

## An Analysis Of The Implementation Of RTE Act, 2009 In Aligarh District

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**Abstract:** The RTE Act was passed in 2009 and came into force in April 01, 2010. After several years of its implementation, the researchers strive to find out its status in Aligarh district of Uttar Pradesh. A self-made Information Schedule was used by the researchers to assess the implementation of RTE Act. Both quantitative and qualitative analysis was done. Coding, scoring and analysis of data were done by using the SPSS software. Student's t-test was used to analyze the data for independent samples. Although there is a general lack of awareness among the teachers about the RTE Act, however some of its provisions are implemented in the schools.

**Key Words:** Aligarh, elementary education, implementation, Right to Education Act, Teachers.

### INTRODUCTION

Not only in India, but in every part of the world a lot of efforts have been made to achieve the goal of universalization of elementary education. The Millennium Summit of the United Nations was held in 2000, to achieve universal primary education as one of its important goal which targets that all children should complete a full course of primary schooling by 2015. This summit has set eight international development goals known as Millennium Development Goals (MDGs). Many efforts have been made in India to make elementary education a fundamental right of every child. The policy makers in India have formulated Right to Education Act in 2009 to achieve this goal and have set the guidelines accordingly so that full enrollment and retention of the students can be achieved. The RTE Act, 2009 was implemented in India on April-1, 2010. In this way, to achieve universalization of elementary education has become a constitutional obligation.

In the domain of elementary education, RTE Act is the first central Act. The RTE Act aims to increase the accountability of the local

administration and the state governments. The Act also calls for the removal of any financial barrier that may prevent any child from attaining 8 years of elementary education. A unique feature of this Act is its increased community participation by setting up of School Management Committees (SMCs). It also specifies minimum norms and standards applicable to Schools like Pupil-Teacher Ratio (PTR) and infrastructure. By implementing it, India became one of the 135 countries of the world to make education a fundamental right of every child. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 is a landmark legislation which makes quality education a fundamental right of every child (Kumar S., 2014; [https://en.wikipedia.org/wiki/Right\\_to\\_education](https://en.wikipedia.org/wiki/Right_to_education); accessed on 11-08-2015)

This Act calls for quality with equity and therefore has made special provisions to meet these goals. It is for the first time that curriculum, teaching-learning, assessment and evaluation procedures are made the part of law to ensure good education in schools. Also, the Schools and teachers will monitor the school environment which includes hygiene and sanitation practices

along with the management of Mid-Day Meals. This Act bans corporal punishment and mental harassment so that the learning environment of children can be made free from fear, trauma and anxiety. For the effective implementation of RTE Act, it is important that the teachers must understand the essence of this Act and issues arising out of various clauses/ sections of the Act and their significance in the implementation of the Act.

Bairagya R. & Bairagya S. (2011) have studied the problems faced by the Indian Planners and found out that the most important problem faced by them was to achieve elementary education for all children below the age 14 which was interrelated with all other problems of the country. Education raises level of knowledge and skill to operate modern techniques of production which in turn raises labour productivity and accelerate economic growth, social change and sustainable development. Both the central and state government have to plan properly and allocate funds. Without India, the world cannot reach the Millennium Development Goals (MDG) of having every child complete primary education by 2015.

### 1.1 Salient features of Right to Education Act, 2009

(“The Right of Children to Free and Compulsory Education Act, 2009” *The Gazette of India*).

The salient features of the Right of Children for Free and Compulsory Education Act are:

- “Free and compulsory education to all children of India in the six to fourteen age group;
- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education;
- If a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in

such a manner, and within such time limits, as may be prescribed: Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years;

- No child shall be denied admission in a school for lack of age proof. For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the basis of such other document, as may be prescribed;
- A child who completes elementary education shall be awarded a certificate;
- Calls for a fixed student-teacher ratio;
- Will apply to all of India except Jammu and Kashmir;
- Provides for 25 per cent reservation for economically disadvantaged communities in admission to Class One in all private schools;
- Mandates improvement in quality of education;
- School teachers will need adequate professional degree within five years or else will lose job;
- School infrastructure (where there is problem) to be improved in three years, else recognition will be cancelled;
- Financial burden will be shared between state and central government.”

### OBJECTIVES

The present study is based on the following objectives:

1. To study the difference between the implementation of RTE Act in the Private and Government schools of Aligarh with respect to its awareness.
2. To study the difference between the implementation of RTE Act in the Private and Government schools of Aligarh with respect to its Management and administrative policies.
3. To study the difference between the implementation of RTE Act in the Private and

Government schools of Aligarh with respect to its Role of Teachers.

4. To study the difference between the implementation of RTE Act in the Private and Government schools of Aligarh with respect to its Norms of Curriculum.
5. To study the difference between the implementation of RTE Act in the Private and Government schools of Aligarh with respect to its School Management Committee.
6. To give some suggestions for the effective implementation of RTE Act.

