

STAKEHOLDERS' PERCEPTION OF RTE ACT-2009: AN ANALYSIS OF SECONDARY SCHOOLS IN SIKKIM

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In Partial Fulfilment of the Requirement for the
Degree of Master of Philosophy

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DECLARATION

I **Rahul Balmiki** hereby declare that the Dissertation entitled “*Stakeholders’ perception of RTE Act-2009: An analysis of secondary schools in Sikkim*” submitted by me to the Department of Education, Sikkim University for the partial fulfillment for the Degree of Masters of Philosophy in Education, is my original research work which is carried out by me under the supervision of Dr. Subhash Misra, Assistant Professor, Department of Education and has not been submitted earlier to Sikkim University or to any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by others or me. This work is the outcome of my original and genuine effort.

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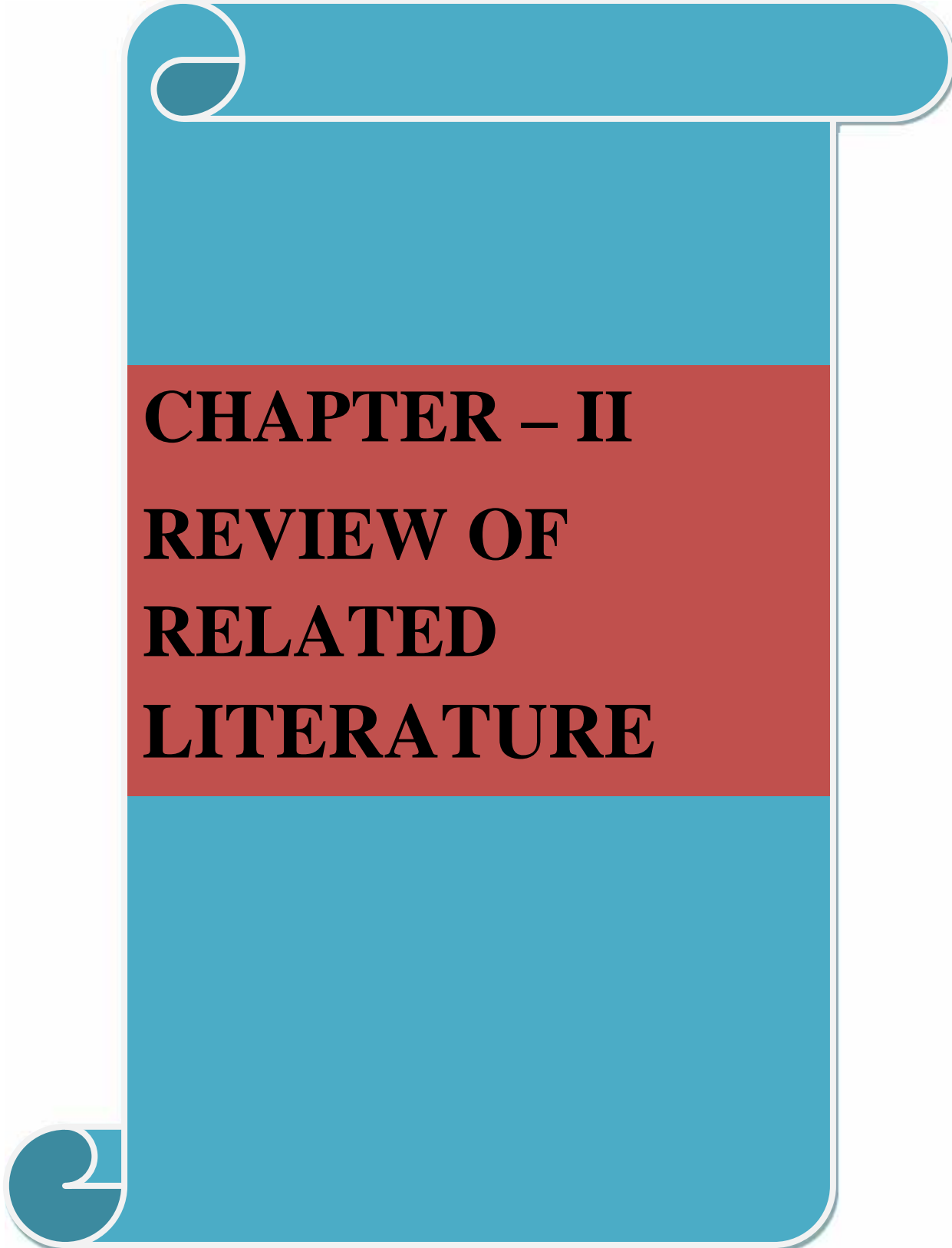
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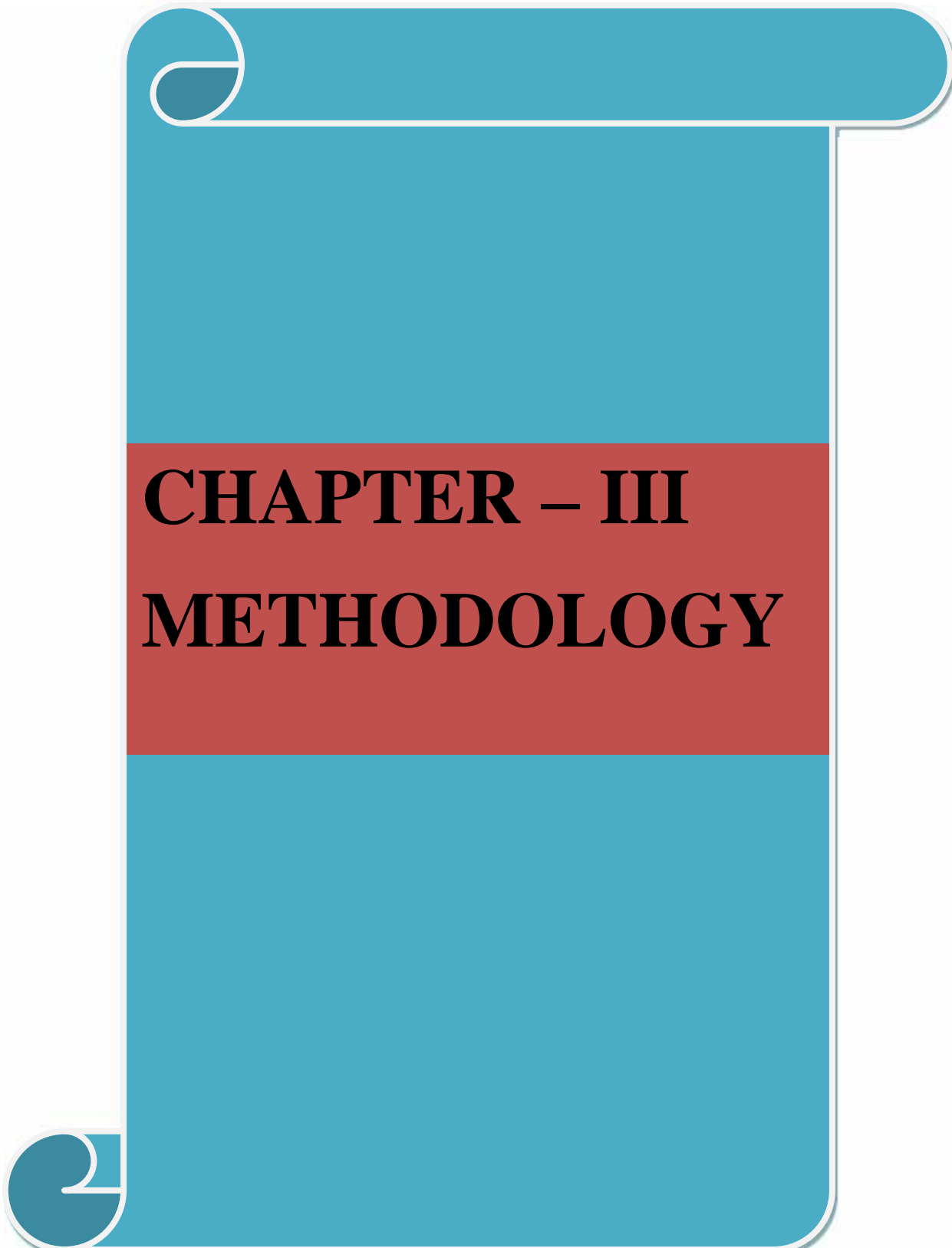
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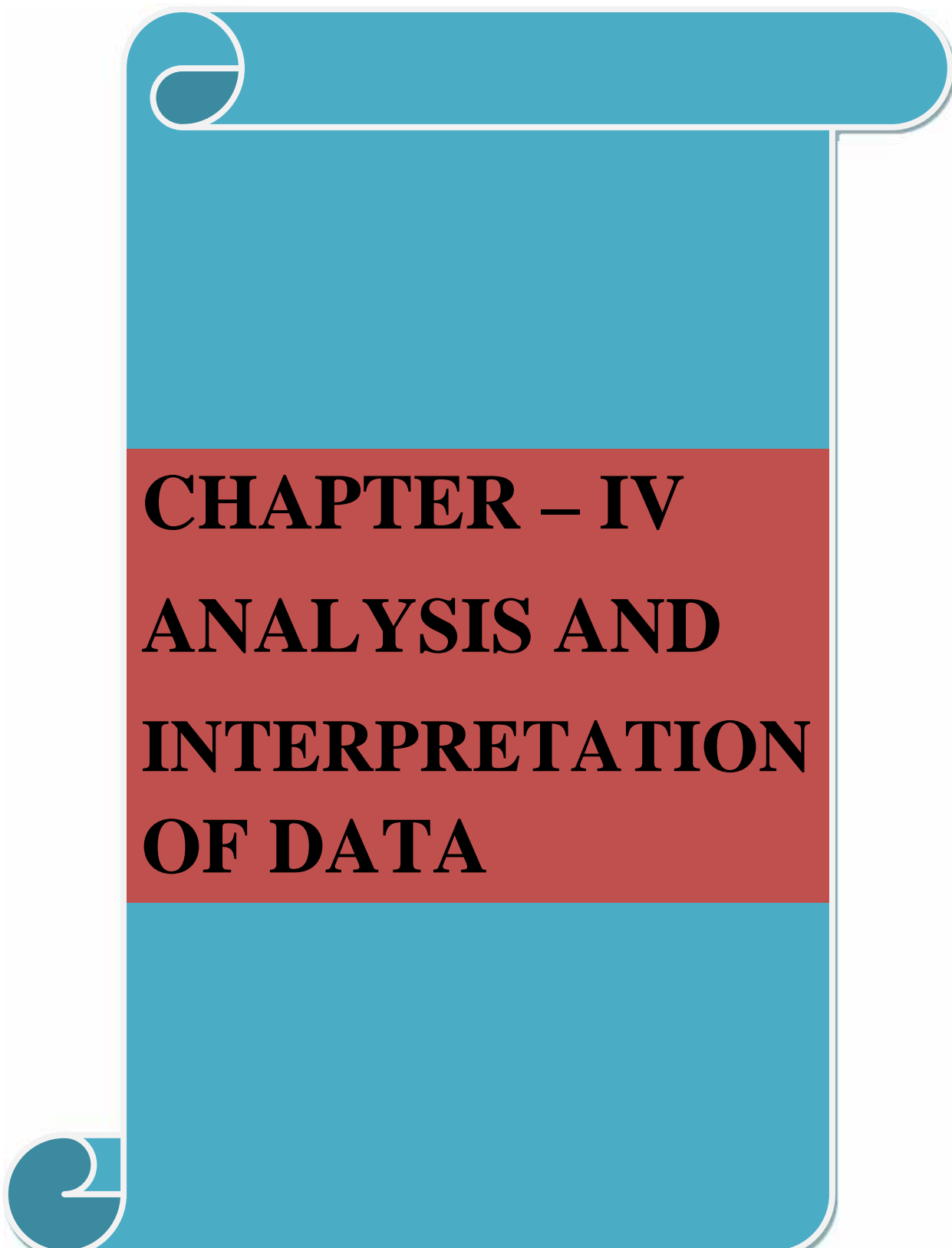
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INTRODUCTION



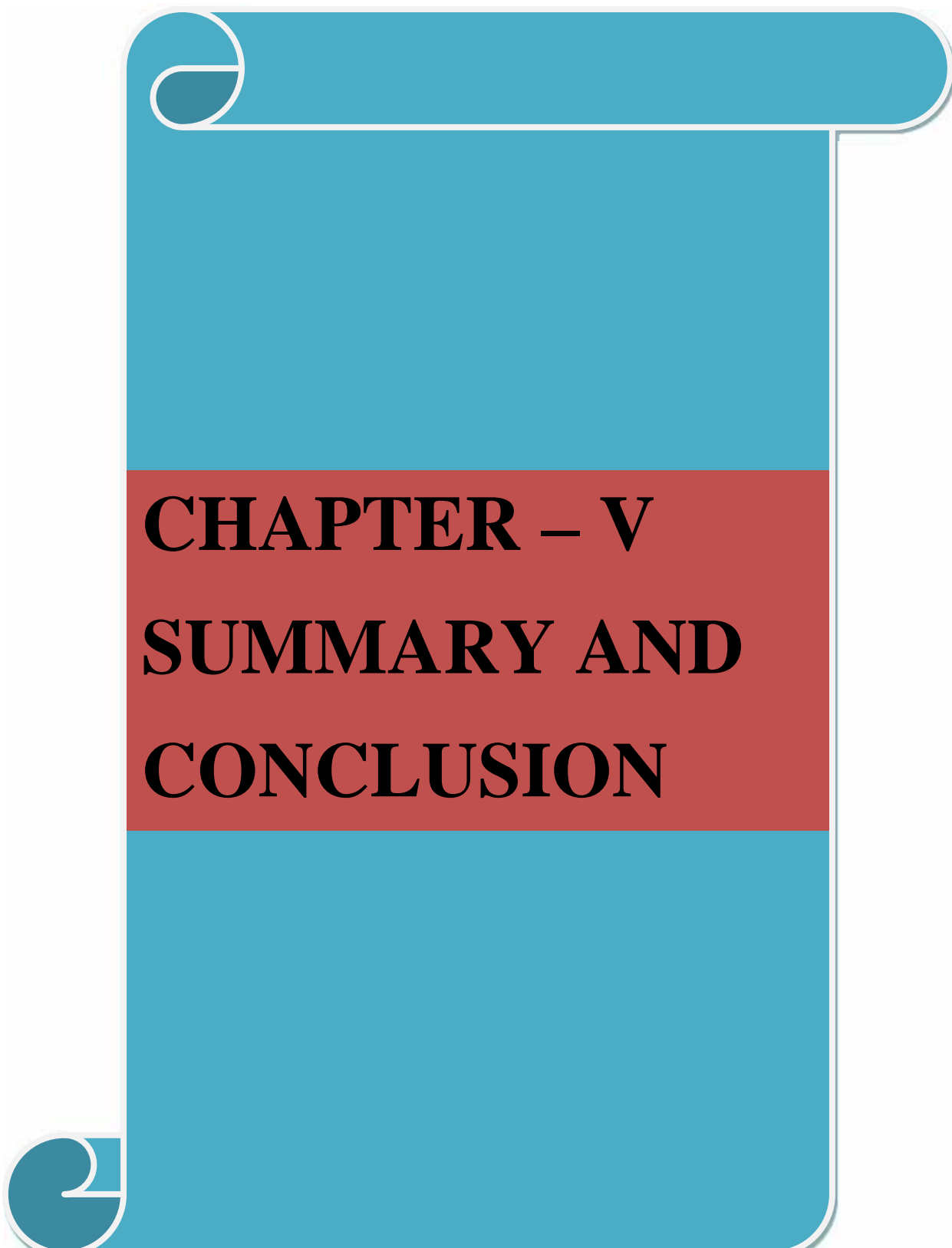
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1.1 INTRODUCTION

1.1.1 BRIEF HISTORY OF SIKKIM

Sikkim is a beautiful place situated in northeastern part of India. Sikkim became the 22nd Indian state on 26 April 1975. It shares the boundary with three countries Nepal, Bhutan and China. In the 19th century the Namgyal dynasty founded the kingdom of Sikkim. The ethnic groups of Sikkim are Lepchas, Bhutias and Nepalese. Sikkim is the trendiest place for tours and travel destination. The state of Sikkim has raised the standard not only in the tourism sector but the education sector also has been phenomenal during the last 2 decades. With the establishment of many government educational institutions as well as private institution a paradigm shift in the field of education has been witnessed in Sikkim.

1.1.2 ELEMENTARY AND SECONDARY EDUCATION IN SIKKIM

The demand for education has been increasing over the period of years. This demand for education is also visible in the state of Sikkim. The education system in Sikkim is based on the national policy of India. The School education system has been categorized into 4 stages – (i) Primary (Class I-V), (ii) Junior High (Class VI-VIII), (iii) Secondary (Class IX-X) and (iv) Senior Secondary (Class XI-XII) level. The admission procedure in schools of Sikkim starts when a child reaches the age of 5 years. Two board examinations (CBSE and ICSE) are held in Sikkim—one at the end of class X and another at the end of class XII. Earlier the Sikkim board itself conducted the examination of class XII. To achieve the goal of elementary education in the state of Sikkim, various programmes have been introduced by the central and state government like Sarva Shiksha Abhiyan in the year of 2001, Mid-day meal scheme and Right to Education in the year 2010 to encourage the

education of every child. The medium of instruction in the schools of Sikkim is English. The other languages taught are Nepali, Lepcha, Bhutia, Limboo, Gurung and Rai etc. The structure of education in Sikkim is same as other state in India. The government of Sikkim provides free education to each and every child till the college level. The government of Sikkim also provides free uniforms, books, bags, up to primary level and various scholarships etc, so that the masses can avail the facilities for the access to education.

The role of headmasters, teachers, SMCs, administrators and parents of Sikkim plays a significant role in the target of Right to Education Act-2009. The perception of these entire stakeholders does provide the basic foundation of RTE Act-2009 in Sikkim.

1.1.3 ELEMENTARY EDUCATION

Education is the basic need of every individual in the society. Education is the human right of each and every child. It is the main mechanism through which transformation and transparency can be brought out in the whole education system. Education is the only channel for everyone which helps in developing individuals innate potentialities, enhance the productivity of the citizens and foster moral values in students. Education brings light in the life of an individual. It is the only education that shows the right path, purify skill and inculcate overall personality of the children. The education plays a key factor in every society. Society develops through the progress of the school. Society depends upon the quality of education provided at school level. The education is mostly imparted in three ways namely formal, informal and non formal. Education should be free, at least in the elementary & fundamental stage. It serves the most important end of educating the man in the society.

“Elementary Education” means the education from first standard to eighth class. Universalisation of education in India means elementary education for all. Elementary education provides the strong base to secondary and higher education. The elementary education is the core of the educational setup where the child spend his/her eight years of schooling till class 8 which forms the foundation for future education and helps to achieve better life skills. To build up the elementary education in the society of India the government has initiated two historical programmes i.e., Sarva Shiksha Abhiyan and Right to Education Act-2009.

1.1.4 SECONDARY EDUCATION

Education is the only way to link knowledge, skill, and employment. The secondary education provides the main link between elementary and higher education. The secondary education creates the platform for higher education. The increased enrolment and participation at elementary level is supplying a large number of students to the secondary level, that why it is considered as crucial sector of educational field.

It is the quality standard of secondary education which determine the progress, development and quality of higher education. The secondary education is the terminal hub/ stage for the millions of students in India. Therefore it is very important to connect with skill development. “The N.P.E (1986) envisaged that use of diverse curriculum content at the secondary level, so that skilled manpower can be supplied to the society.¹”

Many changes have been taking place for the past few decades at elementary level of education. The various commissions, programmes and policies have

¹K.Sujatha & P.Geetha Rani (2011) Development of secondary education in India, Shipra publications, pp-1

been implemented in India to support and bring improvement in the participation and enrollment of students at the elementary level, which are as follows: (a) Operation Blackboard (b) District Primary Education Programme (DPEP), Education for all (EFA), Sarva Shiksha Abhiyan (SSA), and Right to Education Act-2009 (RTE-2009).

1.1.5 SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan is one of the educational programme which was implemented by the Government of India's flagship for achievement of Universalization of Elementary Education (UEE) in the country for 10 years i.e., 2001 to 2010. "The Sarva Shiksha Abhiyan is also known as the 'Education for All movement' or 'Each One Teach One'.²" The aim of SSA is to provide universal access and retention, minimize the gender and social gap, and provide elementary education for all the children between the age group of 6-14 years till the completion of his/her elementary education from class I to VII in a neighbourhood school. It mainly covers four thrust areas of concern namely: (a) access (b) enrolment (c) retention (d) quality.

The Sarva Shiksha Abhiyan was introduced in 2001 by the government of India for the enhancement of learning level of childrens. It includes the partnership between central, state and local governments to ensure the needs of the children in the entire country. It also emphasizes to provide computer education for the children to bridge the digital gap. The programme seeks to open new schools with better schooling facilities like class room, toilets, drinking water, maintenance school grants. It provides clear time-frame for universal elementary education. To achieve these programme

² B. B. Kharbirymbai & Md. D. Hussain (2014). An Evaluative Study on the Implementation of Sarva Shiksha Abhiyan in Bhawanipur Education Block of Barpeta District of Assam in India. *Online International Interdisciplinary Research Journal*, 4(6), 137-144

objectives, support is sought from Panchayati raj institutions, school management committee, women organization, teachers and NGOs etc. It provides an opportunity for promoting social justice through the education. It gives equal opportunities for all children to finish his/ her elementary education irrespective of caste, creed, race and religion. Its framework includes teacher's appointment, their training, motivating parents and students, provisions of incentives like uniform, scholarships, and textbooks etc. The SSA focuses on providing quality elementary education with life skills for all the children in the entire country. It is the demand for quality basic education all over the country. It gives an opportunity for improving individual's capabilities to the fullest extent. The SSA helps in the enhancement of learning levels of children. SSA is being given through govt and govt aided school. It is the main tool to universalize the elementary education in the country. The SSA is community owned quality education. It realizes the value of early childhood care and education in the nation. It focuses on special groups of the community which includes children from SC/ST, minority groups, children from disadvantaged groups, children with special needs and urban deprived children.

“Sarva Shiksha Abhiyan (SSA) has two main aspects which are as follows:

- (i) It provides a wide convergent framework for implementation of elementary education schemes.
- (ii) It is also a programme with budget provision for strengthening to Universalization of elementary education.³”

³ J C. Aggarwal & S. Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-17

1.1.6 OBJECTIVES OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan had been set with some specific targets which are as follows-

- All children should be in school level with education guarantee centre by 2003.
- The completion of primary schooling of all children by 2007.
- The completion of elementary schooling of all children by 2010.
- It focuses on quality elementary education with emphasis on education for life.
- To bridge the social, gender and regional gap at the primary stage by 2007 and at the elementary education level by 2010.
- Universal retention by 2010.

The Sarva Shiksha Abhiyan came into force after 2010 as launching vehicle for RTE Act in the country. SSA provides the base line for the government of India to flagship another important historical programme i.e. “Right to Education Act-2009”.

1.1.7 RIGHT TO EDUCATION ACT -2009

Right to Education Act-2009 is another important milestone in the history of India. RTE Act is a vehicle for achieving the Universalisation of Elementary Education (UEE), but to make it into a reality collective efforts have been needed from the side of various stakeholders of RTE Act-2009. The RTE Act ensures free and compulsory education for all the children between the age group of 6-14 years irrespective of their caste, creed, and religion. Right to Education is the first legislation in India, which makes the government, the local authority, the parents and the teachers responsible for an admission, attendance and completion of elementary education of every child. The act ensures that child get

good quality elementary education conforming to the standard. The RTE Act promotes the quality education with equitable framework irrespective of caste, creed, religion, socio-economic structure and disabilities, for all children come together to learn meaningfully in child-centric principle of education. The Right to Education is the only means to open the lock of children hidden talents sharpens their skill and make them into a responsible youth of country. The proper implementation of the RTE Act is the sole responsibility of all stakeholders- Central government, State government, School Headmasters, Parents, Teachers and Students. When the Indian constitution was framed, the article 45 was introduced under Part IV 'Directive principles of state policy' that stated –“provision for free and compulsory education for children; the state shall endeavour to provide within a period of ten years from the commencement of this constitution, for and compulsory education for all children until they complete the age of fourteen years.”⁴

Right to Education Act- 2009 is a flagship programme of Government of India to cater the needs and aspirations of the learners. It focuses on spreading of education among the masses. “India became one of the 135 countries to make education a fundamental right of every child.”⁵ The Act is a mandate that provides right to free and compulsory education for all children irrespective of gender, disadvantaged group, and weaker section. “The word ‘compulsory’ means that it is compulsory for the government to give free education to all children. It does not mean it is compulsory for parents to send their children to school.”⁶ The Right to Education emphasizes to provide basic education for those who

⁴J.C.Aggarwal&S.Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-23

⁵ S.S. Puar (2012). Right to education act: A critical analysis. *International Journal of Educational and Psychological Research*, 1(2), 27-30.

⁶ https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act

have not completed primary education. “Right to Education Act is a detailed and comprehensive legislation which includes provisions related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of different stakeholders.⁷” The Right to Education Act-2009 includes seven chapters namely: (i) Preliminary, (ii) Right to free and compulsory education, (iii) Duties of appropriate government, local authority and parents, (iv) Responsibilities of schools and teachers, (v) Curriculum and completion of elementary education, (vi) Protection of right of children, (vii) Miscellaneous and are divided in 38 sections and one schedule.

“To implement the article 45 various efforts were made, but the results were not satisfactory. When the official and non official were very concerned for this issue.⁸” The government of India flagship a programme called Sarva Shiksha Abhiyan in 2001. The results of this programme were not satisfactory. The Sarva Shiksha Abhiyan has been revised to match with the provision of RTE Act-2009. It basically provides the baseline for the RTE Act. The government of India enacted a suitable legislation for Universalisation of Elementary Education (UEE) on the advised of Supreme Court of India. The 86th Constitutional amendment act 2002, inserted 21-A in the constitution of India. The article “21- A stated as Right to Education-The state shall provide free and compulsory education to all children of the age of six to fourteen years in a manner as the state may by law determine.⁹”

“The bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and

⁷ N.D. Manju (2015). Awareness about Right to education act (RTE) among parents of students belonging to Soliga tribe. *International Journal of Law, Education*, 2(1), 64-69.

⁸ J.C.Aggarwal&S.Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-23

⁹ J.C.Aggarwal&S.Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-24

was notified as law on 26 August 2009 as the Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010.¹⁰ This day set a historic milestone for India as the Right to Education received the legal status in the country. It serves a quality in formal school irrespective of caste, gender, creed and religion. It tries to satisfy certain essential norms and standard in the elementary education. It set quality norms for all schools in the country. It checks the responsibility of the school headmasters, teachers to parents. It involves the participation of civil society in the development and management of school. It not only provides free and compulsory education to every child between the age group of 6-14 years but also raise the standard of elementary education.

To make this act an influential it is very important that the all the member of our society including teachers and parents take active part in providing education to the masses of the country. The act provides 8 years of elementary education from first class to eighth class in a neighbourhood school. It is the sole responsibility of the state that child enrollment till the completion of 8 years of elementary education shall not be prevented at any cost.

The RTE Act totally depends upon the role and active participation of all the stakeholders for achieving the Universalisation of Elementary Education (UEE) in the country. The Act includes different stakeholders with different roles namely as government, local authority, parents, schools headmasters, teachers and school management committee. If the RTE Act is to be successful in its true spirit in the country, it is very necessary for all the stakeholders to have a deep awareness about the act. The school management

¹⁰ https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act

committee (SMC) needs to make school development plan for school. The SMC should also monitor the working of the school. The parents/ guardians have to play a very close and active role in ensuring the vision of RTE Act come true in the nation. The parents/guardian plays a very pivotal role in the school management committee like bringing the child to school, and thinking for the development of school in the society. Not only to bring the child to school but also to inculcate his/her inner talents and potentialities to the fullest extent through child-centric education.

1.1.8 THE FRAMEWORK OF RTE ACT-2009 “4A”

The framework of 4 A is helpful in assessing the Right to Education which means that for education to be a meaningful right it must be available, accessible, acceptable and adaptable. The former UN Special Rapporteur on the Right to Education, “Tomasevski (1999) interprets the norms in RTE and summarizes them in a 4-A scheme. The 4-A scheme stands for availability, accessibility, acceptability and adoptability.¹¹” This framework provides the understanding of its key features which are as follows:

- **Availability:** This framework requires free and compulsory education and funded by the government. The adequate infrastructure and other facilities should be provided by the government for achieving the goal of this act. The adequate books for students, proper trained and qualified staff, clean drinking water facility and building safety should be available at each school.

¹¹ K. Tomasevski (2005) Human Rights and Poverty Reduction- Girls’ education through a human rights lens: What can be done differently, what can be made better, Odi Publications.

- **Accessibility:** This framework requires that all children should not be discriminated on any ground irrespective of gender, race, caste and economic status. The education should be accessible to all. The involvement of children of migrant families should be ensuring by taking necessary steps. No child should face any forms of segregation to access to school in the country.
- **Acceptability:** This framework requires that quality education should be provided to the children. The education should be non-discriminatory, relevant and culturally appropriate for all students. It also requires prohibition of corporal punishment, emphasize on health and safety, and professionalism of teachers should be maintained in school
- **Adaptability:** This framework requires that education should be change according to the need and demand of society and contribute to fight against inequalities such as gender discrimination. The education should be adapted locally to suit specific contexts. It means that education should be provided according to the needs and abilities of its students and meets their interest to different contexts.

1.1.9 FEATURES OF RIGHT TO EDUCATION ACT-2009

Some of the provisions of RTE Act which are as follows

- Free and compulsory education from classes 1 to 8.
- Free and compulsory education between the age group of 6-14 years.
- One class teacher for every class in the school.
- Separate toilet facilities for both boys and girls.
- Provision for safe drinking water facility.

- Mid-day meal facility.
- School playground /play sports equipments facility.
- Library facility.
- Prohibition of physical punishment and mental harassment.
- Pupil -teacher ratio (1:30) is to be maintained in the school.
- Prohibition of screening procedures for admission of children.
- No capitation fee charges from the students.
- Prohibition of private tuition by teachers.
- Running of school without obtaining a certificate of recognition.
- Prohibition of holding back and expulsion.
- Providing special training facility.
- No denial of admission of a child in a school for lack of age proof.
- Minimum qualification for appointment of teachers.
- Filling up vacancies of teachers in time.
- Prohibition of deployment of teachers for non-educational purposes.
- Monitoring of child's right education.
- Protection of child right by National and State Advisory councils.
- Updating of curriculum from time to time.
- Making school environment free of fear, trauma and anxiety.
- Ensuring good quality elementary education.
- Assessing the learning ability of each child.
- Maintaining duties of teachers and redressal of grievances.
- Constitute a school management committee for every school.

- Ensure admission of children of migrant families.
- Ensure and monitor admission, attendance and completion of elementary education by every child.
- Provide infrastructure including school building, teaching staff and learning material.
- Ensure availability of a neighbourhood school within 3 km.
- Ensure that the child belonging to weaker section and the child belonging to disadvantage group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.
- Prepare school development plan in the school.
- Prohibition of board exam at elementary level.
- Awarding certificate for completing his/her elementary education.
- Focusing on all round development of child.
- Ensure development of physical and mental abilities of a child to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Monitor functioning of schools.
- Decide the academic calendar of schools.

1.1.10 RIGHT TO EDUCATION: AN HISTORICAL ACCOUNT

Since independence, India has made impressive progress in terms of growth of educational sector at different levels i.e., from primary to higher level. These developments in educational field came to its present form after the various efforts of many educationists groups and agencies in the country.

“The right to education is enshrined in Article 26 of the Universal Declaration of Human Rights and Article 14 of the International Covenant on Economic, Social and Cultural Rights.¹²” The concept of free and compulsory education (Right to Education) has long journeys which are as follows

- **Charter Act (1813)** - A modern system of education for India was started with the Charter Act of 1813 under which parliament directed East India Company to accept the responsibility for the education of Indian people.
- **Macaulay Minute (1835)** – Lord Macaulay presented a lengthy minute to than Governor General which shaped the Indian Education System on British lines.
- **Wood Despatch (1854)** - Charles wood was the person who realized the need of educating the masses as the education of masses was totally neglected. Wood’s Despatch on Education recognized the responsibility of government for elementary education in the native tongue.
- **Indian Education Commission (1882)** – The very first effective step in introducing the compulsory primary education was taken only by Dadabhai Naoroji.
- **Indian national congress (1906)** – The Indian national congress demanded that primary education should be free and gradually compulsory all over the country.
- **Maharaja Baroda’s Compulsory Education (1906)** – In 1906 as an experiment, the Maharaja of Baroda introduced the free and compulsory education into his state eighteen years ago in ten villages at the Amreli Taluka and “after watching the experiment for eight years it was extended to the whole Taluka in 1901, and finally, in

¹² P.K. Sandhu & G. Singh (2016). Right to education awareness among adults in relation to gender and residential area of district Sangrur. *International Journal of Innovative and Applied Research*, 4(1), 55-63.

