

Investigating the Effect of the Right to Education Act on Schools: A Teacher's Viewpoint in Jharkhand

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ABSTRACT

This paper highlights the reflection on the early stage of the study on teacher's perceptions on impact of Right of Children to Free and Compulsory Education Act (RTE Act 2009) in schools of Jharkhand. The goal of this research is to investigate how instructors or teachers see the effects of the RTE Act of 2009 on students' engagement and learning results, infrastructure and facilities, teaching methods and evaluation, and comprehension of the Act and its access. The reason teachers are selected for this research is that they have a significant impact on the educational system and are constantly thinking about the welfare and career prospects of their students.

The study, therefore, tries to bring out the voices of teachers that may depict the practical implications. The study is reflection on planning stage, data collection stage, data analysis and interpretation stage and placing the study as research followed by conclusion.

Keywords: RTE Act, Teacher's Perception, Education, Schools, Jharkhand

INTRODUCTION

Passed in 2009, the Right to Education Act (hereinafter referred as RTE Act) guarantees free schooling for all children aged 6-14 in India. This landmark law aims to make education a basic right for all children, regardless of their backgrounds. Key features include free education in nearby schools, no fees that could hinder attendance, 25% of seats in private schools are reserved for disadvantaged groups. While the RTE Act has significantly increased school enrolment, especially for girls and underprivileged children, however its effective implementation remains a challenge, with concerns about ensuring quality education and addressing teacher shortages. The objective of this study is to examine the status of the implementation of RTE Act 2009 provisions in private aided/unaided schools of Jharkhand and the perception of teachers at those schools regarding the RTE Act 2009.

The **Right of Children to Free and Compulsory Education Act (RTE Act)**, while enacted in 2009, has a much longer and fascinating history. Here's a deeper dive into its development:

Seeds of the Act:

- **Independence:** The idea of education as a fundamental right finds its roots in the drafting of the Indian Constitution itself. However, it wasn't explicitly mentioned until the 86th constitutional amendment Act of 2002.

2002: The 86th constitutional amendment introduced **Article 21A**, requiring all children between the ages of six and fourteen to receive free and compulsory schooling. By guaranteeing that every child of this prescribed age range has the chance to get an education and highlighting the state's obligation to provide it, this legislative move marked a significant step towards the recognition of education as a fundamental right. This amendment recognized the need for a specific law to define how this right would be implemented.

Drafting the Law:

- **2005:** A rough draft of the RTE Act was created. However, it faced significant opposition, particularly regarding the mandatory 25% reservation for disadvantaged children in private schools.

- **2009:** After debates and modifications, the bill received cabinet approval in July, followed by passage in both houses of Parliament (Rajya Sabha and Lok Sabha) within a month. It was then signed into law in August, officially named the **Children's Right to Free and Compulsory Education Act 2009**.

Coming into Effect:

- **April 1, 2010:** The RTE Act came into force marking a historic day for Indian education. Notably, it was the first time a law was brought into force through a public address by the Prime Minister.

The Road Ahead:

The Act establishes basic standards for primary schools and declares education a fundamental right of all children between the ages of 6 and 14. It mandates that 25% of seats in all private schools be set aside for students (to be reimbursed by the state as part of the public-private partnership plan). Children are admitted to private schools with reservations based on caste or financial standing. Additionally, it forbids any unrecognised schools from operating, and it stipulates that there will be no donation or capitation fees, as well as no parent or child interviews for admittance. The Act also states that until elementary school is finished, no kid may be held back, expelled, or forced to pass a board test. Additionally, there is a facility for additional instruction for ex-students to bring them up to level with pupils their own age. There are certain Indian states that don't seem to be paying close attention to how the right to education is being implemented in their institutions. The problem arises when some schools in this nation refuse to follow official orders and abstain from upholding this right, depriving some youngsters of receiving an elementary education. The subjects of this right are often schoolchildren.

The Act's goal and its actual implementation are vastly different. The research primarily aims to close this gap and pinpoint the murky areas that keep it from closing.

The RTE Act 2009 has undeniably played a significant role in increasing school enrollment and promoting social equity in education. However, challenges remain in ensuring quality education for all, addressing teacher shortages, and ensuring effective implementation across all states and communities. The journey of the RTE Act 2009 continues, with its legacy serving as a reminder of the constant pursuit of education as a fundamental right for every child of the specified age in India.

