

PERCEPTION OF TEACHERS TOWARDS IMPLEMENTATION OF RIGHT TO EDUCATION ACT- 2009 IN TRIBAL AREAS OF JHARKHAND

Anjani Kumari, Dr. Raj Kumar Singh

Ph.D scholar, Department of Education, Himalayan University

Associate Professor, Department of Education, Himalayan University

The present study examined the perception of teachers about implementation of Right of Children to Free and Compulsory Education Act, 2009 in tribal areas of East singhbhum, Jharkhand . The investigator used Convergent Parallel Design for the present study. The sample consisted of 220 teachers from 40 selected elementary schools of 4 blocks of East singhbhum. Purposive sampling technique was used for selection of Sample. The investigator had developed an interview schedule to know the perception of teachers towards implementation of RTE Act in tribal areas, capitation fees, admission provision, training of teachers, SMC, curriculum, monitory and supervision, library facilities and mid-day-meal scheme. Data were analyzed by using percentage and graphs. The results indicated that, overall perception of teachers towards RTE Act is positive and courageous. Most of the respondents viewed RTE Act is essential for achieving Universalisation of elementary education. Very rare schools collected capitation fee and 8.18% schools held back or expelled the children from schools till completion of elementary education and half of the teachers viewed that RTE Act, 2009 is difficult to implement in tribal areas of East singhbhum, Jharkhand .

Keywords: *Perception, Right to Education Act, Tribal Areas*

I INTRODUCTION

The Right of Children to free and Compulsory Education Act, 2009 (also known as RTE Act 2009) is an Act of the Parliament of India enacted on 4 August 2009. It mandates free and compulsory education to all children aged 6 to 14 years as a fundamental right in India. The Act came into effect on 1 April 2010. Some key provisions of the RTE Act 2009 include:

- Free and compulsory education for all children in the age group of 6 to 14 years.
- Establishment of neighborhood schools within a specified area, ensuring no child is denied admission due to the unavailability of schools in the vicinity.
- Prohibition of screening procedures for admission, capitation fees, and donations.
- Provision of infrastructure, teaching staff, and learning materials in schools.
- Norms and standards for pupil-teacher ratios, buildings and infrastructure, school working days, etc.
- Recognition of unaided schools, private schools, and special schools under certain conditions.
- Emphasis on non-discrimination, child-centered learning, and child-friendly approaches in education.

The RTE Act 2009 aims to bridge the gaps in access to education and improve the quality of schooling across the country. It's landmark legislation in India's efforts towards achieving universal elementary education Census 2001 also shows that among the total tribal literates, 33.6 percent are either without any educational level or have attained education below primary level. The proportions of literates who have attained education up to primary level and middle level are 28.6 percent and 17.7 percent respectively. Persons educated up to matric / secondary / higher secondary constitute only 16.5 percent.

The data show that the proportion of tribal literates decline sharply in higher level of education as the percentage of students after matriculation drops down to almost one third in higher secondary level. Out of the total 19.8 lakh tribal children in the age group 5 -14 years, only 8.5 lakh children have been attending school constituting 43.1 per cent. Alarming, as many as 11.3 lakh (56.9 per cent) children in the corresponding age group have not been going to school. The table below shows that among the major STs, Oraon, Kharia and Munda have more than 50 per cent school going children whereas Santhal, Hoo, Lohra have 36 – 47 per cent children attending school.

East singhbhum, the land of many tribes is still as underdeveloped so as to the tribal education is concerned. There are 32 tribes in East singhbhum with 22.21 % of the total population of the State. In order to improve the education status, increase the enrolment rate and provide quality education, the Govt. has implemented RTE Act, 2009. We have already spent eleven years, but there is an apprehension, whether this Act is effectively implemented or will faces similar fate like many other acts the country enacted and implemented. RTE Act is a Fundamental right but the research studies showed that, there lays some attitudinal resistance to implement it properly on the part of various stakeholders which is creating conflicts and confusion. The stakeholders, particularly teachers play a very important role in implementation of the Act. knowledge, views and perceptions towards this Act will definitely affect the implementation status of the RTE Act.