1906, primary education was made compulsory and free throughout the State for boys between the ages of 6 and 12, and for girls between the ages of 6 and 10.¹³”

- **Gopal Krishna Gokhle (1911)** - In 1911, Gopal Krishna Gokhle took first step to moved a Bill for compulsory education in the Imperial Legislative Council. “Gokhale’s Bill suggested that Compulsory primary education should be introduced in those areas where a certain percentage of boys and girls of school-age (6-10) was already receiving instructions.¹⁴”
- **Mahatma Gandhi’s Basic Education (1937)** - The first important effort for reform in education in India was made by Mahatma Gandhi. Gandhi emphasized that the whole process of education should be imparted through some craft. In October 1937 in a conference of national workers at Wardha, a committee was appointed under the chairmanship of Dr. Zakir Hussain to prepare a detail scheme. In March 1938 the report of the committee was published, came to be known as Wardha scheme of education. The scheme has 3 three important features out of which one is: (i) Free and compulsory education for seven years on a nationwide.
- **Sargent Report (1944)** - The Sargent report was the first Commission that emphasized to introduce compulsory and free education for boys and girls within the age of 6 and 11 years. But before it could be finalized, India achieved Independence.
- **Article 45 (1950):** Constitution of India contained Article 45, as one of the directive principles of State policy, which states that: “The State shall endeavor to provide

¹³ Retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/13/13_chapter%205.pdf

¹⁴ Retrieved from http://kkhsou.in/main/education/gokhale's_bill.html

within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.¹⁵”

- **NPE (1968)** - It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It emphasized that free and compulsory education for all children up to the age of 14 years, give attention of status of teachers and equalize educational opportunity. It was the first official document evidencing Indian Government’s commitment towards elementary education. Further, the recognized was not given to Right to education in this policy.
- **NPE (1986)** - The policy laid emphasis on creation of common school system as recommended by Kothari Commission. The NPE (1986) reiterated the issues of equality of educational opportunity and free and compulsory education for all children up to 14 years.
- **Acharya Ramamurthy Committee (1990)** - The committee recommended that right to education should be included as a fundamental right in Part III of the constitution. However, this recommendation was not implemented immediately. But, on the basis of the committee’s recommendation, National policy on Education, 1992 was formulated.
- **NPE (1992)** - In *Mohini Jain vs. State of Karnataka* (1992) the Supreme Court ruled that the RTE is implicit in and flows directly from the right to life under Article 21, thus virtually elevating the RTE to the status of a fundamental right. This was made explicit in *Unni Krishnan vs. State of Andhra Pradesh & Others* (1993) when the Supreme Court ruled as follows: “The citizens of this country have a fundamental right

¹⁵https://www.cukashmir.ac.in/departmentdocs_16/POLICY%20PERSPECTIVES%20IN%20SCHOOL%20EDUCATION%20-%20Dinesh%20Kumar%20K.pdf

to education. The said right flows from Article 21. This right is, however, not an absolute right. Its content and parameters have to be determined in the light of Articles 45 and 41. In other words every child/citizen of this country has a right to free education until he completes the age of fourteen years. Thereafter his right to education is subject to the limits of economic capacity and development of the State.¹⁶”

- **DPEP (1994)** - The DPEP was launched by the Government of India for strengthening elementary education in the country. It aims to reduce the difference in enrollment, drop-out rate and leaving achievement among boys and girls, raising learning achievements in terms of measured achievement level.
- **Sarva Shiksha Abhiyan (2001)** - In 2001 Government of India has launched ‘Sarva Shiksha Abhiyan (SSA) for spreading elementary education in India.’ These programmes were aimed at making elementary education accessible to children of the age six to fourteen years old. Elementary education has been defined as classes I through VIII. In 2002, Indian constitution was amended which states that the state shall provide free and compulsory education to all children of the age of six to fourteen years. This is the 86th amendment of the constitution.
- **Right to Education Act (2009)** –“The much hyped and much awaited high profiled “The Right of Children to Free and Compulsory Education Act 2009” (popularly called Right to Education Act or RTE Act) was legislated in August 2009, which comes into effect on April 1, 2010. This act is a detailed and comprehensive piece of

¹⁶Retrieved from www.nuepa.org/New/download/NEP2016/ReportNEP.pdf

legislation which includes provision related to school teachers and specific divisions of duties and responsibilities of different stakeholders.”¹⁷

1.1.11 ROLES OF STAKEHOLDERS’

The roles of the Stakeholders’ which are as follows

❖ ROLES OF SCHOOL MANAGEMENT COMMITTEE MEMBER

- To monitor the working of the school.
- To prepare and recommend school development plan.
- To monitor the utilization of the grants received from the appropriate government or local authority.
- To monitor the enrolment and attendance of all children from the neighbourhood.
- To monitor the identification and enrolment of disabled children.
- To ensure that disabled children are provided with facilities and materials till the completion of elementary education.
- To monitor the implementation of the Mid-Day Meal and other Government school schemes.
- To monitor the maintenance of norms and standards prescribed in the Schedule which would include classrooms, school facilities, teacher-pupil ratios, etc.
- To monitor the attendance and punctuality of teachers.
- To prepare an annual account of receipts and expenditure of the school.
- To ensure that meeting of SMCs and teachers should be conducted on a regular basis.

¹⁷Indu Bala (2017). Universalization of elementary education under different schemes. *International Journal of Advanced Research and Development*, 2(1), 13-15.

- To discuss about the participation of children's and their access in the school.
- To interact on daily basis with students, teachers and other community members.
- To bring improvement in the quality and efficiency of school.
- To focus on increasing the participation of parents and communities in schools and empowering principals and teachers.
- To prevent teachers form non-academic duties.
- To prevent children from mental and physical harassment.
- To monitor the implementation of the special provision for children not admitted to or who have not completed elementary education.
- To check the school activities regularly.
- To ensure 100 percent enrolment of children (aged 6-14) and avoid drop out.
- To share school development plans in gram Sabha (village council meetings) organised from time to time.
- To review the overall performance of the SMC.
- To analyse the financial matters if there is any.
- To view the condition of the building and boundary wall.
- To view the educational environment of the school.

❖ **ROLES OF ADMINISTRATORS**

- To provide free and compulsory elementary education to every child.
- To ensure availability of a neighbourhood school.
- To ensure admission of children from weaker section disadvantaged group, children with special needs and children of migrant families.
- To maintain records of the children upto the age of fourteen years.

- To ensure timely prescription of curriculum, syllabus and deciding the academic calendar.
- To monitor functioning of the schools in its jurisdiction.
- To provide infrastructure, teachers and their training, special training for children and learning materials.
- To ensure good quality elementary education.
- To ensure the roles of SMC member.
- To ensure that PTM should be held on regular basis.

❖ **ROLES OF HEADMASTERS**

- To identify and enroll those children who are out of school.
- To ensure that each and every child upto the age of six to fourteen years should get free and compulsory education till the completion of elementary education.
- To give admission to out of school children in age appropriate class.
- To provide special training to out of school children.
- To ensure that there is no discrimination of children belonging to weaker section, disadvantaged group and children with special need till the completion of elementary education.
- No child should be abuse on the ground of caste, gender and religion.
- To ensure that no child is bullied and harassed at the hands of senior student or classmates.
- To ensure that children in school get conducive, friendly environment and quality elementary education.
- There should be no delay in issuance of transfer certificate.

- To maintain records of the children admitted in a school.
- To ensure that there is no physical punishment or mental harassment.
- To ensure that children admitted in school get timely benefits like free books, uniforms, stationary, mid-day meal scheme etc.
- To ensure that teacher should not misuse his/her authority for personal or official work.
- To ensure that teachers perform their duties namely
 - Maintain regularity and punctuality in attending school.
 - Complete the entire curriculum within the specified time.
 - Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required.
 - Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child.
- To ensure that child completing elementary education is being awarded a certificate as prescribed by the Government.

❖ **ROLES OF TEACHERS**

- To maintain regularity and punctuality in attending school.
- To complete the entire curriculum within the specified time.
- To assess the learning ability of each child and accordingly supplement additional instructions, if any, as required.

- To hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child
- To perform such other duties as may be prescribed.
- To work towards building an enabling environment.
- To avoid punishing, discriminating and harassing the children.
- To create the condition under which learning can take place.
- To design and select learning situations where students get opportunities to construct their own knowledge.

❖ **ROLES OF PARENTS**

- To encourage enrolment of children.
- To prevent dropouts rate of children.
- To supervise in school projects.
- To evaluate performance of children in school examination.
- To promote civic sense and cleanliness in school.
- To organize extracurricular activities in school.
- To look after quality of teaching and attendance of children.
- To ensure regularity of teachers.
- To help the children in developing innate potentialities.
- To check teacher student ratio.
- To ensure the active participation of children in school activities.
- To prevent the children having misuse of teacher authority in their personal work or official work.

- To ensure that children get quality education.
- To ensure the positive relationship between teacher and student.

❖ **ROLES OF STUDENTS**

- To ensure that teachers take classes regularly.
- To ensure that school provide sports and games facility.
- To ensure that teachers understand student difficulties in learning.
- To ensure that teachers always create interest for learning in classroom.
- To ensure that teachers allow students to express freely.

1.2 RATIONALE OF THE STUDY

“Right to Education is a futuristic perspective. Promoting universal education is indeed an effective tool to prevent human right violations, especially for children belonging to the poor, illiterate and vulnerable sections of the community everywhere in the world.¹⁸”

It is a major step forward in making the country free of many evils. It is the Act which aims at ensuring that every child who is between 6-14 years of age and is out of the school in India goes to school and receives quality education, which is his/her fundamental right. It is the act that ensures the universalisation of elementary education in the country. To achieve the long term goal of Sarva Shiksha Abhiyan, the government of India flagship another historical act i.e., Right to Free and Compulsory Education Act - 2009, which came into effect from April 1st 2010. Under RTE Act-2009 certain responsibilities have been given to different stakeholders’ namely administrators, headmasters, school management committee members, teachers and parents. The roles of

¹⁸ Krishna Lal, *Awareness of right to education act among teachers*, (Delhi Road Rohtak, Haryana, INDIA, American international journal of research in humanities, arts and social sciences, 2014) 107-112.

stakeholders' are well defined in the document. The RTE Act-2009 includes total seven chapter and 38 sections dealing with various aspect of elementary education. The RTE Act-2009 has given prominent place and responsibility to teachers also because it is the teachers who can play a vital role by providing quality and need-based education at school level. So, it is the duty and responsibilities of the headmasters, teachers, administrators to understand their role properly and do as good as for the school and the society as a whole. The role of parents, school management committee members and students is equally important. The success of RTE depends on the stakeholders like parents, teachers, students and administrators. All the stakeholders are having prominent role in the whole educational process hence the study is an attempt to understand the stakeholders' perception on RTE Act-2009 keeping in mind their concerns.

1.3 STATEMENT OF THE PROBLEM

The problem has been stated as **“Stakeholders’ perception of RTE Act-2009: An analysis of secondary schools in Sikkim”**

1.4 OPERATIONAL DEFINITIONS OF KEY TERMS USED

Right to Education - The right to education includes the right to free, compulsory elementary education to every child in the six to fourteen age groups. The Government of Sikkim formulated and implemented “The Right of Children to Free and Compulsory Education Rules, 2010”.

Right to Education Act, 2009 - The Right to Free and Compulsory Education Act passed by the Indian Parliament on 26th August 2009 and Published in Gazette on 27th August,2009 by the Government of India.

Stakeholders' - refers to Administrators, School Headmasters, School Management Committee Members, Teachers, Students and Parents.

Perception- refers to the views of Stakeholders.

Secondary Schools- refers to the class IX students.

1.5 RESEARCH QUESTIONS

The researcher will try to find the answers to the following questions:

1. What is the perception of School Headmasters towards RTE Act-2009?
2. What is the perception of School Management Committee Members towards RTE Act-2009?
3. What is the perception of Teachers towards RTE Act-2009?
4. What is the perception of Parents towards RTE Act-2009?
5. What is the perception of Students towards RTE Act-2009?
6. What is the perception of Administrators towards RTE Act-2009?

1.6 OBJECTIVES OF THE STUDY

1. To study the perception of School Headmasters towards RTE Act-2009.
2. To study the perception of School Management Committee Members towards RTE Act-2009.
3. To study the perception of Teachers towards RTE Act-2009.
4. To study the perception of Parents towards RTE Act-2009.
5. To study the perception of Students towards RTE Act-2009.
6. To study the perception of Administrators towards RTE Act-2009.

1.7 DELIMITATIONS OF THE STUDY

The present study has been delimited to the following aspects:

1. The present study has been delimited to 19 Government secondary schools of Sikkim.
2. The present study has been delimited to the class IX students with regard to students and their teachers and parents.
3. From each district the one District level Education officer has been taken as Administrator.

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of literature includes two words 'Review' and 'Literature'. The term 'Review' means an overview summarizing major parts and bringing them together to build a picture a picture what is out there. The 'Literature' refers to the major writing especially scholarly writing on the topic. Depending upon the researcher field 'literature' includes journal articles, books, published essay and government reports etc.

The review of literature studied by the researcher for this study has been taken from various journals. The studies have been analyzed by keeping in mind the objectives and need of the study in order to strengthen the rationale of the present research. A synoptic review of all the researchers is presented as below.

Dey & Beck (2011) conducted a study on the Right of Children to Free and Compulsory Education Act 2009: Teachers Perception. The objective was to study the awareness and opinion of teachers towards the Right of Children to Free and Compulsory Education Act, 2009. The findings of the study reveal that in most of the cases it was observed that the senior teachers were less aware about the RTE Act, 2009. Senior teachers were not interested to materialize the Act by heart and hand. Though the junior teachers were little bit more ahead than seniors still then it was not impressive and satisfactory. It was also found that most of the teachers were not in favour of prohibition of admission test and fail system in elementary education.

Jaseena (2011) has conducted a study on Right to Education-A Study on the Awareness of M.Ed Trainees. The findings of the study reveal that male M.Ed students possess significantly higher awareness about the Right to Education Act-2009 than the female

M.Ed students. And the management of the M.Ed College does not effect on the awareness of the Right to Education Act-2009

Kumar & Sharma (2011) have conducted a study of Parents and Teachers Awareness towards Right to Education Act 2009. The objective was to assess the level of awareness of teachers and parents of primary to upper primary level students towards the RTE Act-2009. The findings of the study reveal that the teachers are more significantly aware than that of parents.

Premlakshmi (2011) conducted a study on Right to Education and Common School System-Perception among Teachers The objective was to study the opinion about Common School System from School Teachers of Government and Matriculation Schools. The findings of the study reveal that there was a significant difference in perceptions between male and female teachers towards Common School System. And also found that there was no significant difference in perception between Urban and Rural school teachers towards Common School System

Singh (2011) conducted a study on awareness as a challenge in implementing RTE. Found that awareness regarding Right to Education in graduate adults was low. The reasons may be the low literacy rate among adults, (68.88%, of district Sangrur, according to 2011 census) or less prone to media, internet etc.

Mishra (2011) conducted a study on understanding of Right to Education Act-2009 with Specific Reference to Orissa: Problems and Challenges. Found that majority of the schools did not had play grounds and kitchen for cooking mid-day meals. It was revealed that majority of schools were not having head teachers cum store room, separate toilets for boys and girls, safe drinking water etc. It was found that still some schools were

charging fees under miscellaneous head for different reasons and only 50% schools allow a child for the admission and others did not allow or seek permission from the higher authority or ask the child to clear an entrance test. It also further revealed that no school was giving physical punishment to the students or mentally harassing them.

Bhan & Rodricks (2012) conducted a study on an Indian Perspective on Child's Right to Education. Found the common issues that emerged, in deterring inclusion in two states of India were attitudinal barriers, lack of awareness of the legal provisions and subsequent schemes, accessibility of schools being meager, lack of necessary infrastructure, lack of and retention of trained staff adaptation of curriculum and materials and lack of control systems.

Kumar (2013) conducted a study on awareness of pupil teachers about Right to Free and Compulsory Education Act (RTE)-2009. Found that with regard to majority of pupil teachers were having good awareness about Right to Education Act-2009. It was also revealed that the male and female Pupil-Teachers had same awareness about Right to Education Act-2009.

Niranjanaradhya and Jha (2013) conducted a study on Right of Children to Free and Compulsory Education ACT – Miles to Go. Found that parents spend on an average ₹300 per month per child for their schooling requirements. It was also revealed that a fee of ₹50–60 was charged while admitting a child to 6th standard in Government schools. It was also found that schools lack basic infrastructure, so community ends up providing chairs, tables and other items to school in the form of donation. It was also revealed that the cleanliness was a major issue; premises and classrooms were very dirty and children had to clean the school themselves. Toilets were not in usable condition, non-availability

of water, broken taps or missing doors were common problems in the schools. It was found that the Food was unhygienic, containing worms in some cases. Teachers hardly spend time on classroom activities. Most of the time they end up preparing the reports, filling up the forms and attending training programmes at Cluster and Block level

Sathiyaraj & Jayaraman (2013) conducted a study on child rights awareness among the primary school teachers in Tiruchirappalli District of Tamilnadu. Found that only 27% of teachers with high level, 46% of teachers with average level and 27% of teachers with low level of child rights awareness. It was also found that there was no significant difference between means scores of male and female primary school teachers. It was revealed that there was no significant difference between means scores of rural and urban primary school teachers.

Soni (2013) conducted a study on Status of Implementation of RTE Act-2009 in Context of Disadvantaged Children at Elementary Stage. Found that functionaries and teachers at state, district and block levels were aware of provisions of RTE Act-2009 to a great extent. It was also revealed that orientation of teachers for RTE (except for Orissa) did not include information about disadvantaged and children with disabilities. It was also found that Parents were not aware of various provisions of RTE Act.

Ojha (2013) conducted a study on implementing Right to Education: Issues and Challenges. The investigator found that most of the schools have 'all weather' buildings, and have office cum store for the head teacher, separate toilets for boys and for girls, a kitchen for cooking the free mid day meal, a playground, and barrier free access. The investigator also found that most of the schools have no access to safe drinking water and library. It also revealed that availability of physical facilities like safe drinking water,

electricity, toilets, furniture, playgrounds, and libraries do affect the performance of the students and their achievement in a positive way.

Phukan (2013) conducted a study on major aspects of Right to Education act and status of primary Education. The investigator found only 7 schools out of 39 had proper ratio. Approximately 29 schools out of 39 had more teachers than the total numbers of students, 2 schools had fewer teachers than the students and one school had without any students. The study further found that out of 39 schools 29 schools had hall type classroom. The investigator also revealed that there was only one (1) school which had its own playground. It was also found that only 20 schools out of 39 had boundary walls and every school provided the toilet facilities. It was also revealed that 100% schools had kitchen facilities for mid day meal. It was also highlight that there were no library facilities and pure drinking water facilities in any school among the 39 school.

Thote (2013) conducted a study on Right to Education Act: An analysis of teachers awareness in central India. Found that there was a low level of awareness about RTE Act among Primary School Teachers in Central India. The awareness level among male and female teachers was quite equal. There was no significant difference between married and unmarried teachers regarding RTE Act. The right to education act awareness level in science and art post graduate teachers was quite equal. The Right to Education Act awareness level in Diploma and B.Ed teachers was quite equal.

Das (2014) conducted a study on the Implementation of Right to Education Act-2009 in Hajo Block of Rural Kamrup District. Found that 100% teachers were aware about the RTE Act-2009. It was also revealed that teachers had separate common room in all the schools. It was also revealed that 100% agreed that no training on RTE was provided by

the local administration. But, SSA and DIETs were organising different training programmes. It was also highlight that 81% schools were organising PTA meeting monthly and the rest after every two or three months. The study further revealed that teachers did not take private tuition. It was also found that remedial classes were organised for the slow learners in the school. The study revealed that students were also aware of some aspects of RTE Act. The study highlight that proper drinking water facility was not provided in the schools. Found that 100% students agreed that they did not get any mental punishment as prohibited by RTE but 100% agreed that they were sometimes given physical punishment which is also prohibited by the Act. The study revealed that there was no separate toilet facility for boys and girls in the schools.

Kumari & Allam (2014) conducted a study on Awareness of Primary School Teachers Regarding the Right to Education Act-2009. Found that there was no significant difference in their awareness of the RTE Act-2009 on the basis of gender and locale. It was also revealed that there was a significant difference in the awareness of RTE Act on the basis of type of management. The study found that non-government schools were not so much concerned about the RTE Act. It was also showed that the number of non-government schools and the students had increased over a period of time.

Kamath (2014) conducted a study on an assessment of awareness of rights of the child among the students of class X. Found that the level of awareness on rights of the child was average among the students of class X. It was found that there was no significant differences between the students of residential and non-residential schools; boys and girls of both the schools taken together; boys and girls of residential as well as non-residential schools, on awareness about the rights of the child.

Lal (2014) conducted a study on awareness of right to education act among teachers. Found that Male Prospective Teachers towards awareness of RTE was favorable. It was revealed that Female Prospective Teachers towards awareness of RTE was less favorable. It was found that Male Prospective Teachers had positive attitude towards RTE in urban area. It was revealed that Female Prospective Teachers had positive attitude towards RTE in rural area. It was highlight that there was no significant difference between urban male and female prospective teachers towards RTE. It was found that there was no significant difference between rural male and female prospective teachers towards RTE.

Mandal & Barman (2014) conducted a study on Attitude of Headmasters and Teachers towards the Right to Education Act (2009), India. Found that there was significant difference between Headmasters and Teachers regarding their attitude towards the Right to Education Act, 2009. And it means that the attitude of Teachers was more favorable than that of the Headmasters in the district of Purulia, West Bengal towards the Right to Education Act-2009. It was revealed that there was no significant difference between the Male and Female Teachers regarding their attitude towards the Right to Education Act-2009. The study highlight that there was no significant difference between Arts and Science Teachers regarding their attitude towards the Right to Education Act-2009. It was found that there was no significant difference between Arts Male and Arts Female Teachers regarding their attitude towards the Right to Education Act-2009.

Sharma (2014) conducted a study on awareness among parents belonging to economically weaker sections of society regarding Right to Education Act (2009). Found that parents residing in urban area had significantly higher awareness than parents

residing in rural area. It was revealed that educated parents had significantly higher awareness than illiterate parents.

Thakur (2014) conducted a study on awareness of trained school teachers in relation to RTE Act at elementary level. Found that the level of awareness on RTE Act was poor among the trained teachers at elementary level. It was also revealed that there was no significant difference in the level awareness on RTE Act among the male and female trained teachers at elementary level. It was found that there was a significant difference in the level awareness on RTE Act between the urban and rural trained teachers at elementary level. The urban trained teachers were little aware in contrast to rural trained teachers.

Yakkaldevi & Jagtap (2014) conducted a study on awareness among parents belonging to economically weaker sections of society regarding Right to Education Act (2009). The study revealed that there was no significant difference in mean scores of awareness regarding Right to Education among parents of different region. Moreover, parents residing in urban area and literate had significantly higher awareness than living in rural area and illiterate parents.

Ali (2015) conducted a study on Right to Education (RTE) in context with pre-schooling (ECCE). It was found that a large number of children may be coming into primary schools without attending preschool or attending but not getting adequate preparation for the primary curriculum in terms of school readiness. It was also found that no centrally sponsored scheme and dedicated funding for preschool education. It was also revealed that the lack of institutional capacity in Preschool education.

Bibi (2015) conducted a study on Article 25th a: Implications of free and compulsory secondary education. Major findings were: Lack of basic infrastructure, shortage of teacher, less physical and material facilities, burden on parents in the form of allied expenses for study, transportation expenditures, opportunity cost in case of earning hand of family were the major issues needed to be addressed on emergencies bases for implication of free and compulsory secondary education.

Dhanavendan & Vakkil (2015) conducted a study on in-service special education teacher trainee's perception about the Right to Education Act. This study was aimed to investigate the in-service special education teacher trainee's perception and awareness about the Right to Education Act (RTE). It was found that there was no significance difference between the male and female teacher trainee's perception about the RTE.

Krishnarao & Mangesh (2015) conducted a study on awareness of school teachers towards "Right to Education Act-2009. Found that there was significance difference in awareness of male and female primary school teachers towards Right to Education Act-2009. Hence, the awareness among teachers towards Right to Education Act was affected by their sex. It was also revealed that there was significance difference in awareness of male and female primary school teachers working in government school towards Right to Education Act-2009. The study highlight that there was significant difference in awareness of male and female teachers working in private School towards Right to Education Act-2009. It was also found that there was no significance difference in awareness of teachers working in government and private school towards Right to Education Act-2009. The findings of present study revealed that male teachers were more aware than female teachers towards RTE.

Kaur (2015) conducted a study on awareness of Right to Education Act among Secondary School Teachers. The study revealed that the significant difference exists between the awareness of male -female, rural-urban, and science-arts stream secondary school teachers.

Kunju (2015) conducted a study on in-service special education teacher trainee's Perception about the Right to Education Act. This study was aimed to investigate the in-service special education teacher trainee's perception and awareness about the Right to Education Act (RTE). It was found that there was no significance difference between the male and female teacher trainee's perception about the RTE.

Kumar (2015) conducted a study on awareness of RTE Act-2009 among the prospective teachers at secondary level. Found that male and female prospective secondary teachers did not differ significantly in their awareness of RTE Act-2009. It was also revealed that prospective secondary teachers from rural and urban locality did not differ significantly in their awareness of RTE Act-2009. The study highlight that prospective secondary teachers belong to arts and science streams did not differ significantly in their awareness of RTE Act-2009. The study revealed that prospective secondary teachers from co-educational and single-sex colleges did not differ significantly in their awareness of RTE Act-2009.

Kumari (2015) conducted a comparative study of parent's awareness of elementary school students towards RTE Act. Found that there was no significant difference between RTE awareness of rural and urban parents. The study revealed that there was no significant relationship between RTE awareness of rural male and female parents. The study highlight that there was no significant difference between RTE awareness of urban

male and female parents. It was found that aware of the male and female parents of the elementary school students was related to the right to education. It was also found that parent's awareness was very low of rural – urban area. It was found out the awareness level among male and female parents was quite equal.

Mobar (2015) conducted a study on impact of RTE Act on girl child education. It was found that Girl child education was affected by many issues such as poverty, social values, inadequate school facilities, shortage of female teachers, and gender bias in curriculum. They had to face challenges and hindrances from familial to societal levels. In case they were enrolled in schools, there were various issues related access, transport, safety and quality. It was also revealed that inadequate toilet facilities force the girls to go in the open fields to urinate/defecate. It was also revealed that the RTE Act had been able to resolve some bottlenecks such as providing Special Residential and Non Residential Education Centres for Out of School Children (OOSC) and migrant children, providing toilet facility for girls and differently abled, availability and use of computers, etc.

Parisa (2015) conducted a study on investigate parents awareness about Right to Education Act–2009. It was found that the awareness of parents on Right to Education Act-2009 was very low. It was observed that 60% of the parents were unaware about RTE Act-2009 and its benefits. The study also showed that only 40% of the parents know some of the factors in the Act include the knowledge about the RTE Act, paying fees for the child's study, and free and compulsory education.

Manju (2015) conducted a study on an awareness of Right to Education Act (RTE) among parents of students belonging to Soliga tribe. The objective was to study the

awareness of parents of students belonging Soliga Tribe among Right to Education Act. It was found that 64% of the parents of soliga tribal children were unaware of the RTE Act.

Mondal (2015) conducted a study on the Awareness about the RTE Act-2009 among teachers of elementary schools in West Bengal. Found that male and female teachers of elementary schools did not differ significantly in the level of awareness of the RTE Act. It was also revealed that elementary school teachers belonging to urban and rural areas did not differ significantly in the level of awareness of the RTE Act. The study highlight that the level of awareness of the RTE Act was higher among elementary school teachers belonging to govt. aided than teachers of non-aided private schools.

Patel (2015) conducted a comparative study of Awareness towards Right to Education Act among B.Ed. trainees of Gandhinagar. Found that there was no significant differences in RTE awareness among male and Female B.Ed. trainees. It was also revealed that there was no significant difference in RTE awareness among rural and urban area's B.Ed. trainees. The study highlight that there was a significant difference in RTE awareness among Science stream and general streams B.Ed. trainees.

Shinde (2015) conducted a study on Challenges for implementation of Right to Education Act (RTE) for children with hearing impairment in inclusive education- A survey. Found that the principals were not having challenges in admission procedure of CWHI in Zila Parishad schools of thane district. It was revealed that as per RTE Act, children above six years of age were admitted to a school in a class appropriate to his/her age for completing elementary education. It was also found that the principals' were having more challenges in providing basic facilities to the CWHI than special facilities.

Talluri (2015) conducted a study on attitude of primary school teachers towards the Right to Education Act. Found that there was a significant difference between the attitudes of male and female primary school teachers towards the Right to Education Act. It was revealed that there was no significant between the attitudes of urban and rural primary school teachers towards the Right to Education Act. It was also found that there was a significant difference between the attitude of government and private school teachers towards the Right to Education Act.

Thapli (2015) conducted a study on adherence to the Status of Implementation of Right to Education Act, 2009 in ensuring Inclusive Education for Children. Found that infrastructure modification was introduced right after the implementation of RTE Act, 2009. The results showed 93.33% Public schools have adhered to this provision, whereas only 46.67% of the private schools comply by it. It was revealed that appointment of Special teacher in school was followed properly in public schools, as 93.33% of the schools comply by it. It was also found that a School Management committee was established in all the public schools whereas 80% private schools fulfill this provision. 53.33% of parents in rural and 40% in urban area were aware about the formation of School Management Committee, despite having low awareness regarding establishment of SMC compared to the parents of rural areas, parents in urban were aware about the responsibility of SMC in implementing the RTE Act, 2009 for achieving inclusive education for CWSN.

Tripathi & Kamath (2015) conducted a study on Awareness of RTE Act 2009 among the Parents of Minority Community of Varanasi City. Found that there was a significant difference in the awareness level of RTE Act among male and female minority parents

and the male parents had higher awareness than the female parents on RTE Act. It was revealed that there was significant difference in the awareness level of RTE Act among rural and urban minority parents and urban parents were more aware of RTE Act than rural parents. The study highlight that there was no significant difference in the awareness level of RTE Act among Secondary pass and Graduate pass parents. Both the groups had similar level of awareness of RTE Act. The study observed that there was significant difference in the awareness level of RTE Act among minority parents who send their children to government and private schools. The parents who send their children to private schools had greater awareness of RTE Act than who send their children to government schools.

Chauhan & Sati (2016) conducted a study on Prospects, Challenges and Achievements of Right to Education in Uttarakhand, India. Found that at present education level was not at satisfactory level in India. Overall condition of primary education in Uttarakhand as well in other states of India was alarming and need to reconsider the whole education system. There was a need to monitor the programs running for school going children. The successful implementation of programs, the serious monitoring and an effective information system was required.

Raju (2016) conducted a study on teachers' awareness about RTE Act-2009 among upper primary school teacher. The objective was to find out the awareness level of teachers about the RTE Act-2009 from different angle. It was found that there was a significant difference about the RTE awareness in respect of male and female teachers, teacher of rural area and urban area and teacher of science and teacher of arts.

Kumar (2016) conducted a case study on roles and functions of school management committees (SMCs) of government middle schools in district kullu of Himachal Pradesh. Found that most of the elected SMC members were energetic and young. The study revealed that the participation of categories like schedule casts, schedule tribes and other backward classes was of satisfactory level and in accordance with the guidelines of the RTE Act-2009. It was found that the majority of SMC members were educated. The study highlight that the process of formation of SMCs was completely as per norms of the RTE Act-2009 in all schools and was democratic in nature. It was also observed that 40% of the SMC chairpersons were women which showed that women were also leading the SMCs and were not lagging in this context. It was also revealed that one of the major constraint or weakness of SMC was that its role in the preparation of School Development Plan (SDP) was negligible. Very few SMC members know about their active involvement in the making of such plan.

Mahajan (2016) conducted a study on implementation of Right to Education Act in context of drinking water and sanitation facilities: A case of Himachal Pradesh. Found that the majority of primary and the upper primary schools (functioning under the department of education) had been having the drinking water facility since 2010 i.e. prior to the implementation of RTE Act-2009. It was also revealed that till the year 2010 there has been only 60.06 % of the primary schools which had the separate toilet facility for the girl students which rapidly increased to 96.40 % of the primary schools in 2011 i.e. just one year after the implementation of RTE Act-2009.

Sharma & Shafeeq (2016) conducted a study on an analysis of the implementation of RTE Act, 2009 in Aligarh District. Found that the Private and Government school

teachers did not differ about the level of RTE implementation in their schools. It was also revealed that the Private and Government school teachers did not differ about the admission given to children above 6 years of age in an appropriate class. It was also found that the Private and Government schools teachers did not differ regarding the statement that the child was allowed to take transfer to another school. The study further found that the Private and Government school teachers did not have any difference regarding the statement that admission was given to child even without transfer certificate. It was also revealed that the Private and Government school teachers did not have any significant difference regarding the statement that “Teachers assess the learning of students”. It was highlighted that the Private and Government Schools did not differ with respect to the statement that “curriculum helps to assess the creativity of the students”. The study found that the Private and Government schools did not differ with respect to the statement that “curriculum gives importance to rote memorization”. It was also found that the Private and Government schools did not differ regarding the statement that “there were SMCs in the Schools”.

Sandhu & Singh (2016) conducted a study on Right to Education awareness among adults in relation to gender and residential area of district Sangrur. It was found that there exists no significant difference in Right to Education Awareness among graduate adults residing in urban and a rural area of district Sangrur was accepted. It was found that a significant difference may exist in Right to Education Awareness between graduate males and females” residing in rural areas of district Sangrur was rejected. It was revealed that a significant difference may exist in Right to Education Awareness between graduate males and females” residing in urban areas was rejected. It was also revealed that there exists no

significant difference in Right to Education Awareness among graduate females residing in urban and a rural area of district Sangrur was accepted. The researcher revealed that the awareness regarding Right to Education was also low.

Yabe (2016) conducted a study on attitude of teachers' towards Right to Education Act-2009 in East Kameng district of Arunachal Pradesh. It was found that most of the elementary school teachers' attitude considered quite favorable for RTE as an educational programme in East Kameng district. The study revealed that there was significant difference between Tribal and Non-tribal attitude of teachers in East Kameng district. It was also found that there was no significant difference between the attitudes of rural and urban teachers of East Kameng district. The researcher further found that there was no significant difference between the attitudes of male and female teachers of East Kameng district.

Saha (2017) conducted a study on level of awareness among elementary female teacher towards RTE Act-2009 in West Bengal. It was found that there was significant difference in RTE Act-2009 awareness among urban female and rural female elementary Teachers. It was also found that there was significant difference in RTE Act-2009 awareness among government female and private female elementary teachers. It was revealed that there was significant difference in RTE Act-2009 awareness among trained female and none trained Female Elementary Teachers.

Sofi (2017) conducted a study on awareness of RTE Act-2009 among the parents of Muslim community of Srinagar. This study was an attempt to investigate the awareness of Right to Education (RTE Act-2009) among the parents of Muslim Community of Srinagar City. It was found that the parents who send their children to private schools

were more aware about the RTE Act than the parents who send their children to government schools. A significant difference was also found in the awareness level of RTE Act among rural and urban Muslim parents and that the urban parents are more aware of RTE Act than the rural parents.

MAJOR FINDINGS OF THE REVIEWS

Major findings from the related reviews:

- It was revealed that awareness regarding right to education in graduate adults was low.
- It was also found that most of the teachers were not in favour of prohibition of admission test and fail system in elementary education.
- The study reveals that the teachers are more significantly aware than that of parents.
- It was found that majority of the head masters and school teachers replied that their schools did not had play grounds and kitchen for cooking mid-day meals.
- It was found that majority of head masters and teachers replied that their schools were not having head teachers cum store room, separate toilets for boys and girls, safe drinking water etc.
- It was found that urban pupil teachers had better awareness in comparison to rural pupil teachers about Right to Free and Compulsory Education Act (RTE)-2009.
- It was found that a fee of `50–60 was charged while admitting a child to 6th standard in Government schools.
- It was also revealed that the cleanliness was a major issue; premises and classrooms were very dirty and children had to clean the school themselves

- It was found that the Food was unhygienic, containing worms in some cases.
- Teachers hardly spend time on classroom activities.
- It was also revealed that functionaries and teachers at state, district and block levels were aware of provisions of RTE Act-2009 to a great extent.
- Parents were not aware of various provisions of RTE Act.
- The investigator found that most of the schools have 'all weather' buildings, and have office cum store for the head teacher, separate toilets for boys and for girls, a kitchen for cooking the free mid day meal, a playground, and barrier free access
- It also revealed that availability of physical facilities like safe drinking water, electricity, toilets, furniture, playgrounds, and libraries do affect the performance of the students and their achievement in a positive way.
- It was revealed that 100% schools had kitchen facilities for mid day meal.
- It was also found that there were no library facilities and pure drinking water facilities in any school among the 39 school.
- It was found that there was no significant difference between married and unmarried teachers regarding RTE Act.
- The right to education act awareness level in science and art post graduate teachers was quite equal.
- Proper drinking water facility was not provided in the schools.
- 100% students agreed that they did not get any mental punishment as prohibited by RTE but 100% agreed that they were sometimes given physical punishment which is also prohibited by the Act.
- There was no separate toilet facility for boys and girls in the schools.