Judicial response with regards to Right to Education Act 2009

The Right to Education Act 2009 (RTE Act) has received a mainly positive legal response in India, confirming the act's importance in advancing educational equity and accessibility. The RTE Act's provisions have been upheld and interpreted in a number of significant rulings, highlighting the Act's significance as a vehicle for social justice. In *Mohini Jain v. State of Karnataka* (1992) the Supreme Court of India ruled that The right to education is implied in and flows from the right to life protected by Article 21 of the Constitution. The court stressed that without guaranteeing the right to education, the rights to life and personal liberty would be meaningless. It was crucial that education be acknowledged as a fundamental right because it set the stage for further laws and court rulings on the subject. The commercialization of education was condemned by the Supreme Court, especially in light of the astronomical capitation fees that private colleges impose. According to the court, education cannot be viewed as a goods that is exclusively accessible to those with the means to pay for it. The court connected the Constitution's tenets of social justice and equality with the right to education. It made clear that people cannot fully enjoy other fundamental rights or take part in the democratic process in a meaningful way if they do not have access to education.

The *Mohini Jain* case had a major role in changing India's view of education from one of a welfare provision to one of a basic right. It caused judges to examine laws and procedures that limited students' access to school more closely. The case *Unni Krishnan J.P. v. State of Andhra Pradesh* (1993) further developed the right to education and ultimately impacted the creation of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act). The ruling was a forerunner to that case.

In case of *Society for Unaided Private Schools of Rajasthan v. Union of India* (2012) the RTE Act's validity was maintained by the Indian Supreme Court. The court determined that it was lawful for private, unaided schools to set aside 25% of their seats for students from underprivileged and economically challenged backgrounds. The ruling upheld the fundamental rights to education and the responsibility private schools have to provide socioeconomic inclusion in education, even in the absence of government support. The case of *State of Tamil Nadu v. K. Shyam Sunder* (2011) brought to light the state's duty to efficiently carry out the RTE Act's obligations. The Supreme Court underlined that any failure on the part of the state to provide free and compulsory education to all children within the designated age group would constitute a violation of the fundamental rights of the children. The legislation requires the state to do this. However in case of *Pramati Educational & Cultural Trust v. Union of India* (2014) The RTE Act's applicability to minority educational establishments was discussed by the Supreme Court. The court decided that the RTE Act does not apply to

unaided minority schools because enforcing such requirements would violate Article 30(1) of the Constitution, which protects minorities' right to establish and manage educational institutions of their choice. The lines separating minority rights and the right to education were drawn by this ruling. Recently in 2024 A three-judge bench of the Supreme court of India consisting of Dr. DY Chandrachud, CJI, J.B. Pardiwala, and Manoj Misra, JJ., gave notice to the relevant authorities in Bihar in order to request special leave to appeal against the Patna High Court's final order, which dismissed a Public Interest Litigation petition seeking implementation of the provisions of the Right of Children to Free and Compulsory Education, Act 2009 (the "Act") on the grounds that it was conceived incorrectly. Actually In the present case i.e Social Jurist, A Civil Rights Group v. State of Bihar, 2024 SCC OnLine SC 247. A social activist organisation committed to the shared goal of providing education for children claimed that circumstances at multiple schools in the East and West Champaran district were found to be deplorable. As a result, a report was also written and included with the writ petition. The Deputy Director of Primary Education submitted an affidavit stating that the schools were in good condition, which the High Court took note of. The High Court observed that, in accordance with the affidavit, efforts were made to simplify the school's general instructional environment and acknowledges the need to ensure that students from underprivileged backgrounds receive a quality education. The State of Bihar's elementary education was updated by the efforts of the Government, according to the High Court, which expressed satisfaction with the affidavit. The High Court further declared that the Government was requesting reports from the District Education Officers stationed in the districts in order to conduct ongoing oversight of all State schools. The PIL was therefore dismissed. The petitioner, who was offended by the dismissal, had filed an appeal with the court and consequently the Hon'ble Supreme Court of India issues notice to authorities by passing an order dated 4th March 2024. The matter is still in consideration the Supreme court.

Planning Stage of the Research

The researchers have followed a strict design for this pilot study, following Miles and Huberman's (1994) advice for beginners. The design focuses on five key areas: the core idea (conceptual framework), research questions, the specific case being studied, scope and limitations, sampling.

The first step involved understanding conceptual frameworks: what they are, how to create them, and their role in research. In short, a conceptual framework clarifies the underlying reality (ontology) and how knowledge is formed (epistemology) to provide a complete picture of the phenomenon being studied (Jabareen, 2009). It can be based on existing theories or common sense (Miles and Huberman, 1994), and often uses visuals to show the connections between different factors.

1. Core Idea (Conceptual Framework)

Conceptual Framework: The conceptual framework of the research revolves around an understanding of what the teachers of private schools of Jharkhand perceive about the implications of the RTE Act 2009 on various aspects of education. It tries to explore how far the practice of the RTE Act is impacting different parameters of the system, from student learning to teaching process and overall school environment. Thus, its key components are:

- **Policy Review:** The review of how the policies under the RTE Act are perceived and implemented in schools.
- **Review of Research Studies:** Studies on similar educational policies already exist that can be referred to for assessing their various effects.
- **Influence of Teaching Experience:** It shall gain insights from the firsthand experience of teachers who have experienced the RTE Act.