RATIONALE OF THE STUDY

After the implementation of RTE Act 2009, Government, both at centre and state have taken a number of initiatives through various activities like seminar, workshop, awareness programme, training programmes, community programmes, pamphlet distribution and other

AND ENGINEERING TRENDS

activities like natak, dance, radio and TV show for successful implementation of RTE Act and improve the literacy rate of the people. (NCERT, 2012). There are some research studies relating to the topic discussed in the following paragraph.

Kour (2020) reported that Perceptions of elementary school Heads and Teachers are neither Favorable nor Unfavorable i.e. Moderate towards the Right to Education Act, 2009. But on the other side, it is found that the elementary school teachers are possessed favorable perceptions towards implementation procedures of the Right to Education Act, 2009. **Balmiki (2018)** found that approximately 20 percent of the headmasters still believed that only minimum qualifications should be the essential criteria for the appointment of the teachers. Whereas 80 percent headmasters are of the view that only minimum qualification is not enough for the appointment of the teachers. Experience, attitude and performance also should be taken into account for appointment of the teachers. **Subramonian and Suprabha (2015)** found a significant difference among prospective teachers perception towards RTE Act (dimensions of Acceptability, Adaptability and Accessibility) with respect to gender, domicile, and medium of instruction. **Barman (2014)** found a significant difference between Headmasters and Teachers regarding their attitude towards the Right to Education Act, 2009. Secondary School Teachers have more favorable attitude than that of the Headmasters about the various aspects enshrined in the Right to Education Act, 2009, Government school teachers comprising of 39.37 per cent perceive that prohibiting physical punishment and mental harassment has increased cases of misbehavior and indiscipline among the students and teachers are no more in a position to curb and check undesirable behaviour practices such as smoking, drinking, consumption of pan, tobacco products and other intoxicants Zorinsangi (2018). **Kunju & Vakkil (2015)** found no significant difference between male and female teachers trainees perception about the RTE act. Most of the researchers focused on different dimensions like, admission process (**Mishra, 2011**), Pupil- teacher ratio (Sharma & Saini, 2012), Implementation of RTE Act by Private Schools (Das, 2011), Awareness of stakeholders (Sarvapalli, 2012, Lal, 2014, Manju, 2015, Mandal & Barman, 2014, Kumari & Alam, 2014), children with disabilities (Soni, 2013), effective monitoring and implementation (Abbas, 2014), Attitude towards RTE Act, (Mandal & Barman, 2014), need of teacher training program on right to education act. (Krishnarao & Mangesh, 2015). However, there is hardly any study conducted in tribal areas related to perception of teachers towards implementation of RTE Act-2009, particularly from the prospective of teachers. Hence the investigator was keened to undertake such a study to know the perception of teachers about implementation of Right of Children to Free and Compulsory Education Act, 2009 in tribal areas of East singhbhum, where the researcher expected that the Overall perception of teachers about implementation of RTE Act, 2009 is positive.

METHODOLOGY

The researcher had used survey method to conduct the present study. Descriptive research design was used in the study. Population of the present study comprises of all the elementary schools of tribal areas of East singhbhum. Target population is restricted to all the elementary schools of East singhbhum district of Jharkhand and the accessible population is 04 blocks of selected district out of 12 blocks. Out of 12 blocks of east singhbhum district, 04 blocks were selected randomly for the present study. From each block 10 elementary schools were selected randomly. From each school interested teachers were selected purposively. This includes 220 numbers of teachers.

One interview schedule for teachers was used in this study. The tool was developed to know the perception of teachers related to some important provisions of RTE Act like implementation of RTE Act in tribal areas, capitation fees, admission provision, training of teachers, SMC, curriculum, monitory and supervision, library facilities, mid-day-meal scheme and valuable suggestions of teacher for effective implementation of RTE Act, 2009. This interview schedule has been divided into two sections. Section I requires general information name of the teacher, designation, and school address. Section II contains specific items, which give detail information about the perception of the teachers. It contains 34 items which includes both open and close ended questions.

RESULTS

The objective of the present study is to know the perception of teachers about implementation of Right of Children to Free and Compulsory Education Act, 2009 in tribal areas of East Singhbhum. Investigator discussed and asked questions to teacher in order to know their perceptions towards RTE Act.

1.Improving learning achievement

RTE Act helps in improving learning achievement are analyzed using percentage as given in the following table-2.