- It was found that the level of awareness on rights of the child was average among the students of class X.
- There was a significant difference in the level awareness on RTE Act between the urban and rural trained teachers at Elementary level
- It was found that there was no significance difference between the male and female teacher trainee's perception about the RTE.
- It was also found that parent's awareness was very low of rural – urban area.
- Inadequate toilet facilities force the girls to go in the open fields to urinate/defecate.
- It was observed that 60% of the parents were unaware about RTE Act-2009 and its benefits
- The level of awareness of the RTE Act was higher among elementary school teachers belonging to govt. aided than teachers of non-aided private schools.

METHODOLOGY

3.1 METHOD OF THE STUDY

The purpose of the study was to find out the stakeholders' perception of RTE Act-2009. The investigator dealt with the current situation of RTE Act-2009 by collecting precise information regarding perception of RTE Act-2009 from different stakeholders' namely administrators, headmasters, school management committee members, teachers, students and parents. The researcher adopted the descriptive survey design for the present study. "Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusion from the discovered facts.¹"

In the present study, survey design was adopted by the researcher as surveys are primarily conducted to answer "What" of the research question. Since the researcher was interested to know the perception of the stakeholders, thus he may use descriptive survey research design. In this research design, information was collected through various techniques. While use of questionnaire and its derivatives such as opinionnaire, checklist, rating scale, tests etc. are more commonly used, the information can also be collected through structured interview and observation schedules if required in the descriptive survey research design. So, the researcher used the different opinionnaires for the collection of the data from different stakeholders. Keeping in mind the objectives of the study, it was decided by the researcher to adopt a descriptive survey design.

¹ Lokesh Koul, *Methodology of Educational Research*, pp-104

3.2 POPULATION

A population is a group of individuals that has one or more characteristics in common and that are of interest to the researcher. The research process cannot be systematically lead toward the findings and logical conclusions without the identification of population and drawing a representative sample from the population. The populations of the study are all the stakeholders' (school headmasters, teachers, class 9th students of secondary schools, parents, administrators and members of the school management committees) of Sikkim.

3.3 SAMPLE OF THE STUDY

“Sample is a unit that is selected from the population. It represents the whole population.²” A good sample must be true representative of the entire population. “The process of selecting a sample to provide an adequate description and inferences of population is called sampling.³”

The sample of the study has been taken from Government secondary schools with reference to the “District wise Enrolment census of Statistical Journal 2015 of Government of Sikkim.⁴” Firstly, district wise (East, West, South and North) list of secondary schools was prepared, out of which 19 secondary schools have been taken up by the researcher for the study. These schools were selected through Random Sampling Technique using lottery method. The total sample size taken by the researcher is 343, which includes 4 administrators, 19 secondary schools, 19 headmasters, 35 smc

² Retrieved from <https://www.slideshare.net/swatiluthra5/sampling-ppt>

³ Retrieved from <https://www.slideshare.net/swatiluthra5/sampling-ppt>

⁴Statistical Journal2015,Government of Sikkim ,pp.49

members, 38 parents, 133 students and 114 teachers. The detail of the sampling frame is as follows

Table 1: Sampling Frame

SI.No	Districts	Schools	Ads	Headmasters	Teachers	SMCs	Students	Parents
1	EAST	Sichey Govt. Secondary School.	01	01	06	02	07	02
2		Aho Shanti Secondary School.		01	06	02	07	02
3		Lower Syari Secondary School		01	06	02	07	02
4		Nandok. Secondary School		01	06	02	07	02
5		Ranka Secondary School		01	06	02	07	02
6		Penlong Secondary School		01	06	02	07	02
7	WEST	Timberbong Secondary School.	01	01	06	02	07	02
8		Dodak Secondary School		01	06	02	07	02
9		Daramdin Secondary School		01	06	02	07	02
10		Zoom Secondary School		01	06	02	07	02
11		Tharpu Secondary School		01	06	02	07	02
12		Pakki Goan Secondary School		01	06	02	07	02
13	SOUTH	Kamrang Secondary School	01	01	06	02	07	02
14		Pabong Secondary School		01	06	02	07	02
15		Nandugoan Secondary School		01	06	02	07	02
16		Salghari Secondary School.		01	06	02	07	02
17	NORTH	Kalzang Gyatso Secondary School.	01	01	06	01	07	02
18		Phodong Secondary School		01	06	01	07	02
19		Phensong Secondary. School		01	06	01	07	02
TOTAL	04	19 SCHOOLS	04	19	114	35	133	38
GRAND TOTAL		343						

SMC*: refers to School Management Committee. **Ads*:** refers to Additional

director/Subordinate director/Joint director.

3.3.1 SAMPLING TECHNIQUES

The researcher employed two sampling techniques for data collection. The researcher adopted simple random sampling technique in case of 3 stakeholders' namely- administrators, teachers and students. The purposive sampling technique has been employed in case of school headmasters, school management committee members and parents of children studying in secondary school of Sikkim.

3.4 TOOLS USED IN THE STUDY

The tool is very important for the collection of data. Tool is an instrument that helps the researcher to gather relevant data from the field. "The instruments that employed as means for collecting data are called tools. The selection of suitable tools or instruments depends upon the objective of the study and is of vital importance for successful research.⁵" The investigator has used the self-constructed opinionnaires to find out the stakeholders' perception of RTE Act-2009. The researcher constructed 6 opinionnaires for each stakeholder namely- Administrators, Headmasters, SMC Members, Teachers, Students and Parents. Each opinionnaires consists of different items. The 6 opinionnaires have been constructed on the basis of Likert's five point scale i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Therefore, in accordance with the specific needs of the study, researcher has used the following self constructed opinionnaires which are as follows–

- ❖ Opinionnaire for the School Headmasters.

⁵ Retrieved from http://results.mu.ac.in/myweb_test/Research%20Methodology-Paper-3/Chapter-9.pdf

- ❖ Opinionnaire for Member of School Management Committee.
- ❖ Opinionnaire for the School Teachers
- ❖ Opinionnaire for Parents
- ❖ Opinionnaire for Students of the class 9th standard.
- ❖ Opinionnaire for Administrators.

3.4.1 CONSTRUCTION OF TOOLS

As far as the perception of Right to Education is concerned, the standard opinionnaires were not available for this purpose. Therefore, there was necessity to construct such type of opinionnaires that deals with perception of stakeholder's of RTE Act namely- administrators, headmasters, teachers, school management committee members, students and parents. The researcher in order to frame a relevant items according to the objectives of the study, have gone through various sources of information like gazette published by the Government of India regarding Right to Education, books, journals, magazines, newspapers and internet etc. Initially 55 items were included in the first draft of the 6 opinionnaires to know the stakeholders' perception of RTE Act-2009. It was then submitted to various experts in field of education and keeping in view their suggestions, some items were deleted as well as some were modified and even added. Eventually, final draft of the opinionnaires contained 20 items for administrator, 26 items for the headmasters, 22 items for the teachers, 27 items for school management committee members, and 21 items for both parents and students. The 6 opinionnaires have been constructed on the basis of Likert's five point scale i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The 2 tools were converted from English

language to Nepali language namely-perception of parents towards RTE act 2009 and perception of SMCs towards RTE Act-2009, so as to make it easier for the parents and SMC members to understand what actually the opinionnaires is asking from them.

3.5 THE PROCEDURE

The procedure followed for the collection of data was through personal visit by the investigator. The researcher visited the 19 secondary schools from all the 4 districts of Sikkim and data was collected from the 343 samples.

3.5.1 General Plan of administration of the self constructed opinionnaires to the administrators, headmasters, school management committee members, teachers, students and parents

The investigator adopted due procedure for the administration of the opinionnaires to the sample i.e. 4 districts, 19 schools, 133 students, 4 administrators, 19 headmasters, 35 SMC members, 114 teachers and 38 parents.

- The requisite permission was obtained from the HRDD of the schools for the administration of the tools.
- The respondents i.e. the administrators, headmasters, teachers, students, SMC members and parents were administered the different tools separately at different times.
- A good rapport was established between the investigator and the different respondents as they were told that they need not worry about any of this information going public as it was only meant for research purposes and they were free not to mention their names if they did not feel like it.

- There was no fixed time limit within which they had to respond to the items thus ensuring that they were relaxed during the time of response.
- They were adequately instructed before the administration of the tools.
- They were also free to raise queries if any, as the investigator was present to clear any doubts relating to the items in the tools.
- Some of the SMC members were available at the schools itself but the investigator had to meet some SMC members at their homes after scheduling the meeting.
- The investigator had to take an appointment from each administrator before scheduling the meeting with them.
- The headmasters and teachers provided full cooperation with the investigator.
- The students and parents were given proper instructions and clarification for responding of the items of the scale.

3.6 VALIDATION OF THE TOOL

Validity is very important for the construction of any tool. The tool which is constructed without validity can be considered as vague and ambiguous. “Validity refers to how well an instrument as measures what it is intended to measure.⁶” To find out what the opinionnaires attempt to measure, it was decided by the researcher to check its content validity. The validity of the opinionnaires was checked with the help of expert in the field of education and research. The opinion of the experts regarding the opinionnaires on stakeholders’ perception of RTE Act-2009 was kept in mind by the researcher. In the first

⁶ Retrieved from <https://research-methodology.net/research-methodology/reliability-validity-and-repeatability/research-validity/>

draft 55 items for each tools i.e., (for 6 opinionnaires) were formulated to test the stakeholders' perception of RTE Act-2009. Keeping in view the experts suggestions, some items were deleted as well as some were modified and even added. Eventually, final draft of the opinionnaires for administrator had 20 items, for school headmasters were 26 items, for teacher had 22 items, for school management committee member had 27 items, for students were 21 items and for parents had 21 items. The 6 opinionnaires have been constructed on the basis of Likert's five point scale i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

3.7 SCORING OF THE TOOL

In the present opinionnaires five alternative responses namely- Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree were given to the respondents, against every statement. The total scores of respondents of each district were taken out into percentage against each item and were interpreted by the researcher.

3.8 STATISTICAL TECHNIQUES USED

The main objective of the study is to study the Stakeholders' perception of RTE Act-2009: An analysis of secondary schools in Sikkim. The technique of the study is therefore testing through opinionnaires/statements. Scoring is done through percentage wise analysis for each of the item present in the opinionnaires in order to test the Stakeholders' perception of RTE Act-2009 in Sikkim. Here in the present study, graphical representation has also been used to show the clear cut scenario of stakeholders' perception of RTE Act-2009 in Sikkim.

ANALYSIS AND INTERPRETATION OF DATA

The analysis of data is an important part of research procedure and the heart of the research work. It is related with studying the organized material in order to discover inherent facts. The data have been analysis from various angles according to the objectives of the study. This chapter is an analysis of the perception of stakeholders' on RTE Act-2009 in Sikkim. The analysis part deals with the perception of headmasters, school management members, teachers, parents, students and administrators of four districts of Sikkim.

For achieving the purpose of the study percentage wise analysis of each items of all the stakeholders' (headmasters, school management members, teachers, parents, students and administrators) have been given below.

4.1 PERCEPTION OF HEADMASTERS WITH REGARD TO RTE ACT-2009 IN SIKKIM

The researcher in order to find out the perception on RTE Act-2009 has selected total 19 headmasters from four districts of Sikkim. From the east district 06 schools headmasters, west district 06 schools headmasters, north district 03 schools headmasters and south districts 04 school headmasters have been chosen randomly to find out their significant responses with regard to RTE Act, which forms the foundation of elementary education in the country. The perception of headmaster plays a vital role as he/she is one of the main stakeholder with regard to RTE Act-2009. Thus, the viewpoints of each and every headmaster play a crucial in the development of universalisation of elementary education.

4. 1.1 Perception of Headmasters towards RTE Act-2009

With regard to the Provisions of Right to Free and Compulsory Education, the perception of the Headmasters has been studied by the researcher and the percentage wise data has been shown in the table below:

Table 2: Percentage wise analysis of the Perception of Headmasters towards RTE Act-2009 in Sikkim

Sl. NO	STATEMENTS	SA	A	U	D	SD
1	Free and compulsory elementary education should be provided to all the children (6-14 years of age).	95.84	4.16	-	-	-
2	Some fees should be charged from the children with better economic capability to meet the extra expenses.	33.33	54.18	4.16	8.33	-
3	Only trained and well qualified teachers should be appointed in the school.	72.91	22.91	-	4.18	-
4	Only Minimum qualifications should not be the essential criteria for the appointment of the teachers.	31.24	47.93	-	12.5	8.33
5	If the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.	-	56.24	18.77	12.5	12.49
6	The teachers get enough time to complete entire curriculum within specified period.	20.85	62.49	8.33	8.33	-
7	Teachers should be given non- academic duties for the welfare of the society.	-	8.33	14.58	47.91	29.18
8	Mid-day meal scheme is attracting more students to the school.	31.26	68.74	-	-	-
9	Mid- day meal scheme is creating an extra burden upon the teachers.	-	10.41	4.16	64.58	20.85
10	The School Management Committee (SMC) plays an important role in the functioning of school.	18.74	54.19	10.41	16.66	-
11	The School Management Committee (SMC) members take active part in the meetings.	29.16	52.08	4.18	14.58	-
12	Regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.	29.18	62.49	-	8.33	-

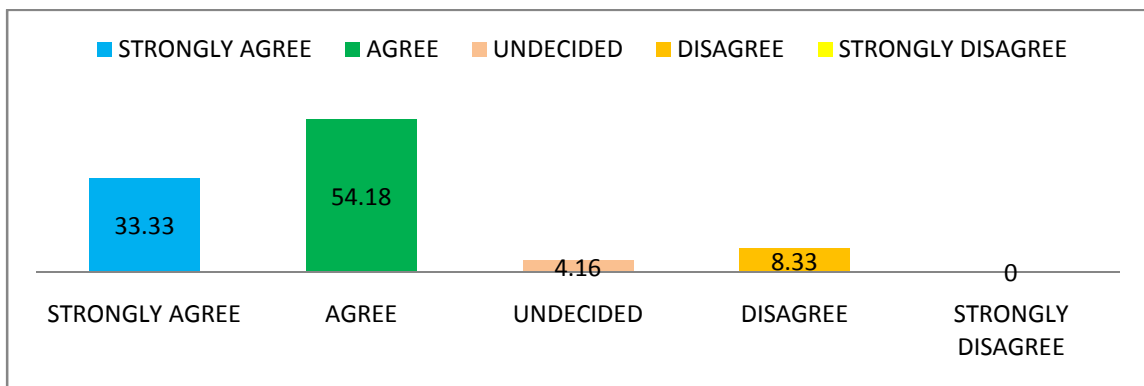
13	The SMCs help in monitoring the working of the school.	12.5	56.24	10.41	20.85	-
14	The SMCs monitor the utilization of the grants received from the government for the development of school.	10.41	60.41	8.33	20.85	-
15	The SMCs prepare and recommend school development plan.	10.41	45.83	8.33	35.43	-
16	Screening procedure should be adopted as the method of selection for admission of a child in school.	8.33	29.19	22.91	24.99	14.58
17	The child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.	8.33	24.99	18.74	29.16	18.78
18	The failed children should be retained in the same class for two or more years for their better learning outcome.	4.16	31.24	18.74	39.58	6.28
19	Disciplinary punishment and actions are needed to maintain discipline in the class.	8.33	62.49	10.41	12.49	6.28
20	Assessment of the learning ability of each child is necessary.	64.58	35.42	-	-	-
21	Divyang (differently abled) learners should be admitted in the normal school.	18.74	37.5	18.74	20.86	4.16
22	The age proof should be mandatory for the admission of the children in the school.	31.27	39.58	10.41	18.74	-
23	Right of transfer to other school creates burden upon the school administration.	10.43	37.49	12.5	33.33	6.25
24	Delay in producing transfer certificate should not be a ground for either delaying or denying admission.	22.93	52.08	-	24.99	-
25	Provisions of remedial classes for the betterment of the student.	74.99	25.01	-	-	-
26	Incorporation of Formative evaluation or conducting unit test to verify the regular progress of a student.	47.92	52.08	-	-	-

The study reveals that the perceptions of headmasters on ‘whether free and compulsory elementary education should be provided to all the children of 6-14 years of age’ are positive. Out of the data collected from the headmasters 95.84% of them strongly agree and 4.16% agree. No responses were given to undecided, disagree and strongly disagree. This data highlights that all the headmasters of secondary schools of Sikkim perceived

that free and compulsory elementary education should be provided to all the children of 6-14 years of age.

For the next item, as whether- ‘some fees should be charged from the children with better economic capability to meet the extra expenses, out of the data collected from the headmasters 33.33% of them strongly agree, 54.16% agree, 4.16% undecided and 8.33% disagree. No response was given to strongly disagree. The data highlights that 87.49 percent of the headmasters believed the some fees should be charged from the children with better economic capability to meet the extra expenses, which is contradictory to the norms of Right to Education as laid by the Government of India. For understanding this contradiction the researcher also conducted interviews with the headmasters and found that they were of opinion 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.

Figure 1: Bar Diagram showing the perception of headmasters towards some fees should be charged from the children with better economic capability to meet the extra expenses

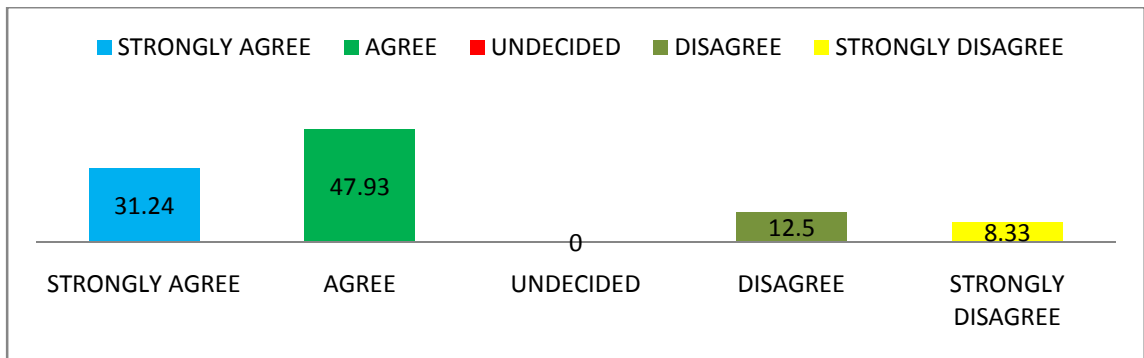


The study of the third item i.e., the perception of headmasters on whether ‘only trained and well qualified teachers should be appointed in the school’ reveals that out of the data

collected from the headmasters 72.91% of them strongly agree, 22.91% agree and 4.18% disagree. No responses were given to undecided and strongly disagree. This data reflects that majority of the headmasters perceived that only trained and well qualified teachers should be appointed in the school.

The study of fourth item, i.e., whether ‘Only minimum qualifications should not be the essential criteria for the appointment of the teachers’ highlights that out of the data collected from the headmasters 31.24% of them strongly agree, 47.93% agree, 12.5% disagree and 8.33% strongly disagree. No response was given to undecided. It is interesting to note that approximately 20 percent of the headmasters still believed that only minimum qualifications should be the essential criteria for the appointment of the teachers.

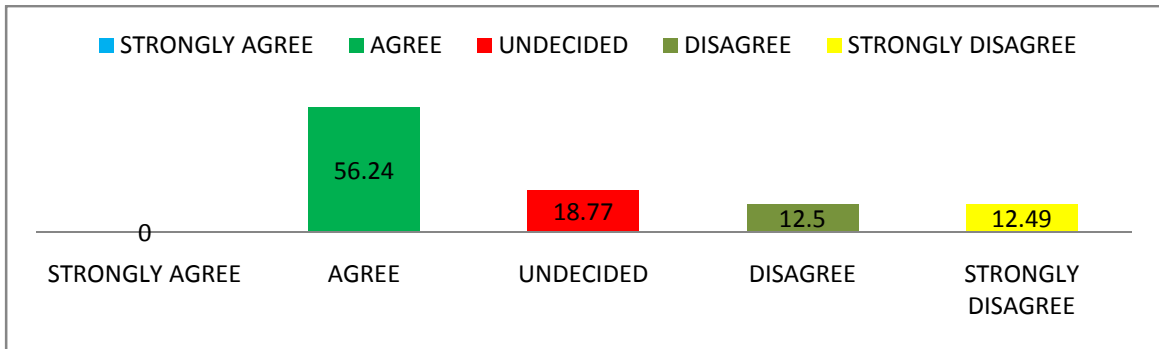
Figure 2: Bar Diagram showing the perception of headmasters towards only minimum qualifications should not be the essential criteria for the appointment of the teachers



The analysis of item 5 i.e., ‘if the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms’, reveals that out of the data collected from the headmasters 56.24% of them agree, 18.77% undecided, 12.5% disagree and 12.49% strongly disagree. No response was given to strongly agree. The data highlights that 50 percent of the headmasters of secondary schools of Sikkim

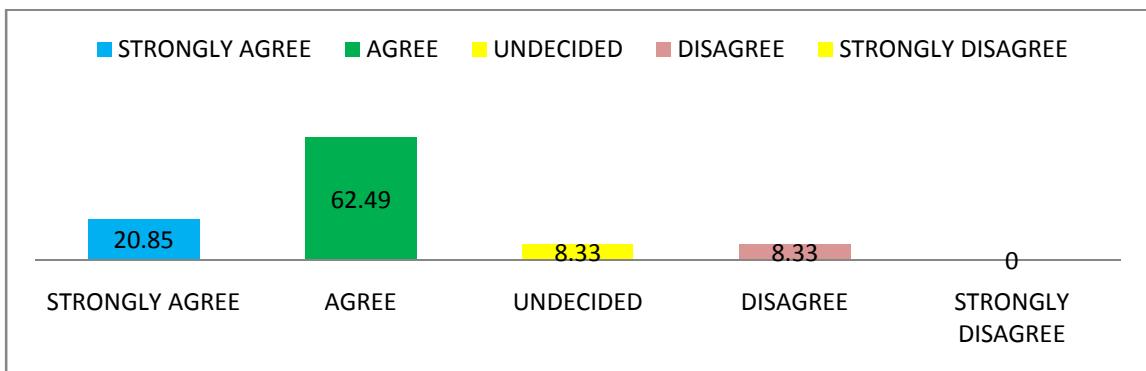
perceived that if the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.

Figure 3: Bar Diagram showing the perception of headmasters towards if the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms



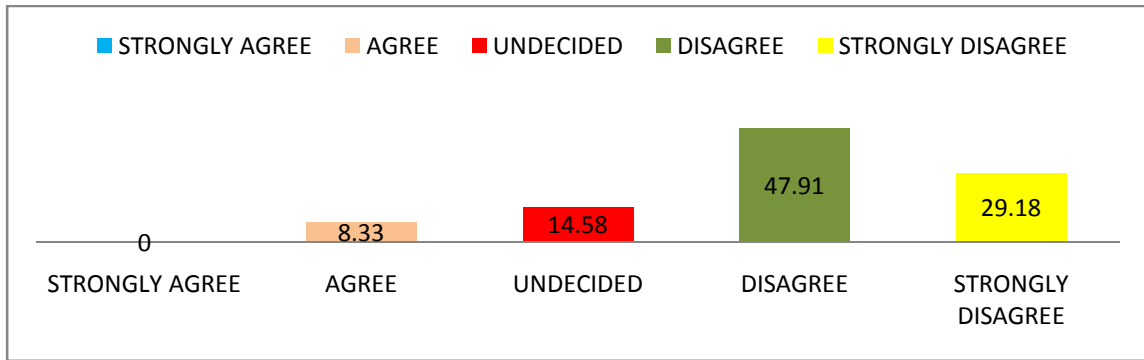
The study reveals that the perceptions of headmasters on 6th Item whether ‘the teachers get enough time to complete entire curriculum within specified period’, out of the data collected from the principals 20.85% of them strongly agree, 62.49% agree, 8.33% undecided and 8.33% disagree. No response was given to strongly disagree. The data highlights that the all the headmasters of secondary schools of Sikkim perceived that the teachers get enough time to complete entire curriculum within specified period. The time framework thus is no constraint for completion of curriculum.

Figure 4: Bar Diagram showing the perception of headmasters towards the teachers get enough time to complete entire curriculum within specified period



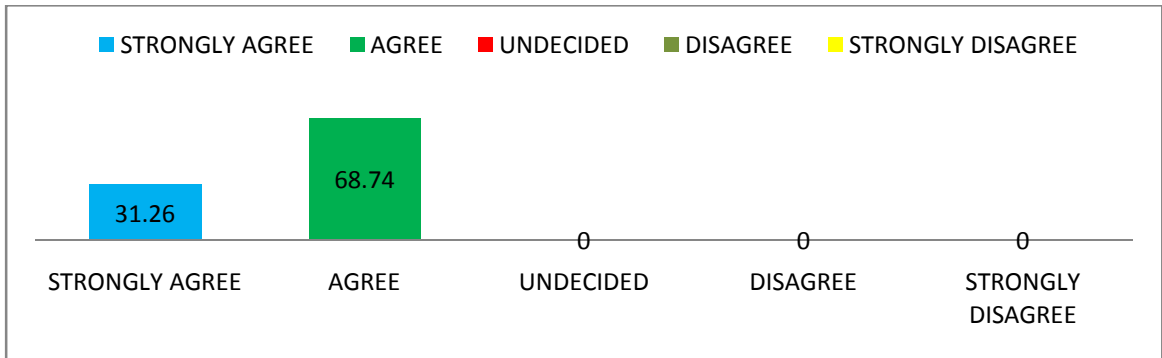
The analysis of item 7 i.e., ‘teachers should be given non- academic duties for the welfare of the society’, out of the data collected from the headmasters 8.33% of them agree, 14.58% undecided, 47.91% disagree and 29.18% strongly disagree. No response was given to strongly agree. The data shows that the teachers are provided with additional non-academic duties which need to be reduced so as to make them free for the academic duties only.

Figure 5: Bar Diagram showing the perception of headmasters towards teachers should be given non- academic duties for the welfare of the society



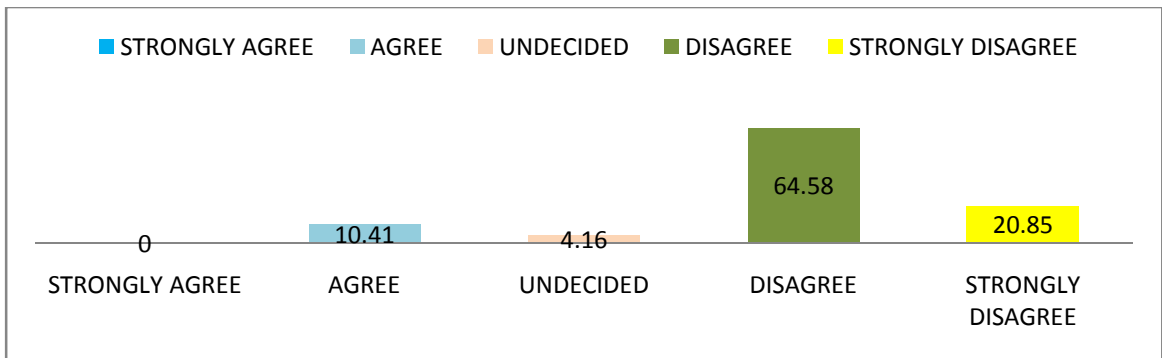
The perception of the headmasters on whether ‘Mid-day meal scheme is attracting more students to the school’, out of the data collected from the headmasters 31.26% of them strongly agree and 68.74% agree. No responses were given to undecided, disagree and strongly disagree. The data reveals that that mid-day meal scheme is ensuring access to the school.

Figure 6: Bar Diagram showing the perception of headmasters towards Mid-day meal scheme is attracting more students to the school



The perception of the headmasters on item whether ‘mid- day meal scheme is creating an extra burden upon the teachers’, out of the data collected from the headmasters 10.41% of them agree, 4.16% undecided, 64.58% disagree and 20.85% strongly agree. No response was given to strongly agree. The data highlights that the headmasters of secondary school of Sikkim perceived that mid- day meal scheme is not creating an extra burden upon the teachers.

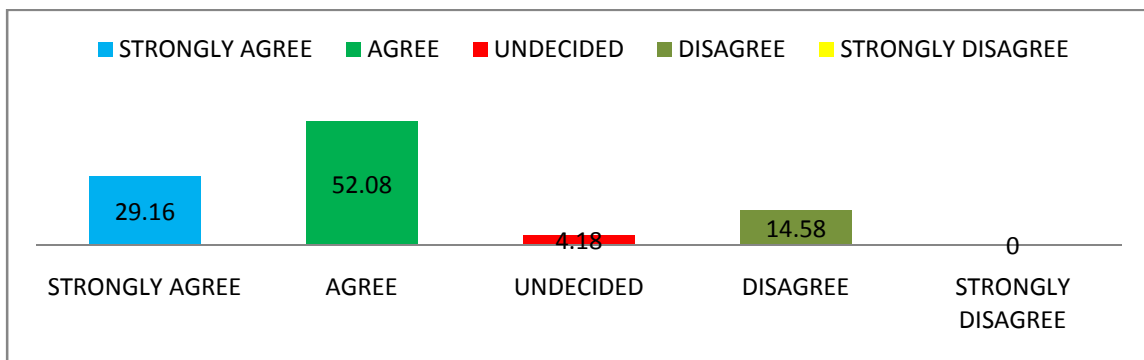
Figure 7: Bar Diagram showing the perception of headmasters towards mid- day meal scheme is creating an extra burden upon the teachers



The perception of the headmasters on item whether ‘the school management committee (SMC) plays an important role in the functioning of school’, out of the data collected from the headmasters 18.74% of them strongly agree, 54.19% agree, 10.41% undecided and 16.66% disagree. No response was given to strongly disagree.

The perception of the headmasters reveals on item whether ‘the school management committee (SMC) members take active part in the meetings’, out of the data collected from the headmasters 29.16% of them strongly agree, 52.08% agree, 4.18% undecided and 14.58% disagree. No response was given to strongly disagree. The data further reveals that majority of the headmasters of secondary schools of Sikkim perceived that the school management committee (SMC) members take active part in the meeting.

Figure 8: Bar Diagram showing the perception of headmasters towards school management committee (SMC) members take active part in the meetings

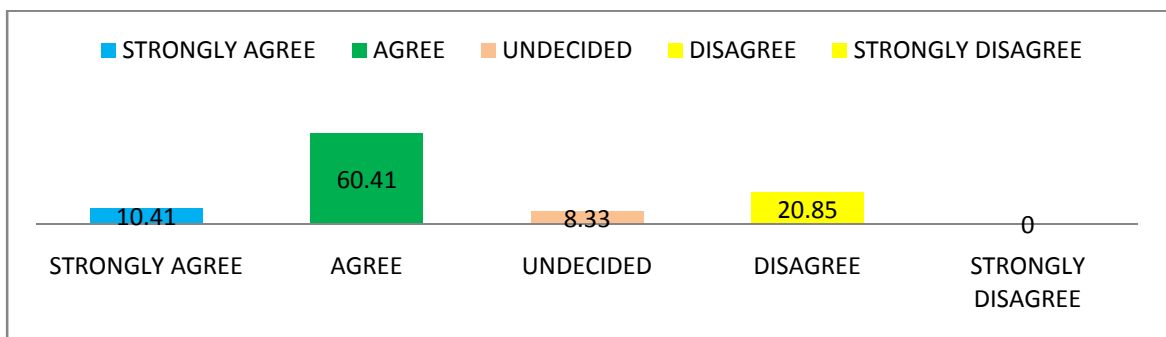


The perception of the headmasters on item whether ‘regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners’, reflects out of the data collected from the headmasters 29.18% of them strongly agree, 62.49% agree and 8.33% disagree. No responses were given to undecided and strongly disagree.

The perception of the headmasters on item whether ‘the SMCs help in monitoring the working of the school’, out of the data collected from the headmasters 12.5% of them strongly agree, 56.24% agree, 10.41% undecided and 20.85% disagree. No response was given to strongly disagree.

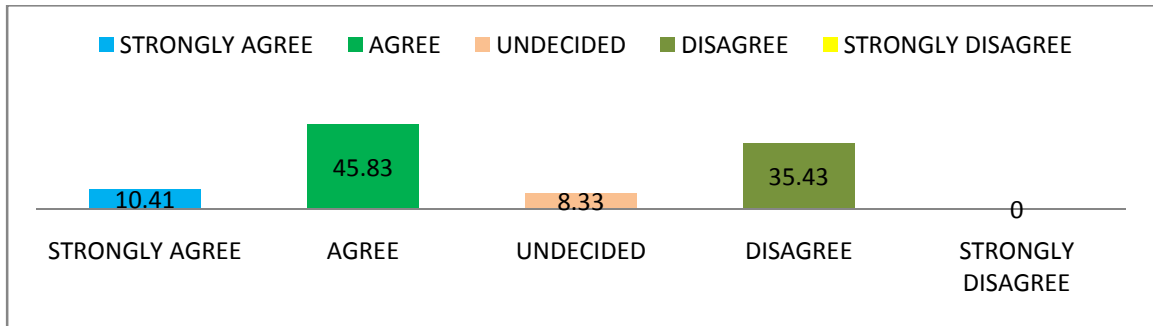
The perception of the headmasters on item whether ‘the SMCs monitor the utilization of the grants received from the government for the development of school’, out of the data collected from the headmasters 10.41% of them strongly agree, 60.41% agree, 8.33% undecided and 20.85% disagree. No response was given to strongly disagree. The data reflects that majority of the headmasters of secondary schools of Sikkim perceived that the SMCs monitor the utilization of the grants received from the government for the development of school.

Figure 9: Bar Diagram showing the perception of headmasters towards the SMCs monitor the utilization of the grants received from the government for the development of school



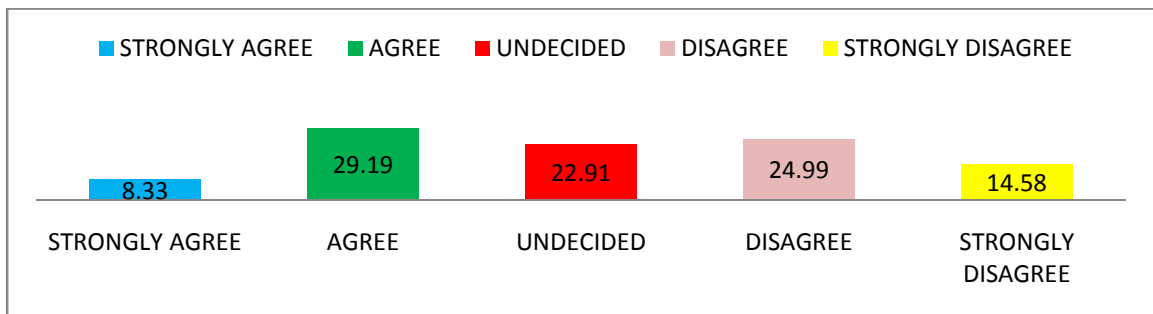
The perception of the headmasters on item whether ‘the SMCs prepare and recommend school development plan’, out of the data collected from the headmasters 10.41% of them strongly agree, 45.83% agree, 8.33% undecided and 35.43% disagree. No response was given to strongly disagree. The data reflects that still 43 percent of the headmasters of secondary schools of Sikkim perceived that there is no role of SMCs in preparing and recommending the school development plan.