### METHODOLOGY

### ANALYSIS AND INTERPRETATION OF DATA

#### I. Awareness about the RTE Act:

**Table-1.1:** Awareness about the RTE Act

Statement		Teachers						t
		Private		S.D.	Government		S.D.	
		N	Score		N	Score	df=339	
<b>It is an act about Education</b>	<b>Yes</b>	66	132	-2.0	44	88	0	-1.40**
	<b>No</b>	3	3	-	-	-		
	<b>No Response</b>	143	143	-	85	85		
	<b>Total</b>	212	278	-	129	173	341	
<i>Mean Score</i>		-	1.96		-	2.0		
<b>It stands for elementary education</b>	<b>Yes</b>	45	90	0.38	36	72	0.16	-2.28*
	<b>No</b>	10	10		1	1		
	<b>No Response</b>	157	157		92	92		
	<b>Total</b>	212	257	-	129	165	-	341
<i>Mean Score</i>		-	1.82		-	1.97		
<b>It makes provision for free and compulsory education</b>	<b>Yes</b>	126	252	0.26	65	130	0.17	-1.23**
	<b>No</b>	10	10		2	2		
	<b>No Response</b>	76	76		62	132		
	<b>Total</b>	212	338	-	129	264	-	341
<i>Mean Score</i>		-	1.93		-	1.97		
<b>It is meant for 6-14 age group children</b>	<b>Yes</b>	73	146	0.32	55	110	0.13	-2.22*
	<b>No</b>	10	10		1	1		
	<b>No</b>	129	129		73	73		

	<b>Response</b>							
	<b>Total</b>	212	285	-	129	184	-	
<i>Mean Score</i>		-	1.88	-	-	1.98	-	
<b>It was implemented in the year 2010</b>	<b>Yes</b>	27	54	0.49	31	62	0.17	-4.02*
	<b>No</b>	18	18		1	1		
	<b>No Response</b>	167	167		97	97		
	<b>Total</b>	212	239	-	129	160	-	341
<i>Mean Score</i>		-	1.60	-	-	1.97	-	

\*Significant at 0.05 level

\*\*Non-significant at 0.05 level

Table-1.1 shows the difference between the mean scores of Private and Government school teachers which consists of five statements about the awareness of RTE Act by using t- test. Out of these five statements, for the first statement i.e. ‘RTE is an Act about education’, t-value was found to be -1.40 which is insignificant at 0.05 level of significance. It means that private and Government schools teachers do not differ on this statement. For the second statement that ‘It stands for elementary education’, the t-value was found to be -2.28 which is significant at 0.05 level of significance. The mean score of Government school teachers (1.97) is more than Private school teachers (1.82) so it indicates that Government school teachers have more awareness regarding this statement. The third statement, ‘It makes

provision for free and compulsory education’ has a t-value -1.23 which is also insignificant at 0.05 level of significance. It means that Private and Government schools teachers do not differ on this statement. For the fourth statement, ‘It is meant for 6-14 age group’, the t-value was found to be -2.22 which is significant at 0.05 level of significance. The mean score of Government school teachers (1.98) is more than Private school teachers (1.88) so it means that Government school teachers have more awareness regarding this statement. For the last statement about RTE, ‘It was implemented in the year 2010’, the t-value was found to be -4.02 which is significant at 0.01 level of significance. The mean score of Government school teachers (1.97) is more than Private school teachers (1.60) so it indicates that Government school teachers have more awareness regarding this statement.

**Table-1.2:** Year of RTE implementation in schools

Year of RTE implementation in your School	Teachers						t
	Private	S.D.	Government	S.D.			
	N	Score	N	Score	df =339		
<b>2010</b>	4	20	2	10	2.38	2.54*	
<b>2011</b>	2	8	1	4			
<b>2012</b>	6	18	13	39			
<b>2013</b>	38	76	13	26			
<b>2014</b>	104	104	81	81			
<b>No Response</b>	58	58	19	19			
<b>Total</b>	212	284	129	179	341		
<b>Mean Score</b>	-	3.12	-	2.33			

\*Significant at 0.05 level

Table-1.2 shows the mean scores of Private and Government school teachers regarding the year of RTE implementation in schools, the t-value was found to be 2.54 which is significant at 0.05 level of significance. The mean score of Private school teachers (3.12) is more than

**Table-1.3:** Level of RTE formulation in the schools

Government school teachers (2.33) which indicate that the Private school teachers have more awareness in comparison to Government school Teachers, about the year of RTE implementation in their schools.

Level of RTE formulation in India	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df =339
Elementary	21	63	1.43	4	12	1.72	-0.13**
Secondary	42	84		23	46		
Higher	137	137		90	90		
No Response	12	12		12	12		
<b>Total</b>	212	296		129	160		341
<b>Mean Score</b>	-	1.67		-	1.70		

\*\*Non-significant at 0.05 level

Table-1.3 shows difference between the mean scores of Private and Government school teachers by using t- test. The obtained t-value of teachers is -0.13, which is insignificant at 0.05 level of significance. It means that the Private and

Government school teachers do not differ about the level of RTE implementation in their schools.

**II. Management and administrative policies according to the RTE Act:**

**Table-2.1:** Fee charged from students

Fee is charged from the students aged 6-14 years	Private		S.D.	Government		S.D.	T
	N	Score		N	Score		df=339
Always	135	405	1.44	29	87	1.39	6.35*
Sometimes	37	74		21	42		
Never	24	24		71	71		
No Response	16	16		8	8		
<b>Total</b>	212	519		129	208		341
<b>Mean Score</b>		2.88			1.86		

\*Significant at 0.05 level

Table-2.1 shows the difference between the mean scores of Private and Government School teachers regarding the fee charged from students aged 6-14 years. The obtained t-value of

Private and Government school teachers is 6.35 which is significant at 0.05 level of significance. The mean score of Private school teachers (2.88) is more than Government school teachers (1.86) which indicate that in Private schools fees is

charged from the students aged 6-14 years in comparison to Government schools.