Sl. No.	Selected Blocks	No. of Teacher (Gender)		
		Male	Female	Total
1	Golmuri-cum-Jugsalai	29	38	67
2	Patamda	25	30	55
3	Chakulia	21	30	51
4	Ghatshila	20	27	47
	Total	95	125	220

Table 2: RTE Act helps in improving learning achievement

AND ENGINEERING TRENDS

Aspect	Yes (%)	No (%)
RTE Act helps in improving learning achievement	142 (64.55)	78 (35.45)

From Table-2 it is found that out of 220 teachers, majority (64.55%) viewed that RTE Act helps in improving learning achievement. About one-third (35.45%) of them did not agree with the aforesaid statement. Those teachers who agreed, they give the following reasons for improving learning achievement of students.

Table-3: RTE Act towards improving learning achievement

Equal educational rights and opportunities	Students level wise education	Evaluation based on CCE	More importance to slow learners	Appointment of subject teachers
68 (48%)	16 (11%)	47 (33%)	7 (5%)	04 (3%)

When the investigator asked, How does RTE Act helps students for academic growth in spite of their individual differences? Most of the respondents (48%) viewed that after implementation of RTE Act, all categories of students got equal educational rights and opportunities in school which helped in their academic growth. Some of the teacher respondents (11%) said that children are provided education according to their level. One-third of the respondents (33%) pointed out that after RTE Act, were made through CCE. So, it helps the students in their academic growth. But few of the teacher respondents (5%) viewed that in class room poor achievers/slow learners are given more importance and extra time which helps them in their academic growth. Very few respondents (3%) said that it is possible due to appointment of subject teacher and quality development programme for children taken by school.

Box- A: Appointment of special trained teachers

Table 4: Reduce Anxiety and Fear

Aspect	Yes (%)	No (%)
Reduce anxiety and fear of students towards study	174 (79.09)	46 (20.91)

From the above Table-4 it is found that majority of the respondents (79.09%) viewed that RTE Act reduces anxiety and fear of students towards study. One fifth of the respondents are not agreed with the opinion that RTE Act reduces anxiety and fear of students towards study. Those teachers who agreed, they give the following reasons

Table 5: Reduce Anxiety and Fear of the students

No Physical Punishment	Child centric Education	Reduce Fear and Anxiety	Not Appear any Board Exam before completion of EE
167(95.91%)	93 (53.18%)	61 (35%)	19 (11.12%)

When the investigator tried to know the views of teachers that how RTE Act reduce anxiety and fear of students towards study, it is found that most of the respondents (95.91 %) viewed that after RTE Act students are not provided any kind of physical punishment or mental harassment which reduce the fear of students towards study. More than half of the respondents (53.18%) said that they follow the child centric approach where the students can ask questions to the teacher without any fear. One third of the respondents (35%) viewed that RTE Act reduced fear and anxiety towards study because teacher teaches the students according to the needs and interests of the child.

Table 6: Difficult in Implementing RTE Act, 2009 in Tribal Areas

Aspect	Yes (%)	No (%)
Difficult to implement RTE Act, 2009 in Tribal Areas	122 (55.45)	98 (44.55)

The Table-6 shows that out of 220 teachers, about half of the respondents (55.45%) viewed that RTE Act, 2009 is difficult to implement in tribal areas of East singhbhum. Almost most half of the respondents said that RTE Act can be implemented in tribal areas of East singhbhum. Those teachers, who said it is difficult to implement in tribal areas of East singhbhum suggested the following reasons.

Table 7: Difficult in Implementing RTE Act, 2009 in Tribal Areas

Poor and Illiterate Parents	Lack of Awareness of Parents	Local language are not available in book	Communicational problem with children	Blind belief of parents
110(90.45%)	100 (81.82%)	41 (33.63%)	31 (25%)	13 (10.90%)

When the teachers were asked, why RTE Act is difficult to implement in elementary stage in tribal areas of East singhbhum majority of the respondents (90.45%) viewed that tribal parents are very poor, illiterate and four-fifth of the respondents (81.82%) told that parents are not aware about education where as one third of the teachers viewed that parents are used local language which are not available in books or written. So, language is the main barrier for successful implementation of RTE Act in tribal areas of East singhbhum. Similarly, one-fourth (25%) of the respondents teachers said that we face a lot of problems at the time of communication with children and parents. At the time of discussion almost one-tenth of the respondents (11%) viewed that parents are not sending their children to school due to blind believes.