Figure 10: Bar Diagram showing the perception of headmasters towards the SMCs prepare and recommend school development plan



The perception of the headmasters on item whether ‘screening procedure should be adopted as the method of selection for admission of a child in school’, out of the data collected from the headmasters 8.33% of them strongly agree, 29.19% agree, 22.91% undecided, 24.99% disagree and 14.58% strongly disagree.

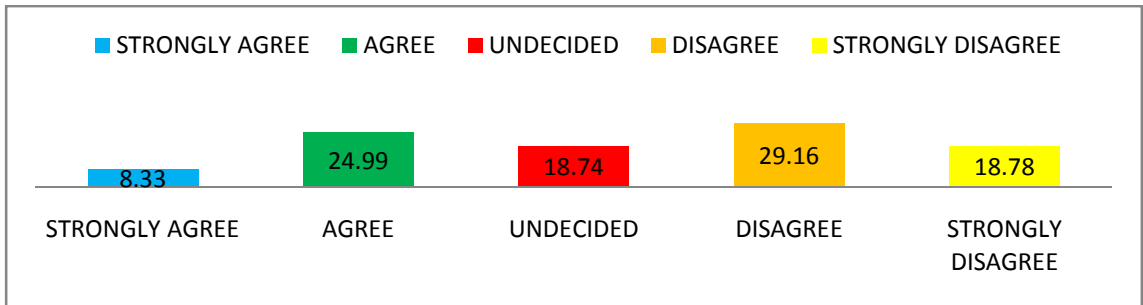
Figure 11: Bar Diagram showing the perception of headmasters towards screening procedure should be adopted as the method of selection for admission of a child in school



The perception of the headmasters on item whether ‘the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality’, out of the data collected from the headmasters 8.33% of them strongly agree, 24.99% agree, 18.78% undecided, 29.16% disagree and 18.74% strongly disagree. The data reflects that approximately 33 percent of the headmasters of secondary schools of Sikkim perceived that the child, his/her parents or guardian should face the screening

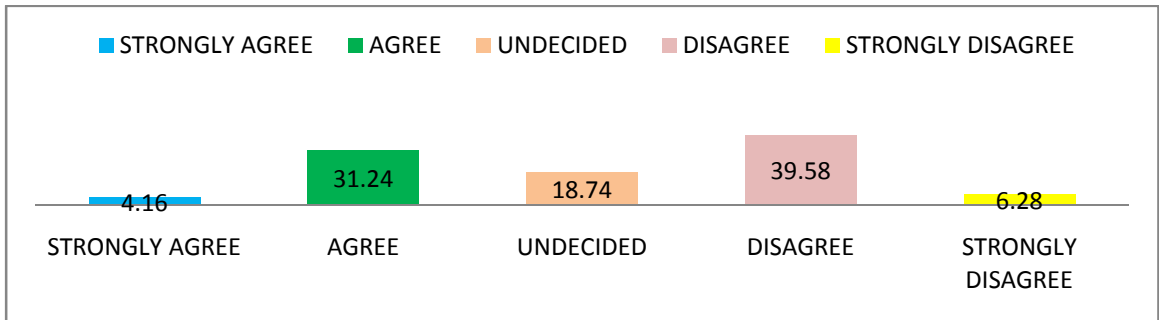
procedure for the admission of their wards in the school to ensure quality which is again contradictory to the Norms as laid by the Right to Education act.

Figure 12: Bar Diagram showing the perception of headmasters towards the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality



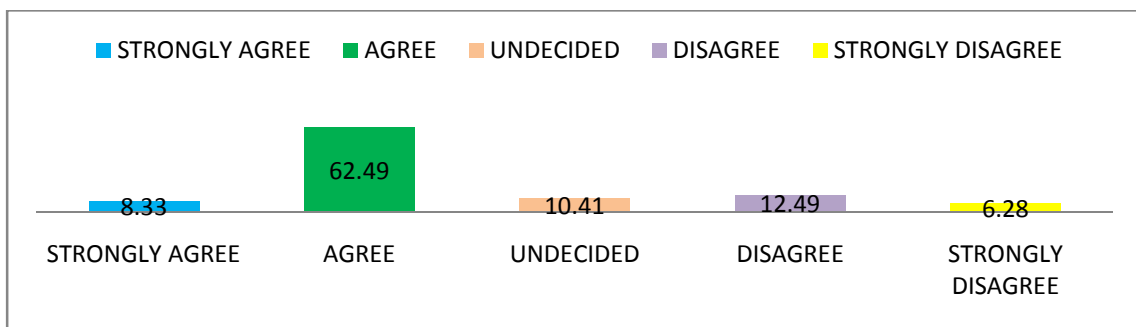
The perception of the headmasters on item whether ‘the failed children should be retained in the same class for two or more years for their better learning outcome’, out of the data collected from the headmasters 4.16% of them strongly agree, 31.24% agree, 18.74% undecided, 39.58% disagree and 6.28% strongly disagree. The data reflects that the approximately 45 percent of the headmasters favour the no detention policy of the Government.

Figure 13: Bar Diagram showing the perception of headmasters towards the failed children should be retained in the same class for two or more years for their better learning outcome



The perception of the headmasters on item whether ‘disciplinary punishment and actions are needed to maintain discipline in the class’, out of the data collected from the headmasters 8.33% of them strongly agree, 62.49% agree, 10.41% undecided, 12.49% disagree and 6.28% strongly disagree. The data further reveals that 70 percent of headmasters of Sikkim perceived that disciplinary punishment and actions are needed to maintain discipline in the class which is contradictory to the policy of Right to Education. The researcher conducted the interviews with the headmasters to find out this contradiction and found out that as a result of the increasing issues of discipline, headmasters believe that disciplinary punishment and actions are needed to maintain discipline in the class.

Figure 14: Bar Diagram showing the perception of headmasters towards disciplinary punishment and actions are needed to maintain discipline in the class

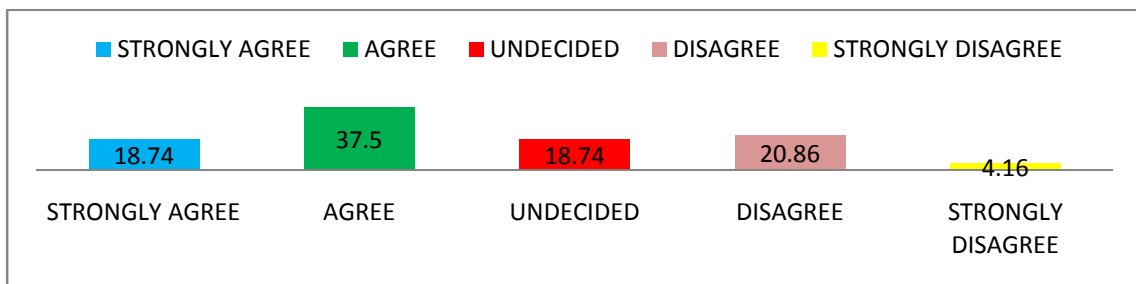


The perception of the headmasters on item whether ‘Assessment of the learning ability of each child is necessary’, out of the data collected from the headmasters 64.58% of them strongly agree, 35.42% agree and no responses were given to undecided, disagree and strongly disagree. The data highlights that the all the headmasters of secondary schools of Sikkim perceived that assessment of the learning ability of each child is necessary.

The perception of the headmasters on item whether ‘divyang (differently abled) learners should be admitted in the normal school’, out of the data collected from the headmasters

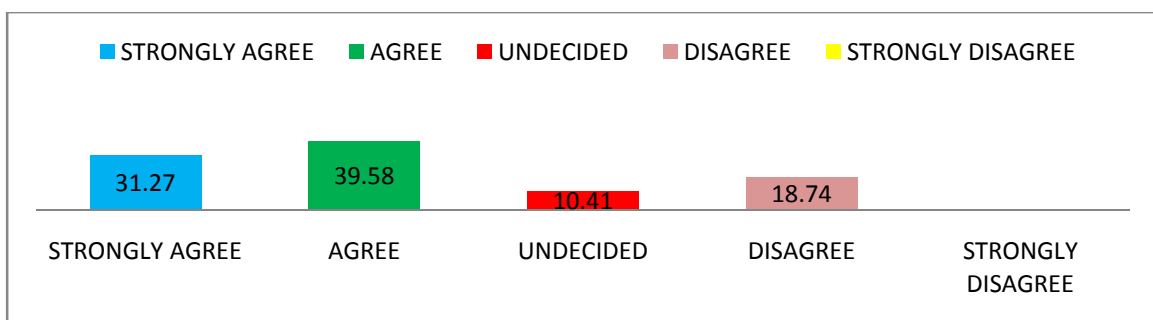
18.74% of them strongly agree, 37.5% agree, 18.74% undecided, 20.86% disagree and 4.16% strongly disagree. The study reflects that more than 50 percent of the headmasters of secondary schools of Sikkim perceived that divyang (differently abled) learners should be admitted in the normal school.

Figure 15: Bar Diagram showing the perception of headmasters towards divyang (differently abled) learners should be admitted in the normal school



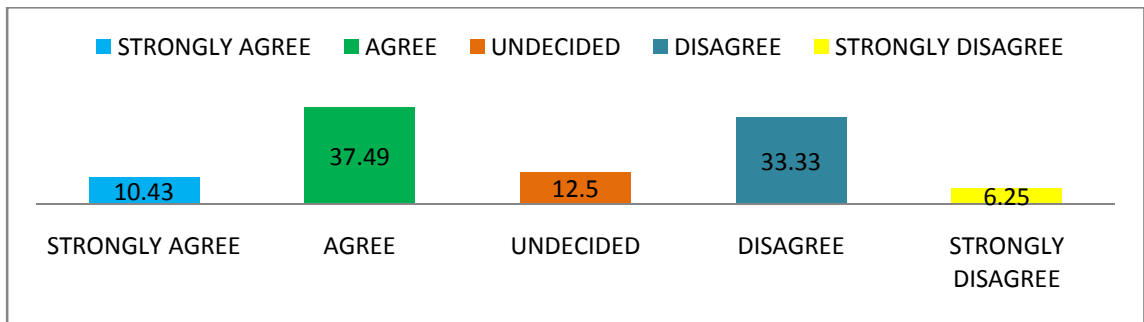
The perception of the headmasters on item whether ‘the age proof should be mandatory for the admission of the children in the school’, out of the data collected from the headmasters 31.27% of them strongly agree, 39.58% agree, 10.41% undecided and 18.74% disagree. No response was given to strongly disagree. The data also contradicts to the Policy of Right to Education Act, wherein the RTE states that the age proof should not be mandatory for the admission of the children in the school.

Figure 16: Bar Diagram showing the perception of headmasters towards the age proof should be mandatory for the admission of the children in the school



The perception of the headmasters on item whether ‘right of transfer to other school creates burden upon the school administration’, out of the data collected from the headmasters 10.43% of them strongly agree, 37.49% agree, 12.5% undecided, 33.33% disagree and 6.25% strongly disagree.

Figure 17: Bar Diagram showing the perception of headmasters towards right of transfer to other school creates burden upon the school administration



The perception of the headmasters on item whether ‘delay in producing transfer certificate should not be a ground for either delaying or denying admission’, out of the data collected from the headmasters 22.93% of them strongly agree, 52.08% agree and 24.99% disagree. No responses were given to undecided and strongly disagree. It reflects that the students are not denied or delayed in admission process even if there is delay in producing transfer certificate.

The perception of the headmasters on item whether ‘Provisions of remedial classes for the betterment of the student’, out of the data collected from the headmasters 74.99% of them strongly agree and 25.01% agree. No responses were given to undecided, disagree and strongly disagree. The data further reveals that the all the headmasters of secondary schools of Sikkim perceived that provisions of remedial classes for the betterment of the student.

The perception of the headmasters on item whether incorporation of formative evaluation or conducting unit test to verify the regular progress of a student, out of the data collected from the headmasters 47.92% of them strongly agree and 52.08% agree. No responses were given to undecided, disagree and strongly disagree. The data reflects that the all the headmasters of secondary schools of Sikkim perceived that incorporation of formative evaluation or conducting unit test to verify the regular progress of a student.

4.2 PERCEPTION OF SCHOOL MANAGEMENT COMMITTEE MEMBERS WITH REGARD TO RTE ACT-2009 IN SIKKIM

The perception of school management committee members plays a significant role to transform the existing system of education including teachers, headmasters and parents. As the SMCs composed of parents, teachers and Panchayat, so the perception of these members shows the development of education imparted through the medium of RTE Act-2009. The researcher in order to find out the perception of school management committee member on RTE Act has selected the total 35 SMC members from secondary schools of Sikkim. The SMC members have been chosen from four districts of Sikkim to find out their valuable viewpoints on RTE Act-2009. The SMC has a very vital role in actualizing the goals of RTE Act.

4.2.1 Perception of School Management Committee Members towards RTE Act-2009

With regard to the Provisions of Right to Free and Compulsory Education, the perception of the School Management Committee Members has been studied by the researcher and the percentage wise data has been shown in the table below

Table 3: Perception of School Management Committee Members With Regard to RTE Act-2009 in Sikkim

Sl. No	STATEMENTS	SA	A	U	D	SD
1	The School Management Committee (SMC) plays an important role in the functioning of school.	49.99	50.01	-	-	-
2	The School Management Committee (SMC) members regularly attend the meetings.	33.33	62.49	4.18	-	-
3	The School Management Committee (SMC) prepares and recommend school development plan.	18.76	64.58	14.58	2.08	-
4	50% of the School Management Committee (SMC) members should be women.	22.91	61.45	13.56	2.08	-
5	A school should constitute a School Management Committee (SMC) of the elected representatives of the local authority, parents or guardians and teachers.	39.58	49.99	10.43	-	-
6	3/4 of members of School Management Committee (SMC) should be parents or guardian.	32.29	55.20	10.43	2.08	-
7	Proportionate representation should be given to the parents or guardians of children belonging to disadvantaged group & weaker section of society.	29.16	61.47	2.08	7.29	-
8	Regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.	56.24	43.76	-	-	-
9	The SMCs help in monitoring the working of the school.	29.16	55.20	9.37	6.27	-
10	The SMCs monitor the utilization of the grants received from the government for the development of school.	13.54	63.53	8.35	14.58	-
11	The meeting of SMCs and teachers should be conducted on regular basis regarding the access and participation of children in school.	26.04	61.47	7.29	5.20	-
12	The school management committee (SMC) should ensure the enrolment of children for the universalisation of elementary education.	25	68.74	2.08	4.18	-
13	The school management committee should ensure the retention of children of 6-14 years of age.	26.04	45.83	26.04	2.09	-
14	The school management committee should ensure the reduction in the dropout rate of children.	11.45	58.33	16.66	13.56	-
15	The school management committee should work for qualitative reforms of the students.	37.49	54.16	6.27	2.08	-

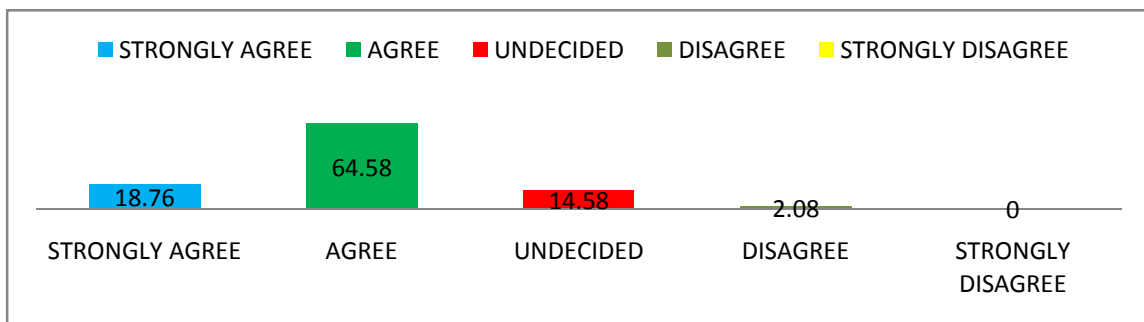
16	The school management committee should ensure that progress reports of the children must be reviewed time to time.	28.15	51.03	10.41	10.41	-
17	The school management committee should ensure the availability of free uniform facilities to the eligible children.	31.24	33.33	23.95	11.48	-
18	The school management committee should ensure regular supply of clean drinking water in school.	57.28	38.56	2.08	2.08	-
19	The school management committee should ensure an adequate toilet facility for both girls and boys separately.	57.29	40.63	-	2.08	
20	The school management committee should ensure regular health check-up of the children studying in the school.	48.95	33.33	17.72	-	-
21	The school management committee should ensure the construction of new school building.	30.20	47.93	21.87	-	-
22	The school management committee should ensure the cooperation of community in co-curricular activities.	21.87	71.87	6.26	-	-
23	The school management committee should present the annual reports before the general body.	28.12	44.79	27.09	-	-
24	The school management committee should ensure the identification of children with special needs.	28.12	51.04	17.70	3.14	-
25	The school management committee should ensure the arrangement of furniture in school.	35.44	42.70	16.66	5.20	-
26	The school management committee should ensure the development of library in the school for developing reading habits among students.	32.29	54.18	11.45	2.08	-
27	The school management committee should monitor the quality meal provided to children.	52.08	39.58	3.14	5.20	-

The perception of School Management Committee (SMC) on the item “School Management Committee (SMC) plays an important role in the functioning of school”, out of the data collected from the SMCs 49.99% of them strongly agree and 50.01% agree. No responses were given to undecided, disagree and strongly disagree. The data further reveals that the all the SMCs of secondary schools of Sikkim perceived that the School Management Committee (SMC) plays an important role in the functioning of school

The perception of School Management Committee (SMC) on the item ‘the School Management Committee (SMC) members regularly attend the meetings’, out of the data collected from the SMCs 33.33% of them strongly agree, 62.49% agree and 4.18% undecided. No responses were given to disagree and strongly disagree. The data further reflects that majority of the SMCs of secondary schools of Sikkim perceived that the School Management Committee (SMC) members regularly attend the meetings.

The perception of School Management Committee (SMCs) on the item ‘the School Management Committee (SMC) prepares and recommend school development plan’, out of the data collected from the SMCs 18.76% of them strongly agree, 64.58% agree, 14.58% undecided and 2.08% disagree. No response was given to strongly disagree. The data highlights that majority of SMCs of secondary schools of Sikkim perceived that the School Management Committee (SMC) prepares and recommend school development plan.

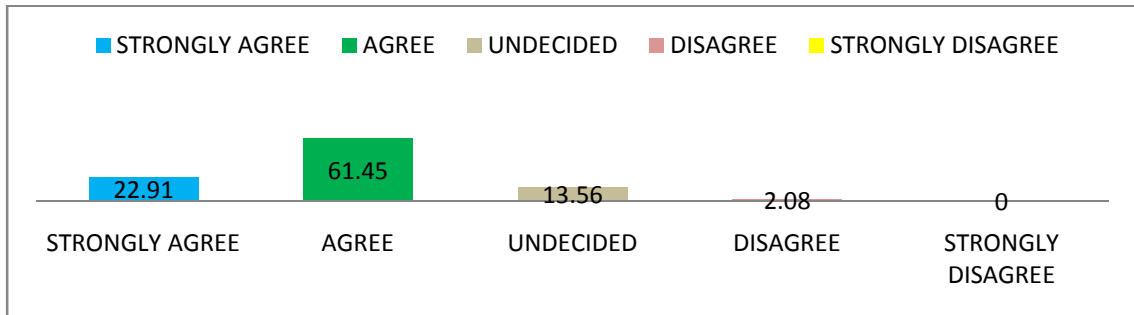
Figure 18: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the School Management Committee (SMC) prepares and recommend school development plan



The perception of School Management Committee (SMC) on the item ‘50% of the School Management Committee (SMC) members should be women’, out of the data collected from the SMCs 22.91% of them strongly agree, 61.45% agree, 13.56%

undecided and 2.08% disagree. No response was given to strongly disagree. The data shows that majority of the SMCs of secondary schools of Sikkim perceived that 50% of the School Management Committee (SMC) members should be women.

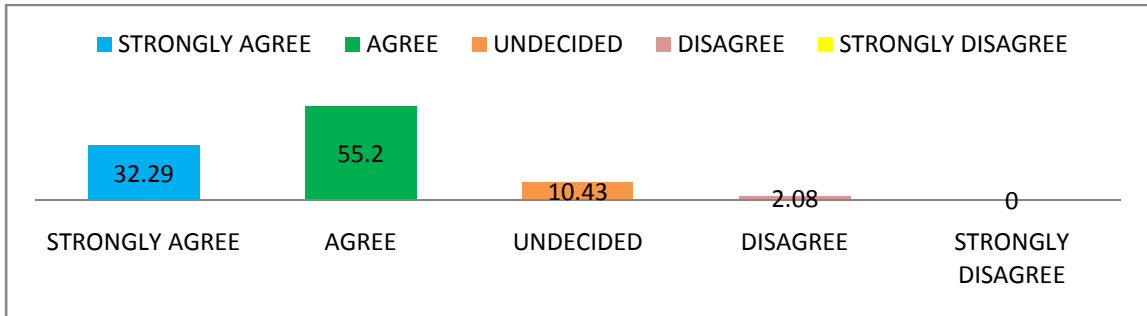
Figure 19: Bar Diagram showing the perception of School Management Committee members (SMCs) towards 50% of the School Management Committee (SMC) members should be women



The perceptions of School Management Committee (SMC) on the item ‘a school should constitute a School Management Committees (SMC) of the elected representatives of the local authority’, parents or guardians and teachers, out of the data collected from the SMCs 39.58% of them strongly agree, 49.99% agree and 10.43% undecided. No responses were given to disagree and strongly disagree.

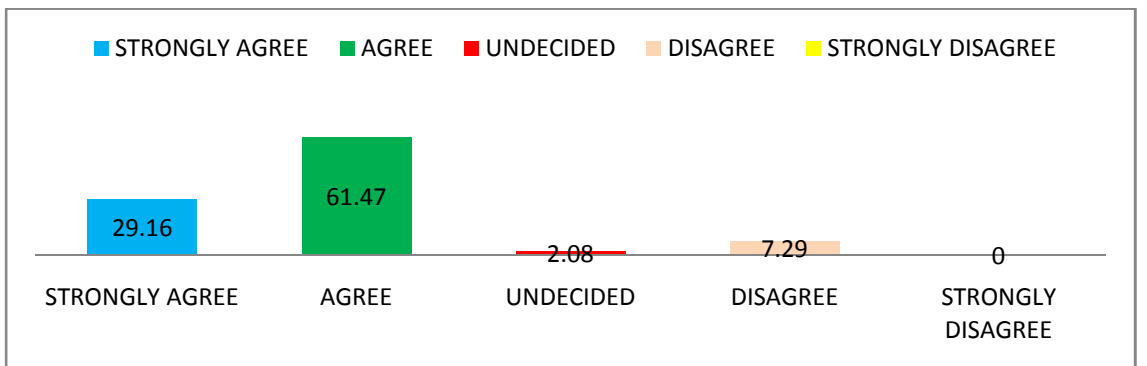
The perception of School Management Committee (SMC) on the item ‘3/4 of members of School Management Committee (SMC) should be parents or guardian’, out of the data collected from the SMCs 32.29% of them strongly agree, 55.20% agree, 10.43% undecided and 2.08% disagree. No response was given to strongly disagree. The data reveals that majority of the SMCs of secondary schools of Sikkim perceived that 3/4 of members of School Management Committee (SMC) should be parents or guardian and just nominal percentage of them believe that 3/4 of members of School Management Committee (SMC) should not be parents or guardian.

Figure 20: Bar Diagram showing the perception of School Management Committee members (SMCs) towards 3/4 of members of School Management Committee (SMC) should be parents or guardian



The perception of School Management Committee (SMC) on the item ‘proportionate representation should be given to the parents or guardians of children belonging to disadvantaged group & weaker section of society’, out of the data collected from the SMCs 29.16% of them strongly agree, 61.47% agree, 2.08% undecided and 7.29% disagree. No response was given to strongly disagree. The data further reveals that 90 percent of the SMCs of secondary schools of Sikkim perceived that proportionate representation should be given to the parents or guardians of children belonging to disadvantaged group & weaker section of society.

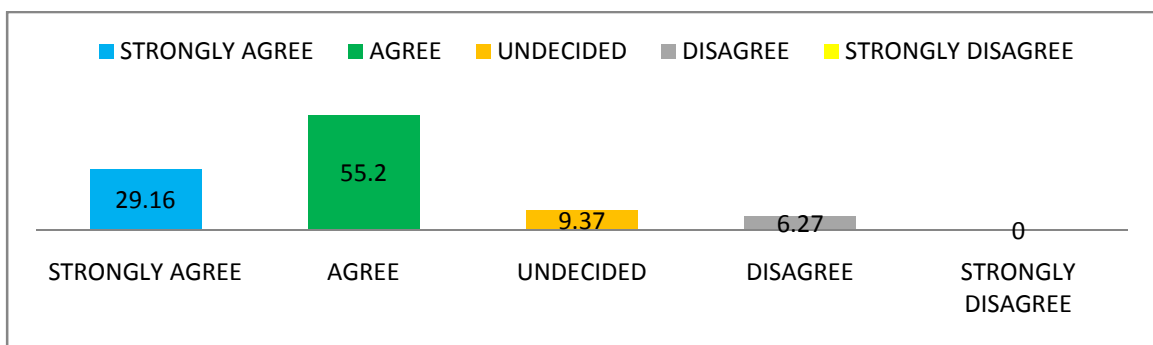
Figure 21: Bar Diagram showing the perception of School Management Committee members (SMCs) towards proportionate representation should be given to the parents or guardians of children belonging to disadvantaged group & weaker section of society



The perception of School Management Committee (SMC) on the item ‘regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners’, out of the data collected from the SMCs 56.24% of them strongly agree and 43.76% agree. No responses were given to undecided, disagree and strongly disagree. The data reveals that the all the SMCs of secondary schools of Sikkim perceived that regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.

The perception of School Management Committee (SMC) on the item ‘the SMCs help in monitoring the working of the school’, out of the data collected from the SMCs 29.16% of them strongly agree, 55.20% agree, 9.37% undecided and 6.27% disagree. No response was given to strongly disagree. The data highlights that majority of the SMCs of secondary schools of Sikkim perceived that the SMCs help in monitoring the working of the school.

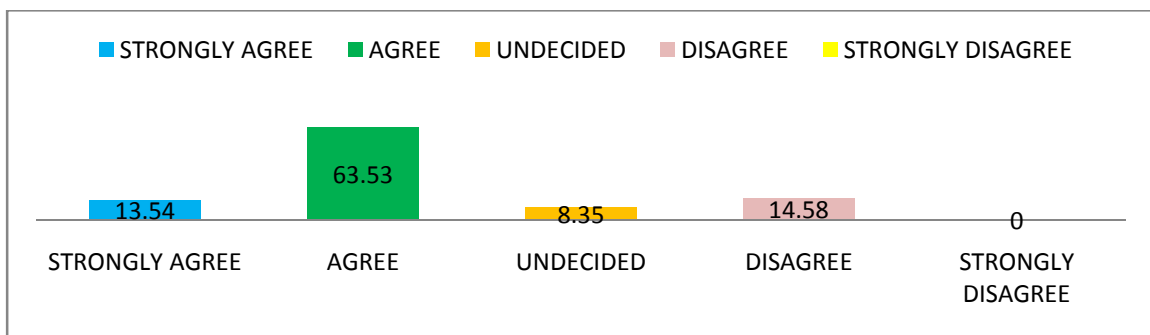
Figure 22: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the SMCs help in monitoring the working of the school



The perception of School Management Committee (SMC) on the item ‘the SMCs monitor the utilization of the grants received from the government for the development of school’, out of the data collected from the SMCs 13.54% of them strongly agree, 63.53 %

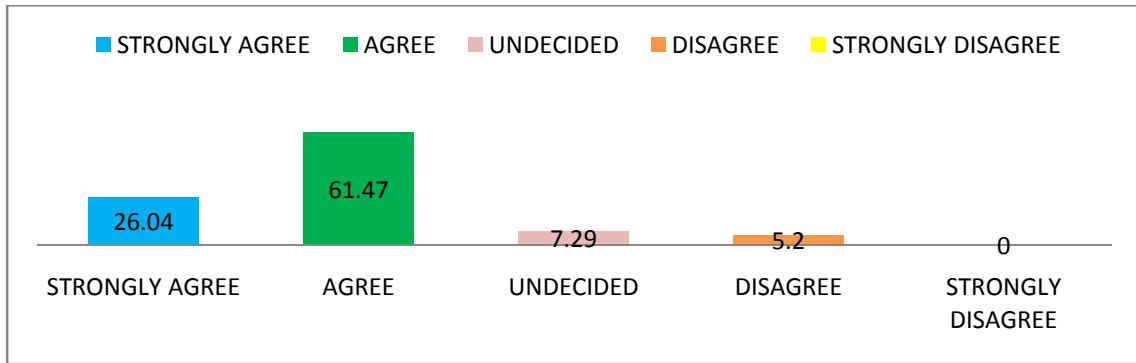
agree, 8.35% undecided and 14.58% disagree. No response was given to strongly disagree. The data reveals that 77 percent of the SMCs of secondary schools of Sikkim perceived that the SMCs monitor the utilization of the grants received from the government for the development of school.

Figure 23: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the SMCs monitor the utilization of the grants received from the government for the development of school



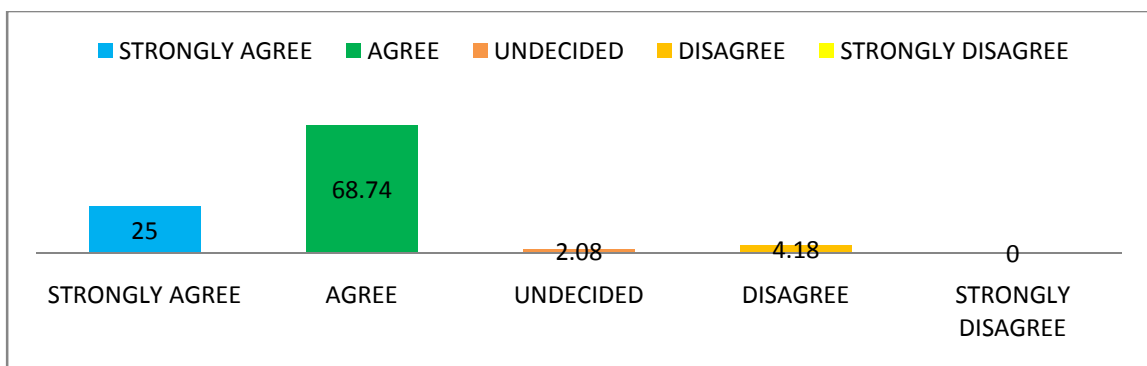
The perception of School Management Committee (SMCs) on the item ‘the meeting of SMCs and teachers should be conducted on regular basis regarding the access and participation of children in school’, out of the data collected from the SMCs 26.04% of them strongly agree, 61.47% agree, 7.29% undecided and 5.20% disagree. No response was given to strongly disagree. These data reflects majority of the SMCs of secondary schools of Sikkim perceived that the meeting of SMCs and teachers should be conducted on regular basis regarding the access and participation of children in school.

Figure 24: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the meeting of SMCs and teachers should be conducted on regular basis regarding the access and participation of children in school



The perception of School Management Committee (SMCs) on the item ‘the school management committee (SMCs) should ensure the enrolment of children for the universalisation of elementary education’, out of the data collected from the SMCs 25% of them strongly agree, 68.74% agree, 2.08% undecided and 4.18% disagree. No response was given to strongly disagree. The data \reveals that majority of the SMCs of secondary schools of Sikkim perceived that the school management committee (SMCs) should ensure the enrolment of children for the universalisation of elementary education.

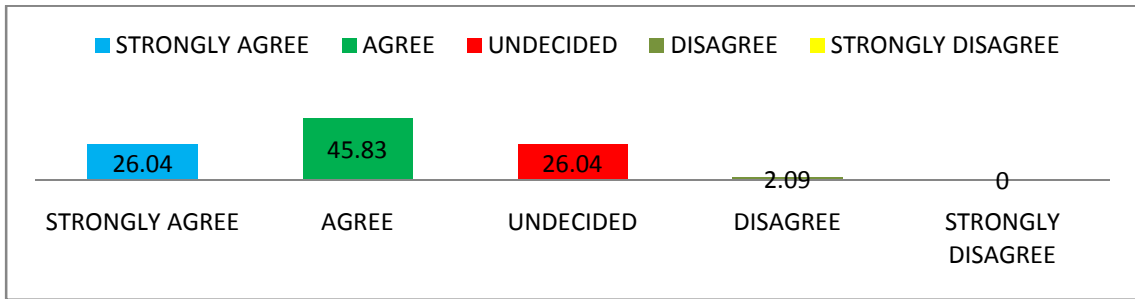
Figure 25: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the school management committee (SMCs) should ensure the enrolment of children for the universalisation of elementary education



The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure the retention of children of 6-14 years of age’, out

of the data collected from the SMCs 26.04% of them strongly agree, 45.83% agree, 26.04% undecided and 2.09% disagree. No response was given to strongly disagree.

Figure 26: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the school management committee should ensure the retention of children of 6-14 years of age



The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure the reduction in the dropout rate of children’, out of the data collected from the SMCs 11.45% of them strongly agree, 58.33% agree, 16.66% undecided and 13.56% disagree. No response was given to strongly disagree.

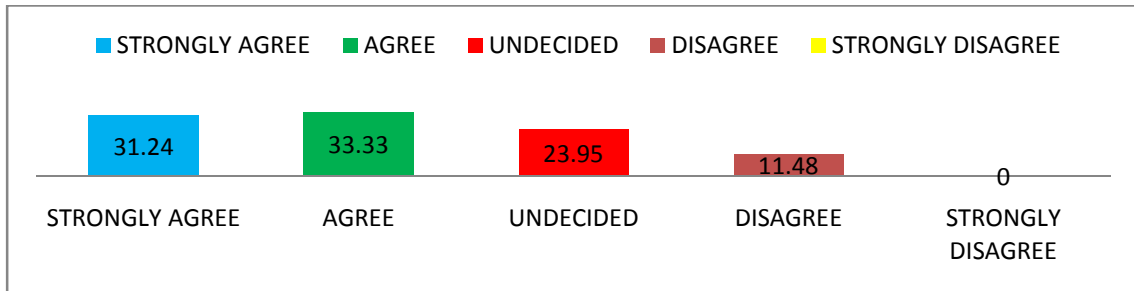
The perception of School Management Committee (SMCs) on the item ‘the school management committee should work for qualitative reforms of the students’, out of the data collected from the SMCs 37.49% of them strongly agree, 54.16% agree, 6.27% undecided and 2.08% disagree. No response was given to strongly disagree. The data further reflects that majority of the SMCs of secondary schools of Sikkim perceived that the school management committee should work for qualitative reforms of the students.