**Table-2.2:** Admission at elementary level

Admission is given to children above 6 years of age in an appropriate class	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Always	97	271	1.60	61	183	1.60	-1.56**
Sometimes	39	78		41	82		
Never	60	60		14	14		
No Response	16	16		13	13		
<b>Total</b>	212	425		129	292		341
<b>Mean Score</b>	-	2.52		-	2.81		

\*\*Non-significant at 0.05 level

Table-2.2 shows that there is an insignificant difference between the mean scores of Private and Government School teachers regarding the admission at elementary level. The

obtained t-value of Private and Government school teachers is 1.56 which is non-significant at 0.05 level of significance which indicates that the Private and Government school teachers do not differ regarding the admission given to children above 6 years of age in an appropriate class.

**Table-2.3:** A child is allowed to take transfer to another School

A child is allowed to take transfer to another school	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Yes	161	483	1.45	82	246	1.39	0.69**
No	8	16		26	52		
Don't Know	26	26		10	10		
No Response	17	17		11	11		
<b>Total</b>	212	542		129	319		341
<b>Mean Score</b>	-	3.02			2.91		

\*\*Non-significant at 0.05 level

Table-2.3 shows that there is not any significant difference between the mean scores of teachers regarding the transfer of child. The obtained t-value of Private and Government

school Teachers is 0.69 which is insignificant at 0.05 level of significance. It means that the Private and Government schools do not differ regarding that the child is allowed to take transfer to another school.

**Table-2.4:** If Yes, the child is admitted even without transfer certificate

If Yes, the child is admitted even without the transfer certificate	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Yes	29	87	2.18	23	69	2.18	0.43**
No	60	120		18	36		
Don't Know	93	93		69	69		
No Response	30	30		19	19		
<b>Total</b>	212	330		129	193		341
<b>Mean Score</b>		2.42			2.31		

\*\*Non-significant at 0.05 level

Table-2.4 shows that there is not any significant difference between the mean scores of Private and Government school teachers regarding the admission of child even without transfer certificate as the calculated t-values is 0.43 which

is insignificant at 0.05 level of significance and it indicates that the Private schools and Government schools do not have any difference regarding that the admission is given to child even without transfer certificate.

**Table- 2.5:** The child is given admission even without proof of age

Admission is given even without proof of age	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Always	5	15	0.95	17	51	0.72	0.31**
Sometimes	72	144		23	46		
Never	128	128		83	83		
No Response	7	7		6	6		
<b>Total</b>	212	294		129	186		341
<b>Mean Score</b>		1.38			1.44		

\*\*Non-Significant at 0.05 level

Table-2.5 shows that there is an insignificant difference between the mean scores of Private and Government school teachers by

using t- test. The obtained t-value of teachers is 0.31, which is non-significant at 0.05 level of significance and it indicates that the Private and

Government Schools do not differ in terms of age. admission given to child even without proof of

**Table-2.6:** The admission is given even after the extended date

Admission is given even after the extended date	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Always	9	27	1.05	11	33	0.82	1.47**
Sometimes	151	302		72	144		
Never	42	42		39	39		
No Response	10	10		7	7		
Total	212	381		129	223		
Mean Score	-	1.99		-	1.82		

\*\*Non-significant at 0.05 level

Table-2.6 shows the significant difference between the mean scores of Private and Government school teachers. The obtained t-value of Private and Government school Teachers is 1.47 which is significant at 0.05 level of

significance. The mean score of Private school teachers (1.99) is more than Government school teachers (1.82) which indicate that in Private schools admission are given even after the extended date.

**Table-2.7:** The admission is given even in the mid-session

Admission is given even in the mid-session	Teachers						
	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Always	6	18	1.09	5	15	1.14	0.78**
Sometimes	131	262		62	124		
Never	66	66		53	53		
No Response	9	9		9	9		
Total	212	355		129	201		
Mean Score		1.86			1.76		

\*\*Non-significant at 0.05 level

Table-2.7 shows an insignificant difference between the mean scores of teachers regarding the admission given in mid-session. The obtained t-value of Private and Government school teachers

is 0.78 which is non-significant at 0.05 level of significance and which indicates that the Private and Government schools do not have any significant difference regarding admission given even in mid-session.

**Table2.8:** There were reports of physical and mental harassment

There were reports of physical	Teachers
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**Non-punishment and mental harassment	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	7	21	1.65	16	48	1.24	0.51**
Somewhat	23	46		7	14		
No	166	166		96	96		
No Response	16	16		10	10		
<b>Total</b>	212	249		129	168		341
<b>Mean Score</b>	-	1.58			1.49		

significant at 0.05 level

Table 2.8 shows that there is not any significant difference between the mean scores of Private and Government school

Teachers are required to acquire minimum qualification within a period of five years	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	101	303	1.52	27	81	1.72	2.61*
Sometimes	57	114		35	70		
Never	37	37		53	53		
No Response	17	17		14	14		
<b>Total</b>	212	471		129	218		341
<b>Mean Score</b>		2.66			2.18		

and Government schools do not differ regarding that there were reports of physical punishment and mental harassment.

teachers by using t- test. The obtained t-value of teachers is 0.51, which is insignificant at 0.05 level of significance which means that the Private

### III. Role of Teachers according to the RTE Act:

**Table-3.1:** Teachers are required to acquire the minimum qualification within a period of five years

\*Significant at 0.05 level

Table-3.1 shows that there is a significant difference between the mean scores of Private and Government school teachers by using t- test. The obtained t-value of teachers is 2.61, which is significant at 0.05 level of significance. The mean

score of Private school teachers (2.66) is more than Government school teachers (2.18), which indicates that in Private schools the Teachers are required to attain minimum qualification within a period of five years.