The framework acts to provide a visual and theoretical representation of how different factors interact in relation to teachers' perception and influence on the overall effectiveness of the RTE Act.

Following the framework, **research questions were formulated:**

2. Research Questions

Central Research Question:

How does the perception of teachers of schools of Jharkhand, India from different backgrounds and contexts regarding the implications of the RTE Act 2009 vary in relation to parameters of education like student learning, teaching practices, and school environment?

Research seeks to answer the following important questions:

Sub-Research Questions:

1. What is the perception of teachers of private schools of Jharkhand in regard to the implications of the RTE Act 2009 on student learning outcomes?

2. What changes in teaching practices have these teachers experienced as a result of the implementation of the RTE Act 2009?
 3. What is the Perception of teachers towards the overall school environment and infrastructural facilities in private schools of Jharkhand in the light of RTE Act 2009.
 4. What are the challenges faced by the teachers of private schools of Jharkhand in practicing the provisions under RTE Act, 2009
- **The central research question is broad and** explores the core phenomenon of the study, the perception of teachers towards the impact of RTE Act in Education.
 - **Sub-research questions:** These more specific questions develop deeper into different aspects of the central phenomenon.

3. Specific case

Specific Case: The third stage of this research is to defining a case: Bounding the territory. The topic Right to Education Act 2009 is very wide and studying everything related to this act is not feasible keeping the time frame in mind, therefore we focus only certain aspects of this act in the research such as understanding of the Right to Education Act 2009 and its access and equality, infrastructure and facilities, teaching methodology and assessment, teacher training, student engagement and learning outcomes. Based on the “focus” of study and time crunch a sample of 60 teachers teaching in eight private schools of Ramgarh, Dhanbad and Deoghar districts of Jharkhand was selected. The last stage of research according to Miles and Huberman in instrumentation. This step helps us to know that how to collect data. It was decided to use “survey method” and a popular technique among the qualitative method to understand the perceptions of participants. Here we prepared 29 questions in 5-point Likert scale and 3 open ended questions. The study tends to remain peculiar to the private schools in Ramgarh, Deoghar and Dhanbad Districts of Jharkhand (An Indian State) that have been affected by the RTE Act 2009, specifically bringing out how these schools have been implementing the provisions pertaining to the economically and socially weaker sections. The perceptions of the teachers teaching in these schools will form the specific target of the study.

4. Scope & Limitation of the Study

- **Geographical Scope:** The study is going to keep its focus upon the private schools of Ramgarh, Deoghar and Dhanbad districts of Jharkhand.
- **Demographic Scope:** Teachers from varied backgrounds like urban, rural, and different socio-economic backgrounds of these private unaided schools.
- **Temporal Scope:** The study will analyze the impact of the RTE Act 2009 since its implementation in 2010 in the present scenario.
- **Content Scope:** The perceived impact on student learning, teaching practices, and the school environment; it will not cover other educational policies and broader issues in educational reforms.

5. Sampling

Sampling:

- **Population:** Sixty teachers teaching in eight private aided/unaided schools of Ramgarh, Deoghar & Dhanbad Districts of Jharkhand State of India.
- **Sampling Method:** The sampling strategy will be that of stratified random sampling. This would ensure proper representation of teachers from different regions—urban, semi-urban, and rural areas—and of different socio-economic backgrounds, and from schools of varying sizes
- **Sample size:** 60 teachers from 8 different schools of Ramgarh, Dhanbad and Deoghar districts of Jharkhand i.e., **Saraswati Vidya Mandir, Ramgarh, D.A.V Public School, Ramgarh Radhakrishna international school, Ramgarh and Apex public School, Ramgarh St. Xavier International School, Dhanbad, Kids Garden, Dhanbad and Mothers International Academy, Deoghar & Kids Garden, Deoghar Jharkhand, India.**

Selection Criteria: Teachers of these schools of Jharkhand who are involved in the process of implementation of the RTE Act 2009 and also have experience in teaching students from these sections.

On the basis of these core areas, the research shall present a holistic discussion on the perceptions of teachers associated with the RTE Act 2009 along with an in-depth understanding of the impact this Act has laid down within the educational framework.

The researchers developed a **conceptual framework** for their study on the perception of teachers on impact of RTE Act in education system. This framework, shown in Figure 1, reflects their understanding based on:

