((49/95) * 19.97) = 98.73$

$s^2_{M1} = s^2_p/N_1 = 98.73/47 = 2.1$

$s^2_{M2} = s^2_p/N_2 = 98.73/50 = 1.97$

$t = (M_1 - M_2)/\sqrt{(s^2_{M1} + s^2_{M2})} = 23.84/\sqrt{4.08} = 11.81$

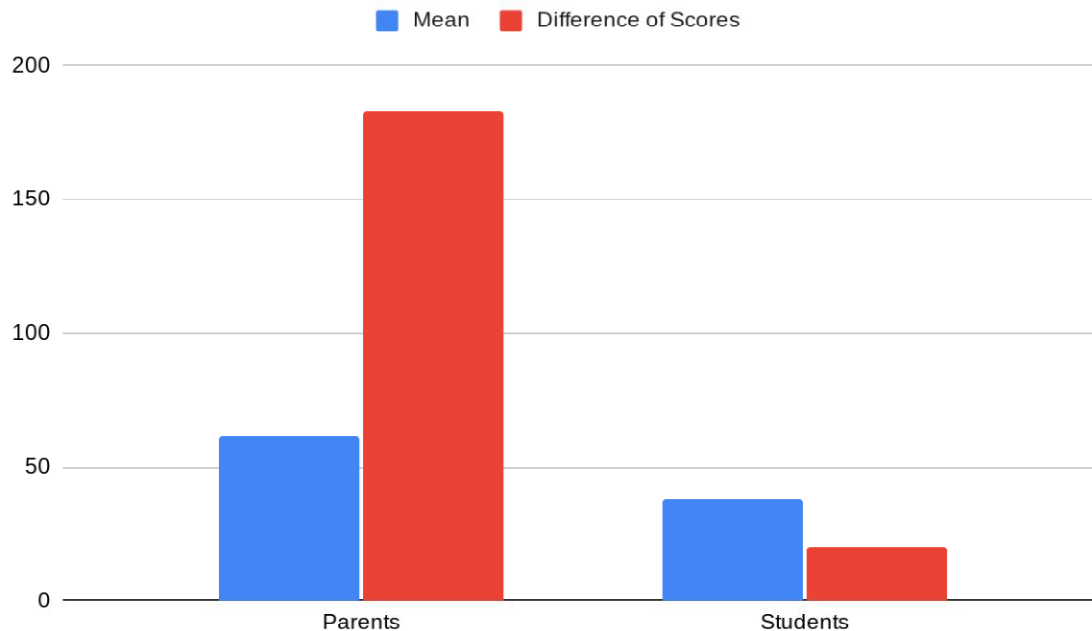
Interpretation

The t- value is 11.807 and the p-value is <. 01. The result is statistically significant. As the p-value is less than the t-value we reject the null hypothesis and accept the alternative hypothesis that the provision of free and compulsory education under the RTE ACT is not implemented properly in elementary schools of government and government aided schools of Imphal West district of Manipur.

	Mean	Difference of Scores
Parents	61.94	182. 63
Students	38.1	19.97

(Fig-1- represents the mean score and difference of the scores)