The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure that progress reports of the children must be reviewed time to time’, out of the data collected from the SMCs 28.15% of them strongly

agree, 51.03% agree, 10.41% undecided and 10.41% disagree. No response was given to strongly disagree. The data reflects that majority of the SMCs of secondary schools of Sikkim perceived that the school management committee should ensure that progress reports of the children must be reviewed time to time.

The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure the availability of free uniform facilities to the eligible children’, out of the data collected from the SMCs 31.24% of them strongly agree, 33.33% agree, 23.95% undecided and 11.48% disagree. No response was given to strongly disagree.

Figure 27: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the school management committee should ensure the availability of free uniform facilities to the eligible children



The perception of School Management Committee (SMCs) on the item the school management committee should ensure regular supply of clean drinking water in school, out of the data collected from the SMCs 57.28% of them strongly agree, 38.56% agree, 2.08% undecided and 2.08% disagree. No response was given to strongly disagree. It is clear from the data that majority of the all the SMCs of secondary schools of Sikkim perceived that the school management committee should ensure regular supply of clean drinking water in school.

The perception of School Management Committee (SMCs) on the item 'the school management committee should ensure an adequate toilet facility for both girls and boys separately', out of the data collected from the SMCs 57.29% of them strongly agree, 40.63% agree and 2.08% disagree. No responses were given to undecided and strongly disagree. The data shows that 90 percent of the SMCs of secondary schools of Sikkim perceived that the school management committee should ensure an adequate toilet facility for both girls and boys separately.

The perception of School Management Committee (SMCs) on the item 'the school management committee should ensure regular health check-up of the children studying in the school', out of the data collected from the SMCs 48.95% of them strongly agree, 33.33% agree and 17.72% undecided. No responses were given to disagree and strongly disagree.

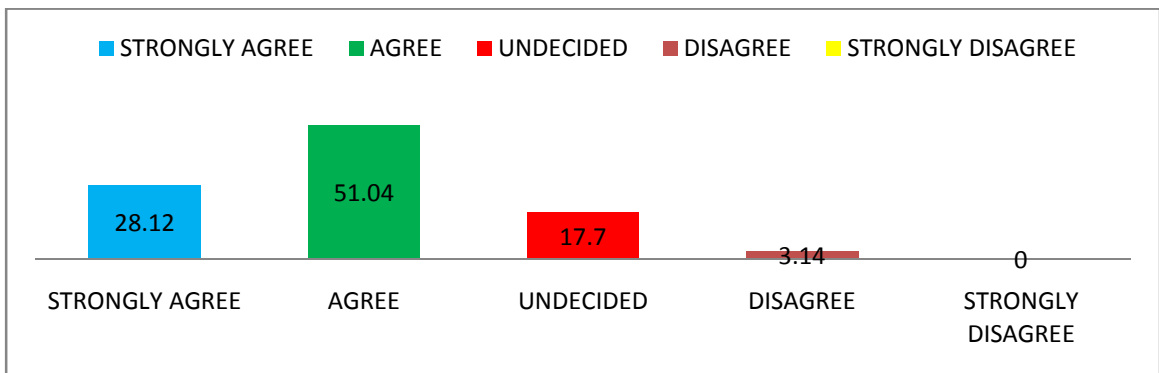
The perception of School Management Committee (SMCs) on the item 'the school management committee should ensure the construction of new school building', out of the data collected from the SMCs 30.20% of them strongly agree, 47.93% agree and 21.87% undecided. No responses were given to disagree and strongly disagree.

The perception of School Management Committee (SMCs) on the item 'the school management committee should ensure the cooperation of community in co-curricular activities', out of the data collected from the SMCs 21.87% of them strongly agree, 71.87% agree and 6.26% undecided. No responses were given to disagree and strongly disagree.

The perception of School Management Committee (SMCs) on the item ‘the school management committee should present the annual reports before the general body’, out of the data collected from the SMCs 28.12% of them strongly agree, 44.79% agree and 27.09% undecided. No responses were given to disagree and strongly disagree.

The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure the identification of children with special needs’, out of the data collected from the SMCs 28.12% of them strongly agree, 51.04% agree, 17.70% undecided, 3.14% disagree. No response was given to strongly disagree. The data further reveals that the all the SMCs of secondary schools of Sikkim perceived that the school management committee should ensure the identification of children with special needs.

Figure 28: Bar Diagram showing the perception of School Management Committee members (SMCs) towards the school management committee should ensure the identification of children with special needs



The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure the arrangement of furniture in school’, out of the data collected from the SMCs 35.44% of them strongly agree, 42.70% agree, 16.66% undecided and 5.20% disagree. No response was given to strongly disagree.

The perception of School Management Committee (SMCs) on the item ‘the school management committee should ensure the development of library in the school for developing reading habits among students’, out of the data collected from the SMCs 32.29% of them strongly agree, 54.18% agree, 11.45% undecided and 2.08% disagree. No response was given to strongly disagree. The data highlights that majority of the SMCs of secondary schools of Sikkim perceived that the school management committee should ensure the development of library in the school for developing reading habits among students.

The perception of School Management Committee (SMCs) on the item ‘the school management committee should monitor the quality meal provided to children’, out of the data collected from the SMCs 52.08% of them strongly agree, 39.58% agree, 3.14% undecided and 5.20% disagree. No responses were given to undecided, disagree and strongly disagree.

4.3 PERCEPTION OF TEACHERS WITH REGARD TO RTE ACT-2009 IN SIKKIM

The teachers are the key functionaries in RTE Act-2009. The perception of teacher’s is very important for development of elementary education. The opinion of teachers provides a significant direction for the RTE Act goals. The teacher’s standpoint reveals the actual facts of implementation of RTE Act. The researcher in order to find out the perception of teachers on RTE Act has selected the total 114 teachers from secondary schools of Sikkim. From four districts of Sikkim teachers have been chosen to find out their valuable viewpoints on RTE Act-2009.

4.3.1 Perception of Teachers towards RTE Act-2009

With regard to the Provisions of Right to Free and Compulsory Education, the perception of the Teachers has been studied by the researcher and the percentage wise data has been shown in the table below

Table 4: Perception of Teachers with regard to RTE Act-2009 in Sikkim

Sl. No	STATEMENTS	SA	A	U	D	SD
1	Free and compulsory elementary education should be provided to all the children (6-14 years of age).	67.70	30.22	1.04	1.04	-
2	Some fees should be charged from the children with better economic capability to meet the extra expenses.	4.51	57.63	20.83	11.45	5.58
3	Only minimum qualifications should not be the essential criteria for the appointment of the teachers.	28.12	46.87	14.23	7.63	3.15
4	The teachers get enough time to complete entire curriculum within specified time.	17	44.09	10.41	24.64	3.86
5	Teachers should be given non- academic duties for the welfare of the society.	2.45	25.34	29.51	33.33	9.37
6	Mid-day meal scheme is attracting more students to the school.	19.09	65.62	8.36	6.24	0.69
7	Mid- day meal scheme is creating an extra burden upon the teachers.	0.69	5.89	10.41	68.05	14.96
8	The School Management Committees (SMC) plays an important role in the functioning of school.	21.87	66.66	6.94	4.53	-
9	The SMCs help in monitoring the working of the teaching learning.	3.84	42.01	21.87	32.28	-
10	The SMCs prepare and recommend school development plan.	3.47	65.27	17.70	12.87	0.69
11	The meeting of SMCs and teachers are conducted on regular basis regarding the access and participation of children in school.	8.33	84.10	2.77	4.8	-
12	Screening procedure should be adopted as the method of selection for admission of a child in school.	15.97	54.50	12.19	14.57	2.77
13	The child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.	10.44	52.08	13.88	20.83	2.77

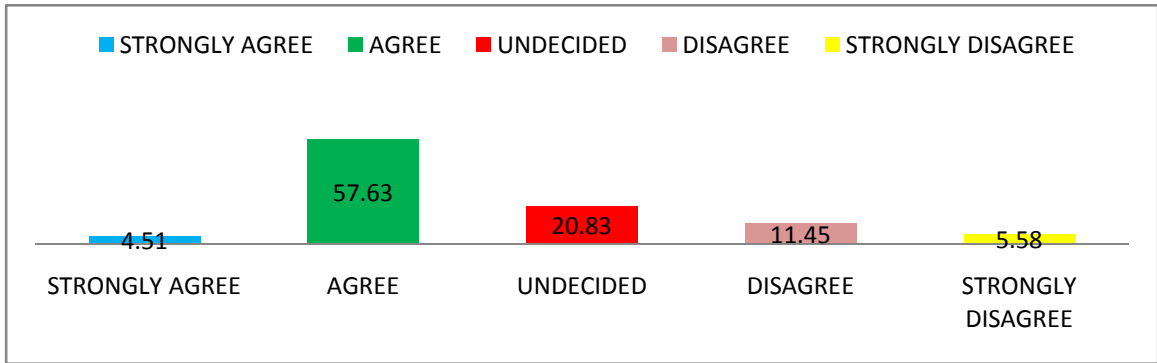
14	The failed children should be retained in the same class for two or more years for their better learning outcome.	19.78	46.52	15.62	13.19	4.89
15	Disciplinary punishment and actions are needed to maintain discipline in the class.	34.37	49.3	9.05	5.20	2.08
16	The children in school express themselves freely in their classroom.	15.27	76.38	6.27	2.08	-
17	Divyang (differently abled) learners should be admitted in the normal school.	9.76	51.03	20.82	15.62	2.77
18	Board examinations should be conducted at the end of elementary education.	22.21	62.49	10.45	2.77	2.08
19	A teacher committing default in performance of duties should be liable for disciplinary action.	13.88	62.47	20.18	3.47	-
20	Pupil teacher ratio affects the teaching learning condition in the classroom.	26.73	62.87	7.28	3.12	-
21	The existing curriculum is sufficient for building up child's knowledge, potentials and talent.	7.63	54.86	18.77	18.05	0.69
22	Comprehensive and continuous evaluation is very difficult.	8.37	24.3	26.38	32.28	8.67

Perception of Teachers with regard to the item ‘free and compulsory elementary education should be provided to all the children (6-14 years of age)’, shows that, out of the data collected from the teachers 67.70% of them strongly agree, 30.22% agree, 1.04% undecided and 1.04% disagree. No response was given to strongly disagree. The data further reveals that majority of the teachers of secondary schools of Sikkim perceived that free and compulsory elementary education should be provided to all the children (6-14 years of age).

Perception of Teachers with regard to the item ‘some fees should be charged from the children with better economic capability to meet the extra expenses’, out of the data collected from the teachers 4.51% of them strongly agree, 57.63% agree, 20.83% undecided, 11.45% disagree and 5.58% strongly disagree. The data is also contradictory

to the Right to Education Act approximate 62 percent of the teachers feel that some fees should be charged from the children with better economic capability to meet the extra expenses.

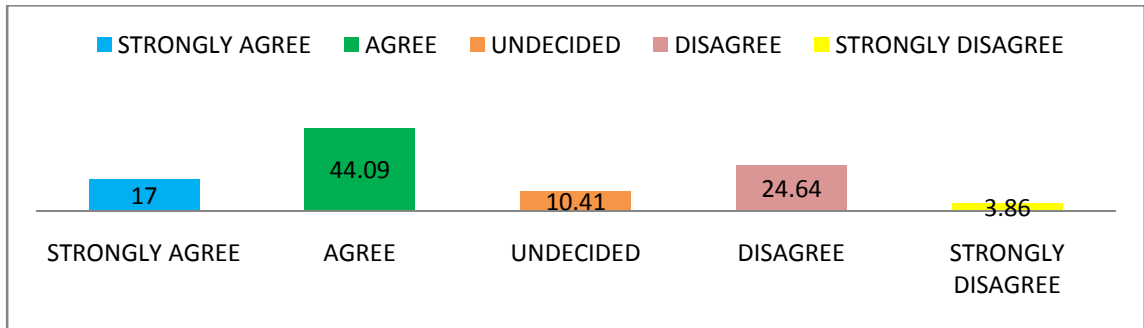
Figure 29: Bar Diagram showing the perception of teachers towards some fees should be charged from the children with better economic capability to meet the extra expenses



Perception of Teachers with regard to the item ‘only minimum qualifications should not be the essential criteria for the appointment of the teachers’, out of the data collected from the teachers 28.12% of them strongly agree, 46.87% agree, 14.23% undecided, 7.63% disagree and 3.15% strongly disagree.

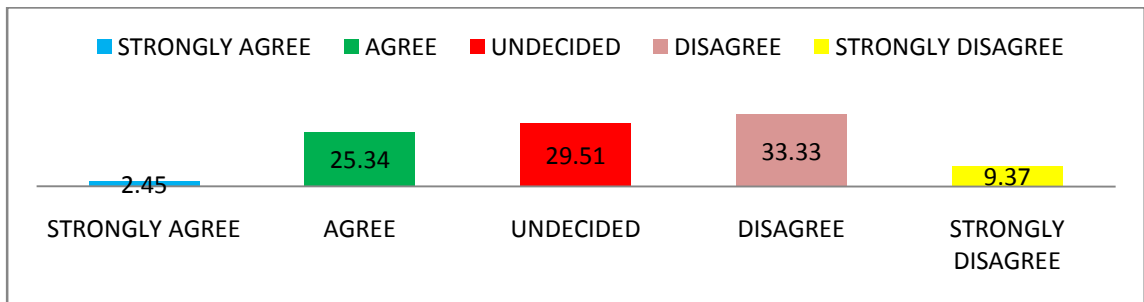
Perception of Teachers with regard to the item ‘the teachers get enough time to complete entire curriculum within specified time’, out of the data collected from the teachers 17% of them strongly agree, 44.09% agree, 10.41% undecided, 24.64% disagree and 3.86% strongly disagree.

Figure 30: Bar Diagram showing the perception of teachers towards the teachers get enough time to complete entire curriculum within specified time



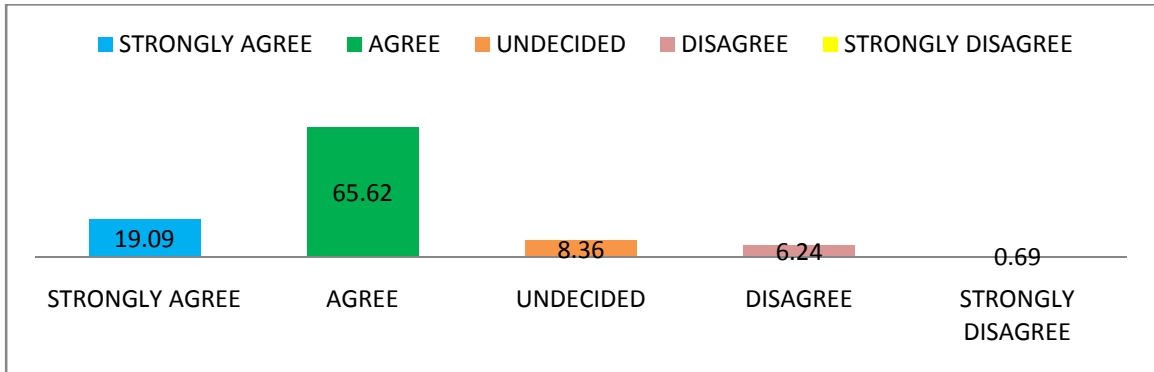
Perception of Teachers with regard to ‘the item teachers should be given non- academic duties for the welfare of the society’, out of the data collected from the teachers 2.45% of them strongly agree, 25.34% agree, 29.51% undecided, 33.33% disagree and 9.37% strongly disagree. It is interesting to know from the data that majority of the teachers feel that the non-academic duties should not be given to them.

Figure 31: Bar Diagram showing the perception of teachers towards the teachers should be given non- academic duties for the welfare of the society



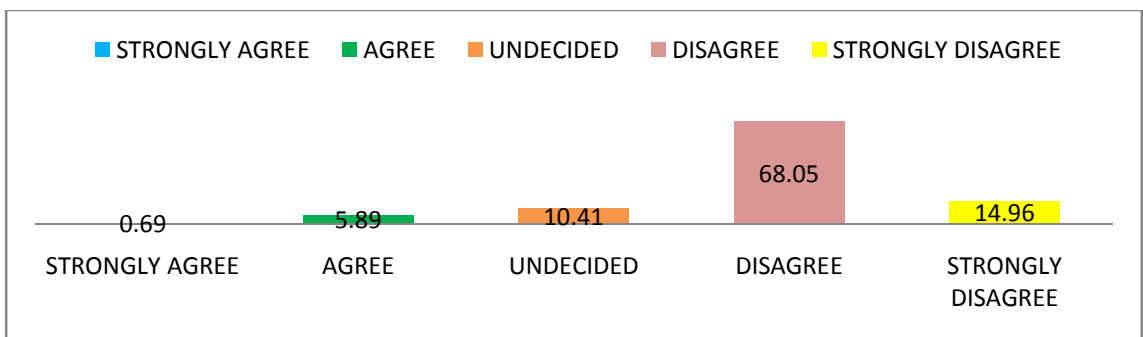
Perception of Teachers with regard to the item ‘mid-day meal scheme is attracting more students to the school’, out of the data collected from the teachers 19.09% of them strongly agree, 65.62% agree, 8.36% undecided, 6.24% disagree and 0.69% strongly disagree. The data further reveals that approximately 7 percent of the teachers of secondary schools of Sikkim still perceived that mid-day meal scheme does not help in attracting more students to the school.

Figure 32: Bar Diagram showing the perception of teachers towards mid-day meal scheme is attracting more students to the school



Perception of Teachers with regard to the item ‘mid- day meal scheme is creating an extra burden upon the teachers’, out of the data collected from the teachers 0.69% of them strongly agree, 5.89% agree, 10.41% undecided, 68.05% disagree and 14.96% strongly agree. The data reveals that majority of the teachers of secondary schools of Sikkim perceived that mid- day meal scheme is not creating an extra burden upon the teachers. It also reflects that the arrangement of the mid-day meal is segregated from the academics duties.

Figure 33: Bar Diagram showing the perception of teachers towards mid- day meal scheme is creating an extra burden upon the teachers



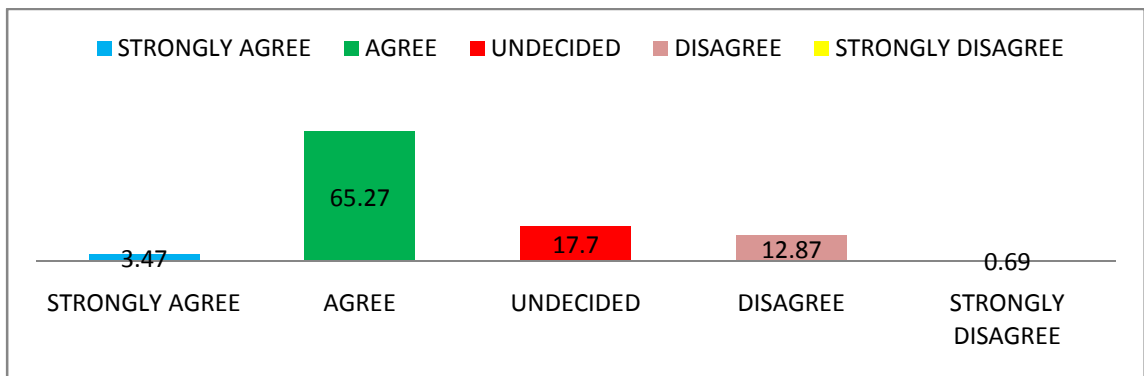
Perception of Teachers with regard to the item ‘the School Management Committees (SMC) plays an important role in the functioning of school’, out of the data collected

from the teachers 21.87% of them strongly agree, 66.66% agree, 6.94% undecided and 4.53% disagree. No response was given to strongly disagree. The data further reveals that the all the teachers of secondary schools of Sikkim perceived that the School Management Committees (SMC) plays an important role in the functioning of school.

Perception of Teachers with regard to the item ‘the SMCs help in monitoring the working of the teaching learning’, out of the data collected from the teachers 3.84% of them strongly agree, 42.01% agree, 21.87% undecided and 32.28% disagree. No response was given to strongly disagree.

Perception of Teachers with regard to the item ‘the SMCs prepare and recommend school development plan’, out of the data collected from the teachers 3.47% of them strongly agree, 65.27% agree, 17.70% undecided, 12.87% disagree and 0.69% strongly disagree.

Figure 34: Bar Diagram showing the perception of teachers towards the SMCs prepare and recommend school development plan

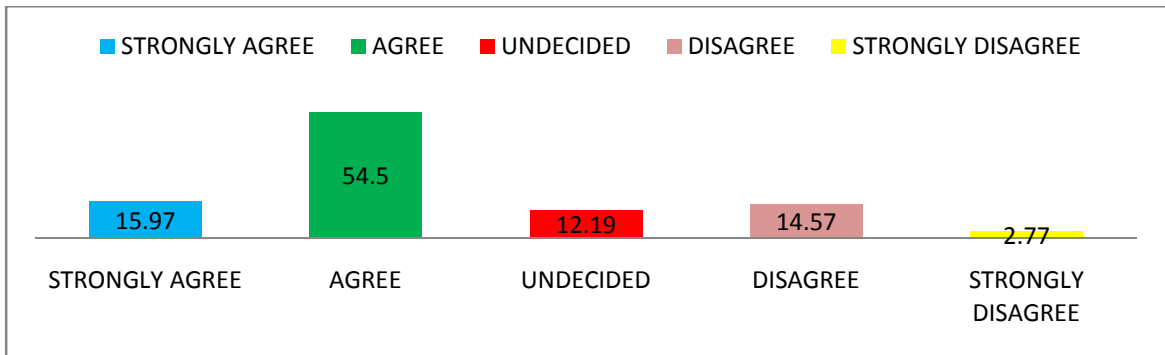


Perception of Teachers with regard to the item ‘The meeting of SMCs and teachers are conducted on regular basis regarding the access and participation of children in school’, shows that out of the data collected from the teachers 8.33% of them strongly agree, 84.10% agree, 2.77% undecided and 4.8% disagree. No response was given to strongly

disagree. The data further reveals that majority of the teachers of secondary schools of Sikkim perceived that the meeting of SMCs and teachers are conducted on regular basis regarding the access and participation of children in school.

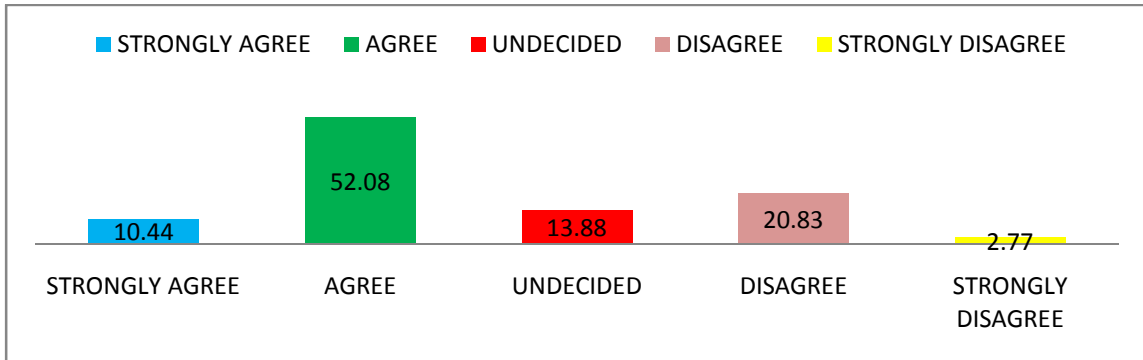
Perception of Teachers with regard to the item ‘screening procedure should be adopted as the method of selection for admission of a child in school’, shows that out of the data collected from the teachers 15.97% of them strongly agree, 54.50 % agree, 12.19% undecided, 14.57% disagree and 2.77% strongly disagree.

Figure 35: Bar Diagram showing the perception of teachers towards the screening procedure should be adopted as the method of selection for admission of a child in school



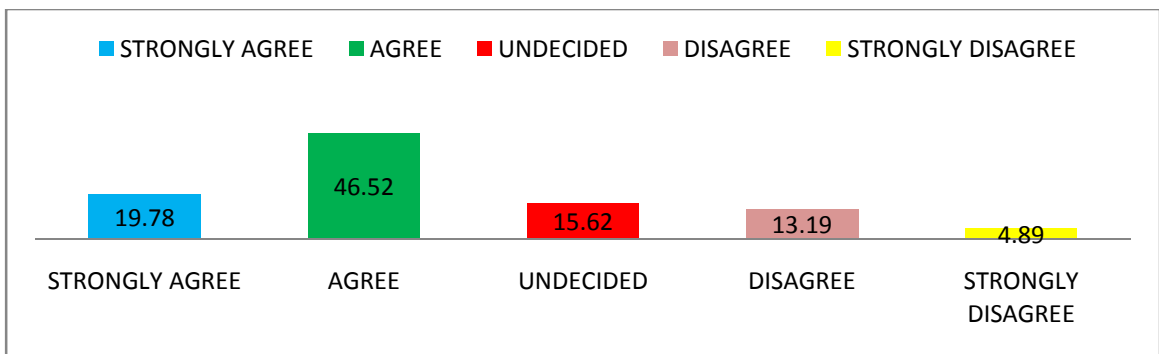
Perception of Teachers with regard to the item ‘the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality’, shows that out of the data collected from the teachers 10.44% of them strongly agree, 52.08% agree, 13.88% undecided, 20.83% disagree and 2.77% strongly disagree. The data indicates the contradiction to the Right to Education Act since it states that no child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school.

Figure 36: Bar Diagram showing the perception of teachers towards the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality



Perception of Teachers with regard to the item ‘the failed children should be retained in the same class for two or more years for their better learning outcome’, out of the data collected from the teachers 19.78% of them strongly agree, 46.52% agree, 15.62% undecided, 13.19% disagree and 4.89% strongly disagree. The data highlights that majority of the teachers contradict to the no detention policy as laid under the Right to Education Act 2009.

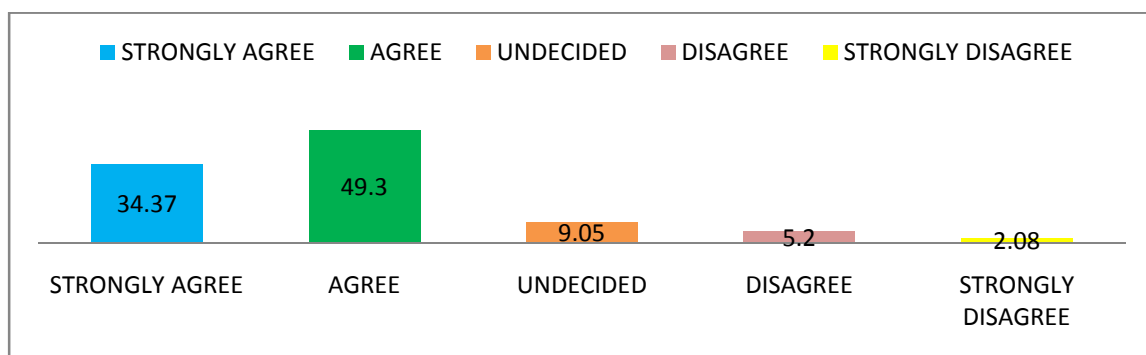
Figure 37: Bar Diagram showing the perception of teachers towards the failed children should be retained in the same class for two or more years for their better learning outcome



Perception of Teachers with regard to the item ‘Disciplinary punishment and actions are needed to maintain discipline in the class’, reveals- out of the data collected from the

teachers 34.37% of them strongly agree, 49.3% agree, 9.02% undecided, 5.20% disagree and 2.08% strongly disagree. The data highlights that the teachers of secondary schools of Sikkim perceived that disciplinary punishment and actions are needed to maintain discipline in the class.

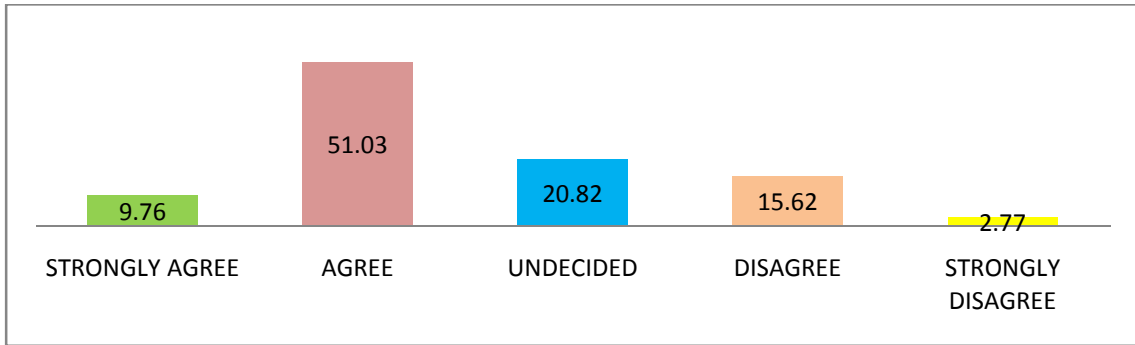
Figure 38: Bar Diagram showing the perception of teachers towards disciplinary punishment and actions are needed to maintain discipline in the class



Perception of Teachers with regard to the item ‘the children in school express themselves freely in their classroom’, shows out of the data collected from the teachers 15.27% of them strongly agree, 76.38% agree, 6.27% undecided and 2.08% disagree. No response was given to strongly disagree. The data reveals that majority of the teachers of secondary schools of Sikkim perceived that the children in school express themselves freely in their classroom.

Perception of Teachers with regard to the item ‘divyang (differently abled) learners should be admitted in the normal school’, highlights that out of the data collected from the teachers 9.76% of them strongly agree, 51.03% agree, 20.82% undecided, 15.62% disagree and 2.77% strongly disagree. The data further reveals that approximately 60 percent of the teachers of secondary schools of Sikkim perceived that divyang (differently abled) learners should be admitted in the normal school.

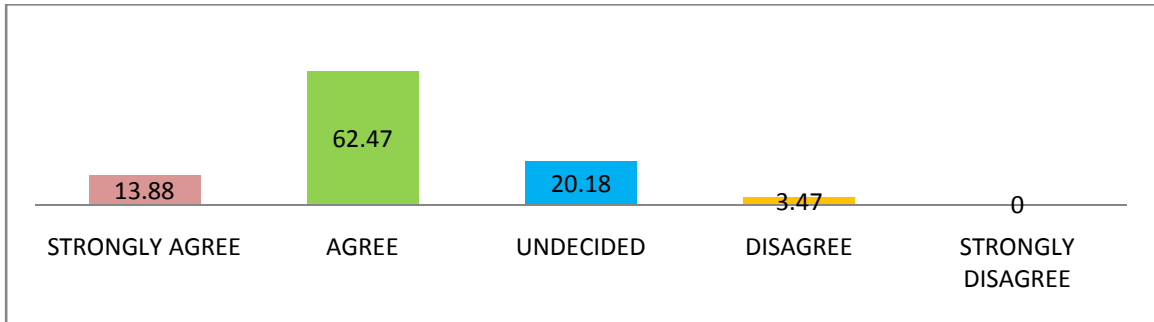
Figure 39: Bar Diagram showing the perception of teachers towards divyang (differently abled) learners should be admitted in the normal school



Perception of Teachers with regard to the item ‘the board examinations should be conducted at the end of elementary education’, out of the data collected from the teachers 22.21% of them strongly agree, 62.49% agree, 10.45% undecided, 2.77% disagree and 2.08% strongly disagree. The data shows that majority of the teachers of secondary schools of Sikkim perceived that board examinations should be conducted at the end of elementary education.

Perception of Teachers with regard to the item ‘a teacher committing default in performance of duties should be liable for disciplinary action’, out of the data collected from the teachers 13.88% of them strongly agree, 62.47% agree, 20.18% undecided and 3.47% disagree. No response was given to strongly disagree. The data reveals interesting figure that the 20 percent of teachers are themselves undecided and approximate 4 percent of teachers disagree that a teacher committing default in performance of duties should be liable for disciplinary action.

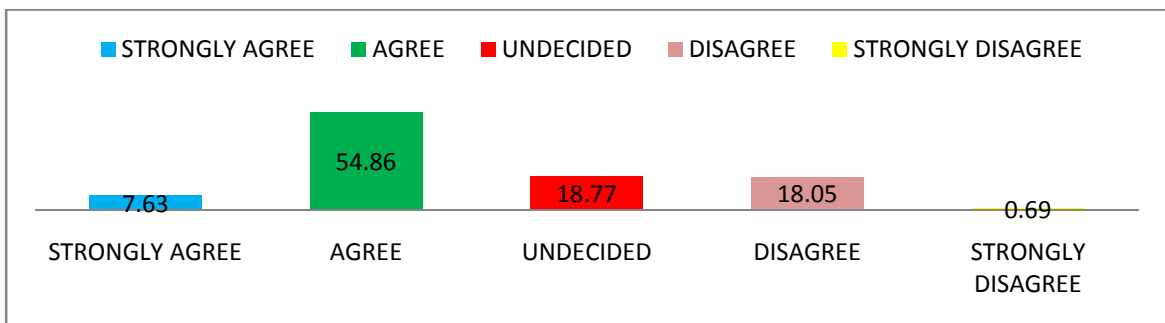
Figure 40: Bar Diagram showing the perception of teachers towards a teacher committing default in performance of duties should be liable for disciplinary action



Perception of Teachers with regard to the item ‘pupil teacher ratio affects the teaching learning condition in the classroom’, out of the data collected from the teachers 26.73% of them strongly agree, 62.87% agree, 7.28% undecided and 3.12% disagree. No response was given to strongly disagree.

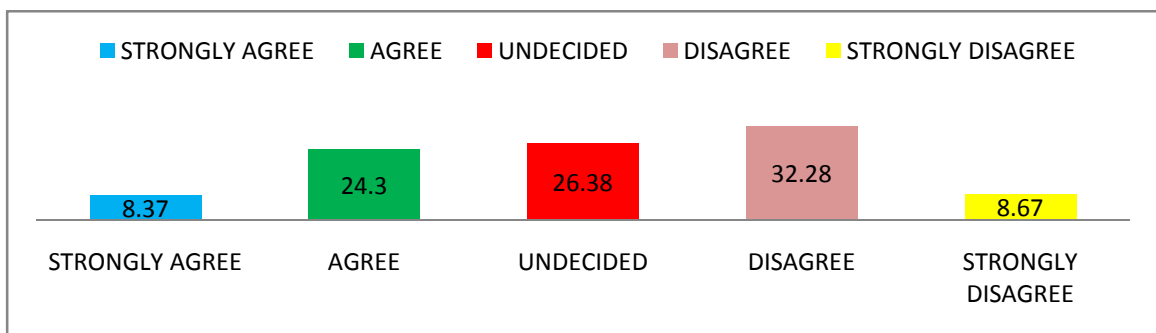
Perception of Teachers with regard to the item ‘the existing curriculum is sufficient for building up child’s knowledge, potentials and talent’, out of the data collected from the teachers 7.63% of them strongly agree, 54.86% agree, 18.77% undecided, 18.05% disagree and 0.69% strongly disagree. The data shows that approximate 63 percent of the teachers of secondary schools of Sikkim perceived that the existing curriculum is sufficient for building up child’s knowledge, potentials and talent.