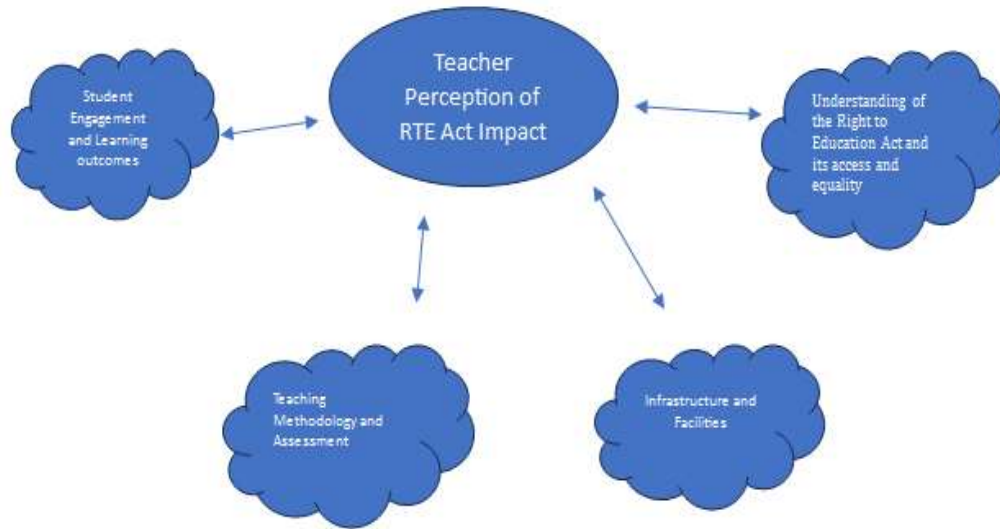


Fig :1

This framework provides for understanding how teachers of these schools perceive the RTE Act's influence on education. By considering the various factors and their potential interactions, researchers can gain a deeper understanding of teacher's perspective and inform effective implementation strategies.

Due to time limitations, researchers narrowed the scope of their inquiry after formulating a central research question centred on the "Perception of teachers towards the impact of RTE Act 2009 in Education". They recognized the complexity of investigating all potential aspects at once.

The central question captures the following key aspects:

- **Focus:** Perception of teachers regarding the impact of the RTE Act 2009 on education.
- **Diversity:** Accounts for varying backgrounds and contexts of the teachers involved.
- **Multiple dimensions:** Explores the perceived impact on different aspects of education, including student learning, teaching practices, and the school environment.

By considering these elements, this questionnaire provides a comprehensive framework for exploring how teachers perceive the multifaceted influence of the RTE Act on the educational landscape.

| Item no. | <u>Section 1: Understanding of the Right to Education (RTE) Act and its access and equality</u> | Strongly disagree | Disagree | undecided | Agree | Strongly agree |
|----------|--|--------------------------|-----------------|------------------|--------------|-----------------------|
| 1. | Education for children in the age group of 6 -14 years has been made compulsory. | | | | | |
| 2. | corporal punishment has been banned under Right to Education Rules. | | | | | |
| 3. | The Right to Education Regulations' 25% reserve for children from underprivileged social groups. | | | | | |
| 4. | Opportunities for professional growth and capacity building for teachers have been made possible by the RTE Act. | | | | | |
| 5. | Enrollment of girls and children from underprivileged areas has grown as a result of the Act. | | | | | |
| 6. | The Pupil- Teacher ratio in classrooms maintained as per the norms (1: 30). | | | | | |
| 7. | Regardless of background, the RTE Act has improved learning outcomes for all pupils. | | | | | |
| | <u>Section 2: Infrastructure and Facilities</u> | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| 8. | The classrooms at my school are large enough and have enough natural light and airflow. | | | | | |
| 9. | The classroom or school has a good supply of teaching resources and instructional materials. | | | | | |
| 10. | My school provides the facilities, such as restrooms, drinking water, and playgrounds | | | | | |
| 11. | In the school, the School Management Committee is in operation. | | | | | |
| 12. | There is effective monitoring and evaluation of the RTE Act's implementation in my school. | | | | | |
| 13. | SMC is monitoring the School's Grant and suggesting more for the development of the school. | | | | | |
| 14. | Yearly health checkup done for all the children of the school. | | | | | |
| Section 3: Teaching Methodology and Assessment | | | | | | |
| 15. | The adoption of activity-based and child-centered teaching strategies has been promoted by the RTE Act. | | | | | |
| 16. | The Act has led to increased focus on individual student needs and differentiated instruction. | | | | | |
| 17. | I am giving feedback to the parents of their children's performance / progress. | | | | | |
| 18. | I am Conducting a remedial class for low achievers to improve their performance | | | | | |
| 19. | I am Conducting a competition in the school regularly in making the students enjoy and benefit. | | | | | |
| 20. | I am using the technology while teaching. | | | | | |
| 21. | I am conducting a revision exercises. | | | | | |
| 22. | I am using other books other than the prescribed for teaching. | | | | | |
| 23. | I am using Black Board very effectively for the benefit of learners | | | | | |
| Section 4: Student Engagement and Learning Outcomes | | | | | | |
| 24. | During class, my students show curiosity and excitement. | | | | | |
| 25. | My students are self-motivated and take initiative in their learning | | | | | |
| 26. | My students feel comfortable participating in class even when they make mistakes. | | | | | |
| 27. | My students are critical thinkers and can analyze information from different perspectives | | | | | |
| 28. | I provide clear and concise instructions and explanations. | | | | | |
| 29. | I offer timely and personalized feedback to students | | | | | |

Additional comments required:

1. If you have any concrete instances of how the RTE Act has affected your classroom instruction or your students' learning, please share them.