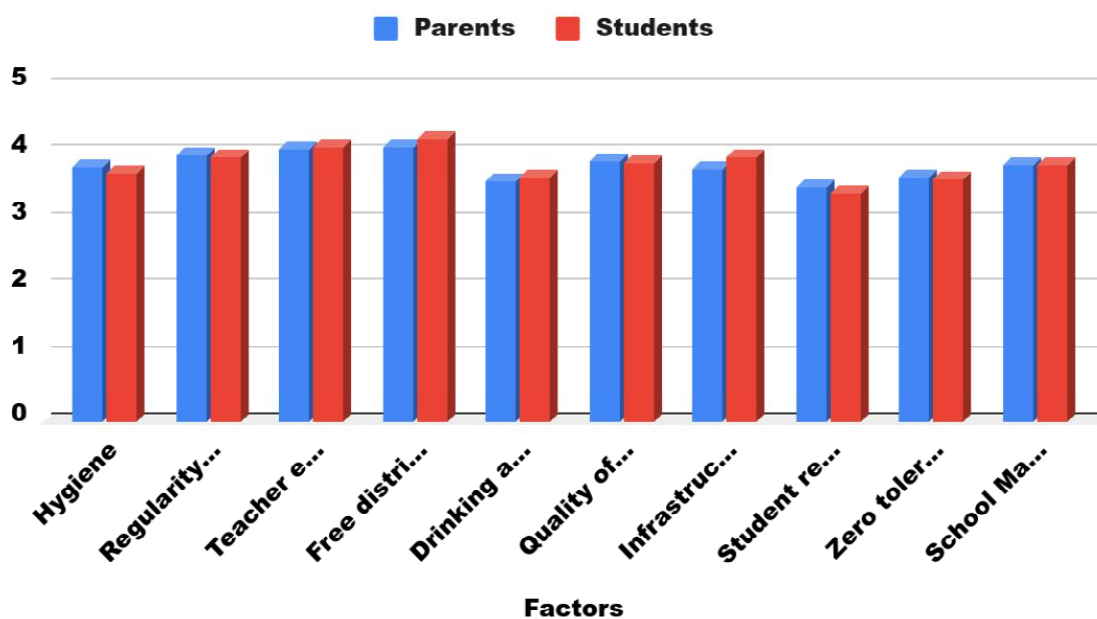
The figure-1 represents the mean score of the parents and students.



(Figure-2 represents the graphical representation of the mean score and difference score)

Here in the above figure the scores of parents and students are represented. This presents that Parents consider that the policies and regulation under the right to education act is well implemented in schools (Bhavana et al., 2020). However the students have a lower score that represents somehow on the average basis students are not satisfied with the implementation. There are provisions that are followed irregularly and students are not satisfied with the quality of education and infrastructural management.

Parents and Students



(Fig-3 represents the average of the responses on different factors)

Hygiene

On the note of maintaining neat and clean of the classroom and school surrounding the students have a dissatisfaction than that of their parents. Students most often have to sit in the dirty classes and many times have complained regarding the quality of food provided to them.

Regularity of classes

The classes in the Indian schools especially in the rural areas are not that regular. The parents are unaware about the importance of education and students are not provided with proper guidance in some sections of the elementary schools of government and government aided schools of Imphal West district of Manipur. However there are exceptions that have outstanding teachers devoting their time to uplift the educational importance among all.

Teacher Engagement

The teacher engagement is very poor in the elementary schools of government and government aided schools of Imphal West district of Manipur. The teachers are alerted during the time inspection. Research suggests there are 25% teachers who do not take regular classes. Students also often feel they are ignored by the teachers.

Free distribution provision

The provision for free distribution of books, copies, uniform and food are well implemented in the schools. The students are provided with a proper diet chart and nutritious food. There is provision for midday meal scheme and sanitary napkins are provided to the girls.

Drinking and Sanitization-

The students have separate toilets for boys and girls. There are separate drinking coolers. The coolers were cleaned and provided clean drinking water to the students. However some responses showed neutral responses. Maintaining sanitization is somehow ignored in the schools.

Quality of Education

Students and Parents have been divided in three specific categories. 40% of them agree or strongly agree on the quality of education. Most of them are unsure or disagree with the statement. Quite often there is one single teacher teaching math, science, SST or other subjects.

Infrastructural Development

The infrastructural development of Indian schools are developing. Initiatives have been taken to build separate indoor and outdoor game and physical training classes. Apart from that Schools are having computer and advanced level technology. But students are not satisfied with their implementation.

Students Regularities

All the students are more regular to classes than that of previous years report. However still there are parents who are not willing to send their children to the school regularly. The parents are satisfied that their children get food in school, they are not really sure about the quality of education.

Zero Tolerance

There is provision for zero tolerance of violence to stand against the discriminatory behavior or any kind of abusive behavior inside the school campus.

School Management

The students and their parents responded positively about the school staff and management.

Therefore these are the conclusions from the survey conducted for understanding whether the provision for implementation of right to education provision is reflected in the schools or not. Even though the results were statistically significant there was a gap in the result assumed and real world. This might have resulted due to biases / responses error.

What is the arrangement of the RTE ACT for non-public schools' execution of free and obligatory instruction and framework necessity for Government schools?