Table 8: Inevitable of Dress code for Teachers

Aspect	Yes (%)	No (%)
Dress code for teacher is inevitable	140 (63.64)	80 (36.36)

From Table-8 it is found that out of 220 teachers, majority (63.64%) viewed that Dress code for teacher is inevitable. About one-third (36.36%) of them did not agree with the aforesaid statement. Those teachers who agreed, they give the following reasons for frequency of dress code for teachers.

Table 9: Frequency of Dress code for Teachers

Dress code is Essential for self-respect	Feelings of Equality	Good impact on Students	Maintain discipline inside and outside class
132 (94.55%)	111 (79.55%)	83 (59.54%)	47 (33.18%)

At the time of interview with teachers, investigator asked the questions related to dress code of the teachers and it is found that most of the respondents (94.55%) viewed that dress code is essential for teachers because it increase the self- respect of teachers. Four-fifth of the respondents (79.55%) said that it creates equal feelings among all teachers. Whereas majority of the respondents (59.54%) said that it positively impact on students in their curricular and co-curricular activities. One-third (33.18%) of the teachers said that dress code will help to maintain discipline inside and outside the classroom.

Table 10: Problems in seeking cooperation from parents

Aspect	Yes (%)	No (%)
Problems in seeking cooperation from parents	157 (71.36)	63 (28.64)

The above Table-10 summarized parents. Third fourth of the respondents 157 (71.36%) viewed that parents are not cooperating teachers whereas one fourth respondents (28.64%) teachers said that they did not face any problems in seeking cooperation from parents

Table 11: Frequency of Problems in seeking cooperation from parents

Lack of cooperation from parents	Lack of consciousness of parents about learning and schooling	Providing insufficient learning material to their child	Children involved in house hold activities
142 (90.91%)	122 (78.18%)	50 (32.27%)	12 (8.18%)

From Table-11 it is clear that, when the investigator asked the teachers about the difficulties and problems face in seeking cooperation from the parents. All most all the respondents (90.91%) told that parents are not fully cooperating with schools and teachers. Whereas 78.18% teachers told that they are not aware about all most one third of the respondents (32.27%) viewed that students get the books, uniforms and tray in free of cost but parents are not providing writing materials to their children. At the time of discussion few respondents (8.18%) said that parents are involving their children in the house hold activities and also they take care of their small brothers and sisters as their parents go outside for daily wages.

2. Teachers Perception about the role of SMCs

When the teachers were asked about the role of SMC members in school related activities, all teachers agree that SMCs helps in preparing school development plans and other activities done by the SMCs which are mentioned in Table-12

Table 12: Perception of Teachers about the role of SMCs

AND ENGINEERING TRENDS

Sl. No.	Activities	SMC helps	%
1	Process of admission	58	26.36
2	Regularity of teachers and students	192	87.27
3	Quality education	112	50.91
4	Monitoring MDM programme	210	95.45
5	Proper utilization of School grant	185	84.09
6	Participation in the function	103	46.81
7	Create awareness among community members and parents	157	71.36
8	Discuss the school related problems	142	64.55
9	Take care of dropout children	23	10.45

From the above Table 12 it is found that. High majority of the respondents (87.27%) opined that parents observed and discussed the regularity of the teachers as well as students. Whereas as most of the respondents (95.45%) viewed that SMCs members discussed proper utilisation of school grant in maintaining infrastructure, classroom, teaching learning materials, MDM and co-curricular activities. Majority (71.36%) of the respondent teachers opined that parents play the vital role in creating awareness among community members and parents and the same majority of the respondents (64.55%) viewed that during the SMC meeting they discussed the problem related to school like teachers appointment, mid-day meal programme, evaluation procedure and infrastructural facilities. An one tenth of the respondents (10.45%) viewed that at the time of SMCs parents suggested to take care of the dropout children in the nearest feeding villages.