2. What are the biggest challenges you face in implementing the RTE Act in your school?

3. How may the RTE Act be better implemented and made more effective? What recommendations do you have?

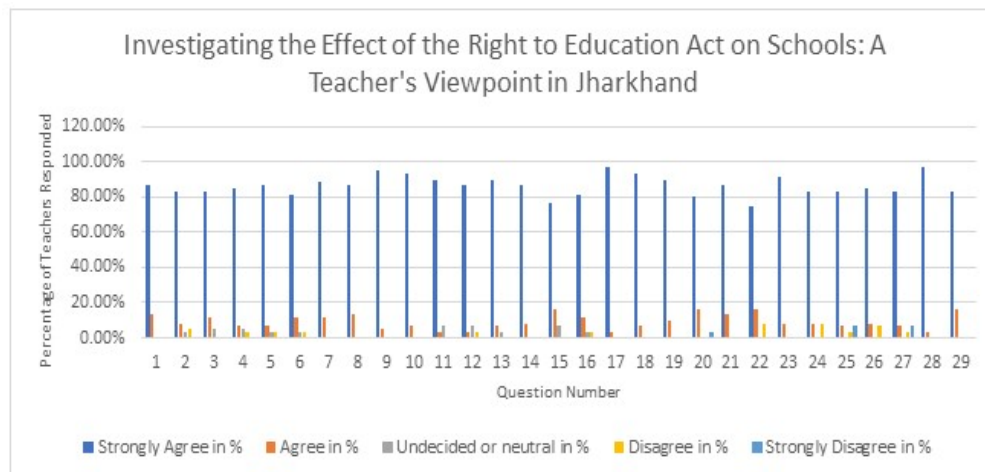
Reflections on "Field Experience"

Eight private schools of Ramgarh, Dhanbad and Deoghar districts of Jharkhand was approached during this research. It gave the opportunity to meet the whole staff and principals together. After briefing them regarding the purpose of research, the teachers were asked to participate in the study. Many teachers agreed in front of the principal and shown their interest. we presented ourselves as a "Learners" in all the selected eight schools in three different districts of Jharkhand as mentioned above. After gaining the trust of respondent by making sure that their identity will be confidential, the information will be used only for the research work, and then the process of survey was started. Many teachers shared their experience and presented their views regarding RTE Act 2009 without any fear.

After data collection, it had to be analysed. Early steps in analysis by Miles and Huberman guided how to

handle the data that was gathered from the field. This task was done on the very same day (5th day) to avoid the decay of memory. After this, the summarization of the write-ups based on research questions was performed.

Data Interpretation and Analysis:



| Item no. | No. (strongly agree) | % | No. (Agree) | % | No. (Undecided) | % | No. (Disagree) | % | No. (Strongly disagree) | % |
|----------|----------------------|-------|-------------|-------|-----------------|------|----------------|------|-------------------------|------|
| 1. | 52 | 86.6% | 08 | 13.3% | 00 | 00% | 00 | 00% | 00 | 00% |
| 2. | 50 | 83.3% | 05 | 8.3% | 02 | 3.3% | 03 | 05% | 00 | 00% |
| 3. | 50 | 83.3% | 07 | 11.6% | 03 | 5% | 00 | 00% | 00 | 00% |
| 4. | 51 | 85% | 04 | 6.6% | 03 | 5% | 02 | 3.3% | 00 | 00% |
| 5. | 52 | 86.6% | 04 | 6.6% | 02 | 3.3% | 02 | 3.3% | 00 | 00% |
| 6. | 49 | 81.6% | 07 | 11.6% | 02 | 3.3% | 02 | 3.3% | 00 | 00% |
| 7. | 53 | 88.3% | 07 | 11.6% | 00 | 00% | 00 | 00% | 00 | 00% |
| 8. | 52 | 86.6% | 08 | 13.3% | 00 | 00% | 00 | 00% | 00 | 00% |
| 9. | 57 | 95% | 03 | 5% | 00 | 00% | 00 | 00% | 00 | 00% |
| 10. | 56 | 93.3% | 04 | 6.6% | 00 | 00% | 00 | 00% | 00 | 00% |
| 11. | 54 | 90% | 02 | 3.3% | 04 | 6.6% | 00 | 00% | 00 | 00% |
| 12. | 52 | 86.6% | 02 | 3.3% | 04 | 6.6% | 02 | 3.3% | 00 | 00% |
| 13. | 54 | 90% | 04 | 6.6% | 02 | 3.3% | 00 | 00% | 00 | 00% |
| 14. | 52 | 86.6% | 05 | 8.3% | 00 | 00% | 03 | 00% | 00 | 00% |
| 15. | 46 | 76.6% | 10 | 16.6% | 04 | 6.6% | 00 | 00% | 00 | 00% |
| 16. | 49 | 81.6% | 07 | 11.6% | 02 | 3.3% | 02 | 3.3% | 00 | 00% |
| 17. | 58 | 96.6% | 02 | 3.3% | 00 | 00% | 00 | 00% | 00 | 00% |
| 18. | 56 | 93.3% | 04 | 6.6% | 00 | 00% | 00 | 00% | 00 | 00% |
| 19. | 54 | 90% | 06 | 10% | 00 | 00% | 00 | 00% | 00 | 00% |
| 20. | 48 | 80% | 10 | 16.6% | 00 | 00% | 00 | 00% | 02 | 3.3% |
| 21. | 52 | 86.6% | 08 | 13.3% | 00 | 00% | 00 | 00% | 00 | 00% |
| 22. | 45 | 75% | 10 | 16.6% | 00 | 00% | 05 | 8.3% | 00 | 00% |
| 23. | 55 | 91.6% | 05 | 8.3% | 00 | 00% | 00 | 00% | 00 | 00% |
| 24. | 50 | 83.3% | 05 | 8.3% | 00 | 00% | 05 | 8.3% | 00 | 00% |
| 25. | 50 | 83.3% | 04 | 6.6% | 00 | 00% | 02 | 3.3% | 04 | 6.6% |
| 26. | 51 | 85% | 05 | 8.3% | 00 | 00% | 04 | 6.6% | 00 | 00% |
| 27. | 50 | 83.3% | 04 | 6.6% | 00 | 00% | 02 | 3.3% | 04 | 6.6% |
| 28. | 58 | 96.6% | 02 | 3.3% | 00 | 00% | 00 | 00% | 00 | 00% |
| 29. | 50 | 83.3% | 10 | 16.6% | 00 | 00% | 00 | 00% | 00 | 00% |