The features that needs to be followed by Government School in India to implement the provisions or right to education are as follows-

1. All the children in India between the ages of 6 and 14 are qualified for free and necessary schooling.
2. No child will be thought of as back, ousted, or expected to step through a composed exam except if the individual in question has finished grade school(Karamala et al., 2018).
3. When a child by chance misses school and is more than 6 years old, then he or she would be admitted to the class appropriate to his /her age. He /she will get special training to cover up the courses and match with his / her classmate. In such case the child will get free and compulsory education even after the age of 14 years.
4. The child's age verification must be done with proof of Birth Certificate issued under the Birth, Death and Marriage Registration Act 1856. In case of non-availability of birth certificate or document relevant to provide age proof would be taken into consideration for admission for elementary education.
5. The children completing the basic elementary education would be provided with certification of completion of class grades.
6. There must be a fixed student -teacher ratio.
7. This is a special provision of 25% reservation for economically backward children to get admitted in Class -I in the private schools of India (Gosh ,2021).
8. Continuous Improvement of the quality of Education.
9. School teachers will need a sufficient professional degree within the next five years or take the chance of losing their jobs.
10. Education facilities (in which there is a challenge) must be enhanced every three years or acknowledgement will be revoked.
11. The state and federal governments will consider sharing the cost burden.

These provisions must be followed in every elementary schools of government and government aided schools of Imphal West district of Manipur , however the reality check is discussed further in the Result section of the study.

4. Results

The study was conducted to check if the provision of RTE act is reflected or implemented properly in the elementary schools of government and government aided schools of Imphal West district of Manipur or not. To answer this we have conducted a survey over online from the students and parents living in the semi urban or rural areas. But the research area is broad and it cannot be concluded completely whether the policies are implemented properly or not from a smaller survey. However we draw some inferences about the possibilities(Hammad,2021). The RTE made obligatory that no understudy higher than or equivalent to and including class VIII be figured out how to fizzle. It had as of now executed the CCE ready for assessments. Showing staff were to assess youngsters' scholar and non-scholastic accomplishment in an exhaustive viewpoint during the year, rather than exposing them to the tensions of a yearly test method. The regulation is presently being reexamined, yet its disappointment has as of now been self-evident, if not accidental. The appeal of such a strategy is understandable. Tests can be exhausting, they frequently disregard the diversity and social setting of understudies, and they frequently overlook gifts and abilities outside of scholastics. Disappointment can be devastating for a child, but does our educational system have the capacity to provide 'all-encompassing' instruction?

The right to education for children was implemented well in the schools but what about the quality of education and noble cause that remain hidden in the paper and pen only. The students attended schools in order to get food , uniforms, books etc. but they were kept ignorant of the importance of education in their lives(Alam et al.,2018). There are very few or rare schools that accept admission of economically backward children in their school as the students and their parents are not aware about the right. The result showed that childrens and their parents were satisfied with the school and management. But are they aware of their rights ?

According to the RTE Act 2009 , the ratio is to be 30:1 of teacher and student ratio in the classroom, but there are often more students and less teachers. Studies have shown that there were not even different teachers for different subjects or even different grades. The statistical report presents that more than 90% of schools do not follow or are not aware about the norms of RTE Act 2009. There is no uniformity in the curriculum , each state has

different syllabus as there is objective criterion, the implementation and students performance cannot be measured (Rout and Sharma, 2018). From one perspective, admissions to India's top colleges are drawing nearer a mind blowing 100 percent, while then again, understudies are not exposed to tests until class VIII, and, surprisingly, the class X sheets are discretionary in such countless cases. Elementary schools of government and government aided schools of Imphal West district of Manipur actually has an immense deficiency of educators and essential framework in schools.

5. Conclusion

Each youngster in India has the option to free and mandatory training for finishing their rudimentary grades. As indicated by Article 21, Right to Education Act 2009 the childrens under the age gathering of 6 to 14 should approach training without giving any expenses under the Indian Constitution. The significant piece of this act is to furnish free schooling with necessary measures to the understudies with the age gathering of 6 to 14 years, hence it would finish their rudimentary instruction and urge them further to join higher examinations. It makes plans and chooses the understudy educator proportion for the study hall commitment.