Figure 41: Bar Diagram showing the perception of teachers towards the existing curriculum is sufficient for building up child’s knowledge, potentials and talent



Perception of Teachers with regard to the item ‘comprehensive and continuous evaluation is very difficult’, out of the data collected from the teachers 8.37% of them strongly agree, 24.3% agree, 26.38% undecided, 32.28% disagree and 8.67% strongly disagree. The data reveals that the 33 percent of the teachers in total perceived that comprehensive and continuous evaluation is very difficult.

Figure 42: Bar Diagram showing the perception of teachers towards comprehensive and continuous evaluation is very difficult



4.4 PERCEPTION OF PARENTS WITH REGARD TO RTE ACT-2009 IN SIKKIM

Parents are one of the stakeholders of RTE Act-2009. As the parent is one of the members of school management committee. The view of parents shows the development and benefits of free and compulsory education which is provided through the various provision of RTE Act-2009. The parent’s perception provides the awareness level of RTE Act-2009. The researcher in order to find out the perception of parents on RTE Act has selected the total 38 parents from secondary schools of Sikkim. The parents have been chosen to find out their valuable viewpoints on RTE Act-2009. The perception of parents provides the basic awareness of RTE Act-2009.

4.4.1 Perception of Parents towards RTE Act-2009

With regard to the Provisions of Right to Free and Compulsory Education, the perception of the Parents has been studied by the researcher and the percentage wise data has been shown in the table below.

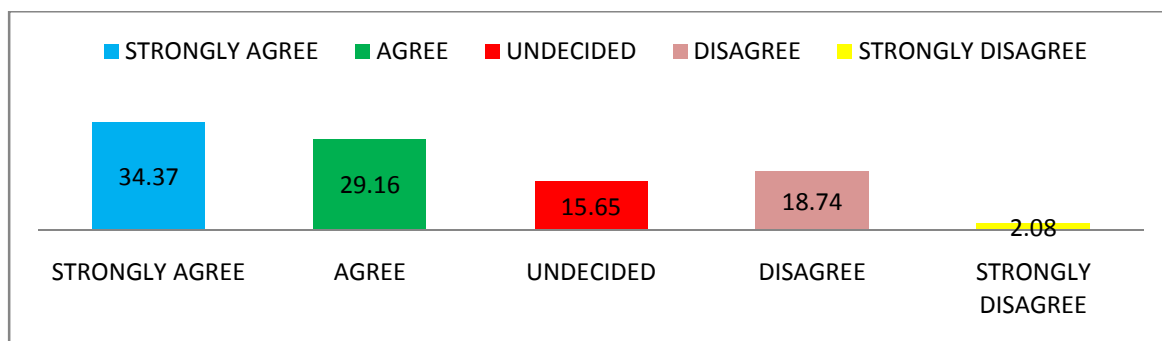
Table 5: Perception of Parents with Regard to RTE Act-2009 in Sikkim

SI. No	STATEMENTS	SA	A	U	D	SD
1	The every parent or guardian should admit his/ her child to an elementary education in the neighbourhood school.	34.37	29.16	15.65	18.74	2.08
2	Some fees should be charged from the child to meet out the extra expenses.	2.08	55.20	26.06	8.33	8.33
3	Only trained and well qualified teachers should be appointed in the school.	67.70	32.30	-	-	-
4	Teachers should be given non- academic duties for the welfare of the society.	12.49	44.79	19.79	22.93	-
5	Mid-day meal scheme is attracting the students to the school.	16.66	57.29	7.29	15.64	3.12
6	The School Management Committees (SMC) plays an important role in the functioning of school.	20.83	67.70	11.47	-	-
7	Regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.	37.49	52.08	8.35	2.08	-
8	The SMCs help in monitoring the working of the school.	6.24	66.66	22.91	4.19	-
9	Screening procedure should be adopted as the method of selection for admission of a child in school.	15.64	39.58	37.49	7.29	-
10	The child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.	6.27	52.08	24.99	16.66	-
11	The failed children should be retained in the same class for two or more years for their better learning outcome.	8.35	36.45	7.29	26.04	21.87
12	Disciplinary punishment and actions are needed to maintain discipline in the class.	10.41	61.45	6.28	19.78	2.08
13	Assessment of the learning ability of each child is necessary.	22.91	71.87	3.14	2.08	-

14	Divyang (differently abled) learners should be admitted in the normal school.	13.65	28.12	28.12	25.95	4.16
15	Board examinations should be conducted at the end of elementary education.	22.91	59.37	9.37	8.35	-
16	Pupil teacher ratio affects the teaching learning condition in the classroom.	8.33	58.33	21.87	11.47	-
17	More homework should be given to the students.	9.37	24.99	2.08	42.70	20.86
18	Teacher should teach in mother tongue to help learners for better understanding.	17.70	35.41	19.78	21.87	5.24
19	The continuous and comprehensive examination has created more pressure on the students.	7.29	21.87	18.77	39.58	12.49
20	The school should have grievance cell for addressing the issues of parents and students.	33.33	45.83	20.84	-	-
21	No suit or other legal proceeding should lie against the authority or government in respect of anything which is in good faith done in pursuance of RTE Act.	8.33	54.16	31.27	3.12	3.12

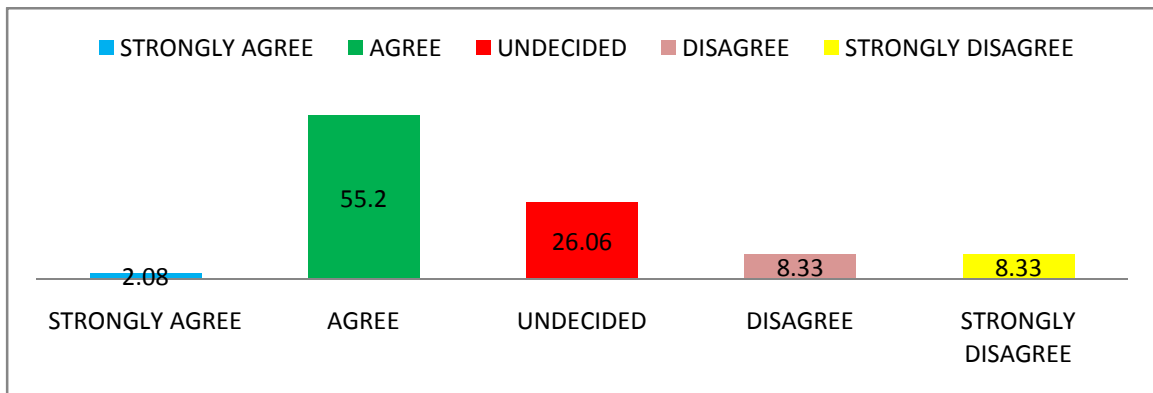
Perception of Parents with regard to the item ‘every parent or guardian should admit his/ her child to an elementary education in the neighbourhood school’, shows- out of the data collected from the parents 34.37% of them strongly agree, 29.16% agree, 15.65% undecided, 18.74% disagree and 2.08% strongly disagree.

Figure 43: Bar Diagram showing the perception of parents towards every parent or guardian should admit his/ her child to an elementary education in the neighbourhood school



Perception of Parents with regard to the item ‘some fees should be charged from the child to meet out the extra expenses’, shows that out of the data collected from the parents 2.08% of them strongly agree, 55.20% agree, 26.06% undecided, 8.33% disagree and 8.33% strongly disagree. The data further reveals that 57 percent of the parents of children studying in secondary schools of Sikkim perceived that some fees should be charged from the child to meet out the extra expense which is an interesting data as the parents themselves perceived that some fees should be charged from the child to meet out the extra expenses. The researcher also conducted interviews to the reason behind this perception and learned that the parents perceived that they are willing to pay for the extra expanses of the child in the school.

Figure 44: Bar Diagram showing the perception of parents towards some fees should be charged from the child to meet out the extra expenses



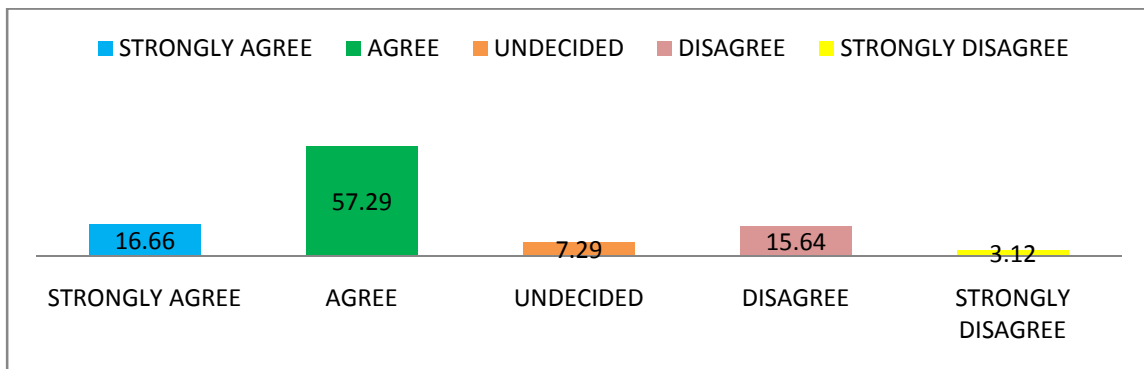
Perception of Parents with regard to the item ‘only trained and well qualified teachers should be appointed in the school’, out of the data collected from the parents 76.70% of them agree and 32.30% disagree. No responses were given to undecided, disagree and strongly agree. The data further reveals that majority of the parents of children studying

in secondary schools of Sikkim perceived that only trained and well qualified teachers should be appointed in the school.

Perception of Parents with regard to the item ‘teachers should be given non- academic duties for the welfare of the society’, shows -out of the data collected from the parents 12.49% of them strongly agree, 44.79% agree, 19.79% undecided and 22.93% disagree. No response was given to strongly disagree.

Perception of Parents with regard to the item ‘mid-day meal scheme is attracting the students to the school’, shows that- out of the data collected from the parents 16.66% of them strongly agree, 57.29% agree, 7.29% undecided, 15.64% disagree and 3.12% strongly disagree. The data reflects that approximately 79 percent of the parents of children studying in secondary schools of Sikkim perceived that mid-day meal scheme is attracting the students to the school.

Figure 45: Bar Diagram showing the perception of parents towards mid-day meal scheme is attracting the students to the school



Perception of Parents with regard to the item ‘The School Management Committees (SMC) plays an important role in the functioning of school’, shows that - out of the data collected from the parents 20.83% of them strongly agree, 67.70% agree and 11.47%

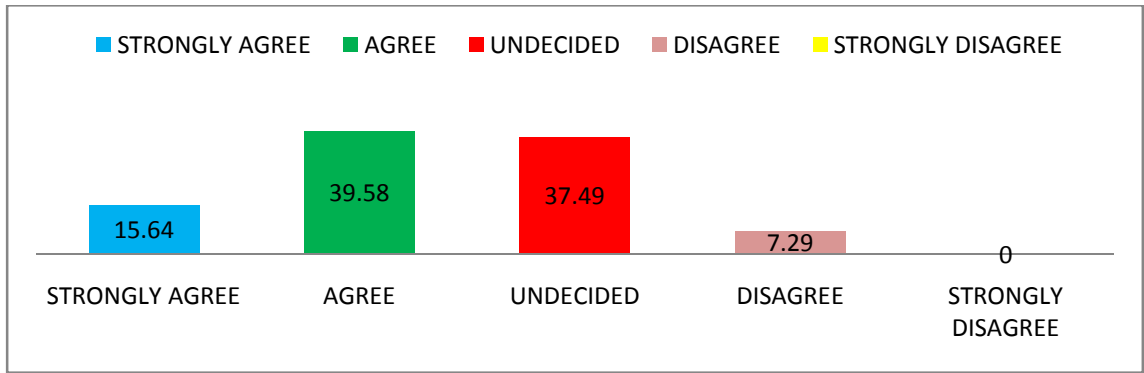
undecided. No responses were given to disagree and strongly disagree. The data reveals that majority of parents of children studying in secondary schools of Sikkim perceived that the School Management Committees (SMC) plays an important role in the functioning of school.

Perception of Parents with regard to the item 'regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners', shows that - out of the data collected from the parents 37.49% of them strongly agree, 52.08% agree, 8.35% undecided and 2.08% disagree. No response was given to strongly disagree. The data further reveals that 87 percent of the parents of children studying in secondary schools of Sikkim perceived that regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.

Perception of Parents with regard to the item 'the SMCs help in monitoring the working of the school', shows that - out of the data collected from the parents 6.24% of them strongly agree, 66.66% agree, 22.91% undecided and 4.19% disagree. No response was given to strongly disagree.

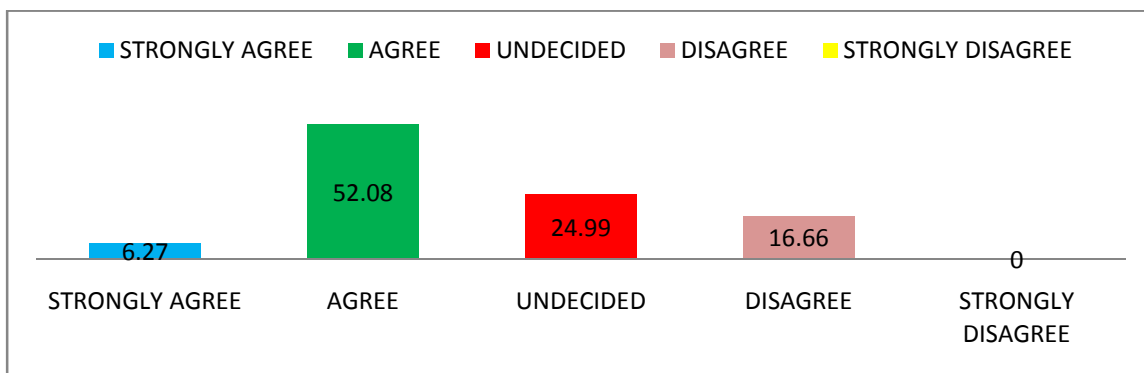
Perception of Parents with regard to the item 'screening procedure should be adopted as the method of selection for admission of a child in school', shows that -out of the data collected from the parents 15.64% of them strongly agree, 39.58% agree, 37.49% undecided and 7.29% disagree. No response was given to strongly disagree.

Figure 46: Bar Diagram showing the perception of parents towards screening procedure should be adopted as the method of selection for admission of a child in school



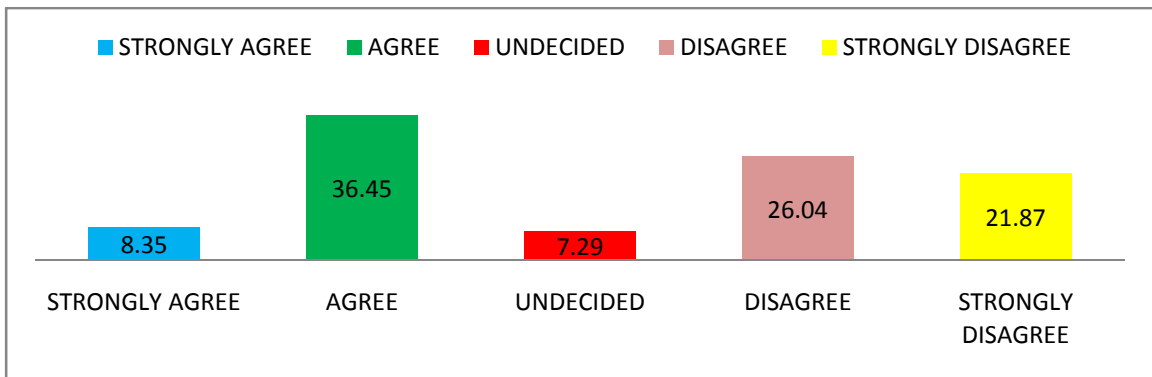
Perception of Parents with regard to the item ‘the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality’, shows that-out of the data collected from the parents 6.27% of them strongly agree, 52.08% agree, 24.99% undecided and 16.66% disagree. No response was given to strongly disagree. The data highlights that approximately 58 percent of the parents of children studying in secondary schools of Sikkim perceived that the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.

Figure 47: Bar Diagram showing the perception of parents towards the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality



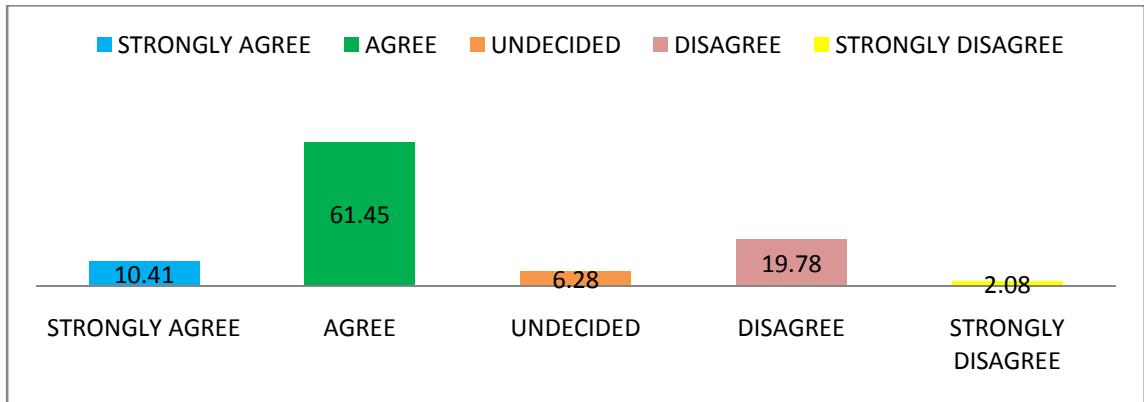
Perception of Parents with regard to the item ‘the failed children should be retained in the same class for two or more years for their better learning outcome, shows that -out of the data collected from the parents 8.35% of them strongly agree, 36.45% agree, 7.29% undecided, 26.04% disagree and 21.87% strongly disagree. The data further reveals 47 percent of parents perceived that the failed children should not be retained in the same class for two or more years.

Figure 48: Bar Diagram showing the perception of parents towards the failed children should be retained in the same class for two or more years for their better learning outcome



Perception of Parents with regard to the item ‘disciplinary punishment and actions are needed to maintain discipline in the class’, shows that- out of the data collected from the parents 10.41% of them strongly agree, 61.45% agree, 6.28% undecided, 19.78% disagree and 2.08% strongly disagree. The data further reveals that the all the parents of children studying in secondary schools of Sikkim perceived that disciplinary punishment and actions are needed to maintain discipline in the class.

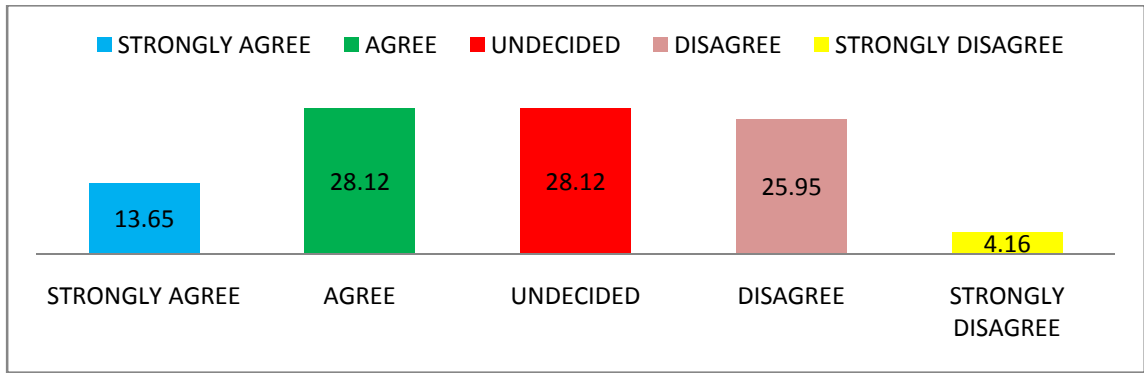
Figure 49: Bar Diagram showing the perception of parents towards disciplinary punishment and actions are needed to maintain discipline in the class



Perception of Parents with regard to the item ‘assessment of the learning ability of each child is necessary’, shows that-out of the data collected from the parents 22.91% of them strongly agree, 71.87% agree, 3.14% undecided and 2.08% disagree. No response was given to strongly disagree. The data further reveals that majority of the parents of children studying in secondary schools of Sikkim perceived that assessment of the learning ability of each child is necessary.

Perception of Parents with regard to the item ‘divyang (differently abled) learners should be admitted in the normal school’, shows that - out of the data collected from the parents 13.65% of them strongly agree, 28.12% agree, 28.12% undecided, 25.95% disagree and 4.16% strongly disagree. The data reveals that there are mixed perceptions of the parents of children studying in secondary schools of Sikkim. 42 percent of the parents perceived that divyang (differently abled) learners should be admitted in the normal school and 34 percent of parents perceived that divyang (differently abled) learners should not be admitted in the normal school.

Figure 50: Bar Diagram showing the perception of parents towards divyang (differently abled) learners should be admitted in the normal school

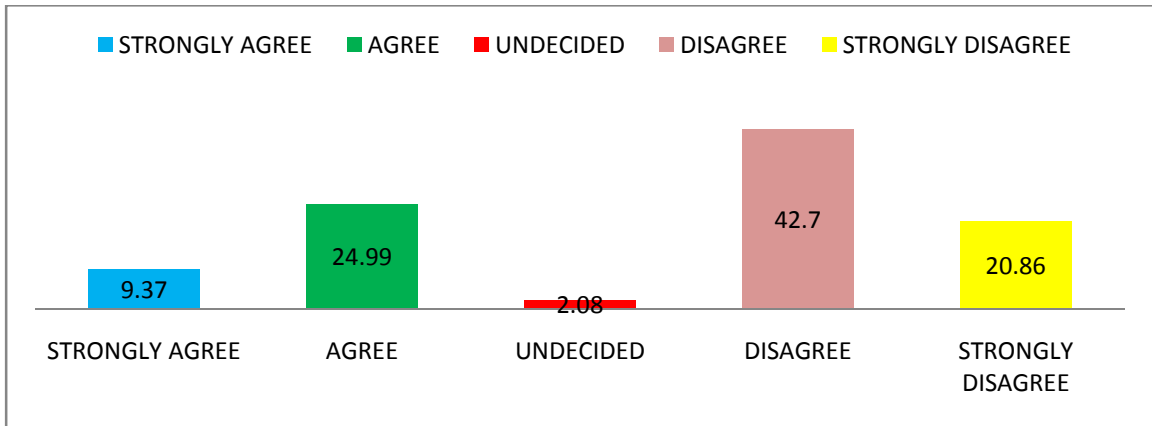


Perception of Parents with regard to the item ‘board examinations should be conducted at the end of elementary education’, shows that- out of the data collected from the parents 22.91% of them strongly agree, 59.37% agree, 9.37% undecided and 8.35% disagree. No response was given to strongly disagree.

Perception of Parents with regard to the item ‘pupil teacher ratio affects the teaching learning condition in the classroom’, out of the data collected from the parents 8.33% of them strongly agree, 58.33% agree, 21.87% undecided and 11.47% disagree. No response was given to strongly disagree.

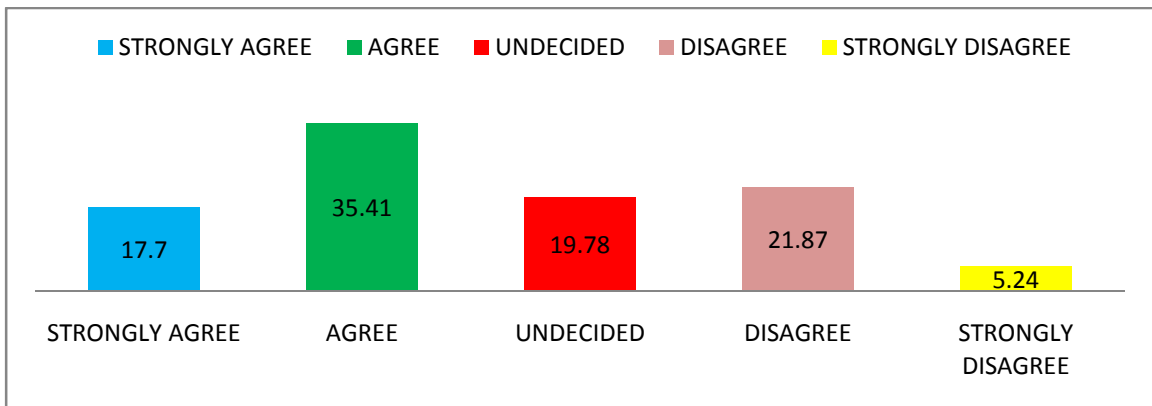
Perception of Parents with regard to the item ‘more homework should be given to the students’, Shows that - out of the data collected from the parents 9.37% of them strongly agree, 24.99% agree, 2.08% undecided, 42.70% disagree and 20.86%strongly disagree. The data reveals that 63 percent of the parents of children studying in secondary schools of Sikkim perceived that more homework should not be given to the students.

Figure 51: Bar Diagram showing the perception of parents towards more homework should be given to the students



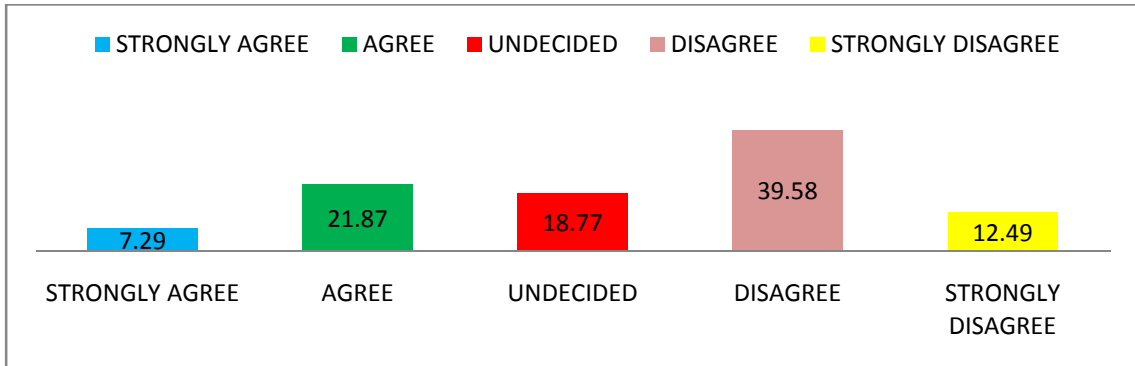
Perception of Parents with regard to the item ‘teacher should teach in mother tongue to help learners for better understanding’, shows that - out of the data collected from the parents 17.70% of them strongly agree, 35.41% agree, 19.78% undecided, 21.87% disagree and 5.24% strongly disagree.

Figure 52: Bar Diagram showing the perception of parents towards teacher should teach in mother tongue to help learners for better understanding



Perception of Parents with regard to the item ‘the continuous and comprehensive examination has created more pressure on the students’, shows that -out of the data collected from the parents 7.29% of them strongly agree, 21.87% agree, 18.77% undecided, 39.58% disagree and 12.49%strongly disagree.

Figure 53: Bar Diagram showing the perception of parents towards the continuous and comprehensive examination has created more pressure on the students



Perception of Parents with regard to the item ‘the school should have grievance cell for addressing the issues of parents and students, shows that -out of the data collected from the parents 33.33% of them strongly agree, 45.83% agree and 20.84% undecided. No responses were given to disagree and strongly disagree. The data further reveals that majority the parents of children studying in secondary schools of Sikkim perceived that the school should have grievance cell for addressing the issues of parents and students.

Perception of Parents with regard to the item ‘no suit or other legal proceeding should lie against the authority or government in respect of anything which is in good faith done in pursuance of RTE Act’, shows that - out of the data collected from the parents 8.33% of them strongly agree, 54.16% agree, 31.27% undecided, 3.12% disagree and 3.12% strongly disagree. The data further reveals that approximately 66 percent of the parents of children studying in secondary schools of Sikkim perceive that no suit or other legal proceeding should lie against the authority or government in respect of anything which is in good faith done in pursuance of RTE Act.

4.5 PERCEPTION OF STUDENTS WITH REGARD TO RTE ACT-2009 IN SIKKIM

The students are the core part of RTE Act-2009. The provisions of RTE are basically for the child of 6-14 years of age. The RTE Act is revolving around the quality education for children, retention of students and reduction of dropout rates of a student that has been set as a main part in the provisions. The opinion of students on various provisions of RTE Act can provide huge statements regarding responsibilities of every functionary and every stakeholder's in the country. The perception of students plays a significant role to transform the existing system of education including teachers, principals and parents. The researcher in order to find out the perception of students on RTE Act has selected the total 133 students from Sikkim. The students have been chosen from four districts to find out their valuable viewpoints on RTE Act-2009.

4.5.1 Perception of Students towards RTE Act-2009

With regard to the Provisions of Right to Free and Compulsory Education, the perception of the Students has been studied by the researcher and the percentage wise data has been shown in the table below.

Table 6: Perceptions of Students with regard to RTE Act-2009 in Sikkim

Sl. No	STATEMENTS	SA	A	U	D	SD
1	Teachers understand our difficulties in learning.	34.51	49.99	6.24	9.26	-
2	Teachers always create interest for learning in our class.	38.09	42.89	10.11	6.24	2.67
3	Teachers allow us to express freely.	28.86	47.01	12.19	10.46	1.48
4	Teacher gives us homework for our betterment.	45.26	50.29	2.67	0.89	0.89

5	Teachers help us when we are in need.	46.75	38.38	7.73	7.14	-
6	Teachers take our classes in time.	29.75	48.50	10.45	6.84	4.46
7	Teacher takes private tuition for our betterment.	13.68	28.27	23.24	25.89	8.92
8	Our school organizes educational tour/field trip time to time.	13.98	28.27	20.27	26.48	11
9	School has separate toilets for Boys & Girls.	66.06	33.94	-	-	-
10	School has adequate and safe drinking water facility	38.98	38.98	11	6.58	4.46
11	The school time table has enough space for co-curricular activities.	34.82	33.03	13.38	12.19	6.58
12	The school provides us games and sports facilities.	36	48.80	4.76	9.22	1.4
13	Examination creates unnecessary pressure for us and should be removed.	22.91	21.76	15.47	19.93	19.93
14	The teachers treat both girls and boys equally in the classroom.	50.29	32.73	7.14	6.57	3.27
15	Some of our friends have special privilege in the class.	16.36	30.10	24.99	16.36	12.19
16	Teachers sometimes scold for my betterment.	47.91	34.22	9.85	7.43	0.59
17	Our headmaster is strict/very strict.	42.85	39.87	12.19	3.57	1.52
18	The learning environment in our school is encouraging for us.	30.69	48.50	11	8.92	0.89
19	Teachers always tell us to memorize the lesson by heart so that we can easily recall it in future.	57.44	26.18	8.35	4.46	3.57
20	Teacher appreciates our views.	36.60	44.34	11.60	4.79	2.67
21	Learning is joyful to us.	49.40	41.95	5.38	-	3.27

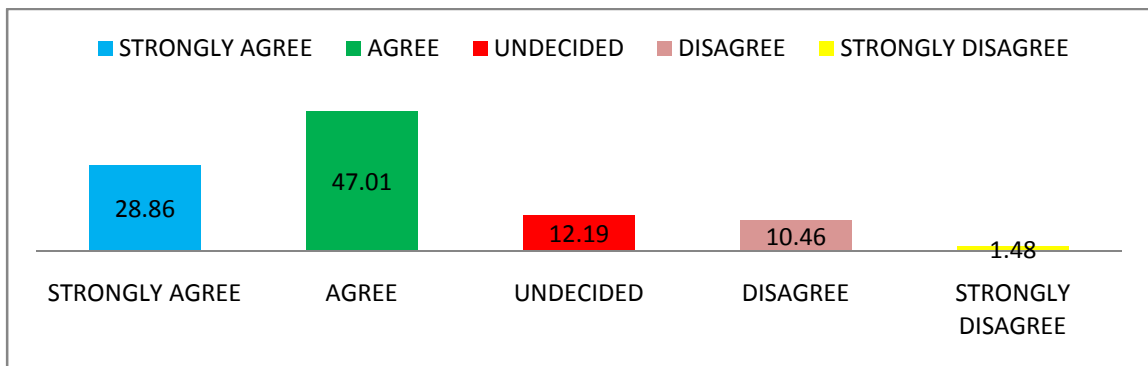
Perception of Students with regard to the item ‘teachers understand our difficulties in learning’, shows that - out of the data collected from the students 34.51% of them strongly agree, 49.99% agree, 6.24% undecided and 9.26% disagree. No response was given to strongly disagree. The data further reveals that majority of the students of

secondary schools of Sikkim perceived that teachers understand their difficulties in learning.

Perception of Students with regard to the item 'teachers always create interest for learning in our class', shows that - out of the data collected from the students 38.09% of them strongly agree, 42.89% agree, 10.11% undecided, 6.24% disagree and 2.67% strongly agree. The data highlights that approximately 81 percent of the students of secondary schools of Sikkim perceived that teachers always create interest for learning in the classrooms.

Perception of Students with regard to the item 'teachers allow us to express freely,' shows that- out of the data collected from the students 28.86% of them strongly agree, 47.01% agree, 12.19% undecided, 10.46% disagree and 1.48% strongly disagree.

Figure 54: Bar Diagram showing the perception of students towards teachers allow us to express freely



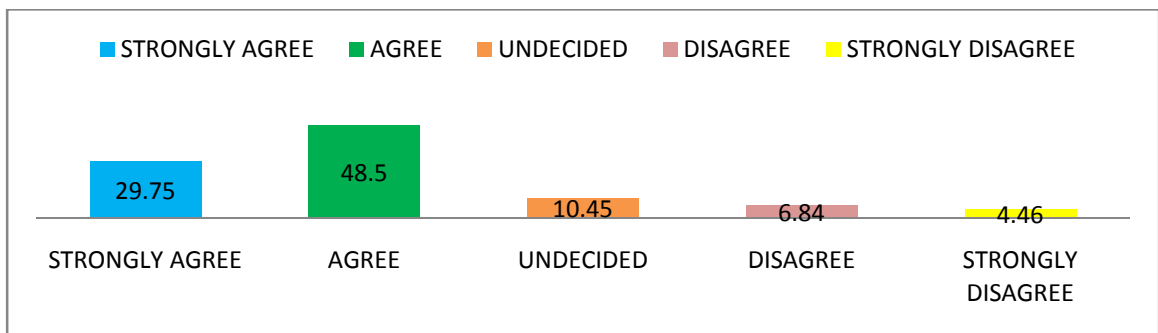
Perception of Students with regard to the item 'teacher gives us homework for our betterment', shows that - out of the data collected from the students 45.26% of them strongly agree, 50.29% agree, 2.67% undecided, 0.89% disagree and 0.89% strongly

disagree. The data reveals that approximately 96 percent of the students of secondary schools of Sikkim perceived that teacher gives us homework for their betterment.