From the above chart and table, we observed that the teachers have better understanding of the RTE ACT 2009 and its access and equality. In section 1, the question number or item no. 1 to 7 cover the basic understanding of RTE Act 2009, between these questions we analysed that 86.6% of teachers are strongly agreed on their knowledge that education for children in the age group of 6 to 14 years has been made compulsory and free and there is no teacher who disagreed with the knowledge of this information. The 83.3% of teachers responded “strongly agreed” in the statement of the banning of corporal punishment under RTE Act 2009 rules. 83.3% of teachers responded “strongly agree” in the statement that the provision of 25% reservation under Right to Education Rules for children belonging to weaker sections of the society. The 85% of teachers strongly agreed with the statement that RTE Act has provided the opportunities for teacher’s professional development and capacity building but 3.3% teachers also did not agree with this statement. 86.6% of teachers strongly agreed with the statement that the RTE Act 2009 has led to increase the enrolment of girl children and children overall from marginalized communities but 3.3% of teachers did not agree with this statement. When

we talked about the pupil-teacher ratio i.e. 1:30 according to RTE Act, 81.6% of teachers agreed that their school maintained the norms but 3.3% of teachers disagreed on this. 88.3% of teachers incorporated with the statement that the RTE Act has led to better learning outcomes for all students, regardless of background.

In section 2 i.e., Infrastructure and Facilities, there are 7 questions or items (from 8 to 14) are given, in this section we analysed that, 86.6% of teachers strongly agreed and 13.3% teachers agreed with the statement that their schools had adequate classroom environment in terms of space, lighting and ventilation. When we asked them about the availability of instructional material and teaching resources in their classrooms/schools, 95% of teachers strongly agreed with this statement. 93.3% of teachers strongly agreed that their school provides the facilities such as restrooms, drinking water and playgrounds. 90% teachers also strongly agreed and 6.6 were neutral about the statement that the school management committee is functioning in the school. When we asked about the effective monitoring and evaluation of the implementation of RTE ACT 2009 in their schools, 86.6% of teachers strongly agreed that their schools have better implementation of this Act and 3.3% of teachers disagreed with the implementation of this Act in their schools. 90% of teachers strongly agreed with the statement that SMC(School Monitoring Committee) is monitoring the schools Grant and suggesting more for the development of the school. 86.6% of teachers strongly agreed that yearly health checkup was being done for all the children of their schools.