**Table-3.2:** Teachers complete curriculum/courses within a Specified

period

Teachers complete curriculum/courses within a specified period	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	7	21	0.88	4	12	0.75	0.14**
Sometimes	17	34		12	24		
Never	2	2		108	108		
No Response	186	186		5	5		
Total	212	243		129	149		341
Mean Score		1.20			1.22		

\*\*Non-significant at 0.05 level

Table-3.2 shows that there is not any significant difference between the mean scores of Private and Government school teachers regarding the completion of curriculum/courses within a specified period by the teachers. The obtained t-value of Private and Government school teachers

is 0.14 which is insignificant at 0.05 level of significance and it indicates that the Private and Government schools' teachers do not differ in terms of completing curriculum/courses within a specified period.

**Table-3.3:** Teachers are allowed to take private tuitions

Teachers are allowed to take private tuition	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	10	30	0.73	13	39	1.06	-1.19**
Sometimes	55	110		24	48		
Never	142	142		86	86		
No Response	5	5		6	6		
Total	212	287		129	179		341
Mean Score	-	1.39			1.51		

\*\*Non-significant at 0.05 level

Table 3.3 shows that there is an insignificant difference between the mean scores of Private and Government school teachers regarding if they are allowed to take private tuitions. The obtained t-value of Private and Government school teachers

is -1.19 which is non-significant at 0.05 level of significance which indicates that the Private and Government schools do not have any difference regarding that the teachers are allowed to take private tuitions.

**Table-3.4:** Teachers are deployed for non-educational purposes

Teachers are deployed for non-educational purposes	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	8	24	1.99	23	69	1.06	1.12**
Sometimes	79	158		53	106		
Never	101	101		46	46		
No Response	24	24		7	7		
<b>Total</b>	212	307		129	228		341
<b>Mean Score</b>	-	2.12			1.91		

\*\*Non-significant at 0.05 level

the responses of Private and Government school teachers by using t- test. The obtained

value of teachers is 1.12, which is not significant at 0.05 level of significance which means that the Private and Government Schools do not differ regarding their deployment for non-educational purposes.

Table-3.4 shows an insignificant difference between

**Table-3.5:** Teachers assess the learning of students

Teachers in the school assess the learning of students	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	169	507	1.01	92	276	0.67	1.54**
Sometimes	22	44		29	58		
Never	11	11		2	2		
No Response	10	10		6	6		
<b>Total</b>	212	572		129	342		341
<b>Mean Score</b>		2.93			2.77		

\*\*Non-significant at 0.05 level

Table-3.5 shows that there is not any significant difference between the mean scores of

Private and Government school teachers regarding the Teachers' assessment about the learning of students. The obtained t-value of Private and

Government school teachers is 1.54 which is insignificant at 0.05 level of significance which show that in Private and Government schools

teachers do not differ regarding that Teachers assess the learning of students.

**Table-3.6:** PTA is organized in their schools

In our School, PTA is organized	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	192	576	0.49	72	216	0.83	5.49*
Sometimes	11	22		39	78		
Never	4	4		12	12		
No Response	5	5		6	6		
<b>Total</b>	212	607		129	312		341
<b>Mean Score</b>	-	2.86		-	2.41		

\*Significant at 0.01 level

Table-3.6 shows the significant difference between the mean scores of Private and Government school teachers by using t-test. The obtained t-value of teachers is 5.49, which is significant at 0.05 level of significance. The mean

score of Private school teachers (2.86) is more the mean score of Government school teachers (2.41) which indicates that the Private schools PTAs are organized more than the Government schools.

#### IV. Norms of Curriculum according to the RTE Act:

**Table-4.1:** Whether NCF (2005) is followed or not

Do you follow (NCF) 2005?	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	4	8	1.42	6	12	1.10	1.49*
No	-	-		-	-		
No Response	208	208		123	123		
<b>Total</b>	212	216		129	135		
<b>Mean Score</b>	-	3.41		-	3.19		

\*\*Non-significant at 0.05 level

Table-4.1 shows that there is not any significant difference between the mean scores of Private and Government school teachers regarding following the norms of NCF (2005). The obtained

t-value of Private and Government school Teachers is 1.49 which is insignificant at 0.05 level of significance and it indicates that the

Private and Government schools do not differ in following the norms of NCF (2005).

**Table-4.2:** Children are taught in their mother tongue

Children are taught in their mother tongue	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	33	99	0.64	97	291	0.46	-9.94*
Sometimes	156	312		27	54		
Never	18	18		2	2		
No Response	5	5		3	3		
Total	212	434		129	350		
Mean Score	-	2.10	-	2.75			

\*Significant at 0.01 level

Table-4.2 shows the significant difference between the mean scores of Private and Government school teachers by using t- test. The calculated t-value of teachers is -9.94, which is significant at 0.05 level of significance. The mean score of Government school teachers (2.75) is

more the mean score of Private Government school teachers (2.10) which indicate that Government schools taught children in their mother tongue more in comparison to Private Schools.

**Table-4.3:** Curriculum helps to assess the creativity of the students

The curriculum helps to assess the creativity of the students	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	178	534	0.97	106	318	0.75	1.27**
Somewhat	23	46		17	34		
No	-	-		1	1		
No Response	11	11		5	5		
Total	212	591		129	358		
Mean Score	-	3.06	-	2.93			

\*\*Non-significant at 0.05 level

Table-4.3 shows that there is not a significant difference between the mean scores of Private and Government school teachers regarding

the curriculum helps to assess the creativity of the students. The obtained t-value of Private and Government school teachers is 1.27 which is

insignificant at 0.05 level of significance and which indicates that the Private and Government

Schools does not differ regarding that curriculum helps to assess the creativity of the students.