The review was directed to check on the off chance that the arrangement of RTE act is reflected or executed well in the Indian schools or not (Jindal, 2021). The scientist has utilized a blended strategy. The right to instruction for youngsters was executed well in the schools yet shouldn't something be said about the nature of training and honorable goals that stay concealed in the paper and pen as it were. The understudies went to schools to get food, garbs, books and so forth yet they were kept oblivious to the reality with respect to the significance of instruction in their lives. There are not very many or uncommon schools that acknowledge affirmation of monetarily in reverse youngsters in their school as the understudies and their folks don't know about the right. The guardians and understudies were content with the school and the board on a normal note. Be that as it may, the measurements report shows Indian school should be grown more, and that kids should get the job of instruction in their life. School isn't just about getting free instruction, food, uniform and so on, rather it's a stage where youngsters can build their future.

References

- Radhanath, T. (2021). Breaking the Barrier: Universality, Inclusiveness and EWS Reservation in Private (Public) Schools. *RIE Bhopal Journal of Education (RBGE)*, 3(II), Radhanath-Tripathy.
- Dhillon, A., & Meier, K. J. (2019). *Representative Bureaucracy in India: An empirical study of gender representation by K-12 teachers* (No. 1112). EasyChair.
- Hoque, N., Mahanta, R., & Nath, H. K. (2020). What determines the provision of free elementary education across Indian states?. *Available at SSRN 3710334*.
- Rose, R., Narayan, J., Matam, S., & Reddy Sambram, P. (2021). A comparison of provision and access to inclusive education for children with disabilities in a metropolitan city and a rural district in Telangana State, India. *Education Sciences*, 11(3), 111.
- Alcott, B., Banerji, M., Bhattacharjea, S., Nanda, M., & Ramanujan, P. (2020). One step forward, two steps back: Transitions between home, pre-primary and primary education in rural India. *Compare: A Journal of Comparative and International Education*, 50(4), 482-499.
- Krishna, A. H., Sekhar, M. R., Teja, K. R., & Reddy, S. M. Enrolment in Elementary Education with Reference to Right to Education Act 2009: An Empirical Analysis of Selected States of India during 2004-05 to 2015-16.
- Mehendale, A., & Mukhopadhyay, R. (2021). School System and Education Policy in India 22. *Handbook of Education Systems in South Asia*, 509. Appendix.
- Bhavana, M. L., Kamath, A., Badigineni, S., Nayak, A., & Jain, A. (2020). An Empirical Study on Disability Schemes in India. *LexForti Legal J.*, 2, 114.
- Kaur, S. AWARENESS OF TEACHERS TOWARDS RIGHT TO EDUCATION (RTE) ACT 2009.
- Karamala, A. K., & Sultana, T. (2018). UNDERSTANDING EDUCATIONAL FRAMEWORKS: ANALYSING THE IMPACT OF PRIVATIZATION ON RIGHT TO EDUCATION (RTE). *Asian Law and Public Policy Review*.
- Ghosh, S. (2020). RIGHT TO EDUCATION ACT, 2009 AND PRIVATIZATION OF EDUCATION: AN ANALYSIS WITH SPECIAL REFERENCE TO INDIAN CONSTITUTION AND HUMAN RIGHTS PERSPECTIVE. *Editorial Board*, 9(9).
- Rana, M. Social inclusion through EWS Quota under RTE Act 2009 with reference to Dr. BR Ambedkar's vision.
- Hammad, S. (2021). IMPLEMENTATION OF RTE IN MUNICIPAL CORPORATION OF DELHI (MCD) SCHOOLS.

- Alam, K., & Halder, U. K. (2018). Human Rights and Right to Education in India. *International Journal of Research and Analytical Reviews*, 5, 2183-2186.
- Rout, S. K., & Sharma, A. (2018). School management committees and the right to education act 2009. *International Journal of Research in Humanities, Arts and Literature*, 6(5), 67-74.
- Jindal, S. (2021). A Study of Provision for Child Education under the Constitution and National Policy of India. Available at SSRN 3924117.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1), 23-48.
- Zangirolami-Raimundo, J., Echeimberg, J. D. O., & Leone, C. (2018). Research methodology topics: Cross-sectional studies. *Journal of Human Growth and Development*, 28(3), 356-360.