Now in section 3, that is about Teaching Methodology and Assessment, there are total 9 questions or items (from 15 to 23) included in this section. The first statement of this section is about encouraging the use of child-centred and activity- based teaching methods through RTE Act and 76.6% of teachers strongly agreed with this statement. The next statement is : the Act has led to increase the focus on individual student's needs and differentiated instruction, 81.6% of teachers strongly agreed and 3.3% of teachers shown their disagreement with this statement. Now 96.6% of teachers strongly agreed with the statement that they always give feedback to the parents of their children's performance or progress. 93.3% teachers are conducting a remedial class for low achievers to improve their performance. 90% of teachers strongly agreed that they were conducting competitions in their schools regularly in making the students enjoy and benefits. 80% teacher strongly agreed that they use the technology while teaching whereas only 3.3% of teachers don't use technology while teaching. 86.6% teachers strongly agreed that they conduct a revision class after the completion of chapter or syllabus. 75% of teachers strongly agreed that they use other books other than the prescribed for teaching whereas 8.3% of teachers don't use other books than prescribed books. 91.6% of teachers strongly incorporated with the statement that they use blackboard very effectively for the benefit of learners.

In section 4, there are 6 questions or item (from 24 to 29) that deals with the Students Engagement and Learning Outcomes. The first statement of this section is "During class, my students show curiosity and excitement" 83.3% of teachers strongly agreed with this statement and 8.3% of teachers disagreed with this. The second statement implies that "my students are self-motivated and take initiative in their learning" 83.3% of teachers strongly agreed with this statement while 6.6% of teachers strongly disagreed with this. In next statement i.e., my students feel comfortable participating in class even when they make mistake, 85% teachers strongly agreed with this statement and 6.6% teachers disagreed with this statement. 83.3% of teachers strongly incorporated with the statement that their students are critical thinkers and can analyse information from different perspectives but 6.6% of teachers put their strong disagreement with this statement. 96.6% of teachers strongly agreed with the statement that they provide clear and concise instructions and explanations. The last statement of this section implies that the teacher offers timely and personalized feedback to students and 83.3% teachers strongly incorporated this implication/statement.

At last, in **section 5, there are 3 open questions**, and all teachers/respondents (from the eight different private schools from Ramgarh, Deoghar and Dhanbad districts of Jharkhand) shared their views on these questions, when we analysed the different opinions or answers of the teachers, then we could interpret that most of the teachers had observed some noticeable changes in their schools after the enforcement of RTE Act 2009, especially in marginalised group people. These changes converted the classrooms more diverse, and this is great for fostering empathy and understanding among students.

The Act also prescribed provisions on school infrastructure. Most of the teachers told that their schools had been working hard to meet the standards that is set by the RTE Act 2009, they said that their schools had better drinking water facilities, ventilated classrooms, the teachers said, their schools have library that make a conducive environment to make learning better. By their responses we concluded that their schools are conducting training programs for teachers and this definitely elevated the quality of instruction in the school, the teachers mostly use interactive and hands-on teaching methods which is found really engaging for the students and make learning more enjoyable.

Most of the teachers also said that the most positive aspects of the RTE Act is to focus on the inclusive education resulting into more support and resources for students with special needs. The teachers also responded

that it's heartening to see their students being fully integrated into their classrooms and receiving the assistance they need to thrive academically. Of course, there are many challenges too. Most of the teachers said, it is difficult to implement all the requirements of the Act, especially in the rural areas where there is scarcity of resources. Teacher absenteeism and lack of proper monitoring is still a struggle. But overall, they believed that RTE Act 2009 has positive impact on the whole education system.

Suggestions by teachers

Many teachers also gave some suggestions and recommendations for improving the effectiveness of RTE Act 2009. The very first suggestion that we analysed is investment in infrastructure, allocation of funds to improve the school infrastructure, especially in underserved and rural areas. This includes sanitation facilities, providing adequate resources like textbooks and teaching materials, construction of new classroom.

The second suggestion is about teacher training, professional development is very important for the enhancement of the pedagogical skills and subject knowledge. It was suggested to encourage the collaboration and to share best practices among educators. In addition to this, it was also suggested to have strict monitoring and accountability measures to address the issues of teacher absenteeism.

The third suggestion is community engagement, this includes parents, civil society organizations and local community in the planning and implementation of the educational policies. It was suggested to encourage community participation in decision-making process with the school management committees to ensure the needs of the community are adequately addressed.

The fourth suggestion that we received is with regards to monitoring and evaluation system, it was suggested that there should be a specific system that can track the progress and identify areas for improvement. It was further pondered to assess the quality of education provided in schools, including teaching-learning process, infrastructure and learning outcomes. It was also suggested further to use data-driven insights to inform the policy decisions and allocate resources effectively.

The fifth suggestion is to increase the conduction of awareness programmes with respect to the provision of RTE Act 2009 amongst all stakeholders i.e., teachers, parents and students. It was further stressed to conduct outreach programs in all areas for the children who are eligible for the enrolment in schools and can receive the benefits of RTE Act 2009.

The sixth suggestion that we received is with regards to addressing the socioeconomic barriers that prevent the children from accessing the education, such as child labour, gender inequality and poverty. It was suggested to implement targeted schemes such as school feeding programs, vocational training, scholarships to support the children from economically weaker section of society to promote their educational attainment.