**Table-4.4:** Curriculum gives importance to rote memorization

Gives importance to rote memorization	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	96	288	1.46	88	264	1.18	-3.04*
Somewhat	40	80		27	54		
No	63	63		6	6		
No Response	13	13		8	8		
Total	212	444		129	332		341
Mean Score	-	2.42		-	2.89		

\*Significant at 0.01 level

Table-4.4 shows there is a significant difference between the mean scores of Private and Government school teachers regarding that the curriculum gives importance to rote memorization. The calculated t-value of Private and Government school teachers is -3.04 which is

significant at 0.05 level of significance. The mean score of Government school Teachers (2.89) is more than Private school Teachers (2.42) which means that in Government schools the curriculum gives importance to rote memorization more in comparison to Private schools.

**Table-4.5:** Curriculum helps to enhance the intellect of the students

Helps to enhance the intellect of the students	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	175	525	1.09	103	309	1.04	1.24**
Somewhat	22	66		13	26		
No	-	-		6	6		
No Response	15	15		7	7		
Total	212	606		129	348		341
Mean Score		3.11			2.96		

\*\*Non-significant at 0.05 level

Table-4.5 shows that there is not any significant difference between the mean scores of Private and Government school teachers regarding that the curriculum helps to enhance the intellect of the students. The obtained t-value of Private

and Government school teachers is 1.24 which is insignificant at 0.05 level of significance which indicates that in Private and Government schools do not differ regarding that the curriculum helps to enhance the intellect of the students.

**Table-4.6:** Curriculum gives emphasis to personality development

Gives emphasis to personality development	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		

Yes	183	549	0.49	103	309	0.63	0.88**
Somewhat	23	46		20	40		
No	1	1		2	2		
No Response	5	5		4	4		
Total	212	601		129	355		341
Mean Score		2.90			2.85		

\*\*Non-significant at 0.05 level

Table-4.6 shows that there is a non-significant difference between the mean scores of Private and Government school Teachers by using t-test. The calculated t-value of teachers is -0.88,

which is insignificant at 0.05 level of significance and it indicates that the Private and Government schools do not differ regarding that the curriculum gives emphasis to personality development.

**Table-4.7:** Curriculum helps in sharpening the communicative skills of the students

Helps in sharpening the communicative skills of the students	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Yes	174	522	0.53	101	303	0.82	-0.01**
Somewhat	31	62		18	36		
No	2	2		5	5		
No Response	5	5		5	5		
Total	212	591		129	349		341
Mean Score	-	2.78		-	2.70		

\*\*Non-significant at 0.05 level

Table-4.7 shows that there is an insignificant difference between the mean scores of Private and Government school teachers by using t-test. The obtained t-value of teachers is -0.01, which is non-significant at 0.05 level of

significance and it indicate that the Private and Government schools do not have any difference regarding that the curriculum helps in sharpening the communicative skills of the students.

**Table-4.8:** Curriculum helps in building the confidence level of the students

Helps in building the confidence level of the students	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Yes	177	531	0.52	107	321	0.76	-0.82**
Somewhat	28	56		15	30		
No	2	2		2	2		
No Response	5	5		5	5		
Total	212	594		129	358		341

Mean Score		2.87			2.93		
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\*\*Non-significant at 0.05 level

Table-4.8 shows that there is not any significant difference between the mean scores of Private and Government school teachers by using t- test. The obtained t-value of Teachers is -0.82, which is insignificant at 0.05 level of significance

and it means that the Private and Government schools do not differ regarding that the curriculum helps in building the confidence level of the students.

**Table-4.9:** Curriculum helps students in their psychomotor development

Helps students in their psychomotor development	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	159	477	1.09	102	306	1.18	-0.70**
Somewhat	38	76		15	30		
No	3	3		3	3		
No Response	12	12		9	9		
Total	212	568		129	348		
Mean Score	-	2.98	-	3.07			

\*\*Non-significant at 0.05 level

Table-4.9 shows that there is an insignificant difference between the mean scores of teachers regarding that the curriculum helps in the psychomotor development of the students. The calculated t-value of Private and Government

school is Teachers -0.70 which is significant at 0.05 level of significance and it indicates that the Private and Government schools do not differ regarding that curriculum helps in the psychomotor development of the students.

**Table-4.10:** Curriculum helps in developing aesthetic sense

Helps in developing aesthetic sense among the students	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Yes	152	456	1.11	88	264	0.85	1.60**
Somewhat	45	90		32	64		
No	3	3		4	4		
No Response	12	12		5	5		
Total	212	561		129	337		
Mean Score	-	2.95	-	2.76			

\*\*Non-significant at 0.05 level

Table-4.10 shows that there is a non-significant difference between the mean scores of Private and Government school teachers regarding that the curriculum helps in developing an aesthetic sense among the students. The obtained t-value of Private and Government school teachers is 1.60

which is insignificant at 0.05 level of significance. It indicates that in Private and Government schools there is not any difference regarding that the curriculum helps in developing an aesthetic sense among the students.



**Table-4.11:** CCE is undertaken for understanding of child’s knowledge

CCE is undertaken for understanding of child's knowledge	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	143	1239	1.13	81	243	1.45	-1.15**
Sometimes	53	106		35	70		
Never	4	4		1	1		
No Response	12	12		12	12		
<b>Total</b>	212	1361		129	326		341
<b>Mean Score</b>	-	2.90			3.06		

\*\*Non-significant at 0.05 level

Table-4.11 shows that there is an insignificant difference between the mean scores of Private and Government school teachers by using t- test. The obtained t-value of teachers is -1.15 which is non-significant at 0.05 level of

significance and it indicates that in Private and Government schools there is not any difference regarding that CCE is undertaken for understanding of child’s knowledge.