Perception of Students with regard to the item ‘teachers help us when we are in need, shows that - out of the data collected from the students 46.75% of them strongly agree, 38.38% agree, 7.73% undecided and 7.14% disagree. No response was given to strongly disagree. The data reveals that majority of the students of secondary schools of Sikkim perceived that teachers help them when they are in need.

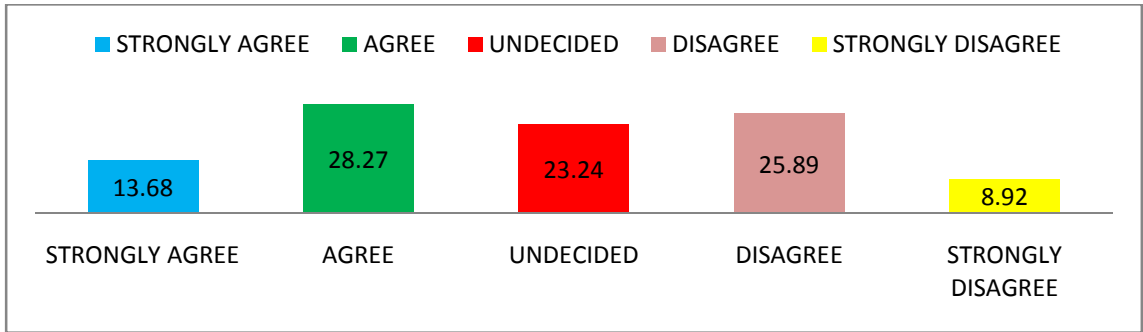
Perception of Students with regard to the item, ‘teachers take our classes in time’, shows that -out of the data collected from the students 29.75% of them strongly agree, 48.50% agree, 10.45% undecided, 6.84% disagree and 4.46% strongly disagree.

Figure 55: Bar Diagram showing the perception of students towards teachers take our classes in time



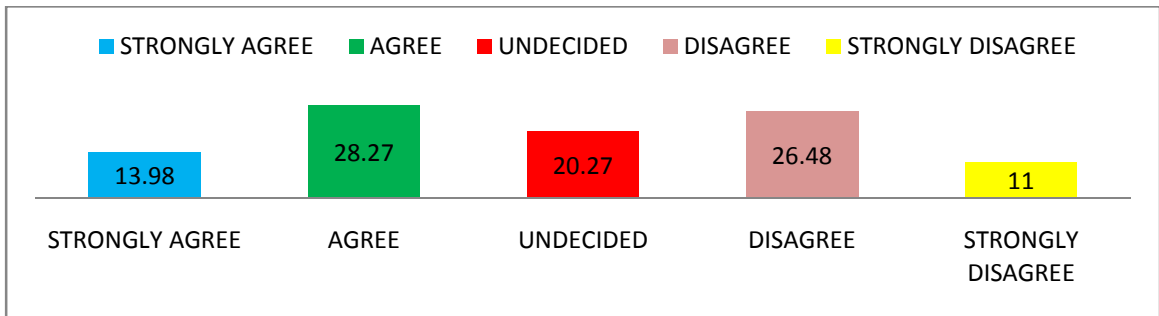
Perception of Students with regard to the item ‘teacher takes private tuition for our betterment, shows that - out of the data collected from the students 13.68% of them strongly agree, 28.27% agree, 23.24% undecided, 25.89% disagree and 8.92%strongly disagree. The data highlights that 43 percent of the students stated that their teachers take private tuitions which is against the norms of the RTE Act and the State Government.

Figure 56: Bar Diagram showing the perception of students towards teacher takes private tuition for our betterment



Perception of Students with regard to the item, ‘our school organizes educational tour/field trip time to time’, out of the data collected from the students 13.98% of them strongly agree, 28.27% agree, 20.27% undecided, 26.48% disagree and 11% strongly disagree.

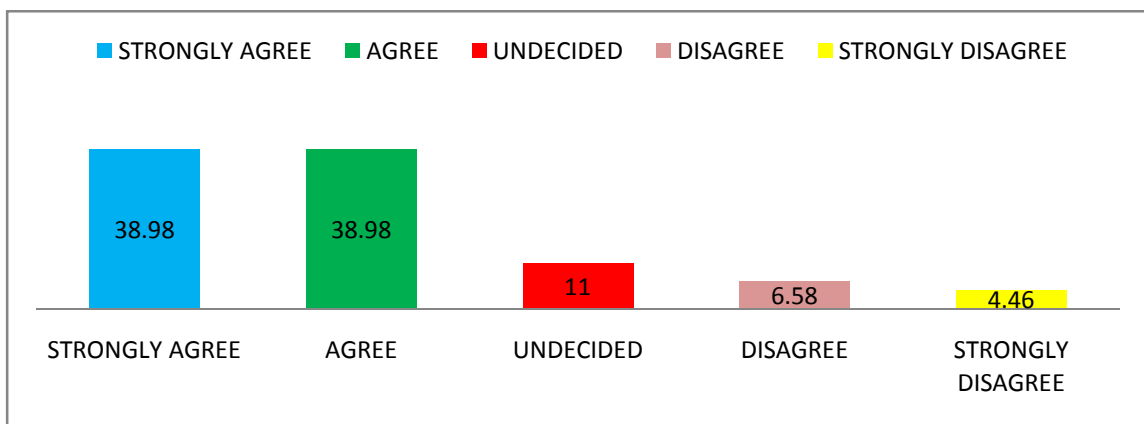
Figure 57: Bar Diagram showing the perception of students towards our school organizes educational tour/field trip time to time



Perception of Students with regard to the item ‘School has separate toilets for Boys & Girls’, shows that - out of the data collected from the students 66.06% of them strongly agree and 33.94% agree. No responses were given to undecided, disagree and strongly disagree. The data reflects that the all the students of secondary schools of Sikkim perceived that school has separate toilets for both Boys & Girls.

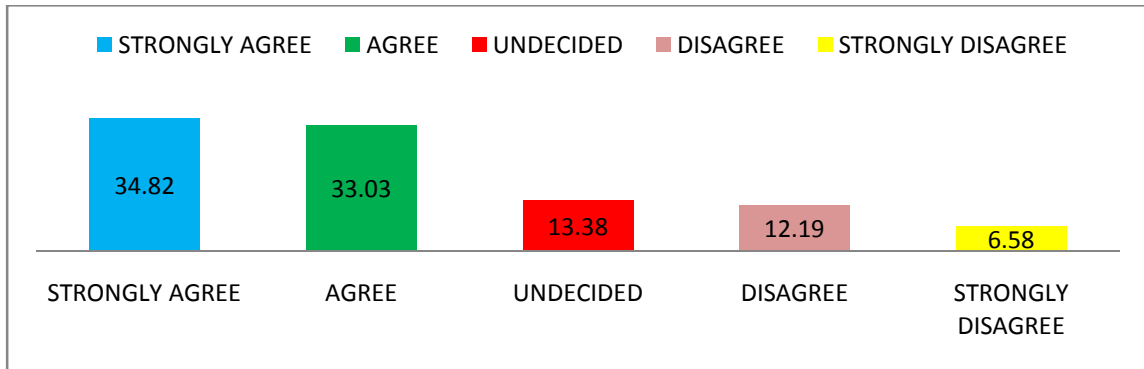
Perception of Students with regard to the item, ‘school has adequate and safe drinking water facility’, shows that - out of the data collected from the students 38.98% of them strongly agree, 38.98% agree, 11% undecided, 6.58% disagree and 4.46% strongly disagree. The data further reveals that majority of the students of secondary schools of Sikkim perceived that school has adequate and safe drinking water facility.

Figure 58: Bar Diagram showing the perception of students towards school has adequate and safe drinking water facility



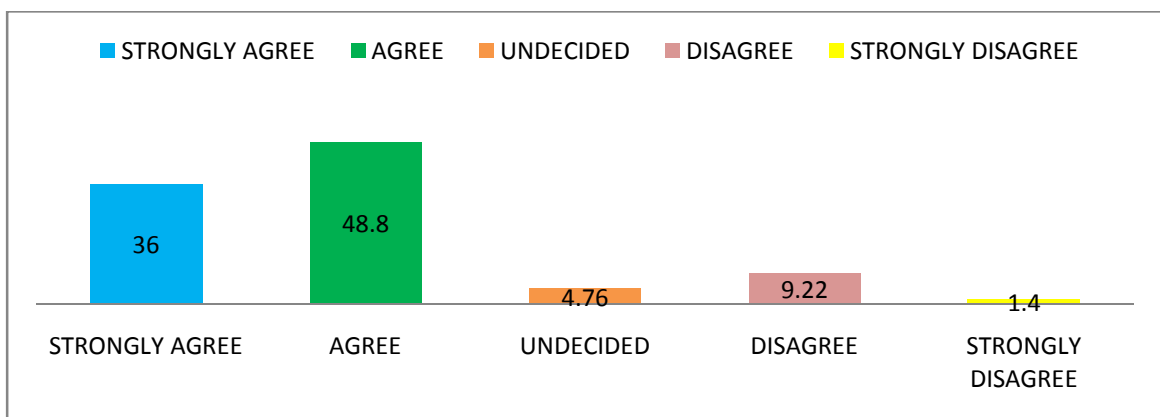
Perception of Students with regard to the item-‘the school time table has enough space for co-curricular activities’, shows that - out of the data collected from the students 34.84% of them strongly agree, 33.03% agree, 13.38% undecided, 12.19% disagree and 6.58% strongly disagree. The data further reveals that approximately 67 percent of the students of secondary schools of Sikkim perceived that the school time table has enough space for co-curricular activities.

Figure 59: Bar Diagram showing the perception of students towards the school time table has enough space for co-curricular activities



Perception of Students with regard to the item-‘the school provides us games and sports facilities’, shows that - out of the data collected from the students 36% of them strongly agree, 48.80% agree, 4.76% undecided, 9.22% disagree and 1.4% strongly disagree. The data further reveals that majority of the students of secondary schools of Sikkim perceived that the school provides them games and sports facilities.

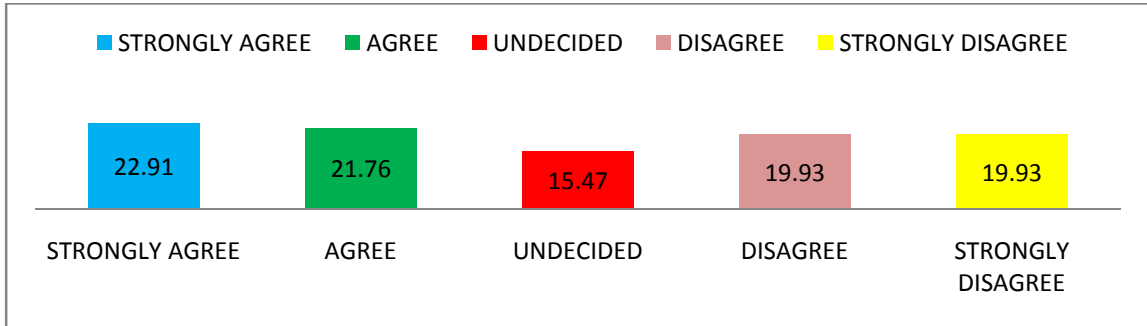
Figure 60: Bar Diagram showing the perception of students towards the school provides us games and sports facilities



Perception of Students with regard to the item, examination creates unnecessary pressure for us and should be removed’, shows that - out of the data collected from the students 22.91 % of them strongly agree, 21.76% agree, 15.47% undecided, 19.93% disagree and 19.93% strongly disagree. The data reflects that approximately 44 percent of the students

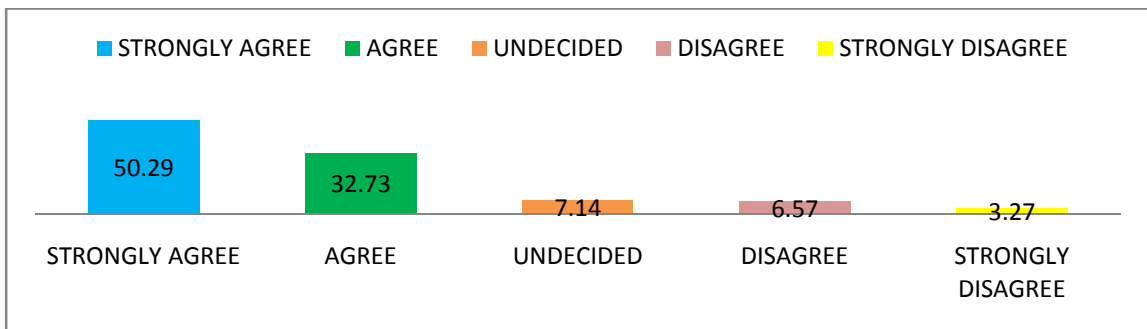
of secondary schools of Sikkim perceived that examination creates unnecessary pressure for them and should be removed.

Figure 61: Bar Diagram showing the perception of students towards examination creates unnecessary pressure for us and should be removed



Perception of Students with regard to the item, ‘the teachers treat both girls and boys equally in the classroom’, shows that- out of the data collected from the students 50.29% of them strongly agree, 32.73% agree, 7.14% undecided, 6.57% disagree and 3.27% strongly disagree. The data further reveals that the gender inequality is not much a problem in the classrooms in Sikkim.

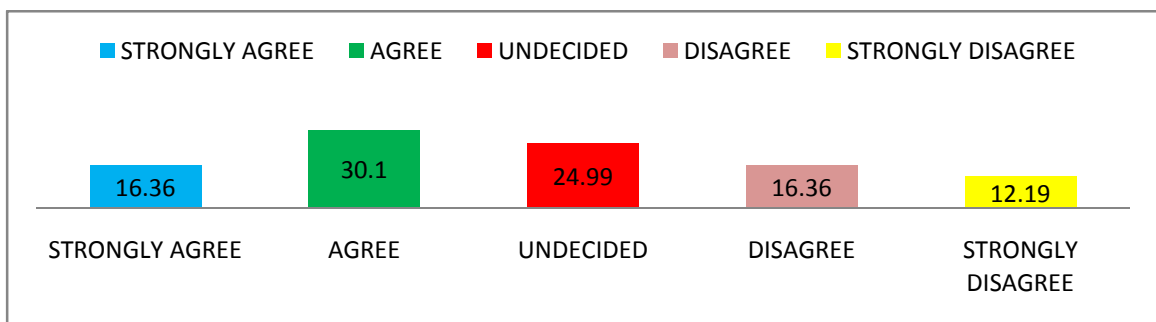
Figure 62: Bar Diagram showing the perception of students towards the teachers treat both girls and boys equally in the classroom



Perception of Students with regard to the item, ‘some of our friends have special privileges in the class’, shows that - out of the data collected from the students 16.36% of

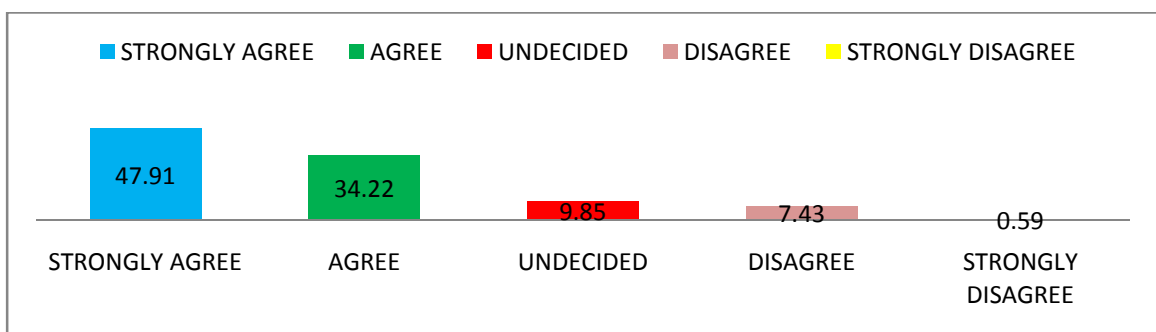
them strongly agree, 30.10% agree, 24.99% undecided, 16.36% disagree and 12.19% strongly disagree. The data reveals that approximately 47 percent of the students perceived that some of their friends have special privilege in the class. The researcher conducted interviews with the students and it was found that the teacher's favoritism towards the gifted and creative learners is present in the classrooms.

Figure 63: Bar Diagram showing the perception of students towards some of our friends have special privileges in the class



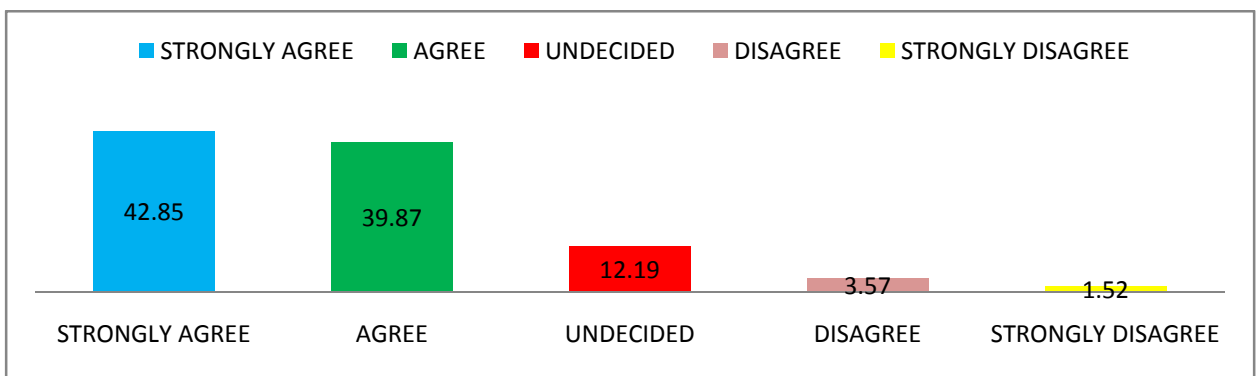
Perception of Students with regard to the item, 'teachers sometimes scold for my betterment', shows that- out of the data collected from the students 47.91% of them strongly agree, 34.22% agree, 9.85% undecided, 7.43% disagree and 0.59% strongly disagree. The data reflects that majority of the students of secondary schools of Sikkim perceived that teachers sometimes scold for their betterment.

Figure 64: Bar Diagram showing the perception of students towards teachers sometimes scold for my betterment



Perception of Students with regard to the item – ‘our headmaster is strict/very strict’, shows that- out of the data collected from the students 42.85% of them strongly agree, 39.87% agree, 12.19% undecided, 3.57% disagree and 1.52% strongly disagree. The data reflects that 82 percent of students of secondary schools of Sikkim perceived that their headmaster is strict/very strict.

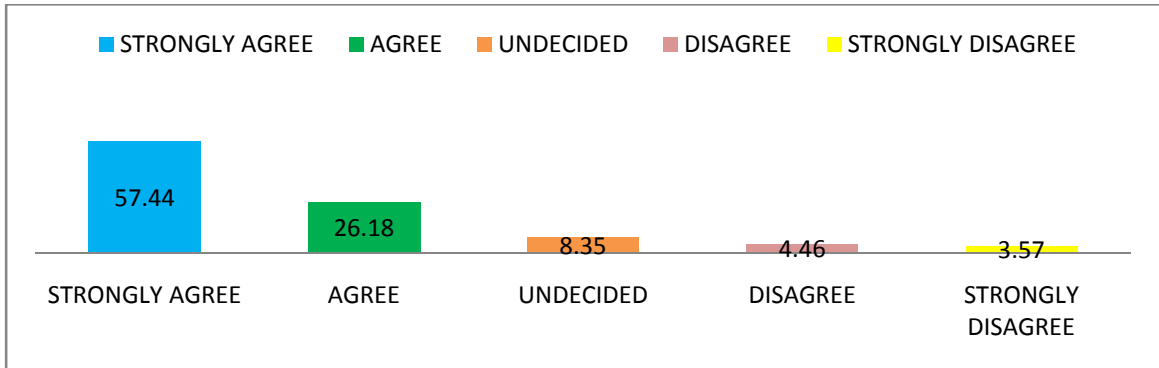
Figure 65: Bar Diagram showing the perception of students towards our headmaster is strict/very strict



Perception of Students with regard to the item ‘the learning environment in our school is encouraging for us’, shows that - out of the data collected from the students 30.69% of them strongly agree, 48.50% agree, 11% undecided ,8.92% disagree and 0.89% strongly disagree.

Perception of Students with regard to the item, ‘teacher always tell us to memorize the lesson by heart so that we can easily recall it in future’, shows that - out of the data collected from the students 57.44% of them strongly agree, 26.18% agree, 8.35% undecided, 4.46% disagree and 3.57% strongly disagree. The data further reveals that till now rote memory is emphasized in the classrooms which is again contradictory to the RTE Act-2009.

Figure 66: Bar Diagram showing the perception of students towards teacher always tell us to memorize the lesson by heart so that we can easily recall it in future



Perception of Students with regard to the item, ‘teachers appreciates our views’, shows that - out of the data collected from the students 36.60% of them strongly agree, 44.34% agree, 11.60% undecided, 4.79% disagree and 2.67% strongly disagree. The data reflects approximately 81 percent of students perceived that teachers appreciate their views.

Perception of Students with regard to the item ‘Learning is joyful to us’ shows that- out of the data collected from the students 49.40% of them strongly agree, 41.95% agree, 5.38% undecided and 3.27% strongly agree. No response was given to disagree. The data highlights that majority of students of secondary schools of Sikkim perceived that Learning is joyful to them.

4.6 PERCEPTION OF ADMINISTRATORS (LOCAL AUTHORITY) WITH REGARD TO RTE ACT-2009 IN SIKKIM

The opinion of local authorities regarding RTE Act-2009, has given a tremendous shape for the development of quality elementary education in Sikkim. The stand view of administrators shows whether the target of RTE Act is fulfilling through various provisions. The opinion of local authority plays a vital role in the realizing the

universalisation of elementary education. The researcher in order to find out the perception of administrators on RTE Act-2009 has selected the total 04 administrators from Sikkim. From each districts of Sikkim one administrator have been selected to find out their valuable viewpoints on RTE Act-2009.

4.5.1 Perception of Administrator’s (Local Authority) towards RTE Act-2009

With regard to the Provisions of Right to Free and Compulsory Education, the perception of the Administrator’s (Local Authority) has been studied by the researcher and the percentage wise data has been shown in the table below.

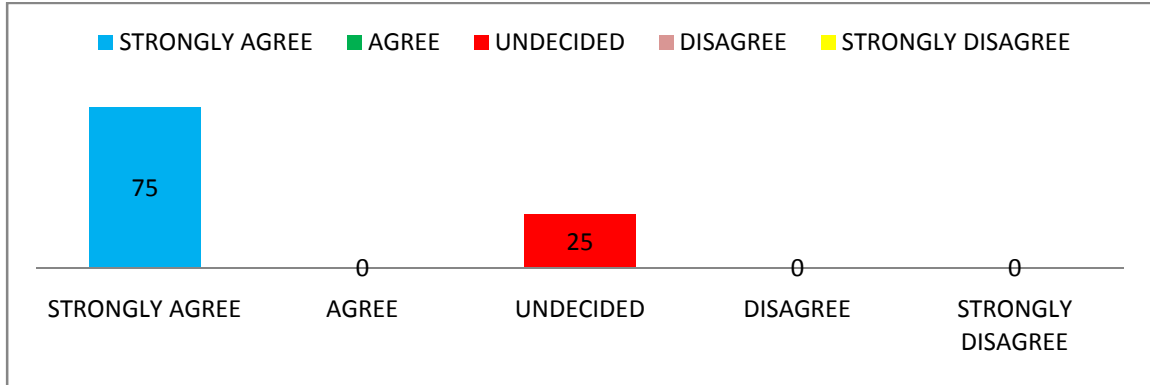
Table 7: Perception of Administrator’s (Local Authority) with Regard to RTE Act-2009 in Sikkim

Sl. No	STATEMENTS	SA	A	U	D	SD
1	Local authority should ensure that Free and compulsory elementary education is provided to all the children (6-14 years of age).	75	-	25	-	-
2	Local authority should ensure that the Children above the age of three years get pre-school education until they complete the age of six years.	75	-	25	-	-
3	Only trained and well qualified teachers should be appointed in the school.	50	50	-	-	-
4	If the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.	-	-	25	50	25
5	Local authority should ensure availability of a neighbourhood school.	-	50	50	-	-
6	Local authority should maintain records of children up to the age of fourteen years.	25	50	25	-	-
7	Local authority should ensure and monitor the admission, attendance and completion of elementary education by every child.	-	75	25	-	-
8	Local authority should provide infrastructure including school building, teaching staff and learning material.	25	50	25	-	-

9	Local authority should provide special training facility to the children directly admitted in a class appropriate to his/her age in order to be at par with others.	-	50	50	-	-
10	Orientation of teachers should be undertaken for providing special training to out of school children.	75	-	25	-	-
11	Local authority should ensure good quality elementary education conforming to the standards and norms of RTE Act.	75	25	-	-	-
12	Local authority should ensure timely prescribing of curriculum and courses of study for elementary	50	50	-	-	-
13	Local authority should provide training facility for teachers.	25	75	-	-	-
14	Local authority should ensure admission of children of migrant families.	50	50	-	-	-
15	Local authority should monitor functioning of schools within its jurisdiction.	50	50	-	-	-
16	Local authority should decide the academic calendar.	25	75	-	25	-
17	A teacher committing default in performance of duties should be liable for disciplinary action.	50	25	-	25	-
18	For redressal of grievances relating to the right of a child under RTE Act any person may approach local authority having Jurisdiction.	75	25	-	-	-
19	The central government should issue guidelines to the appropriate government or local authority for the implementation of the provisions of RTE Act.	75	25	-	-	-
20	The local authority should issue guidelines to the school management committee regarding implementation of the provisions of RTE Act.	75	25	-	-	-

Administrators Perception towards the item ‘Local authority should ensure that free and compulsory elementary education is provided to all the children (6-14 years of age)’ shows that- out of the data collected from the administrators 75% of them strongly agree and 25% undecided. No responses were given to agree, disagree and strongly agree.

Figure 67: Bar Diagram showing the perception of administrators towards Local authority should ensure that free and compulsory elementary education is provided to all the children (6-14 years of age)



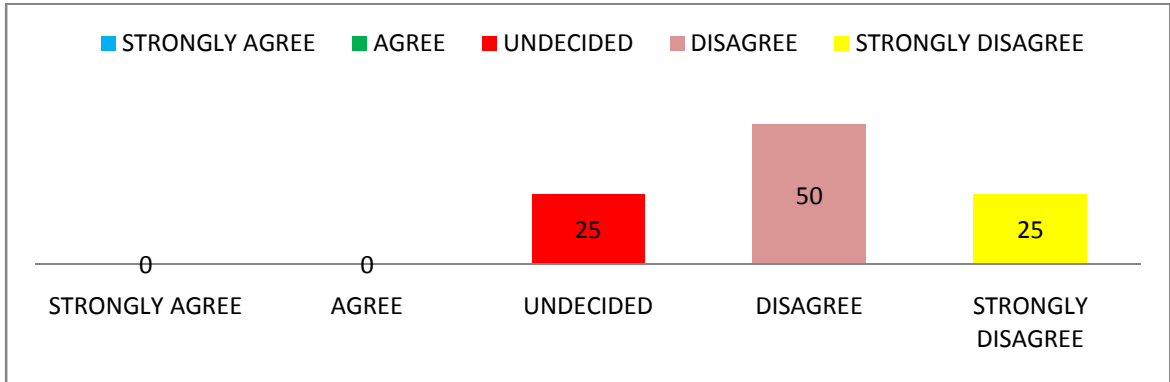
Administrators Perception towards the item ‘Local authority should ensure that the children above the age of three years get pre-school education until they complete the age of six years’, shows that- out of the data collected from the administrators 75% of them strongly agree, 25% undecided. No responses were given to agree, disagree and strongly disagree.

Administrators Perception towards the item – ‘only trained and well qualified teachers should be appointed in the school’, shows that - out of the data collected from the administrators 50% of them strongly agree and 50% agree. No responses were given to undecided, disagree and strongly disagree. The data further reveals that the all the administrators of Sikkim perceived that only trained and well qualified teachers should be appointed in the school.

Administrators Perception towards the item ‘If the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms’, out of the data collected from the administrators 25% of them undecided, 50% disagree and 25% strongly disagree. No responses were given to strongly agree and agree. The data further reveals that majority of the administrators of Sikkim perceived

that if the teachers possessing minimum qualifications are not available in sufficient number then the Government should not relax the norms.

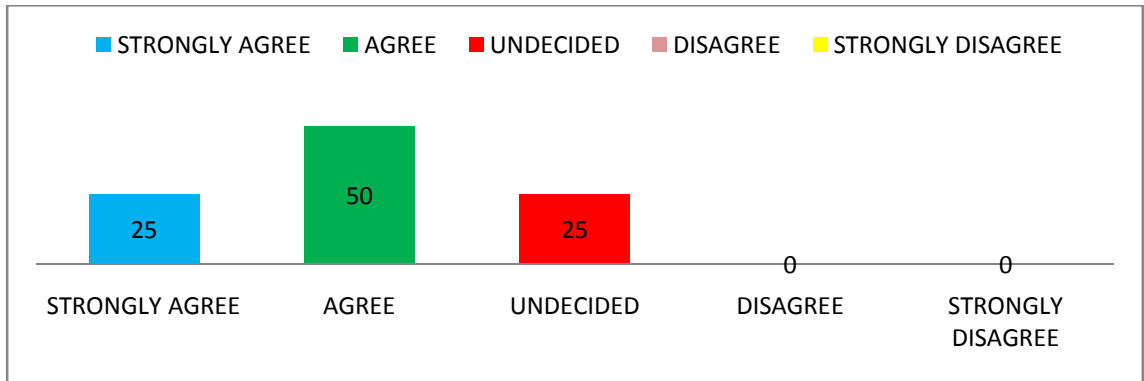
Figure 68: Bar Diagram showing the perception of administrators towards if the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.



Administrators Perception towards the item – ‘Local authority should ensure availability of a neighbourhood school’, shows that - out of the data collected from the administrators 50% of them agree and 50% undecided. No responses were given to strongly agree, disagree and strongly disagree.

Administrators Perception towards the item, - Local authority should maintain records of children up to the age of fourteen years, shows that out of the data collected from the administrators 25% of them strongly agree, 50% agree and 25% undecided. No responses were given to disagree and strongly disagree. The data further reveals that 75 percent of the administrators of Sikkim perceived that Local authority should maintain records of children up to the age of fourteen years.

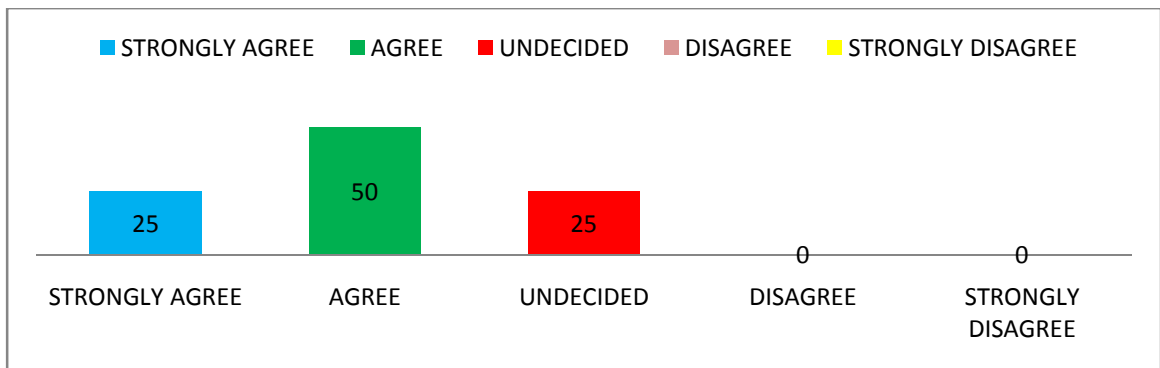
Figure 69: Bar Diagram showing the perception of administrators towards Local authority should maintain records of children up to the age of fourteen years



Administrators Perception towards the item ‘Local authority should ensure and monitor the admission, attendance and completion of elementary education by every child’ shows that out of the data collected from the administrators 75% of them agree and 25% undecided. No responses were given to strongly agree, disagree and strongly disagree.

Administrators Perception towards the item, ‘Local authority should provide infrastructure including school building, teaching staff and learning material’, shows that out of the data collected from the administrators 25% of them strongly agree, 50% agree and 25% undecided. No responses were given to disagree and strongly disagree.

Figure 70: Bar Diagram showing the perception of administrators towards Local authority should provide infrastructure including school building, teaching staff and learning material



Administrators Perception towards the item, 'Local authority should provide special training facility to the children directly admitted in a class appropriate to his/her age in order to be at par with others', shows that - out of the data collected from the administrators 50% of them agree and 50% undecided. No responses were given to strongly agree, disagree and strongly disagree.

Administrators Perception towards the item, 'Orientation of teachers should be undertaken for providing special training to out of school children', shows that - out of the data collected from the administrators 75% of them strongly agree and 25% undecided. No responses were given to agree, disagree and strongly agree.

Administrators Perception towards the item, 'Local authority should ensure good quality elementary education conforming to the standards and norms of RTE Act', shows that - out of the data collected from the administrators 75% of them strongly agree and 25% agree. No responses were given to undecided, disagree and strongly disagree.

Administrators Perception towards the item, 'Local authority should ensure timely prescribing of curriculum and courses of study for elementary education', shows that - out of the data collected from the administrators 50% of them strongly agree and 50% agree. No responses were given to undecided, disagree and strongly disagree. The data further reveals that the all the administrators of Sikkim perceived that Local authority should ensure timely prescribing of curriculum and courses of study for elementary education.

Administrators Perception towards the item – 'Local authority should provide training facility for teachers', shows that- out of the data collected from the administrators 25%

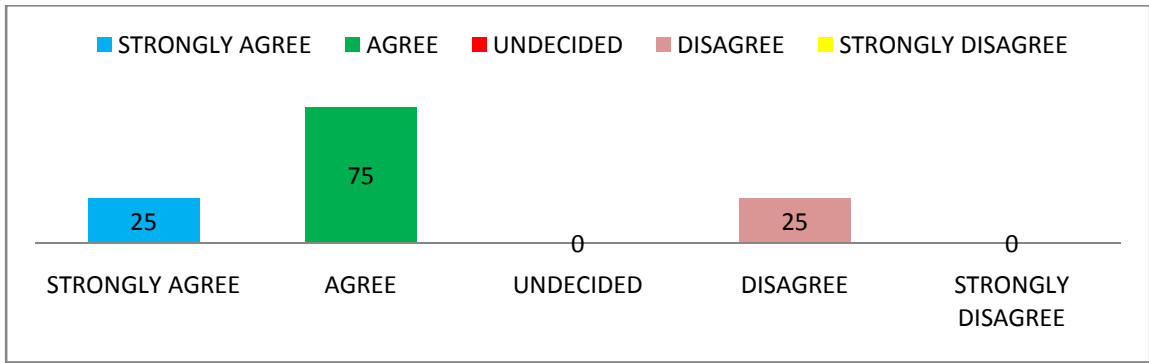
of them strongly agree and 75% agree. No responses were given to undecided, disagree and strongly disagree. The data reflects that the all the administrators of Sikkim perceived that Local authority should provide training facility for teachers.