MAJOR FINDINGS

- Most of the respondents (94.09%) viewed that RTE Act is essential for achieving Universalisation of elementary education.
- Most of the respondents (79.09%) viewed that it reduces anxiety and fear of students towards study. Very rare schools (4.55%) collected capitation fee and 8.18% schools held back or expelled the children from schools till completion of elementary education.
- High Majority (90%) of teachers viewed, RTE Act needs regular monitoring and supervision, Local authority must maintain the record of children from 6 to 14 years, school provide information to local authority & Govt.
- About Two-third of the respondents (64.55%) viewed that RTE Act help in improving learning achievement.
- Most of the respondents (79.09%) viewed that RTE Act reduce anxiety and fear of students towards study.
- Some of the teacher respondents (11.12%) said that RTE Act banned the board exam before completion of elementary education, so it reduces the anxiety and fear towards study.
- About half (55.45%) of the teachers viewed that RTE Act, 2009 is difficult to implement in tribal areas of East singhbhum.
- When the teacher were asked why RTE Act is difficult to implement in elementary stage in tribal areas of East singhbhum majority (90.45%) teachers in East Singhbhum District told that tribal parents are very poor, illiterate and four-fifth (81.82%) teachers told that parents are not aware about education.
- High Majority (94.55%) of the teachers viewed that dress code is essential for teachers because it increase the self- respect of teachers and help in maintaining uniformity among the teachers.
- 71.36% teacher respondents viewed that parents are not cooperating the teachers.
- Most of the respondents (95.45%) told that SMCs members discussed proper utilisation of school grant in maintaining infrastructure, classroom, teaching learning materials,
- MDM and co-curricular activities. Most of the respondents (94%) viewed that Subject and class wise lack of teaching faculties is the main problem in implementing RTE Act. third-fourth (77%) of the teachers said that lack of infrastructure is another barrier in the way of implementing RTE Act.

DISCUSSION

This section discusses the findings as per the research question. The research question stated as what is the overall perception of teachers towards RTE ACT, 2009 in tribal Areas of East Singhbhum? The findings revealed that the overall perception of teachers towards RTE Act is positive and courageous. This findings is in similar with the findings of Zorinsangi (2018), but the research conducted by Kour, 2020 reported that Perceptions of elementary school Heads and Teachers are neither Favorable nor Unfavorable i.e. Moderate towards the Right to Education Act, 2009. Another study conducted by Mandal & Barman (2014) found that attitude of Teachers was more favorable than that

AND ENGINEERING TRENDS

of the Headmasters. Most of the respondents viewed RTE Act is essential for Universalisation of elementary education. 60% of the respondents said that there is lack of understanding of RTE Act by the school authorities which affects the implementation of RTE Act, 2009. High Majority of the respondents (90%) viewed that RTE Act needs regular monitoring and supervision. Very rare schools (4.55%) collected capitation fee and 8.18% schools held back or expelled the children from schools till completion of elementary education. Study conducted by Balmiki, 2018 suggested that nominal fees should be charged from the students with underprivileged students and full fees should be charged to the students with better economic capability. Most of the respondents (95.91 %) viewed that after RTE Act students are not provided any kind of physical punishment or mental harassment which reduce the fear of students towards study but the findings of Balmiki, 2018 revealed that 70 percent of headmasters perceived that disciplinary punishment and actions are needed to maintain discipline in the class which is contradictory to the policy of Right to Education. Majority (71.36%) of the respondent teachers opined that parents play the vital role in creating awareness among community members and parents and the same majority of the respondents (64.55%) viewed that during the SMC meeting they discussed the problem related to school like teachers appointment, mid-day meal programme, evaluation procedure and infrastructural facilities. The same result found from the study conducted by Balmiki, 2018 majority of the headmasters of secondary schools perceived that the school management committee (SMC) members take active part in the meeting and discuss the problems of the school. From the above discussion it is clear that, teachers perception for effective implementation of RTE Act is positive but somehow it is contradictory with the findings of study conducted by few researchers.

EDUCATIONAL IMPLICATIONS

All the outcomes of the study related to perception of teachers towards implementation of RTE Act, 2009 have immense implications for the teachers, parents, govt. authority and policy makers/ administrators. The finding based Educational Implications of the present study are:

- It seems that most of the teachers are not serious about effective implementations of RTE Act in tribal areas of East singhbhum. So all teachers should be involved and participate under various training programme, conferences, and workshop to improve their knowledge regarding RTE Act.
- It seems that one third teachers have not possessed minimum qualification for appointment as teacher. So they must acquire the minimum qualification through difference in-service training programmes.
- It will help both state and central Government to know the perception of teachers towards RTE Act.