**Table-4.12:** Examination is required to promote the child

Examination is required to promote the child for the next higher class	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
Always	180	540	0.65	100	300	0.89	-0.29**
Sometimes	20	49		22	44		
Never	5	5		1	1		
No Response	7	7		6	6		
<b>Total</b>	212	601		129	351		341
<b>Mean Score</b>	-	2.90			2.93		

\*\*Non-significant at 0.05 level

Table-4.12 shows that there is not any significant difference between the mean scores of Private and Government school teachers by using t- test. The calculated t-value of teachers is -0.29,

which is insignificant at 0.05 level of significance and it means that the Private and Government schools do not differ regarding that the examination is required to promote the child for the next higher class.

**Table-4.13:** Child is awarded a certificate

The child is awarded a certificate after completing the elementary education	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
							df=339

<b>Always</b>	173	519	1.06	100	300	1.19	- 0.08**
<b>Sometimes</b>	25	50		16	32		
<b>Never</b>	2	2		3	3		
<b>No Response</b>	12	12		10	10		
<b>Total</b>	212	583		129	345		341
<b>Mean Score</b>	-	3.05		-	3.06		

\*\*Non-Significant at 0.05 level

Table-4.13 shows that there is an insignificant difference between the mean scores of Private and Government school teachers by using t- test. The obtained t-value of teachers is -0.08, which is non-significant at 0.05 level of

significance and it indicates that in Private and Government schools there is not any difference regarding that the child is awarded a certificate after completing the elementary education.

**V. School Management Committee according to the RTE Act:**

**Table-5.1:** School has a SMC (School Management Committee)

<b>The School has a SMC</b>	<b>Private</b>		<b>S.D.</b>	<b>Government</b>		<b>S.D.</b>	<b>t</b>
	<b>N</b>	<b>Score</b>		<b>N</b>	<b>Score</b>		
<b>Yes</b>	180	360	1.76	95	190	2.18	-1.14**
<b>No</b>	2	2		9	9		
<b>No Response</b>	30	30		25	25		
<b>Total</b>	212	392		129	224		341
<b>Mean Score</b>	-	2.56		-	2.81		

\*\*Non-significant at 0.05 level

Table-5.1 shows that there is a non-significant difference between the responses of Teachers finding whether the School has a SMC or not by using t- test.

means that the Private and Government schools do not differ regarding that there are SMCs in the Schools.

The obtained t-value of teachers is -1.14, which is insignificant at 0.05 level of significance and it

**Table-5.2:** Members/ Monitors of SMC inspect the School

<b>Members/ Monitors of SMC inspect the School</b>	<b>Private</b>		<b>S.D.</b>	<b>Government</b>		<b>S.D.</b>	<b>t</b>
	<b>N</b>	<b>Score</b>		<b>N</b>	<b>Score</b>		
<b>Always</b>	124	372	1.63	72	216		
<b>Sometimes</b>	56	112		33	66		

<b>Never</b>	3	3		7	7	1.60	0.74**
<b>No Response</b>	29	29		17	17		
<b>Total</b>	212	516		129	306		341
<b>Mean Score</b>	-	3.16		-	3.02		

\*\*Non-significant at 0.05 level

Table-5.2 shows that there is an insignificant difference between the mean scores of teachers finding whether Members/Monitors of SMC inspect the School or not. The calculated t-value of Private and Government school teachers

is 0.74 which is non-significant at 0.05 level of significance and it indicates that the Private and Government schools do not differ regarding that the Members/ Monitors of SMC inspect the Schools.

**Table-5.3:** SMC monitors the utilization of grants

SMC monitors the utilization of grants received by the School	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		
<b>Yes</b>	-	-	2.30	-	-	2.15	2.38*
<b>Somewhat</b>	32	64		39	78		
<b>No</b>	18	18		9	9		
<b>No Response</b>	162	162		81	81		
<b>Total</b>	212	244		129	168		341
<b>Mean Score</b>	-	4.41		-	3.79		

\*Significant at 0.05 level

Table-5.3 shows the significant difference between the mean scores of teachers finding whether the SMC monitors the utilization of grants received by the School or not. The obtained t-value of Private and Government school teachers is 2.38 which is significant at 0.05 level of

significance. The mean scores of Private school teachers (4.41) is more than Government school teachers (3.79) which indicates that in Private schools the SMC monitors the utilization of grants more in comparison to Government Schools.

**Table-5.4:** There are SDPs in the School

There are SDPs in the School	Private		S.D.	Government		S.D.	t
	N	Score		N	Score		df=339
Yes	27	54	2.30	33	66	2.01	2.46*
No	-	-		-	-		
No Response	185	185		96	96		
<b>Total</b>	212	239		129	162		341
<b>Mean Score</b>	-	4.16		-	3.53		

\*Significant at 0.05 level

Table-5.4 shows the significant difference between the mean scores of Private and Government school teachers by using t- test. The obtained t-value of teachers is 2.46, which is significant at 0.05 level of significance. The mean

of Private school teachers (4.16) is more than Government school teachers (3.53) which indicates that in Private schools there are more SDPs than in Government Schools.