The last suggestion was with regards to minimising the time consumption of teachers which they have to spend on excessive administrative work. The teachers have to deal to excessive paper and administrative work related to RTE Act implementation, which can deteriorate their teaching content.

We could analyse that by implementation of these suggestion, we can work towards making RTE Act 2009 more effective in achieving its main goal i.e., universal access to quality education for all children. It requires a sustained commitment and collaborative effort from policymakers, parents, educators and communities to overcome the challenges and create an inclusive and equitable education system.

CONCLUSION

In conclusion, the RTE Act 2009 has effectively worked on improving access to education and improving the quality of schooling in India but there are still many areas that need improvement. By addressing the key areas like teacher training, inclusive education, community engagement, infrastructure, monitoring and socioeconomic barriers, we can work towards making the RTE Act more effective in achieving its objectives.

Investing in education is not just about infrastructure, providing resources, and supportive material like text books; it's about transforming communities, driving societal progress, and empowering individuals. Through shared commitment and collaborative efforts to ensure that every child receives a quality education, we can unlock their full capabilities and potential and build a brighter future for generations to come.

In rural areas, it is seen that there is a shortage of qualified teachers, which makes it challenging for teachers to give individual attention to every student. In rural areas, teachers are also required to handle multiple classes simultaneously due to a shortage of teachers, which can be overwhelming and reduce the quality of education. Most of the schools do not provide any adequate training on modern teaching methods and the particular requirements of the RTE Act. There is a lack of ongoing professional development opportunities for teachers, and it is very important for them to be updated with the latest educational practices and policies.

In Jharkhand, there is a high level of child labour and poverty that leads to absenteeism or irregular attendance

and high dropout rates of students, and it makes it difficult for teachers to maintain continuity in education. In Jharkhand, there are some communities that don't have any awareness regarding formal education, especially for girls, which can hinder teachers' efforts to ensure that all children are attending school. Therefore, the socio-cultural factor is also one of the biggest challenges for the implementation of the RTE Act in Jharkhand or any other state of India.

Now in Jharkhand there are many tribal groups, and they have different linguistic backgrounds, which can create a language problem in the classroom between students and teachers, and teachers may struggle to communicate effectively in the classroom. Addressing these challenges requires a multifaceted approach involving improvements in better training and support for teachers, infrastructure and resource material, effective monitoring and evaluation systems, and community engagement to support education initiatives. The journey towards achieving universal access to education is ongoing, but with innovation, dedication, hard work, and a focus on equity and inclusion, we can overcome the challenges and realize the vision of a nation where every child has the equal opportunity to learn, grow, and thrive.

It is also concluded that there is a lack of effective monitoring, assessment, and feedback systems for the evaluation of institutions to ensure compliance with the RTE Act 2009. This leads to gaps in accountability and implementation. Effective assessment mechanisms to gauge the learning outcomes of students are often lacking, making it difficult for teachers to identify and address learning gaps.

Research on the perceptions of teachers from the private schools of Ramgarh, Dhanbad and Deoghar districts of Jharkhand about the Right to Education (RTE) Act 2009 shows that their overall outlook is quite positive. Teachers understand the RTE Act well and are aware of its key provisions. Their understanding covers the basic premise of the Act, which is that all children up to the age from 6 to 14 years have the right to free and compulsory education.

The teachers from whom we received responses, feel that the RTE Act has the potential to bring about significant, positive changes, particularly with regard to the elevation of the status of primary education. Across all the four schools in the district, teachers spoke glowingly about the RTE Act's provisions. Whether or not the teachers were included in the preparation of the RTE Act, they have embraced its fundamental tenets wholeheartedly.

Assessment methodologies and practices are showing a strong shift towards child-centered and activity-oriented approaches. Feedback is becoming more individualized; teachers are offering remedial and leveraging technology-provided experiences that enrich learning. Despite all this, many concerns remain, more so in rural, resource-starved regions. There is still teacher absenteeism. Both engagement and learning outcomes for students have improved. Teachers report that students are more curious, self-motivated, and at ease participating in classroom activities. Perhaps the greatest success has been noted within inclusive classrooms where students with special needs learn in a mainstream environment, fulfilling the letter and spirit of the Act's intention to provide quality and inclusive education.

While the general review was good, some of the challenges that were mentioned included insufficient accomplishment of comprehensive realization of all the provisions in the Act as a result of resource constraints and increased administrative burden on teachers. As a result, teachers proposed the following areas for improvement: i.e. Investment in infrastructure, capacity development, community involvement, enhancement of monitoring and evaluation mechanisms, and addressing socio-economic challenges impeding the access to education by pupils.

In a nutshell, the RTE Act 2009 has brought in changes in the educational scenario in Ramgarh, Deoghar and Dhanbad districts, but further sincere effort is required to be undertaken to achieve the vision and mission of the Act. It is with these recommendations that further improvement in quality of education imparted and realization of each and every provision of the Act will be channelized to all the students.

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