CONCLUSIONS

Education is the most powerful and key to tribal development. The educational status of tribal people can be judges by the analysis of literacy rate. The Literacy rates for tribals are much lower than those recorded for other groups. Moreover, a significantly large proportion of tribal children drop out of school at the primary level. Poor quality of education too is an issue as reflected in poorer learning outcomes. The Right to Education (RTE) Act can be a huge opportunity for pushing the agenda of tribal education across the state. Teachers play regarding the provisions of RTE Act is essential for successful and effective implementation of the Act. Govt. will take the initiatives through different programmes and training to develop the RTE Act related Knowledge and positive perception of teachers about said historical Act. One fifth of the respondents are not agreed with the opinion that RTE Act reduces anxiety and fear of students towards study.

REFERENCES:

- Abbas, I. A. (2014). Reservation in Private Schools under the Right to Education Act. *Right to Education: Issues and challenges*. pp; 359-361.
- Balmiki, K. (2018). *Stakeholders' Perception of RTE Act-2009: An Analysis of Secondary Schools in Sikkim*. Department of Education, School of Professional Studies, Sikkim University. <http://14.139.206.50:8080/jspui/bitstream/1/6080/1/rahu1%20blmiki.pdf>
- Das, R. (2014). A study on the Implementation of Right to Education Act, 2009 in Hajo Block of Rural Kamrup District. *Scholarly Research Journal for Interdisciplinary Studies*, 2(13), 1575-1579.
- Government of India, Department of School Education and Literacy, MHRD. (2009). *The Right of Children to Free and Compulsory Education Act, 2009*. Retrieved from <http://ssa.nic.in/rtedocs/Final RTE 4th Year.pdf>.
- Krishnarao, G. M., & Mangesh, G. S. (2015). A study of awareness of school teachers towards Right to Education Act-2009. *Research Front*, 5(1), 9-12.
- Kaur, S. G. (2020). Perceptions of School Heads, Teachers towards Implementation Procedures of the Right to Education Act 2009. *Scholarly Research Journal for Humanity Science & English Language*, 37(8), 9786-9798.
- Kumari, S., & Allam. M. (2014). Awareness among primary school teachers regarding the Right to Education Act 2009. *European Academic Research*, 2(1), 983-995.
- Kunju, D., & Vakkil, M. (2015). A study on in-service special education teacher trainee's Perception about the Right to Education Act. *Journal of international academic research for multidisciplinary*, 3(9), 405-41
- Lal, K. (2014). Awareness of Right to Education Act among teachers. *American International Journal of Research in Humanities, Arts and Social Sciences*, 5(1), 107-112.
- Manju, N. D. (2015). Awareness about Right to Education Act (RTE) among parents of students belonging to soliga tribe. *International journal of Law, Education, Social and Sports studies*, 2(1), 64-69.

AND ENGINEERING TRENDS

- Mandal, S., & Barman, P. (2014). Attitude of Headmasters and Teachers towards the Right to Education Act (2009) in India. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(11), 1-9.
- NCERT. (2012). Right of children to free and compulsory education act-2009: Status report on implementation in states/UTs. Department of Elementary education, NCERT. New Delhi.
- Sarvapalli, R. (2012). *Right to Education: Role of the private sector*. Ernst & Young Pvt. Ltd, Kolkata, India.
- Sharma, R., & Saini, R. (2012). Implementation of RTE Act, 2009 in Rural India. *International Referred Research Journal*, 3(29), 18-25.
- Soni, R. B. L. (2013). *Status of implementation of RTE Act-2009 in context of disadvantaged children at elementary stage*. Department of Elementary Education, NCERT. Retrieved from http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Special/Provisions_effects.pdf.
- Subramonian, G., & Suprabha, K. (2015). Sensitization of teacher educators on right of children to free and compulsory Education (RTE) Act, 2009. *International Journal of Current Research*. 7(10), 21972- 21975.
- Zorinsangi, D. (2018). *Right to Education Act, 2009: Status of Implementation and Perception of Teachers and Parents in Mizoram*. [Ph.D Thesis] Department of Education, Mizoram University, Aizawl, 2018.