**Table-5.5:** Functions of SMC's

Statements		Private		S.D.	Government		S.D.	T
		N	Score		N	Score		df=339
Monitor the working of the School	Yes	130	260	0.53	65	130	0.29	1.99*
	No	1	1		7	7		
	No Response	81	81		57	57		
	<b>Total</b>	212	342		129	194		341
<b>Mean Score</b>		-	2.04		-	1.90		
Prepare various SDPs	Yes	93	186	0.30	45	90	0.36	0.81**
	No	11	11		8	8		
	No Response	108	108		76	76		
	<b>Total</b>	212	305		129	174		341
<b>Mean Score</b>		-	1.89		-	1.85		
Monitor proper utilization of the grants received	Yes	68	136	0.78	43	86	0.41	0.53**
	No	20	20		12	12		
	No Response	124	124		74	74		
	<b>Total</b>	212	280		129	172		341
<b>Mean Score</b>		-	1.84		-	1.78		
As prescribed in the Schedule, norms and	Yes	100	200	0.60	46	92	0.30	1.83**
	No	1	1		6	6		

<b>standards are maintained or not</b>	<b>No Response</b>	111	111		77	77		
	<b>Total</b>	212	312		129	175		341
<b>Mean Score</b>		-	2.05		-	1.88		
<b>Monitor the role of the teachers</b>	<b>Yes</b>	82	164	0.39	58	116	0.35	-0.81**
	<b>No</b>	20	20		10	10		
	<b>No Response</b>	110	110		61	61		
	<b>Total</b>	212	294		129	187		341
<b>Mean Score</b>		-	1.80		-	1.85		
<b>Monitor implementation of the MDM</b>	<b>Yes</b>	24	48	0.47	40	80	0.40	-5.50*
	<b>No</b>	46	46		10	10		
	<b>No Response</b>	142	142		79	79		
	<b>Total</b>	212	236		129	169		341
<b>Mean Score</b>		-	1.34		-	1.80		

\*Significant at 0.05 level      \*\*Non-significant at 0.05 level

Table-5.5 consists of six functions of SMCs and it shows the difference between the responses of Private and Government school teachers by using t- test. The statements, ‘SMC’s monitor the working of the School’; the calculated t-value for teachers is 1.99 which is significant at 0.05 level of significance. The mean scores of Private schools (2.04) is more than Government schools (1.90) which means that in Private schools SMC’s monitor the working of the School more in comparison to Government Schools. For the second function regarding the ‘preparation of SDP’s’, the calculated t-value for teachers is 0.81 which is also insignificant at 0.05 level of significance. To the third function regarding monitoring of the proper utilization of the grants received, the t-value is 0.53 which is non-significant at 0.05 level of significance. To the fourth function, i.e., whether ‘norms and standards are maintained or not’, the obtained t-value for teachers is 1.83 which is insignificant at 0.05 level. To the fifth function, if ‘SMC’s monitor the role of teachers or not’, the calculated t-value for teachers is 0.81 which is insignificant at 0.05 level of significance. For the last function regarding the

monitoring of the implementation of the MDM, the t-value was found to be -5.50 which is significant at 0.05 level of significance. The mean scores of Government schools (1.80) is more than Private schools (1.34) which means that in Government schools the monitoring of the implementation of the MDM is more in comparison to Private Schools.

#### SUGGESTIONS FOR THE EFFECTIVE IMPLEMENTATION OF THE RTE ACT:

In the end, there was an open-ended item in which suggestions were asked for the effective implementation of RTE. The following suggestions were given by the Teachers:

1. Many teachers have suggested that awareness programmes should be conducted by the Government for all the related people who can get first-hand knowledge about all the basic concepts of RTE. If all the sections and clauses of RTE as a whole are understood by the people concerned then they can both take its advantage and can implement it in an effective manner. Lack of

awareness among the parents, teachers and other administrative authorities is one of the significant causes for the non-implementation of RTE. RTE is the basic human right, so if people are not aware about it then they will never be able to avail this right and the children who are the direct benefactors of this right will not be able to get the education which is their legal right so awareness programmes should be organized by the Government.

2. Inspection by the respective authorities is a necessary step towards the effective implementation of RTE to reduce the sluggishness of the implementers. Routine inspection will help them to know the problems faced by the children, teachers and parents and also what other improvements can be done by them. Counseling for parents by the authorities or well-known person or teachers should be organized so that they can know about the benefits of the RTE Act for their children, which includes free elementary education within neighborhood, availability of MDM, admission to children without transfer certificate and even in the mid-session.

## FINDINGS

Based on the analysis of the data, the findings of the study are given below:

### I. Findings regarding Awareness about the RTE Act:-

- 1.1 For the first statement i.e. 'RTE is an Act about education' the teachers of Private schools have more awareness in comparison to the teachers of Government schools. For the second statement, 'It stands for elementary education', the Government school teachers have more awareness in comparison to the Private school teachers. For the third statement 'It makes provision for free and compulsory

education', the Private and Government school teachers do not differ in this regard. For the fourth statement 'It is meant for 6-14 age group', the Government school teachers have more awareness in comparison to the Private school teachers. For the last statement about the awareness of RTE Act i.e., 'It was implemented in the year 2010' the Government school teachers have more awareness in comparison to the Private school teachers.

- 1.2 The Private school teachers have more awareness, in comparison to the Government school Teachers, about the year of RTE implementation in their schools.
- 1.3 The Private and Government school teachers do not differ about the level of RTE implementation in their schools.

### II. Findings regarding Management and Administrative Policies:

- 2.1 Fee is charged more in Private schools in comparison to Government schools from the students aged 6-14 years.
- 2.2 The Private and Government school teachers do not differ about the 'admission given to children above 6 years of age in an appropriate class'.
- 2.3 The Private and Government schools teachers do not differ regarding the statement that the 'child is allowed to take transfer to another school'.
- 2.4 The Private and Government school teachers do not have any difference regarding the statement that 'admission is given to child even without transfer certificate'.
- 2.5 The Private and Government School teachers do not differ in terms of 'admission given to child even without proof of age'.