Administrators Perception towards the item – ‘Local authority should ensure admission of children of migrant families’, shows that - out of the data collected from the administrators 50% of them strongly agree and 50% agree. No responses were given to undecided, disagree and strongly disagree. The data further reveals that the all the administrators of Sikkim perceived that Local authority should ensure admission of children of migrant families.

Local authority should monitor functioning of schools within its jurisdiction, out of the data collected from the administrators 50% of them strongly agree and 50% agree. No responses were given to undecided, disagree and strongly disagree. The data further reveals that the all the administrators of Sikkim perceived that Local authority should monitor functioning of schools within its jurisdiction.

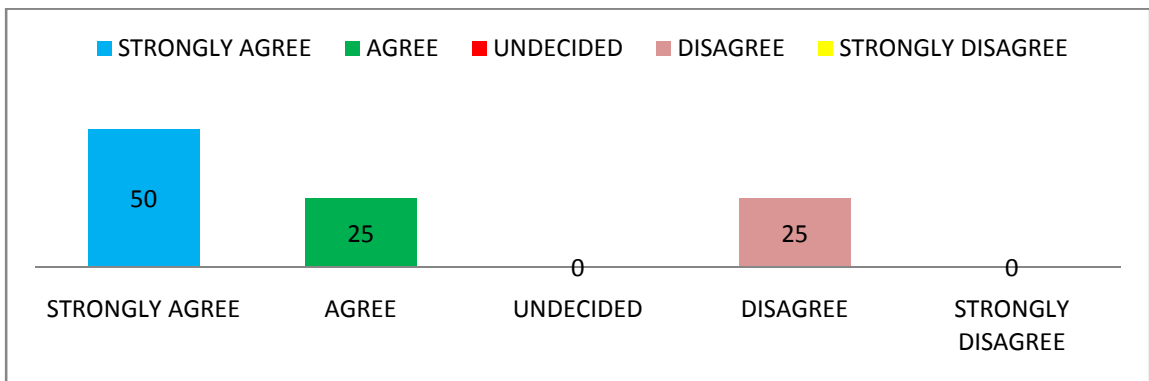
Administrators Perception towards the item – ‘Local authority should decide the academic calendar, shows that- out of the data collected from the administrators 25% of them strongly agree, 75% agree and 25% disagree. No responses were given to undecided and strongly disagree.

Figure 71: Bar Diagram showing the perception of administrators towards Local authority should decide the academic calendar



Administrators Perception towards the item – ‘A teacher committing default in performance of duties should be liable for disciplinary action, out of the data collected from the administrators 50% of them strongly agree, 25% agree and 25% disagree. No responses were given to undecided and strongly disagree. The data further reflects that 75 percent of the administrators of Sikkim perceive that a teacher committing default in performance of duties should be liable for disciplinary action.

Figure 72: Bar Diagram showing the perception of administrators towards a teacher committing default in performance of duties should be liable for disciplinary action



Administrators Perception towards the item, ‘for redressal of grievances relating to the right of a child under RTE Act any person may approach local authority having Jurisdiction’, shows that- out of the data collected from the administrators 75% of them strongly agree and 25% agree. No responses were given to undecided, disagree and

strongly disagree. The data further reveals that the all the administrators of Sikkim perceived that for redressal of grievances relating to the right of a child under RTE Act, any person may approach local authority having Jurisdiction.

Administrators Perception towards the item, 'The central government should issue guidelines to the appropriate government or local authority for the implementation of the provisions of RTE Act', shows that out of the data collected from the administrators 75% of them strongly agree and 25% agree. No responses were given to undecided, disagree and strongly disagree. The data reflects that the all the administrators of Sikkim perceived that the central government should issue guidelines to the appropriate government or local authority for the implementation of the provisions of RTE Act.

Administrators Perception towards the item, 'The central government should issue guidelines to the appropriate government or local authority for the implementation of the provisions of RTE Act', shows that - out of the data collected from the administrators 75% of them strongly agree and 25% agree. No responses were given to undecided, disagree and strongly disagree. The data clearly highlights that the all the administrators of Sikkim perceived that the central government should issue guidelines to the appropriate government or local authority for the implementation of the provisions of RTE Act.

SUMMARY AND CONCLUSION

5.1 THE SUMMARY

Sikkim is a beautiful place situated in northeastern part of India. Sikkim became the 22nd Indian state on 26 April 1975. It shares the boundary with three countries Nepal, Bhutan and China. In the 19th century the Namgyal dynasty founded the kingdom of Sikkim. The education system in Sikkim is based on the national policy of India. The School education system has been categorized into 4 stages – (i) Primary (Class I-V), (ii) Junior High (Class VI-VIII), (iii) Secondary (Class IX-X) and (iv) Senior Secondary (Class XI-XII) level. The admission procedure in schools of Sikkim starts when a child reaches the age of 5 years. Two board examinations (CBSE and ICSE) are held in Sikkim—one at the end of class X and another at the end of class XII. Earlier the Sikkim board itself conducted the examination of class XII. To achieve the goal of elementary education in the state of Sikkim, various programmes have been introduced by the central and state government like Sarva Shiksha Abhiyan in the year of 2001, mid-day meal scheme and Right to Education in the year 2010 to encourage the education of every child.

Sarva Shiksha Abhiyan is one of the educational programmes which was implemented by the Government of India's flagship for achievement of Universalization of Elementary Education (UEE) in the country for 10 years i.e., 2001 to 2010. "The Sarva Shiksha Abhiyan is also known as the 'Education for All movement' or 'Each One Teach One'.¹" The aim of SSA is to provide universal access and retention, minimize the gender

¹ B. B. Kharbirybai & Md. D. Hussain (2014). An Evaluative Study on the Implementation of Sarva Shiksha Abhiyan in Bhawanipur Education Block of Barpeta District of Assam in India. *Online International Interdisciplinary Research Journal*, 4(6), 137-144

and social gap, and provide elementary education for all the children between the age group of 6-14 years till the completion of his/her elementary education from class I to VII in a neighbourhood school. It mainly covers four thrust areas of concern namely: (a) access (b) enrolment (c) retention (d) quality.

“Sarva Shiksha Abhiyan (SSA) has two main aspects which are as follows:

- (i) It provides a wide convergent framework for implementation of elementary education schemes.
- (ii) It is also a programme with budget provision for strengthening to Universalization of elementary education.²”

The Sarva Shiksha Abhiyan came into force after 2010 as launching vehicle for RTE Act in the country. SSA provides the base line for the government of India to flagship another important historical programme i.e. “Right to Education Act 2009”.

Right to Education Act-2009 is another important milestone in the history of India. RTE Act is a vehicle for achieving the Universalisation of Elementary Education (UEE), but to make it into a reality collective efforts have been needed from the side of various stakeholders of RTE Act-2009. The RTE Act ensures free and compulsory education for all the children between the age group of 6-14 years irrespective of their caste, creed, and religion. Right to Education is the first legislation in India, which makes the government, the local authority, the parents and the teachers responsible for an admission, attendance

² J C. Aggarwal & S. Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-17

and completion of elementary education of every child. “India became one of the 135 countries to make education a fundamental right of every child.³”

The government of India enacted a suitable legislation for Universalisation of Elementary Education (UEE) on the advised of Supreme Court of India. The 86th Constitutional amendment act 2002, inserted 21-A in the constitution of India. The article “21- A stated as Right to Education-The state shall provide free and compulsory education to all children of the age of six to fourteen years in a manner as the state may by law determine.⁴”

“The bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as law on 26 August 2009 as the Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010.⁵” This day set a historic milestone for India as the Right to Education received the legal status in the country. It serves a quality in formal school irrespective of caste, gender, creed and religion. It tries to satisfy certain essential norms and standard in the elementary education. It set quality norms for all schools in the country. It checks the responsibility of the school headmasters, teachers to parents. It involves the participation of civil society in the development and management of school. It not only provides free and compulsory education to every child between the age group of 6-14 years but also raise the standard of elementary education.

³ S.S. Puar (2012). Right to education act: A critical analysis. *International Journal of Educational and Psychological Research*, 1(2), 27-30.

⁴ J.C. Aggarwal & S. Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-24

⁵ https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act

5.1.1 RATIONALE OF THE STUDY

“Right to Education is a futuristic perspective. Promoting universal education is indeed an effective tool to prevent human right violations, especially for children belonging to the poor, illiterate and vulnerable sections of the community everywhere in the world.”⁶

It is a major step forward in making the country free of many evils. It is the Act which aims at ensuring that every child who is between 6-14 years of age and is out of the school in India goes to school and receives quality education, which is his/her fundamental right. It is the act that ensures the universalisation of elementary education in the country. Under RTE Act-2009 certain responsibilities have been given to different stakeholders’ namely administrators, headmasters, school management committee members, teachers and parents. The roles of stakeholders’ are well defined in the document. The RTE Act-2009 includes total seven chapter and 38 sections dealing with various aspect of elementary education. The RTE Act-2009 has given prominent place and responsibility to teachers also because it is the teachers who can play a vital role by providing quality and need-based education at school level. So, it is the duty and responsibilities of the headmasters, teachers, administrators to understand their role properly and do as good as for the school and the society as a whole. The role of parents, school management committee members and students is equally important. The success of RTE depends on the stakeholders like parents, teachers, students and administrators. All the stakeholders are having prominent role in the whole educational process hence the

⁶ Krishna Lal, *Awareness of right to education act among teachers*, (Delhi Road Rohtak, Haryana, INDIA, American international journal of research in humanities, arts and social sciences, 2014) 107-112.

study is an attempt to understand the stakeholders' perception on RTE Act-2009 keeping in mind their concerns.

5.1.2 STATEMENT OF THE PROBLEM

The problem has been stated as **“Stakeholders’ perception of RTE Act-2009: An analysis of secondary schools in Sikkim”**

5.1.3 OPERATIONAL DEFINITIONS OF KEY TERMS USED:

Right to Education - The right to education includes the right to free, compulsory elementary education to every child in the six to fourteen age groups. The Government of Sikkim formulated and implemented “The Right of Children to Free and Compulsory Education Rules, 2010”.

Right to Education Act, 2009 - The Right to Free and Compulsory Education Act passed by the Indian Parliament on 26th August 2009 and Published in Gazette on 27th August, 2009 by the Government of India.

Stakeholders’ - refers to Administrators, School Headmasters, School Management Committee Members, Teachers, Students and Parents.

Perception: refers to the views of Stakeholders.

Secondary Schools: refers to the class IX students.

5.1.4 RESEARCH QUESTIONS

The researcher will try to find the answers to the following questions:

1. What is the perception of School Headmasters towards RTE Act -2009?

2. What is the perception of School Management Committee Members towards RTE Act -2009?
3. What is the perception of Teachers towards RTE Act -2009?
4. What is the perception of Parents towards RTE Act- 2009?
5. What is the perception of Students towards RTE Act -2009?
6. What is the perception of Administrators towards RTE Act- 2009?

5.1.5 OBJECTIVES OF THE STUDY

1. To study the perception of School Headmasters towards RTE Act -2009.
2. To study the perception of School Management Committee Members towards RTE Act- 2009.
3. To study the perception of Teachers towards RTE Act -2009.
4. To study the perception of Parents towards RTE Act- 2009.
5. To study the perception of Students towards RTE Act- 2009.
6. To study the perception of Administrators towards RTE Act -2009.

5.1.6 DELIMITATIONS OF THE STUDY

The present study has been delimited to the following aspects:

1. The present study has been delimited to 19 Government secondary schools of Sikkim.
2. The present study has been delimited to the class IX students with regard to students and their teachers and parents.
3. From each district the one District level Education officer has been taken as Administrator.

5.2 METHODOLOGY

5.2.1 DESIGN

Descriptive Survey method of investigation was employed to study the Stakeholders' perception of RTE Act-2009: An analysis of secondary schools in Sikkim.

5.2.2 SAMPLE

The total sample size is 343, which includes 4 administrators, 19 secondary schools, 19 headmasters, 35 smc members, 38 parents, 133 students and 114 teachers.

5.2.2.1 SAMPLING TECHNIQUES

The researcher employed two sampling techniques for data collection. The researcher adopted simple random sampling technique in case of 3 stakeholders' namely- administrators, teachers and students. The purposive sampling technique has been employed in case of school headmasters, school management committee members and parents of children studying in secondary school of Sikkim. .

5.2.3 TOOLS USED

The tool is very important for the collection of data. Tool is an instrument that helps the researcher to gather relevant data from the field. "The instruments that employed as means for collecting data are called tools. The selection of suitable tools or instruments depends upon the objective of the study and is of vital importance for successful research.⁷" The investigator has used the self-constructed opinionnaires to find out the stakeholders' perception of RTE Act-2009. The researcher constructed 6 opinionnaires for each stakeholder namely- Administrators, Headmasters, SMC Members, Teachers, Students and Parents.

⁷ Retrieved from http://results.mu.ac.in/myweb_test/Research%20Methodology-Paper-3/Chapter-9.pdf

5.2.4 STATISTICAL TECHNIQUES USED

The main objective of the study is to study the Stakeholders' perception of RTE Act-2009: An analysis of secondary schools in Sikkim. The technique of the study is therefore testing through opinionnaires/statements. Scoring is done through percentage wise analysis for each of the item present in the opinionnaires in order to test the Stakeholders' perception of RTE Act-2009 in Sikkim. Here in the present study, graphical representation has also been used to show the clear cut scenario of stakeholders' perception of RTE Act-2009 in Sikkim.

5.3 MAJOR FINDINGS OF THE STUDY

The major findings of the stakeholders' perception of RTE Act are mention below

- It is found that 87.49 percent of the headmasters, 62 percent of the teachers and 57 percent of parents of students studying in secondary schools of Sikkim perceived that some fees should be charged from the children with better economic capability to meet the extra expenses, which is contradictory to the norms of Right to Education as laid by the Government of India. The researcher also conducted interviews to the reason behind this perception and learned that the parents perceived that they are willing to pay for the extra expanses of the child in the school for quality education.
- It is 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 viewed 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.

- It is found that 50 percent of the headmasters of secondary schools of Sikkim perceived that if the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.
- It is also found that 100 percent of the headmasters and 93 percent of teachers of secondary schools of Sikkim have clear viewed that mid-day meal scheme is attracting more students to the school. The data revealed that that mid-day meal scheme is ensuring access to the school. However approximately 7 percent of the teachers of secondary schools of Sikkim perceived that mid-day meal scheme does not help in attracting more students to the school.
- It is found that 70.85 percent of the headmasters of secondary schools of Sikkim are of the viewed that the age proof should be mandatory for the admission of the children in the school. The viewed of headmasters also contradicts to the policy of Right to Education Act, wherein the RTE Act stated that the age proof should not be mandatory for the admission of the children in the school.
- It is found that 77 percent of the SMC members of secondary schools of Sikkim perceived that the SMCs should monitor the utilization of the grants received from the government for the development of school. However 14.58 percent of SMC are themselves disagree and 8 percent undecided that the SMCs should monitor the utilization of the grants received from the government for the development of school, which contradict to the RTE Act provision.
- It is found that 65 percent of the SMC members of secondary schools of Sikkim are of the viewed that the school management committee members should ensure the availability of free uniform facilities to the eligible children.

- It is also found that 71 percent of the SMC members of secondary schools of Sikkim are of the view that the school management committee members should ensure the retention of children of 6-14 years of age.
- It is found that 42.7 percent of teachers of secondary schools of Sikkim believed that the non-academic duties should not be given to them.
- It is found that 65.96 percent of the teachers believed that the child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality. This indicates the contradiction to the Right to Education Act since it states that no child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school.
- The study revealed that 66.3 percent of the teachers and 47 percent of parents believed that the failed children should be retained in the same class for two or more years for their better learning outcome. The data highlights that majority of the teachers and parents contradict to the no detention policy as laid under the Right to Education Act 2009
- The study highlighted that 70 percent of headmasters, 83.67 percent of the teachers and 71.86 percent of the parents of children studying in secondary schools of Sikkim are of the view that disciplinary punishment and actions are needed to maintain discipline in the class, which is also contradictory to the RTE Act 2009.
- The study further revealed that approximately 57 percent of headmasters, 60 percent of the teachers and 41 percent of parents of children studying in secondary schools of Sikkim perceived that divyang (differently abled) learners should be admitted in the normal school. It is very interesting to note that still 40 percent of the teachers of

secondary schools are not of the viewed to admit divyang (differently abled) learners in the normal school as inclusive practice.

- The study revealed interesting figure that the 20 percent of teachers are themselves undecided and approximate 4 percent of teachers and 25 percent of administrators disagree that a teacher committing default in performance of duties should not be liable for disciplinary action
- The study revealed that 63 percent of the parents of children studying in secondary schools of Sikkim perceived that more homework should not be given to the students.
- It is found that 55.22 percent of parents believed that screening procedure should be adopted as the method of selection for admission of a child in school.
- The study highlights that 43 percent of the students of secondary schools of Sikkim stated that their teachers take private tuitions which is against the norms of the RTE Act and the State Government.
- It is found that approximately 44 percent of the students of secondary schools of Sikkim perceived that examination creates unnecessary pressure for them and should be removed.
- The study revealed that approximately 47 percent of the students perceived that some of their friends have special privilege in the class. The researcher conducted interviews with the students and it was found that the teacher's favoritism towards the gifted and creative learners is present in the classrooms. The children with special needs are neglected.
- The study reflects that 82.13 percent of the students of secondary schools of Sikkim perceived that teachers sometimes scold for their betterment.

- It is also found that 82 percent of the students of secondary schools of Sikkim perceived that our headmasters are strict/very strict.
- It is found that 83.62 percent of the students of secondary schools of Sikkim believed that teacher always tell us to memorize the lesson by heart so that we can easily recall it in future. The study further revealed that till now rote memory is emphasized in the classrooms which are again contradictory to the RTE Act 2009.
- It is found that 75 percent of the administrators perceived that local authority should ensure that free and compulsory elementary education are provided to all the children (6-14 years of age). However 25 percent of administrators are themselves undecided whether free and compulsory elementary education are provided to all the children (6-14 years of age), which contradict to the provision of RTE Act.

5.4 MAJOR RECOMMENDATIONS FOR FURTHER RESEARCH

The investigator would like to make few recommendations for future research to be carried out or conducted which were not incorporated in this study. These includes following areas.

- The same study can be replicated by using similar methodology but in different schools of Gangtok taking into account larger number of headmasters, teachers, parents and students. This may help the future researcher to make the results more generalized in larger extent.
- Research project on similar topic may be conducted in future to investigate the perception of the government towards the RTE Act2009.
- Further it is recommended that future researcher can examine on different

determinants that affects the stakeholders' perception of RTE Act 2009.

- The similar study may be conducted in future to investigate the perception of the private schools towards the RTE Act.
- Qualitative research can be conducted using interview and observation techniques to gain in-depth information that could enrich the findings of the study and create better understanding of the stakeholders' perception of RTE Act 2009 in Sikkim.
- Further same project may be undertaken on similar topic to make comparative studies between Sikkim and West Bengal to study the stakeholders' perception of RTE Act 2009.

5.5 SUGGESTIONS

The researcher on the basis of his investigation with regard to the stakeholders' perception of RTE Act 2009, the valuable suggestions in this regard have been put forward for bringing the improvement in the responsibilities of the stakeholders' of RTE Act in Sikkim.

- Mid –day meal scheme is wonderful idea to attract the children to go to school. Provide a child with healthy and nutritious food is the basic need. The government should focus on this scheme, which will be helpful in the access and participation of the child to the school level.
- The government of Sikkim must focus on promoting more access to education.
- The government should curb down the denial of admission, screening procedure for admission of child to a particular class.
- The government should provide special training facility to drop out as per RTE Act provision.

- Grievance Redressal cell should be established in order to receive and solve the grievances of the students and the parents.
- The provision of RTE act prohibited the physical punishment and mental harassment in classroom has not been totally stop at all. It should be totally stopped. The government should strictly follow the norms of RTE Act in the schools of Sikkim.
- The government should focus on the minimum academic and professional qualification of teachers in order to provide the quality education in the government schools of Sikkim.
- The administrators of each district of Sikkim should be responsible for smooth functioning of the government schools of Sikkim in their respective areas. They can get help through the school management committee.
- The quality, access and equity are the crucial agenda of RTE Act 2009. So the government of Sikkim should emphasize the quality teachers and quality of education which is the backbone of the teacher training programme. The quality education produces meaningful results in the development of an individual as well as the society.
- The government should provide separate room for computer lab with better electricity connection, so that the students can access learning material.
- The library should be open in each and every school. So that the students are not deprived of better books, journals and magazines.
- The perceptions of stakeholders' should be taken in an account for further improvement in education system of India.

- The data collected from students revealed that school are lacking in organizing educational tour/field trip time to time. The government of Sikkim should ensure that school provide educational tour/field trip time to time.
- Adequate provisions should be provided persons with disability, as per the guidelines and norms prescribed by the Government of India and Apex court in India
- The data collected from students revealed that teachers are taking private tuition, which is against RTE Act provision. The government should take strict against those teachers who are running private tuition.
- The students revealed that schools are lacking in safe drinking water, play materials, teaching learning materials and playground etc. Positive will of the every stakeholder is also required for effective implementation of RTE Act.

5.6 CONCLUSION

The government of India enacted a suitable legislation for Universalisation of Elementary Education (UEE) on the advised of Supreme Court of India. The 86th Constitutional amendment act 2002, inserted 21-A in the constitution of India. The article “21- A stated as Right to Education-The state shall provide free and compulsory education to all children of the age of six to fourteen years in a manner as the state may by law determine”⁸

“The bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as law on 26 August 2009 as the Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the

⁸J.C.Aggarwal&S.Gupta (2010) Right to education and revitalizing education, Shipra publications, pp-24

state of Jammu and Kashmir from 1 April 2010.⁹” This day set a historic milestone for India as the Right to Education received the legal status in the country. It serves a quality in formal school irrespective of caste, gender, creed and religion. It tries to satisfy certain essential norms and standard in the elementary education. It ensures that each and every child has a right to full time elementary education.

The perception of Stakeholders’ namely headmasters, teachers, school management committee members, parents and students plays a very significant role in the status of Right to Education Act-2009. The opinions of stakeholders’ show the real situation of the implementation of RTE Act-2009 in Sikkim. The viewpoints of stakeholders’ contradict to the various provisions of RTE Act like some fees should be charged from the children with better economic capability to meet the extra expenses and the age proof should be mandatory for the admission of the children in the school etc. The stakeholders’ perception clearly revealed the unconvinced with some of the provisions of RTE Act-2009. The State and Central government should value the perception of stakeholders’ for up bringing the positive improvement in the field of education. The state and central government should organize various programmes and seminars regarding RTE Act-2009, especially in rural areas as to make people more aware about the RTE Act provisions.

⁹ https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act

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PERCEPTION OF ADMINISTRATOR (Local Authority) TOWARDS RTE ACT-2009

Please fill the following information:

Name: _____ Sex: Male/ Female _____

Designation: _____ Locale: Urban/Rural _____

District: _____

The following opinionnaire has been prepared for understanding the perception of the stakeholders towards RTE Act. You are requested to kindly provide your responses. There are five columns against each statement indicating the responses- **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. Please mark tick in the column (✓) to express your response for each statement. Rest assured your response will be kept confidential and shall be used for research purpose only.

Sl. No	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
1	Local authority should ensure that Free and compulsory elementary education are provided to all the children (6-14 years of age).					
2	Local authority should ensure that the Children above the age of three years get pre-school education until they complete the age of six years.					
3	Only trained and well qualified teachers should be appointed in the school.					
4	If the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.					
5	Local authority should ensure availability of a neighbourhood school.					
6	Local authority should maintain records of children up to the age of fourteen years.					
7	Local authority should ensure and monitor the admission, attendance and completion of elementary education by every child.					
8	Local authority should provide infrastructure including school building, teaching staff and learning material.					
9	Local authority should provide special training facility to the children directly admitted in a class appropriate to his/her age in order to be at par with others.					
10	Orientation of teachers should be undertaken for providing special training to out of school children.					
11	Local authority should ensure good quality elementary education conforming to the standards and norms of RTE Act.					
12	Local authority should ensure timely prescribing of curriculum and courses of study for elementary education.					
13	Local authority should provide training facility for teachers.					
14	Local authority should ensure admission of children of migrant families.					

15	Local authority should monitor functioning of schools within its jurisdiction.					
16	Local authority should decide the academic calendar.					
17	A teacher committing default in performance of duties should be liable for disciplinary action.					
18	For redressal of grievances relating to the right of a child under RTE Act any person may approach local authority having Jurisdiction.					
19	The central government should issue guidelines to the appropriate government or local authority for the implementation of the provisions of RTE Act.					
20	The local authority should issue guidelines to the school management committee regarding implementation of the provisions of RTE Act.					

PERCEPTION OF PRINCIPAL TOWARDS RTE ACT-2009

Please fill the following information:

Name: _____ Sex: Male/ Female
 Designation: _____ Locale: Urban/Rural
 Name of School: _____ Type of School: Govt./Private/Semi-Govt.
 Qualification: _____ District: _____

The following opinionnaire has been prepared for understanding the perception of the stakeholders towards RTE Act. You are requested to kindly provide your responses. There are five columns against each statement indicating the responses- **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. Please mark tick in the column (✓) to express your response for each statement. Rest assured your respond will be kept confidential and shall be used for research purpose only.

Sl. No	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
1	Free and compulsory elementary education should be provided to all the children (6-14 years of age).					
2	Some fees should be charged from the children with better economic capability to meet the extra expenses.					
3	Only trained and well qualified teachers should be appointed in the school.					
4	Only Minimum qualifications should not be the essential criteria for the appointment of the teachers.					
5	If the teachers possessing minimum qualifications are not available in sufficient number then the Government should relax the norms.					
6	The teachers get enough time to complete entire curriculum within specified period.					
7	Teachers should be given non- academic duties for the welfare of the society.					
8	Mid-day meal scheme is attracting more students to the school.					
9	Mid- day meal scheme is creating an extra burden upon the teachers.					
10	The School Management Committee (SMC) plays an important role in the functioning of school.					
11	The School Management Committee (SMC) members take active part in the meetings.					
12	Regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.					
13	The SMCs help in monitoring the working of the school.					
14	The SMCs monitor the utilization of the grants received from the government for the development of school.					
15	The SMCs prepare and recommend school development plan.					

16	Screening procedure should be adopted as the method of selection for admission of a child in school.					
17	The child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.					
18	The failed children should be retained in the same class for two or more years for their better learning outcome.					
19	Disciplinary punishment and actions are needed to maintain discipline in the class.					
20	Assessment of the learning ability of each child is necessary.					
21	Divyang (differently abled) learners should be admitted in the normal school.					
22	The age proof should be mandatory for the admission of the children in the school.					
23	Right of transfer to other school creates burden upon the school administration.					
24	Delay in producing transfer certificate should not be a ground for either delaying or denying admission.					
25	Provisions of remedial classes for the betterment of the student.					
26	Incorporation of Formative evaluation or conducting unit test to verify the regular progress of a student.					

PERCEPTION OF SCHOOL MANAGEMENT COMMITTEE (SMC) TOWARDS RTE ACT- 2009

Please fill the following information:

Name: _____

Sex: Male/ Female: _____ Locale: Urban/Rural _____

Type of School: Govt. /Private/Semi-Govt.: _____

District: _____

The following opinionnaire has been prepared for understanding the perception of the stakeholders towards RTE act. You are requested to kindly provide your responses. There are five columns against each statement indicating the responses- **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. Please mark tick in the column (✓) to express your response for each statement. Rest assured your respond will be kept confidential and shall be used for research purpose only.

Sl. No	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
1	The School Management Committee (SMC) plays an important role in the functioning of school.					
2	The School Management Committee (SMC) members regularly attend the meetings.					
3	The School Management Committee (SMC) prepares and recommend school development plan.					
4	50% of the School Management Committee (SMC) members should be women.					
5	A school should constitute a School Management Committees (SMC) of the elected representatives of the local authority, parents or guardians and teachers.					
6	3/4 of members of School Management Committee (SMC) should be parents or guardian.					
7	Proportionate representation should be given to the parents or guardians of children belonging to disadvantaged group & weaker section of society.					
8	Regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.					
9	The SMCs help in monitoring the working of the school.					
10	The SMCs monitor the utilization of the grants received from the government for the development of school.					
11	The meeting of SMCs and teachers should be conducted on regular basis regarding the access and participation of children in school.					
12	The school management committee (SMC) should ensure the enrolment of children for the universalisation of elementary education.					
13	The school management committee should ensure the retention of children of 6-14 years of age.					
14	The school management committee should ensure the reduction in the dropout rate of children.					

15	The school management committee should work for qualitative reforms of the students.					
16	The school management committee should ensure that progress reports of the children must be reviewed time to time.					
17	The school management committee should ensure the availability of free uniform facilities to the eligible children.					
18	The school management committee should ensure regular supply of clean drinking water in school.					
19	The school management committee should ensure an adequate toilet facility for both girls and boys separately.					
20	The school management committee should ensure regular health check-up of the children studying in the school.					
21	The school management committee should ensure the construction of new school building.					
22	The school management committee should ensure the cooperation of community in co-curricular activities.					
23	The school management committee should present the annual reports before the general body.					
24	The school management committee should ensure the identification of children with special needs.					
25	The school management committee should ensure the arrangement of furniture in school.					
26	The school management committee should ensure the development of library in the school for developing reading habits among students.					
27	The school management committee should monitor the quality meal provided to children.					

PERCEPTION OF TEACHER TOWARDS RTE ACT- 2009

Please fill in the following information:

Name: _____ Sex: Male/ Female
 Designation: _____ Locale: Urban/Rural
 Name of School: _____ Type of School: Govt./Private/Semi-Govt
 Qualification: _____ District: _____

The following opinionnaire has been prepared for understanding the perception of the stakeholders towards RTE Act. You are requested to kindly provide your responses. There are five columns against each statement indicating the responses- **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. Please mark tick in the column (✓) to express your response for each statement. Rest assured your respond will be kept confidential and shall be used for research purpose only.

Sl. No	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
1	Free and compulsory elementary education should be provided to all the children (6-14 years of age).					
2	Some fees should be charged from the children with better economic capability to meet the extra expenses.					
3	Only minimum qualifications should not be the essential criteria for the appointment of the teachers.					
4	The teachers get enough time to complete entire curriculum within specified time.					
5	Teachers should be given non- academic duties for the welfare of the society.					
6	Mid-day meal scheme is attracting more students to the school.					
7	Mid- day meal scheme is creating an extra burden upon the teachers.					
8	The School Management Committees (SMC) plays an important role in the functioning of school.					
9	The SMCs help in monitoring the working of the teaching learning.					
10	The SMCs prepare and recommend school development plan.					
11	The meeting of SMCs and teachers are conducted on regular basis regarding the access and participation of children in school.					
12	Screening procedure should be adopted as the method of selection for admission of a child in school.					
13	The child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.					
14	The failed children should be retained in the same class for two or more years for their better learning outcome.					

15	Disciplinary punishment and actions are needed to maintain discipline in the class.					
16	The children in school express themselves freely in their classroom.					
17	Divyang (differently abled) learners should be admitted in the normal school.					
18	Board examinations should be conducted at the end of elementary education.					
19	A teacher committing default in performance of duties should be liable for disciplinary action.					
20	Pupil teacher ratio affects the teaching learning condition in the classroom.					
21	The existing curriculum is sufficient for building up child's knowledge, potentials and talent.					
22	Comprehensive and continuous evaluation is very difficult.					

PERCEPTION OF PARENT TOWARDS RTE ACT -2009

Please fill the following information:

Name: _____

Sex: Male/ Female _____ Locale: Urban/Rural _____

Name of the school your child is studying: _____

Type of School: Govt./Private/Semi-Govt _____ District: _____

The following opinionnaire has been prepared for understanding the perception of the stakeholders towards RTE Act. You are requested to kindly provide your responses. There are five columns against each statement indicating the responses- **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. Please mark tick in the column (✓) to express your response for each statement. Rest assured your respond will be kept confidential and shall be used for research purpose only.

SI. No	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
1	The every parent or guardian should admit his/ her child to an elementary education in the neighbourhood school.					
2	Some fees should be charged from the child to meet out the extra expenses.					
3	Only trained and well qualified teachers should be appointed in the school.					
4	Teachers should be given non- academic duties for the welfare of the society.					
5	Mid-day meal scheme is attracting the students to the school.					
6	The School Management Committees (SMC) plays an important role in the functioning of school.					
7	Regular meetings with parents and guardians should be conducted regarding attendance and progress made by the learners.					
8	The SMCs help in monitoring the working of the school.					
9	Screening procedure should be adopted as the method of selection for admission of a child in school.					
10	The child, his/her parents or guardian should face the screening procedure for the admission of their wards in the school to ensure quality.					
11	The failed children should be retained in the same class for two or more years for their better learning outcome.					
12	Disciplinary punishment and actions are needed to maintain discipline in the class.					
13	Assessment of the learning ability of each child is necessary.					
14	Divyang (differently abled) learners should be admitted in the normal school.					
15	Board examinations should be conducted at the end of elementary education.					

16	Pupil teacher ratio affects the teaching learning condition in the classroom.					
17	More homework should be given to the students.					
18	Teacher should teach in mother tongue to help learners for better understanding.					
19	The continuous and comprehensive examination has created more pressure on the students.					
20	The school should have grievance cell for addressing the issues of parents and students.					
21	No suit or other legal proceeding should lie against the authority or government in respect of anything which is in good faith done in pursuance of RTE Act.					

PERCEPTION OF STUDENT TOWARDS RTE ACT-2009

Please fill the following information:

Sex: Male/ Female _____ Locale: Urban/Rural _____
 Name of School: _____ Type of School: Govt./Private/Semi-Govt. _____
 Class: _____ District: _____

The following opinionnaire has been prepared for understanding the perception of the stakeholders towards RTE Act. You are requested to kindly provide your responses. There are five columns against each statement indicating the responses- **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree**. Please mark tick in the column (✓) to express your response for each statement. Rest assured your respond will be kept confidential and shall be used for research purpose only.

Sl. No	STATEMENTS	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree
1	Teachers understand our difficulties in learning.					
2	Teachers always create interest for learning in our class.					
3	Teachers allow us to express freely.					
4	Teacher gives us homework for our betterment.					
5	Teachers help us when we are in need.					
6	Teachers take our classes in time.					
7	Teacher takes private tuition for our betterment.					
8	Our school organizes educational tour/field trip time to time.					
9	School has separate toilets for Boys & Girls.					
10	School has adequate and safe drinking water facility.					
11	The school time table has enough space for co-curricular activities.					
12	The school provides us games and sports facilities.					
13	Examination creates unnecessary pressure for us and should be removed.					
14	The teachers treat both girls and boys equally in the classroom.					
15	Some of our friends have special privilege in the class.					
16	Teachers sometimes scold for my betterment.					
17	Our headmaster is strict/very strict.					
18	The learning environment in our school is encouraging for us.					
19	Teachers always tell us to memorize the lesson by heart so that we can easily recall it in future.					
20	Teacher appreciates our views.					
21	Learning is joyful to us.					