2.6 Admission are given more in Private schools in comparison to the Government schools, even after the extended date.

2.7 The Private and Government school teachers do not have any significant difference regarding 'admission given even in mid-session'.

2.8 The Private and Government school teachers do not differ regarding the statement that 'there were reports of physical punishment and mental harassment'.

### III. Findings regarding the Role of Teachers:

3.1 'Teachers are required to attain minimum qualification within a period of five years, this implies more to Private schools in comparison to Government schools.

3.2 The Private and Government school teachers do not differ regarding the statement i.e., 'curriculum/courses are completed within a specified period'.

3.3 The Private and Government school teachers do not have any significant difference regarding the statement that 'Teachers are allowed to take private tuitions'.

3.4 The Private and Government School teachers do not differ regarding the statement that 'Teachers are deployed for non-educational purposes'.

3.5 The Private and Government school teachers do not have any significant difference regarding the statement that 'Teachers assess the learning of students'.

3.6 PTAs are organized more by the Private school teachers in comparison to the Government school teachers.

### IV. Findings regarding norms of Curriculum

4.1 The Private and Government schools do not differ in following the norms of NCF (2005).

4.2 In Government schools, children are taught more in their mother tongue in comparison to Private Schools.

4.3 The Private and Government Schools do not differ with respect to the statement that 'curriculum helps to assess the creativity of the students'.

4.4 The Private and Government schools do not differ with respect to the statement that 'curriculum gives importance to rote memorization.

4.5 The Private and Government schools do not have any significant difference regarding the statement that 'curriculum helps to enhance the intellect of the students'.

4.6 The Private and Government schools do not differ regarding the statement that the 'curriculum gives emphasis to personality development'.

4.7 The Private and Government schools do not have any significant difference regarding the statement that 'the curriculum helps in sharpening the communicative skills of the students.

4.8 The Private and Government schools do not differ regarding the statement that 'the curriculum helps in building the confidence level of the students'.

4.9 The Private and Government schools do not differ regarding the statement that 'curriculum helps in the psychomotor development of the students'.

4.10 The Private and Government schools do not have any significant difference regarding the statement that the 'curriculum helps in developing an aesthetic sense among the students'.

4.11 The Private and Government schools do not have any significant difference regarding the statement that 'CCE is undertaken for understanding of child's knowledge'.

4.12 The Private and Government schools do not differ regarding the statement that the

‘examination is required to promote the child for the next higher class’.

- 4.13 The Private and Government schools do not have any significant difference regarding the statement that the ‘child is awarded a certificate after completing the elementary education’.

## V. Findings regarding School Management Committee:

- 5.1 The Private and Government schools do not differ regarding the statement that ‘there are SMCs in the Schools’.

- 5.2 The Private and Government schools do not differ regarding the statement that the ‘Members/ Monitors of SMC inspect the Schools’.

- 5.3 The ‘SMC monitors the utilization of grants’, it implies more to Private schools in comparison to Government Schools.

- 5.4 Private schools have more School Development Plans (SDPs) in comparison to Government Schools.

- 5.5 The Private and Government schools do not have any significant difference for these statements- ‘SMC’s monitor the working of the School’, ‘the preparation of SDP’s’, ‘monitoring of the proper utilization of the grants received, ‘norms and standards are maintained or not’, ‘SMC’s monitor the role of teachers or not’. For the statement ‘monitor the implementation of the MDM’, Government schools are significantly more in comparison to the Private Schools.

## VI. Suggestions

For the effective implementation of RTE Act, the Researchers have the following suggestions:

1. For increasing the awareness among the people about the RTE Act, be it Principals, Teachers, Parents and society in general, the

Government should organize Orientation programs for Teachers, Principals, at district level and awareness programs for society at community level should also be organized.

2. Proper administration is one of the important factors for the effective implementation of RTE Act. Strict actions (like fine and punishments) should be taken against those who are not implementing it.
3. Inspection by the authorities should be done on monthly basis to check the proper implementation of the RTE Act.
4. Counseling of the parents and students should be done regarding how they can avail their rights provided by the RTE Act.
5. Government should make use of print as well as mass media (i.e. newspaper, T.V. programs, Radio broadcast etc.) for increasing the awareness among parents, teachers, administrators, students and community as a whole.

## CONCLUSIONS

This study finds that there is a lack of awareness among the teachers about the RTE Act, 2009 in the Aligarh district. The management and administrative policies of Private and Government schools do not differ, however, fees is charged more in Private Schools. The role of teachers does not vary in the private and government schools, it means that the teachers are performing their roles according to the norms of RTE Act. The norms of curriculum do not differ much in Private and Government schools but, the Government schools gives more importance to rote memorization. The SMCs functions also do not differ in Private and Government Schools but to some extent it is more in Private Schools. In the end, some suggestions are also provided by the teachers and researchers for the effective implementation of RTE such as awareness and orientation programs should be organized by the



Government for the community and the teachers, principals, administrators etc., inspection should be done strictly in routine manner, counseling regarding the rights provided in the RTE Act should be done for students and parents and Government should make optimum use of print and mass media for increasing the awareness about the RTE Act at national level. It can be concluded that although there is a lack of awareness among the teachers about the RTE Act but still some of the provisions are followed in the schools according to the norms of the RTE Act.

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